For prompt attention, please address inquiries as indicated below.

The Area Code of 706 is required when dialing.

LaGrange College (general information) .......................................................... 880-8000
Office of the President ....................................................................................... 880-8230
Executive Director of Instructional and Information Tech. .................. 880-8050
Provost ........................................................................................................ 880-8236
Registrar ......................................................................................................... 880-8997
Dean of Student Affairs .............................................................................. 880-8004
Director of Career Planning and Placement ........................................... 880-8286
Vice President for Enrollment Management ........................................... 880-8736
Director of Admission ................................................................................ 880-8253
Director Financial Aid ................................................................................ 880-8229
Vice President for Finance and Operations ................................................ 880-8267
Controller ....................................................................................................... 880-8232
Vice President for Advancement ................................................................. 880-8257
Director of Communications and Marketing ........................................... 880-8246

Visitors are welcome at LaGrange College throughout the year. The administrative offices in the Banks Building are open Monday through Friday from 8:00 a.m. to 5:00 p.m. Saturday visits may be arranged by appointment. Visitors desiring interviews with members of the staff are urged to make appointments in advance. 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.
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CHANGE OF REGULATIONS

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.

Note: For information, regulations and procedures for graduate study, please see the Graduate Bulletin. For information, regulations and procedures for evening courses, please see the Evening College Bulletin. For information, regulations and procedures of the Albany campus, please see the Albany Bulletin.
### 2010 – 2011

#### ACADEMIC CALENDAR

#### DAY PROGRAM

<table>
<thead>
<tr>
<th>August 2010</th>
<th>Fall Semester</th>
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<tbody>
<tr>
<td>18</td>
<td>Opening Session</td>
</tr>
<tr>
<td>18</td>
<td>Faculty Institute begins</td>
</tr>
<tr>
<td>19</td>
<td>President’s buffet for faculty, administration, staff, and their spouses</td>
</tr>
<tr>
<td>20</td>
<td>Faculty Institute ends</td>
</tr>
<tr>
<td>20</td>
<td>Departmental and/or Division meetings</td>
</tr>
<tr>
<td>23</td>
<td>New students move in - First Week begins</td>
</tr>
<tr>
<td>23</td>
<td>Math placement test for all new students, Jolly Room, Science Building</td>
</tr>
<tr>
<td>23-27</td>
<td>First Week</td>
</tr>
<tr>
<td>24</td>
<td>First-year student assessment</td>
</tr>
<tr>
<td>26</td>
<td>First-year student assessment</td>
</tr>
<tr>
<td>30</td>
<td>First-year student assessment</td>
</tr>
<tr>
<td>28-30</td>
<td>Residence halls open - returning students move-in</td>
</tr>
<tr>
<td></td>
<td>Final registration for returning Day students begins.</td>
</tr>
<tr>
<td>30</td>
<td>Advisors are available in their offices during posted office hours.</td>
</tr>
<tr>
<td>31</td>
<td>First-year student assessment</td>
</tr>
<tr>
<td>31</td>
<td>Fair on the Hill</td>
</tr>
<tr>
<td>31</td>
<td>Work aid and work study time sheets due</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>September 2010</th>
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<tbody>
<tr>
<td>1</td>
<td>All classes begin</td>
</tr>
<tr>
<td>1</td>
<td>Opening Convocation</td>
</tr>
<tr>
<td>6</td>
<td>Labor Day - College closed</td>
</tr>
<tr>
<td>8</td>
<td>End drop/add at 5:00 p.m. No refund for individual classes dropped after this date.</td>
</tr>
</tbody>
</table>
All Incomplete grades should be changed to permanent
Syllabi and office hours due in Provost's Office
Administrative Council meeting
Day of Record
Fall Visitation Day 1
Fall Family Weekend
Spring & Summer 2011 class schedules due in the Registrar’s Office
Faculty Assembly
Work aid and work study time sheets due

October 2010
Staff Council meeting, Bailey Room
Faculty meeting, Dickson Assembly Room
Administrative Council meeting
Fall Break—No Classes
Mid-Term. Faculty submit deficiency reports electronically to the Provost’s Office by 5:00 p.m.
Last day to withdraw from class with an automatic “W”
Faculty Advising Week
Senior assessment
Faculty Assembly
Board of Trustees meeting
2010 Homecoming
Work aid and work study time sheets due
Pre-registration for Day students. Students completing degree requirements by end of Fall, Interim, or Spring terms should file petitions for graduation with the Registrar. Advisors available.

Staff Council meeting, Bailey Room
Faculty meeting, Dickson Assembly Room
Proposals for Interim 2012 travel courses due
Daylight Savings Time ends
Fall Visitation Day 2
Administrative Council meeting
Faculty Assembly
Last day of classes before Thanksgiving break
Administrative offices close at Noon
Thanksgiving break - no classes
Administrative offices closed
Classes resume after Thanksgiving break
Celebrate the Servant
Celebration of Servant-Leadership, Assembly Room
Service of Celebration and Recognition, Chapel
Work aid and work study time sheets due

December 2010
Staff Council meeting, Bailey Room
Faculty meeting, Dickson Assembly Room
A Festival of Nine Lessons and Carols, Callaway Auditorium
Last day of Fall-Term classes for Day students
7-11 Exams
11 Begin term break at 5:00 pm
13 Summer research proposals due in Provost’s Office
16 Administrative Council meeting
17 Grades due
22 Work aid and work study time sheets due.
23-31 Holidays for administration and staff - College closed

January 2011 Interim Term
1 New Year’s Holiday - College closed
2 Residence halls open
3 Registration for new and returning Day students.
4 Mandatory first meeting for classes.
5 End drop/add at 5:00 p.m. No refund for individual classes dropped after this date.
5 All Incomplete grades should be changed to permanent grades.
6 Syllabi and office hours due in Provost's Office by email.
6 Staff Council meeting, Bailey Room
6 Faculty meeting, Dickson Assembly Room
13 Mid-Term
14 Last day to withdraw from class with an automatic “W”
14 Day of Record
17 Martin Luther King, Jr. Day - College closed
20 Administrative Council meeting
27 Last day of class
27 Faculty Assembly
28 Math placement test for all new students, Jolly Room, Science Building
28 Final registration for all Day students begins. Advisors are available in their offices during posted office hours.

31 Work aid and work study time sheets due

February 2011

**Spring Semester**

1 Interim-Term grades due
2 Classes begin
3 Spring –Term new first-year student assessment
3 Staff Council meeting, Bailey Room
3 Faculty meeting, Dickson Assembly Room
8 End drop/add at 5:00 p.m. No refund for individual classes dropped after this date.
8 All Incomplete grades should be changed to permanent grades.
10 Syllabi and office hours due in Provost's Office by email.
11 Fall-Term 2011 and Spring-Term 2012 schedules are due in the Registrar's Office.
11 Day of Record
12 Presidential Scholarship Competition Day
17 Administrative Council meeting
19 Make-up for snow, if necessary, for Day and Evening classes
24 Faculty Assembly
26 Fine Arts Scholarship Day
28 Work aid and work study time sheets due

March 2011

3 Staff Council meeting, Bailey Room
3 Faculty meeting, Dickson Assembly Room
5 Spring Visitation Day 1
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>13</td>
<td>Daylight Savings Time begins</td>
</tr>
<tr>
<td>14</td>
<td>Proposals for Interim 2012 non-travel courses due</td>
</tr>
<tr>
<td>14-18</td>
<td>Academic Integrity Week</td>
</tr>
<tr>
<td>15</td>
<td>Interim 2012 travel applications due</td>
</tr>
<tr>
<td></td>
<td>Mid-Term. Faculty submit deficiency reports electronically to the Provost’s Office by 5:00 p.m.</td>
</tr>
<tr>
<td>17</td>
<td>Administrative Council meeting</td>
</tr>
<tr>
<td>21-25</td>
<td>Faculty Advising Week</td>
</tr>
<tr>
<td>21-25</td>
<td>Senior Assessment Week</td>
</tr>
<tr>
<td>22</td>
<td>Last day to withdraw from class with an automatic &quot;W&quot;</td>
</tr>
<tr>
<td>24</td>
<td>Faculty Assembly</td>
</tr>
<tr>
<td>26</td>
<td>Accepted Student Day</td>
</tr>
<tr>
<td></td>
<td>Pre-registration for Day students. Students completing degree requirements in summer or fall should file petitions for graduation with the Registrar. Advisors available.</td>
</tr>
<tr>
<td>28—April 1</td>
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<tr>
<td>31</td>
<td>Faculty meeting, Dickson Assembly Room</td>
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<tr>
<td>31</td>
<td>Work aid and work study time sheets due</td>
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<tr>
<td><strong>April 2011</strong></td>
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<tr>
<td>4-8</td>
<td>Spring Break - No Classes</td>
</tr>
<tr>
<td>14</td>
<td>Administrative Council meeting</td>
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<tr>
<td>14-15</td>
<td>Board of Trustees meeting</td>
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<tr>
<td>15</td>
<td>Interim 2012 travel deposits due</td>
</tr>
<tr>
<td>16</td>
<td>Spring Visitation Day 2</td>
</tr>
<tr>
<td>21</td>
<td>Staff Council meeting, Bailey Room</td>
</tr>
<tr>
<td>22</td>
<td>Good Friday - College closed</td>
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<td>24</td>
<td>Easter</td>
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<td>Date</td>
<td>Event</td>
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<tr>
<td>28</td>
<td>Faculty Assembly</td>
</tr>
<tr>
<td>29</td>
<td>Honors Day</td>
</tr>
<tr>
<td>29</td>
<td>Work aid and work study time sheets due</td>
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<tr>
<td>30</td>
<td>May Day</td>
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**May 2011**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>5</td>
<td>Staff Council meeting, Bailey Room</td>
</tr>
<tr>
<td>5</td>
<td>Faculty meeting, Dickson Assembly Room</td>
</tr>
<tr>
<td>5</td>
<td>National Day of Prayer</td>
</tr>
<tr>
<td>9-10</td>
<td>Student room lottery, Dickson Assembly Room</td>
</tr>
<tr>
<td>9</td>
<td>Last day of classes for Day students</td>
</tr>
<tr>
<td>10</td>
<td>Reading Day</td>
</tr>
<tr>
<td>11-17</td>
<td>Exams</td>
</tr>
<tr>
<td><strong>19</strong></td>
<td>Grades for Graduating Seniors Due by Noon</td>
</tr>
<tr>
<td>19</td>
<td>Administrative Council meeting</td>
</tr>
<tr>
<td>19</td>
<td>Nurses' Pinning Ceremony</td>
</tr>
<tr>
<td>20</td>
<td>Graduation rehearsal, faculty marshals and student marshals attend</td>
</tr>
<tr>
<td>20</td>
<td>Baccalaureate at First United Methodist Church. All faculty should plan to attend.</td>
</tr>
<tr>
<td>20</td>
<td>Grades for those not graduating due at 5:00 p.m.</td>
</tr>
<tr>
<td>21</td>
<td>Graduation on residential quadrangle. All faculty should plan to attend.</td>
</tr>
<tr>
<td>May 2011</td>
<td>Summer I Term 2011</td>
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<tr>
<td>30</td>
<td>Memorial Day Holiday - College Closed</td>
</tr>
<tr>
<td>31</td>
<td>Residence halls open</td>
</tr>
<tr>
<td>31</td>
<td>Math placement test for all new students, Jolly Room, Science Building</td>
</tr>
<tr>
<td>31</td>
<td>Registration</td>
</tr>
<tr>
<td>31</td>
<td>Work aid and work study time sheets</td>
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<thead>
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<th>June 2011</th>
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<th>July 2011</th>
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**August 2011**

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<tbody>
<tr>
<td>4</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>5</td>
<td>Exams for all classes</td>
</tr>
<tr>
<td>9</td>
<td>Summer II grades due by Noon</td>
</tr>
</tbody>
</table>
ABOUT LaGRANGE COLLEGE

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.

MISSION

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 are an interdisciplinary, technologically sophisticated liberal arts program (A.A., B.A., B.S., B.M.), programs in Organizational Leadership (B.A., M.A.), professional programs in business, 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 Board of Trustees on October 20, 2000.
HISTORY AND DESCRIPTION

The history of LaGrange College is closely associated with the history of the City of LaGrange and Troup County. When the vast tract of land lying between the Flint and Chattahoochee Rivers was secured by the Indian Springs Treaty of 1825 and was opened for settlement in 1827, one of the five counties formed on the western border of the state was named Troup in honor of Governor George Michael Troup.

An act was passed by the Georgia Legislature on December 24, 1827, providing for the selection of a county seat. It was named LaGrange after the country estate of the Marquis de Lafayette, American Revolutionary War hero who had visited the region in 1825 as the guest of Governor Troup. The site for the town of LaGrange was purchased in 1828 and the town was incorporated on December 18, 1828. On December 26, 1831, the charter for the LaGrange Female Academy was granted at the state capitol, then in Milledgeville.

In 1831 Andrew Jackson was president of the United States. Abraham Lincoln was 22 years old. The Creek Indians had been moved out of this area of the state only six years earlier. The only other college in the state was Franklin College, now The University of Georgia.

In 1847 the charter for the school was amended and the school became the LaGrange Female Institute with power to confer degrees. The name was changed to LaGrange Female College in 1851 and in 1934 it was changed to LaGrange College. The College became officially coeducational in 1953.

The first location of the school was in a large white building at what is now 406 Broad Street. The school moved to its present location "On the Hill," the highest geographical point in LaGrange, after the construction of the building now known as Smith Hall in 1842.

The College was sold to the Georgia Conference of the Methodist Episcopal Church South in 1856. Today it is an institution of the North Georgia Conference of the United Methodist Church.

Strong in the liberal arts, LaGrange College has an outstanding reputation in pre-professional programs, including pre-medical and allied fields, pre-law, pre-theology, and pre-engineering.

LaGrange College offers the Bachelor of Arts degree with sixteen majors, the Bachelor of Science degree in six areas, the Bachelor of Music and the Bachelor of Science in Nursing degree. The Master of Arts in Teaching, and the Master of Education degree in Curriculum and Instruction are offered. The Evening program offers an Associate of Arts degree in General Studies.
LaGrange College operates on the modified (4-1-4) semester system for day classes. In addition there is an evening session during the regular year and in the summer. During the regular school year, the night classes follow a modified quarter system. The summer is divided into two sessions of day classes and one seven-week session in the evening. For all day classes, credits earned are semester hour credits.

The College draws more than half of its student body from Georgia. However, students from at least one-third of the other states in the U.S. and from abroad nourish a rich cosmopolitan and international community which includes various religious and ethnic backgrounds.

Students also are provided diversity opportunities through travel courses, field study programs, service-learning, and internships. Students in the college's education and nursing departments receive supervised learning experiences in many area schools and medical facilities, respectively. Campus art exhibitions, lectures, concerts, and varsity and intramural sports add to the cultural enrichment and recreational opportunities offered by the College.

The College is located in the town of LaGrange, Georgia, which has a population of 26,000. Nearby are Callaway Gardens, the Warm Springs Foundation and Franklin D. Roosevelt's Little White House. The West Point Dam on the Chattahoochee River provides one of the largest lakes in the region, with waterfronts and a marina within the city limits of LaGrange.

**ACCREDITATION**

LaGrange College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the degrees of Associate of Arts, Bachelor of Arts, Bachelor of Music, Bachelor of Science, Bachelor of Science in Nursing, Master of Education, Master of Arts in Teaching, the Master of Arts in Organizational Leadership, and Education Specialist. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of LaGrange College.

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.

LaGrange College’s teacher education undergraduate and graduate programs are accredited by the Georgia Professional Standards Commission to recommend candidates for certification in the areas of early childhood, middle grades, or secondary education.
The Bachelor of Science in Nursing program is accredited by the National League for Nursing Accrediting Commission, 3343 Peachtree Road NE, Suite 500, Atlanta, GA 30326; Sharon Tanner, Ed.D., RN, Executive Director; 404-975-5000; sjtanner@nlnac.org

The undergraduate program in business administration is accredited by the Association of Collegiate Business Schools and Programs (ACBSP). The Albany programs in Organizational Leadership are not included in this accreditation.

OTHER SESSIONS

EVENING COLLEGE

Recognizing the unique needs of the nontraditional learner who may be managing personal, professional, and collegiate careers, the Evening College structure supports full-time or part-time evening study for qualified adult students. Classes are scheduled Monday-Thursday evenings during four academic quarters; students may enroll in September, January, March, or June. Degrees offered include the Bachelor of Arts degree in Business Administration, the Bachelor of Arts degree in Human Development, and the Associate of Arts degree in Liberal Studies. Students in the above programs may also earn a minor in Sociology or Human Resource Management. Transfer students with 60 hours of acceptable credit are eligible to enroll in the 23-month Public Health Degree Completion Program.

View the Evening College Bulletin online at www.lagrange.edu. Call (706) 880-8298 or email evening@lagrange.edu for additional information.

LAGRANGE COLLEGE AT ALBANY

The LaGrange College at Albany’s undergraduate and graduate programs have been created in direct response to community and area needs. An extensive needs assessment in southwest Georgia was initiated prior to the planning and development of the programs for LaGrange College at Albany. The research results stressed the need for programs for non-traditional students that would enable them to complete a baccalaureate degree as well as a Master of Arts degree in Organizational Leadership. Each program offers a modular course schedule with a predictable structure of course offerings, costs, and outcomes. The programs emphasize leadership knowledge and skills in the workplace and in the community. As the Albany program is not intended to be a Business Administration degree, it does not have specialized business program accreditation through the Association of Collegiate Business Schools and Programs (ACBSP).

View the Albany Bulletin online at www.lagrange.edu or call (229) 420-8000 for additional information.
THE LAGRANGE COLLEGE CAMPUS

THE BANKS BUILDING
Originally built in 1963, the building served the campus as its library until the Frank and Laura Lewis Library opened in February 2009. Renovated in 2009, the building now houses Admissions, Financial Aid, Business Office, Registrar’s Office, the Vice President for Enrollment Management, Provost, Vice President for Advancement, Vice President for Finance and Operations, and the President.

J. K. BOATWRIGHT HALL
Completed in 1962, this three-story brick building serves as a men’s dormitory. J. K. Boatwright Hall is named in memory of a longtime member of the College’s Board of Trustees and chairman of the board’s executive committee from 1956-1962. New designs were incorporated in renovations to the building in 2003.

FULLER E. CALLAWAY ACADEMIC BUILDING
Completed in 1981 and renovated in 2000, the Fuller E. Callaway Academic Building houses the Departments of Nursing, Psychology, History, Political Science, and Sociology and Anthropology.

CALLAWAY AUDITORIUM
Built in 1941, Callaway Auditorium was originally designed as a multipurpose venue, and it served ably in that capacity for well over half a century, hosting countless basketball games, volleyball matches, dances, children’s recitals, luncheons and other varied events. Though versatile, the facility was severely limited in its ability to provide an accommodation that was greatly needed by the community and LaGrange College: an acoustically pleasing music performance venue.

The demand for such a facility was satisfied in 2005 with the auditorium’s transformation from a “gym with a stage” to a state-of-the-art concert hall. Funded jointly by LaGrange College and Callaway Foundation, Inc., the $5.5 million renovation called for an almost complete internal makeover and a new roof. And while the hall’s visual appearance has changed dramatically, the single most important improvement is the superior sound quality the Auditorium now delivers.
CALLAWAY CAMPUS
Acquired by the College in 1992 as a gift from Callaway Foundation, Inc., the campus includes three buildings of brick and concrete construction. Callaway Foundation, Inc., donated funds to build a state-of-the-art lighted soccer field there in 1995, and the Callaway Campus also includes a softball complex, tennis courts, swimming pools, and a football practice field.

CALLAWAY EDUCATION BUILDING
Built in 1965, renovated in 1994, and given a $2 million, 17,000 square-foot addition in 2006, the building houses the Music Department, Offices of Intercollegiate and Intramural Athletics, Offices of the Department of Health and Physical Education, a weight room, an athletic training room and a football locker room.

CASON J. CALLAWAY SCIENCE BUILDING
Built in 1972, this three-story brick building provides for instruction in general science, biology, chemistry, math, and physics. The building is named in memory of a former member of the College’s Board of Trustees.

WARREN A. CANDLER COTTAGE
Completed in 1929 as a home for the College president, Candler Cottage now houses the Advancement Division.

LEE EDWARDS CANDLER AND HAWKINS RESIDENCE HALLS
Lee Edwards Candler and Hawkins Residence Halls were completed in 2002. Each apartment-style hall houses 124 students. Arranged in either two or four bedroom floor plans with one bathroom per two students, the apartments are fully furnished and have a full kitchen. A community room also is located at the end of one wing in each building. Candler Hall is named in memory of Mrs. Lee Edwards Candler. Hawkins Hall is named in honor of Annie Carter Hawkins and in the memory of Allen Willard Hawkins, Sr., parents of Scott Hawkins ’74.
THE CHAPEL
The materials used in the construction of the Chapel in 1965 link it with Christian worship in LaGrange and other parts of the world. Included in the structure are two stained glass windows made in Belgium more than 100 years ago; a stone from the temple of Apollo at Corinth, Greece; a stone from the Benedictine Monastery, Iona, Scotland; and a stone from St. George’s Chapel, Windsor, England. Regular worship services are held when the College is in session.

CLEAVELAND FIELD
Cleaveland Field opened in 2000 as LaGrange College’s new $2.21 million baseball facility. Callaway Foundation, Inc., gave a challenge grant as well as the land to honor Philip Cleaveland, who served the College as a trustee for 19 years.

HAWKES HALL
Completed in 1911, this four-story brick building is named in memory of Mrs. Harriet Hawkes, mother of College benefactor, the late A.K. Hawkes. Following a $1.4 million renovation, the building now houses women students on second, third, and fourth floors. Faculty offices and classrooms for the Education Department occupy the ground floor. Also on the second floor is the Nixon Parlor, named in honor of longtime supporter of the College Winifred Adams Nixon ’33.

WAIGHTS G. HENRY, JR., RESIDENCE HALL
Completed in 1970, this five-story brick building provides student housing. The structure is named in honor of the late Dr. Waights G. Henry, Jr., who served as president of the College from 1948-1978 and as chancellor from 1978 until his death in 1989. The building also houses a 24-hour computer lab open to all students.

CHARLES D. HUDSON NATATORIUM
The swimming pool was constructed in 1947 as an oversized pool with dimensions of 80 by 150 feet. The cabana and bathhouse were built in 1956. Today, the oversized pool has been divided into an outdoor pool and a natatorium, and the complex is now equipped for a year-round aquatics program. The Natatorium is named in honor of Dr. Charles D. Hudson, longtime chair of the Board of Trustees and retired chair of the Board’s Executive Committee.
LAMAR DODD ART CENTER
Completed in 1982, this building provides a physical environment and the equipment needed for art instruction as well as gallery space for the College’s outstanding art collection. The building is named in honor of the late Lamar Dodd, a Georgia artist who was reared in LaGrange and whose paintings won international recognition.

FRANK AND LAURA LEWIS LIBRARY
January 2009 saw the opening of the new 45,000 square foot Frank and Laura Lewis Library at LaGrange College. Named for two former librarians, the new library includes numerous small and large group study rooms; a 24-hour study room with a coffee bar/snack bar area; an auditorium; a multi-media classroom; a multi-media production center; student and faculty research carrels; and state-of-the art audio-visual equipment including video and audio conferencing, a SMART board, video-editing equipment and software, presentation projectors, document cameras, and digital signage. The Frank and Laura Lewis Library is located at the center of the campus in close proximity to the dining hall, dorms, and classrooms.

LOUISE ANDERSON MANGET BUILDING
Built in 1959 and completely renovated in 2001, the Louise Anderson Manget Building houses the Division of Humanities, including the Departments of English, Latin American Studies and Modern Languages, and Religion and Philosophy.

ALFRED MARIOTTI GYMNASIUM
Built in 1959, the Mariotti Gymnasium houses physical education classrooms and facilities for indoor athletics. The facility is named in memory of Coach Alfred Mariotti, the College’s basketball coach from 1962 until 1974 and a member of the faculty until his retirement in 1979.

MITCHELL BUILDING
The Mitchell Building is located on the grounds of Sunny Gables Alumni House. It was named in memory of Evelyn Mitchell, a trustee of The Arthur Vining Davis Foundations.
MARGARET ADGER PITTS DINING HALL
Completed in 1962 and renovated in 1998, this two-story brick building houses the dining area and kitchen on the main floor, and the College Bookstore, post office and copy center on the bottom floor. The building is dedicated in honor of the late Margaret Adger Pitts, a former College trustee.

PITTS RESIDENCE HALL
Completed in 1941, this two-story brick women’s dormitory was renovated in 1990. Pitts Hall was rededicated in memory of Mr. and Mrs. W. I. H. Pitts and in honor of their daughter, the late Margaret Adger Pitts, a former College trustee. The Pitts were longtime supporters of the College.

PRESIDENT’S HOME
Acquired by the College in 1964, this home originally was occupied by local attorney and former trustee Hatton Lovejoy. The first College family to live in the house was that of Dr. Waights G. Henry, Jr., who moved from the former president’s residence in Candler Cottage. Designed in 1934, the home represents a combination of Georgian and Neoclassical elements.

PRICE THEATER
Completed in 1975, this building features a 280-seat proscenium theatre with 36 fly lines, 8 electrics (including 4 beam positions over the auditorium) and a hydraulic orchestra pit. It also houses the Department of Theatre Arts, including faculty offices, a scenery workshop, dressing rooms, a costume shop, an actors’ lounge and a Black Box Theatre.

QUILLIAN BUILDING
Built in 1949 and named in memory of a former president Hubert T. Quillian, who served from 1938-1948, this building currently provides offices for the Director of the Interim Term and Core Curriculum, the Vice President for Spiritual Life and Church Relations, and the Department of Information Technology.
SMITH HALL

Smith Hall is the oldest building on the campus. The main portion of the building was constructed in 1842 of handmade brick formed from native clay. An addition was built in 1887 and a major renovation was completed in 1989 at a cost of over $2.5 million. The building now houses offices, classrooms and seminar rooms. Smith Hall was named in memory of Mrs. Oreon Smith, wife of former College president Rufus W. Smith, who served from 1885 until his death in 1915. The building is on the National Register of Historic Places.

TURNER HALL

Built in 1958 not long after the institution became co-educational, this three-story brick building was first used to provide campus housing for men, and later, women. In 2003, the structure was renovated and enlarged. The Mabry Gipson Student Center features large and small meeting rooms, a student grill, and the Jones Zone on the first two floors. Student housing on the third floor is known as the William H. Turner, Jr., Residence Hall. It is named in memory of Mr. Turner, a textile executive of LaGrange, who was a benefactor of the College, a longtime member of the Board of Trustees and chairman of the board’s executive committee from 1929 until 1950.

SUNNY GABLES ALUMNI HOUSE

Built by Mary and Julia Nix in 1925, Sunny Gables Alumni House is an outstanding example of early 20th century Tudor Revival architecture. Designed by P. Thornton Marye, it is now part of the National Register of Historic Places’ Vernon Road Historic District. This multipurpose facility serves as the permanent home for alumni. The facility extends entertainment space to the College’s constituents for specific programming purposes.
ADMISSION AND ENROLLMENT

The application process at LaGrange College is selective and designed to carefully consider each candidate’s personal qualities and readiness for college. We seek applicants who have the potential to be successful academically and who will contribute to our community in meaningful ways. We will evaluate the application, transcript(s), course selection, SAT or ACT scores, essay and recommendation when making our decision. An admission counselor will assist each prospective student throughout the application and matriculation process. We encourage prospective students to visit campus for a personal interview as part of the application process.

Students interested in attending LaGrange College must submit an application for admission. March 1 is the preferred deadline for best consideration for admission, financial aid, and housing for the fall semester. Students interested in scholarship consideration should apply before January 1 or the published deadline for the scholarship, whichever is earlier. Students applying for admission to the January or Summer terms should submit the application and supporting documents at least one month prior to the beginning of the term for which admission is desired.

APPLYING FOR ADMISSION

Applicants for first-year admission must submit the following items: the application form, application fee, official high school transcripts, official SAT or ACT scores, essay and recommendation. The Office of Admission reserves the right to request or waive documentation as appropriate.

Applicants who have attended a college or university following high school graduation must submit the following items: application form, fee, college or university transcripts, essay, and recommendation. If the applicant has completed fewer than 30 semester hours or 40 quarter hours of college level work, a SAT or ACT score and official high school transcripts will also be required.

To be considered an official document, a transcript should be submitted directly to LaGrange College in a sealed envelope from the sending institution. Institutional records personally delivered to LaGrange College by a student must also be in a sealed envelope to be considered official. Photocopies, faxes, or transcripts in unsealed envelopes are not considered official.
LaGrange College prefers SAT scores but will accept ACT scores. Test results should be sent directly to LaGrange College, preferably by March of the student's senior year of high school.

The Admission Committee may request additional materials from an applicant or require an interview to gain a better understanding of the student’s potential for success in a challenging academic environment. The Office of Admission notifies applicants of their application status shortly after review by the Admission Committee. Admission to the College requires satisfactory completion of academic work in progress.

LaGrange College values personal integrity in our community. Our students sign an Honor Code statement pledging not to lie, cheat, steal, nor tolerate these unethical behaviors in others. Recognizing the importance of adherence to the Honor Code, the Office of Admission extends this principle to our application process. Any student who omits or falsifies material details in the application for admission will not be admitted or their offer of admission may be revoked.

After an offer of admission is extended, candidates wishing to accept the offer of admission are asked to submit a tuition deposit. The tuition deposit reserves space for the student in the incoming class. The amount of the tuition deposit is $100 for commuting students and $200 for residential students. The $100 deposit will be placed on the student’s account for the first semester. The additional $100 for residential students serves as a room reservation deposit and will reserve a space in the residence halls for the student. The tuition deposit is fully refundable provided the student submits a written request to the Office of Admission by the following dates: May 1 for Fall Semester, December 1 for the Interim (January) Term, and Spring Semester.

LaGrange College encourages interested students to visit the campus. Individual appointments may be scheduled by contacting the Office of Admission at 1-800-593-2885 or by e-mail at admission@lagrange.edu. Please contact the Office of Admission at least one week prior to the day the student plans to visit.
ACADEMIC REQUIREMENTS FOR ADMISSION

First-year Admission: Prior to enrollment, an applicant is expected to complete graduation requirements from an approved high school. Students graduating from Georgia high schools are normally expected to complete the requirements for the College Preparatory Curriculum (CPC) diploma.

LaGrange College students come from a variety of public and private secondary school backgrounds. Preference is given to applicants who have strong academic preparation in high school. To qualify for regular admission to the college, an applicant should complete at least the following number of units, comparable to the Georgia College Preparatory Curriculum:

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Preparatory English</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies (including American and world studies)</td>
<td>3</td>
</tr>
<tr>
<td>College Preparatory Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>(Algebra I, Algebra II, Geometry, etc.)</td>
<td></td>
</tr>
<tr>
<td>Science (including lab courses for life and physical sciences)</td>
<td>3</td>
</tr>
</tbody>
</table>

Desirable electives include additional academic courses in languages, mathematics, and the sciences. A basic understanding of computer science is also encouraged.

LaGrange College invites home-schooled students to apply for admission. In addition to the items requested for first-year admission, home-schooled students are asked to provide two letters of recommendation. Please note family members may not submit letters of recommendation.

Students holding a General Education Development (GED) (High School Level) may be considered for admission although they will generally not be accepted to the college prior to the year in which their class would have normally been eligible for admission to the college. Applicants must submit GED scores in addition to the certificate. Students possessing a GED must also submit either SAT or ACT scores as a part of the application process. The SAT or ACT requirement may be waived for students who are at least 24 years of age. Submission of a GED certificate and scores do not automatically guarantee admission to the college.
ADMISSION STATUS

A number of factors are considered in making an admission decision, including a student's grade point average, difficulty of course work, standardized test scores, extracurricular and co-curricular activities, recommendations and admission essay. Students may be accepted to LaGrange College in one of several categories.

Regular Admission: Most students offered admission to LaGrange College are accepted with no stipulations, other than successful completion of their current academic course work and proof of high school graduation.

Conditional Admission: In some cases a candidate who appears to meet the standard requirements for admission may experience delays in obtaining required documents. At the discretion of the Admission Committee, a student may be granted Conditional Admission pending receipt of required documents. Upon submission of the documents, the student will be granted regular status. All documents must be submitted within 30 days of matriculation.

Probation: In some cases candidates for admission may meet most of the criteria for admission but still not qualify for regular admission. At the discretion of the Admission Committee, such students may be admitted on probation. Students admitted on probation must meet the minimum stated grade point average requirement based on their class level in order to be removed from probationary status.

Joint Enrollment: LaGrange College encourages qualified twelfth grade students to consider simultaneous enrollment in LaGrange College and their high school. Georgia high school seniors may also wish to consider participating in the Georgia Ace Program. Students wishing to apply for the joint enrollment program or Georgia Ace Program must submit the following materials: an application for admission, application fee, recommendation letter from the student's principal or headmaster, SAT or ACT scores, and a high school average that indicates that the student has the academic ability to be successful in the program.

Transfer Admission: Students attending another institution may apply for transfer to LaGrange College provided they are eligible to return to their current institution at the time of entry to LaGrange College. A student may be accepted on probation under the standard probation regulations. Prior to admission to LaGrange College, the Office of Admission must receive all necessary documents, including official transcripts of all college
course work. Any applicant who intentionally withholds information about college coursework previously attempted, either by failing to report that coursework or by failing to provide an appropriate transcript, will be subject to a revocation of any admission or scholarship offer(s) extended by LaGrange College. Accepted applicants may enroll at the beginning of any semester.

LaGrange College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number 404-679-4501) to award degrees of Associate of Arts, Bachelor of Arts, Bachelor of Music, Bachelor of Science, Bachelor of Business Administration, Bachelor of Science in Nursing, Master of Education, and Master of Arts in Teaching. Accordingly, the college accepts course work from similarly regionally accredited colleges and universities.

Academic credit is normally given to students for grades of "C-" or above. Acceptable credit from a junior college is limited to 60 semester hours. Students enrolling from other senior colleges may be able to receive up to 80 semester credits but LaGrange College residency requirements, the core curriculum, and appropriate major course work must be satisfied. Transfer students who have attempted any developmental-level course work must provide evidence that they have completed all requirements and successfully exited the program prior to evaluation by the Admission Committee. Members of Phi Theta Kappa may qualify for academic scholarships reserved for members of this society.

**Transient Admission:** Students currently enrolled in good standing at another college may enroll at LaGrange College as transient students. Approval of course work must be authorized by the primary institution on the Transient Application for Admission, which is available in the Admission Office. A permission letter from the student's home institution certifying status and granting permission for specific transient course work may also be sent.

**Non-degree Undergraduate Admission:** Students not working toward a degree may register as non-degree undergraduate students in any course for which they have the necessary prerequisites. An application for non-degree undergraduate student status may be obtained through the Admission Office. Students classified as non-degree undergraduate students may become regular, degree-seeking, students by meeting requirements for regular admission. No more that 6 credit hours earned under this classification may be applied toward a degree.
Readmission to LaGrange College: Following an absence from LaGrange College of 3 or more semesters, or following any period of time during which a student was not in good standing during the last term in attendance at LaGrange College, or in the case of any student wishing to return to attempt additional coursework, submission of an Application for Readmission is required. This form is available in the Office of Admission. Any student absent from LaGrange College for 2 semesters or less, who was in good standing when he/she last attended LaGrange College, may re-activate his/her file in the Registrar’s Office. These students do not need to apply for readmission.

In the event that a student seeking readmission has attended another institution as a transfer student (not transient) since he/she left LaGrange College, then the student, if readmitted, is treated as a new transfer student. Students fitting this description are subject to the Bulletin in force at the time of transfer back to LaGrange College. Students who have not attended another institution are generally governed by the catalog in force at the time of their initial admission. However, students who have been out of school for four calendar years or more re-enter LaGrange College under the Bulletin in force at the time of readmission and resumption of study.

International Student Admission: Admission to LaGrange College requires submission of the international student application, application fee, and translated and certified documents attesting to the student's academic performance in secondary and/or university studies. Students seeking admission may be required to submit one or more of the following to prove English proficiency:

- Minimum TOEFL score of 500 (173 computer-based, or 61 internet-based);
- Certificate of completion of level 112 from the ELS Centers, Inc.;
- Grades of "C" or better on G.C.E., G.S.C.E, or C.X.C. English examinations or equivalent tests;
- Minimum SAT verbal score of 450;
- Minimum ACT English section score of 21.

International students must submit an affidavit of support and financial statements demonstrating the ability to pay the cost of attendance for at least one year of study.

If the prospective student is in the United States, an interview at the college is desirable. The Director of Admission should be contacted for an appointment as well as for the current interpretation of regulations with regard to obtaining an F-1 student visa.
FINANCIAL INFORMATION

EXPENSES

PAYMENT OF CHARGES

All charges for the semester are due and payable at the beginning of the term, and each student is expected to make satisfactory arrangements at that time. Students who pre-register and pay in advance of the deadline each semester are not required to attend final Registration. Students completing Registration after the posted deadline will be assessed a Late Registration Fee as enumerated below. Realizing that some families prefer to pay on a monthly basis, the College provides an arrangement with Tuition Pay to offer families this option. This plan is between the family and the company and there is no involvement by LaGrange College in the agreement. For additional information on this plan, contact the Business Office. The College also offers a deferred payment option that allows students to make monthly payments to cover educational costs. Interest will be assessed to students utilizing this option.

The College accepts American Express, Discover, MasterCard, and VISA as payment on a student’s account. Online payments are accessed through the Quick Links on the College’s website.

CHARGES

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

2. Tuition
   A. Undergraduate
      (1) Part-time per semester hour
          (1-11 or greater than 16) $912.00
      (2) Full-time (12-16 semester hours) $11,074.00
      (3) Nursing (NSG) courses—per semester hour $912.00
   B. Summer Term charges are provided separately.
      Students may request information regarding course offerings and charges from the Registrar’s Office.
   C. Audit (per semester hour) $912.00
3. **Room**
   Boatwright, Hawkes, Henry, Pitts, and Turner  
   (per semester) $2,637  
   Candler and Hawkins (per semester) $3,013

**Board**
   Boatwright, Hawkes, Henry, Pitts, and Turner  
   15-meal plan (per semester) $1,866  
   Candler and Hawkins 10-meal plan (per semester) $1,778  
   Unlimited meal plan (per semester) $1,978

*(Note: All residential students must have a board plan appropriate to their type of housing.)*

4. **Private Room**
   Private rooms are available at an additional charge  
   (per semester) $720

   After the beginning of the semester, any student occupying a double room alone will be charged the private rate. If a student occupying a double room alone does not wish to pay the private room rate, it is the student’s responsibility to find a suitable roommate. Willingness to accept a roommate does not constitute grounds for waiving the single room charge.

**Fees - Miscellaneous**
   Late Payment Fee $50  
   Graduation Fee $100  
   Personal checks failing to clear $25  
   Student Identification Card replacement fee $15  
   Document Fee (International Students) $175  
   Parking Permit $15  
   Testing Fee (All New Students) $60  
   Room Deposit (Refundable) $100  
   Admission Deposit (New Students) $100
Summary of Standard Charges

<table>
<thead>
<tr>
<th></th>
<th>Per Semester</th>
<th>Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Non-Dormitory Students:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition (full-time with 12-16 hours)</td>
<td>$11,074</td>
<td>$22,148</td>
</tr>
<tr>
<td><strong>Dormitory Students:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boatwright, Hawkes, Henry, Pitts, and Turner residents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition (full-time with 12-16 hours)</td>
<td>$11,074</td>
<td>$22,148</td>
</tr>
<tr>
<td>Semi-private Room</td>
<td>$ 2,637</td>
<td>$  5,274</td>
</tr>
<tr>
<td>Board Plan (15-meals)</td>
<td>$ 1,866</td>
<td>$  3,732</td>
</tr>
<tr>
<td></td>
<td>$15,577</td>
<td>$31,154</td>
</tr>
<tr>
<td><strong>Apartment Students:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candler and Hawkins residents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition (full-time with 12-16 hours)</td>
<td>$11,074</td>
<td>$22,148</td>
</tr>
<tr>
<td>Apartment</td>
<td>$ 3,013</td>
<td>$  6,026</td>
</tr>
<tr>
<td>Board Plan (10-meals)</td>
<td>$ 1,778</td>
<td>$  3,556</td>
</tr>
<tr>
<td></td>
<td>$15,865</td>
<td>$31,730</td>
</tr>
</tbody>
</table>

Fees relating to the Albany, Evening College and Graduate Programs are included in separate bulletins. You may contact the College to receive a copy of these publications.

**FEDERAL TAX CREDITS**

The Tax Reform Act of 1997 provided two tax credits for higher education. The Hope Scholarship Credit provides up to an $1,800 tax credit (100% of the first $1,200 of qualified tuition and 50% of the second $1,200 of qualified tuition) for the first two years of postsecondary education in a program leading to a degree, certificate, or other recognized educational credential. The student must be enrolled at least halftime. Qualified expenses are tuition and fees, and do not include room, board, books, insurance, and other similar expenses. The American Recovery and Reinvestment Act of 2009 temporarily amended the tax code pertaining to the Hope Credit. The enhancement, called the American Opportunity Tax Credit, now offers a tax credit up to $2,500 in qualified tuition and related expenses, and now covers required course materials. In addition, the availability of the credit is extended for the first four years of postsecondary education. The temporary provision will expire at the end of 2010.
The Lifetime Learning Credit provides up to a $2,000 per year tax credit (20% of the amount paid on the first $10,000 of qualified tuition) 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 student may expect to spend $1,000 per year on books. Bookstore charges for the fall term are normally higher than for the spring term.

The above charges are applicable to an academic year of two semesters. Summer charges and Interim Term fees, and curricula, are available separately.

Nursing students should consult the Nursing Department concerning required nursing supplies and their projected costs.

All students must present the College with proof of health insurance at the time of registration by submitting a Waiver Form electronically, including provider name and policy number. If the student does not have insurance, the College will assess the student for a limited coverage group sickness and accident insurance policy. Residential students must also submit a Health Form, completed by the family physician, to the Admission Office prior to moving into the residential halls. Failure to provide the Health Form will prevent the student from being allowed to move onto campus, and may result in work-study checks being withheld, pending receipt of the form.

Official transcripts and diplomas are withheld for any student who owes a financial obligation to the College.

**CREDIT BALANCES**

Students who have a credit balance on their student accounts 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 student rescinds authorization given the school to hold the funds.
**REFUND AND REPAYMENT POLICIES**

No refund of any nature will be made to any student 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 Complete Withdrawal date is defined by:

- the earlier of date student began school’s withdrawal process or date student otherwise provided “official” notice; or
- if student did not notify school, the midpoint in the term, or the date of student’s last attendance at documented academically-related activity; or
- if student did not notify due to circumstances beyond student’s control, date related to that circumstance.

**REFUND POLICIES – TUITION AND FEES**

A student withdrawing from the College must submit a [Complete Withdrawal Form](#), which may be obtained through the Registrar’s Office. The student should also consult the Financial Aid Office and the Business Office to determine the financial consequences of a Complete Withdrawal.

The U.S. 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 a student’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 student 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 from the College, 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 student has earned during the term by dividing the number of days a student 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 student’s account. This is the amount of Title IV funding the student actually earned. The remainder will be returned to the originating program. If the resulting percentage exceeds 60 percent, the student would be entitled to 100 percent of the federal funds. Refunds of tuition will be
applied to the student’s account in the same manner as the return of federal funds. After the student has completed 60 percent of the term, there are no refunds of institutional charges.

In certain cases, these refund requirements may leave indebtedness on the student’s account. This may also require the student to reimburse the U.S. Department of Education for some or all of the applicable Federal Pell and SEOG funds. It is, therefore, imperative that students fully discuss the ramifications of a Complete Withdrawal with the Financial Aid Office prior to making a final decision.

A student 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 Graduate Program
- Federal PLUS Parent Program
- Federal Pell Grant Program
- Academic Competitiveness Grant
- National SMART Grant
- Federal SEOG Program
- TEACH Grant Program
- Other Title IV Programs
- Other State, private, or institutional assistance programs
- Student

**REFUND POLICIES – ROOM AND BOARD**

If a student does not enroll, the room deposit is refundable if the student notifies the College in writing of his/her cancellation no later than May 1st. There is no refund of room deposits after this date. No refund of room or board will be made if a student withdraws from the dormitory after Registration. In the event of a Complete Withdrawal from the College, there is no refund of ROOM charges. The BOARD charges will be prorated at the rate of $15 per day from the move-in date.
**STUDENT REPAYMENT POLICY**

Students who receive cash disbursements after Registration for that enrollment period will be assessed liability for repayment of the appropriate percentage of the refund due the Title IV programs upon withdrawal, expulsion, or suspension.

Students who receive cash disbursements that are attributable to Federal Pell or SEOG programs may owe a repayment of these funds to the College to prevent an overpayment. A student who owes a repayment will be deemed ineligible for any financial assistance from any source until the student has resolved the overpayment. Repayments will be allocated to the student aid programs in the following order: Pell Grant, Academic Competitiveness Grant (ACG), National SMART Grant, SEOG, TEACH Grant, other Title IV programs, and then to the institution.

Students have 45 days from the date of their notification to make arrangements for repayment of the aid received. If they fail to make satisfactory arrangements within the 45-day time period, the account will be submitted to the U.S. Department of Education and the student could lose future eligibility for financial aid programs.
FINANCIAL AID

PHILOSOPHY
Recognizing the significant investment students and families make when choosing a private college, LaGrange College offers a variety of assistance and payment options. We expect students and families to use a combination of scholarships, grants, loans and work to meet college costs. These resources may come from family, college, community, and state or federal sources. Payment plans are available to distribute required payments over the course of an academic year or for longer terms using Federal loan programs. We encourage students to apply for financial aid and scholarships as early as possible to maximize eligibility access to all available types of assistance.

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;
- Have a high school diploma or a General Education Development (GED) Certification, or pass an approved Ability-to-Benefit test;
- 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.

FINANCIAL AID APPLICATION PROCEDURES
Applicants for financial aid must:
- Complete and submit a Free Application for Federal Student Aid (FAFSA) annually.
- Complete a Georgia HOPE and Tuition Equalization Grant Application, if applicable.
- Submit all required documents for verification, if selected.
DETERMINING FINANCIAL NEED

Students seeking financial assistance must complete the federal need analysis form, the Free Application for Federal Student Aid (FAFSA). The FAFSA collects parental and student 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 Cost of Attendance Budgets each year. A Cost of Attendance Budget includes tuition, fees, room, board, books, 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 student. Below are the Cost of Attendance Budgets for the 2010-2011 academic year.

- Undergraduate dependent residing on campus $34,943
- Undergraduate dependent residing with parents $30,698
- Undergraduate independent residing off campus $36,696
- Undergraduate nursing dependent residing on campus $42,939
- Undergraduate nursing dependent residing with parents $37,940
- Undergraduate nursing independent residing off campus $43,945

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 family’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 with federal, state, and institutional grants and scholarships, work programs, and student loans.

SATISFACTORY ACADEMIC PROGRESS POLICY

Federal and State regulations require institutions of higher education to establish Satisfactory Academic Progress (SAP) standards for recipients of financial aid. The purpose of satisfactory academic progress standards is to measure a student’s progress toward the completion of their educational program. The Financial Aid Office is responsible for ensuring that all students receiving federal, state, and institutional financial aid are meeting these standards by conducting an annual evaluation at the end of the spring semester.
The satisfactory academic progress standards established in this Policy apply to all financial aid programs including, but are not limited to, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Academic Competitiveness Grant, National SMART Grant, TEACH Grant, Federal Perkins Loan, Federal Direct Loan, Federal Direct Parent Loan for Undergraduate Students (PLUS), Federal Work Study, HOPE Scholarship, Georgia Tuition Equalization Grant (GTEG), Georgia LEAP, State Service Cancelable Loans, LaGrange College grants, academic scholarships, and LaGrange College Work Aid.

A satisfactory academic progress policy is comprised of two standards: **qualitative and quantitative.** The qualitative standard measures the cumulative LaGrange College grade point average. The quantitative standard measures the percentage of courses successfully completed (completion rate) and establishes the maximum time frame, measured by semester hours, for completion of an educational program. Financial aid recipients must meet all of these standards to receive financial aid.

**QUALITATIVE STANDARD**

A student must be in “good academic standing” based on the cumulative grade point average of all courses taken at LaGrange College to meet the qualitative standard. Good academic standing is as follows: a student with less than 30 earned hours must maintain a minimum of a 1.75 cumulative GPA; a student with 30-59 earned hours must maintain a 1.90 cumulative GPA; a student with 60 or more earned hours must maintain a minimum cumulative GPA of 2.0. The Provost monitors the grade point average component of the SAP policy each semester. Any student whose grade point average is below the established minimum standard may be placed on academic probation or academic suspension. It should be noted that these minimum GPA requirements do not apply to the renewal of academic scholarships, HOPE Scholarship, and other grant programs that have specific GPA renewal criteria.

**QUANTITATIVE STANDARD**

**Completion Rate**

A student receiving financial aid from any of the programs covered under this policy must demonstrate measurable progress toward the completion of the degree program by maintaining an overall completion rate of 67 percent. This standard applies to all financial aid recipients, regardless of full-time or part-time enrollment status. Attempted hours are those credit hours for which the student is registered on or after the conclusion of late registration (drop/add). Earned hours are successfully completed courses
in which grades of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, or P are awarded, as long as credit is earned. Grades of F, W, WF, NC, NR, AU, AW, or I do not count as successful completion of a course. The formula for calculating a completion rate is: Earned hours divided by attempted hours. For example, the completion rate for a student who attempts 30 hours and successfully passed 24 credit hours is 80 percent--24 earned hours divided by 30 attempted hours.

The following are considered when evaluating the completion rate standard:

- Withdrawals, incompletes, and failed courses are considered attempted hours but not earned hours. If an incomplete course impacts a student’s satisfactory academic progress standing, it is the student’s responsibility to notify the Financial Aid Office when a grade is reported for the course.

- Audited courses are not considered attempted or earned credit hours.

- Transfer credits, including courses taken as a transient student, do not count in the calculation of LaGrange College GPA, but are included in the maximum time frame standard.

- Repeated courses, for which a passing grade was awarded, are included in attempted hours but not earned hours.

**Maximum Time Frame**

Federal regulations allow a student to receive financial assistance for no more than 150% of the credit hours required to complete the degree program. Most students pursuing a bachelor’s degree may attempt up to a maximum of 180 semester hours towards the completion of a 120 semester hour program. Students in programs of study that require more than 120 hours will have their time frame extended proportionally based on the length of the program. Frequent withdrawals from courses or school, changes of major, failed or repeated courses, or taking courses that are not related to the degree program could jeopardize financial aid eligibility. All attempted hours at LaGrange College and those credits accepted on transfer toward the student’s degree program will count toward the maximum time frame. Students who have completed sufficient hours to complete their degree program are no longer eligible for financial aid. Also, if it is determined that a student will not be able to complete the degree within the maximum time frame, eligibility for student financial aid can be revoked.
The following are considered when evaluating the time frame standard:

- A student pursuing two bachelors’ degree programs at the same time must adhere to the 150% time frames. The maximum attempted hours allowable for financial aid will be based on the degree that requires the most hours.

- All attempted hours from all degree programs sought are considered when reviewing the maximum time frame standard. Students who decide to change majors or degree programs are advised to do so early in their academic program so as not to jeopardize eligibility for financial aid.

- Students returning to school to pursue another bachelor’s degree are allowed an additional 60 semester hours to complete the degree. All other standards established in the satisfactory academic progress policy apply to subsequent bachelor’s degrees.

- A transfer student’s compliance with the time frame component of the satisfactory academic progress policy will be based on the sum of the attempted hours at LaGrange College plus the credit hours accepted on transfer from previous institutions toward the student’s degree program. For example, if a student has 70 credit hours acceptable towards the degree program, the student may receive financial assistance for up to 110 additional credit hours.

**SATISFACTORY ACADEMIC PROGRESS EVALUATION PROCESS**

The academic history from all periods of enrollment, regardless of full-time or part-time enrollment status, will be reviewed annually at the end of the spring semester to determine if the student is maintaining the standards established in the Satisfactory Academic Progress Policy. This includes all courses attempted regardless of whether financial aid was received. *Transfer grade point averages are not considered in either of these standards;* however, accepted transfer credit hours will be considered in the maximum time frame for completion of the degree program. Students who fail to meet the satisfactory academic progress standards will be placed on financial aid probation for the next academic year. Students placed on financial aid probation are eligible for financial aid during the probationary year. If the student does not meet the satisfactory academic progress standards by the next SAP evaluation, future financial aid will be terminated effective with the next term of enrollment. Students whose financial aid is terminated may appeal to the Financial Aid Appeals Committee for reinstatement of financial aid.
**APPEAL PROCEDURES**

A student financial aid recipient who loses eligibility for financial aid may appeal to the Financial Aid Appeals Committee, except for loss of eligibility due to time frame. Appeals must be submitted in writing to the Director of Financial Aid outlining any mitigating circumstance(s) that influenced the student’s academic performance. Mitigating circumstances are those events that are beyond the student’s control such as serious injury, illness or mental health condition involving the student or an immediate family member, death of an immediate family member, and other extenuating circumstances beyond the student’s control. The appeal must include a description of the mitigating circumstance, documentation of circumstance, and the manner by which the deficiency will be resolved. Appeal without supporting documentation will not be considered.

The Director of Financial Aid will convene the Financial Aid Appeals Committee to evaluate the request for reinstatement of financial aid eligibility. The Director of Financial Aid will notify the student in writing at the student’s home address or campus e-mail account of the decision of the Committee and any conditions associated with reinstatement within two weeks of receiving the appeal. A student whose appeal is approved will receive financial aid on probationary status for the next term of enrollment and the academic performance will be reviewed at the end of that term for continued financial aid eligibility. The student is encouraged to take advantage of counseling, tutoring, and study skills resources available through the College’s Counseling Center.

**REESTABLISHING FINANCIAL AID ELIGIBILITY**

A student who is unsuccessful in appealing for reinstatement of the financial aid or a student who does not have a mitigating circumstance that warrants an appeal can only regain eligibility by complying with the satisfactory academic progress policy. It should be noted that taking courses at the student’s expense, sitting out a semester, or taking courses at another institution does not automatically restore a student’s eligibility for financial aid. If the student has resolved the satisfactory academic progress deficiencies that resulted in the termination of financial aid eligibility, the student should contact the financial aid office and request a satisfactory academic progress evaluation.
**STUDENT FINANCIAL AID POLICIES**

- Financial aid applications for the upcoming academic year are available beginning January 1 in the financial aid office.
- LaGrange College awards aid to eligible students on a first-come, first-serve basis. In awarding, first priority is given to students pursuing their first undergraduate degree. Transient, non-degree seeking, and unclassified students are not eligible for financial assistance.
- All financial aid applications and documentation for verification must be submitted before an official financial aid award letter is mailed.
- In constructing a financial aid award, funding is awarded in this order: grants and scholarships, student loans, and student employment.
- External sources of financial aid available to a financial aid recipient must be considered in the awarding of Federal, State, and LaGrange College need-based financial aid programs. LaGrange College reserves the right to cancel or reduce financial aid awards in the event that these resources result in financial aid in excess of financial need.
- Financial aid awards are made assuming full-time enrollment. Most LaGrange College and State financial aid programs require full-time enrollment, however, financial assistance is available to students who enroll half-time.
- A student’s enrollment status will be based on the credit hours for which the student is registered at the conclusion of late registration. All financial aid awards will be calculated using final registration information. If it is later determined that attendance in all or some courses cannot be documented, financial aid awards will be adjusted. The student will be responsible for repaying any ineligible funds received.
- Financial aid awards will be disbursed on the first day of classes provided all required documents and eligibility requirements are met.
SOURCES OF FINANCIAL AID

There are a variety of financial aid resources available to assist students with funding their college education. These resources are in the form of scholarships, grants, loans, or student employment and are made possible by funding from federal, state, and institutional sources. Although financial need is a primary factor in financial aid eligibility, there are financial aid programs available to students who do not demonstrate financial need. These programs may be awarded based on residency, merit, academic excellence, talent, and other criteria.

LaGRANGE COLLEGE ACADEMIC SCHOLARSHIPS

LaGrange College recognizes the academic excellence of outstanding entering freshmen and transfer students by awarding scholarships ranging from $4,000 to full tuition, room and board. These merit scholarships are made possible by generous gifts and endowments of alumni and supporters of LaGrange College. All entering new first-year students are evaluated for academic scholarships during the admission process. The top new first-year student applicants who are accepted for admission by January 15 are invited to compete for a Presidential Scholarship. Scholarships are awarded at the following levels:

**Presidential Scholarship** is a competitive four-year, renewable academic scholarship awarded to incoming first-year students on the basis of academic achievement in high school, SAT or ACT test scores, and participation in the Presidential Scholar Competition. Recipients of this prestigious award receive full tuition, mandatory fees, room, and board. Presidential Scholarships of Georgia residents eligible for the HOPE Scholarship and Georgia Tuition Equalization Grant will be reduced by the value of these State programs. If selected to receive a Presidential Scholarship, it will supersede all other LaGrange College scholarship and aid.

**Dean’s Scholarship** is a competitive, four-year, renewable, $14,000 academic scholarship awarded to incoming first-year students on the basis of academic achievement in high school, SAT or ACT test scores, and the Scholar Weekend Competition. If selected to receive one of the awards, the scholarship will replace any previous scholarship award.
Fellows Scholarship is a four-year, renewable, $12,500, academic scholarship awarded to entering first-year students who have a minimum SAT combined Critical Reading and Math score of 1200 or higher (or a minimum ACT composite score of 26 or higher) and a 3.6 recalculated high school GPA or higher in the college preparatory courses taken in English, Foreign Language, Social Studies, Mathematics, and Laboratory Sciences. Fellows Scholarship recipients may be eligible to compete for a Presidential or Dean’s Scholarship. If selected to receive one of the awards, the scholarship will replace any previous scholarship award.

Founders Scholarship is a four-year, renewable, $10,000 academic scholarship awarded to entering first-year students who have a minimum SAT combined Critical Reading and Math score of 1100 or higher (or a minimum ACT composite score of 24 or higher) and a 3.6 recalculated high school GPA or higher in the college preparatory courses taken in English, Foreign Language, Social Studies, Mathematics, and Laboratory Sciences.

Gateway Scholarship is a four-year, $5,000, renewable academic scholarship awarded to entering first-year students who have a minimum SAT combined Critical Reading and Math score of 900 or higher (or a minimum ACT composite score of 19 or higher) and either ranked in class in the top 50% or a cumulative college preparation high school GPA of 3.0 or higher.

Hilltop Scholarship is a four-year, $7,500 renewable academic scholarship awarded to entering first-year students who have a minimum SAT combined Critical Reading and Math score of 1000 or higher (or a minimum ACT composite score of 21 or higher) and either ranked in class in the top 25% or a cumulative college preparatory high school GPA of 3.2 or higher.

Phi Theta Kappa Scholarship is a two-year, renewable $7,000 academic scholarship awarded to qualified transfer students who are U.S. citizens or permanent resident aliens fully inducted into Phi Theta Kappa Honor Society. Recipients must hold Associate of Arts or Associate of Science degrees from an accredited two-year college and have earned a 3.5 or better grade point average.

Transfer Scholarship is awarded to students transferring to LaGrange College from a college or university with a minimum of 30 semester hours and a minimum grade point average of 2.5 or higher. Scholarship awards range from $4,000 to $6,000.
FINE ARTS SCHOLARSHIPS
LaGrange College's Theatre Arts, Music, and Art and Design Programs, through the generous support of alumni and supports of LaGrange College Fine Art program, award the exceptional talents of prospective and current students with departmental scholarships. These scholarships are competitive and are awarded based on academic promise, audition, portfolio, and departmental interviews. For a listing of these scholarships, please visit the Financial Aid section of our website.

GENERAL GRANTS AND SCHOLARSHIPS
Academic Competitiveness Grant (ACG Grant) is a federal grant program for undergraduate students who are U.S. citizens or eligible non-citizens who are eligible for a Federal Pell Grant. Recipients must have completed a rigorous secondary school program as defined by the U.S. Department of Education. This grant is for the freshman and sophomore years of undergraduate study. The freshman year ACG award is $750 with the sophomore award being $1,300.

Federal Pell Grant is awarded to undergraduate students pursuing a first bachelor’s degree. The student’s Expected Family Contribution (EFC) as determined by the results of the FAFSA, Cost of Attendance, and enrollment status determines the Pell award. Students enrolling less than full-time may qualify for a prorated amount of Pell Grant based on their enrollment status and EFC.

Federal Supplemental Educational Opportunity Grant is awarded to undergraduate students with exceptional financial need. Priority is given to students eligible for Federal Pell Grant.

Georgia LEAP Grant is a State of Georgia need-based grant awarded to Georgia residents who qualify for Federal Pell Grant and have substantial financial need. The annual amount is contingent upon appropriations by Congress and the Georgia Legislature.

Georgia Tuition Equalization Grant is a State of Georgia non-need-based grant awarded to Georgia residents attending a private college or university as a full-time student. The annual amount is contingent upon funding by the Georgia Legislature.
**HOPE Scholarship** is a State of Georgia non-need-based lottery funded scholarship awarded to Georgia residents who graduate from an eligible high school with a minimum of a 3.0 cumulative grade point average in the college preparatory core-curriculum subjects or a 3.2 minimum grade point average in the career/technology core-curriculum subjects. HOPE Scholars attending a private college or university are eligible for $1,750 per semester as a full-time student or $875 per semester as a half-time student.

**LaGrange College Grants** offer a variety of need-based institutional grants made possible by the generosity of alumni, foundations, and individuals. These grants are available to undergraduate degree seeking students enrolled full-time. Recipients must be in good academic standing. A list of LaGrange College grants and their eligibility requirements are available on our website.

**National Science and Mathematics Access to Retain Talent Grant (National SMART Grant)** is a new federal grant program for full-time undergraduate students who are enrolled in the third or fourth academic year of an eligible program, who receive Federal Pell Grants and are U.S. citizens. An eligible program in the National SMART Grant is one that leads to a bachelor's degree in an eligible major in physical, life, or computer sciences, engineering, technology, mathematics, or a critical-need foreign language. SMART Grant recipients must maintain a 3.0 grade point average for each semester of eligibility. The SMART Grant award is up to $4,000 each of the third and fourth academic years as defined by the student's institution.

**Teacher Education Assistance for College and Higher Education (TEACH) Grant Program** provides grants assistance of up to $4000 per year to full-time undergraduate and graduate students who intend to teach in a public or private elementary or secondary school that serves students from low-income families in a designated high-need field. In exchange for the TEACH Grant award, the recipient agrees to serve as a full-time teacher for four academic years within eight calendar years of completing the program for which the TEACH Grant was received. For more information on this program, contact the Financial Aid Office or the LaGrange College Education Department.
**LOANS**

**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.

**Federal William D. Ford Direct Loan** is a low interest, repayable loan available to undergraduate and graduate degree-seeking students made through the U.S. Department of Education, the lender. The Federal Direct Loan Program consists of a subsidized and an unsubsidized loan.

**Subsidized loans** are awarded on the basis of financial need with the federal government paying interest on the loan until repayment begins and has a fixed interest rate of 4.5% for loans disbursed between 07/01/2010 and 06/30/2011. **An unsubsidized loan** is available to students regardless of financial need. However, interest accrues from the time the loan is disbursed until it is paid in full. The borrower has the option to pay the accruing interest or to allow the interest to accrue and capitalize. The interest rate on an unsubsidized Direct Loan is a fixed rate of 6.8%. Federal Direct Loans are subject to an origination fee of 1% that will be deducted from the loan amount.

The annual subsidized/unsubsidized Direct Loan limit for a dependent undergraduate is $5,500 for freshman, $6,500 for sophomores, and $7,500 for juniors or seniors. The annual loan limits for an independent undergraduate is $9,500 for freshman, $10,500 for sophomores, and $12,500 for juniors and seniors. Federal Direct Loans are delivered to the borrower in two separate disbursements, one at the beginning of the enrollment and the second at the middle of the loan period.

Repayment of a Federal Direct 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 Federal Direct Loan is 10 years; however, there are longer and more flexible repayment options available to borrowers.
Federal Direct Parent Loan for Undergraduate Students (PLUS) is available to the parents of a dependent student to defray remaining educational expenses after all other financial aid resources are exhausted. Eligible applicants may borrow up to the cost of attendance less other financial aid. The interest rate is a fixed rate of 7.9% and interest accrues from the time of disbursement until the loan is paid in full. Unlike the Federal Direct Loan program, PLUS borrowers must be credit-worthy to qualify for this loan and repayment begins within 60 days of the loan disbursement. Federal Direct PLUS Loans are subject to an origination fee of 4%, which will be deducted from the loan amount before disbursement.

**STUDENT EMPLOYMENT**

There are part-time job opportunities available to eligible students through the Federal Work Study Program and LaGrange College’s Work Aid Program. Jobs are available on campus and off-campus in community service activities. Funding in these programs is limited. Students interested in student employment must complete the FAFSA. The average student assignment is 10 to 15 hours per week. Student employment awards are made on a first-come, first-serve basis until funds are depleted.

**Federal Work-Study**, a federally funded student employment program, provides employment opportunities for undergraduate and graduate students with financial need to defray educational expenses through employment in on-campus departments or off-campus community service activities.

**LaGrange College Work Aid Program**, an institutionally funded student employment program, provides students with opportunities to earn additional money for school through employment in on-campus departments or off-campus community service activities. Although a non-need-based program, first priority will go to students who demonstrate financial need.
**Student Financial Aid and Federal Tax Implications**

Students receiving scholarships and grants that exceed their tuition, fees, books and supplies should be aware that these funds are taxable under federal and state tax law. It is important that students 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 obtained federal funds.
The Student Life staff is concerned with providing those services which assist individuals in their personal growth. Their purpose is to provide assistance which facilitates the development of the total person. At LaGrange College, the emphasis is upon the intellectual, social, physical and spiritual development of each student.

Student Life involves a wide variety of programs and activities. The broad range of available services is an outgrowth of complex student needs: orientation, activities, student government, organizations, health services, wellness programs, parking, food service, discipline, leadership development, personal counseling, career development and placement, fraternities and sororities, and all residence programming. The Student Life staff is committed to creating a positive climate within which personal growth and development occur.

**STUDENT CONDUCT / SOCIAL CODE**

LaGrange College, as a church-related college, is committed to an honorable standard of conduct. As an educational institution the College is concerned not only with the formal in-class education of its students, but also with their welfare and their growth into mature men and women who conduct themselves responsibly as citizens.

Like the Honor Code, the Social Code is the responsibility of every student, faculty member, and staff member at LaGrange College. The Social Code attempts to instill in every member of the student body a sense of moral and community responsibility. As such, LaGrange College expects its students to adhere to community standards. Likewise, if some fail to live up to these codes of conduct, the College expects students to report violations of the Social Code to the Social Council. In this way, students assume the obligation of upholding the integrity of their community and of ethically preparing themselves for the world beyond college.

The College has established guidelines and policies to assure the well-being of the community. In general, the College’s jurisdiction is limited to events that occur on College property; however, the College and the Social Council reserve the right to hear cases that concern students’ behavior when they are off-campus in the name of the College (e.g., with a Jan Term travel course, an academic fieldtrip, or a campus organization social), especially when such situations could be regarded as an adverse reflection on the College’s mission.
(For a complete description of the Social Code, its policies and processes, please see the Student Handbook.)

The College reserves the right to dismiss at any time a student who, in its judgment, is undesirable and whose continuation in the school is detrimental to himself or his fellow student.

Furthermore, students are subject to federal, state and local laws as well as College rules and regulations. A student is not entitled to greater immunities before the law than those enjoyed by other citizens generally. Students are subject to such disciplinary action as the administration of the College may consider appropriate, including possible suspension and expulsion for breach of federal, state or local laws, or College regulations. This principle extends to conduct off campus which is likely to have adverse effect on the College or on the educational process or which stamps the offender as an unfit associate for the other students. A complete description of student conduct policies, rules and regulations can be found in the Student Handbook. Copies of the Handbook are available in the Student Life Office as well as on the College’s PantherNet web site under “Campus Resources.”

**STATEMENT OF POLICY ON HARASSMENT**

All members of the college community have the right to be free from discrimination in the form of harassment. Harassment may take two forms: (1) creating a hostile environment, and (2) quid pro quo.

A hostile, demeaning, or intimidating environment created by harassment interferes with an individual's full and free participation in the life of the College.

**Quid pro quo** occurs when a position of authority is used to threaten to impose a penalty or to withhold a benefit in return for sexual favors, whether or not the attempt is successful. Sexual harassment may involve behavior by a person of either gender against a person of the same or opposite gender. It should be noted that the potential of sexual harassment exists in any of the following relationships: student/student, faculty/student, student/faculty, and faculty/faculty. Here and subsequently "faculty" refers to faculty, staff, and administration. Because of the inherent differential in power between faculty and students, sexual relationships between faculty and students are prohibited.

Sexual harassment may result from many kinds of behavior. These behaviors may range from the most egregious forms, such as sexual assault, to more subtle forms. Explicit behaviors include but are not limited to requests for sexual favors, physical assaults of a sexual nature, sexually offensive remarks, and rubbing, touching or brushing against
another’s body. More subtle behaviors may be experienced as intimidating or offensive, particularly when they recur or one person has authority over another. Such behaviors may include but are not limited to unwelcome hugs or touching, inappropriate staring, veiled suggestions of sexual activity, requests for meetings in non-academic settings, and risqué jokes, stories, or images.

Accusations of harassment which are made without good cause shall not be condoned. Such accusations are indeed grievous and can have damaging and far-reaching effects upon the careers and lives of individuals.

Any member of the college community having a complaint of harassment may raise the matter informally and/or file a formal complaint. The informal process is an attempt to mediate between the parties in order to effect a mutually agreeable solution without entering into the formal hearing process.

**A. Informal Procedures**

The following informal procedures may be followed:

- Clearly say "no" to the person whose behavior is unwelcome.
- Communicate either orally or in writing with the person whose behavior is unwelcome. The most effective communication will have three elements:
  - a factual description of the incident(s) including the time, place, date, and specific behavior,
  - a description of the complainant's feelings, including any consequences of the incident,
  - a request that the conduct cease.
- Speak with a department chair, dean, director, counselor, or chaplain who may speak to the person whose behavior is unwelcome. The name of the complainant need not be disclosed. The purpose of such conversation is the cessation of the unwelcome behavior.
- In the case of harassment of a student, it may be appropriate first to seek the advice of his or her advisor.
B. Formal Procedures

To initiate a formal grievance procedure the complainant shall submit a written statement to the President of the College. The President, after such consultation as is deemed appropriate, will appoint a three-member Review Committee from among the membership of the Institutional Planning Council, the Academic Council, or other College committees as the President deems appropriate. Members of the Review Committee will then meet to discuss the complaint. Unless the Committee concludes that the complaint is without merit, the parties to the dispute will be invited to appear before the Committee and to confront any adverse witnesses. The Committee may conduct its own inquiry, call witnesses, and gather whatever information it deems necessary to assist in reaching a determination as to the merits of the accusation. Once a determination has been reached, the Committee shall report its findings to the President of the College.

Possible outcomes of the investigation are (1) that the allegation is not warranted and cannot be substantiated, (2) a negotiated settlement of the complaint, or (3) that the allegation is substantiated requiring a recommendation to the President that disciplinary action be taken.

C. Faculty

In the case of a faculty member subject to the provisions of the Parts A or B of the 1977 tenure settlement, the Tenure Committee will be involved. Discipline or dismissal of a faculty member will follow the procedure outlined in the LaGrange College Tenure Regulations.

For those faculty members subject to the provisions of the 1999 tenure policy, the Promotion and Tenure Committee will be involved according to the procedures defined in the 1999 tenure policy.

D. Appeals

Faculty, staff, administration, and students can appeal a final decision regarding a complaint to the Executive Committee of the Board of Trustees.

E. Special Circumstances

If the President of the College is the accused, the case is referred to the Executive Committee of the Board of Trustees.

If the chairperson of the Review Committee is the accused, the complaint shall be submitted to the President of the College. If any member of the Review Committee is the accused or for reason of prejudice must be recused, the President of the College shall appoint another member.
F. Confidentiality

The right to confidentiality of all members of the college community will be respected in both formal and informal procedures insofar as possible.

LaGrange College is committed to preventing harassment. To that end, this policy and these procedures will be printed in appropriate College publications. In addition, educational programs will be conducted annually by the College to (1) inform students, faculty, staff, and administration about identifying harassment and the problems it causes; (2) advise members of the college community about their rights and responsibilities under this policy; (3) train personnel in the administration of this policy. The Harassment Policy and Procedures will be issued to all incoming students and personnel.

AIMS OF STUDENT LIFE SERVICES

- To facilitate the transition from high school to college.
- To develop and sustain—through student-involvement activities, organizations and services—a campus life encouraging the cultural, intellectual, social, physical and religious development of all students.
- To assist students in discovering life goals and exploring career opportunities.
- To create an environment which stimulates qualities of self-discipline and personal responsibility.
- To provide a suitable context whereby the student can explore new ideas, skills and lifestyles, thus gaining the insight and experience necessary to make intelligent choices.
- To provide opportunity for the student to develop the understanding and skills required for responsible participation in a democratic community through involvement in self-government.
- To serve a supervisory role in campus disciplinary concerns; to develop, with campus community involvement, and to distribute the necessary rules and regulations for a harmonious and productive college community.
- To mediate, where necessary, conflicts between individuals and campus community standards.
- To provide a comfortable, clean, safe environment that enhances the personal growth as well as the academic pursuits of resident students.
- To collect retention data and to suggest/plan programs and strategies to increase retention based on data collected.
RESIDENCE LIFE

RESIDENCY REQUIREMENT
All traditional day students taking twelve or more hours are required to live in college housing, so long as appropriate campus housing is available. The Dean of Student Affairs may exempt a student for one of the following reasons:

- The student is 23 years of age or older.
- The student is married and living with spouse.
- The student is responsible for a dependent child.
- The student resides exclusively with parents or legal guardians in the parent's primary residence within a thirty-mile radius of the College.
- The student is a veteran with at least two years of active military service.

Students are assigned rooms of their choice in so far as facilities permit. Generally, first-year students are assigned to double rooms in Boatwright (men), Pitts, or Hawkes Hall (women). Roommates are assigned by mutual preference whenever possible. The College reserves the right of approval of all room and residence hall assignments. Also, the College reserves the right to move a student from one room or residence hall to another room or residence hall during the year. Resident students are required to subscribe to the board plan.

ROOM DEPOSIT
A room and tuition deposit of $200 is required of all resident students. The room deposit ($100) is not a prepayment to be applied to residence hall charges but will remain on deposit with the College to be refunded, provided the student's account with the College is cleared, upon one of the following: (1) change of status from resident student to commuter student, (2) formal withdrawal, or (3) graduation. The room reservation/damage deposit serves as a room reservation while the student is not occupying college housing and is refundable if a student cancels his/her reservation by the following dates: May 1 for fall semester, December 1 for spring semester. It serves as a damage deposit while the student is occupying college housing and is refundable when the student leaves the College housing minus any unpaid assessments and/or any debt owed to the College. Complete residence information and regulations can be found in the Student Handbook.
RESIDENCE HALL ACTIVITIES
Residence Advisors also function as a governing body and coordinating committee. They plan activities within the residence halls such as cookouts, movie nights, decorating contests and other special events.

VEHICLE REGISTRATION
To insure efficient control of traffic and parking on campus and the safety of all persons and vehicles, every vehicle must be registered and must have a parking permit. These permits are issued to students, along with a copy of existing parking regulations. A parking fee is included in tuition. Failure to adhere to published policies may result in vehicles being ticketed and/or towed.

OFFICE OF STUDENT ACTIVITIES AND SERVICE
The Office of Student Activities and Service works closely with the students, faculty, and staff of LaGrange College to bridge the curricular and co-curricular experiences of students at LaGrange College. Located on the first floor of Smith Hall, the Director of Student Activities and Service strives to provide a diverse array of social, multicultural, political, service, and leadership activities for the campus community.

The Director of Student Activities and Service is responsible for advising the Student Government Association (SGA) and the President’s Council as well as overseeing the activities and operations of all Lagrange College student organizations. With over 30 active student organizations at LaGrange College there is a club or organization for every student. If students do not feel as though there is something available of interest to them there is always the option of creating and beginning a new organization on campus. Student Organizations are divided into six categories: Athletic, Greek, Honorary, Interest/Independent, Religious Life, and Service. Please see the Office of Student Activities and Service for a complete listing of student organizations.

The Office of Student Activities and Service also offers a Leadership Certificate Program for students interested in developing their leadership skills and abilities. Through leadership development, students will be challenged to enhance their involvement and inspired to seek their full potential. The Leadership Certificate Program consists of four certificate levels – Bronze, Silver, Gold, and Platinum. Please see the Office of Student Activities and Service for more information about the Leadership Certificate Program.
Community Service is another large component of the Office of Student Activities and Service. The Director of Student Activities and Service works closely with the SGA’s Service Council, the Graduate Assistant for Service and the Servant Leadership Program to provide LaGrange College students with a variety of service projects throughout the academic year. The traditional service activities offered at LaGrange College include, but are not limited to the following: the First-Week Service Project, Service Saturday, the Annual Downtown LaGrange Chili Cook-Off Halloween Carnival, the Annual West Point Lake Clean-up, Panther Toy Store, Blood Drives, and the American Cancer Society’s Relay for Life. In addition to these activities, other service activities occur which are often associated with one or more of the following local agencies and organizations:

- American Cancer Society
- American Red Cross
- Angels of Hope
- Big Brothers Big Sisters
- Boys’ and Girls’ Club of West GA
- Boy Scouts of America
- Care Link Programs of Troup County
- Chattahoochee Council
- CASA of Troup County
- Communities in Schools of Troup County
- Consumer Credit Counseling
- Franklin Forest Elementary, After-Class Enrichment
- DASH for LaGrange
- Good Shepherd Programs
- Habitat for Humanity ReStore
- Goodwill
- Hillcrest Elementary, After Class Enrichment
- Harmony House
- Long Cane Middle School
- Junior Achievement of East Alabama & West GA
- LaGrange Troup County Humane Society
- LaGrange Housing Authority
- LaGrange Personal Aid Association, Inc.
- LaGrange Senior Center
- LaGrange/Troup Council of Churches
- Literacy Volunteers Troup County, Inc.
- Church Women Clothing Center
- Salvation Army LaGrange Corps
- Troup County Parks and Recreation
- Twin Cedars Youth Services
- Troup County Special Olympics
- United Way of West Georgia
- United Way of West Georgia
- Whitesville Road Elementary School
- West Georgia Hospice
- West Point Lake Coalition, Inc.
- The Lagrange College Game Room, located in the basement of the Mabry Gibson Student Center, is also supervised by the Office of Student Activities and Service. The Game Room is open to students at all times and provides students with the opportunity to play pool, ping pong, cards, board games, watch television, and listen to music.
STUDENT GOVERNMENT AND OTHER ORGANIZATIONS

The Student Government Association exists to serve as a medium for student expressions, to coordinate campus activities, to promote good citizenship and to govern within the parameters granted by the President of the College. The SGA is an important part of student life. Upon acceptance into the College, a student automatically becomes a member of the association. All students are encouraged to become active members, so that the association is a truly representative body of student thought and opinion, voicing the needs and concerns of the student body.

The SGA, as a voice of the student body, promotes diversity and involvement through activities, entertainment, and service at LaGrange College and in the surrounding community.

TRADITIONAL ACTIVITIES

**Fair on the Hill**  
Activities fair where students can become familiar with LC student organizations and how to become more involved. Community businesses and organizations also participate in the Fair on the Quad.

**Homecoming**  
Fall weekend featuring a concert, a parade, various alumni activities, and culminating with crowning of Queen.

**Greek Week**  
Week of activities centering around campus Greek life

**Vegas on the Hill**  
A casino night that allows students the opportunity to play for a chance to win prizes.

**Quadrangle Formal**  
A formal dance that is typically held during the Spring Semester.

**May Day**  
A long tradition including Step Sing, crowning of the May Day King and Queen, installation of the new SGA executive council, and activities on the Residential Quad.

In addition, Student Life, through the Student Activities Office, works with numerous on-campus organizations in order to foster student growth, leadership, and involvement.
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<tr>
<th><strong>Social Sororities</strong></th>
<th><strong>Social Fraternities</strong></th>
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<tr>
<td>Alpha Omicron Pi</td>
<td>Alpha Delta Gamma</td>
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<td>Kappa Delta</td>
<td>Delta Tau Delta</td>
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<td>Pi Kappa Phi</td>
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<td>Panhellenic Council *</td>
<td>Interfraternal Council *</td>
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<td>* Fraternity Governing Body</td>
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<th><strong>Student Publications</strong></th>
<th><strong>Service Clubs</strong></th>
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<td><em>Citations (research journal)</em></td>
<td>Evening College Advisory Com.</td>
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<td>The Hilltop News (newspaper)</td>
<td>Panther Toy Store</td>
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<td>The Scroll (literary magazine)</td>
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<th><strong>Religious Life</strong></th>
<th><strong>Interest/Independent</strong></th>
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<td>Anti-Apathetics</td>
<td>Art Student League</td>
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<td>Baptist Collegiate Ministries</td>
<td>Chess Club</td>
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<td>Fellowship of Christian Athletes</td>
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<td>Interfaith Council</td>
<td>International Rotaract Group</td>
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<td>LaGrange College House of Prayer</td>
<td>Japanese Culture Club</td>
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<td>Pray Until Something Happens</td>
<td>LaGrange College Hilltoppers</td>
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<tr>
<td>Reformed Bible Fellowship</td>
<td>Phi Eta Omega (Pre-Health)</td>
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<td>Servant-Fellows</td>
<td>President’s Council (SGA)</td>
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<tr>
<td>Wesley Fellowship</td>
<td>Society of Human Resource Mgrs.</td>
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<td>Various Bible study groups</td>
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<th><strong>Honor Societies</strong></th>
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<td>Alpha Psi Omega (Drama)</td>
<td>Intramurals</td>
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<td>Alpha Sigma Lambda (Adult)</td>
<td>LaGrange College Bass Fishing</td>
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<td>Delta Mu Delta (Business)</td>
<td>Student Athletic Advisory Comm.</td>
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<td>LaGrange College Honor Council</td>
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<td>Nursing Honor Society</td>
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<td>Phi Alpha Theta (History)</td>
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<td>Pi Gamma Mu (Social Science)</td>
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<td>Pi Sigma Alpha (Political Science)</td>
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<td>Psi Chi (Psychology)</td>
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<td>Sigma Tau Delta (English)</td>
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<td>Theta Alpha Kappa (Religious Studies)</td>
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PROGRAMS, EXHIBITIONS AND FORUM LECTURES

A balanced and comprehensive program of lectures, music performances, dramatic presentations, workshops and other activities contribute to student enrichment. Tuesdays and Thursdays from 11:15 a.m. until 12:20 p.m. are reserved for programs, exhibitions, and forum lectures.

ATHLETIC PROGRAM

LaGrange College is a member of the NCAA Division III and the Great South Athletic Conference. College colors are red and black. Intercollegiate teams compete in women's soccer, basketball, cross country, volleyball, softball, swimming, lacrosse, and tennis; and men's baseball, football, basketball, cross country, golf, soccer, swimming and tennis. It is the philosophy of LaGrange College that the team participants are attending college primarily for a quality education, and no athletic scholarships are offered. The coaching staff is a group of highly qualified teachers who stress the educational aims of the College.

LaGrange College is committed to a full program of non-scholarship athletics that encourages the student-athlete to reap the benefits of educationally sound activity that encourages and promotes a strong academic regime. Students are given the opportunity to participate fully in their given sport and to compete with other teams locally, statewide, and regionally.

PHILOSOPHY STATEMENT FOR INTERCOLLEGIATE ATHLETICS

Intercollegiate athletics at LaGrange College provide students with an integral complement to their total educational experience. Recognizing the importance of athletics to the individual student while seeking to strike an appropriate balance between the life of the mind and participation in co-curricular offerings, the College is committed to providing a program of intercollegiate athletics that is student-centered for both participants and spectators. The College believes that the primary function of intercollegiate athletics at a small church-related, liberal arts college is one of a high quality co-curricular complement to its overall mission. As such, academics have priority over athletic or other co-curricular pursuits.

LaGrange College seeks to recruit and retain student athletes who understand the balance of priorities between academics and co-curricular programs, whether the latter are athletics, the performing arts, or other student activities. The College employs coaches who understand that
balance of priorities, and its coaches seek to recruit students who will be successful student-athletes. Because the College awards no financial aid based upon athletic ability, the aim of student-athlete recruitment by coaches is not solely for athletic success but rather for student contribution to the College's enrollment goals, although by no means do those have to be mutually exclusive.

The College embraces a commitment to instill and develop the values of superlative ethical conduct and fair play among its athletes, coaches, spectators, and other constituents. Further, LaGrange College recognizes that student-athletes are role models to their peers as well as representatives of the College, and the College actively encourages student-athletes to conduct themselves in a manner which befits those roles.

LaGrange College is committed to gender equity and values cultural diversity. The College will invest sufficient resources to ensure that medical and athletic training services are available to all athletes at appropriate times. It shall strive to ensure that all individuals and all teams are treated with the same level of fairness, resources, and respect so that all athletes are afforded an equal opportunity to develop their potential as a student-athlete.

**INTRAMURAL SPORTS**

Intramurals provide opportunities for wholesome recreation and competition among members of the campus community. Teams representing campus organizations and independents compete in organized tournaments and events throughout the year. Competitive events include flag football, volleyball, basketball, softball, dodgeball, and Ultimate Frisbee. Special awards are presented to the men and women’s groups with the highest participation rates and best records of the entire year. In addition, male and female “Athletes of the Year” are selected.

Many opportunities are available for recreational use of the facilities in the LaGrange College Aquatics Complex: recreational swimming and lap swimming all year round in the indoor pool; the aquarius water work-out stations, water aerobics or aqua exercise or aqua exercise class (non-credit).

The facilities and equipment of the Physical Education Department also are available for student recreational use when these are not scheduled for instructional, athletic, or intramural sports use. The use of outdoor equipment (backpacks, tents, stoves, lanterns) requires the payment of a small deposit which is refunded upon the safe return of the equipment. The fitness center, gymnasium, and pools are available for student/faculty/staff use during posted hours. A valid LaGrange College ID is necessary for admittance to all facilities.
Spiritual Life

College is a point of transition. Regardless of the student’s age or reason for being on campus, college is a turning point. It is a time of exciting intellectual and social growth. During their collegiate experiences, students will wrestle with new ideas, discover new interests, and explore relationships and issues of identity. The struggles to define identity and personal values are opportunities for spiritual growth and faith relationships. Therefore, Spiritual Life programs at LaGrange College offer students a chance to examine their faith and determine how it relates to their educational experiences, to assess what is important, and to forge a system of values that will sustain them through their adult years.

Growing out of its history of service and its connection to The United Methodist Church, LaGrange College is committed to creating a caring and ethical community that challenges students’ minds and inspires their souls. As a result, the College offers a number of opportunities for students, faculty and staff members to celebrate life and explore God’s intention for human living.

Office of Spiritual Life and Church Relations

The most common problems experienced by college students focus on figuring out an identity, forming and maintaining relationships, and the difficulties of making the transition from adolescence to young adulthood. Students need a friend, and someone who will have the time to listen to them. To help students during their faith struggles when their spiritual outlooks and understandings of God are challenged, the College has a Vice President for Spiritual Life and Church Relations who serves as the College’s chaplain to care for the spiritual needs of the institution.

The word “chaplain” describes the ministry style of an ordained minister who devotes the majority of his or her time and effort to developing and maintaining a relational environment for a small congregation. LaGrange’s Vice President for Spiritual Life and Church Relations is an ordained United Methodist minister who is available to persons of all faiths to help them sort out and make sense out of life crises. As chaplain, the Vice President provides support and counseling for students, faculty and staff members in times of crisis or transition. Through worship programs, group activities, and community service, the chaplain invites students, faculty and staff members to explore their faith.

As spiritual advisor to students, faculty, and administration, the chaplain is responsible for providing and supervising all aspects of religious life on campus, which include: community worship and prayer; advising and coordinating the activities of student religious groups.
In all the Vice President for Spiritual Life and Church Relations does, the goal is to help people get a clearer understanding of what they believe and how they relate their faith to everyday life. Because of this, much of the work is done in talking and listening with people for questions on matters of faith, life, family, God, ethical issues, spirituality, and personal crises. The Office of Spiritual Life and Church Relations offers liturgical/sacramental services such as communion and an Ash Wednesday service, and is available to assist faculty and students cope with stress and to discern God’s call for their lives in an academic environment, which includes questions of purpose, values, ethics, and questions about life.

**MOSHELL LEARNING CENTER**

Located in the 24-Hour Study Area on the main (2nd) floor of the Frank and Laura Lewis Library, this facility includes the Writing and Tutoring Center to serve students currently enrolled at LaGrange College. Our staff consists of undergraduate work-study employees who have been nominated for this program by professors in their respective disciplines. Dr. Laine Scott supervises and trains these peer tutors to conduct one-on-one or group tutoring sessions. Although the subjects tutored may vary from semester to semester, the Moshell Learning Center typically provides at least one peer tutor in each of the following areas:

- Biology (including Anatomy)
- Chemistry
- Computer Science & Applications
- French
- Math & Problem Solving (multiple tutors)
- Physics
- Writing (multiple tutors)
- Political Science
- Psychology
- Religion
- Spanish
- Statistics

During the Fall and Spring semesters, these tutors are available **Sunday through Thursday evenings, from 6:00 p.m. to 9:00 p.m.** and, in some cases, by appointment as well.

Student who would like to serve as peer tutors but are ineligible for work-study funding may enroll in **TCHA 4492** (On-Campus Tutoring Internship) and thus earn one to three (1-3) semester hours of academic credit for their service. Note that these hours do not count toward any major or minor program. This course may be repeated for credit. Grading is on a “Pass/No credit” basis. **Prerequisites:** Recommendation from a full-time faculty member in the subject to be tutored and approval by the Director of the Writing and Tutoring Center.
**STUDENT HEALTH SERVICES**

All students must have proof of medical insurance. For those not having coverage through individual or group plans, LaGrange College makes available accident and sickness coverage through a private carrier at reasonable rates. Application forms are available at registration or through the Business Office. In order to register for classes, students must have a medical history form on file with the Student Life Office.

For a description of health services available to LaGrange College students, refer to the *Student Handbook*.

**CAREER DEVELOPMENT CENTER**

Located on 1st Floor of Smith Hall, the LaGrange College Career Development Center is available to students, alumni, faculty, and staff.

Students are encouraged to use the LaGrange College Career Development Center’s resources starting their freshman year in college. The Career Development Center assists students in researching and locating part- and full-time employment while in school, internships, scholarships, fellowships, graduate assistantships, summer jobs, and full-time jobs following graduation. Additional resources and training provide students with job-search skills, including résumé/cover letter preparation, interview skills, as well as assistance with graduate school applications, test preparation, and online resources.

The Career Development Center offers workshops such as ‘The Art of Cross-cultural Business Dining,” “Backpack to Briefcase” as well as events such as the Graduate School Forum, Mock Interviews, one on-campus Career Fair, and three off-campus Career Fairs.

The Internship program at LaGrange College utilizes employers from different areas of study. These internships will aide students in obtaining valuable experience as a prelude to future employment. Students are eligible their sophomore year to apply and must have permission from their academic department.

To apply for an internship:

- Pick up an “Internship Application” from the LaGrange College Career Development Center and obtain signature from the major department chair for approval for Major Credit
- Résumé that has been approved and proofed by the Career Development Center (books, packets, and staff are available for assistance)
• Signed “Release of Liability for Interns” and the “Internship Policies” (included in the Internship Application)

• Packet must be turned back into the Career Development Center and student must meet with the Director of the Career Development Center

The LaGrange College Career Development Center is a member of several organizations. Some of the memberships include the Georgia Consortium of Colleges, the Georgia Association of Colleges and Employers, the National Association of Colleges and Employers, the National Society of Human Resource Management, West Georgia Society of Human Resource Management, and the Department of Labor’s Employers Committee.

**PERSONAL AND ACADEMIC COUNSELING**

An important part of the philosophy of LaGrange College is that each student should have access to personal and academic counseling throughout his or her academic career. The Counseling office, located on the first floor in Smith Hall offers a variety of counseling services to assist students in reaching their academic and personal goals. The Counseling office does this by providing short-term personal counseling in the following areas:

- Conflict resolution
- Adjustment to college life
- Relationships Issues
- Stress Reduction
- Depression
- Eating disorders
- Alcohol or substance abuse
- Healthy lifestyle choices
- Gender identity issues

The counseling office also provides study skills workshops and offers one-on-one academic coaching. In addition, the counseling office works to ensure that educational programs are accessible to all qualified students in accordance with the provisions of Section 504 of the Rehabilitation Act of 1973 and expanded by Title III of the Americans with Disabilities Act of 1990. Reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids are determined on a case-by-case basis for otherwise qualified students who have a demonstrated need for these services. Pamela Tremblay is the Section 504 coordinator and she can be contacted at 706-880-8313 or by email at ptremblay@lagrange.edu. She
will receive proper documentation for learning and attention disorders, psychiatric disorders, chronic health impairments, physical disabilities, and any other physical or mental condition that substantially limits a major life activity prior to the academic term when accommodations are desired.

The Counseling office strives to help students make the most of themselves as developing individuals along with creating successful relationships with others. Additionally, it is important that students find balance in their daily life which can be accomplished by practicing healthy lifestyle choices. Some of these goals can be challenging to attain. It is during these times that the Counseling office can be extremely useful. Students can call the Counseling office (880-8177) and set up weekly appointments to resolve personal and academic issues when time slots are available. All discussions are confidential in keeping with professional standards.

**INTERNATIONAL STUDENT ADVISING**

International Student Advising Staff:

- Diana Celorio Goldwire, International Advisor and DSO (Handles CPT’s and OPT’s)
- Katie Porter, Assistant International Advisor
- Cindy Saines, PDSO (Handles I-20s)

The International Student Advising Staff is here to assist international students during their stay at LaGrange College. We assist with integration into America and college life as well as assist with international paperwork. (SEVIS, I-20s, etc.) Katie Porter oversees the International/Rotaract Group which offers a network of International and American Students. Every year in March the International/Rotaract Group dedicates a week to teaching campus faculty, staff, and students about the countries represented at LaGrange College.
STUDENT APPEAL OF DECISIONS

Recognizing that decisions must be made and that some students may feel aggrieved by some decisions, LaGrange College provides the following procedures:

A student must first attempt to resolve an issue with the college staff member first rendering a decision. If this does not resolve the issue, a decision rendered by a college staff member may be appealed by a student as follows:

I. Student Life

- A disciplinary decision rendered by the Social Council may be appealed according to the Social Code appellate procedure. The Social Code may be found in full in the Student Handbook.

- Disciplinary decisions rendered originally by the Dean of Student Affairs may be appealed in writing to the Provost who shall seek, in an informal conference, to settle the grievance to the satisfaction of the two parties involved. If no resolution can be found, the Provost will deliver the appeal to the Student Affairs Committee of the faculty for its determination.

- Other grievances in the area of Student Life may be appealed to the Dean of Student Affairs. If the grievance involves an original decision rendered by the Dean of Student Affairs, the decision may be appealed as above.

II. Financial Aid. See the Financial Aid Section.

III. Academic Matters. See the Academic Policy Section.
INFORMATION TECHNOLOGY AND
ACADEMIC SUPPORT

LAGRANGE COLLEGE POLICY FOR THE RESPONSIBLE USE
OF INFORMATION TECHNOLOGY

The purpose of this policy is to ensure a computing environment that will support the academic, research, and service mission of LaGrange College. Simply stated, continued and efficient accessibility of campus computing and network facilities depends on the responsible behavior of the entire user community. The College seeks to provide students, faculty, and staff with the greatest possible access to campus information technology resources within the limits of institutional priorities and financial capabilities and consistent with generally accepted principles of ethics that govern the College community. To that end, this policy addresses the many issues involved in responsible use of the College’s information technology resources, including systems, software, and data. Each authorized user of information technology assumes responsibility for his or her own behavior while utilizing these resources. Users of information technology at LaGrange College accept that the same moral and ethical behavior that guides our non-computing environments also guides our computing and networking environment. Any infraction of this policy may result minimally in loss of computer and network access privileges, or may result in criminal prosecution.

USE

All users of the College’s information technology resources agree to abide by the terms of this policy. Information technology resources include, but are not limited to, College owned computers and information technology hardware, the College campus network, information sources accessible through the campus network, and Internet access. When accessing any remote resources utilizing LaGrange College information technology, users are required to comply with both the policies set forth in this document and all applicable policies governing the use and access of the remote resource. The College, through a review and amendment process directed by the Instructional and Information Technology Round Table (IITR), reserves the right to amend this policy. For the most up-to-date version of this responsible use policy, see the information technology helpdesk (helpdesk.lagrange.edu). As far as possible, changes will be made only
LaGrange College computing resources and associated user accounts are to be used only for the College activities for which they are assigned or intended. The computing systems are not to be used for any non-College related commercial purpose, public or private, either for profit or non-profit. Unless placed in public domain by its owners, software programs are protected by Section 117 of the 1976 Copyright Act. It is illegal to duplicate, copy, or distribute software or its documentation without the permission of the copyright owner. Copyright protection of text, images, video and audio must also be respected in all uses of College technology resources. The LaGrange College Campus Network must not be used to serve information outside of LaGrange College without written permission approved by the IITR.

USER ACCOUNTS

Many technology resources at LaGrange College are accessed through user accounts. No user accounts should be used to execute computer software or programs or attempt to gain access to resources other than software, programs or resources specifically granted and offered for use by LaGrange College. All users are responsible for both the protection of their account passwords and the data stored in their user accounts. Sharing a password is prohibited. Users must change their password periodically to help prevent unauthorized access of their user account. When working on computers that are in general access areas (laboratories and public access), users must log off or lock the computer before leaving to protect the security of their data and the network. Leaving the web-based email page (Outlook Web-Client) open on an accessible computer, especially outside of campus, leaves the account available to anyone who passes by, and allows the changing of the user’s password giving the passerby access to the LaGrange College Network. Before leaving a computer, users must log off the web-based email. If students become locked out of their accounts or for other reasons needs to have their passwords reset, they must make the request in person to an Information Technology staff member and present a valid LaGrange College ID. Any suspected unauthorized access of a user’s account should be reported immediately to the Executive Director of Instructional and Information Technology or another College authority. User accounts will be deactivated when the user’s affiliation with the College is terminated and all files and other data will be removed from those accounts.
COLLEGE EMAIL ACCOUNTS

The College provides email accounts for students, faculty and staff. All course and advising related email and other official College electronic communication with students must be sent to the student’s campus email address or via Mentor. Official College email communications with faculty and staff will use their College email address. Email must not be used for purposes inconsistent with the mission of the College. Users may not conceal, mask or misrepresent their identity when sending email or other electronic messages. Transmission of abusive, harassing or libelous electronic messages is forbidden. Deliberate transmission or propagation of malicious programs such as viruses, worms, Trojan Horses, data mining programs or participation in denial of service attacks are subject to disciplinary and possible criminal action.

LaGrange College maintains faculty and staff mail groups (distribution lists or aliases) for the purposes of communications concerning the operation of the College. The College maintains a Community mail-list for communications of a less formal nature. Users must make appropriate use of the subject line in postings to all College related mail groups (distribution lists or aliases) and mail-lists (list servers). Announcements to faculty and staff about campus events should be made through FYI. These announcements should be sent to the Communications and Marketing staff for inclusion in FYI. A single reminder close to the date of the event may be made to the faculty and staff mail groups. Exceptions to this policy may be made by approval of the Instructional and Information Technology Round Table. Daily reminders of an upcoming event are inappropriate. Examples of messages appropriate for the FYI/email reminder procedure are Cultural Enrichment Events, Faculty Meetings, Staff Council Meetings, Faculty-Staff Coffees, and Sports Events. Messages not directly related to the operation of the College should be posted to the Community mail-list. For example, items for sale, contests, fund-raisers, sports scores, humorous items and commentaries belong on the Community mail-list rather than being sent to the faculty and staff mail groups. Users can unsubscribe from and re-subscribe to the Community mail list as they desire. Instructions for subscribing and unsubscribing are available on the helpdesk (helpdesk.lagrange.edu).
Posting of messages to the email group containing all students must be cleared through the appropriate Vice President’s Office or their delegates. Use of the electronic signs in the Dining Hall, posters and flyers are suggested alternative means of reaching all students. Messages to the student body should not be made through the faculty mail group. Messages to faculty containing variations on “Please announce to your class” are ineffective in reaching all students.

**CAMPUS COMPUTING FACILITIES**

Computer labs on the LaGrange College campus are available for general use by students, faculty and staff except during the periods when the rooms have been reserved for teaching purposes. Additional computers are placed in public access areas for student, faculty and staff use. It is the responsibility of every user to use lab and public access facilities in a responsible manner. Accidental damage or damage caused by other parties should be reported as soon as possible so that corrective action can be taken. Use of laboratory or public access facilities to view material that may be considered offensive to others which includes, but is not limited to, racially hateful and sexually explicit material, is considered a form of harassment. The viewing of harassing material is inconsistent with the mission of LaGrange College. Viewing such harassing material in a lab or public access area may result in disciplinary action.

**PERSONAL WEB PAGES**

Any authorized user or group at the College may have a personal home page on a LaGrange College World Wide Web server, provided that the graphical images, multimedia information, text, or the intent of the home page do not refute the mission of LaGrange College. Users must sign a Registered Information Provider Agreement before web pages are placed on the server. Groups must designate an individual as their Registered Information Provider, who is responsible for the content of their web pages. Registered Information Provider Agreements must be renewed annually. Failure to renew will result in removal of content from the web server. No individual user is authorized to create and serve a web site on the World Wide Web utilizing College computer resources. Applications for personal web pages should be made to the Director of Information Technology.
STUDENT COMPUTER CONFIGURATIONS

Access to the LaGrange College Campus Network is available in dormitory rooms for students who bring to campus personal computers meeting the minimum specifications defined by Information Technology. These specifications are revised annually and will be made available to all new students. The Campus Network will allow students to access the World Wide Web (WWW) and email. By accessing the College network, students agree to abide by this usage policy. Students must not change network configurations specified by Information Technology. The Information Technology staff will only support software installed by Information Technology personnel, and do not provide support for personally owned computer equipment other than verifying that the network link is functional.

Students are responsible for all network traffic originating from their network access. Students should employ appropriate and up-to-date antivirus software.

CAMPUS NETWORK

The College provides network access in classrooms, laboratories, the library, offices, public access locations and student dormitory rooms. While the College is committed to free speech and open access to information and communication, these must be tempered by the need to respect others’ rights to speech, access and communication. Each user is expected to balance their needs with the needs and expectations of the College community as a whole. The College reserves the rights to limit bandwidth to users and access to non-academic, resource intensive applications if they threaten to interfere with academic uses of the campus network.

Users on the network must not attempt to conceal, mask or misrepresent their identity or the identity of computers when using the network. Users shall not employ software or hardware that interferes with the operation or security of the network. Users shall not interfere with the administration of the campus network nor shall they attempt to breach any network or resource security system. In administering the network, network activities of users may be monitored as to type and quantity.

Users are responsible for all network activities originating from resources provided to them by the College.
WIRELESS NETWORK

Wireless networking provides many benefits to the College, but with these benefits comes unique security threats. In order to make a reasonable effort to prevent access to network resources from unauthorized users via the Wireless Local Area Network (WLAN), the following policy and associated best practices exist.

An unsecured Wireless Access Point (WAP) has the potential to open a backdoor into an otherwise secure network. All WAPs located in academic and administrative buildings must be managed by IT. Faculty and staff are prohibited from installing a WAP without explicit permission from the Director of Information Technology. Requests for expansion of the wireless network should be made to the Network Manager via the IT Helpdesk. In order to allow flexibility for students to utilize wireless networking in the residence halls, secured personal WAPs are allowed. IT must be notified of intent to install a WAP via the IT Helpdesk. WAPs must be physically located in the vicinity of the owner’s conventional wired jack and they must be secured in at least one of two ways. At least 40-bit Wired Equivalent Privacy (WEP) must be enabled on the WAP and client. Ideally the WAP’s internal MAC address table should be set to only allow access from authorized clients. IT reserves the right to scan for and disable any unauthorized or unsecured WAPs.

WAP Best Practices:

- Activate WEP on the WAP and client
- Change the default administrator password to a more secure password
- Don’t use the default Service Set Identifier (SSID)
- Don’t broadcast the SSID if possible
- Use the lowest power radio output possible to minimize propagation outside the building
- Disable the WAP in non-usage periods
REMOTE ACCESS
LaGrange College provides very limited direct telephone dialup access to the Campus Network for college business. This service was created for technical and administrative access to the network not available through a regular Internet connection, and is not intended to provide general Internet access to members of the LaGrange College community. In order to be granted dialup access to the Campus Network, a user must submit a request to the IITR via their department chair/supervisor. The request should indicate the period of time for which this access is to be granted and indicate how this access is consistent with the technical and/or administrative purpose of the dialup resource. For regular dialup needs, service through a commercial Internet Service Provider is recommended.

DATA SECURITY
Within institutional priorities and financial capabilities, LaGrange College provides reasonable security against unauthorized intrusion and damage to data, files and messages stored on its computer systems. The College maintains facilities for archiving and retrieving data stored in user accounts. If a user needs to recover data after an accidental loss, Information Technology staff should be contacted and every reasonable attempt will be made to recover the lost or corrupted data. Neither the College nor any Information Technology staff can be held accountable for unauthorized access by other users, nor can they guarantee data protection in the event of media failure, fire, criminal acts or natural disaster. Backing up critical files regularly is recommended.

INFORMATION RESOURCE USE BY GUESTS AND ALUMNI
Use of physical facilities for information technology by guests (individuals not currently enrolled as students or currently employed as faculty or staff members of LaGrange College) and alumni is allowed only within Frank and Laura Lewis Library and under the supervision of library staff. Additionally, such access is allowed only when existing resources are not being fully utilized by LaGrange College students, faculty, or staff. The use of technological resources may be extended to alumni and friends of LaGrange College without the imposition of a “user fee.” A “per printed page” user fee established by Lewis Library will be assessed for use of College printing resources.
USER AWARENESS
Because information technologies change at so rapid a rate, updates to the Responsible Use Policy may be made between printings of College publications. It is the responsibility of the user to keep informed of the changes in this policy, which will be available on a LaGrange College website (http://panther.lagrange.edu).

LAGRANGE COLLEGE CELL PHONE AND PAGER POLICY
The carrying and use of cell phones, pagers and other electronic communications devices are allowed on the LaGrange College campus. Users of these devices, however, must be attentive to needs and sensibilities of other members of the College community. Furthermore, the use of these devices must not disrupt the functions of the College.

Devices must be off or ringers silenced in classes, laboratories, the library, study spaces and other academic settings and during events such as plays, concerts, speakers and College ceremonies. The term ‘laboratories’ explicitly includes computer laboratory spaces. Answering or operating the device during classes, laboratories, meetings or events is only appropriate in case of emergency. If the device must be answered, the user must move to a location where the class, laboratory, library patrons, etc. will not be disrupted before making use of the device.
HONOR CODE

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, or tolerate these unethical behaviors in others.

The Honor Code is the responsibility of every student, faculty member, and staff member at LaGrange College. All members of the College community are needed to support the enforcement of the Code which prohibits lying, cheating, or stealing when those actions involve academic processes.

Student Responsibilities

• To be honest and truthful in all academic matters, abiding by the letter and spirit of the Honor Code;
• To consult with the appropriate persons to clarify issues regarding plagiarism, the correct attribution of sources, the acceptable limits of proofreading or editing by others, and the allowable materials for examinations, reports, or any academic work;
• To sign a pledge that no unauthorized aid has been given or received on any academic work;
• To report any incident to the president of the Honor Council that is believed to be a violation of the Honor Code;
• To cooperate when called upon by the Council to testify in a hearing.

Student Rights

• To be presumed innocent;
• To a fair, impartial, and timely hearing;
• To face and question any witnesses at a hearing;
• To testify and present material on one's own behalf;
• To a separate hearing upon request;
• To subsequent appeal;
• To be accompanied by a silent observer in a hearing. The Council president must be made aware of this person’s name and relationship to the student twenty-four hours before the hearing. The observer’s role is one of support, and this person will not be allowed to speak.
Examples of Offenses

- Academic cheating - including but not limited to the unauthorized use of books or notes, copying, or collaboration on examinations or any graded coursework;
- Plagiarism - the misuse of another person's words or ideas, presenting them as one's own, regardless of intent;
- Lying or presenting false information related to any academic matter;
- Forgery or misuse of official College documents;
- Theft of college property related to academic work;
- Aiding another in any of the above;
- Failure to report a violation of the Honor Code;
- Failure to appear before the Honor Council as requested;
- Failure to maintain confidentiality regarding a case;
- Any dishonest conduct related to Cultural Enrichment requirements, including but not limited to, taking credit for attendance when one has not attended, either in whole or in part, any event; aiding another in attempting to take credit for attending an event one has not attended.

Sanctions

One of the following sanctions is imposed when it is determined that there has been a violation of the Honor Code. All students will also complete a program of remediation outlined below.

- The final grade in the course lowered one letter grade;
- A zero on the related assignment;
- An F in the course;
- Suspension from the College for one term, excluding summer, and an F in the course in a grade-related offense;
- Dismissal from the College, and an F in the course in a grade-related offense;
- In a case related to Cultural Enrichment credit, the addition of five credits required for graduation. This does not disqualify the possible sanction of suspension or expulsion.

Remediation

All students found to have violated the Honor Code must complete a Remediation Program before being allowed to enroll in classes for the following semester. In course-related violations, they would also receive a sanction from the Honor Council. In certain non-course-related cases, the remediation program itself may be the sanction set by the Honor Council.
1. A contract will be signed by the student which requires a Remediation Program to be completed within a month of the date of the initiation of the contract. If the sanction is imposed late in a semester, the president of the Honor Council will determine a reasonable time for its completion at the beginning of the next semester. If the student does not complete the program as agreed, he or she will not be able to register for the following semester, not including summer, effectively accepting a suspension for a semester. It will be the student’s responsibility to make and keep all appointments named in the contract and complete the program within the specified period.

2. The student must make and keep appointments to meet with the following groups or members of the college community in person: the Academic Council or a member of members of the Council designated by the Provost; a member of the Honor Council designated by the president of the Honor Council; in a grade-related offense, the member or members of the faculty involved; the President of the College. In each of these discussions the student should be prepared to explain his or her violation, discuss its impact both personally and on the college community, and hear what others’ thoughts and concerns may be about the violation. A minimum of thirty minutes is suggested for each meeting.

3. The student must conclude by writing a five- to ten-page typed paper reflecting on the experience of the violation and what he or she may have learned in the process of the meetings. These papers, rendered anonymous, will be made available for the Honor Council to use at its discretion in its efforts to educate the student body regarding academic integrity. When the paper has been submitted and read by the Honor Council, the final step in satisfying the Remediation Program will be a meeting with the Honor Council. This is an opportunity for members of the Council to ask questions of the student about the process and outcome.

A complete description of honor code policies, rules, and regulations can be found in the Student Handbook, which is published in the Panther Planner each year. Copies of the Handbook are available in the Student Life Office.
**ORIENTATION**

All first-year students are introduced to LaGrange College through an orientation program called First Week Experience that takes place the week before classes begin. The program is composed of a student life component along with an academic component. The student life aspect is designed to acquaint first-year students with various phases of the life of the College including traditions, procedures, and regulations. Students benefit from a proper introduction to the opportunities and responsibilities of college life.

The academic component of the program requires first-year students to attend academic symposia where faculty present their research interests, academic opportunities, and standards for excellence. In addition to the symposia, the first-year student is also required to attend Cornerstone classes to discuss the symposia and the assigned summer reading as well as a two-hour Honor Code Presentation and Signing Ceremony.

Following the First Week Experience, students will enroll in First-Year Cornerstone (CORE 1101), and First-Year Orientation (CORE 1102), the first two required classes of the Core Curriculum. CORE 1101, as an academic course, has as its main goal to introduce entering first semester students to what LaGrange College values in an interdisciplinary liberal arts education. CORE 1102 is an extended orientation course that seeks to improve students’ academic success and ease the transition into college life.

**REGISTRATION AND ADVISING**

All students should register on the dates specified. All registration procedures for all terms are under the direction of the Provost. Students have not completed registration until they have cleared the Registrar, Office of Student Life, and the Business Office. Students enrolled for twelve or more hours must obtain a campus post office box. Communications to the student will be through campus email or campus mail.

Each student is assigned to a faculty advisor who assists the student in planning an academic program. *However, the ultimate responsibility for meeting all requirements rests with the individual student.*

Students who enter LaGrange College and have earned less than 30 semester hours will be assigned a Cornerstone advisor as their primary advisor and an area of interest advisor as their secondary advisor. The area of interest is determined from the student’s application for admission. The Cornerstone advisor will act as the student’s first contact person. The area of interest advisor will act as a consultant in matters pertaining to major requirements.
Since students may declare their major at any time, the Cornerstone advisor will still remain as the primary advisor and the major advisor will continue in the secondary advisor role for the entire first academic term and during the final registration period for the second term. After the drop/add period of the first spring academic term and before pre-registration for the next summer and fall semesters, the Cornerstone advisor will become the secondary advisor. The area of interest/major advisor will assume the primary advisor role and become the first contact person for the student for advising and class scheduling. The Cornerstone advisor is released from all advising responsibilities for the student and becomes the secondary contact person when needed.

Students with no area of interest or major will remain assigned to their Cornerstone advisor as their primary advisor temporarily. At the end of the drop/add period for fall semester registration and before pre-registration for the following spring semester, undeclared students will be re-assigned to one of their fall semester instructors as their primary advisor and the Cornerstone advisor will become the secondary advisor at that time.

A major may be formally declared any time by contacting the Registrar’s Office. The student must declare his/her major in writing to the Department by the time the student has earned 51 semester hours of credit. A student's major program requirements are those described in the College Bulletin at the time of declaration of the major.

**INTERNATIONAL STUDENTS**

Students who are on a student visa in the United States are subject to special regulations mandated by the U.S. Citizenship and Immigration Services (USCIS) of the United States Government. As the institution that issues documents certifying student status, LaGrange College is subject to USCIS regulations as a matter of law. USCIS regulations change from time to time, so students are encouraged to contact the Provost or the Registrar when questions about USCIS regulations arise. Under current guidelines, persons with student visas must be enrolled for a full academic load (at least 12 semester hours) at all times. Federal regulations concerning "status" for all international students on an F-1 visa state that any student who falls below 12 semester hours at any time will be considered out-of-status and must be reinstated by the U.S. Citizenship and Immigration Services (USCIS).
English proficiency is fundamental to a successful academic course at LaGrange College. Therefore, in addition to the minimum TOEFL score required for admission, the Provost may require that a student attend a special, intensive English language course if it is apparent that a student's English continues to jeopardize a successful academic career. If such a requirement is placed on a student, failure to attend the English language course can result in withdrawal of the student visa.

**International students must enroll in an English course each semester they are in school until they satisfactorily complete their English studies.**

**CREDIT FOR WORK EARNED AT A JUNIOR COLLEGE**

Not more than 60 semester hours of credit earned at a junior college are counted toward the degree. No credit is granted toward the degree for course work taken at a junior college after a student has attained junior standing except that up to 9 hours of transient credit from a junior college may be granted for courses that are below the LaGrange College 3000-level (the 60 credit-hour limit still applies). A transfer student is not given credit toward graduation for any grade of "D" earned elsewhere. Transient work with a grade of "C-" or better is acceptable. Academic averages are computed on work done only at LaGrange College.

**CLASS ATTENDANCE REGULATIONS**

A student is expected to attend all classes, including labs, for all courses for which he/she is registered. The student is solely responsible for accounting to the instructor for any absence. An instructor may recommend that the Registrar drop from class, with a grade of "W" or "WF", any student whose absences are interfering with satisfactory performance in the course.

**WITHDRAWAL**

To withdraw from an individual course, a student must confer in the office of the Registrar. Failure to withdraw officially through this office may result in the assignment of a "WF." A student who wishes to withdraw completely from the college must confer with the Director of Counseling.
**MEDICAL WITHDRAWAL**

Medical withdrawal is defined as complete withdrawal without academic penalty for reasons of health. Except in circumstances of emergency, a licensed health care provider or a qualified counselor must provide a written recommendation for medical withdrawal to the Provost. This written recommendation must be on file prior to approval for withdrawal. Anytime medical withdrawal is initiated, the student’s instructors, the Office of Financial Aid, and the Business Office will be notified by the Registrar. The re-entry of the student following medical withdrawal for medical reasons requires a clearance from the attending physician, licensed health care provider, or a qualified counselor with an evaluation of the student’s potential to resume study successfully at LaGrange College. The Provost will review this evaluation and make the decision concerning the student’s re-entry.

**COURSE REPETITION**

At times, a student may wish to repeat a course in which a grade has already been earned. This is likely to be because a student:

- Earned a grade of “F” in a course;
- Earned a grade of “D” in a course, which is often considered unsatisfactory;
- Earned a grade of “C-” or better in a course.

Students who have failed a course at LaGrange College are not allowed to take the course elsewhere. Thus, all courses in which a grade of “F” is earned at LaGrange College must be repeated at LaGrange College.

Students who have earned a grade of “D” in a course, which may be considered unsatisfactory as defined by a student’s major requirement, must have the approval of the department chair in the student’s major in order to take the course elsewhere.

A student is prohibited from repeating a course in which he has made a "C-" or better (while enrolled at LaGrange College or any institution) without the approval of the Provost, and the Academic Council. Should a student wish to repeat a course in which a grade of “C-” or above was awarded, the student may petition to repeat the course.

A student may not remove from the transcript any grade earned at LaGrange College or elsewhere, even if the course is repeated.
ACCELERATION

Students desiring to accelerate their college program may complete requirements in less than four academic years. This may be accomplished by attending summer school and/or taking an academic overload. Permission to take an overload in any semester is granted only to those students who have earned at least a cumulative average of "B" (3.0), except that a student may take an overload during one semester of his or her senior year without respect to grade-point average.

CREDIT BY EXAMINATION AND EXEMPTION

Students entering LaGrange College may earn a waiver of certain requirements or college credit as a result of their participation in the College Board’s Advanced Placement (AP) Program, the College-Level Examination Program (CLEP), or the International Baccalaureate (IB) Program. Advanced Placement credit is accepted for those students who present evidence from their high schools that Advanced Placement courses have been completed and appropriate scores earned on the advanced placement test. To determine the AP test scores that qualify for college credit and/or exemption, students should contact the Registrar. A CLEP exam grade of “C” or better is needed to receive credit; only 6 CLEP credit hours will be accepted for courses below the 3000-level. IB credit is awarded for scores of 5, 6, or 7 on the Higher Level examinations, with the exception of English as a Second Language. No credit is awarded solely for earning an IB Diploma, for IB Standard Level exams, or for scores below 5 on any Higher Level examination.

Applicants should submit requests for Advance Placement or International Baccalaureate credit during the summer prior to enrollment. Official IB transcript should be included with the student’s final high school transcript. Consultation with the academic departments or placement exams may be required in some areas before final credit is awarded. If a waiver of requirements is granted, the score on the examination used will be recorded on the student’s record in lieu of a letter grade.

Current students wishing to gain credit through CLEP for an elective must receive prior approval from their academic advisor and the Assistant Dean for Academic Affairs; for a major course, prior approval is required from the department chair, academic advisor and the Assistant Dean for Academic Affairs. A CLEP exam grade of “C” or better is needed to receive credit; only 6 CLEP credit hours will be accepted for courses below the 3000-level. CLEP credit is not accepted for failed courses, for CORE classes, or for ENGL 1101 and ENGL 1102. CLEP credits do not count towards residency requirements and are not included in the cumulative GPA.
**TRANSIENT WORK**

1. Students who have failed a course at LaGrange College may not take the course elsewhere.

2. Students who have earned a grade of “D” in a course, which may be considered unsatisfactory as defined by a student’s major requirement, must have the approval of the department chair in the student’s major in order to take the course elsewhere.

3. Students may not take ENGL 1101 and 1102 as transient students elsewhere.

4. Students may not take any CORE designated courses as transient students elsewhere.

**ADDITIONAL POLICIES CONCERNING TRANSIENT WORK**

Grades earned for transient work are not included in the cumulative grade average. As stated in other sections of this *Bulletin*, a student will not be given permission to repeat any course at another institution in which a failing grade has been earned at LaGrange College.

Transient credit for courses within a student’s major will only be accepted from a four-year baccalaureate degree conferring, regionally accredited institution that offers a major in the specific discipline of the course being requested for credit. Even if another such institution offers a major in the specific discipline in which the course is being requested for credit, the department chair in that discipline retains the right to deny the request.

**EXTENSION, CORRESPONDENCE, AND ON-LINE COURSES**

Any regularly enrolled LaGrange College student who desires to take course work for transient credit by extension, correspondence, or through on-line vendors must obtain prior approval in writing from his or her academic adviser and from the Provost. Such extension or correspondence credit (grades of "C-" or better) may not exceed six hours and no credits earned in this manner may be applied toward the fulfillment of courses with the subject code CORE or ENGL 1101 or 1102. Courses taken by extension or correspondence must be completed with all grades recorded before the end of the student's final term in order to graduate in that term.

LaGrange College may award credit for courses earned on-line if they are from a regionally accredited institution.
CREDIT THROUGH UNITED STATES ARMED FORCES INSTITUTE AND SERVICE SCHOOLS

Courses taken through The United States Armed Forces Institute and other recognized military educational programs are accepted in accordance with the policy governing transfer work when presented on official transcripts from accredited institutions. Nine semester hours of elective credit will be allowed for military service credit, including USAFI correspondence courses and military service school courses as recommended by the American Council on Education. Academic credit for one activity course in physical education, up to a maximum of four, will be awarded for each two months served in the Armed Forces.

INTERNATIONAL STUDIES

Increasing international understanding is valued at LaGrange College. In promoting that understanding, LaGrange College seeks to enroll an internationally diverse student body. The College serves as a host or home base institution for short-term international visitors and has executed cooperative agreements with Seigakuin University in Tokyo, Japan; Nippon Bunri in Oita City, Japan, Instituto Laurens in Monterrey, Mexico, and Oxford-Brookes University in Oxford, England.
GRADES AND CREDITS

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.75</td>
</tr>
<tr>
<td>B+</td>
<td>3.25</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.75</td>
</tr>
<tr>
<td>C+</td>
<td>2.25</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.75</td>
</tr>
<tr>
<td>D+</td>
<td>1.25</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
<tr>
<td>I</td>
<td>0.0</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>pass</td>
</tr>
<tr>
<td>NC</td>
<td>no credit or non-credit</td>
</tr>
<tr>
<td>W</td>
<td>withdrawn. During the first three weeks a student may withdraw from a class with an &quot;automatic&quot; &quot;W.&quot; After this trial period the student may withdraw, but the grade assigned, &quot;W&quot; or &quot;WF,&quot; will be at the discretion of the professor.</td>
</tr>
<tr>
<td>WF</td>
<td>withdrawn failing. The grade of &quot;WF&quot; is included in computing the grade-point average.</td>
</tr>
<tr>
<td>AW</td>
<td>audit withdrawn</td>
</tr>
<tr>
<td>AU</td>
<td>audit complete</td>
</tr>
<tr>
<td>NR</td>
<td>grade not reported by instructor at the time the report issued.</td>
</tr>
</tbody>
</table>

A student 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.

All requests for audit courses must be approved in writing by the instructor and Provost. Only lecture courses may be audited. No new first-year student may audit any course during the first semester of residence at LaGrange College.
An "I" is a temporary grade, assigned by an instructor within the last three weeks of the term to students 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, students should withdraw.

An “I” is to be removed by the date indicated on the Academic Calendar. Failure to remove an "I" by the date set initiates the following action: The Registrar will write a letter to the student using the address on file. The letter indicates that the student 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 students on the web. Transcripts are withheld for any student who is under financial obligation to the College.

**STUDENT GRADE APPEALS**

The initial determination of a student's grade is entirely the prerogative of the instructor. However, a student 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 student requests for grade changes:

- The student should first attempt to resolve the matter by discussing the question with the course instructor.
- If the student and the instructor are unable to reach a resolution, the student must then submit a written appeal to the Provost. The appeal must state the manner in which the course syllabus was violated.
- The Provost shall then seek an informal conference between the student and the instructor to settle the grievance to the satisfaction of the two parties involved. If no resolution can be found, the Provost will deliver the student's appeal, together with any other pertinent documents provided by the student 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 student and the instructor for hearing both sides of the dispute.
• 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.

• Upon completion of its hearings, the Review Panel will report its findings to the Provost. The Provost will, in turn, inform the principal parties involved of whether the student's request for a change of grade or other decision was denied or approved.

**ACADEMIC STANDING AND PROBATION**

Students are placed on academic probation when the quality of work is such that progress toward graduation is in jeopardy. **The purpose of probation is to warn. It is not a penalty.** Students on probation will be notified, and the regulations governing probation will be called to their attention.

To stay in good academic standing, a student must maintain the following LaGrange College cumulative grade point average (GPA): with less than 30 earned hours, a minimum 1.75 LaGrange College GPA; with 30-59 earned hours, a minimum 1.9 LaGrange College GPA; and with 60 earned hours or more, a minimum 2.0 LaGrange College GPA. When placed on academic probation, a student will have two semesters to remove probationary status. Failure to do so could result in suspension at the discretion of the Provost, who will evaluate the student's academic progress.

In addition, failure to make at least a 1.0 GPA in any term or failure to earn at least three credit hours in any term could result in probation or suspension at the discretion of the Provost. Students may be suspended for other academic reasons, such as Honor Code violations.

In the case of part-time students, the extent of application of these regulations will be at the discretion of the Provost. Normally, all applications of the regulations will be based upon a full academic load.

A letter from the Provost is sent to the student providing information on standing. "Probation One" means that the student's next term will be the first term on probation, etc. "Dean's Decision" means that the student's academic records have been given to the Provost for action.
ACADEMIC FORGIVENESS

Academic forgiveness is a process which allows a student to have his or her prior academic record adjusted if:

1. four or more calendar years have elapsed since the period of last enrollment at LaGrange College;
2. the student applying for forgiveness has completed a minimum of 12 semester hours since readmission to LaGrange College and has earned a GPA of 2.0 with no course grade lower than "C-" since the time of readmission.

The student may petition for forgiveness through the Academic Council and, if approved, the College will:

1. apply toward the student's common core, general education curriculum, and elective requirements but not necessarily toward the student's academic major or minor, all those courses in which the student earned a grade of "C-" or better;
2. set the student's cumulative grade point average to 0.0;
3. require the student to successfully complete a minimum of 30 semester hours after bankruptcy declaration in order to graduate;
4. and allow all graduation requirements (see LaGrange College Bulletin) to remain the same and apply equally, except that students who have petitioned for and received academic forgiveness will not be eligible to receive honors at graduation.

LaGrange College will maintain the student's complete record, including those courses excluded from the GPA by the granting of forgiveness. No course work will be expunged from the student's academic record. The student's official transcript will clearly indicate that the student has been granted academic forgiveness. Ordinarily, no transfer or transient credits will be accepted after academic forgiveness. A student may be granted academic forgiveness only once during his or her academic career at LaGrange College.
REQUIREMENTS FOR BACHELOR DEGREES:
A SUMMARY

LaGrange College’s Undergraduate Day Program offers the Bachelor of Arts degree, the Bachelor of Science degree, the Bachelor of Music degree, and the Bachelor of Science in Nursing degree. To obtain a second bachelor's degree, at least 30 additional semester hours must be earned beyond the first degree, in a minimum of two semesters. Baccalaureate degrees require a minimum of 120 semester hours of credit including required course work in the core curriculum, interim terms, and the major.

To be eligible for the degree, a student must meet all requirements for the degree (core curriculum, major program, all necessary assessments, 120 semester hours and 2.0* cumulative grade point average in all course work taken at LaGrange College), and make application for the degree before the beginning of his or her final term. A student who does not earn a degree in ten full semesters or the equivalent may be denied further registration.

In order to graduate in four academic years a student, at a minimum, should enroll for at least 30 semester hours each academic year. A student who takes at least 12 semester hours credit is classified as full-time. The maximum full load is 16 semester hours; anything beyond is considered an overload. No student whose average is below 3.0 is permitted to enroll for more than 16 hours in any one term without the written permission of the Provost.

The quality-point average is computed by multiplying the grade point by the course value, summing, and then dividing the total quality points earned by the total GPA hours. If a student has received credit for a course and repeats that course, he or she receives no additional credit toward the degree. In computing the student's average, GPA hours and quality points are counted on all attempts.

Unless otherwise specified in this Bulletin, grades of "C-" may be counted toward a major or minor, but the major or minor GPA must remain at or above 2.0 (or the departmental minimum) in order for a student to graduate with said major or minor. No grade below a “C-” in any course above 1000-level may be applied toward a major or minor.

*2.5 for Business Management and Accountancy
**Residency Requirements**

There are two ways in which a student must meet residency requirements for graduation:

1. The student must be in residence the last 39 credit hours; or
2. 51 credit hours of the last 60 credit hours must be earned at LaGrange College.

With prior approval of the academic adviser and the Provost, up to nine hours of the last 60 credit hours may be earned as a transient student at another accredited institution. Transient credit is awarded only for courses in which the grade or "C-" or better is earned.

**Classification of Students**

A student is classified as a first-year student if he or she has earned fewer than 30 hours of credit. A student is classified as a sophomore if he or she has earned 30-59 hours of credit. To be classified as a junior, a student must have completed 60 earned hours of credit. A student is classified as a senior upon having earned 90 hours of credit. A student should be alert to the fact that a minimum of 120 hours is required for graduation and that some majors may require more than 120 hours. Attaining these minimum progression requirements may not be sufficient to insure graduation within the two semesters of the senior year.

**Academic Honors**

Upon graduation, students who have been in residence at LaGrange College for at least their last 60 hours (90 quarter hours for Evening College students) and

1. have attained a quality point average of 3.50 to 3.74 may be granted the bachelor degree *cum laude* or
2. have attained a quality point average of 3.75 to 3.89 may be granted the bachelor degree *magna cum laude* or
3. have attained a quality point average of 3.90 to 4.0 may be granted the bachelor degree *summa cum laude*. 
At the end of each academic semester, students who have maintained a 3.60 cumulative grade point average on a minimum of 12 GPA hours of work will be placed on the Dean's List.

Upon graduation, students who have been in residence at LaGrange College (as transfer students in the day program, in the Evening College, or in the Albany program) for at least 42 semester hours (70 quarter hours) and have attained a grade point average of 3.50 or higher may be granted the bachelor degree with distinction.

**CULTURAL ENRICHMENT REQUIREMENT**

Because the intellectual and cultural opportunities during one’s college years are exceptionally rich, and because exposure to a variety of cultural experiences and participation in a lively collegial atmosphere during one's intellectually formative years are vital to the concept of a liberal education, LaGrange College is dedicated to assisting in this enrichment by requiring all students to accumulate a prescribed number of Cultural Enrichment (CE) credits over the course of their careers. Of the CE credits required for graduation, student must include at least four designated sustainability events. Each semester a list of approved Cultural Enrichment programs, lectures, presentations, events, performances, recitals, etc., will be published in a brochure and on the college web page. Many of these events will occur during the Contact Hour on Tuesdays and Thursdays, and some will double as required programs in the CORE classes.

Because students at LaGrange College earn academic credit through their attendance at Cultural Enrichment events, the Honor Council takes seriously Honor Code violations relating to attendance at CE events. If you must leave an event early, do not have your ID scanned. If your ID has been scanned and you must leave unexpectedly, send a note to Dr. Sharon Livingston, Assistant Dean for Academic Affairs, and she will remove the credit for you. Our Cultural Enrichment programs offer unique opportunities for education, edification, and enjoyment. Take advantage of as many of these programs as you can, but, most importantly, do not take credit for something you did not do.

Students will meet their CE graduation requirement according to the following schedule. Attendance at athletic events will count towards the total CE credits required for graduation based on the prorated scale listed.
### Graduation Requirements

A student who enters LaGrange College under a given Bulletin generally will be graduated under the core curriculum, hours requirement, and grade point average requirements of that Bulletin. Major requirements are those in force at the time a student formally declares a major. If a student suspends his or her study and re-enters more than four years later, he or she will graduate under the requirements of the Bulletin in effect at the time of re-entry.

Students in their last year of college work must have an audit of their course credits and planned courses examined upon pre-registration for their final semester in residence. This is called a "graduation petition." The major adviser and the Registrar assist the student in completing this petition. No student may participate in Commencement exercises if he or she has not completed a graduation petition. Also, no student may participate in Commencement unless all graduation requirements have been certified as completed by the Registrar and the Provost.

<table>
<thead>
<tr>
<th>Classification</th>
<th>Earned Hours Upon Entry to LaGrange College</th>
<th>CE Credits Needed to Graduate</th>
<th>Sustainability CE credits Needed to Graduate</th>
<th>Maximum Athletic CE Credits Allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>New/Transfer First-year</td>
<td>0 - 14 Sem. Hrs.</td>
<td>40</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Transfer First-year</td>
<td>15 - 29 Sem. Hrs.</td>
<td>35</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Transfer Sophomore</td>
<td>30 - 45 Sem. Hrs.</td>
<td>30</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Transfer Sophomore</td>
<td>46 - 59 Sem. Hrs.</td>
<td>25</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Transfer Junior</td>
<td>60 - 75 Sem. Hrs.</td>
<td>20</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Transfer Junior</td>
<td>76 - 89 Sem. Hrs.</td>
<td>15</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Transfer Senior</td>
<td>≥ 90 Sem. Hrs.</td>
<td>10</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
Students at LaGrange College will participate in the evaluation of the extent to which institutional education goals are being achieved. This evaluation will be in both the core curriculum and the major. College-wide assessment days for seniors are administered in October for December graduates and March for May graduates. Dates and times can be found on the Academic Calendar. For major assessments, consult the specific majors for details.

**TRANSCRIPTS**

Students are entitled to transcripts of their record free of charge. No transcripts will be issued for any student under financial obligation to the College. Transcript requests must be made in writing to the Registrar well in advance of the time the transcript is needed. Transcripts will be issued promptly; however, at the beginning and end of terms some delay may be unavoidable. Unofficial transcripts may be obtained from the online student module of the web.

**STUDENT APPEAL OF ACADEMIC POLICY**

Students may petition for exception to published academic policy. The Academic Council reviews the petition.

**STUDENT RECORDS AND FERPA REGULATIONS**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information about FERPA, visit the following website:
ACADEMIC PROGRAMS

INTRODUCTION

Faculty members and the staff of LaGrange College implement curricular and co-curricular programs that contribute to the fulfillment of the mission of the College and the quest for civility, diversity, service, and excellence. Undergirding all the academic programs at LaGrange College is a fundamental commitment to the liberal arts. The underlying philosophy of liberal learning is found in all parts of the curriculum of the College but is most obvious in the structure of the Core Curriculum, which serves as foundation of the academic experience at the College. Baccalaureate majors share the Core Curriculum, which represents just less than forty percent of a student’s formal study at the College. Specific courses within the Core Curriculum are designed to integrate knowledge from diverse disciplines.

Within a caring and ethical community, the total LaGrange College program is designed to challenge and support students as they deal with fundamental contemplations of self, world, and God. This program is centered around the liberal arts curriculum, which provides engagement in a breadth of scholarly disciplines and a foundation for a lifetime of learning. Because of this orientation, students are given opportunities to interpret and evaluate the influence of historical, cultural, artistic, mathematical, scientific, and religious developments. They are exposed to the modes of creative expression and participate in activities that foster intellectual curiosity. Through a series of experiences allowing examination of issues involving ethical reasoning, global awareness, diversity, sustainability, civic knowledge and service, and personal wellness, students have an opportunity to reflect upon and consider their place in the world and their personal and social responsibilities.
The curriculum of LaGrange College is designed to improve students’ creative, critical, and communicative abilities, as evidenced by the following outcomes:

- Students will demonstrate creativity by approaching complex problems with innovation and from diverse perspectives.
- Students will demonstrate critical thinking by acquiring, interpreting, synthesizing, and evaluating information to reason out conclusions appropriately.
- Students will demonstrate proficiency in communication skills that are applicable to any field of study.

**CORE PROGRAM IN THE LIBERAL ARTS**

As a Methodist-related institution, LaGrange College offers an educational experience which emphasizes the inter-relatedness of knowledge and the importance of understanding and evaluating human experience. The Core Program in the Liberal Arts (also known as the Common Core Program) uses an interdisciplinary approach to develop the students’ creative, critical and communicative abilities. The specific objectives of the Core Program are also noted elsewhere in this Bulletin (see “Core Program Integrative Curriculum”).

The Core Program is designed to be integrated with other courses during the first three years of the student’s experience at LaGrange College. The forty-six semester hours included in the Core Program are dispersed in three areas: foundation studies, integrative studies, and exploratory studies. The thirteen hours of integrative studies, which bring an interdisciplinary focus to the humanities, the social sciences, and problem solving, are central to the entire Core Program. The interdisciplinary courses First-Year Cornerstone and First-Year Orientation provide the introduction and foundation for the Core Program. No transient credit will be allowed for any Rhetoric and Composition course (ENGL 1101 or 1102) or for the Integrative Studies courses (Problem Solving, Computer Applications, Humanities: Ancient through Medieval Age, Humanities: Renaissance to Present, The American Experience).
<table>
<thead>
<tr>
<th>Course Taken</th>
<th>Min. Credit</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation Studies</strong> 27 Hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First-Year Cornerstone (CORE 1101) *</td>
<td>3</td>
<td>First-year</td>
</tr>
<tr>
<td>First-Year Orientation (CORE 1102) *</td>
<td>1</td>
<td>First-year</td>
</tr>
<tr>
<td>Rhetoric and Composition (ENGL 1101, 1102)</td>
<td>6</td>
<td>First-year</td>
</tr>
<tr>
<td>Mathematics (MATH 1101, 2105, 2221, or 2222)</td>
<td>3</td>
<td>First-year</td>
</tr>
<tr>
<td><em>(Entry level by placement)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>World Languages and Culture <em>(2 sequential courses in languages: FREN, GERM, SPAN, JAPN, LANG)</em></td>
<td>6</td>
<td>as best scheduled</td>
</tr>
<tr>
<td>Laboratory Science I and II (BIOL 1101-1102, 1107-1108, 2148-2149; CHEM 1101-1102; PHYS 1101-1102; PHYS 2121-2122)</td>
<td>8</td>
<td>as best scheduled</td>
</tr>
<tr>
<td><em>(BIOL 2148 &amp; 2149 are mandatory for BSN students)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Integrative Studies</strong> 13 Hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem Solving (CORE 1120)</td>
<td>3</td>
<td>as best scheduled</td>
</tr>
<tr>
<td>Computer Applications (CORE 1140)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Two Humanities courses – a choice of two of these:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities I (CORE 2001)</td>
<td>3</td>
<td>Sophomore</td>
</tr>
<tr>
<td>Humanities II (CORE 2002)</td>
<td>3</td>
<td>Sophomore</td>
</tr>
<tr>
<td>Humanities Exploration</td>
<td>3</td>
<td>as best scheduled</td>
</tr>
<tr>
<td><em>(Choose from list, if not used for another Core requirement such as Fine Arts or American Experience) ANTH 1000, ARTD 1109, ARTD 1110, ARTD 1111, ENGL 2204, ENGL 2205, ENGL 2206, ENGL 2207, HIST 1101, HIST 1102, HIST 1111, HIST 1112, LAST 1104, LAST 2000, MUSI 1112, MUSI 2301, MUSI 2302, PHIL 1410, PHIL 2440, POLS 1102, POLS 2210, POLS 2220, PSYC 1101, SOCI 1000, THEA 1101, THEA 1102, or WMST 1101</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The American Experience (CORE 3001)</td>
<td>3</td>
<td>Sophomore or Junior</td>
</tr>
</tbody>
</table>


Exploratory Studies 6 Hours
Fine Arts 3 as best scheduled
(any beginning level classes in the Fine Arts Division that satisfy this requirement are marked with an asterisk (*) in the Art, Music, and Theatre sections of this Bulletin)
Religion 3 as best scheduled
(RLGN 1101, 1102, 1103, 1104, or 1105)
TOTAL CORE PROGRAM 46 hours**
* Transfer students with 30 or more hours may be exempted from the CORE 1101/1102 requirement.
Each student is required to pass 3 Interim Term courses (one three semester hour course per term) as part of the graduation requirements. First-year students are required to enroll in an Interim Term course. Students may elect to complete 4 interim terms, and are encouraged to do so. Consult “Requirements for Bachelor Degrees: A Summary” in this Bulletin for details.

PLACEMENT
Appropriate placement in certain courses is essential. During the first few days on campus all students participate in placement evaluation inventories. These inventories are necessary for (1) planning for majors and careers, (2) providing comparison levels for subsequent assessment of the Core Program curriculum, and (3) determining current skill levels for placement purposes. Placement in mathematics and English is based on skills assessment or standardized test scores. Students who are not predicted to be successful in Mathematics 1101 are required to enroll in Mathematics 0100. This is a pre-Core Program mathematics course, and credit in this course does not count toward the fulfillment of the 46 hours of core requirements, but does count toward hours required for graduation. English placement is based on scores obtained on the Scholastic Aptitude Test (SAT). Based on scores obtained, students are placed in an appropriate section (standard or honors) of English 1101 (see description of English program).

Students entering LaGrange College with two (2) years of high school level foreign language are placed in an intermediate level course of that language; or if the students choose, they may start the study of another language at the beginning level. Any student for whom English is not the native language may have the language requirement waived by submitting a written request to the Registrar from the student’s advisor, the Director of International Student Services, or the Chair of the Humanities Division. Those students who are allowed to waive the language requirement must still complete the minimum 120 hours for graduation.
**ASSESSMENT OF THE CORE PROGRAM**

During the first semester and again, prior to graduation, students take the College’s assessment exam designed to determine the extent to which students have achieved the objectives of the curriculum of the Core Program. Participation in this testing program is a requirement for graduation with a baccalaureate degree.

**CORE PROGRAM, TIME RESTRICTIONS**

There is no time limit on the credit or validity of coursework in the Core Program. It should be noted, however, that students who have not been enrolled at LaGrange College for four years, or who transferred from LaGrange College and subsequently return, enter the college under the Bulletin in force at the time of re-entry.

**CREDIT BY EXAMINATION AND EXEMPTION**

Students entering LaGrange College may earn a waiver of certain requirements or college credit as a result of their participation in the College Board’s Advanced Placement (AP) Program, the College-Level Examination Program (CLEP), or the International Baccalaureate (IB) Program. Advanced Placement credit is accepted for those students who present evidence from their high schools that Advanced Placement courses have been completed and appropriate scores earned on the advanced placement test. To determine the AP test scores that qualify for college credit and/or exemption, students should contact the Registrar. A CLEP exam grade of “C” or better is needed to receive credit; only 6 CLEP credit hours will be accepted for courses below the 3000-level. IB credit is awarded for scores of 5, 6, or 7 on the Higher Level examinations, with the exception of English as a Second Language. No credit is awarded solely for earning an IB Diploma, for IB Standard Level exams, or for scores below 5 on any Higher Level examination.

Applicants should submit requests for Advance Placement or International Baccalaureate credit during the summer prior to enrollment. Official IB transcript should be included with the student’s final high school transcript. Consultation with the academic departments or placement exams may be required in some areas before final credit is awarded. If a waiver of requirements is granted, the score on the examination used will be recorded on the student’s record in lieu of a letter grade.
THE INTERIM PROGRAM

The Interim is the class term held during the month of January for approximately four weeks. Courses offered in the Interim are designed to encourage students to explore course content outside their majors. All First-year students must successfully complete three of the four Interim terms offered during a typical four-year course of study. For students who transfer to LaGrange College, reductions are made in this requirement based on the academic standing of the student at entry.

All first-year students are required to register for an Interim class during their first-year at LaGrange College. First-year students not pre-registered for the Interim semester following their first fall semester must submit an Academic Petition to the Vice President for Academic Affairs and Dean. Failure to complete an academic petition by Fall midterm or to register for an Interim term class will result in a hold on pre-registration for the following Summer/Fall semester(s).

Due to the exploratory nature of the Interim term, departments are encouraged to refrain from offering courses required in the major or courses that are restricted to certain small groups of students. With this intent, students can be exposed to opportunities of study, thought, and expression that are not available during the other semesters of the academic year. To preserve the uniqueness of the Interim program, Interim term courses are not offered during other semesters, core curriculum courses are not offered during the Interim, and students may not repeat an Interim course.

To be eligible for any Interim course, all academic, procedural, financial, and other prerequisites must be met. Students who have been enrolled full-time during the preceding fall semester may take an Interim course at no additional charge for tuition, room, or board. Individual courses may assess fees particular to the activities planned. The costs listed in the Interim course descriptions in the annual prospectus are the anticipated per-participant charges for that particular class. Students are responsible for purchasing their own textbooks; most are available in the College bookstore.

The primary Interim prospectus is distributed in early fall semester, with pre-registration in late September for the upcoming January. Students are encouraged to discuss any questions about courses with the indicated instructors during the week prior to pre-registration. A separate preliminary travel prospectus is distributed during the prior spring semester, with an early travel pre-registration period offered in late April. If space is available in the courses, it may be possible to pre-register for travel courses during the fall pre-registration period also.
All Interim courses require a minimum of 120 clock hours per term of student involvement. At the first class meeting in early January, the instructor will provide guidelines for successful completion of the course as well as a schedule of class meetings, assignments, and other necessary information. Grading of Interim courses is based on the A-F scale or Pass/No Credit. Instructors may allow students to choose between these grading options.

During the Interim Term, LaGrange College offers several opportunities for off-campus study which require travel, some of which include travel to other states or travel beyond the United States. Being allowed to travel as part of the curriculum of LaGrange College is a privilege; approval to travel is not automatic but may be granted through the Office of the Interim based on a completed application, including instructor permission and references. Such travel inevitably involves risk – accident, injury, illness, civil unrest, and other unforeseen circumstances. These risks are ones that neither those who sponsor travel nor those who travel can control. In recognition of these risks, a premium on a travel medical insurance policy is included with the fees assessed for travel courses. Participation in such an off-campus study program is purely voluntary on the student’s part. As a condition for participation, LaGrange College requires that student travelers and their parents read and execute liability releases and other documents which acknowledge, accept, and assume all risks. LaGrange College expects that students and their parents will use their own due diligence in informing themselves of current global conditions and in determining whether they wish to engage in travel to given sites.

**TEACHING FELLOWS PROGRAM**

The Teaching Fellows Program is a program that allows faculty members to offer highly-qualified students opportunities to learn by sharing in the instructional responsibilities for particular courses. Students enrolled in the courses will have the added benefit of additional academic support.

The Teaching Fellow is given a sphere of responsibility so that learning and teaching can be experienced as two aspects of the program. The student’s role differs from that of teaching assistants utilized by many colleges and universities. Here the faculty sponsor is as involved as ever in all aspects of the course. Involvement of a student in teaching/learning participation in a particular course happens only if the faculty sponsor feels that definite benefit to both the student and the course will result.

The Teaching Fellows Program is voluntary with each faculty member determining which of his or her courses, if any, are appropriate for such
individual studies in teaching/learning. The type of responsibilities and extent of involvement of the student will vary depending on the course and faculty sponsor. It may not be counted as a substitute for any of the undergraduate teacher education requirements.

Students may be approached by faculty members to serve as a Teaching Fellow or may initiate the process with approval from a sponsoring faculty member along with other required signatures. This experience should be reserved for those select few students who have demonstrated appropriate characteristics and academic excellence.

Students must be in good academic standing with a GPA of 3.5 or higher and have attained at least junior status to serve as Teaching Fellows. Additionally, students must have successfully completed the course for which they will be serving as a Teaching Fellow. Students may earn 2 semester hours of credit for this experience. The experience may be repeated once; a new proposal must be submitted and approved for each experience. Evaluation will be awarded on a pass/fail basis only. The Teaching Fellow course designation is TCHA 4010.

**THE LIBRARY**

The print and electronic collections in the LaGrange College Library support the curriculum and general information needs of students and faculty. Included are more than 200,000 printed and electronic books, an excellent reference collection, a large DVD and CD collection, and numerous full-text databases for all academic disciplines. Notable digital collections include JSTOR, Project Muse, the Archive of Americana, the Burney 17th and 18th Century British Newspapers, the London Times Digital Archives, PsycArticles, MathSciNet, ATLAS Religion Database, CINAHL, ReferenceUSA, Access World News, plus many more in addition to the various databases available through GALILEO.

Each year the library staff receives high marks on the annual library survey by administrators, faculty, and students. They regularly provide both one-on-one and course-specific library instruction. The library staff is service oriented and ready to assist students and faculty.
ENDOWED LECTURESHP

The Jennie Lee Epps Memorial Lectureship was revived in 1997 by a gift from Dr. Grace Hadaway Boswell '49 and her husband, Dr. R. Dean Boswell. Ms. Kate Howard Cross, professor of Latin, donated the originating gift for the Epps Lecture in memory of her friend and colleague, who was professor of English for 28 years.

The Waights G. Henry, Jr., Endowed Lectureship was established by a gift from the Neighbors Fund, Inc. in memory of Dr. Henry, president and chancellor of LaGrange College for a period of 42 years. Income from the endowment is used to fund the Waights G. Henry, Jr., lecture held during Celebrate the Servant.

The Arthur H. Thompson Lectureship brings to the campus a noted scholar to address the faculty and student body on the interrelationship of religion and other fields of knowledge at the Opening Convocation. The endowment was established by Ms. Mary Will Thompson, class of 1898, in memory of her husband, who served as chair of the Board of Trustees of the College. He expressed his philosophy in the statement: "The greatest thing in life is the simple faith of an honest man."

AWARDS AND RECOGNITIONS

The Nancy Alford Award is awarded each year to the sorority accumulating the greatest number of points in the areas of scholarship, leadership, sportsmanship, and community service.

The Irene E. Arnett Drama Award is presented annually to the member of the senior class who shows that greatest potential for contribution to the field of theatre, devotion to the tasks in the theatre, and dedication to the principles of good theatre – “to amuse the heart and lift the spirit to a better understanding of man and his struggle in this world and towards his God.”

The Needham Avery Art Award is a purchase award granted annually in visual arts, provided by Dr. and Mrs. R.M. Avery in memory of their son.
The Josephine A. Case Scholarship is awarded to a junior for excellence in art and promise of achievement in that field. This award carries a stipend and is associated with the Josephine A. Case Collection of American Indian Art which Ms. Case and her husband, the late Dr. Leland D. Case of Tucson, donated to LaGrange College. Both hold honorary doctorates from LaGrange College.

The Frances Marion Chalker Medlock Prize for Poetry is awarded to a student or students exhibiting a profound love and appreciation of poetry in memory of alumna Frances Marion Chalker Medlock '53. The recipient(s) is/are selected by the Chair of the Department of English using criteria developed by the English faculty.

The Austin P. Cook Award is presented annually by the Student Government Association to the organization that made the most positive impact on campus life during the year.

The Mamie Lark Henry Scholarship Cup is presented each semester to a sorority with the highest grade-point average the previous semester.

The Waights G. Henry, Jr., Leadership Award is given annually by the Student Government Association to a student who has actively demonstrated effective leadership skills. Selection of the recipient is made by a committee composed of students, faculty, and administrators.

The John R. Hines, Jr. Undergraduate Research Award is presented annually to a LaGrange College faculty member who makes an outstanding contribution to undergraduate research and to an outstanding undergraduate research project in each division.

The Karen Sue Kafrouni Award is presented annually by the History Department to a member of Phi Alpha Theta and a graduating senior with the highest academic achievement.

The John Love Scholarship Cup is presented each semester to the fraternity with the highest grade point average the previous semester.

The Weston L. Murray Award is presented to the senior class member of the Georgia Delta Chapter of Pi Gamma Mu who has the highest record of achievement and contribution in the field of Social Science.

The Meri Meriwether Norris Award was established in 1998 in memory of this 1980 alumna by her husband, Dr. Tommy Norris. This award is presented annually to a graduating nursing student who demonstrates extraordinary compassion.
The Outstanding Achievement in Psychology Award is presented annually by the Psychology Department to the senior psychology major who, through academic excellence and service, has made an outstanding contribution to the field of psychology.

The Walter Malcolm Shackelford Award is presented annually to a graduating senior who has majored in education and has demonstrated outstanding academic performance, leadership, and service to the College.

The Annie Moore Smith Award is a purchase award given annually in visual arts, provided by Ms. Rebecca Moore Butler, class of 1924, in memory of her sister, Annie Moore Smith, class of 1915.

The W. Lee Wilson, Jr., Art Award is presented annually by the Art Department to a graduating senior who has excelled in the art of photography. Mr. William L. Wilson established the award in 1998 in memory of his son.

The Jean Young Award in Photography is granted annually, was established in memory of Jean Young who was the first curator of the Lamar Dodd Art Center. The award is a book on contemporary photography and is presented to the student who has demonstrated an exceptional commitment to photographic art.

Departmental Awards are presented annually at Honors Day in the spring.

For a complete listing of LaGrange College’s Scholarships, please refer to the Financial Aid website:
http://www.lagrange.edu/admission/finaid/scholarships.htm
THE MAJOR PROGRAMS

A major is defined as a primary program of study in which the student completes a designated number and sequence of courses within a specific discipline, department or subject area. A major may or may not offer concentrations for focused course work within the major.

A student may choose to pursue one of four baccalaureate degrees: the Bachelor of Arts, the Bachelor of Science, the Bachelor of Music, or the Bachelor of Science in Nursing. Majors can be declared at any time.

Bachelor of Arts
- Art and Design
- Biochemistry
- Biology
- Chemistry
- Computer Science
- Education (Early Childhood)
- English
- History
- Mathematics
- Music
- Political Science
- Psychology
- Religion
- Sociology
- Spanish
- Theatre Arts

Bachelor of Science
- Accountancy
- Biology
- Business Management
- Chemistry
- Computer Science
- Mathematics

Bachelor of Science in Nursing
- Nursing

Bachelor of Music
- Creative Music Technologies
- Performance (voice, piano, organ, guitar, percussion)
- Church Music

LaGrange College also offers graduate programs. In these programs, students may complete the Master of Arts in Teaching, the Master of Education in Curriculum and Instruction, or the Specialist in Education in Curriculum and Instruction. Please refer to the Graduate Bulletin for more information about these programs.

LaGrange College at Albany students may pursue the Master of Arts in Organizational Leadership. More information about this program is available in the Bulletin for LaGrange College at Albany.
INTERDISCIPLINARY MAJOR

The Interdisciplinary Major at LaGrange College allows highly motivated students to pursue a self-designed, individualized program leading to a Bachelor of Arts degree in Interdisciplinary Studies.

To be eligible to pursue the interdisciplinary major, a student must exhibit a high-level of maturity and self-direction. A grade point average of 3.3 or permission of the Provost is required at the time of submission of the proposal. The major may be declared upon completion of 30 semester hours, but no later than 69 semester hours.

Policies and Procedures:

1. The proposed major must stem from at least two separate disciplines, but no more than three, and be supportable by the existing resources of the college.

2. The student must select an advisor in each discipline with one agreeing to serve as the principal advisor.

3. The student must research and select classes totaling at least 36 semester hours that relate to the proposed major and justify the inclusion of each course. At least 30 semester hours must be from courses at the 3000 level or above.

4. The proposal must include a clear sense of where the interdisciplinary major would lead the student (graduate school or career possibilities). The proposal should also state why the Interdisciplinary Studies Major better suits the student’s needs than existing majors/minors offered at LaGrange College.

5. The final major curriculum will be determined by the student in consultation with all advisors. All general education requirements must be met for graduation. The major must culminate in a capstone paper or project approved by all advisors and supervised by the principal advisor. The student must register for INDV 4499 during his or her senior year.

6. The student must complete the Interdisciplinary Studies Proposal Form, which may be acquired from the Registrar’s office. The proposed major must be approved by all advisors, the Academic Policies Committee and the Provost. It must also be filed with the Registrar’s office. Any changes to the approved curriculum must have the approval of all advisors, the Academic Policies Committee and the Provost. An amendment form with these approvals must be submitted to the Registrar’s office.
MAJOR REQUIREMENTS, TIME RESTRICTIONS

Course work requirements in major programs necessarily change in response to evolving curriculum concerns and changing student needs. Students' major requirements are governed by the Bulletin in force at the time of the declaration of the major. The declaration of major is initiated with the chair of the respective department.

At the discretion of the department chair, students may be required to demonstrate proficiency and/or currency in the subject matter if the major course work is older than five (5) academic years. Normally credit hours earned in the major may not be applied to the completion of the major if the hours earned are older than eight years, dated from the student's initial matriculation.

Students who have been out of school longer than two years must again declare their majors.

INDEPENDENT STUDY IN THE MAJOR

In certain majors, independent study courses are offered. These courses are limited to upper-class major and minor students who have completed at least two-thirds of their particular major or minor program, and who wish to pursue a special problem or course of reading beyond that taken up in any formal course and lying within the capabilities of the library and laboratories. In order to be eligible for independent study, the student must have at least a 3.0 average in major courses. Total credit which can be earned through independent study normally will not be more than six semester hours. Written permission to enroll in such a course must be obtained from the instructor, the chair of the department concerned, and the Provost. A descriptive syllabus including the method of evaluation must be submitted with the petition.

ASSESSMENT IN THE MAJOR

The faculty members who are responsible for instruction in the major programs have identified specific objectives for a major in that discipline. There is an assessment, devised by the faculty in the discipline that determines the extent to which the objectives have been met by the student. That assessment is a requirement for students who graduated in June 1990, or who will graduate thereafter. The assessment styles are varied. Students should carefully explore with their adviser in their intended major the nature of the assessment. A satisfactory assessment in the major is a requirement for the degree. The chair of the department offering the major must certify satisfactory completion of the assessment component.
Students who fail to complete satisfactorily the assessment in the major and exhaust reassessment opportunities at the departmental level may appeal the decision of the department as described in the Academic Procedures and Regulations section.

**ADVICE AND COUNSELING IN THE MAJOR**

All students are assigned an academic adviser. Prior to the declaration of a major a student is advised by a member of the faculty in a discipline related to the student’s area of interest. Subsequent to declaring a major, the student and the department chair work together in planning a program. The ultimate responsibility for selecting the proper courses in order to complete the desired degree is the responsibility of the student.

**MINORS**

Academic minors may be earned in most departments. A minor must include at least 12 semester hours, 6 of which must be in 3000-level or above courses. Some departments do not designate the courses required for the minor, but the courses selected must be approved by the chair of that department.

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**PRE-PROFESSIONAL PROGRAMS OF STUDY**

LaGrange College has a curriculum and environment that is well suited to preparation for further study in fields such as medicine and engineering. These programs include, but are not necessarily limited to, preparation for the following areas.

**PRE-HEALTH PROFESSIONS**

For the pre-health professions (Dentistry, Medicine, Physician Assistant, Pharmacy, Physical Therapy, and Veterinary Medicine), the advising team is chaired by Dr. Nickie Cauthen and is composed of Dr. Cauthen, Dr. Sarah Beth Mallory, and Dr. Melinda Pomeroy-Black. Students who plan to major in biology and are interested in one of these professions should consult with Dr. Cauthen for assignment to one of the team members. Students in other majors who are interested in these professions should consult their primary advisers for access to the advising team.
**DENTISTRY**

Students should consult frequently with their advising team member in addition to their primary advisors for their majors. The pre-dental student should select a major as early as possible and work toward the B.S. degree.

The pre-dental student should be familiar with the specific requirements set by the dental schools to which he or she plans to apply. There is some variation in the requirements of the various schools, but the minimum requirements set by most schools of dentistry are:

- **English** 6 semester hours
- **Biology with Lab** 8 semester hours
- **Physics with Lab** 4-8 semester hours
- **Inorganic (General) Chemistry with Lab** 8 semester hours
- **Organic Chemistry with Lab** 8 semester hours
- **Biochemistry** 4 semester hours

All applicants must complete the Dental Admission Test not later than the October 31 testing preceding the year of desired entry. Dental schools also expect at least 50 hours of experience in the dental field, preferably with a single dentist. The student should keep records of dates, duration and type of experience when involved in shadowing, volunteer, or paid work.

**MEDICINE (M.D.)**

Students should consult early and frequently with their advising team member in addition to their primary advisers for their majors. The pre-medicine student should select a major as soon as possible and seek the B.S. degree. Medical schools rarely accept candidates with less than the baccalaureate degree.

The student should be familiar with the requirements of the several medical schools to which he or she plans to apply. Requirements vary somewhat in the various medical schools, but the minimum requirements of most medical schools are:

- **Biology with Lab** 8 semester hours
- **General Chemistry with Lab** 8 semester hours
- **Organic Chemistry with Lab** 8 semester hours
- **Physics** 8 semester hours
Every applicant must take the Medical College Admission Test, preferably in the spring or early summer preceding the submission of his or her application to medical school, but no later than the early fall of that year. Students should take General Chemistry (CHEM 1101-1102) as a First- or Second-year student to be on-track for the MCAT exam, normally taken in the spring or early summer of the Junior year. BIOL 1107-1108 with labs is also suggested for first- or second-year students. Either general chemistry or general biology should be taken in the first-year to stay on track for timely graduation and application to medical school. Medical schools also expect experience in the field of medicine. Students should keep records of dates, duration and types of experience when participating in shadowing or volunteer or paid work in a hospital, doctor’s office, or other medical facility.

**PHYSICIAN ASSISTANT (P.A.)**

Students should consult early and frequently with their advising team member in addition to their primary advisers for their majors. The pre-PA student should select a major as soon as possible and seek the B.S. degree. Most PA programs require completion of a baccalaureate degree.

The student should be familiar with the requirements of the several PA programs to which he or she plans to apply. Requirements vary significantly in the various PA programs, but the common requirements of most PA programs are:

- Biology with Lab 8 semester hours
- General Chemistry with Lab 8 semester hours
- Organic Chemistry with Lab 4 semester hours
- Human Anatomy and Physiology 8 semester hours
- Microbiology 4 semester hours

Every applicant must take the Graduate Record Examination (GRE), preferably 4-6 months preceding the submission of his or her application to PA programs. Students should take General Chemistry (CHEM 1101-1102) and general biology (BIOL 1107 and 1108 with lab) as a First- or Second-year students. Either general chemistry or general biology should be taken in the first-year to stay on track for timely graduation. PA programs also expect extensive direct patient care experience. Students should begin acquiring this experience early and keep records of dates, duration and types of experience for their applications.
PHARMACY
Students should consult early and frequently with their advising team member in addition to their primary advisers for their majors. While the admission requirements vary, the following is standard coursework as a minimum: CHEM 1101-1102, 2201-2202, BIOL 1107-1108, MATH 2221 and 1114, PHYS 1101, ECON 2201-2202, ENGL 1101-1102, and 6 semester hours each of Humanities and Social/Behavioral Science. POLS 1101 and HIST 1111 or 1112 may be required as well as electives to reach 60 semester hours. Acceptance to a pharmacy program depends on a composite score of GPA, PCAT (Pharmacy College Admissions Test), and an interview, with the additional expectation that the applicant will have already gained practical experience in a pharmacy.

PHYSICAL THERAPY
A few schools which offer training in physical therapy award a Bachelor's degree after successful completion of classroom and clinical work. Students are admitted to such programs after completion of 60 semester hours of work including approximately 12 hours in Humanities, 12 hours in math and science, 12 hours in social science plus 24 hours in a major field such as biology. Specific courses to prepare for admission to individual schools should be selected in consultation with the adviser.

Many schools have moved to the Doctor of Physical Therapy (DPT) degree. These schools require a bachelor's degree as well as completion of the pre-physical therapy core. Typical prerequisite courses include chemistry, physics, and biology sequences, statistics, psychology, and sociology. Most schools look for experience working with or observing a certified physical therapist. Students should keep records of dates and duration of such experience.

VETERINARY MEDICINE
Students should consult early and frequently with their advising team member in addition to their primary advisers for their majors. The pre-veterinary student should select a major as early as possible and work toward the B.S. degree.

The pre-veterinary student should be familiar with the specific requirements of the school to which he/she plans to apply, as they vary widely between schools. The minimum requirements set by most veterinary medicine schools are as follows:

- A GPA of at least 2.8-3.2, depending on the schools to which the student applies. All courses should be completed with a grade of C or better.
• Completion of the Graduate Record Examination (GRE) General Test. This test should be taken no later than the September or December of the year preceding the year of desired entry, depending on the schools to which the student applies. The results should be received by a school by anywhere from October 1 to January 15, depending on the schools to which the student applies. It should be noted that some schools also require GRE Subject Tests, such as the Biology and Analytical Writing Subject Tests.

• The following courses should be completed prior to entry into veterinary school.

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
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<tbody>
<tr>
<td>English</td>
<td>6</td>
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<tr>
<td>Biology with Lab</td>
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<tr>
<td>Advanced Biological Science*</td>
<td>8</td>
</tr>
<tr>
<td>Physics</td>
<td>8</td>
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<tr>
<td>Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>Inorganic (General) Chemistry with Lab</td>
<td>8</td>
</tr>
<tr>
<td>Organic Chemistry with Lab</td>
<td>8</td>
</tr>
<tr>
<td>Math</td>
<td>6</td>
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</tbody>
</table>

*The upper-level course requirements typically include Cellular Biology, Genetics, Microbiology, and Anatomy/Physiology; again, these vary widely between schools.

**DUAL DEGREE ENGINEERING PROGRAM**

LaGrange College has an engineering preparation program designed to provide a broad liberal arts background while preparing the student for a professional engineering program. Dual Degree Engineering Programs have been established with Georgia Institute of Technology and Auburn University. Students accepted in the Dual Degree program will attend LaGrange College for approximately three years (90 semester hours if entering under this Bulletin) while they complete the Core Curriculum and the engineering preparatory courses listed at the end of this section. After satisfactorily completing these studies at LaGrange College, the student will then attend the engineering institution and complete a major in engineering, a process that generally takes two to three additional years. After completion of the degree requirements for both institutions, the student will receive an engineering degree in the selected engineering discipline from the engineering institution and a Bachelor of Arts degree from LaGrange College.
All students considering the Dual Degree Engineering Program should contact the program adviser, Dr. Terry Austin, prior to registration. Students must complete all components of the Core Curriculum, including the College’s exit assessment exam before transferring to the engineering institution.

Dual Degree Engineering students must satisfactorily complete all of the following courses before attending the engineering institution:

- Calculus I, II and III
- Differential Equations
- Linear Algebra (GA Tech.)
- General Chemistry
- General Physics I and II

Please note that calculus based physics (General Physics PHYS 2121-2122) is required. Students must begin the study of calculus as early as possible in order to be prepared for the physics sequence.

**PRE-SEMINARY**

The Church Leadership Concentration is designed to prepare students for future careers in church service. Many of our graduates take positions in Christian Education or Youth Ministry directly after graduation. Others enroll in seminaries as a preparation for ordained ministry.

LaGrange College is one of only nine colleges in the nation that is authorized by the United Methodist Church to offer certification programs in Youth Ministry and Christian Education. United Methodist students who complete our Church Leadership program fulfill all of the educational requirements needed for professional certification in these fields.

**PRE-PROFESSIONAL ADVISING**

**JOURNALISM/COMMUNICATIONS**

Many students believe that in order to prepare for a career in journalism, they must earn an undergraduate degree in either journalism or communications. This simply is not true. Most publications and graduate professional programs do not require applicants to hold a bachelor’s degree in those disciplines. What these employers and programs do insist upon is
that their applicants hold a liberal arts degree that promotes their abilities to think, read, and write critically. Students at LaGrange College can prepare themselves for a career in journalism or communications (or for graduate studies in those fields) by:

- majoring in a humanities/social science discipline such as English, political science, or history AND
- completing an English minor with a writing concentration, OR
- designing an interdisciplinary major that blends courses from disciplines pertinent to journalism and communications (see “Interdisciplinary Major”).

These students should also become actively involved in one or more of the following student publications:

- *The Hilltop News* (campus newspaper)
- *The Scroll* (fine arts magazine)
- *Citations* (scholarly journal of undergraduate research)
- *The Quadrangle* (yearbook)

**LAW**

The pre-law advising committee is chaired by Dr. Tracy Lightcap and is composed of Dr. Lightcap, Professor Karie Davis-Nozemack, Dr. Kevin Shirley, and Dr. Brenda Thomas. Students considering law school should consult with one of these faculty members beginning in their first-year and should meet regularly with other students interested in pre-law.

Students entering law school come from varied undergraduate programs. It is not possible to say which major serves as the best preparatory background for law school. Almost every law school bulletin, however, suggests that entering students must have a strong background in history, political science, and English as well as some preparation in economics, business, sociology, psychology, and mathematics.
<table>
<thead>
<tr>
<th>Major</th>
<th>Minor</th>
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<tbody>
<tr>
<td>Accountancy</td>
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<td>Art and Design</td>
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<tr>
<td>Biology</td>
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<tr>
<td>Biochemistry</td>
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<tr>
<td>Business Management</td>
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<tr>
<td>Chemistry</td>
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<td>Church Leadership</td>
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<td>Coaching</td>
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<td>History</td>
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<tr>
<td>Interdisciplinary Studies</td>
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<td>International Economics</td>
<td>X</td>
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<tr>
<td>Japanese Studies</td>
<td>X</td>
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<tr>
<td>Latin American Studies</td>
<td>X</td>
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<tr>
<td>Literature</td>
<td>X</td>
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<tr>
<td>Mathematics</td>
<td>X</td>
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<tr>
<td>Music (B.A.)</td>
<td>X</td>
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<tr>
<td>Music (B.M.)</td>
<td>X</td>
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<tr>
<td>Nursing</td>
<td>X</td>
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<td>Oikos Program</td>
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<tr>
<td>Philosophy</td>
<td>X</td>
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<tr>
<td>Physical Education</td>
<td>X</td>
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<tr>
<td>Physics</td>
<td>X</td>
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<tr>
<td>Political Science</td>
<td>X</td>
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<tr>
<td>Psychology</td>
<td>X</td>
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<td>Major</td>
<td>Minor</td>
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<tr>
<td>Public History</td>
<td>X</td>
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<tr>
<td>Religion</td>
<td>X</td>
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<td>Sociology</td>
<td>X</td>
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<td>Spanish</td>
<td>X</td>
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<tr>
<td>Theatre Arts</td>
<td>X</td>
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<tr>
<td>Women’s Studies</td>
<td></td>
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<tr>
<td>Writing</td>
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</table>

**Evening College degrees:**

Associate of Arts in Liberal Studies  
Bachelor of Arts in Business  
Bachelor of Arts in Human Development  

Students should not assume the privilege of automatic transfer from the Day program to the Evening program. Students interested in changing their enrollment classification from Day to Evening must complete an Academic Petition indicating the reason for requesting the program transfer. Before presenting to the Provost for consideration, the Petition must be signed by the current academic advisor and the major advisor of the Evening program into which the student desires to transfer. Note that transfer between programs may only be requested one time during a student’s undergraduate career.

**LaGrange College at Albany degrees:**

Bachelor of Arts in Organizational Leadership  
Master of Arts in Organizational Leadership  

**Graduate degrees:**

Master of Education in Curriculum and Instruction  
Master of Arts in Teaching  
Master of Arts in Organizational Leadership  
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ACADEMIC DIVISIONS, DEPARTMENTS, AND COURSES

**Fine and Performing Arts** Kim Barber Knoll, Chair

*Professors:* Anderson, Barber Knoll, Brown, Joiner, Lawrence, Taunton

*Associate Professors:* Johnson, Reneke, Tomsheck, Turner

*Assistant Professors:* Ogle, Poteat

This Division, offering B.A. and B.M. degrees, includes the Departments of Art and Design, Music, and Theatre Arts.

**Core Program and Interim Term** Sarah Beth Mallory, Director

**Humanities and Social Sciences** Kevin Shirley, Chair

*Professors:* Ahearn, Cafaro, Cook, Dulin-Mallory, Garrison, Lightcap, Luo, Plumlee, Scott, Slay, Thomas, Williams

*Associate Professors:* O'Connor, Shirley, Tures, Wilson

*Assistant Professors:* Appleby, Brevik, Lingenfelter, Thurman

This Division, offering the B.A. degree, includes the Departments of English Language and Literature, History, Latin American Studies and Modern Languages, Political Science, Religion and Philosophy, and Sociology and Anthropology.

**Professional Programs** Maranah Sauter, Chair

*Professors:* Birkeli, Nowakowski, Sauter

*Associate Professors:* Bearden, Blair, Hay, D. Livingston, Rosencrants, Williamson, Yates

*Assistant Professors:* Alexander, Barber, Cason, Crowe, Davis-Nozemack, Geeter, Kovack, McMullen, Odom, Truitt

This Division includes the following Departments:

- Department of Accountancy offering B. S. degrees;
- Department of Business offering B. A. and B. S. degrees;
- Department of Education offering B.A., M.A.T., M.Ed., Ed.S. degrees;
- Department of Health and Physical Education;
- Department of Nursing offering B.S.N. degrees.
Science and Mathematics  Greg McClanahan, Chair

Professors:     Evans, Kraemer, Mallory, McClanahan, McCoy, Paschal, Riddle, Shelhorse, C. Yin, W. Yin
Associate Professors: Cauthen, Haas, Hall, Hwang, Mallory
Assistant Professors: Austin, J. Ernstberger, S. Ernstberger, Pomeroy-Black
Visiting Assistant Professor: Parker
Visiting Instructor:  Colvin

The Natural Sciences and Mathematics Division, offering B.A. and B.S. degrees, includes the Departments of Biology, Chemistry and Physics, Computer Science, Mathematics, and Psychology.

COURSE NUMBERING SYSTEM AND ABBREVIATIONS

The projected schedule of course numbering will be followed insofar as possible, but is subject to change. The number in parentheses following the course title indicates the number of semester hours credit for the course.

Courses numbered 1100 through 1199 are intended primarily for first-year students and sophomores.

Courses numbered 2200 to 2299 are intended primarily for sophomores.

Courses numbered 3300 through 3399 and above are intended primarily for juniors and seniors.

Courses numbered 4400 through 4499 are intended primarily for seniors.
# Abbreviations

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Abbreviation</th>
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<td>Accountancy</td>
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ART AND DESIGN

MISSION
The Department of Art and Design at LaGrange College is committed to education in the visual arts within the stimulating environment of the College’s art museum, galleries and studios. We believe the visual arts are necessary to the growth and well being of a purposeful society. We teach that excellence in life includes an appreciation of the arts and an ability to make aesthetic judgments by providing a technical education in a nurturing environment.

We are a dedicated faculty of practicing artists and art historians who foster learning in a liberal arts tradition that challenges our students to bring form to their evolving creative, written and oral abilities.

LEARNING OBJECTIVES

Upon completion of a degree in Art and Design, the student should:

• Demonstrate growth in creativity, self-expression, and technical skills through the realization of a body of work (studio concentration students);

• Demonstrate an understanding of art history;

• Demonstrate the ability to communicate about the visual arts, both orally and in writing.

ASSESSMENT OF LEARNING OBJECTIVES

Sophomore Review—All studio department faculty evaluate sophomore portfolios according to a standard rubric. Evaluation includes an assessment of students’ writing and oral skills based on statements and critiques (studio concentration students).

Senior Exit Review—All studio department faculty evaluate senior exhibitions according to a rubric containing course objectives. Evaluation includes an assessment of students’ writing and oral skills based on statements and critiques (studio concentration students).

Participation in the Art History Forum or other public presentation of research (art history and museum studies concentration students).
CONCENTRATIONS

The Department of Art and Design offers major concentrations in painting/drawing, graphic design, ceramics/sculpture, photography, art history, and in art history/museum studies. The courses required of the concentration are specific and scheduling should be determined in consultation with an art faculty advisor. A student may choose a studio concentration in more than one area.

MINOR

A minor in Art and Design, Art History/Museum Studies consists of 18 semester hours: at least one course in art history, at least one course at the 1000 level, and 4 other courses selected in consultation with the minor advisor.

AWARDS

The Art and Design Department presents several awards annually during Honor’s Day Convocation. Some are cash awards, and others are purchase awards that allow the college to acquire works of art by the award recipients. The faculty of the Art and Design Department present these awards to students for superior performance and a proven commitment to their craft.

REQUIREMENTS FOR A STUDIO CONCENTRATION MAJOR IN ART AND DESIGN:

9 hrs. Art History – ARTD 1109, 1110, 1111 or an Art History elective

9 hrs. Foundation Core – ARTD 1151, 1152, 1153
These courses should be taken during the first-year/sophomore year as they are prerequisites for all studio courses.

12 hrs. Introductory Studio Courses: One course from each of the following studio disciplines:

- Painting or Drawing
- Graphic Design or Printmaking
- Photography
- Ceramics or Sculpture

9 hrs. Major Concentration – Three additional courses in one of the above disciplines.

3 hrs. Studio Concentration

42 Total hours required
REQUIREMENTS FOR A CONCENTRATION IN ART HISTORY:

6 hrs.  Art History Survey I and II – ARTD 1109, 1110


6 hrs.  Studio Courses

3 hrs.  Internship or Independent Study in Art History

3 hrs.  Senior Seminar – ARTD 3380—A course in which senior art history and museum studies students work on research and writing skills. They also prepare a resume and focus on applying to graduate school.

39  Total hours required

REQUIREMENTS FOR A CONCENTRATION IN ART HISTORY/MUSEUM STUDIES:

6 hrs.  Art History Survey I and II – ARTD 1109, 1110

18 hrs.  Art History electives – ARTD 1111, 3103, 3105, 3106, 3107, 3108
The Art of Greece and Rome, Art of the Renaissance, Art of the Seventeenth and Eighteenth Centuries in Europe and America, Art of the Nineteenth Century in Europe and America, Modern and Contemporary Art, Art of the Non-Western World.

3 hrs.  Studio Coursework – Three courses in elective studio

6 hrs.  Museum Studies I and II – ARTD 3101, 3102

3 hrs.  Internship

3 hrs.  Senior Seminar – ARTD 3380—A course in which senior art history and museum studies students work on research and writing skills. They also prepare a resume and focus on applying to graduate school.

39  Total hours required
**COURSE DESCRIPTIONS (ARTD)**

*‡ARTD 1109  Art History Survey I. (3) Fall*
This course surveys the history of Western art and architecture from the Paleolithic period through the Gothic era.

*‡ARTD 1110  Art History Survey II. (3) Spring*
This course surveys the history of Western art and architecture from the early Renaissance to the beginning of the 20th century.

*‡ARTD 1111  Modern and Contemporary Art History. (3)*
This course surveys the development of Western art from the beginning of the 20th through the early 21st century.

*ARTD 1151  Basic Drawing. (3) Fall*
A course in the fundamentals of perceptual drawing, including line, value, composition and perspective.

*ARTD 1152  2-D Design. (3) Spring*
A study of the basic design elements and principles. Emphasis on creative problem solving and development of unified designs. A study of color theory and relationships is included.

*ARTD 1153  3-D Design. (3) Fall*
This course explores the fundamentals of three-dimensional form using various materials such as wood, clay, plaster, paper, etc. Craftsmanship, creative thought, and transformation of ideas into form while becoming familiar with proper use of tools and equipment is also emphasized.

**ARTD 2201  Graphic Design Fundamentals. (3) Fall**
An introduction to the fundamentals of graphic design, emphasizing typography and layout. Basic Macintosh computer skills covered, including working with fonts, system basics, printers and service bureaus, and understanding file formats.

**ARTD 2211  Life Drawing. (3) Spring**
A course in the study of human anatomy and the expressive potential of the human form. Drawing from the model, both nude and clothed, and from the skeleton using a variety of drawing media.

*Prerequisite: ARTD 1151 (Basic Drawing) or permission of instructor*
ARTD 2222 Graphic Design Logos and Concepts. (3) Spring
A course exploring the development of graphic ideas through projects in advertising, layout, corporate identity, magazine and poster design. Students are exposed to basic concepts of logo design.

Prerequisite: ARTD 2201 or consent of instructor

*ARTD 2223 Basic Photography. (3) Fall
An introductory course in photography in which both silver (film and paper) and digital (pixel and pigment) based materials are used. The course begins with the mechanics of the camera, exposure of film and digital file, darkroom procedures of film and printing processes from the negative as well as pigment printing and manipulation from digital files. Students are required to have a digital camera with manual control of focus, f-stops and shutter speeds. Cameras for film processing will be provided. Film, photographic and pigment print paper and presentation materials are the responsibility of the student.

ARTD 2224 Documentary Photography. (3) Spring
A course in documentary photography in which the student is assigned projects to illustrate narrative issues relevant to contemporary social concerns utilizing both silver and digital based materials. An introduction to the history of documentary photography and the study of the stylistic techniques of contemporary photojournalism is included.

*ARTD 2227 Ceramics–Methods and Materials. (3) Fall
This course is an introduction to ceramic methods and techniques. It explores both wheelthrowing and hand building used in forming vessels and sculpture. This includes using the potter’s wheel, slabs, coils, textures to create form. Glazing, decoration and firing methods are explored.

*ARTD 2229 Ceramics–Wheelthrowing. (3) Spring
This course is an introduction to basic wheelthrowing techniques, beginning with centering and opening then progressing to pulling basic cylindrical forms, teapots and bottles. Glazing, decoration and firing methods are also included.

ARTD 2271 Beginning Painting. (3) Fall
An introduction to painting with acrylics or oils. Projects explore the fundamentals of composition and modeling with color and light, as well as abstraction and mixed media.

Prerequisite: ARTD 1151 (Basic Drawing)
*ARTD 2272  Sculpture I. (3) Spring
The projects in this class address both traditional and contemporary issues in sculpture such as figure modeling, carving, and narrative imagery.

*ARTD 2273  Printmaking I. (3) Fall
A course in the basics of intaglio and relief printmaking techniques, exposure to selected print and book arts media, and the development of creative imagery.

ARTD 3101  Museum Studies I. (3) Fall
In addition to textbook study, students actively engage in the activities of the Lamar Dodd Art Center: cataloguing the collection, organizing and hanging exhibitions, and overseeing the gallery’s daily activities. Students visit area museums not only to view their collections and special exhibitions, but also to learn from museum personnel about the functioning of a museum.

ARTD 3102  Museum Studies II. (3) Spring
This course traces the history of museums, discusses contemporary practice in museums, and examines current issues in Museology. It explores the museum’s mission and its role in society through case studies and exhibitions in a variety of museums: art, living history, history, children’s, and ethnographic.

*ARTD 3103  The Art of Greece and Rome. (3) Spring
This course focuses on the art of Greece and Rome, emphasizing the historical and cultural context of the works studied.

*ARTD 3105  Art of the Renaissance. (3) Fall
This course focuses on the painting, sculpture, and architecture of the Renaissance, considering works in their historical and cultural context.

*ARTD 3106  Art of the Baroque. (3) Spring
This course examines works of painting, sculpture, and architecture created in Western Europe and in the United States during the seventeenth and eighteenth centuries and explores the cultural and historical circumstances of their creation.

*ARTD 3107  Art of the Nineteenth Century in Europe and America. (3) Fall
This course focuses on the painting, sculpture, photography, and graphics of the nineteenth century in Europe and America.
*ARTD 3108  Art of the Non-Western World. (3) Spring
This course treats the art of non-western cultures: South and Southeast Asia, China, Japan, Korea, Pre-Columbian America, Africa, and Oceania.

ARTD 3222  Digital Imaging. (3) Spring
A course dealing with the art of computer technology, with emphasis on photographic image manipulation. Emphasis is placed on developing creative personal imagery. Access to a digital camera is required.

ARTD 3301  Advanced Graphic Design. (3) Fall
This course explores advanced design principles in such areas as web design, applied surface design, and advanced topics in typography and layout. The course is designed to assist students in developing a portfolio of their work.

Prerequisites:  ARTD 2201, ARTD 2222, preferably ARTD 3222

ARTD 3311  Advanced Life Drawing. (3) Spring
Advanced work with the figure in projects exploring composition and subjective expression.

Prerequisite: ARTD 2211

ARTD 3323  Advanced Photography I. (3) Fall
Advanced work in image manipulation in which creative photographic techniques are employed using both silver and digital/pigment based materials. Emphasis placed on expressive and technical elements that go into the making of a personal vision. Students may work digitally or with film using a variety of formats.

Prerequisite: ARTD 2223

ARTD 3324  Advanced Photography II. (3) Spring
Independent work in photographic concepts dealing with the student’s interest in documentary, commercial, or expressive photography using either silver or digital media. A portfolio of twenty to thirty prints with a cohesive theme is required at the end of the semester.

Prerequisite: ARTD 2224
ARTD 3327  Ceramic Concepts. (3) Fall  
This course emphasizes ceramic design using hand building and/or wheelthrowing techniques. Projects are flexible in their construction method in order to accommodate different ability levels and interests. Projects with commercial potential such as lamp bases, teapots, covered jars and tile, etc. are explored. Glazing, decoration and firing methods are emphasized.

Prerequisite: ARTD 2227 or ARTD 2229 or consent of instructor

ARTD 3329  Ceramic Design. (3) Spring  
This course is designed to allow the student to explore design, construction and firing methods covered in previous ceramic classes.

Prerequisites: ARTD 2227 or ARTD 2229 or consent of instructor

ARTD 3341  Internship. (3-9) Fall, Interim, Spring  
A supervised experience in an off-campus professional environment such as a photography studio, a surface or graphic design studio, or a museum or gallery administrative office.

ARTD 3351 – 3352  Studio Concentration. (3-6) Fall and Spring  
This is an advanced intensive course in which art students bring into focus their studio interest and produce a body of work in one or two disciplines leading towards their exit exhibition. The course may include discussion and readings in contemporary art theory and criticism, field trips to conferences, museums and galleries, and the creation of a personal artist’s statement and vitae. Students are expected to produce a portfolio of their work that can be used to apply for a job application and for graduate study. This course requires that the student receive permission from the studio professor/professors in which they plan to concentrate. This course may be repeated for credit and a student may receive a maximum of 12 credit hours.

Prerequisite: Consent of instructor/ instructors

ARTD 3371  Intermediate Painting. (3) Fall  
Intermediate work in either acrylics or oils. Projects will allow for the development of personal imagery, experimental approaches to the media, and other advanced concepts.

Prerequisite: ARTD 2271
ARTD 3372  Sculpture Methods II. (3) Spring
This course is designed to allow the student to independently explore ideas, methods and techniques covered in previous sculpture classes.
   Prerequisite:  ARTD 2272

ARTD 3373  Printmaking II. (3) Fall
A continuation of Art 2273 including advanced exploration of color prints and other selected print and book arts media.
   Prerequisite:  ARTD 2273

ARTD 3375  Advanced Painting. (3) Spring
A further exploration of either oils or acrylias. Students develop a series of paintings that explore specific imagery, materials, or techniques.
   Prerequisite:  ARTD 2271

ARTD 3380  Special Topics. (3) On demand
A special topics course designed to provide students with exposure to topics in either studio work or art history/museum studies not covered in the regular course offerings.
   Prerequisite: consent of instructor

ARTD 4495  Independent Studies. (3) On demand
   Prerequisite: consent of instructor

*  Denotes courses in Art and Design that may satisfy Fine Arts requirements in Core Curriculum

‡   Denotes courses in Art and Design that may substitute for a CORE Humanities course in the Core Curriculum.
BIOLOGY

INTRODUCTION
The Biology curriculum provides a broad base of knowledge of biology while improving the creative, critical, and communicative abilities of students. Biology, the study of life, is intriguing to students on a fundamental level because it is essentially the study of themselves, their bodies, and the living world around them. The biology faculty works with their majors to help them develop an understanding and working knowledge of the life phenomenon at subcellular through organismal levels. Within the major, a student may elect to emphasize human biology, field-oriented biology, or biochemical and microscopic aspects of life science.

MISSION
The Biology Department provides students with the opportunity to explore, understand, and explain the unity, diversity, and complexity of life.

GOALS
The Biology Department strives to

- Provide opportunities for all students to understand the nature of science, to improve their scientific literacy, and to develop a greater knowledge of and appreciation for living systems.

- Provide a broad-based biology curriculum for students who pursue degrees in biology, providing them with the background needed for post-graduate study and the guidance to inform their choices.

- Provide a supportive and nurturing environment for faculty in which they can develop teaching expertise as well as engage in discipline-specific research and scholarship.

- Provide collaboration opportunities for student-faculty research, including the necessary equipment, space, and funding.

- Provide opportunities for students to develop their abilities in critical and creative thinking and effective communication.
LEARNING OBJECTIVES FOR THE MAJOR

The Biology Department offers a curriculum which will provide the basis for all students majoring in biology to be able to:

- Demonstrate knowledge in major fields of biology.
- Demonstrate effective communication skills using both written and oral formats.
- Demonstrate critical and analytical thinking and the ability to creatively address issues in the biological sciences.
- Demonstrate competency in reading primary literature in the biological sciences.
- Demonstrate mastery of basic laboratory and/or field skills and techniques.
- Apply the scientific method to answer questions in the biological sciences.
- Effectively collect and analyze data and to creatively solve problems in the biological sciences.
- Work collectively and collaboratively on group projects in the biological sciences.
- Demonstrate an appreciation of the role of science in society.

METHODS OF ACCOMPLISHING OBJECTIVES

The student is presumed to have accomplished the specific collection of objectives by satisfactorily completing the courses which constitute his/her major. In addition to the Core Curriculum, all biology majors are required to successfully complete Principles of Biology I and II (BIOL 1107 and 1108) and Principles of Biology I and II Laboratory (BIOL 1107 L and BIOL 1108 L); General Chemistry I and II (CHEM 1101 and 1102); one course in Mathematics in addition to the Core math requirement, chosen from MATH 1114 (Statistics), MATH 2105 (Precalculus), or MATH 2221 (Calculus I); one course in the cellular-level biology category; one course in the organismal-level biology category, and the Senior Seminar (BIOL 4470). Students may count no more than one accepted upper-level course taken as a transient student at another institution as one of the biology major courses.
The department offers two degree tracks beyond these basic courses: the Bachelor of Arts in Biology (B.A.) and the Bachelor of Science in Biology (B.S.). Additionally, the department offers a Minor in Biology. The requirements for each of these are as follows:

**Bachelor of Arts in Biology**
- Core Curriculum
  - BIOL 1107, 1107 L, 1108, and 1108 L
  - CHEM 1101 and 1102
- Choice of MATH 1114, MATH 2105, or MATH 2221
- Choice of one cellular-level biology course (BIOL 3321, 3322, 3360, 3370, 3372, 3373, 3374, 3376)
- Choice of one organismal-level biology course (BIOL 3334, 3335, 3336, 3351, 3353, 3384)
- BIOL 4470—Senior Seminar
- 6 additional upper level biology courses (Biochemistry I, CHEM 4421, may be chosen as one of these courses. BIOL 2148 or 2149 may be counted as one of these courses.)

This represents 44 semester hours of coursework in addition to the Core requirements.

**Bachelor of Science in Biology**
- Core Curriculum
  - BIOL 1107, 1107 L, 1108, and 1108 L
  - CHEM 1101 and 1102
- Choice of MATH 1114, MATH 2105, or MATH 2221
- Choice of one cellular-level biology course (BIOL 3321, 3322, 3360, 3370, 3372, 3373, 3374, 3376)
- Choice of one organismal-level biology course (BIOL 3334, 3335, 3336, 3351, 3353, 3384)
- Organic Chemistry I (CHEM 2201) and Organic Chemistry II (CHEM 2202)
- Introductory Physics I (PHYS 1101) and Introductory Physics II (PHYS 1102)
- BIOL 4470—Senior Seminar
- 5 additional upper level biology courses (Biochemistry I, CHEM 4421, may be chosen as one of these courses. BIOL 2148 or 2149 may be counted as one of these courses.)

This represents 56 semester hours of coursework in addition to the Core requirements.
Minor in Biology

- BIOL 1107, 1107 L, 1108, and 1108 L or BIOL 2148 and 2149
- Choice of one cellular-level biology course (BIOL 3321, 3322, 3360, 3370, 3372, 3373, 3374, 3376)
- Choice of one organismal-level biology course (BIOL 3334, 3335, 3336, 3351, 3353, 3384)
- 2 additional upper level biology courses

Declaration of Major

Before declaring a major in biology, a student must successfully complete an introductory biology major sequence of BIOL 1107, BIOL 1107L, BIOL 1108 and BIOL 1108L with a C or better in all courses.

Assessment of Learning Objectives

Students graduating with degrees in biology will complete the departmental comprehensive exit exam. Through this exam and the departmental exit interview, students will demonstrate their completion of the objectives of the major. The Biology Department uses these departmental assessments and the success of its graduates in the job market and in advanced study as a gauge of the applicability of its goals and the success of its students in attaining these goals.

Career Options

Graduates of the College who have majored in biology typically pursue careers in teaching, pharmacy, medicine, dentistry, veterinary medicine, or physical therapy. In addition, many graduates find employment in industry – some in laboratories, some in management, and others in research and development. Most careers require further formal study in graduate or professional schools.

Combined B.A. and M.A.T Program of Study

Undergraduate students who meet the admission requirements for the Master of Arts in Teaching [M.A.T] (passing GACE Basic Skills or a combined SAT score of more than 1000) and those who have a GPA of 3.0 or higher in their undergraduate studies are eligible to participate in a combined B.A. and M.A.T. program of study after the completion of 90 semester hours. Once accepted, candidates may take entering cohort graduate courses the Summer Semester following their junior year of study. Upon gaining senior status, candidates may take one three credit graduate course during the Fall, Interim, and Spring Semesters only if enrolled with twelve undergraduate credits.
**COURSE DESCRIPTIONS (BIOL)**

**BIOL 1101  General Biology I. (3) Fall**
This is the beginning Biology course for non-majors. General Biology deals with the phenomenon of life as manifested in all types of living organisms. The origin of life, chemistry of life, cellular and tissue organization, metabolism, cell division, genetics, gene action, and functioning of the organ systems are among topics covered in General Biology.

*Prerequisite:* None  
*Corequisite:* BIOL 1101 L

**BIOL 1101 L  General Biology I Laboratory. (1) Fall**
This laboratory course is designed to complement and to provide experiential learning for General Biology I.

*Prerequisite:* None  
*Corequisite:* BIOL 1101

**BIOL 1102  General Biology II. (3) Spring**
This course is a continuation of General Biology I.

*Prerequisite:* BIOL 1101  
*Corequisite:* BIOL 1102 L

**BIOL 1102 L  General Biology II Laboratory. (1) Spring**
This laboratory course is designed to complement and provide experiential learning for General Biology II and is a continuation of General Biology I Laboratory.

*Prerequisite:* BIOL 1101  
*Corequisite:* BIOL 1102

**BIOL 1107  Principles of Biology I. (3) Fall**
An introductory biology course for science majors that includes biological chemistry, cell structure and function, energy transfer, cell cycle, mitosis, and meiosis.

*Prerequisite:* None  
*Corequisite:* BIOL 1107L

**BIOL 1107 L  Principles of Biology I Laboratory. (1) Fall**
Laboratory experience for science majors to accompany topics from BIOL 1107. This course focuses on the scientific method, data acquisition, manipulation and analysis, and presentation of results.

*Prerequisite:* None  
*Corequisite:* BIOL 1107
BIOL 1108  Principles of Biology II. (3)  Spring
A continuation of introductory biology for science majors. Topics include Mendelian and molecular genetics, gene expression, evolution, biodiversity, physiology, and ecology.
   Prerequisite: BIOL 1107
   Corequisite: BIOL 1108L

BIOL 1108 L  Principles of Biology II Laboratory. (1)  Spring
Laboratory experience for science majors to accompany topics from BIOL 1108. This course focuses on the scientific method, data acquisition, manipulation and analysis, and presentation of results.
   Prerequisite: BIOL 1107
   Corequisite: BIOL 1108

BIOL 2148  Human Anatomy and Physiology I. (4)  Fall
A study of the structure and function of the human body. Designed for pre-nursing majors.
   Prerequisite: None

BIOL 2149  Human Anatomy and Physiology II. (4)  Spring
A continuation of Human Anatomy and Physiology I.
   Prerequisite: BIOL 2148

BIOL 3320  Medical Microbiology. (4)  Spring
A study of human disease caused by pathogenic microbes and helminthes. Designed for pre-nursing majors. Laboratory activities focus on bacteria as model organisms.
   Prerequisites: BIOL 2148 and 2149 (may be concurrent) or permission of instructor

BIOL 3321  Microbiology. (4)  Odd years
A study of the morphology, physiology, classification, ecology, and economics of microbial forms, especially bacteria and fungi.
   Prerequisites: BIOL 1107, 1107 L, 1108 and 1108 L

BIOL 3322  Immunology. (4)  Spring (even years)
A study of the fundamentals of immunology, with an emphasis on tissues of the immune system, control and cellular interactions of the healthy immune system. Topics of study will include dynamics of B cell and T cell interactions with pathogens. The mechanisms of the hallmarks of the immune system, including memory, diversity and specificity, are also discussed.
   Prerequisites: BIOL 3360 or BIOL 3372 or BIOL 3374 or permission of instructor
BIOL 3334  General Ecology. (4) Spring
An introduction to the basic principles and concepts of ecology with emphasis on environmental sampling, analysis and characterization.
Prerequisites: BIOL 1107, 1107 L, 1108, and 1108 L

BIOL 3335  General Zoology. (4) Fall (even years)
A phylogenetic approach to the Animal kingdom following cladistic principles. Emphasis is placed upon representative animal groups and the position of Animalia within the domains of life. Studies of local faunae are highlighted.
Prerequisites: BIOL 1107, 1107 L, 1108, and 1108 L

BIOL 3336  General Botany. (4) Fall (odd years)
A phylogenetic survey of the kingdom Plantae. Cladistic principles are followed while discovering the position of plants among the other forms of life. Certain plant-like protists are also covered in the course. Characteristics, contributions and life cycles of major groups are emphasized. Lab work is strongly oriented toward the local florae.
Prerequisites: BIOL 1107, 1107 L, 1108, and 1108 L

BIOL 3351  Vertebrate Embryology. (4) Spring
A study of the embryological development of representative vertebrates, with laboratory emphasis upon the chick and pig.
Prerequisites: BIOL 1107, 1107 L, 1108, and 1108 L or BIOL 2148 and 2149

BIOL 3353  Fundamentals of Evolutionary Theory. (4) Spring
A balanced survey of the present-day concepts of the processes and products of evolution with emphases on 1) contrasting models and their consequences, 2) mass extinctions, 3) evolution of man, 4) methods of science and pseudoscience, and 5) philosophical considerations.
Prerequisites: BIOL 1107, 1107 L, 1108, and 1108 L or BIOL 2148 and 2149

BIOL 3360  Histology. (4) Fall (odd years)
A study of the microscopic features of vertebrate cells, tissues, and organs. Lectures correlate cell structure with tissue or organ system function. Laboratory experiences include the microscopic identification of major tissues and organs at the cellular level.
Prerequisites: BIOL 1107, 1107 L, 1108, and 1108 L
BIOL 3370  Toxicology. (4) Fall (even years)
An introduction to the principles of toxicology and the cellular, physiological, and ecological effects of toxicants, with an emphasis on the environmental and physiological effects of toxicants on different populations.
   Prerequisites: BIOL 1107, 1107 L, 1108, and 1108 L

BIOL 3372  Molecular Biology. (4) Spring (odd years)
A molecular study of genes, their expression, the control of their expression, and the gene products that result. The lab uses molecular techniques to study questions involving genes and their gene products.
   Prerequisites: CHEM 1102, CHEM 1102 L, and BIOL 3321 or BIOL 3322 or BIOL 3370 or BIOL 3373 or BIOL 3374 or permission of instructor

BIOL 3373  Genetics. (4) Fall
This course includes topics in both classical and molecular genetics. Topics of study may include but are not limited to Mendelian and non-Mendelian transmission of genes, sex-linked traits, chromosomal genetics and genomes, DNA structure, replication, mutation and repair, gene expression and its regulation, recombinant DNA technology, cancer, and population genetics. The laboratory will evaluate wild type and mutant model organisms using classical and molecular genetic approaches.
   Prerequisites: BIOL 1107, 1107 L, 1108, and 1108 L

BIOL 3374  Cell Biology. (4) Spring (odd years)
An advanced study of the structure and functions of the eukaryotic cell. Emphasis will be on the role of cellular membranes and proteins as they relate to cellular activities such as intracellular communication, secretion, and recognition.
   Prerequisites: BIOL 1107, 1107 L, 1108, and 1108 L

BIOL 3376  Virology. (4) Fall (even years)
This introduction to virology will focus on animal viruses that are important for basic science and human and animal diseases. The topics in this course may include viral taxonomy, structure, entry/exit, replication, quantitation, genetics, pathogenesis, and virus-host interaction. The laboratory will study nonpathogenic model viral systems.
   Prerequisites: BIOL 3321 or BIOL 3322 or BIOL 3370 or BIOL 3372 or BIOL 3373 or BIOL 3374 or permission of instructor
BIOL 3384    Neurobiology. (4) Fall (even years)
An integrated study of the human nervous system correlating
neuroanatomy and neurophysiology with fundamentals of clinical
neurology.
          Prerequisites: BIOL 1107, 1107 L, 1108, and 1108 L or
          BIOL 2148 and 2149

BIOL 4470    Senior Seminar. (1)
Senior seminar is a thematic capstone course that is a broad, integrative
experience in biology. The course promotes independent thinking,
develops analytical skills, and provides practice in group discussion and in
written and oral presentation.
          Prerequisites: Senior standing, biology major

BIOL 4495    Independent Study (1-4) On demand
Although not required as part of the biology major, this course provides an
opportunity for students, on an individual basis, to pursue in-depth study of
a particular biology topic. Up to 4 hours of BIOL 4495 may be counted
toward the major.
          Prerequisites: Consent of the instructor, the department chair, and
          the Provost

BIOL 4496    Internship (1-3) On demand
An opportunity for students to gain added experience and insight in
approved off-campus settings. The internship cannot be counted as one of
the courses required for the major or minor in biology.
          Prerequisites: Consent of the supervising instructor, department
          chair, and the Career Center
BUSINESS AND ACCOUNTANCY

INTRODUCTION
The Business and Accountancy Departments of LaGrange College are committed to academic excellence through degree programs designed to prepare students for a wide variety of careers in business. The liberal arts education that students receive at LaGrange College provides the foundation for critical thinking, communication, and the leadership skills needed for a successful professional career. The departments seek to enhance the College's liberal arts curriculum by offering coursework and internship opportunities that give students a fundamental understanding of business and provide them with the knowledge and skills needed for effective decision making in a dynamic, global, and technologically oriented environment.

MISSION STATEMENT

• We are dedicated to the development of our students’ abilities to think critically and creatively and to the enhancement of their communication skills.
• We seek to integrate and extend liberal arts-based values through discussion, discovery, and reflection based on contemporary business content.
• We seek to provide a safe, caring and ethical place for all our students to grow and mature.

LEARNING OBJECTIVES OF PROGRAMS

Upon completion of a degree from the Business or Accountancy Departments, a student should be able to:

• Demonstrate general knowledge and comprehension of business concepts and the ability to integrate this knowledge.
• Synthesize and make connections among different ideas, as well as demonstrate the ability to think creatively and critically, and to formulate logical arguments.
• Show an intrinsic desire to learn and a curiosity about the world and about business by actively participating in class, group work, and individual research.
• Formulate and defend ethical judgments and develop an understanding of individual moral responsibility, particularly in a group or corporate setting.
• Communicate in a professional manner, both orally and in writing, using technology appropriately.
• Work in teams and demonstrate an understanding of interpersonal relations, and the leadership and followership processes.
• Accept and embrace risk and uncertainty in the business environment.

**ASSESSMENT OF LEARNING OUTCOMES**

Learning outcomes are assessed using the following methods:
• Departmental Assessment Program
• Senior Exit Interviews
• Alumni Surveys
• Internship Supervisor Evaluations
• Competitive Scholarships Received
• Professional Exam Pass Rates
• Leadership Roles Held
• SIR II Course Evaluations
• Community Service Participation
• Advisory Council Feedback

**PROGRAMS**

The following programs are available:
• Bachelor of Science (B.S.) in Accountancy
• Bachelor of Science (B.S.) in Business Management
• Minor in Accountancy
• Minor in Business Management
• Minor in International Economics
• Bachelor of Arts (B.A.) in Business Administration (*See separate LaGrange Evening College Bulletin*)

The Bachelor’s degree programs are accredited nationally by the Association of Collegiate Business Schools and Programs (ACBSP). The Albany programs in Organizational Leadership are not included in this accreditation.
ACCOUNTANCY AND BUSINESS MAJORS

Business majors (B.S. in Accountancy and B.S. in Business Management) should note that the applicable requirements for the major, including required courses, are those in effect when they declare their major, not those in effect at the time of their matriculation.

In addition to the course requirements, students pursuing a Bachelor’s degree offered by the Business Department must participate in a comprehensive Departmental Assessment Program (DAP), as well as an exit interview with department faculty or Advisory Council members.

PROGRAM REQUIREMENTS FOR THE B.S. IN ACCOUNTANCY

The B.S. in Accountancy gives students the accounting foundation needed for effective decision making in an organization. Today’s accountants must be able to communicate, synthesize and innovate. They not only provide the information upon which the business world depends, but also make crucial decisions and act as trusted advisors. The Accountancy major builds upon the liberal arts skill base to give students the business and accounting knowledge they need. Students planning to work in the accounting function will receive the necessary skills and knowledge to pursue the CMA and CFM professional designations and be prepared for the fifth year of study for the CPA examination.

To declare a major in Accountancy the student must meet the following criteria:

- Have an overall GPA of 2.75/4.00 or better.
- Complete MGMT 2200, ACCT 2211, and ECON 2200 with a grade of 'C' or better.
- Normally, a student desiring to major in Accountancy will complete ACCT 2211 with a grade of 'B' or better.

Students who have a GPA at or above 2.5 but less than 2.75 may petition the department faculty to be admitted on a probationary basis to the major. Petitioners will be evaluated utilizing a departmental screening process.

To remain a major in Accountancy in good standing, the student must meet the following criteria:

- Complete all other major requirements with a grade of 'C' or better.
- Maintain an overall and major GPA of at least 2.50/4.00.
Any accountancy major whose overall GPA or major GPA falls below a 2.50/4.00 will be placed on probation and has one semester in which to remove the probationary status. Exceptions to the above criteria may be made at the discretion of the departmental faculty.

Students pursuing a Bachelor of Science degree in Accountancy must complete their course work as follows:

**Matriculation in the Major**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Requirements</td>
<td>46</td>
</tr>
<tr>
<td>Common Business Core</td>
<td>33</td>
</tr>
<tr>
<td>Accountancy Core</td>
<td>27</td>
</tr>
<tr>
<td>Interim</td>
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</tr>
<tr>
<td>General Elective</td>
<td>05</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

The required courses in the Accountancy major are:

- ACCT 2211
- ACCT 3311
- ACCT 4415
- ACCT 4440
- FNCE 3353
- MGMT 3312
- MGMT 3372
- ACCT 3301
- ACCT 4401
- ACCT 4420
- ACCT 4454
- MATH 1114
- MGMT 3351
- MRKT 3380
- ACCT 3302
- ACCT 4410
- ACCT 4430
- ECON 2200
- MGMT 2200
- MGMT 3370

Students planning to pursue licensure as a Certified Public Accountant (CPA) are required by Georgia law to complete 150 semester credit hours. The Accountancy Program Director will assist students in determining how they should acquire the final 30 semester hours needed. Students are eligible to sit for the uniform CPA examination upon graduation with the B.S. in Accountancy degree.
PROGRAM REQUIREMENTS FOR THE B.S. IN BUSINESS MANAGEMENT

The B.S. in Business Management degree program is designed to help students develop ideals that are ethically sound and socially desirable, cultivate an awareness of the social, political, and economic developments to which businesses must adapt, develop sound judgment and effective communication skills, and develop individual interests and talents. Coursework provides both the theoretical and practical foundation needed for those entering businesses, as well as government and not-for-profit organizations.

There are two concentrations in the Business Management major: Market Research and International Economics.

To declare a major in Business Management the student must meet the following criteria:

• Have a GPA of 2.75/4.00 or better.
• Complete MGMT 2200, ACCT 2211, and ECON 2200 with a grade of 'C' or better.
• Normally, a student desiring to major in International Economics will complete ECON 2200 with a grade of ‘B’ or better.

Students who have a GPA at or above 2.5 but less than 2.75 may petition the departmental faculty to be admitted on a probationary basis to the major. Petitioners will be evaluated utilizing a departmental screening process.

To remain a major in Business in good standing, the student must meet the following criteria:

• Complete all other major requirements with a grade of ‘C’ or better.
• Maintain an overall and major GPA of at least 2.50/4.00.

Any Business major whose overall or major GPA falls below a 2.50/4.00 will be placed on probation and has one semester in which to remove the probationary status. Exceptions to the above criteria may be made at the discretion of the departmental faculty.
Students pursuing a Bachelor of Science degree in Business Management must complete 48 semester credit hours of major coursework (above the general education requirements of 46 hours). Students will complete the total required 120 hours as follows:

**Matriculation in the Major**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Requirements</td>
<td>46</td>
</tr>
<tr>
<td>Common Business Core</td>
<td>36</td>
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<tr>
<td>Concentration Core</td>
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<tr>
<td>Concentration Directed Electives</td>
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<tr>
<td>Interim</td>
<td>09</td>
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<tr>
<td>General Elective</td>
<td>08</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

The required courses in the Common Business Core include the following:

- ACCT 2211
- ACCT 3311
- ECON 2200
- FNCE 3353
- MATH 1114
- MGMT 2200
- MGMT 3312
- MGMT 3351
- MGMT 3370
- MGMT 3372
- MGMT 3393
- MRKT 3380

Students choosing not to major in Accountancy will have two options: a five-course, in-depth study in either “market research” or “international economics.” The student would begin the concentration with one course in the second semester of the junior year and complete the sequence at the end of the senior year. Both concentrations, while in different sub-disciplines, will share common learning goals such as integration, creative application, ethics, and skills development in research and communication [writing and oral delivery].

Students must meet with their advisor **before October 15** of their junior year in order to enroll in their chosen concentration.
**Market Research Concentration**

Students choosing the Market Research concentration must complete:

**Capstone I: Business Intelligence (MGMT 4420)**
- Decision making/problem solving process
- Database structure
- Data warehousing/On-line Analytical Processing (OLAP)
- Data Mining
- Converting data into information
- Communication
- Market Research Methods and Design

**Capstone II: Special Topics in Marketing (MRKT 4484)**
- Problem Identification
- Decision making/Problem solving process
- Creativity in problem solving
- Solution Implementation
- Communication

**Capstone III: Management Simulation (MGMT 4440)**
- Decision support Systems
  - Financial/quantitative
  - Data-based
- Forecasting
- Risk—Benefit Analysis
- Group dynamics
- Policy implications
- Communication

**International Economics Concentration**

Students choosing the International Economics concentration must complete:

**Capstone I: International Economic Environment (ECON 4410)**
- Macro economics—U.S. and globally
- Trading patterns and economic geography
- Capital markets and currency exchange
- Economic and political risk
- Appropriate electives:
  - PHIL 1410 Introduction to Philosophy
  - PHIL 2410 Moral Philosophy
  - POLS 2210 Comparative Politics
  - POLS 2220 International Politics
  - POLS 3321 International Political Economy
  - LAST 3210 Latin American Politics
  - Any intermediate/advanced foreign language course
Capstone II: Managing Across International Borders (ECON 4420)
- Evolution of the global enterprise
- The international manager
- Appropriate electives:
  - LAST 1104 Intro. to Latin American Culture
  - PSYC 3321 Social Psychology
  - HUSV 3308 Cultural and Social Anthropology
  - RLGN 3220 History of Christian Political Thought
  - RLGN 3340 Sociology of Religion
  - MGMT 4401 Entrepreneurship
  - Any intermediate/advanced foreign language course

Capstone III: Special Topics in International Economics (ECON 4440)
The class will explore international topics in depth through independent research, group discussion and debate, oral presentations and written reports. Chosen topics are likely to vary from year to year.

ACCOUNTANCY, BUSINESS AND INTERNATIONAL ECONOMICS MINORS

PROGRAM REQUIREMENTS FOR THE MINOR IN ACCOUNTANCY
The department offers a Minor in Accountancy. With the accountancy minor, students will develop a deeper understanding of financial reporting and the use of financial information.

A minor in Accountancy consists of the following 12 hours of coursework above ACCT 2211:
- ACCT 3301
- ACCT 3302
- ACCT 3311
- any 4000 ACCT class or FNCE 3353

To declare a minor in Accountancy the student must meet the following criteria:
- Have a GPA of 2.75/4.00 or better.
- Complete courses in the minor with a grade of ‘C’ or better.
- Students must take at least four of the minor courses at LaGrange College.
PROGRAM REQUIREMENTS FOR THE MINOR IN BUSINESS MANAGEMENT

A Minor in Business Management is available to any LaGrange College student, regardless of major. Courses cover the basic functional areas of business. The minor is designed to help students develop the ability to recognize and solve business and organizational problems and understand the role of business in the community, nation, and the world. Such exposure should enhance the student’s employment opportunities.

A Minor in Business Management consists of the following 15 hours of coursework:

- ACCT 2211
- ECON 2200
- MGMT 2200
- MGMT 3370
- MRKT 3380

To declare a minor in Business, the student must meet the following criteria:

- Have a GPA of 2.75/4.00 or better.
- Complete courses in the minor with a grade of 'C' or better.
- Students must take at least four of the minor courses at LaGrange College.

PROGRAM REQUIREMENTS FOR THE MINOR IN INTERNATIONAL ECONOMICS

A Minor in International Economics is available to any LaGrange College student, regardless of major. The required courses range from an introductory course in economics covering basic micro and macro concepts to a three-course series providing the student with an understanding of the economic environment in which international business operates, the added complexity of managing across international borders, and the opportunity to pursue independent research culminating in a Senior Paper. The course work requires extensive reading and writing.
A Minor in International Economics consists of the following 15 hours of coursework:

- MGMT 2200
- ECON 2200
- ECON 4410
- ECON 4420
- ECON 4440

To declare a minor in International Economics, the student must meet the following criteria:

1. Have a GPA of 2.75/4.00 or better.
2. Complete courses in the minor with a grade of 'C' or better.
3. Only ECON 2200 may be transferred into the minor; all other courses in the minor must be completed at LaGrange College.

**COURSE DESCRIPTIONS**

Note that most courses have prerequisites and, generally, 2200-level courses are introductory. Prerequisites are shown after the course description.

All major and minor courses must be completed with a grade of 'C' or better.

**To take any course other than MGMT 2200, ACCT 2211 or ECON 2200, students must have a GPA of at least 2.5/4.0.**

**ACCOUNTANCY (ACCT)**

**ACCT 2211**  Principles of Financial Accounting.  (3)
Fall and Spring

This is a foundation level accounting course which introduces the terminology, principles, and practices of financial accounting for corporations. The course’s major focus is the accounting cycle and preparation of financial statements.

*Prerequisites: ENGL 1101, MATH 1101*
ACCT 3301  Intermediate Financial Accounting I. (3) Spring  
This course focuses on the decision-making implications of information provided to external stakeholders including investors, creditors, customers, and regulators, and regulation theory and practice as applied to accountancy. Topics include regulation of accountancy procedures for external reporting, current problems in reporting financial position, income determination, and an integration of current professional pronouncements.  
Prerequisite: ACCT 2211

ACCT 3302  Intermediate Financial Accounting II. (3) Fall  
Continuation of Intermediate Financial Accounting I.  
Prerequisite: ACCT 3301

ACCT 3311  Principles of Managerial Accounting. (3) Fall  
A study of the uses of accounting for planning and control, including analysis and interpretation of data, and use of cost information for business policy implementation. Active learning projects are emphasized.  
Prerequisite: ACCT 2211

ACCT 4401  Auditing and Accounting Ethics and Liability.  
(3) Spring  
This course focuses on the legal and ethical environment in which the accounting professional practices and in which financial statements are prepared and presented. Students consider the conflict between profit motive and accurate and complete financial reporting. Traditional auditing practices are studied to determine the efficiency and the effectiveness of such methods.  
Prerequisite: ACCT 3301

ACCT 4410  Federal Income Taxation. (3) Spring  
This course introduces students to U.S. Federal income tax concepts and principles and the application of such concepts to business operating, investing, and financing activities. Ethical and legal issues confronting tax practitioners are discussed throughout the course. Students engage in tax research utilizing professional databases and gain expertise in technical writing.  
Prerequisite: ACCT 2211

ACCT 4415  Cost Accounting. (3) Fall  
This is a introductory level cost accounting course which introduces the terminology, principles, and practices of cost accounting. Topics include planning and control techniques, construction of static and flexible budgets, and product costing mechanisms.  
Prerequisite: ACCT 3311
ACCT 4420  Advanced Federal Income Taxation. (3) Fall
This course continues the study of Federal Income Taxation from ACCT 4410 and addresses more advanced federal taxation issues. Topics covered include the taxation of entities and their owners, including the taxation implications of formations, distributions, reorganizations, liquidations and other business transactions. Return preparation, planning, research, and compliance issues are also integrated throughout the course.

Prerequisite: ACCT 4410

ACCT 4430  Advanced Accounting. (3) Spring
This is an intensive course that integrates the disciplines of accounting, finance, and taxation with respect to selected complex business transactions. Topics include: business combinations, goodwill, inventory costing, property exchanges and advanced stockholders’ equity transactions.

Prerequisite: ACCT 3302

ACCT 4440  Accounting Information Systems. (3) Spring
This course is an introduction to the systems, procedures, and processes management employs to control operating activities and information reporting systems.

Prerequisite: ACCT 2211

ACCT 4454  Financial Statement Analysis. (3) Spring
This course focuses on the structure and analysis of financial statements prepared in accordance with US GAAP, providing students with a framework for using financial statement data to perform financial analysis.

Prerequisite: ACCT 3301

ACCT 4460  Internship in Accounting. (1-6) On demand
This course represents a unique opportunity for a qualified student to expand his/her understanding of the practical applications of accounting concepts by entering into a specific “help rendered learning accomplishment” contract with a cooperating area enterprise. The contract will specifically identify the student’s obligations and duties, the nature and extent of the host enterprise’s commitment to assist the student in further extending his/her knowledge of enterprise operations, and the basis on which the student’s learning accomplishments will be measured. No more than 12 credit hours may be applied toward the student’s graduation requirements.

Prerequisites: Accountancy major with demonstrated superior capabilities and prior approval of the contract by the department faculty
ACCT 4480  Special Topics in Accounting. (3) On demand
A series of special topic courses provide students with exposure to issues and concepts not covered in their regular course work. Most topics include work with “real-world” organizations.

Prerequisites: ACCT 2211 and consent of instructor

ECONOMICS (ECON)

ECON 2200  Principles of Economics. (3) Fall and Spring
An introduction to the science of economics and its analytical tools. This course is devoted to providing the student with a thorough understanding of the basic principles of a) microeconomics: the study of the economic behavior of individual households and firms and the determination of factor prices, and b) macroeconomics: the study of the determination of the aggregate levels of income, output, employment and prices and the examination of fiscal and monetary policy.

Prerequisites: ENGL 1101, MATH 1101

ECON 4410  International Economic Environment. (3) Spring
A comprehensive study of the economic forces affecting global commerce, including economic geography, trading patterns, capital flows — FDI and portfolio investments — and economic and political risk factors. The course is designed to provide the student with an understanding of the macroeconomic environment in which international businesses operate.

Prerequisite: Management major with Junior standing

ECON 4420  Managing Across International Borders. (3) Fall
A study of the socioeconomic complexity in which international managers live and work. The course seeks to help students of international management grasp some of the essentials of doing business in a global economy — the opportunities and threats inherent in a cross-cultural environment and their impact on both the individual manager, the transaction, and the business organization.

Prerequisite: ECON 4410

ECON 4440  Special Topics in International Economics. (3) Spring
This class explores 3-4 international topics in depth through independent research, group discussion and debate, oral presentations and written reports. Chosen topics are likely to vary from year to year.

Prerequisites: ECON 4420
FINANCE (FNCE)

FNCE 3353 Corporate Finance. (3) Spring
This course focuses on various methods used by corporate managers to evaluate alternative investment opportunities, including discounted payback, internal rate of return, discounted cash flow and economic value added analysis. Additionally, the course focuses on the methods used to finance corporate investments in assets, including capital structure, cost of capital, and the impact of leverage.

Prerequisite: ACCT 2211

FNCE 3354 Business Performance Analysis. (3) On demand
A comprehensive survey of the basic tools and models used in contemporary financial statement analysis.

Prerequisite: ACCT 2211

MANAGEMENT (MGMT)

MGMT 1101 Contemporary Business Issues. (3) Spring
Students experience an introduction to current business topics using active learning and ethical reasoning skills. Students are exposed to a variety of situations and cases that will encourage thinking like a business person.

MGMT 2200 Foundations in Business. (3) Fall and Spring
This course serves as an integrative introduction to the functional areas of business. Projects based on current business dilemmas emphasize the need for constant research and innovation required to address problems students will encounter in the business world. Potential decisions are evaluated in the context of reducing risk and maximizing returns to a variety of stakeholders. Creative and critical thinking, problem solving, and ethical decision making are stressed.

Suggested Prerequisites: ENGL 1101, MATH 1101

MGMT 3312 Business Communication. (3) Fall and Spring
This course provides an opportunity for students to practice all forms of business communication including: written documents and reports, oral presentations, phone, e-mail, meetings, etc. Particular consideration is given to audience analysis, appropriate medium, cultural and gender issues, feedback, and biases affecting communication.

Prerequisites: MGMT 2200, ECON 2200, ACCT 2211
MGMT 3351  Legal and Ethical Environment of Business. (3) Fall
This course addresses the legal and ethical implications of business decisions. Topics may include business formation, employment discrimination, contracts, workplace safety, business torts, and antitrust issues. Cost-benefit analysis is used as a tool to evaluate business decisions in light of existing legal rules and social responsibility. Ethical decision making is stressed in every part of the course. Students develop the mindset necessary to make decisions in an ethical manner.

Prerequisites: MGMT 2200, ECON 2200, ACCT 2211

MGMT 3370  Management and Organizational Behavior. (3) Fall and Spring
A study of the science and art of management with special emphasis on motivating and leading individuals in an organization.

Prerequisites: MGMT 2200, ECON 2200, ACCT 2211

MGMT 3372  Operations Management. (3) Spring
A study of the application of the science of management in the operations management environment. Primary emphasis placed on the theories, principles, and tools that improve the efficiency and effectiveness of the operations manager.

Prerequisites: MGMT 2200, ECON 2200, ACCT 2211

MGMT 3385  Management Information Systems. (3) On demand
This course is designed for future managers who need to understand and critically evaluate the role and potential contributions of information technology for their organizations, and understand and effectively apply various computerized support systems to make better decisions.

Prerequisites: MGMT 2200, ECON 2200, ACCT 2211

MGMT 3393  Cultural Aspects of International Business. (3) Spring
This course explores Hofstede’s Dimensions of Culture and examines cultural identities as expressed through business practice, with the objective to understand the impact of cultural intelligence in the global arena. Students analyze real-world case studies to develop strategies for effective global management.

Prerequisites: MGMT 2200, ECON 2200, ACCT 2211
MGMT 4401  Entrepreneurship. (3) On demand
A study of the application of the science of management to the development and management of the small business enterprise. Opportunities, characteristics, and problems with the small business are evaluated. Students develop a business plan for a small business and, when possible, students work on special projects with small businesses in the community. The class requires active participation by students in and out of the classroom.

Prerequisites: FNCE 3353, MGMT 3370, MRKT 3380

MGMT 4420  Business Intelligence. (3) Spring
This course is designed for future managers who need to understand how organizational data can be converted to actionable information through the use of data warehouse, data mining, and data visualization technologies. The course focuses on developing and utilizing actionable information for the purpose of Marketing Research and Market Plan Development.

Prerequisite: MRKT 3380

MGMT 4430  Applied Business Analysis. (3) On demand
A comprehensive look at the application of various business analysis techniques in all functional areas of a business. A simulated environment provides students an opportunity to create various decision support and forecasting systems and use the resulting output to manage a large enterprise. Risk-benefit and stakeholder analysis are used to analyze policy implications of proposed decisions.

Prerequisite: Senior Standing or consent of instructor

MGMT 4440  Management Simulation. (3) Spring
This is the capstone course for majors in business. It incorporates the use of a computer-based simulation in an effort to integrate all of the functional areas of business into one comprehensive course. Students work in groups as managers of a simulated company and make the necessary marketing, finance, economic, accounting, and management decisions to run their company effectively. The student’s grades are a function of individual and group performance.

Prerequisites: Senior standing, MGMT 4420, MRKT 4484 or consent of instructor.
MGMT 4460  Internship in Business. (1-6) On demand
This course represents a unique opportunity for a qualified student to expand his/her understanding of the practical applications of enterprise operations by entering into a specific “help rendered learning accomplishment” contract with a cooperating area enterprise. The contract will specifically identify the student’s obligations and duties, the nature and extent of the host enterprise’s commitment to assist the student in further extending his/her knowledge of enterprise operations, and the basis on which the student’s learning accomplishments will be measured. No more than 6 credit hours may be applied toward the student’s graduation requirements.

Prerequisites: Business major with demonstrated superior capabilities and prior approval of the internship contract by department faculty.

MGMT 4483  Special Topics in Management. (3) On demand
A series of special topic courses providing students with exposure to issues and concepts not covered in their regular course work.

Prerequisites: Senior standing and consent of instructor.

MARKETING (MRKT)

MRKT 3380  Principles of Marketing. (3) Fall
This course is an introduction to the principles of marketing management and the role of marketing in a contemporary society, in business enterprises, and in a non-profit organization. Considers the planning, operation and evaluation of marketing and promotional efforts necessary to the effective marketing of consumer and industrial offerings.

Prerequisites: MGMT 2200, ECON 2200, ACCT 2211

MRKT 4484  Special Topics in Marketing. (3) Fall
A series of special topic courses providing students with exposure to issues and concepts not covered in their regular course work. Students develop and present a full marketing plan for a local business or institution.

Prerequisites: MRKT 3380 and MGMT 4420
CHEMISTRY

INTRODUCTION
Chemistry is often referred to as the central science, because chemical concepts are used throughout the other sciences. Therefore, in addition to being a major in its own right, the study of chemistry is a part of many curricula. The Chemistry Department focuses its introductory chemistry course as an element in a liberal education, a service to other departments, and the beginning of a comprehensive study of chemistry. The department offers B.A. and B.S. majors as well as a minor which can lead to a variety of future occupations. Students with a major in chemistry have gone on to traditional pursuits such as graduate school in chemistry or biochemistry, pharmacy, medical school and law school (patent law and corporate law), as well as becoming laboratory technicians and salespersons for chemistry and related industries.

The B.A. degree offers a broad background in chemistry while allowing ample time for extensive coursework in other fields. The B.A. is appropriate for those interested in one of the medical or law-related professions, teaching, or for students desiring the broadest possible education with an emphasis in natural science. The B.S. program is designed for those going on to graduate school in a chemically related field (chemistry, biochemistry, molecular biology, chemical physics, environmental science, or forensics) or those seeking employment as chemists after graduation. The B.S. degree is generally more highly valued at professional schools. While the B.S. degree is more demanding of a student’s time, there is sufficient time for electives outside the sciences.

LEARNING OBJECTIVES
The specific objectives for the respective degrees are as follows:

The Bachelor of Science Degree
Students who earn the B.S. degree with a major in chemistry will be appropriately competent in the following areas:

- Atomic and molecular structure and chemical bonding
- The language of chemistry: verbal, written, numerical and graphical presentation of chemical concepts
- Equilibria and stoichiometry
- Periodic relationships
- Thermochemistry
- Chemistry laboratory skills, including data organization and analysis
Recognition, structure, and reactivity of the major organic functional groups
Synthesis and characterization of organic compounds by physical and instrumental methods
Volumetric and gravimetric analytical theory and practice
Analytical instrumentation theory and practice
Thermodynamics
Chemical dynamics
Quantum mechanics and spectroscopy
Either advanced inorganic chemistry, advanced organic chemistry, or biochemistry
Knowledge of the research process in chemistry

Students earn these competencies by pursuing the following Bachelor of Science curriculum in chemistry:

- General Chemistry 1101, 1102 8 semester hours
- Organic Chemistry 2201, 2202 8 semester hours
- Analytical Chemistry 2251 4 semester hours
- Physical Chemistry 3301, 3302 8 semester hours
- Junior Seminar, Chemistry 3371 2 semester hours
- Senior Seminar, Chemistry 4471 2 semester hours
- Instrumental Analysis 4451 4 semester hours
- Chemistry Elective (3000 or 4000 level) 4 semester hours

Additionally, a research experience is required. This should be taken between the junior and senior years or during the first semester of the senior year. This may be done on campus, in industry, or in a research university summer program. Students may elect to earn 4900 credit for this required activity.

Supporting required courses include the following:

- Mathematics 2221, 2222 8 semester hours
- Physics 2121, 2122 8 semester hours
The scheduling of the B.S. curriculum is important as the Physical Chemistry sequence (3301-3302) alternates years with Analytical Chemistry (2251) and Instrumental Analysis (4451). To be prepared to take the physical chemistry sequence, students should take calculus during the first-year and physics during the sophomore year. It is highly recommended that students take general chemistry during their first-year. The following would be typical sequences of courses for the B.S. chemistry degree:

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year</td>
<td></td>
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<tr>
<td>CHEM 1101</td>
<td>CHEM 1102</td>
</tr>
<tr>
<td>MATH 2221</td>
<td>MATH 2222</td>
</tr>
<tr>
<td>Second Year</td>
<td></td>
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<tr>
<td>CHEM 2201</td>
<td>CHEM 2202</td>
</tr>
<tr>
<td>PHYS 2121</td>
<td>PHYS 2122</td>
</tr>
</tbody>
</table>

Junior and Senior Year Sequence depends on which year Physical Chemistry and Analytical Chemistry are being offered.

<table>
<thead>
<tr>
<th>Third Year</th>
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<tbody>
<tr>
<td>CHEM 3301</td>
<td>CHEM 3302</td>
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<tr>
<td></td>
<td>CHEM 3371</td>
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<tr>
<td>Fourth Year</td>
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<tr>
<td>CHEM 2251</td>
<td>CHEM 4451</td>
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<tr>
<td></td>
<td>CHEM 4471</td>
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<tr>
<td>Chemistry Elective</td>
<td>Chemistry Elective</td>
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</tbody>
</table>

**OR:**

<table>
<thead>
<tr>
<th>Third Year</th>
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</thead>
<tbody>
<tr>
<td>CHEM 2251</td>
<td>CHEM 4451</td>
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<tr>
<td></td>
<td>CHEM 3371</td>
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<tr>
<td>Fourth Year</td>
<td></td>
</tr>
<tr>
<td>CHEM 3301</td>
<td>CHEM 3302</td>
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<tr>
<td></td>
<td>CHEM 4471</td>
</tr>
<tr>
<td>Chemistry Elective</td>
<td>Chemistry Elective</td>
</tr>
</tbody>
</table>

**ASSESSMENT OF LEARNING OBJECTIVES**

Students who earn the B.S. degree will have demonstrated their attainment of the specific objectives by appropriate scores on the current American Chemical Society (ACS) Examinations on the following three topics: General, Organic, and Physical. The students will additionally attain an appropriate score from one of the following examinations: Analytical, Instrumental, Inorganic, or Biochemistry. The passing score will be at or above the 40th percentile of the national norms for these exams or at an appropriate level, as determined by the Chemistry Department, based on
the accumulated data of the performance of LaGrange College students on these exams. The results which are in the best interest of the students will be used. These exams will be given at the end of the appropriate courses and will be offered to students up to three additional times prior to the time of the student’s scheduled graduation. The student must attempt a retest at least once a semester until successful completion of the exam. In the event that a student needs to repeat an exam for the second, third, or final time, evidence of preparation must be presented. Reexamination cannot be scheduled earlier than two weeks following a previous examination.

**THE BACHELOR OF ARTS-CHEMISTRY**

Students who earn the B.A. degree with a major in chemistry will be appropriately competent in the following areas:

- Atomic and molecular structure and chemical bonding;
- The language of chemistry: verbal, written, numerical, and graphical presentation of chemical concepts;
- Equilibria and stoichiometry;
- Periodic relationships;
- Thermochemistry;
- Chemistry laboratory skills, including data organization and analysis;
- Recognition, structure, and reactivity of the major organic functional groups;
- Thermodynamics
- Chemical dynamics
- Quantum mechanics and spectroscopy
- Synthesis and characterization of organic compounds by physical and instrumental methods;
- Either advanced inorganic chemistry, advanced organic chemistry, or biochemistry.

Students earn these competencies by pursuing the following courses required for the Bachelor of Arts curriculum in chemistry:

- General Chemistry 1101, 1102 8 semester hours
- Organic Chemistry 2201, 2202 8 semester hours
- Analytical Chemistry 2251 4 semester hours
- Physical Chemistry 3301, 3302 8 semester hours
- Junior Seminar, Chemistry 3371 2 semester hours
- Senior Seminar, Chemistry 4471 2 semester hours
- Chemistry Electives 4 semester hours
Required supporting courses include the following:
- Physics 1101, 1102, or 2121, 2122 8 semester hours
- Math 1121 or 2221 3 or 4 semester hours

The scheduling of the courses for the B.A. in chemistry can be somewhat flexible. The following are possible sequences to fulfill the requirements for the major.

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year</td>
<td></td>
</tr>
<tr>
<td>CHEM 1101</td>
<td>CHEM 1102</td>
</tr>
<tr>
<td>MATH 2221</td>
<td></td>
</tr>
<tr>
<td>Second Year</td>
<td></td>
</tr>
<tr>
<td>CHEM 2201</td>
<td>CHEM 2202</td>
</tr>
<tr>
<td>PHYS 1101 or 2121</td>
<td>PHYS 1102 or 2122</td>
</tr>
</tbody>
</table>

Junior and Senior Year Sequence depends on which year Physical Chemistry and Analytical Chemistry are being offered.

| Third Year               |                          |
| CHEM 3301                | CHEM 3302                |
| CHEM 3371                |                          |

| Fourth Year              |                          |
| CHEM 2251                | Chemistry Elective       |
| CHEM 4471                |                          |

**OR:**

| Third Year               |                          |
| CHEM 2251                | Chemistry Elective       |
| CHEM 3371                |                          |

| Fourth Year              |                          |
| CHEM 3301                | CHEM 3302                |
| CHEM 4471                |                          |

**ASSESSMENT OF LEARNING OBJECTIVES**

Students who earn the B.A. degree will have demonstrated their attainment of the specific objectives by appropriate scores on the current American Chemical Society (ACS) Exams for (1) General Chemistry and (2) Organic Chemistry. The passing score will be at or above the 40th percentile of the national norms for these exams or at an appropriate level, as determined by the Chemistry Department, based on the accumulated data of the performance of LaGrange College students on these exams. The results which are in the best interest of the students will be used. These exams will be given at the end of the appropriate courses and will be offered to students up to three additional times prior to the time of the student’s scheduled graduation. The student must attempt a retest at least once a
semester until successful completion of the exam. In the event that a student needs to repeat an exam for the second, third, or final time, evidence of preparation must be presented. Reexamination cannot be scheduled earlier than two weeks following a previous examination.

**THE BACHELOR OF ARTS-BIOCHEMISTRY**

Students who earn the B.A. with a major in biochemistry will be appropriately competent in the following areas:

- Atomic and molecular structure and chemical bonding
- The language of chemistry: verbal, written, numerical, and graphical presentation of chemical concepts
- Equilibria and stoichiometry
- Periodic relationships
- Thermochemistry
- Physical measurements of chemical systems
- Chemistry laboratory skills, including data organization and analysis
- Recognition, structure, and reactivity of the major organic functional groups
- Experimental synthesis and characterization of organic compounds by physical and instrumental methods
- In-depth study of biological molecules and metabolism
- Techniques of biotechnology.

Students earn these competencies by pursuing the following courses required for the Bachelor of Arts-Biochemistry:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Chemistry 1101, 1102</td>
<td>8</td>
</tr>
<tr>
<td>Organic Chemistry 2201, 2202</td>
<td>8</td>
</tr>
<tr>
<td>Biophysical Chemistry 3311</td>
<td>4</td>
</tr>
<tr>
<td>Junior Seminar, Chemistry 3371</td>
<td>2</td>
</tr>
<tr>
<td>Biochemistry, Chemistry 4421, 4422</td>
<td>8</td>
</tr>
<tr>
<td>Senior Seminar, Chemistry 4471</td>
<td>2</td>
</tr>
<tr>
<td>Math 1114 or 1121</td>
<td>3</td>
</tr>
<tr>
<td>Physics 1101, 1102</td>
<td>8</td>
</tr>
<tr>
<td>Suggested but not required Biology</td>
<td>8</td>
</tr>
</tbody>
</table>
ASSESSMENT OF LEARNING OBJECTIVES

Students who earn the B.A. with a major in biochemistry will have demonstrated the attainment of the specific objectives by appropriate scores on the current American Chemical Society (ACS) Exams for (1) General Chemistry, (2) Organic Chemistry and/or (3) Biochemistry. The passing score will be at or above the 40th percentile of the national norms for these exams or at an appropriate level, as determined by the Chemistry Department, based on the accumulated data of the performance of LaGrange College students on these exams. The results which are in the best interest of the students will be used. These exams will be given at the end of the appropriate courses and will be offered to students up to three additional times prior to the time of the student’s scheduled graduation. The student must attempt a retest at least once a semester until successful completion of the exam. In the event that a student needs to repeat an exam for the second, third, or final time, evidence of preparation must be presented. Reexamination cannot be scheduled earlier than two weeks following a previous examination.

The scheduling for the B.A. degree in biochemistry is flexible. The following is a proposed schedule to meet the requirements for the degree. This degree provides a flexible yet strong program for the pre-health professional requirements.

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year</td>
<td>MATH 1121 or MATH 1114</td>
</tr>
<tr>
<td>Second Year</td>
<td>CHEM 1101</td>
</tr>
<tr>
<td></td>
<td>CHEM 1102</td>
</tr>
<tr>
<td>Third Year</td>
<td>CHEM 2201</td>
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<tr>
<td></td>
<td>CHEM 2202</td>
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<tr>
<td></td>
<td>PHYS 1101</td>
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<tr>
<td></td>
<td>PHYS 1102</td>
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<tr>
<td>Fourth Year</td>
<td>CHEM 4421</td>
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<td></td>
<td>CHEM 4422</td>
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<td></td>
<td>CHEM 3311</td>
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<tr>
<td></td>
<td>CHEM 4471</td>
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</tbody>
</table>
A suggested schedule to meet the Pre-Health Professional Requirements and earn a B.A. degree in biochemistry is the following:

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year</td>
<td>CHEM 1101</td>
<td>CHEM 1102</td>
</tr>
<tr>
<td></td>
<td>BIOL 1101</td>
<td>BIOL 1102</td>
</tr>
<tr>
<td>Second Year</td>
<td>CHEM 2201</td>
<td>CHEM 2202</td>
</tr>
<tr>
<td></td>
<td>PHYS 1101</td>
<td>PHYS 1102</td>
</tr>
<tr>
<td></td>
<td>MATH</td>
<td>MATH</td>
</tr>
<tr>
<td>Third Year</td>
<td>CHEM 3301</td>
<td>Molecular Biology</td>
</tr>
<tr>
<td></td>
<td>CHEM 3371</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MCAT, PCAT, DAT, etc.</td>
</tr>
<tr>
<td>Fourth Year</td>
<td>CHEM 4421</td>
<td>CHEM 4422</td>
</tr>
<tr>
<td></td>
<td>CHEM 4471</td>
<td></td>
</tr>
</tbody>
</table>

The Molecular Biology and Biochemistry course could be switched during the third and fourth year depending on the interest of the student.

**DECLARATION OF MAJOR**

Before declaring a major in chemistry, a student must successfully (C or better) complete the introductory sequence (CHEM 1101, 1102). A student may declare a major after one term of chemistry with permission of the chair of the department.

**MINOR**

A minor in chemistry shall consist of CHEM 1101, 1102, 2201, 2202 and two additional chemistry courses from the following: CHEM 2251, 3301, 3302, 3311, 4421, 4422, 4431, 4451. Students must demonstrate proficiency in general chemistry by passing the ACS General Chemistry Examination as stated above.

**CHEMISTRY AWARDS**

The CRC Freshman Chemistry Award is awarded annually on Honors Day to the student with the most outstanding achievement in the CHEM 1101, 1102 General Chemistry sequence.

The A.M. Hicks Award for outstanding achievement in organic chemistry is awarded annually on Honors Day to the student taking organic chemistry who has attained the most outstanding record. The award is made in honor of Dr. A. M. Hicks who was a long time faculty member and chair of the department.
COURSE DESCRIPTIONS (CHEM)

Chemistry is a laboratory science and the department views the laboratory experience as an essential component of those courses with an associated laboratory. Consequently, students must achieve a passing grade in both the lecture and laboratory portions of the course to obtain a passing grade in the course.

CHEM 1101   General Chemistry I. (3 hrs. lec., 3 hrs. lab per week) (4)
Fall
A study of the foundations of chemistry including stoichiometry, atomic structure and periodicity, molecular structure and bonding models, and thermochemistry.
   Prerequisite: MATH 1101 (may be taken as co-requisite) or placement in 2105 or higher.

CHEM 1102   General Chemistry II. (3 hrs. lec., 3 hrs. lab per week) (4)
Spring
A continuation of CHEM 1101; a study of the gas, liquid, and solid phases, chemical thermodynamics, kinetics, equilibria, acid/base equilibria, oxidation-reduction reactions and electrochemistry.
   Prerequisites: CHEM 1101, MATH 1101 or placement in 2105 or higher.

CHEM 2201   Organic Chemistry I. (3 hrs. lec., 3 hrs. lab per week) (4) Fall
A study of the fundamentals of organic chemistry with respect to the bonding, structure, nomenclature and reactivity of various classes of organic compounds including aromatic compounds.
   Prerequisite: CHEM 1102

CHEM 2202   Organic Chemistry II. (3 hrs. lec., 3 hrs. lab per week) (4) Spring
A continuation of CHEM 2201 including spectroscopy, synthesis, carbonyls, and biomolecules.
   Prerequisite: CHEM 2201

CHEM 2251   Analytical Chemistry. (3 hrs. lec., 3 hrs. lab per week) (4)
Fall (even years)
A study of the theory and practice of volumetric and gravimetric quantitative analysis, chemical equilibrium, and acid/base chemistry.
   Prerequisite: CHEM 1102
CHEM 3301  Physical Chemistry: Thermodynamics and Chemical Kinetics.  
(3 hrs. lec., 3 hrs. lab per week)  (4)  Fall (odd years)  
A study of the basic principles of physical chemistry including the properties of gases, kinetic theory of gases, thermodynamics, thermochemistry, changes of state, phase rules, electrochemistry, and chemical dynamics  
Prerequisites: CHEM 2202 or permission of instructor, MATH 2221, PHYS 1102 or PHYS 1122  

CHEM 3302  Physical Chemistry: Chemical Dynamics and Quantum Mechanics.  (3 hrs. lec., 3 hrs. lab per week)  (4)  
Spring (even years)  
The study of basic principles of physical chemistry focusing on gas kinetics, chemical dynamics, quantum mechanics, and atomic and molecular spectroscopy.  
Prerequisites:  MATH 2222, PHYS 1102 or PHYS 1122  

CHEM 3311  Biophysical Chemistry.  (3 hrs. lec. per week)  (3)  Fall  
An overview of thermodynamics, dynamics and quantum chemistry.  
Prerequisites:  CHEM 2202 or permission of instructor, MATH 1114 or MATH 2105 or placement in MATH 2221.  Physics 1101 is a prerequisite (preferred) or may be taken as a corequisite.  

CHEM 3371  Junior Seminar (2 hrs. class per week)  (2)  Spring  
A course that acquaints the student with the chemical literature as well as presentation and discussion of scientific data and information.  In addition, students explore career opportunities, prepare a portfolio, and develop career plans.  Note:  Course is graded on a pass/no credit basis.  
Prerequisite:  Junior standing  

CHEM 4421  Biochemistry I.  (3 hrs. lec., 3 hrs. lab per week)  (4)  
Fall  
An introductory course in the principles of biochemistry, with emphasis on the structure and function of biomolecules, membrane structure and function and an introduction to metabolism and bioenergetics.  
Prerequisite:  CHEM 2202 or permission of instructor.  

CHEM 4422  Biochemistry II.  (3 hrs. lec., 3 hrs. lab per week)  (4)  Spring  
A continuation of CHEM 4421 with emphasis on cellular metabolism, fundamentals of molecular genetics, and current topics in biochemistry.  
Prerequisite:  CHEM 4421
CHEM 4431  Inorganic.  (3 hrs. lec. per week)  (3) On demand
An in-depth examination of atomic and molecular structure.  Symmetry
concepts are introduced and used.
   Prerequisite:  CHEM 3301 or consent of the instructor.

CHEM 4441  Advanced Organic Chemistry.  (3 hrs. lec. per
week)  (3) On demand
This course is concerned with the synthesis of organic compounds.
Because synthesis requires a mastery of organic reactions, mechanisms and
stereochemistry, it is the ultimate consolidation of the student’s expertise in
organic chemistry.
   Prerequisite:  CHEM 2202

CHEM 4451  Instrumental Analysis. (3 hrs. lec., 3 hrs. lab per week) (4)
   Spring (odd years)
A study of instrumentation and advanced analytical techniques.

CHEM 4471  Senior Seminar.  (2 hrs. class per week)  (2) Spring
A capstone course which is thematic.  Emphasis is on integration of the
student’s experience in chemistry and the presentation of chemical
literature in seminar and written form.
   Prerequisite:  Senior standing

CHEM 4800  Special Topics.  (1-4 hours) On demand
A special topics course that may be designed to provide the student with
exposure to topics and concepts not covered in the regular course offerings.

CHEM 4900  Independent Study.
This course can vary and may be used to satisfy the research requirement
for the B.S. major and provide research experience for B.A. majors.
COMPUTER SCIENCE

INTRODUCTION
The Computer Science Department at LaGrange College has several goals. With the goal of computer literacy for our general student population, courses are offered to acquaint students with microcomputer applications and networks. For students who want further study in computer science, the following options are available:

A minor in computer science (18 semester hours)
B.A. degree in computer science (39 semester hours)
B.A. degree in computer science with a concentration in business (48 semester hours)
B.A. degree in computer science with a concentration in graphic design (45 semester hours)
B.S. degree in computer science (50 semester hours)

LEARNING OBJECTIVES
Graduates from the B.A. and B.S. degree programs at LaGrange College should be able to do each of the following:

• Write programs in a reasonable amount of time that work correctly, are well documented, and are readable.
• Determine whether or not they have written a reasonably efficient and well-organized program.
• Know which general types of problems are amenable to computer solution and the various tools necessary for solving such problems.
• Assess the implications of work performed either as an individual or as a member of a team.
• Understand basic computer architectures.
• Pursue in-depth training in one or more application areas or further education in computer science.

In addition, students in the B.S. degree program should be able to do research, be able to convey technical ideas in a clear writing style, and have the mathematical background necessary for scientific problem-solving. Students in the B.A. degree program with a concentration in business should have the knowledge of the functional areas of business necessary
for working in that environment. Students in the B.A. degree program
with a concentration in graphic design should have the knowledge of
graphic design necessary for creating functional and well-designed
websites.

All of the 1000-level or above courses in computer science, mathematics,
and business that are required for the B.A. or B.S. degree or the minor
must be completed with a grade of C or better.

The computer science curriculum at LaGrange College is based on the
recommendations of the A.C.M. (Association for Computing Machinery).
In addition, our students have the opportunity to take courses that will
make them more attractive in the job market. These courses include
programming languages (such as Python, COBOL, Visual Basic, and
Java), PC support and troubleshooting (including an A+ course), database
administration (Oracle), network administration, and web programming
(including XML, XHTML, HTML, CSS, JavaScript, and Adobe web
applications).

**ASSESSMENT OF LEARNING OBJECTIVES**

The accomplishment of these objectives will be demonstrated by the
following:

1. Satisfactory performance on a programming test. This test will be
   based on the concepts learned in CSCI 1990 and 2990 and must be
taken at the end of the semester in which the student completes
   CSCI 2990. The test will be offered once at the end of every
   semester in which CSCI 2990 is offered. The test must be satisfactorily
   completed by the end of the semester in which the student reaches senior status, but under no circumstances will a
   student be allowed to take the test more than four times prior to and
   including that semester. If the test has not been completed
   satisfactorily by that time, the student will not be allowed to continue in either the B.A. or the B.S. degree programs in computer
   science.

2. Satisfactory performance by the student in delivering a presentation
   at a regularly scheduled Computer Science Department seminar.
   This presentation will be developed with the approval of and
   possible input from the computer science faculty. If the student does
not arrive at the scheduled time for the seminar or does not perform satisfactorily in the seminar, the department reserves the right to impose additional requirements to substitute for the seminar. A student who fails to fulfill these requirements will not be allowed to graduate.

3. Satisfactory completion of an assessment portfolio to be kept by each computer science major. The purpose of this portfolio will be to aid in assessing the professional development of each student and the growth of the student's programming skills as the student progresses through the computer science curriculum. Each portfolio will include the programming test described in item (1) above, a program selected by the instructor from CSCI 3250, three additional examples of the student's work, a copy of the student's resume, material from the departmental seminar presentation made by the student and described in item (2), a copy of the student's web page, and a personal information sheet (including forwarding address and phone number, e-mail address, and plans after graduation). The three examples of the student's work mentioned above must be approved for inclusion by faculty consensus. Maintaining the portfolio is the responsibility of the student. Additional information about the portfolio is available from the department.

4. Attendance at Computer Science Department seminars. Each student will be required to attend at least 50% of these seminars each semester. A student who fails to attend 50% of the seminars will be required to submit a short written report for each seminar under the 50% missed. Details concerning such written reports are available from the department. Failure to attend 50% of the seminars and submit such reports will result in the student not being certified as a computer science graduate.

CAREER OPPORTUNITIES

Students who complete the computer science major have a wide range of employment opportunities. These include positions in programming, PC support and troubleshooting, database administration, network administration, and web programming. Graduates of the computer science degree program at LaGrange College have secured positions as I.T. department managers, I.T. security specialists, systems analysts, database administrators, webmasters, web designers, PC support specialists, as well as other positions. Companies employing these graduates include Milliken and Co., Interface, Duracell, Hitachi, Walt Disney World (I.T. security), Chick-Fil-A (I.T. department), WestPoint Stevens, Total Systems Services, BellSouth, Texas Instruments, General Motors, and others.
In addition, a number of graduates have gone on to graduate school in areas such as computer science, computer engineering, electrical engineering, and management information systems.

**COURSE REQUIREMENTS**

**Requirements for all students pursuing a minor, B.A., or B.S. in Computer Science (9 semester hours)**
- CSCI 1990
- CSCI 2990
- CSCI 2500

**Requirements for the minor in Computer Science (9 additional hours):**
- CSCI 3000 or 3250
- Two additional CSCI courses at the 3000-level or above
  (excluding internship credit)

**Requirements for the B.A. Degree (30 additional hours)**
- CSCI 3000
- CSCI 3050
- CSCI 3250
- CSCI 3700
- Five additional CSCI courses at the 3000-level or above
  (excluding internship credit)
- MATH 1121

**Requirements for the B.A. with a concentration in Business (39 additional hours)**
- CSCI 3000
- Six additional CSCI courses at the 3000-level or above
  (excluding internship credit)
- MATH 1121
- The five courses required for a minor in business management:
  ACCT 2211, ECON 2200, MRKT 3380, MGMT 2200, and
  MGMT 3370

**Requirements for the B.A. with a concentration in Graphic Design (36 additional hours)**
- CSCI 3500
- CSCI 3550
- Five additional CSCI courses at the 3000-level or above
  (excluding internship credit)
- The six courses required for a minor in Art and Design:
  ARTD 1152, 2201, 2222, 3222, 3301, plus an art history class as
  the fine arts course in the Core Program.
Requirements for the B.S. Degree (41 additional hours)

- CSCI 3000
- CSCI 3050
- CSCI 3250
- CSCI 3990
- CSCI 4100
- CSCI 4250
- CSCI 4900
- Four additional CSCI courses at the 3000-level or above
- MATH 2221
- MATH 2222
- In addition, PHYS 1101/1102 or 2121/2122 are required as the laboratory science courses in the Core Program.

COURSE DESCRIPTIONS (CSCI)

**CSCI 1990 Introduction to Algorithmic Design. (3)** Fall, Spring
Problem solving and algorithmic design using the language Java or Python. Structured programming concepts, debugging and documentation.

**Prerequisite:** CSCI 1990 or consent of instructor

**CSCI 2050 PC Maintenance and Troubleshooting. (3)** On demand
A study of basic computer hardware, how to install hardware components, and how to diagnose hardware problems. In addition, the course includes a study of the basics of Windows and DOS necessary for maintaining computer hardware. The course is designed to begin to prepare students for A+ certification, as well as for the benefit of those who just wish to upgrade and diagnose hardware and operating system problems on their own computers.

Prerequisite: CSCI 1990 or consent of instructor

**CSCI 2500 Visual Basic. (3)** Fall (odd years)
The study of Visual Basic, an event-driven (as opposed to procedural) language.

Prerequisite: CSCI 1990 or consent of instructor

**CSCI 2990 Algorithmic Design. (3)** Spring
A continuation of CSCI 1990. Further development of techniques in Java for program design, program style, debugging and testing, especially for larger programs. Introduction to algorithmic analysis. Introduction to the basic aspects of string processing, recursion, internal search/sort methods, and simple data structures. Programming using graphical user interfaces.

Prerequisite: CSCI 1990
CSCI 3000  Introduction to Computer Systems.  (3) Fall (odd years)
Computer structure and machine language, assembly language
programming. Addressing techniques, macros, file I/O, program
segmentation and linkage, assembler construction, and interpretive routines.

CSCI 3050  Introduction to Computer Organization.  (3)
Spring (even years)
Basic logic design, coding, number representation and arithmetic,
computer architecture, and computer software.

Prerequisite:  CSCI 1990

CSCI 3150  Introduction to File Processing.  (3) On demand
Concept of I/O management (fields, keys, records, and buffering). File
organization, file operations, and data structures. Time and storage space
requirements. Data security and integrity.

Prerequisite:  CSCI 3000 or 3250 or consent of instructor

CSCI 3250  Data Structures.  (3) Fall (even years)
Review of basic data structures such as stacks, queues, lists, and trees.
Graphs and their applications. Internal and external searching and sorting.
Memory management.

Prerequisite:  CSCI 2990 or consent of instructor

CSCI 3310  Organization of Programming Languages.  (3)
On demand
An introduction to the structure of programming languages. Language
definition structure, data types and structures, control structures and data
flow. Run-time consideration, interpretative languages, lexical analysis
and parsing.

Prerequisite:  CSCI 3000 or consent of instructor

CSCI 3400  Computer Networks I.  (3) Fall (odd years)
An introduction to networks with particular emphasis on the TCP/IP
protocols used on the Internet.

Prerequisite:  CSCI 1990 or consent of instructor

CSCI 3450  Computer Networks II.  (3) Spring (even years)
A continuation of CSCI 3400.

Prerequisite:  CSCI 3400
CSCI 3500  Web Programming. (3)  Fall (odd years)
The study and practice of the planning, construction, and programming of
web pages using HTML, CSS, SSI, and CGI. Graphics, sound, video, and
animation will also be discussed.
   Prerequisite:  CSCI 1990 or consent of instructor

CSCI 3550  Server-Side Scripting and Database Management. (3)
PHP, a server-side scripting language that can be embedded in a web page
to allow for dynamic content, MySQL, a relational database management
system, and how to interface them.
   Prerequisite: CSCI 3500 or consent of instructor

CSCI 3700  Discrete Mathematical Structures in Computer
Science. (3)  Spring (even years)
An introduction to the mathematical tools for use in computer science.
These include sets, relations, and elementary counting techniques.  Algebra
and algorithms, graphs, monoids and machines, lattices and Boolean
algebras, groups and combinatorics, logic and languages.
   Prerequisites:  MATH 1121, 2221, or consent of instructor

CSCI 4050  Database Management Systems Design. (3)
Spring (odd years)
Introduction to database concepts using SQL and Oracle.  Data models,
normalization, data description languages, query facilities.  File
organization, index organization, file security, and data integrity and
reliability.
   Prerequisite:  CSCI 1990

CSCI 4100  Numerical Methods. (3)  On demand
Introduction to numerical analysis with computer solution.  Taylor series,
finite difference calculus, interpolation, roots of equations, solutions of
linear systems of equations, matrix inversion, least-squares, numerical
integration.
   Prerequisites:  MATH 1121, 2221, or consent of instructor

CSCI 4300  Computer Graphics. (3)  On demand
An overview of graphical concepts and applications on the computer.
These include programming graphics, graphical manipulation software,
animation, web graphics, and graphics in multimedia presentations.
   Prerequisite:  CSCI 3000 or consent of instructor
CSCI 4500  Operating Systems. (3)  On demand
A course in systems software that is largely concerned with operating systems. Such topics as process management, device management, and memory management are discussed, as are relevant issues associated with security and protection, networking, and distributed operating systems.

Prerequisite: CSCI 3000 or consent of instructor.

CSCI 4510 - 4520 - 4530  Special Topics. (3)  On demand
This series of courses provides the student with material not covered in the courses above. Topics such as telecommunications, microcomputer interfacing, artificial intelligence, automata theory, survey of modern languages, fourth-generation languages, operating systems, and object-oriented design will be covered.

Prerequisite: Determined by topic

CSCI 4900  Formal Languages. (3)  On demand
An introduction to the basic theoretical models of computability. Finite automata, Turing machines, computability, decidability, and Gödel's incompleteness theorem.

Prerequisite: CSCI 3250, 3310, or 3700 or consent of instructor

CSCI 4950  Independent Study. (3)  On demand
CORE PROGRAM
INTEGRATIVE CURRICULUM

LEARNING OBJECTIVES
The core curriculum of LaGrange College is designed to improve students’ creative, critical, and communicative abilities, as evidenced by the following outcomes:

- Students will demonstrate creativity by approaching complex problems with innovation and from diverse perspectives.
- Students will demonstrate critical thinking by acquiring, interpreting, synthesizing, and evaluating information to reason out conclusions appropriately.
- Students will demonstrate proficiency in communication skills that are applicable to any field of study.

COURSE DESCRIPTIONS (CORE)

CORE 1101*  First-Year Cornerstone. (3)
The academic Cornerstone program has as its main goal to introduce entering first-semester students to what LaGrange College values in an interdisciplinary liberal arts education. The course balances the instructor’s selected academic theme with a common set of assignments and academic skill sets. Together, these components strive to enhance the creative, critical, and communicative abilities of students while engaging ethical living through servant leadership and sustainability.

CORE 1102*  First-year Orientation. (1)
This extended orientation course will improve students’ academic success and ease the transition into college life. First-year students develop study skills, time management, understand the services offered by the college such as career development and selection of major, academic support, and understand the traditions and policies of LaGrange College.

* Transfer students with 30 or more hours may be exempted from the CORE 1101/1102 requirement.
CORE 1120  Problem Solving. (3)
Individual and small-group problem solving geared toward real-life situations and nontraditional problems. The course focuses on a number of problem solving strategies, such as: draw a diagram, eliminate possibilities, make a systematic list, look for a pattern, guess and check, solve an easier related problem and sub-problems, use manipulatives, work backward, act it out, unit analysis, use algebra and finite differences, and others. Divergent thinking and technical communication skills of writing and oral presentation are emphasized.
Prerequisite: MATH 1101 or higher

CORE 1140  Computer Applications. (1)
Mathematical techniques and computer methods with spreadsheets are used in the development of quantitative reasoning skills. These techniques are examined in the contexts of business and economics and of sustainability through managing one’s personal finances.
Prerequisite: MATH 1101 or higher

CORE 2001  Humanities: Ancient through Medieval Age. (3)
This course focuses on our cultural heritage with an emphasis on the impact of the Judeo-Christian tradition as it relates to all knowledge. The course balances the instructor’s selected academic theme with a common set of assignments and academic skill sets. The period from the emergence of human history to 1660 is covered in this course. Students confront primary and secondary source materials to gain an historical consciousness.
Prerequisites: ENGL 1102

CORE 2002  Humanities II. (3)
This course focuses on our cultural heritage with an emphasis on the impact of the Judeo-Christian tradition as it relates to all knowledge. The course balances the instructor’s selected academic theme with a common set of assignments and academic skill sets. The period from 1660 to the present is covered in this course. Students confront primary and secondary source materials to gain an historical consciousness.
Prerequisite: ENGL 1102

CORE 3001  The American Experience. (3)
This course focuses on the social structure, economics, politics, and culture of the United States. It examines many of the common assumptions about American society, especially meritocracy, freedom, and “justice for all.” In addition, the course considers issues of sustainability and how they have shaped America’s past and present and will continue to shape its future.
Prerequisites: CORE 2001 or CORE 2002.
EDUCATION

INTRODUCTION

The Department of Education offers several initial teacher preparation programs: a Bachelor of Arts program at the Early Childhood (PK – 5th) level and a Master of Arts in Teaching program for both the Secondary and Middle Grades levels. The Master of Education in Curriculum and Instruction and Specialist in Education programs are designed for those who already have a teaching certificate. See the Education Department’s Graduate Bulletin for advanced programs.

The education curriculum at LaGrange College serves three basic purposes:

- to provide for the development of professional knowledge, skills, and dispositions that are essential for the teaching profession;
- to provide planned and carefully guided sequences of field experiences (this requires that all students meet with their advisors before making any work plans);
- to provide initial preparation programs in Early Childhood education at the undergraduate level, and a Master of Arts in Teaching initial preparation program for middle and high school grades, all of which are fully accredited by the Southern Association of Colleges and Schools and the Georgia Professional Standards Commission;

ADMISSION TO UNDERGRADUATE TEACHER EDUCATION

During the sophomore year, students intending to complete a Bachelor of Arts program in Early Childhood Education make formal application to the teacher education program. Normally this occurs after the student has completed three semesters of full-time coursework.

The following are required for entrance into an undergraduate program:

- GACE Basic Skills Examination requirement or exemption with a SAT Score of at least 1000 (Verbal and Math) or ACT score of at least 43 (English and Math)
- EDUC 1199 – Foundations of Education (grade of “C” or better)
- GPA of 2.5 or better
- Submission of application to program
- Background check to ensure that no criminal record or discharge from the armed services would prevent teacher certification
After interviewing with the Chair of the Education Department, candidates may be admitted conditionally if the results of the GACE Basic Skills examination are pending, or if one of the other criteria falls marginally short of the minimum requirements. If admitted conditionally due to a GPA that falls marginally short of the requirement, candidates have one semester to meet the GPA requirement before being dropped from the education program. Candidates who have been conditionally admitted because they have not satisfied the GACE requirement must show proof that they have taken the test within the last four weeks or are scheduled to take it by the end of the semester. Those who fail to show proof will not be registered for the following semester. If a junior has not satisfied the GACE Basic Skills Assessment requirement by the spring semester of the junior year, the candidate will be dropped from the program and can only be reinstated once the Education Department has received official passing scores.

**TEACHER CERTIFICATION**

The education department offers a variety of programs that are approved by the Georgia Professional Standards Commission and lead to certification in Georgia. To be eligible for recommendation by LaGrange College for a professional teaching certificate, candidates must meet the following criteria:

- Graduate from LaGrange College in an approved initial preparation program
- Maintain a 2.5 grade point average on all work attempted, and a 2.5 institutional grade point average
- Earn no less than a “C-“ grade on all professional and field courses presented for graduation
- Successfully complete the Georgia certification examinations appropriate for the field(s) in which certification is sought.

**CORE PROGRAM REQUIREMENTS**

All candidates planning to complete approved programs of Teacher Education must complete the CORE program requirements.
LEARNING OBJECTIVES

Approved Program in Early Childhood Education

Candidates completing the Early Childhood Education Major will:

• develop a thorough understanding of the social, intellectual, physical, and emotional development of the child;
• identify the nature of learning and behaviors involving the child;
• construct a curriculum appropriate to the needs of the child;
• utilize existing knowledge about parents and cultures in dealing effectively with children;
• gain a thorough knowledge of the fundamental concepts of appropriate disciplines and how to relate them to the child;
• identify and implement differentiated teaching strategies in lessons designed for elementary students;
• understand diagnostic tools and approaches for assessing students at all levels and how to remediate learning problems in the various disciplines;
• develop their maximum potential through the provision of a succession of planned and guided experiences.

ASSESSMENT OF LEARNING OBJECTIVES

The Georgia Professional Standards Commission requires that the Education Department use technology to show that all candidates have met specific standards for teaching certification. To cover the cost of the software used for individual candidate performance, portfolio development, and data collection, a $100 subscription fee is assessed in the fall junior course EDUC 3342 Child Development and Practicum.

PROGRAM OF STUDY

Early Childhood majors begin their program of study during the spring semester of their sophomore year. The course EDUC 1199 Foundations of Education is a prerequisite for unconditional admittance and must be taken before or during the spring semester of the candidate’s sophomore year. Because Early Childhood Education is a cohort program, it is imperative that interested students declare their intent to become early childhood certification candidates by following the above admission to teacher education procedures before spring registration in the fall of their sophomore year.
<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite</td>
<td>EDUC 1199</td>
<td>Foundation in Education</td>
<td>3</td>
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<tr>
<td>Spring</td>
<td>EDUC 4459</td>
<td>Special Needs/Exceptional Children</td>
<td>3</td>
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<tr>
<td>Sophomore</td>
<td>MATH 3101</td>
<td>Fundamentals of Mathematics I for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Fall</td>
<td>EDUC 3342</td>
<td>Child Development</td>
<td>3</td>
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<tr>
<td>Junior</td>
<td>EDUC 3354</td>
<td>Theories of Reading Instruction</td>
<td>3</td>
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<tr>
<td></td>
<td>EDUC 4360</td>
<td>Curriculum and Accountability</td>
<td>3</td>
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<td></td>
<td>EDUC 4449</td>
<td>Classroom Technology</td>
<td>3</td>
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<td></td>
<td>MATH 3102</td>
<td>Fundamentals of Mathematics II for Teachers</td>
<td>3</td>
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<tr>
<td>Interim</td>
<td>EDUC 4460</td>
<td>Diversity in Elementary Classroom</td>
<td>3</td>
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<tr>
<td>Junior</td>
<td>EDUC 3319</td>
<td>Math Methods</td>
<td>3</td>
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<tr>
<td>Spring</td>
<td>EDUC 3355</td>
<td>Fundamentals of Reading Instruction</td>
<td>3</td>
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<tr>
<td>Junior</td>
<td>EDUC 4456</td>
<td>Language Arts Methods</td>
<td>3</td>
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<tr>
<td></td>
<td>EDUC 4457</td>
<td>Social Studies Methods</td>
<td>3</td>
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<tr>
<td>Fall</td>
<td>EDUC 3317</td>
<td>Science Methods</td>
<td>3</td>
</tr>
<tr>
<td>Senior</td>
<td>EDUC 4356</td>
<td>Diagnosis/Remediation of Problems in Reading</td>
<td>3</td>
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<td></td>
<td>EDUC 3356</td>
<td>Integrating Specialty Areas</td>
<td>3</td>
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<td>EDUC 4480</td>
<td>Senior Seminar</td>
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</tr>
<tr>
<td>Spring</td>
<td>EDUC 4490</td>
<td>Student Teaching</td>
<td>12</td>
</tr>
</tbody>
</table>
ADMISSION TO STUDENT TEACHING

Applications for student teaching are due midterm, the semester prior to student teaching. Candidates will spend one semester in full-time teaching activities under the supervision of a classroom teacher. Before a candidate can begin student teaching, all core and program coursework must be completed with at least a cumulative 2.5 GPA and a “C-” or above in courses related to the program. Students should not hold outside employment during the semester of student teaching without the permission of the director of field experience.

When a candidate applies for admission to student teaching the following artifacts are collected: GPA, Opening School Experience Journals and Logs, Lesson Plan Rubrics, Professional Development Plans (if used), Teacher Candidate Evaluations, and Disposition Evaluations from all field experiences.

Detailed requirements and information related to field experience can be found in the LaGrange College Field Experiences Handbook.

CERTIFICATION REQUIREMENTS

To be eligible for certification recommendation, teacher candidates must have successfully completed all program requirements. 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. Program completion artifacts collected at the time of graduation include transcripts, GPA, Lesson Plan Rubrics, and Documentation of Student Learning, Opening School Experience documentation, Senior Teacher Work Sample, Professional Logs, Teacher Candidate Evaluations, Disposition Evaluations, and PDPs (if needed). In addition to the above, candidates must have a passing score on the appropriate GACE Content Examination(s).

POST GRADUATION

After completing an initial program, graduates are asked to respond to a survey based on Georgia Professional Standards Commission Standards and the Georgia Framework Domains. 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 based on the Georgia Framework Domains asks employers to rate candidates on job performance.
POLICY FOR REMEDIATION OF INAPPROPRIATE
DISPOSITIONS AND/OR INADEQUATE PERFORMANCE

Dispositions

Because appropriate dispositions enhance teaching and learning, the Department of Education believes that candidates should project positive and productive attitudes toward students, colleagues and professors. Acceptable dispositions refer to positive attitudes, respect for the diverse characteristics of others and taking grievances to the appropriate person in a professional manner. In the pursuit of knowledge of learning, childhood and society, appropriate dispositions reflect the teachers’ abiding respect for the intellectual challenges set before them by their professors. Teachers are committed intellectuals who value rigorous inquiry, critique and informed skepticism as ways to expand their ethical, cultural and intellectual universes. To engage in professional exchanges, committed teachers must demonstrate constructive dispositions at all times. If a classroom professor observes or becomes aware of inappropriate dispositions, s/he will issue a written warning to the student. Upon the second time, the student will be required to attend a hearing of the Education Department Faculty for possible disciplinary action. At the discretion of the faculty, disciplinary action may result in a reduction in grade or in severe situations, expulsion from the program. Appropriate dispositions are also expected and assessed during field and clinical experiences.

Performance

Candidates who exhibit poor content knowledge, content pedagogical knowledge, professional skills and/or fail to demonstrate a positive effect on student learning based on specific criteria stated in the Field Experience Handbook (FEH) may be required to complete a remedial Professional Development Plan (PDP). Dismissal from the program is possible if the candidate fails to meet the minimum scores on the PDP. Specific procedures, instruments and scoring criteria used to assess dispositions and performance are described in the FEH.

GRANTS AND SCHOLARSHIPS

Qualified early childhood and BA/MAT education candidates are eligible for HOPE Promise and TEACH grants. See General Grants and Scholarship in the Financial Aid portion of this bulletin for details.
**COMBINED B.A. AND M.A.T PROGRAM OF STUDY**

Undergraduate students who meet the admission requirements for the M.A.T (passing GACE Basic Skills or a combined SAT score of more than 1000) and those who have a GPA of 3.0 or higher in their undergraduate studies have the opportunity to participate in a combined B.A. and M.A.T. program of study after the completion of 90 semester hours. Once accepted, candidates may take entering cohort graduate courses the Summer Semester following their junior year of study. Upon gaining senior status, candidates may take one three-credit graduate course during the Fall, Interim, and Spring Semesters only if enrolled with twelve undergraduate credits.

**B.A. AND M.A.T. PROGRAM OF STUDY**

<table>
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<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>First Summer</strong></td>
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<tr>
<td>Semester I</td>
<td>EDUC 6040</td>
<td>Foundations of Curriculum and Instruction (after 90 credit hours)</td>
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<td></td>
<td>EDUC 5000</td>
<td>Summer Field Experience</td>
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<tr>
<td><strong>First Summer</strong></td>
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<tr>
<td>Semester II</td>
<td>EDUC 6020</td>
<td>Educational Technology</td>
<td>3</td>
</tr>
<tr>
<td><strong>First Fall</strong></td>
<td>EDUC 5060</td>
<td>Students with Special Needs</td>
<td>3</td>
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<tr>
<td><strong>Interim</strong></td>
<td>EDUC 5040</td>
<td>Affirming Diversity in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td><strong>First Spring</strong></td>
<td>EDUC 5020</td>
<td>Teaching Methods in the Middle and Secondary Grades</td>
<td>3</td>
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<td><strong>OR</strong></td>
<td>EDUC 5090</td>
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<td><strong>OR</strong></td>
<td>Foundations of Reading Theories</td>
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<tr>
<td><strong>Second Summer</strong></td>
<td>EDUC 6030</td>
<td>Problems of Reading</td>
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<td>Semester I</td>
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<td><strong>Second Summer</strong></td>
<td>EDUC 6010</td>
<td>Assessment and Accountability</td>
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<td>Semester II</td>
<td><strong>OR</strong></td>
<td>EDUC 5070</td>
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<td></td>
<td><strong>OR</strong></td>
<td>Assessing and Improving Literacy</td>
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<td><strong>Second Fall</strong></td>
<td>EDUC 5700</td>
<td>Internship I (formal observations)</td>
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<tr>
<td><strong>Second Spring</strong></td>
<td>EDUC 5700</td>
<td>Internship II (formal observations)</td>
<td>8</td>
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</tbody>
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COURSE DESCRIPTIONS (EDUC)

EDUC 1199  Foundation in Education. (3) Fall and Spring
An introduction to teaching and learning. This course addresses teacher behavior, teacher roles, teacher ethics and experiences, historical perspectives, philosophical foundations, approaches to curriculum development, the politics of education, school governance, school funding and legal issues, school environments, and living and learning in a diverse society. This course is a prerequisite for admission to education program and includes an initial school visitation experience.

MATH 3101  Fundamentals of Mathematics I for Teachers. (3) Spring
A study of topics in mathematics designed for future elementary and middle school teachers who are not pursuing a concentration in mathematics. Topics include problem solving, number systems and the relationships between these systems, understanding multiplication and division, including why standard computational algorithms work, properties of arithmetic, and applications of elementary mathematics. The NCTM and Georgia Performance Standards are used to frame the course.

Prerequisite: MATH 1101 or higher

MATH 3102  Fundamentals of Mathematics II for Teachers. (3) Fall
A study of topics in mathematics designed for future elementary and middle school teachers who are not pursuing a concentration in mathematics. Topics include numbers and operations, algebra, geometry, data analysis, statistics, probability, and measurement. Technology is used when appropriate. The NCTM and Georgia Performance Standards are used to frame the course.

Prerequisite: MATH 1101 or higher

EDUC 3317  Science Methods. (3) Fall
This course addresses science content, process skills, attitudes, and real-world applications that are developmentally appropriate for science and instruction. Effective teaching strategies that incorporate integrated and interdisciplinary approaches, technology, literature, multicultural education, and the Georgia Performance Standards are combined with theories of learning. Field experience required.
EDUC 3319  Math Methods. (3)  Spring
The math methods course focuses on a constructivist approach to teaching and learning with emphasis on problem-solving, NCTM standards, and Georgia Performance Standards. The course stresses mental mathematical exercises and activities with manipulatives that promote mathematical confidence in children. There is an extensive field experience that involves a semester relationship with exemplary math teachers. Coursework involves implementation of the tenets that underlie the conceptual framework of the Education Department.

EDUC 3342  Child Development Practicum. (3)  Fall
A study of the principles of growth and development from conception through twelve years of age. Specific attention will be given to the influences of family on physical maturation, cognitive development, social skills, and personality development. Major contributions from the leading authorities in the field are emphasized during the study of each area of development. A nursery and preschool field experience is required.

EDUC 3354  Theories of Reading Instruction. (3)  Fall
Different theories of reading instruction are the focus for this course. Special emphasis is on children’s literature and its role in successful reading programs. Other topics include: reading process, principles of reading instruction, and emergent literacy. IRA standards and Georgia Performance Standards provide a basis for lesson plans and field experiences in local schools.

EDUC 3355  Fundamentals of Reading Instruction. (3)  Spring
A study of word recognition strategies with emphasis on phonics. Teaching techniques for vocabulary and comprehension, reading in content areas, and interrelatedness of reading and writing are also addressed. Standards from IRA and Georgia Performance Standards are used in combination with various approaches to effective instruction in planning effective lessons for experiences in local schools.

EDUC 3356  Integrating Specialty Areas into Classroom Instruction (3)  Fall
This course teaches the early childhood certification candidate how to integrate the arts, health and physical education into instruction. Through collaboration with college faculty, elementary classroom teachers and specialty area teachers, candidates will understand, and use the content, functions, and achievements of dance, music, theater, and the several visual
arts as primary media for communication, inquiry, and insight among elementary students; use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health; and know, understand, and use human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

EDUC 4356  Diagnosis and Remediation of Problems in Reading.  (3) Fall
The focus of this course is the identification and correction of reading problems in elementary school students. Special attention is given to testing and teaching materials for corrective work including reading inventories, formal and informal assessment, and computer programs. A variety of assessment techniques, IRA standards, Georgia Performance Standards, and technology are incorporated throughout the course.

EDUC 4360  Curriculum and Accountability in Elementary Grades. (3) Fall
This course addresses the practical aspects of curriculum development along with the role of preparation and its contribution to successful classroom management. A variety of assessment techniques, use of the Georgia Performance Standards, differentiated instruction, and classroom management are among other key areas that are studied. EDUC 4360 Curriculum and Accountability in the Elementary Grades is taken in conjunction with EDUC 4480 Senior Seminar.

EDUC 4449  Classroom Technology for Elementary Grades. (3) Fall
A course offered to early childhood and middle grades education majors during the fall and spring semesters. This course meets the expected performances found in the Georgia Technology Standards for Educators. It is designed to teach (a) Global Communication Skills (b) Application Skills and (c) Integrative Strategies. All students are responsible for designing a professional web site and electronic portfolio that contains evidence of their expertise in classroom technology. The evidence must be aligned with the Georgia Technology Standards.
EDUC 4456 Language Arts Methods. (3) Spring
This course provides a thematic approach to methods for teaching language arts in the elementary grades. Major topics include oral and written language, reading and writing workshop, spelling, and grammar. Georgia Performance Standards, NCTE and IRA standards are used in developing instructional resources and units. Field experience is required.

EDUC 4457 Social Studies Methods. (3) Spring
The interdisciplinary nature of social studies are the focus for the study of curriculum, methods, technology, and professional sources. Emphasis is on planning for and developing resources for instruction, including the development of a unit with emphasis on the NCSS standards and Georgia Performance Standards for a chosen grade level. This course includes a field experience component.

EDUC 4459 Special Needs and Exceptional Children. (3) Spring
A study of identification and diagnostic techniques for teachers related to areas of exceptionality among students and of alternative styles of teaching to meet special needs. The introduction to the Student Support Team (SST) process, the writing of eligibility reports and Individual Education Plans (IEP) are explored. The psychological and behavioral characteristics of exceptional children are studied. The importance of transition and other forms found within the exceptional children’s categories is identified. Weekly field experience in the exceptional children’s areas will be provided.

EDUC 4460 Diversity in the Elementary Classroom. (3) Interim
This course addresses a variety of issues in diversity including psychological, physiological, and social conditions of different students. Various issues of equality and equal opportunity are also examined as well as strategies for working with children at risk. This course includes a field experience in diverse school settings outside of Troup County.

EDUC 4480 Senior Seminar. (3) Fall
This course is designed to explore current issues in early childhood education. Teacher candidates choose topics, examine research, and present information in a workshop format. Another focus of the course is classroom management, lesson presentations and peer critiques. In addition, teacher candidates have the opportunity to discuss field experiences in connection with the conceptual framework and national and state standards.
EDUC 4490E  Early Childhood Student Teaching. (12)  
Fall and Spring  
This course provides a full-day teaching experience for a minimum of 
thirteen weeks. Pre-service teachers are assigned to diverse public schools 
and gradually assume responsibility for working with groups and 
individuals. They participate in classroom teaching and observation, 
planning and evaluation conferences, and other school-related experiences 
with guidance provided by the cooperating teacher and college supervisor, 
gradually assuming total responsibility for the class.
INTRODUCTION
The Department of English Language and Literature offers a wide range of courses to meet a variety of needs and demands:

- introductory and advanced courses in composition and literary studies;
- British and American literature survey and period courses;
- genre studies including non-English works in translation;
- language and theory courses;
- single-author courses;
- creative writing and nonfiction writing courses.

LEARNING OBJECTIVES OF COMPOSITION COURSES
The primary goal of courses in composition and literature is to help students become competent readers and writers by providing them with challenging texts and ample opportunities to practice their skills of critical thinking and expression. Toward this end, the English faculty has set the following four objectives. All students completing the core curriculum will demonstrate:

- proficiency in expository writing with Standard American English grammar, punctuation, and usage;
- proficiency in critical reading;
- the ability to assimilate, organize, and develop ideas logically and effectively;
- an understanding of the rudiments of research-based writing, including accurate and ethical citation and MLA documentation.

LEARNING OBJECTIVES OF ENGLISH MAJOR COURSES
All students completing the baccalaureate program in English will be prepared to pursue careers in which a broad knowledge of literature and a proficiency in critical reading, critical thinking, and expository writing are important. They also will be prepared to pursue graduate studies in English and in other professional areas, such as law, medicine, or journalism. In addition, students who wish to prepare for a career in teaching may do so by completing a major in English. For each of these endeavors, English majors will demonstrate:
• a capacity for interpreting literature, reading critically, and expressing literary ideas, both in oral discussion and in written work;

• an ability to bring informed critical and analytical judgment to bear on the study of literary issues, both in oral discussion and in written work;

• a mastery of the techniques of literary research and the use of MLA style;

• a knowledge of Standard American English grammar, punctuation, and syntax;

• a knowledge of Standard American English usage.

**ASSESSMENT OF LEARNING OBJECTIVES**

English majors are required to complete a capstone course, English 4495, in the final semester of their senior year. In this course, students must demonstrate their completion of the major’s objectives through composing a senior thesis essay and giving a senior thesis presentation.

Students preparing for graduate study in English or law are encouraged to take the GRE or the LSAT.

**REQUIREMENTS FOR A MAJOR IN ENGLISH**

Before declaring English as a major, students must complete the CORE composition classes (ENGL 1101 & 1102) with no grade lower than a C.

English majors are required to take 40 semester hours in English language and literature above the 1000 level. For satisfactory completion of the major, students must complete each major course with a grade of C or better.

**English Major**

- Introductory Course (1 required)
  - ENGL 2200 (1-hour course)

- Survey Courses (3 required)
  - ENGL 2204, 2205, 2206, 2207

- Language/Theory Courses (1 required)
  - ENGL 3300, 3302, 4400

- Writing Courses (1 required)
  - ENGL 3303, 3306, 3308, 3310, 3315
Genre Courses (2 required)
   ENGL 3315, 3335, 3345, 3355, 4440, 4450, 4460
British Literature Courses (2 required)
   ENGL 3320, 3330, 3340, 3350, 3360
American Literature Courses (2 required)
   ENGL 3375, 3380, 3385, 3390
Single-Author Courses (1 required)
   ENGL 4410, 4420, 4430
Capstone Course (1 required)
   ENGL 4495

Total: 40 semester hours

Requirements for a Minor in English
The English Department offers two minors: English Minor with Literature Concentration and English Minor with Writing Concentration. The requirements of each minor are as follows:

English Minor: Literature Concentration
   Survey Courses (2 required)
      ENGL 2204, 2205, 2206, 2207
   Language Courses (1 required)
      ENGL 3300, 3302
   Genre Courses (1 required)
      ENGL 3315, 3335, 3345, 3355, 4440, 4450, 4460
   British Literature Courses (1 required)
      ENGL 3320, 3330, 3340, 3350, 3360
   American Literature Courses (1 required)
      ENGL 3375, 3380, 3385, 3390

Total: 18 semester hours
**English Minor: Writing Concentration**

Survey Courses (1 required)
- ENGL 2204, 2205, 2206, 2207

Language/Theory Courses (2 required)
- ENGL 2210, 2212, 2215

Creative Writing Courses (1 required)
- ENGL 3306, 3308

Nonfiction Writing/Genre Courses (2 required)
- ENGL 3303, 3310, 3315

**Total: 18 semester hours**

**AWARDS**

The English Department gives the following awards to outstanding English majors during the annual Honors Day program:

- the Walter D. Jones Award for Excellence in Composition and Scholarship
- the Murial B. Williams Award for Excellence in Literary Studies
- the Francis Marion Chalker Medlock Prize for Poetry

The **Jones** Award is given to the student whose paper written for a major course is judged as outstanding by an impartial panel of reviewers. The **Williams** Award is given to the student who is deemed by the English faculty to demonstrate the highest standards of scholarship and who contributes the most to the advancement of literary studies among English majors at LaGrange College. The **Medlock** Prize is awarded to the student who has demonstrated a love of and appreciation for poetry and who shows great promise as an aspiring poet.

In addition, each spring at Honors Day, the Department of English recognizes the most outstanding essay(s) composed for a Rhetoric and Composition course (ENGL 1101 or 1102) during the current academic year. The winning essay(s) are published in the next year’s edition of the *LaGrange College Handbook of Rhetoric and Composition*. 
SIGMA TAU DELTA

Sigma Tau Delta, the International English Honor Society, confers distinction upon students of the English language and literature in undergraduate, graduate, and professional studies. Sigma Tau Delta fosters all aspects of the discipline of English, including literature, language, and writing; promotes exemplary character and good fellowship among its members; and upholds high standards of academic excellence. Qualifications for induction into the local chapter, Alpha Beta Chi, include the recommendation of the English faculty, an overall GPA of 3.0, and a GPA of 3.5 in English major courses.

WRITING CENTER

The Department of English Language and Literature maintains a Writing Center, which serves the college community by providing advice and support for student writers. The Writing Center is part of the Moshell Learning Center, located on the ground (2nd) floor of the Frank and Laura Lewis Library. Both facilities are directed by Dr. Laine Scott, who trains students to serve as peer writing consultants. These tutors are available Sunday through Thursday evenings, from 6:00 to 9:00 p.m.

Students who are ineligible for work-study funding may enroll in ENGL 4492 (On-Campus Internship) and thus earn one to three semester hours of academic credit for their service as writing tutors. Note that these hours do not count toward the major or minor in English. This course may be repeated for credit.

THE SCROLL AND LC WRITING CONTEST

Since 1922, The Scroll has been LaGrange College's journal of creative arts. Published each spring, the magazine features the best of fiction, drama, poetry, essays, and artwork by the students and faculty of the College.

The LC Writing Contest is an annual event sponsored by the English Department, the Writing Center, and The Scroll. It is open to all LC students. First and second prizes are awarded to best entries in fiction/drama, poetry, and essay. Winners are announced at Honors Day and included in the annual Scroll.
**ADVANCED PLACEMENT**

Most LaGrange College students will take Rhetoric and Composition I and II (ENGL 1101 and 1102) during their first-year. Some students will receive credit for one of these courses based on the **Advanced Placement Test**.

- Students who earn a score of 4 or 5 on the **AP Test in English Language and Composition** will receive three hours of credit for Rhetoric and Composition I [English 1101].

- Students who earn a score of 4 or 5 on the **AP Test in English Literature and Composition** will receive three hours of credit for Rhetoric and Composition II [English 1102].

- Students who earn a score of 4 or 5 on both tests must choose which course they prefer to exempt. Only one exemption is allowed.

- Only the AP Tests in English Language or English Literature are accepted for credit in the LaGrange College English program.

**HONORS ENGLISH**

The honors sections of ENGL 1101 and 1102 are open to students whose standardized test scores and other placement criteria indicate they would benefit from more challenging readings and writing assignments. Enrollment in each honors section is limited to 15 students, and participation is based upon placement criteria or recommendation from the English faculty of LaGrange College. LC transcripts will reflect participation in an honors-level course.

**INTERNATIONAL STUDENTS**

International students must enroll in a 1000-level English course during each semester that they spend at LaGrange College until they have satisfactorily completed both courses in the Rhetoric and Composition sequence (ENGL 1101 and 1102).

**TRANSIENT CREDIT**

No transient credit will be accepted for courses in first-year Rhetoric and Composition (ENGL 1101 or 1102).
COMBINED B.A. AND M.A.T PROGRAM OF STUDY

Undergraduate students who meet the admission requirements for the Master of Arts in Teaching [M.A.T] (passing GACE Basic Skills or a combined SAT score of more than 1000) and those who have a GPA of 3.0 or higher in their undergraduate studies are eligible to participate in a combined B.A. and M.A.T. program of study after the completion of 90 semester hours. Once accepted, candidates may take entering cohort graduate courses the Summer Semester following their junior year of study. Upon gaining senior status, candidates may take one three credit graduate course during the Fall, Interim, and Spring Semesters only if enrolled with twelve undergraduate credits.

COURSE DESCRIPTIONS (ENGL)

ENGL 1101  Rhetoric and Composition I. (3) Fall and Spring
Introduction to expository writing, emphasizing the essay form, the writing process, and rhetorical modes of thesis development. Some students may be invited to join an honors section of ENGL 1101. **Prerequisite to all higher-numbered English courses.**

ENGL 1102  Rhetoric and Composition II. (3) Fall and Spring
Introduction to critical thinking and writing about literature, emphasizing reading strategies, analytic writing, research techniques, and modes of documentation. Some students may be invited to join an honors section of ENGL 1102. **Prerequisite to all higher-numbered English courses.**  
Prerequisite: ENGL 1101.

ENGL 2200  Introduction to Literary Studies. (1) Fall
Introduces students to the academic discipline of English. Focuses on critical issues (past and present) involved in literary studies. This course is a prerequisite for English majors for any 3000- or 4000-level course. **Required of all English majors.**
Prerequisites: ENGL 1101 & 1102

‡ ENGL 2204  British Literature I. (3) Fall (even years)
A survey of British Literature from the Anglo-Saxon period through the eighteenth century. Short critical essays required, at least one with documentation.
‡ ENGL 2205  British Literature II. (3) Spring (odd years)
A survey of British literature from the Romantic through the Modern/ Postmodern period. Short critical essays required, at least one with documentation.

‡ ENGL 2206  American Literature I. (3) Fall (odd years)
A survey of American Literature from the Colonial period through American Romanticism. Short critical essays required, at least one with documentation.

‡ ENGL 2207  American Literature II. (3)
A survey of American literature from Realism and Naturalism through the Modern/ Postmodern period. Short critical essays required, at least one with documentation.

ENGL 2210  Introduction to Peer Tutoring. (3) In rotation
This course prepares undergraduates to work as peer tutors in a writing center. Students practice tutoring as they learn about reading and responding to the writing of others. **Students from all majors, as well as undeclared majors, are encouraged to enroll.**

**Prerequisites:** ENGL 1101 & 1102 and permission of the instructor.

ENGL 2212  Rhetorical Theory. (3) Spring 2011
This course introduces undergraduates to the theory that informs the modern practice of teaching composition. Fundamentals of persuasion and human communication are presented as well.

**Prerequisites:** ENGL 1101 & 1102

ENGL 2215  Writing About Film. (3) Fall 2010
This course focuses on the critical viewing of film with critical writing in several modes.

**Prerequisites:** ENGL 1101 & 1102

**Prerequisite to 3000-level or 4000-level courses: ENGL 1101, 1102, and for English majors, ENGL 2200**

ENGL 3300  History of the English Language. (3) Fall 2010
Introduction to principles of linguistics; a survey of the origins and development of English, and a study of its structure.
ENGL 3302  Advanced Grammar. (3) Spring 2011
A survey of the basic logic and grammatical structure of English, from
morpheme to word, phrase and clause, to sentence.

ENGL 3303  Advanced Composition. (3) Fall 2010
This course is open to all students, regardless of major, who are interested
in strengthening their written expression beyond the level of "functional."
The focus is on producing nonfiction prose that is exemplary for its clarity
and finesse.

ENGL 3306  Creative Writing Workshop (poetry). (3) Spring 2011
An advanced course in imaginative writing. Professional models studied,
but student writing emphasized.

ENGL 3308  Creative Writing Workshop (fiction). (3)
An advanced course in imaginative writing. Professional models studied,
but student writing emphasized.

ENGL 3310  Art of Argumentation. (3) Spring 2011
This course presents the fundamentals of effective persuasion, including
the three appeals (logical, emotional, ethical), logical fallacies, inductive
and deductive reasoning, and evaluation of evidence. Students from all
majors, as well as undeclared majors, are encouraged to enroll.

ENGL 3315  Readings in Literary Journalism. (3)
This course consists of a survey of literary journalism, a form of creative
nonfiction that blends elements of fictional narrative and factual reporting.

ENGL 3320  Medieval Literature. (3) Fall 2010
A survey, mostly in Middle English, of English literature to about 1500.

ENGL 3330  Renaissance Literature. (3) In rotation
Renaissance English literature to about 1675, excluding Shakespeare.

ENGL 3335  Development of Drama. (3) In rotation
An examination of the development of drama, excluding Shakespeare,
from its beginnings up through the 18th century.
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENGL 3340</td>
<td>Restoration and Neoclassical Literature. (3)</td>
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<td>or</td>
<td>WMST 3340 Restoration and Eighteenth-Century English Literature. (3)</td>
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<tr>
<td>Selected Restoration, Neoclassical, and Pre-Romantic English literature, excluding the novel.</td>
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<tr>
<td>ENGL 3345</td>
<td>The Rise of the Novel. (3)</td>
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<td>or</td>
<td>WMST 3345 A study of the rise of the novel with an emphasis on selected works of the late seventeenth century and eighteenth century, including novels in translation.</td>
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<td>ENGL 3350</td>
<td>English Romanticism. (3)</td>
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<td></td>
<td>A study of selected major nineteenth-century British prose and poetry, with emphasis on lyric verse.</td>
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<tr>
<td>ENGL 3355</td>
<td>The Nineteenth-Century Novel. (3) Fall 2010</td>
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<td></td>
<td>A study of selected nineteenth century novels, including novels in translation.</td>
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<tr>
<td>ENGL 3360</td>
<td>Victorian Literature. (3)</td>
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<td></td>
<td>Spring 2011 A study of selected major Victorian prose and poetry, with emphasis on Tennyson, Browning, and the Pre-Raphaelites.</td>
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<tr>
<td>ENGL 3375</td>
<td>American Romanticism. (3)</td>
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<td></td>
<td>Fall 2010 Major American Romantic writers through Whitman and Dickinson.</td>
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<tr>
<td>ENGL 3380</td>
<td>American Realism and Naturalism. (3)</td>
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<td></td>
<td>Major American writers of the Realistic and Naturalistic movements in the United States.</td>
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<td>ENGL 3385</td>
<td>Southern Literature. (3)</td>
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<td></td>
<td>A study of major Southern writers from about 1815 to the present.</td>
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<tr>
<td>ENGL 3390</td>
<td>Modern and Contemporary American Literature. (3)</td>
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<tr>
<td></td>
<td>A study of major American writers from 1900 to the present.</td>
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<tr>
<td>ENGL 4400</td>
<td>Contemporary Literary Theory. (3) In rotation</td>
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<td></td>
<td>A survey of theoretical interpretive traditions of the 20th and 21st centuries.</td>
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ENGL 4410  Chaucer. (3)
A survey of Chaucer's work. Consideration will also be given to
Chaucerian influence and criticism.

ENGL 4420  Shakespeare. (3)
The development of Shakespeare's art, as reflected in selected individual
plays or groups of plays.

ENGL 4430  Milton. (3) Fall 2010
Selected poetry and prose of Milton.

ENGL 4440  Modern / Contemporary Fiction. (3) Spring 2011
A study of selected contemporary fiction writers and their novels or short
stories, including works in translation.

ENGL 4450  Modern / Contemporary Poetry. (3) In rotation
A study of selected contemporary poets and their poems, including works in translation.

ENGL 4460  Modern / Contemporary Drama. (3) In rotation
A study of contemporary playwrights and their plays, including works in translation.

ENGL 4492  On-Campus Internship. (1-3) On demand
This course allows students who are ineligible for the college’s work-study
program to serve as tutors in the Writing and Tutoring Center. This
internship cannot be counted as one of the courses required for the major
or minor in English, but it may be repeated for credit. Pass/Fall grading
only.

ENGL 4495  Senior Thesis and Presentation. (3) Spring
English majors write and present orally an original research project based on
a significant topic in language or literature. Required of all English majors.
Prerequisite: Senior standing

ENGL 4496  Internship. (1-3) On demand
An opportunity for students to gain added experience and insight in
approved off-campus settings. The internship cannot be counted as one of
the courses required for the major or minor in English.
Prerequisites: Consent of the supervising instructor, department
chair, and the Career Development Center
ENGL 4499 Independent Study/Research. (3) On demand
This is an opportunity for students to conduct an individual, in-depth
exploration of an area in literature, writing, or theory.

Prerequisites: Consent of the instructor, the department chair, and
the Provost.

‡ Denotes courses in English that may substitute for a CORE
Humanities course in the Core Curriculum.
HEALTH AND PHYSICAL EDUCATION

INTRODUCTION
The curriculum in the Department of Health and Physical Education is composed of two programs. The physical education activities program offers a selection of physical skill classes designed to promote health, physical skill development and lifetime fitness. The minor programs offer courses that are designed for students who may be involved in some facet of physical education or coaching as a career path. Coaching at all levels, health/fitness promotion and sports management are all potential employment areas.

LEARNING OBJECTIVES
The activities program strives to provide classes for student to gain skill in activities for lifetime fitness. The two minor programs provide knowledge and skill in teaching and coaching areas that will be beneficial in career choices and/or leisure pursuits.

ASSESSMENT OF LEARNING OBJECTIVES
- satisfactorily complete all course work requirements
- maintain a minimum 2.5 cumulative GPA
- current certification in Community First Aid/CPR.

REQUIRED HOURS FOR THE PHYSICAL EDUCATION MINOR AND FOR THE COACHING MINOR
There are two minor programs, one in physical education and one in coaching. The department will guide the student in selecting courses that best meet the student’s aims and plans. Fifteen (15) semester hours are required for each minor.

Physical Education minors must take HPED 2251 – Introduction to Physical Education

Coaching minors must take HPED 3310 Coaching Theory and Methods.

The remaining 12 semester hours for either minor may be selected from the following courses:
HPED 1154  First Aid: Responding to Emergencies
HPED 2202  Sports Statistics
HPED 2251  Introduction to Physical Education
HPED 3302  Organization and Administration of Physical Education and Recreation
COURSE DESCRIPTIONS (HPED)

HPED 1153  Camp Leadership and Program.  (3) On demand
A study of camping in an organized setting and of the leadership skills necessary for the implementation of the camp program.

HPED 1154  First Aid: Responding to Emergencies.  (3)
Fall and Spring
This course focuses on the identification of emergency situations and selection of correct response. Certification in American Red Cross standard first aid and adult, child and infant rescue breathing and cardiopulmonary resuscitation is earned upon successful completion of the course.

HPED 1155  Lifeguard Training.  (3) Spring
Competencies in swimming and life guarding techniques, swimming speed and endurance are developed in this course. American Red Cross lifeguard training and cardiopulmonary resuscitation for the professional rescuer certifications are the result of successful completion of this course.

Prerequisites: Current Standard First Aid Certification; Passing of the following practical exams on the first day of class; 500 yd. continuous swim (crawl, breast stroke and sidestroke); treading water for two minutes with legs only and retrieving a brick from the deep end of the pool.

HPED 1156  Water Safety Instructor.  (3) Spring.
A course which focuses on the development of competencies in swimming stroke and instructional techniques. Students who successfully complete this course earn certification in Red Cross WSI, enabling them to teach all levels of the Learn to Swim Program, Basic and Emergency Water Safety courses.

HPED 2202  Sports Statistics.  (3) On demand
Techniques of recording sports statistics and maintaining scorebooks are the focus of this class.
HPED 2251  Introduction to Physical Education. (3) On demand
A survey course of the career choices available in physical education.
Opportunities to talk with and observe professionals in various sub-
specializations.

HPED 3302  Organization and Administration of Recreational
and Physical Education Programs. (3) On demand
A study of the organization and administration of instructional, intramural,
and interscholastic activity programs. Special emphasis is placed on the
selection, purchase, and care of safe equipment and facilities as well as on
the legal requirements for providing and maintaining safe programs and facilities.

HPED 3305  Sports Psychology. (3) Spring
A study of human behavior in the context of the sporting experience and
how performance is affected by the interactions of the coach, athletes and
the environment. Emphasis is on motivation, personality, attributions,
disengagement from sport, aggression, leadership, and communication patterns.

HPED 3306  Techniques of Sports Officiating. (3) Spring
This course focuses on techniques of officiating athletic events.
Knowledge of the rules of selected sports and extensive practical
officiating in selected sports form the basis of this course.

HPED 3310  Coaching Theory and Methods. (3) On demand
Analysis of teaching skills and techniques of the different interscholastic
sports in high schools.

HPED 3312  Principles of Strength Conditioning and Nutrition
for Athletes. (3) Fall
This course focuses on the examination of proper techniques, concepts, and
applications of exercise science. Nutritional principles as these relate to
athletic performance also are included.

HPED 3313  Leadership in Physical Education and Athletics.
(3) Spring
A study of the leadership skills necessary to implement and conduct
physical activity programs and functions.

HPED 3320  Methods in Health and Physical Education in
the Elementary School. (3) Fall
A study of the objectives, materials, activities, and curricula appropriate for
elementary school physical education and health. Supervised observation
and practical experiences in the elementary schools are provided.
HPED 3331  Personal Health Issues. (3) On demand
This course allows students to explore basic health issues and principles in depth. Topics include fitness, diet and weight control, nutrition, human sexuality, stress management, death education, aging, and drug and alcohol education.

HPED 3332  Prevention and Care of Athletic Injuries/Illnesses. (3) Spring
This course focuses on common injuries and illnesses occurring in athletics. Topics include, but are not limited to, heat exhaustion, heat stroke, abdominal injuries, injury management, emergency triage, anatomical instability, blood borne pathogens, and mechanics of injury.

HPED 3333  Yoga for Wellness. (3) Fall
A study of the effects that yoga has on all aspects of the human body, including physical, mental, and spiritual. Topics will include breathing techniques, asanas, fasting, meditation, and different disciplines of yoga.

HPED 3334  Advanced Yoga with Martial Arts Training. (3) Fall and Spring
This advanced course will build on the foundation that the yoga for wellness course established. Advanced Yoga with Martial Arts Training will emphasize mental focus, body organization, alignment, technique, and core development. This advanced yoga course with martial arts training is designed to bring the student eye to eye with their greatest obstacles, which are perceived physical and mental limitations. This course is one pathway to cultivating the mind/body clarity and power that leads to developing the will.

HPED 3340  Karate: Techniques and Philosophy (3) On demand
A study of the interrelation between training and philosophy in karate. Students learn karate techniques and examine the philosophy of modern karate. Participants observe how the philosophy influences the essences of training and how the training affects the spirit of philosophy. Physical activity is required.

HPED 3352  Physiology of Exercise. (3) On demand
The effects of exercise on the major systems of the human body, including cardio-respiratory, neuromuscular, glandular, and digestive are the focus of this course. Effects of heat, altitude, and ergogenic aids on the human body during exercise also are included.

Prerequisites: BIOL 2148– BIOL 2149
HPED 3390  Seminar and Lab Practice in Physical Education. (3)
Fall and Spring
This course provides supervised leadership experiences in various physical education or athletic settings. Seminar discussions focus on common issues and concerns.
Prerequisites: Junior or Senior standing and completion of 6 hours of HPED courses

HPED 4400  Internship in Physical Education and Coaching. (3)
Interim
Directed observation and participation in physical education, coaching, and/or supervisory situations.
Prerequisites: All students eligible with recommendation from the department chair in health and physical education

PHYSICAL EDUCATION ACTIVITIES (PEDU)
The physical education activity program is designed to provide opportunities for learning or enhancing those skills necessary to participate in leisure time activities throughout the life cycle. Special emphasis also is given to activities which improve one’s physical fitness and condition. All courses carry one semester hour of credit and count toward the hours needed for graduation.

PEDU 1102  Beginning Archery. (1) Fall and Spring
Basic competencies in archery techniques and safety with experiences in target shooting.

PEDU 1103  Badminton. (1) Spring
Introduction to the skills, strategies, and rules of badminton.

PEDU 1104  Basketball. (1) On demand
Basic competencies in the techniques, strategies, and rules of basketball.

PEDU 1105  Jogging. (1) Fall and Spring
Participation in progressive running programs designed to increase cardiovascular endurance.

PEDU 1108  Physical Conditioning. (1) Fall and Spring
Basic assessment, maintenance, and improvement of over-all physical fitness.

PEDU 1109  Beginning Golf. (1) Fall and Spring
Introduction to the basic skills, strategies, and rules of golf. Field trips to city golf courses.
PEDU 1111  Softball.  (1) Fall  
Basic competencies and knowledge of rules and strategies of softball.

PEDU 1112  Beginning Tennis.  (1) Fall and Spring  
Introduction to the basic skills, strategies, and rules of tennis.

PEDU 1114  Volleyball.  (1) Fall and Spring  
Basic competencies in the techniques, strategies, and rules of volleyball.

PEDU 1116  Personal Fitness.  (1) Spring  
Introduction to diet and weight control techniques as well as assessment and maintenance of personal fitness.

PEDU 1120  Karate.  (1) On demand  
Basic competencies and skills in karate techniques.

PEDU 1121  Bicycling.  (1) On demand  
Introduction to the basic equipment, safety, and techniques of cycling including training and racing strategies.  Weekend field trips.

PEDU 1122  Weightlifting/Plyometrics.  (1) Fall and Spring  
Introduction to exercises that are geared toward increasing speed, power, and jumping ability.  A basic overview of the physiological factors involved in the exercises.

PEDU 1123  Beginning Swimming.  (1) Spring  
Introduction to the aquatic environment with emphasis on competence in primary swimming and safety skills and stroke readiness.

PEDU 1124  Intermediate/Advanced Swimming.  (1) On demand  
Development and refinement of key swimming strokes.  Introduction to turns, surface dives, and springboard diving.

Prerequisite: PEDU 1123 or equivalent skills

PEDU 1130  SCUBA.  (1) Fall and Spring  
Competencies in safe diving techniques and practices as well as safe use of SCUBA diving equipment.  PADI open Water Diver Certification available upon completion of course and optional trip for checkout dives.

Prerequisite: PEDU 1124 or equivalent intermediate swimming skills
PEDU 1156  Canoeing. (1) Fall and Spring
Fundamental canoeing skills emphasized. Field trips to lake facilities and overnight camping experience are provided to give extensive opportunities for recreational canoeing.

PEDU 1158  Backpacking. (1) Spring
Introduction to basic equipment, safety, and techniques of trail camping. Extensive field trips to state and national trails are provided.

PEDU 1161  Rhythmic Aerobics. (1) Fall and Spring
A conditioning course in which exercise is done to musical accompaniment for the purpose of developing cardiovascular efficiency, strength and flexibility.

PEDU 1162  Hiking, Orienteering, and Camping. (1) Fall and Spring
Introduction to basic techniques of tent camping, map, and compass work. Field trips to nearby campgrounds and forest lands.

PEDU 1164  Water Aerobics. (1) Fall and Spring
Development of cardio-respiratory endurance, flexibility, body composition, and muscle endurance/tone through vigorous water exercise. The resistance of the water makes this course an excellent choice for the beginner as well as the well-conditioned athlete, and for the swimmer as well as the non-swimmer.

PEDU 1166  Scottish Country Dance. (1) Fall and Spring
Introduction to, and dancing folk dances of Scotland. Learn figures and steps of reels, jigs, and strathspey. Opportunity to attend workshops sponsored by the Atlanta Branch of The Royal Scottish Country Dance Society.
HISTORY

INTRODUCTION
The faculty of the Department of History believes that all persons, whatever their selected role in life, require an understanding of their past in order to prepare for their future. The faculty firmly believes that the liberal arts preparation, which encompasses courses from the discipline of history, provides the student with the most appropriate educational background for life by integrating knowledge from the broadest range of disciplines. The objective of the Department of History is to provide students at LaGrange College with knowledge of the historical forces which have shaped civilization as we know it.

LEARNING OBJECTIVES
To achieve the mission set forth above, all courses seek to help each student ultimately demonstrate:
• A grounding in and familiarity with a basic historical narrative;
• An ability to master and analyze primary sources;
• An awareness of historiography and the ability to critically assess that historiography;
• A capacity to synthesize material from a variety of sources;
• Oral, written, and electronic communication skills.

ASSESSMENT OF LEARNING OBJECTIVES
Success in achieving the objectives established for the major will be demonstrated as follows:
• successful completion of each major course with a grade of C- or better;
• successful completion of the Research Methods in History course;
• successful completion of the senior history seminar and defense of the senior thesis before the students and faculty of the department;
• successful completion of a major field examination during their senior year.

Those wishing to major in history are encouraged to declare their major during the beginning of the spring semester of their sophomore year.

The faculty of the department believes that students who select to complete a major course of study in history should have the foundation knowledge and understanding of the discipline, developed by classroom instruction and individual study, necessary to provide them with the opportunity to:
• pursue graduate study within the discipline;
• pursue a professional degree in a selected field of study;
• pursue employment as a teacher in pre-collegiate education;
• seek employment in a field such as government, entry level historic documentation and preservation, social or historic entry level research, or a field where their liberal arts preparation can be beneficially utilized.

Graduates of the Department of History may be found pursuing careers in business, law, education, politics and government, broadcasting, journalism, the ministry and other fields of endeavor. In all of these endeavors, our graduates have found that their education has provided a foundation for their careers and for their growth in life.

The Department of History offers the following major in history:

A. Prerequisite Courses:
   HIST 1101 and 1102  World Civilization
   HIST 1111 and 1112  United States History

   These are prerequisite courses for the major.
   Prerequisite courses can be met by AP, CLEP tests, or by transfer credit.

B. Two courses from:
   HIST 3317  Colonial America
   HIST 3319  Nineteenth-Century America
   HIST 4416  Twentieth-Century America

   Two courses from:
   HIST 3301  Greco-Roman World
   HIST 3302  Middle Ages
   HIST 3320  Renaissance and Reformation

   Two courses from:
   HIST 3372  Europe 1660-1870
   HIST 3374  Europe 1870–Present

   Required courses:
   HIST 2000  Research Methods in History
   HIST 4490  Senior History Seminar

C. An additional nine semester hours of 3000 and 4000 level history courses are required. The total major course requirements are 33 semester hours credit beyond 1000 level courses. Those majors seeking a concentration in Public History have slightly different requirements. Please see the section on Public History Minor/ Public History Concentration.
We strongly encourage the history major to pursue the widest possible liberal arts preparation by the careful selection of courses from the core program structure.

Upper-level courses in history, those numbered 3000 or above (with the exception of HIST 4490), are available to all students who have successfully completed prerequisites.

MINOR
The minor in history consists of TWELVE hours of history courses successfully completed with no lower than a grade of C-. At least six of those hours must be at or above the 3000 level.

PUBLIC HISTORY MINOR/PUBLIC HISTORY CONCENTRATION

INTRODUCTION
The history department offers a Public History concentration for history majors as well as a Public History minor open to all students. These options are designed to offer interdisciplinary training to those interested in pursuing a career in public history. Both the concentration and the minor provide a strong basis in public history, focusing on research, critical issues in the field, and practical hands-on experience through the internship. These core history courses are supplemented with interdisciplinary electives designed to augment the student’s proficiency in administration and communication in the public setting.

LEARNING OBJECTIVES
Graduates with a minor or concentration in Public History should demonstrate:

- Competency in the basic components, knowledge, techniques, and practical application of public history;
- The ability to apply historical research techniques, analysis, and presentation in a public setting;
- An understanding of the contemporary issues facing public historians and the ability to critically respond to those issues;
- Practical, hands-on experience working within the field;
Competency in the administrative methodology utilized at public history sites;

Ability to communicate information and implement historical presentations for a non-academic audience.

**ASSESSMENT OF LEARNING OBJECTIVES**

Success in achieving the objectives established for the concentration/minor will be demonstrated as follows:

- successful completion of each of the five courses with a grade of C- or better;
- successful completion of the Research Methods in History course;
- successful completion of the Public History course;
- successful completion of the Internship in Public History and the required presentation to the college community.

Graduates with a minor or concentration in Public History will have the foundation for pursuing a variety of careers, including those in archives, museums, historic sites, editing, corporate history, non-profit organizations, oral history, historical preservation, cultural resource management, and local, state, or national government agencies.

**REQUIREMENTS**

The requirements for the concentration are in addition to the requirements for the History major (though some overlap). The requirements for both the concentration and the minor are as follows:

**Required Courses: (9 hours)**

History 2000: Research Methods in History
History 3000: Public History
History 4485: Internship in Public History

**Elective Courses: (6 hours) Choose one course from each area.**

(One course: Administrative and Methods)

ANTH 1000 Introduction to Anthropology
ARTD 3101, 3102 Museum Studies I or II
POLS 3312 Public Administration and Public Policy
(One course: Communication and Implementation)

ARTD 2201, 2223, 2224, Graphic Design I, Basic Photography, Documentary Photography

ENGL 3303, 3310, 3315 Advanced Composition, Art of Argumentation, Readings in Literary Journalism

THEA 2110 Introduction to Design

For a Public History minor, the total hours required is 15 as outlined above. For a History major with a Public History concentration, the total hours required is 48: 12 hours of prerequisites (see Section A under History Major), 24 hours in accordance with Section B, and instead of “an additional nine semester hours of 3000 or 4000 level history courses” listed in Section C, History majors with a Public History concentration need twelve additional credits (HIST 3000, HIST 4485, one Administrative and Methods elective and one Communication and Implementation elective.)

COMBINED B.A. AND M.A.T PROGRAM OF STUDY

Undergraduate students who meet the admission requirements for the Master of Arts in Teaching [M.A.T] (passing GACE Basic Skills or a combined SAT score of more than 1000) and those who have a GPA of 3.0 or higher in their undergraduate studies are eligible to participate in a combined B.A. and M.A.T program of study after the completion of 90 semester hours. Once accepted, candidates may take entering cohort graduate courses the Summer Semester following their junior year of study. Upon gaining senior status, candidates may take one three-credit graduate course during the Fall, Interim, and Spring Semesters only if enrolled with twelve undergraduate credits.

COURSE DESCRIPTIONS (HIST)

‡ HIST 1101  World Civilization I.  (3) Fall and Spring
Survey course on the development of world civilization up to 1660.

‡ HIST 1102  World Civilization II.  (3) Fall and Spring
Survey course on the development of world civilization from 1660 to the present.

‡ HIST 1111  History of the United States to 1865.  (3) Fall
Emphasis on the Colonial, Revolutionary, early national, and Civil War periods.
‡ HIST 1112 History of the United States, 1865 to the Present.
   (3) Spring
   Emphasis on Reconstruction, liberal nationalism, New Deal, and postwar periods.

HIST 2000 Research Methods in History. (3) Interim
   This course is required of all sophomore history majors. It acquaints the student with the basic components of historical methodology and research.

HIST 3000 Public History. (3) On demand
   This course provides an overview of public history, exploring the many arenas in which one can apply the practical use of historical research, analysis, writing, and presentation in non-teaching fields. Students learn what constitutes public history, understand the techniques and practices associated with it, and develop a critical assessment of the public history field and the contemporary issues facing public historians. The course also aims to improve students’ abilities to apply historical skills and knowledge, especially in their presentation of information to general audiences outside of academia.

HIST 3301 Greco-Roman World. (3) Fall
   A study of Greco-Roman civilization from its birth in ancient Greece through the collapse of the western Roman empire in the fifth century A.D.

HIST 3302 The Middle Ages, 350-1350. (3) Spring
   This course offers a comprehensive study of the development of medieval civilization from the late fifth century to the late fourteenth century.

HIST 3305 Islamic World to 1500. (3) On demand
   This course will examine the development of Islam, its growth and diversification from its birth in seventh century C.E. Arabia through the Ottoman conquest of Constantinople in 1453.

HIST 3306 History of the South. (3) On demand
   Emphasis on the antebellum, Civil War, Reconstruction, and New South periods.

HIST 3310 Constitutional History of the United States to 1900.
   (3) Fall
   An analysis of fundamental constitutional development from 1776 to present.
   Prerequisites: HIST 1111 and HIST 1112
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 3311</td>
<td>Constitutional History of the United States 1901 to the Present.</td>
<td>3</td>
<td>Spring</td>
<td>An analysis of fundamental constitutional development from 1901 to the present.</td>
</tr>
<tr>
<td>HIST 3315</td>
<td>Georgia History.</td>
<td>3</td>
<td>Summer (on demand)</td>
<td>A study of Georgia History from the pre-colonial period to the present with emphasis on the historical, social, economic and political development of the State.</td>
</tr>
<tr>
<td>HIST 3317</td>
<td>Colonial American.</td>
<td>3</td>
<td>On demand</td>
<td>This course examines the colonial history of British North America during the seventeenth and eighteenth centuries.</td>
</tr>
<tr>
<td>HIST 3319</td>
<td>Nineteenth-Century America.</td>
<td>3</td>
<td>On demand</td>
<td>This course examines the history of the United States over the course of the 1800s, tracing its developments from a fledgling nation, through internal divisions, to its rise as an industrial world power. Themes may include race, gender, Jeffersonian republicanism, popular democracy, territory and war, the frontier, expansion and imperialism, and industrialization.</td>
</tr>
<tr>
<td>HIST 3320</td>
<td>The Renaissance and the Reformation, 1350-1600.</td>
<td>3</td>
<td>Fall</td>
<td>This course offers a detailed study of the civilization of Renaissance and Reformation Europe. Primary focus is on the artistic and religious achievements of the period 1350 to 1600.</td>
</tr>
<tr>
<td>HIST 3330</td>
<td>The Medieval Church and Papacy.</td>
<td>3</td>
<td>Spring</td>
<td>This course examines the institutional and cultural history of the medieval church, with special emphasis on the role of the papacy, and its impact on medieval civilization.</td>
</tr>
<tr>
<td>HIST 3331</td>
<td>Colonial Latin American History.</td>
<td>3</td>
<td>Fall</td>
<td>An examination of the history of Latin America from the pre-Conquest era through the independence movements of the early nineteenth century.</td>
</tr>
<tr>
<td>HIST 3332</td>
<td>Comparative Colonization and Slavery.</td>
<td>3</td>
<td>Spring</td>
<td>This course offers a comparative examination of colonial contact in the Americas, including the interaction of Europeans, natives, and Africans within the French, Spanish, and British empires of the New World.</td>
</tr>
<tr>
<td>HIST 3341</td>
<td>Russia to 1856.</td>
<td>3</td>
<td>Fall</td>
<td>A comprehensive survey of the Russian historical development from the appearance of the Kievan State in the 9th century through the Crimean War.</td>
</tr>
</tbody>
</table>
HIST 3342  Russia 1856 to the Present. (3) Spring
An examination of the Imperial Russian state.

HIST 3350  Renaissance and Renascences. (3) Spring
An examination of the great cultural revivals from the age of Charlemagne to the age of Michelangelo.

HIST 3361  History of England to 1689. (3) Fall
A political, economic, social, and cultural history of England from 55 B.C. to 1689.

HIST 3362  History of England from 1689 to Present. (3) Spring
A political, economic, social and cultural history of England from 1689 to present.

HIST 3372  Europe 1660-1870. (3) Fall
A comprehensive survey of European history from the reign of Louis XIV through the rise of the modern German state in 1870.

HIST 3374  Europe 1870 to the Present. (3) Spring
A comprehensive survey of European history from the Bismarckian Era to the present.

HIST 3378  European Diplomatic History: 1890 to the Present. (3) On demand
A detailed examination of European international relations from 1890, the end of the Bismarckian system to the present.

HIST 4416  Twentieth-Century America. (3) On demand
An intensive study of the United States during the twentieth century.

HIST 4485  Internship in Public History. (1-6) On demand
This course allows students practical experience in the field of public history. Internships consist of a minimum of 120 hours (per 3 credits) of work in areas such as: archival management, historical editing and publication, exhibit design, historical tourism, collections processing, etc. May be repeated for a maximum of six credits, but only three credit hours may apply to the major requirements.

HIST 4490  Senior History Seminar. (3) Spring
A study of historiography and research methods and materials.
Prerequisites: Senior History Major or permission of the professor and the Chair of the Department. This course may only be attempted twice.
HIST 4499    Special Topics. (3) On demand
A course offered at the junior/senior level focusing on a specialized topic
in the field of history.

‡ Denotes courses in History that may substitute for a CORE
  Humanities course in the Core Curriculum.
MINOR IN JAPANESE STUDIES

INTRODUCTION
LaGrange College shares a cooperative international exchange agreement with Seigakuin University of Tokyo. Students who wish to complete a minor in Japanese Studies must complete successfully at least two semesters of Japanese language study at LaGrange College and at least 6 hours of study at Seigakuin University. In most cases students spend one semester at Seigakuin University. The Japanese Studies Program Director advises students who wish to study at Seigakuin University.

LEARNING OBJECTIVES
The exchange agreement between LaGrange College and Seigakuin University states that its intent “is to promote international friendship and world peace by encouraging students and faculty from each institution to develop friendships within and learn more about the culture of the other country.” In addition, the agreement allows each student to have an extensive international experience and learn Japanese in a total immersion environment.

ASSESSMENT OF LEARNING OBJECTIVES
Program goals are assessed by meeting the following criteria:

- Successful completion of at least two semesters of Japanese study at LaGrange College with an overall average of B or above.
- Admission to the Seigakuin exchange program after review by the Program Director and the selection committee.
- Completion of at least 6 hours of study at Seigakuin University with grades of C- or above in each class.

PROGRAM OVERVIEW
1. Courses Offered at LaGrange College.
   JAPN 1101: Beginning Japanese I
   JAPN 1102: Beginning Japanese II
   JAPN 2103: Intermediate Japanese I
   JAPN 2105: Intermediate Japanese II
Students must successfully complete at least 1101 and 1102 with a grade of B or better before they can study abroad. It is recommended that students complete at least the third semester of Japanese with a grade of B or better.

2. Courses at Seigakuin University

- Seigakuin University has exchange relationships with several international universities and offers a slate of courses each semester that serves their needs. These courses are of three types:
- Courses taught in English and about Japanese history and culture
- Courses taught in simplified Japanese (i.e., using a limited number of Kanji)
- Courses taught in Japanese for regular Japanese Seigakuin students, but that allow international students to turn in papers and exams written in English

Courses cover a broad range of topics, including the Japanese language, history, culture, and economy. In consultation with the Japan Studies minor advisor, students select a slate of courses from the Seigakuin schedule during the pre-registration period at LaGrange College. The student registers for several sections of this course:

JAPN 3000: Special Topics in Japanese Studies: [Subtitle Varies According to Course Topic] (variable credit)

In consultation with the LaGrange College Registrar and the Provost, the Japan Studies advisor will establish correct hours earned and will develop course subtitiles that best describe the contents of each course. Course credits will be transferred to LaGrange College if the student receives a course grade of C- or higher.

**Selection of Students**

Participation of LC students in the exchange program is necessarily limited and competitive. Each year the Japanese Studies Director, in consultation with a selection committee of faculty and staff, selects those students who are best prepared to pursue studies in Japan and who will best represent the college. Criteria for selection include:

- Japanese language skills, based on semesters in Japanese completed and grades earned;
- ability to articulate clear goals for participating in the program;
• the maturity to handle the stress of living in a foreign country;
• character that represents the mission and values of LaGrange College.

Studying abroad requires a great deal of paperwork and planning. Students who wish to study at Seigakuin University should consult with the Japanese Studies program advisor as soon as they begin to consider studying abroad. Students must contact the program advisor no later than the beginning of the semester before they wish to study abroad. For example, students who wish to study in Japan in the fall term must initiate contact with the program advisor no later than the beginning of the prior spring term. Students who wish to study in Japan in the spring term must initiate contact no later than the beginning of the prior fall term.

While the Program Director will advise students through the application process, the preparation ultimately is the student’s own responsibility.

**COURSE DESCRIPTIONS (JAPN)**

**JAPN 1101 Beginning Japanese I. (3)**
A course for beginners with intensive practice in listening and speaking, essentials of grammar, and writing of Japanese Kana and simple Kanji.

**JAPN 1102 Beginning Japanese II. (3)**
A continuation of JAPN 1101.

*Prerequisite:* JAPN 1101

**JAPN 2103 Intermediate Japanese I. (3)**
Study of advanced grammar, reading of texts, and more complex Kanji.

*Prerequisites:* JAPN 1101 and 1102

**JAPN 2105 Intermediate Japanese II. (3)**
A continuation of JAPN 2103.

*Prerequisites:* JAPN 1101, 1102, 2103

**JAPN 3000 Special Topics in Japanese Studies. (variable credit)**
Courses cover a broad range of topics, including Japanese language, history, culture, and economy. While a student at Seigakuin University, students enroll at LaGrange College for several sections of this course. Students work with the Japanese Minor Program Director to select appropriate credits and subtitles for the courses.

*Prerequisites:* JAPN 1101 and 1102 with a grade of B or above and admission to the Seigakuin exchange program.
LATIN AMERICAN STUDIES AND MODERN LANGUAGES

INTRODUCTION
Latin American Studies is an interdisciplinary program that introduces the student to the cultural diversity and richness of Latin America and its people. A minor in Latin American Studies enhances one's career opportunities and effectiveness in such fields as business, government, health care, journalism, law, and social work.

LEARNING OBJECTIVES
While the minor in Latin American Studies currently requires 6 hours of Spanish language study, students are encouraged to take more Spanish courses in order to develop basic conversational fluency. In addition, study abroad is strongly encouraged because it provides the student with total cultural immersion. At present, the College offers a minor in Latin American Studies.

The minor in Latin American Studies consists of the following 18 hours of course work:

- Spanish courses: 6 hrs.
  - LAST 1104 Introduction to Latin American Culture: 3 hrs.
  - LAST 2000 Introduction to Latin American Studies: 3 hrs.
  - LAST 3110 Special Topics or Spanish 3110: 3 hrs.
  - Elective in either LAST or Spanish (3000 level or above): 3 hrs.

ASSESSMENT OF LEARNING OBJECTIVES
Success in achieving the objectives of all majors and minors in this department will be demonstrated in the following ways:

- Completion of each major/minor course with a grade of C or better;
- Completion of exit survey.

COURSE DESCRIPTIONS (LAST)

‡ LAST 1104 Introduction to Latin American Culture. (3)
A study of the art, literature, history, and anthropology of Latin America (LANG 2000 may be taken for LAST 1104).
LAST 1199  Latin American Travel Seminar. (1-9)
A travel-study seminar that provides valuable educational experience through close contact with the contemporary life and civilization of a selected Latin American country. Basic academic preparation in the history and customs of the target culture is undertaken before departure.
Prerequisites: SPAN 1101, SPAN 1102, and SPAN 2103 or permission of instructor and chair of Latin American Studies

‡ LAST 2000  Introduction to Latin American Studies. (3)
An interdisciplinary approach to the people, culture, development, and identity of Latin America. Attention will be given to such topics as art, class, economics, gender, history, literature, music, politics, race, and religion.

LAST 3001  Survey of Latin American Literature I. (3)
A general survey of contemporary Latin American literature.

LAST 3002  Survey of Latin American Literature II. (3)
Focuses on the works of a current major Latin American writer or writers.

LAST 3110  Special Topics. (3)
A study of selected topics from a specific discipline. Since the focus of this course changes frequently, this course may be repeated for credit. (HIST 3331: Colonial Latin America, SPAN 3110, or WMST 3110: Latin American Women Writers may be taken for LAST 3110 credit)

LAST 3210  or  States and Politics in Latin America. (3)
POLS 3352
A comparative study of political systems in Latin America. Topics considered include: basic comparative political theory, modern history of Latin American societies, politics of selected Latin American states, and the interaction of economic and political factors in Latin America.

LAST 3930  Intercultural Communications. (3)
A study of the cultural risks confronting the business manager in an international environment. This course will survey the differences in values and codes of behavior among a number of cultures with the primary focus being on Latin America. This course will give the student the opportunity to learn how to read and respond to the organizational culture of regulators, business associates, and customers across cultural borders.

‡  Denotes courses in Latin American Studies that may substitute for a CORE Humanities course in the Core Curriculum.
SPANISH

The ability to speak Spanish is becoming an asset if not a necessity in the marketplace. This need is already occurring in such diverse fields as business, education, health care, law, and social work. In order to better prepare students to meet this growing need in their future fields, we offer a major and minor in Spanish. While not required, study abroad is strongly encouraged for both majors and minors to improve language fluency and cultural awareness.

A major in Spanish consists of a total of 36 hours. Thirty of these hours are in Spanish courses above 1102. Required courses are as follows:

- SPAN 2103 Intermediate Spanish I 3 hrs.
- SPAN 2105 Intermediate Spanish II 3 hrs.
- SPAN 2106 Introduction to Hispanic Literature 3 hrs.
- SPAN 3000 Spanish Conversation and Composition I 3 hrs.
- SPAN 3001 Spanish Conversation and Composition II 3 hrs.
- SPAN 3002 Hispanic Culture and Civilization 3 hrs.
- SPAN 4000 Latin American Literature 3 hrs.
- SPAN 4001 Peninsular Spanish Literature 3 hrs.

Two electives in Spanish courses at the 3000 level or above. The remaining six hours of the major consist of two Latin American Studies electives.

A minor in Spanish consists of 18 hours, all in Spanish courses above Spanish 1102. Required courses are as follows:

- SPAN 2103 Intermediate Spanish I 3 hrs.
- SPAN 2105 Intermediate Spanish II 3 hrs.
- SPAN 2106 Introduction to Hispanic Literature 3 hrs.
- SPAN 3000 Spanish Conversation and Composition 3 hrs.
- SPAN 3001 Spanish Conversation and Composition II 3 hrs.

**Plus:**

One Spanish elective at the 3000 level or above 3 hrs.
COURSE DESCRIPTIONS (SPAN)

SPAN 1101   Elementary Spanish I.  (3)
A course for beginners with intensive practice in pronunciation, essentials
of grammar, and reading of simple prose.

SPAN 1102   Elementary Spanish II.  (3)
A continuation of Spanish 1101.
   Prerequisite: Spanish 1101

SPAN 2103   Intermediate Spanish I.  (3)
A review of grammar and syntax with practice in reading selected texts.
   Prerequisite: Spanish 1102 or permission of instructor

SPAN 2105   Intermediate Spanish II.  (3)
A continuation of Spanish 2103.
   Prerequisite: SPAN 2103 or permission of instructor

SPAN 2106   Introduction to Hispanic Literature.  (3)
An introductory course designed to introduce the intermediate level
language student to reading and analyzing short literary works in Spanish.
   Prerequisite: SPAN 2103 or permission of the instructor

SPAN 2199   Latin American Seminar.  (1-9)
A travel-study seminar which provides valuable educational experience
through close contact with the contemporary life and civilization of a
selected Spanish-speaking country. Basic academic preparation in the
history and customs of the culture is undertaken before departure.
   Prerequisites: SPAN 1101, SPAN 1102, and SPAN 2103 or
   permission of instructor and chair of Latin American Studies

SPAN 3000   Spanish Conversation and Composition I.  (3)
A course stressing practice in speaking and writing Spanish. Not open to
students fluent in Spanish.
   Prerequisite: SPAN 2105 or permission of instructor

SPAN 3001   Spanish Conversation and Composition II.  (3)
A continuation of Spanish 3000. Not open to students fluent in Spanish.
   Prerequisite: SPAN 3000 or permission of instructor

SPAN 3002   Hispanic Culture and Civilization.  (3)
This course provides an overview of Spain's and Latin America's cultures
and civilizations.
   Prerequisite: SPAN 2106 or permission of instructor
SPAN 3110  **Special Topics. (3)**  
The further development of Spanish language skills by focusing on a variety of professions or fields of study. Since the focus of this course changes frequently, this course may be repeated for credit.  
*Prerequisite:* SPAN 2103 or permission of instructor

SPAN 4000  **Latin American Literature. (3)**  
An advanced course designed to introduce the student to Latin America's major literary movements and writers.  
*Prerequisite:* SPAN 2106 or permission of instructor

SPAN 4001  **Peninsular Spanish Literature. (3)**  
An advanced course designed to introduce the students to Spain's major literary movements and writers.  
*Prerequisite:* SPAN 2106 or permission of instructor

SPAN 4002  **Latin American Women Writers. (3)**  
This course introduces the student to major contemporary Latin American and Latina women writers. Writers and works to be studied change periodically.  
*Prerequisite:* SPAN 4000 or SPAN 4001 or permission of instructor

**MODERN LANGUAGES**

The program in Modern Language is administered by the department of Latin American Studies. Courses are taught in Spanish, French, German, and other modern languages (under the LANG label). As for Japanese, please refer to the Japanese minor.

**MINOR IN FRENCH**

For students wishing to develop their general understanding of French and the Francophone world, and/or to concentrate in a particular area of French language study. The French minor consists of **18 credits** (12 additional credits beyond the intermediate level).

**Required courses:**  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 2103</td>
<td>Intermediate French I</td>
<td>3 credits</td>
</tr>
<tr>
<td>FREN 2105</td>
<td>Intermediate French II</td>
<td>3 credits</td>
</tr>
<tr>
<td>FREN 3000</td>
<td>French Conversation</td>
<td>3 credits</td>
</tr>
<tr>
<td>FREN 3001</td>
<td>Advanced Grammar and Composition</td>
<td>3 credits</td>
</tr>
<tr>
<td>FREN 3002</td>
<td>French Civilization</td>
<td>or</td>
</tr>
<tr>
<td>FREN 3003</td>
<td>French Literature (every other year)</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
The remaining 3 hours can come from any 3000-level French course listed below:

FREN 3004 Francophone Culture and Literature (On demand)
FREN 3110 Special Topics:
Topics will change, so students may take for repeat credit.
FREN 3110 Business French (On demand)
FREN 3110 Translation and Reading in French (On demand)
FREN 3110 French Philosophers (On demand)
Total credits: 18 credits

FRENCH (FREN)

FREN 1101 Beginning French I. (3)
A course for beginners with intensive practice in pronunciation, essentials of grammar, and reading of simple prose.

FREN 1102 Beginning French II. (3)
A continuation of French 1101.
Prerequisite: FREN 1101 or permission of instructor

FREN 2103 Intermediate French I. (3)
A continuation of French 1102 with additional readings.
Prerequisite: FREN 1102 or permission of instructor

FREN 2105 Intermediate French II. (3)
A systematic and thorough review of French grammar with emphasis on the production of speech. Not open to students fluent in French.
Prerequisite: FREN 2103 or permission of instructor

FREN 2199 Francophone Travel Seminar. (1-9)
A travel-study seminar composed of preliminary academic preparation followed by contact with the culture through travel in the selected French-speaking country.
Prerequisite: FREN 1101, FREN 1102, and FREN 2103 or permission of instructor and chair of Latin American Studies

FREN 3000 French Conversation. (3)
The goal of this course is to help students improve their
(1) vocabulary
(2) aural comprehension: listening skills
(3) oral production: speaking skills
Prerequisite: FREN 2105 or permission of instructor
FREN 3001  Advanced Grammar and Composition. (3)
The objective of this course is to allow the participants to improve their composition skills in French. The course has three major components: grammar review and refinement; reading and analysis of various kinds of texts, both literary and journalistic; a variety of composition assignments involving such techniques as description, analysis, persuasion, and managing complicated chronologies. The participants can expect to improve their command of French grammar, to increase their vocabulary, and to develop appropriate strategies for writing good compositions.

Prerequisite: FREN 2105 or permission of instructor

FREN 3002  French Civilization. (3)
Concentrating on political and social history, rather than “high culture,” this course is designed to introduce the moments and personages who have defined France and what it is to be French across the centuries. Some high points include Roman Gaul, the Carolingian Renaissance, St. Louis and the high Gothic Period, Jeanne d'Arc and the Hundred Years' War, Renaissance and Reform, Louis XIV and Versailles, the Revolution, Napoléon, Revolution and Restoration in the 19th century, France at war in the 20th century.

Prerequisite: FREN 2105 or permission of the instructor

FREN 3003  Introduction to French Literature. (3)
An introduction to representative writers from the Middle Ages to the Revolution. Attention is paid to the changing social and cultural contexts in which the literature was produced; emphasis is on enduring humanistic values.

Prerequisite: FREN 2105 or permission of instructor

FREN 3004  Francophone Literature and Culture. (3)
This class seeks to improve the reading, writing, speaking, and listening skills of students studying French, particularly with the goal of preparing those students who wish to study upper-division French. The four skills are integrated into the body of the course and developed simultaneously.

Prerequisite: FREN 3002 or FREN 3003

FREN 3110  Special Topics. (3) On demand
Topics will change so students may repeat for credit.

Prerequisite: FREN 2103 or permission of instructor
Translation and Reading in French
Translation and Reading skills. This course concentrates exclusively on the cultivation of reading and translation abilities in the French language. Classes are in English and all work is from French to English.

Business French
The trend of internationalizing business and services forces companies to cope with cultural differences inside a company and when sending executives and their families abroad. In a foreign country there are more than language barriers to overcome. Methods which work at home can lead to failure abroad. Likewise, the most competent manager can damage an operation if not properly prepared for his or her stay in the host country. This course is designed to help you cross cultural boundaries, whether you are planning on living abroad as a student, an intern, or an employee. It is not meant to be a technical business course, but rather a course that will help you understand what culture shock is and how you can prepare yourself for it.

French Philosophers
An introduction to French philosophers and the different philosophical currents that have shaped French thought and the world at large.

GERMAN (GERM)

GERM 1101 Beginning German I. (3)
A course for beginners with intensive practice in pronunciation, essentials of grammar, and reading of simple prose.

GERM 1102 Beginning German II. (3)
A continuation of German 1101.
Prerequisite: GERM 1101 or permission of instructor

GERM 2103 Intermediate German I. (3)
Continuation of the development of proficiency in listening and speaking, while expanding the reading and writing skills using materials of a literary or cultural nature; grammar review included.
Prerequisite: GERM 1102 or permission of instructor

GERM 2104 Intermediate German II. (3)
A continuation of German 2103.
Prerequisite: GERM 2103 or permission of instructor
OTHER LANGUAGES AND CULTURE (LANG)*

LANG 1101  Beginning Language I.  (3)
A course for beginners with intensive practice in oral communications, pronunciation, essentials of grammar, and where possible, reading of simple prose.

LANG 1102  Beginning Language II.  (3)
A continuation of LANG 1101.
Prerequisite: LANG 1101 or equivalent

LANG 1199  Language Travel Seminar.  (1-9)
A travel-study seminar which provides further preparation in the language and culture through travel in a country which speaks the language. Academic work is determined by the course instructor.
Prerequisites: LANG 1101, LANG 1102, and LANG 2103 or consent of instructor and chair of Latin American Studies

LANG 2000  Culture and Civilization of a Selected Country.  (3)
A survey of the civilization and culture of one of the major societies of the world. The course examines the culture's social and political development, its customs and traditions, and its contributions to the global community in terms of art, music, and literature. (LANG 2000 may be taken for LAST 1104).

LANG 2103  Intermediate Language I.  (3)
A continuation of LANG 1102.
Prerequisite: LANG 1102 or equivalent

LANG 2105  Intermediate Language II.  (3)
An intensive review of the language grammar with emphasis on the production of speech. Not open to students fluent in the language.

*Note: These courses are available so that a language other than French, German, or Spanish may be available from time-to-time.
Mathematics

Introduction
The mathematics curriculum at LaGrange College provides a solid undergraduate mathematics foundation. Along with the broad-based general education curriculum, the Mathematics Department seeks to prepare mathematics majors for careers in industry or teaching, or for graduate study in mathematics.

Departmental Mission Statement
The Mathematics Department supports the College’s commitment to the liberal arts education of its students by using mathematics as a means to improve students’ critical thinking, communicative, and creative abilities.

Major Requirements
To be accepted as a major in the Mathematics Department, a student must have completed Mathematics 2221, have an overall GPA of 2.25 or better, and a GPA of 2.5 or better in all mathematics courses numbered 2221 or higher. Students can pursue the Bachelor of Arts degree with a major in mathematics or a Bachelor of Science degree with a major in mathematics. Students who pursue the Bachelor of Arts degree have more options in selecting their courses. This is the liberal studies degree in mathematics. A more in-depth degree is earned by students in the Bachelor of Science program.

The Bachelor of Arts Degree
This degree requires a minimum of 40 semester hours in mathematics courses, as follows:

- MATH 2221 Analytic Geometry and Calculus I (4)
- MATH 2222 Analytic Geometry and Calculus II (4)
- MATH 2223 Analytic Geometry and Calculus III (4)
- MATH 2224 Differential Equations (3)
- MATH 3316 Probability Theory (3)
- MATH 3335 Linear Algebra (3)
- MATH 3380 Discrete Mathematics (3)*
- OR MATH 3382 Combinatorial Design Theory (3)*
- MATH 4333 Modern Algebra I (3)**
- OR MATH 4343 Analysis I (3)**
- MATH 4350 Senior Capstone (3)

* One of these courses must be taken. The other may be used to satisfy one of the additional courses in the next listing.
**One of these courses must be taken. The other may be used to satisfy one of the additional courses in the next listing.**

**PLUS** 3 additional courses selected from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 2241</td>
<td>Programming in MATLAB for the Sciences</td>
<td>(3)</td>
</tr>
<tr>
<td>MATH 2261</td>
<td>Calculus Applications</td>
<td>(3)</td>
</tr>
<tr>
<td>MATH 3225</td>
<td>Partial Differential Equations and Boundary Value Problems</td>
<td>(3)</td>
</tr>
<tr>
<td>MATH 3305</td>
<td>Number Theory</td>
<td>(3)</td>
</tr>
<tr>
<td>MATH 3306</td>
<td>College Geometry</td>
<td>(3)</td>
</tr>
<tr>
<td>MATH 3317</td>
<td>Mathematical Statistics</td>
<td>(3)</td>
</tr>
<tr>
<td>MATH 3340</td>
<td>History of Mathematics</td>
<td>(3)</td>
</tr>
<tr>
<td>MATH 3342</td>
<td>Complex Variables</td>
<td>(3)</td>
</tr>
<tr>
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<td>Discrete Mathematics</td>
<td>(3)</td>
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<tr>
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<td>(3)</td>
</tr>
<tr>
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<td>Modern Algebra I</td>
<td>(3)</td>
</tr>
<tr>
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<td>Modern Algebra II</td>
<td>(3)</td>
</tr>
<tr>
<td>MATH 4343</td>
<td>Analysis I</td>
<td>(3)</td>
</tr>
<tr>
<td>MATH 4344</td>
<td>Analysis II</td>
<td>(3)</td>
</tr>
<tr>
<td>MATH 4410</td>
<td>Numerical Analysis</td>
<td>(3)</td>
</tr>
<tr>
<td>CSCI 4100</td>
<td>Numerical Analysis</td>
<td>(3)</td>
</tr>
<tr>
<td>MATH 4495</td>
<td>Independent Study</td>
<td>(3)</td>
</tr>
<tr>
<td>MATH 4496</td>
<td>Independent Study</td>
<td>(3)</td>
</tr>
<tr>
<td>MATH 4499</td>
<td>Special Topics in Mathematics</td>
<td>(3)</td>
</tr>
</tbody>
</table>

A programming course in Computer Science is required, as approved by advisor.

**The Bachelor of Science Degree**

This degree requires a minimum of 46 semester hours in mathematics courses, as follows:

<table>
<thead>
<tr>
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<th>Credits</th>
</tr>
</thead>
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<tr>
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<td>(3)*</td>
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<td>Senior Capstone</td>
<td>(3)</td>
</tr>
</tbody>
</table>
One of these courses must be taken. The other may be used to satisfy one of the additional courses in the next listing.

PLUS 3 additional courses selected from:

- MATH 2241 Programming in MATLAB for the Sciences (3)
- MATH 2261 Calculus Applications (3)
- MATH 3225 Partial Differential Equations and Boundary Value Problems (3)
- MATH 3305 Number Theory (3)
- MATH 3306 College Geometry (3)
- MATH 3317 Mathematical Statistics (3)
- MATH 3340 History of Mathematics (3)
- MATH 4334 Modern Algebra II (3)
- MATH 4344 Analysis II (3)
- MATH 4410 Numerical Analysis (3)
- OR CSCI 4100 Numerical Analysis (3)
- MATH 4495 Independent Study (3)
- MATH 4496 Independent Study (3)
- MATH 4499 Special Topics in Mathematics (3)

A programming course in Computer Science is required, as approved by advisor. Physics 2121 and 2122 are recommended.

**LEARNING OBJECTIVES**

Students in Core classes will demonstrate the abilities to think critically and creatively and to communicate mathematics effectively using appropriate terminology and notation.

All majors will be assessed on their abilities to demonstrate the following competencies:

**Algebra and Number Theory**

- Demonstrate an understanding of the structure of the natural, integer, rational, real, and complex number systems and the ability to perform the basic operations (+, -, ×, and ÷) on numbers in these systems.
- Compare and contrast properties (e.g., closure, commutative, associative, distributive) of number systems under various operations.
- Demonstrate an understanding of the properties of counting numbers (e.g., prime, composite, prime factorization, even, odd, factors, multiples).
- Solve ratio, proportion, percent, and average (including arithmetic mean and weighted average) problems.
• Work with algebraic expressions, formulas, and equations; add, subtract, and multiply polynomials; divide polynomials; add, subtract, multiply, and divide algebraic fractions; perform standard algebraic operations involving complex numbers, radicals, and exponents, including fractional and negative exponents.

• Solve and graph systems of equations and inequalities, including those involving absolute value.

• Interpret algebraic principles geometrically.

**Geometry**

• Solve problems using relationships of parts of geometric figures (e.g., medians of triangles, inscribed angles in circles) and among geometric figures (e.g., congruence, similarity) in two and three dimensions.

• Describe relationships among sets of special quadrilaterals, such as the square, rectangle, parallelogram, rhombus, and trapezoid.

• Solve problems using the properties of triangles, quadrilaterals, polygons, circles, and parallel and perpendicular lines.

• Solve problems using the properties of circles, including those involving inscribed angles, central angles, chords, radii, tangents, secants, arcs, and sectors.

• Understand and apply the Pythagorean theorem and its converse.

• Compute and reason about perimeter, area/surface area, or volume of two or three dimensional figures or of regions or solids that are combinations of these figures.

• Solve problems involving reflections, rotations, and translations of geometric figures in the plane.

**Trigonometry**

• Define and use the six basic trigonometric relations using degree or radian measure of angles; know their graphs and be able to identify their periods, amplitudes, phase displacements or shifts, and asymptotes.

• Apply the law of sines and the law of cosines.

• Apply the formulas for the trigonometric functions of \( \frac{x}{2}, 2x, x, x + y, \) and \( x - y \); prove trigonometric identities.

• Solve trigonometric equations and inequalities.

• Convert between rectangular and polar coordinate systems.
Functions and Special Equations

- Demonstrate understanding of and ability to work with functions in various representations (e.g., graphs, tables, symbolic expressions, and verbal narratives) and to convert flexibly among them.
- Find an appropriate family of functions to model particular phenomena (e.g., population growth, cooling, simple harmonic motion).
- Determine properties of a function such as domain, range, intercepts, symmetries, intervals of increase or decrease, discontinuities, and asymptotes.
- Use the properties of trigonometric, exponential, logarithmic, polynomial, and rational functions to solve problems.
- Determine the composition of two functions; find the inverse of a one-to-one function in simple cases and know why only one-to-one functions have inverses.
- Interpret representations of functions of two variables, such as three dimensional graphs, level curves, and tables.
- Recognize and use algebraic representations of lines, planes, conic sections, and spheres.
- Solve problems in two and three dimensions (e.g., distance between two points, the coordinates of the midpoint of a line segment).

Calculus

- Demonstrate understanding of what it means for a function to have a limit at a point; calculate limits of functions or determine that the limit does not exist; solve problems using the properties of limits.
- Understand the derivative of a function as a limit, as the slope of a curve, and as a rate of change (e.g., velocity, acceleration, growth, decay).
- Show that a particular function is continuous; understand the relationship between continuity and differentiability.
- Numerically approximate derivatives and integrals.
- Use standard differentiation and integration techniques.
- Analyze the behavior of a function (e.g., find relative maxima and minima, concavity); solve problems involving related rates; solve applied minima/maxima problems.
Demonstrate understanding of and ability to use the Mean Value Theorem and the Fundamental Theorem of Calculus.

Demonstrate an intuitive understanding of integration as a limiting sum that can be used to compute area, volume, distance, or other accumulation processes.

Determine the limits of sequences and simple infinite series.

**Data Analysis and Statistics**

Organize data into a suitable form (e.g., construct a histogram and use it in the calculation of probabilities).

Know and find the appropriate uses of common measures of central tendency (e.g., population mean, sample mean, median, mode) and dispersion (e.g., range, population standard deviation, sample standard deviation, population variance, sample variance).

Analyze data from specific situations to determine what type of function (e.g., linear, quadratic, exponential) would most likely model that particular phenomenon; use the regression feature of the calculator to determine curve of best fit; interpret the regression coefficients, correlation, and residuals in context.

Understand and apply normal distributions and their characteristics (e.g., mean, standard deviation).

Understand how sample statistics reflect the values of population parameters and use sampling distributions as the basis for informal inference.

Understand the differences among various kinds of studies and which types of inferences can legitimately be drawn from each.

Know the characteristics of well-designed studies, including the role of randomization in surveys and experiments.

**Probability**

Understand the concepts of sample space and probability distribution and construct sample spaces and distributions in simple cases.

Understand the concepts of conditional probability and independent events; understand how to compute the probability of a compound event.

Compute and interpret the expected value of random variables in simple cases (e.g., fair coins, expected winnings, expected profit).
• Use simulations to construct empirical probability distributions and to make informal inferences about the theoretical probability distribution.

**Discrete Mathematics**

• Solve basic problems that involve counting techniques, including the multiplication principle, permutations, and combinations; use counting techniques to understand various situations (e.g., number of ways to order a set of objects, to choose a subcommittee from a committee, to visit n cities).

• Find values of functions defined recursively and understand how recursion can be used to model various phenomena; translate between recursive and closed-form expressions for a function.

• Determine whether a binary relation on a set is reflexive, symmetric, or transitive; determine whether a relation is an equivalence relation.

• Use finite and infinite arithmetic and geometric sequences and series to model simple phenomena (e.g., compound interest, annuity, growth, decay).

• Understand the relationship between discrete and continuous representations and how they can be used to model various phenomena.

• Use difference equations, vertex-edge graphs, trees, and networks to model and solve problems.

**Matrix Algebra**

• Understand vectors and matrices as systems that have some of the same properties as the real number system (e.g., identity, inverse, and commutativity under addition and multiplication).

• Perform scalar multiplication on a matrix; multiply, add, and subtract vectors and matrices; find inverses of matrices.

• Use matrix techniques to solve systems of linear equations.

• Use determinants to reason about inverses of matrices and solutions to systems of equations.
Measurements

- Make decisions about units and scales that are appropriate for problem situations involving measurement; use unit analysis.
- Analyze precision, accuracy, and approximate error in measurement situations.
- Apply informal concepts of successive approximation, upper and lower bounds, and limit in measurement situations.

Assessment of Learning Objectives

Students in Core Mathematics courses must demonstrate satisfactory improvement on post-course exams (from pre-course exam scores).

In order to earn either a Bachelor of Arts or Bachelor of Science degree in Mathematics, students must:

- Successfully complete each major course with a grade of “C-” or better, earn a GPA for all MATH courses of at least 2.0, and
- Successfully complete a standardized examination covering the learning objectives at the conclusion of MATH 4350 during the senior year.

A survey is sent to recent graduates of the program during the fall term of each year. The results of these surveys are considered and may result in changes to improve the program.

Minor

A minor in mathematics consists of the following courses: MATH 2221, plus five additional courses selected from MATH 2222, 2223, 2224, 2261, 3305, 3306, 3316, 3317, 3335, 3342, 3380, 3382, 4333, 4334, 4343, 4344, 4350, 4410, 4495, 4496, and 4499. At least two of the six courses must be at the 3000 or 4000 level.
COMBINED B.A. AND M.A.T PROGRAM OF STUDY

Undergraduate students who meet the admission requirements for the Master of Arts in Teaching [M.A.T] (passing GACE Basic Skills or a combined SAT score of more than 1000) and those who have a GPA of 3.0 or higher in their undergraduate studies are eligible to participate in a combined B.A. and M.A.T. program of study after the completion of 90 semester hours. Once accepted, candidates may take entering cohort graduate courses the Summer Semester following their junior year of study. Upon gaining senior status, candidates may take one three credit graduate course during the Fall, Interim, and Spring Semesters only if enrolled with twelve undergraduate credits.

COURSE DESCRIPTIONS (MATH)

MATH 0100  Basic Mathematics. (3) Fall and Spring
An introduction to algebra. Topics include instruction in real numbers, graphs, algebraic expressions, equations, and polynomials.

MATH 1101  College Algebra. (3) Fall and Spring
A study of sets, real numbers, operations, order, inequalities, polynomial factoring, functions, graphs, exponents, first- and second-degree equations, and systems of equations.
Prerequisite: MATH 0100 or satisfactory score on Mathematics placement test

MATH 1114  Introduction to Statistics. (3) Fall and Spring
An introduction to probability and statistics. Topics include descriptive statistics, probability, normal probability, confidence intervals, hypothesis testing, and linear regression.
Prerequisite: MATH 1101, 2105, or 2221

MATH 1121  A Survey of Calculus. (3) Fall (even years)
An intuitive introduction, using technology, to the concepts and applications of calculus. Topics include functions and graphing, tangents to a curve, differentiation and integration, maxima, minima, and area under a curve.
Prerequisite: MATH 1101 or 2105 or satisfactory score on mathematics placement test.
Note: Not open to students who have credit for MATH 2221
MATH 2105  Precalculus.  (4) Fall and Spring
A study of calculus-oriented algebra and trigonometry. Topics include simplifying algebraic expressions, solving equations, exponential and logarithmic functions, applications of functions, graphs, and the trigonometric functions.
  Prerequisite: MATH 1101 or satisfactory score on mathematics placement test

MATH 2221  Analytic Geometry and Calculus I.  (4) Fall and Spring
An introduction to differentiation and integral calculus. Topics include limits, differentiation and applications, integration, and the calculus of exponential and logarithmic functions.
  Prerequisite: MATH 2105 or 1121 (and permission of instructor) or satisfactory score on mathematics placement test.

MATH 2222  Analytic Geometry and Calculus II.  (4) Fall and Spring
A continuation of Math 2221. Topics include the applications of integration, the calculus of inverse trigonometric functions, techniques of integration, indeterminate forms, improper integrals, sequence and series, and the parametric equations, and the polar coordinates.
  Prerequisite: MATH 2221

MATH 2223  Analytic Geometry and Calculus III.  (4) Fall
A continuation of Math 2222. Topics include vectors and vector-valued functions of several variables, multiple integration, and vector analysis.
  Prerequisite: MATH 2222

MATH 2224  Differential Equations.  (3) Spring
An introduction to differential equations. Topics include the study of first- and second-order differential equations, first-order systems, linear systems, Laplace transforms, and numerical methods.
  Prerequisite or Co-requisite: MATH 2223, 2241 or permission of instructor

MATH 2241  Programming in MATLAB for the Sciences.  (3)
Interim (On demand)
A first course in MATLAB that ranges from basic programming to the implementation of higher-level mathematics and data presentation techniques.
  Prerequisite: MATH 2222
MATH 3101  Fundamentals of Mathematics I for Teachers. (3)  
Spring  
A study of topics in mathematics designed for future elementary and middle school teachers who are not pursuing the concentration in mathematics. Topics include problem solving, number systems and the relationships between these systems, understanding multiplication and division, including why standard computational algorithms work, properties of arithmetic, and applications of elementary mathematics.  
  
Prerequisite: MATH 1101 or higher  
Note: Open only to Early Childhood Education Majors

MATH 3102  Fundamentals of Mathematics II for Teachers. (3)  
Fall  
A study of topics in mathematics designed for future elementary and middle school teachers who are not getting a concentration in mathematics. Topics include numbers and operations, algebra, geometry, data analysis, statistics, probability, and measurement. Technology is used when appropriate.  
  
Prerequisite: MATH 1101 or higher  
Note: Open only to Early Childhood Education Majors

MATH 3225  Introduction to Partial Differential Equations and Boundary Value Problems. (3)  
On demand  
Topics include Fourier Series, the Wave Equation, the Heat Equation, Laplace's Equation, Dirichlet Problems, Sturm-Liouville Theory, the Fourier Transform, and Finite Difference Numerical Methods.  
  
Prerequisite: MATH 2224

MATH 3306  College Geometry. (3)  
Interim (on demand)  
A study of the concepts of plane Euclidean geometry, with an introduction to coordinate geometry and non-Euclidean geometries.  
  
Prerequisite: MATH 2221

MATH 3316  Probability Theory. (3)  
Spring  
An Introduction to probability theory. Topics include random variables, method of enumeration, conditional probability, Baye’s theorem, discrete distributions (binomial distribution, and Poisson distribution), continuous distributions (uniform distribution, exponential distribution, gamma distribution, chi-square distribution, and normal distributions), Multivariate distributions.  
  
Prerequisite: MATH 2222
MATH 3317  Mathematical Statistics.  (3) On demand
An introduction to the mathematical theory of statistics.  Topics include estimation and maximum likelihood estimates, sampling distributions, confidence intervals, and hypothesis testing.
Prerequisite:  MATH 3316

MATH 3335  Linear Algebra.  (3) Spring
An introduction to linear algebra and matrix theory. Topics include Vectors, Systems of Linear Equations, Matrices, Eigenvalues, Eigenvectors, and Orthogonality.
Prerequisite:  MATH 1121, 2221, 2241 or permission of instructor

MATH 3340  History of Mathematics.  (3) Interim (on demand)
An historical development of mathematical concepts.
Prerequisite:  MATH 2221 or permission of instructor

MATH 3342  Complex Variables.  (3) Spring (even years)
An introduction to complex variables. Topics include complex numbers, Analytic functions, elementary functions, complex integration, series representations for analytic functions, residue theory, and conformal mapping.
Prerequisite:  MATH 2223

MATH 3380  Discrete Mathematics.  (3) Fall (even years)
An introduction to discrete mathematics.  Topics include set theory, combinatorics, recurrence relations, linear programming, and graph theory.
Prerequisite:  MATH 2221

MATH 3382  Combinatorial Design Theory.  (3) Fall (odd years)
A study of techniques used for constructing combinatorial designs.  Basic designs include triple systems, Latin squares, and affine and projective planes.
Prerequisite:  MATH 2221

MATH 4333  Modern Algebra I.  (3) Fall (odd years)
An introduction to modern abstract algebra.
Prerequisite:  MATH 2222

MATH 4334  Modern Algebra II.  (3) On demand
A continuation of Modern Algebra I.
Prerequisite:  MATH 4333
MATH 4343 Analysis I. (3) Fall (even years)
An introduction to Analysis.
Prerequisite: MATH 2223

MATH 4344 Analysis II. (3) On demand
A continuation of Analysis I.
Prerequisite: MATH 4343

MATH 4350 Senior Capstone. (3) Fall
A study of problem-solving techniques selected from the spectrum of mathematics course work required to complete a mathematics major at LaGrange College. Topics come from a variety of areas, including algebra, trigonometry, geometry, calculus, discrete mathematics, probability and statistics, and mathematical reasoning and modeling.
Prerequisite: Senior standing and permission of instructor

MATH 4410 Numerical Methods. (3) On demand
An introduction to numerical analysis with computer solutions. Topics include Taylor series, finite difference, calculus, roots of equations, solutions of linear systems of equations, and least-squares.
Prerequisite: MATH 2222 and CSCI 1990

MATH 4495 Independent Study in Mathematics I. (Variable)
On demand
This course allows students to pursue a special problem or topic beyond those encountered in any formal course.
Prerequisites: Minimum prerequisites are outlined in the LaGrange College Bulletin. Additional prerequisites will be determined by the instructor, based on the material to be studied.

MATH 4496 Independent Study in Mathematics II. (Variable)
On demand
This course allows students to pursue a second special problem or topic beyond those encountered in any formal course.
Prerequisites: Minimum prerequisites are outlined in the LaGrange College Bulletin. Additional prerequisites will be determined by the instructor, based on the material to be studied.

MATH 4499 Special Topics in Mathematics. (Variable)
On demand
A course offered at the junior/senior level focusing on a specialized topic from the field of mathematics. A prerequisite may be required
MUSIC

INTRODUCTION
The Department of Music is committed to the development of musicians who are both creative and critical thinkers, and who are able to communicate in culturally relevant ways. We seek to integrate and extend liberal arts-based values through musical scholarship, presentation, and creative collaboration. Within a challenging and nurturing environment, we seek to prepare competitive musicians whose personal development and artistry demonstrate intelligence, ethical values, and a lifelong pursuit of excellence.

Our program size allows us to focus attention on each student as an individual, helping each one grow into a well-rounded, intelligent, and confident musician. We offer the Bachelor of Arts and the Bachelor of Music, as well as a minor in Music. The B.A. in Music provides a broad study of music while allowing ample time for extensive coursework in a related minor. The B.M., a professional music degree, demands more courses within the music department and is offered in three areas of study: Composition and Music Technologies, Performance (Voice, Piano, Organ, Guitar, Percussion), and Church Music.

LEARNING OBJECTIVES
Upon completion of a degree from the Department of Music, a student should be able to:

• Demonstrate basic musicianship and the ability to integrate musical knowledge.
• Demonstrate the ability to synthesize musical ideas and technique in creative musical expression.
• Demonstrate effective presentation of scholarship, artistry, and/or musical creativity.
• Demonstrate appreciation of music that results in an ongoing commitment to artistic endeavors.

FACILITIES AND RESOURCES
The Department of Music is located on the Callaway Campus and is housed in the Callaway Educational Building. Our facilities include the Callaway Auditorium (a 740-seat concert hall), Callaway Recital Hall, instructional and rehearsal space, student practice rooms, theory lab, keyboard lab, composition lab, edit/mix suite, video editing suite, and two recording studios. Most laboratories are 24/7 facilities and enjoy a great deal of student use and creative productivity.
GENERAL INFORMATION FOR MUSIC MAJORS

Acceptance into the Department of Music is granted by a music faculty committee to those students who have submitted an application and completed an audition/interview. Please inquire about audition dates, usually held in early spring. Incoming students who have not auditioned or interviewed before the committee prior to the beginning of the fall semester should contact the Chair of the Department before enrolling in music courses. Admission of all new music students to the Department of Music, first-year students and transfers, is provisional in nature and will be evaluated at the end of the first-year of study (see Entry Requirements for Music Majors below).

The Bachelor of Music degree is designed for students who are preparing for professional careers in music and/or graduate study in music. The curricula leading to this degree are based on a philosophy that recognizes the need for rigorous study in all aspects of music. Each program of study requires a heavy concentration of music courses/experiences, and many courses are sequential. Therefore, potential music majors are strongly encouraged to begin taking music courses in their first-year. The Chair of the Department of Music can provide advisement and a four-year suggested course guideline.

The music faculty provides incoming students with a Music Majors Handbook containing departmental policies and further details about requirements for music majors.

MUSIC SCHOLARSHIPS

Talent-based scholarships are available for incoming first-year students as well as transfer students. Audition dates for scholarships are held annually in the fall and spring. Check the Department of Music’s website for audition requirements.

ENSEMBLES

Various ensembles are available by audition for both music majors and non-majors. Our ensembles represent the College and Department of Music in public performances throughout the academic year, both locally and abroad. Those interested may contact the Department of Music (music@lagrange.edu).
**MUSIC MINOR**

To obtain a minor in Music, students must complete the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSI 1101 and 1102</td>
<td>Theory 1-2</td>
<td>6</td>
</tr>
<tr>
<td>MUSI 1113 and 1114</td>
<td>Ear Training 1-2</td>
<td>4</td>
</tr>
<tr>
<td>MUSI 1110</td>
<td>Literature and Language of Music</td>
<td>2</td>
</tr>
<tr>
<td>MUSI 1103</td>
<td>Piano 1</td>
<td>1</td>
</tr>
<tr>
<td>MUSI 3301 (or MUSI 3302)</td>
<td>Music History 1 (or 2)</td>
<td>3</td>
</tr>
<tr>
<td>Music Electives</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Total:** 19 hours

**ENTRY REQUIREMENTS FOR MUSIC MAJORS**

In addition to fulfilling the general requirements for admission to LaGrange College, students desiring to major in music must complete an audition/interview before the music faculty prior to enrolling in music courses and take the Music Theory Placement Exam. The results of this exam are used to determine the appropriate level of music theory instruction.

**EXIT REQUIREMENTS FOR MUSIC MAJORS**

- Students must earn a grade of “C-” or better in all music courses.
- All music majors must take the Theory Competency Exam upon completion of MUSI 2202 and MUSI 2213 and must receive a minimum score of 80 percent in all sections. A detailed description of this exam is included in the Music Majors Handbook.
- All music majors must take the Piano Proficiency Exam demonstrating keyboard skill, receiving a “Pass” on each of the exam’s criteria. Further details about this exam are included in the Music Majors Handbook.
- All music majors must present either a capstone presentation or a public recital featuring their talent (according to the degree requirements). Recital requirements vary between the different programs of study. Consult the Music Majors Handbook for specific guidelines.
- All music majors must attend at least 80 percent of departmentally sponsored concerts and events each semester of study.
**Bachelor of Arts in Music**

This program of study provides the student with a broad, liberal arts based music education. The major consists of course work in four areas of study: 1) academic, 2) performance, 3) music electives, and 4) capstone presentation. The academic areas include music theory and music history. The performance component is comprised of Piano Class (1-3) and applied lessons and/or ensemble. The music electives consist of MUSI courses and may not be counted in the academic or performance areas. MUSI 4486 Special Topics may be taken multiple times for credit. The capstone presentation should be a senior-level investigation of a topic approved by the music faculty. The successful capstone project should bring together each facet of the student’s music education, and thus should be completed in the student’s final semester. The student is encouraged to choose a complementary minor area of study, including (but not limited to) English, History, or Theater. The student must adhere to all entrance/exit requirements common to all Music Majors.

In addition to the other degree requirements, students complete the following Music courses:

**General Requirements:**
- CORE (43)
- Jan Term (9)
- General Electives (21)

**Music Requirements:**
- MUSI 0999 -- Music Seminar (0) taken each semester
- MUSI 1110 -- Lit. & Lang of Music (2)
- MUSI 1101, 1102, & 2201 -- Music Theory 1-3 (9)
- MUSI 1113, 1114, & 2213 -- Ear Training 1-3 (6)
- MUSI 1105 (or 1106) -- Applied Lessons (4)
- MUSI 1107 (or 1108) -- Ensemble (4)
- MUSI 1103, 1104, & 2203 -- Piano 1-3 (3)
- MUSI 2310 -- Orchestration (3)
- MUSI 3366 -- Conducting (3)
- MUSI 2301 & 2302 -- Music History 1-2 (6)
- MUSI 4486 -- Special Topics in Music OR
  - Approved Music Electives (6)
- MUSI 4488 -- Capstone Presentation (1)

**TOTAL = 120**
# Bachelor of Music in Composition and Music Technologies

This program of study prepares the student for an entry-level position in the music industry or continued study at the graduate level. Students of this program typically come from backgrounds that include performance, songwriting, composition, electronic and/or computer music. The course work prepares students for a wide variety of activities, such as film/video scoring, multimedia, electro-acoustic concert and studio applications, music printing, digital audio and video editing, 5.1 audio editing and mixing, and MIDI applications of every sort.

Internships allow students to tailor their academic work to their specific career goals and gain valuable experience with industry professionals. Internships may be repeated for credit.

In addition to the other degree requirements, students complete the following music courses:

## General Requirements:
- CORE (43)
- Jan Term (9)

## Music Requirements:
- MUSI 0999 -- Music Seminar (0) taken each semester
- MUSI 1110 -- Lit. & Lang of Music (2)
- MUSI 1101, 1102, & 2201 -- Music Theory 1-3 (9)
- MUSI 1113, 1114, & 2213 -- Ear Training 1-3 (6)
- MUSI 1105 (or 1106) -- Applied Lessons (5)
- MUSI 1107 (or 1108) -- Ensemble (5)
- MUSI 1103, 1104, & 2203 -- Piano 1-3 (3)
- MUSI 2310 -- Orchestration (3)
- MUSI 2390 -- Audio Engineering (3)
- MUSI 3369 -- New Media (3)
- MUSI 1211 -- Composition Seminar (3) repeat for credit
- MUSI 3210 -- Advanced Composition Seminar (3) repeat for crdt.
- MUSI 3366 -- Conducting (3)
- MUSI 2301 & 2302 -- Music History 1-2 (6)
- MUSI 3384 -- Junior Recital (0)
- MUSI 4470 -- Internship (1)
- MUSI 4484 -- Senior Recital (1)
- MUSI 4486 -- Special Topics in Music OR Approved Music Electives (6)
- Music electives (12)

**TOTAL = 126**
BACHELOR OF MUSIC IN PERFORMANCE
(VOICE, PIANO, ORGAN, GUITAR, PERCUSSION)

This program of study is designed for students seeking careers as professional classical performers and/or studio teachers. Students admitted to this program of study must possess exceptional talent in their principal applied area, and instrumental and keyboard majors must demonstrate previous training. The curriculum couples rigorous scholarship with numerous performance opportunities, thus adequately preparing students for graduate study in performance.

In addition to the other degree requirements, students complete the following music courses:

**Vocal Majors Track**

**General Requirements:**
- CORE (43)
- Jan Term (9)

**Music Requirements:**
- MUSI 0999 -- Music Seminar (0)
- MUSI 1110 -- Lit. & Lang of Music (2)
- MUSI 1101, 1102, & 2201 -- Music Theory 1-3 (9)
- MUSI 1113, 1114, 2213 -- Ear Training 1-3 (6)
- MUSI 1105 (or 1106) -- Applied Voice (10)
- MUSI 1107 (or 1108) -- Choral Ensemble (8)
- MUSI 1103, 1104, & 2203 -- Piano 1-3 (3)
- MUSI 2239 & 2240 -- Diction for Singers: 1-2 (4)
- MUSI 2310 -- Orchestration (3)
- MUSI 3366 -- Conducting (3)
- MUSI 2301 & 2302 -- Music History 1-2 (6)
- MUSI 4480 Opera Experience (6)
- Music or Theater or Language Electives (9)
- MUSI 4486 -- Special Topics in Music OR
  Approved Music Electives (6)
- MUSI 3384 -- Junior Recital (0)
- MUSI 4484 -- Senior Recital (1)

**TOTAL = 128**

**Piano Majors Track**

**General Requirements:**
- CORE (43)
- Jan Term (9)
Music Requirements:
- MUSI 099 -- Music Seminar (0)
- MUSI 1110 -- Lit. & Lang of Music (2)
- MUSI 1101, 1102, & 2201 -- Music Theory 1-3 (9)
- MUSI 1113, 1114, & 2213 -- Ear Training 1-3 (6)
- MUSI 1105 (or 1106) -- Applied Piano (10)
- MUSI 1107 (or 1108) -- Ensemble (6)
- MUSI 1107 (or 1108) -- Ensemble: Accompanying (4)
- MUSI 2239 -- Diction for Singers: Part 1 (2)
- MUSI 2310 -- Orchestration (3)
- MUSI 2390 -- Audio Engineering (3)
- MUSI 3366 -- Conducting (3)
- MUSI 2301 & 2302 -- Music History 1-2 (6)
- Music or Approved Electives (9)
- MUSI 4486 -- Special Topics in Music OR
  Approved Music Electives (9)
- MUSI 3384 -- Junior Recital (0)
- MUSI 4484 -- Senior Recital (1)

TOTAL = 125

Instrumental Majors Track

General Requirements:
- CORE (43)
- Jan Term (9)

Music Requirements:
- MUSI 0999 -- Music Seminar (0)
- MUSI 1110 -- Lit. & Lang of Music (2)
- MUSI 1101, 1102, & 2201 -- Music Theory 1-3 (9)
- MUSI 1113, 1114, 2213 -- Ear Training 1-3 (6)
- MUSI 1103, 1104, & 2203 -- Piano 1-3 (3)
- MUSI 1105 (or 1106) Applied Instrument (10)
- MUSI 1107 (or 1108) -- Ensemble (8)
- MUSI 2310 -- Orchestration (3)
- MUSI 2290 -- Audio Engineering (3)
- MUSI 3366 -- Conducting (3)
- MUSI 2301 & 2302 -- Music History 1-2 (6)
- Music or Approved Electives (11)
- MUSI 4486 -- Special Topics in Music OR
  Approved Music Electives (9)
- MUSI 3384 -- Junior Recital (0)
- MUSI 4484 -- Senior Recital (1)

TOTAL = 126
**Bachelor of Music in Church Music**

The Bachelor of Music degree in Church Music prepares future leaders for music ministry in the church. The course of study affirms both the rich heritage of the sacred musical tradition and contemporary worship styles practiced in many churches today. This degree is also appropriate for those students pursuing graduate study in church music at the seminary/graduate school level.

The required internship hours provide an opportunity for students to practice their craft in a real-world environment. Students are expected to provide their own transportation to and from the internship site. Because the internship experience offers valuable interaction with professionals and spiritual mentoring, students are encouraged to enroll for as many internship credit hours as their schedule permits. Internship may be repeated for credit.

In addition to the other degree requirements, students complete the following music courses:

**General Requirements:**
- CORE (43)
- Jan Term (9)
- General Electives (3)

**Music Requirements:**
- MUSI 0999 -- Music Seminar (0)
- MUSI 1110 -- Lit. & Lang of Music (2)
- MUSI 1101, 1102, & 2201 -- Music Theory 1-3 (9)
- MUSI 1113, 1114, & 2213 -- Ear Training 1-3 (6)
- MUSI 1105 (or 1106) -- Applied Lessons (8)
- MUSI 1107 (or 1108) -- Ensemble (8)
- MUSI 1103, 1104, & 2203 -- Piano 1-3 (3)
- MUSI 2310 -- Orchestration (3)
- MUSI 2390 -- Audio Engineering (3)
- MUSI 3331 -- Christian Hymnody (3)
- MUSI 3366 -- Conducting (3)
- MUSI 2301 & 2302 -- Music History 1-2 (6)
- MUSI 4486 -- Special Topics in Music OR
  - Approved Music Electives (6)
- MUSI 2239 -- Diction for Singers: Part 1 (2)
- Music Electives (6)
- MUSI 4470 -- Internship (3)
- MUSI 4488 -- Capstone Project (1)

**TOTAL = 127**
COURSE DESCRIPTIONS (MUSI)

MUSI 0999  Music Seminar. (0)
A weekly seminar/recital hour featuring student performances, master classes, and presentations by guest artists.

*MUSI 1100  Music Fundamentals. (3) On demand
Provides an introduction to elementary music theory, including scales, key signatures, staff notation, clefs, rhythm, meter, intervals, and general music terminology.

*MUSI 1101  Theory 1. (3) Fall
This course focuses on Diatonic Harmony and is designed to provide the student with the basics of music theory, including: scales, key signatures, intervals, triads, beginning voice leading, harmony, figured bass, basic reductive and hierarchic graphing techniques. Some lab time will be devoted to internet music resources and notation using FINALE. Other topics will include basic MAC computer skills especially as they pertain to music theory and CAI in music theory. Must be taken with MUSI 1113.

Prerequisite: MUSI 1100 or passing score on Theory Placement Exam

MUSI 1102  Theory 2. (3) Spring
Continuation of MUSI 1101. This course focuses on Chromatic Harmony and Form and is designed to provide the student experience with intermediate-level music theory topics, including: phrase structure, non-chord tones, voice leading, harmony, figured bass, modulations, and form (binary, ternary, variations, etc.). Some lab time is devoted to internet music resources and notation using FINALE. Other topics include basic MAC computer skills, especially as they pertain to music theory and CAI in music theory.

Prerequisite: MUSI 1101

MUSI 1103  Piano 1. (1) Spring
Beginning instruction in piano for music majors with no previous keyboard training. Development of basic reading skills.

MUSI 1104  Piano 2. (1) Fall
Continuation of Piano 1 with additional emphasis on sight-reading.

Prerequisite: MUSI 1103 or permission of Instructor.
MUSI 1105-1106  Applied Lessons. (1-2) Fall and Spring
Individual instruction in the student’s choice of instrument or voice to
develop technical proficiency, repertoire knowledge, and performance
skills. May be repeated for credit.
   Prerequisite: Audition and authorization by the Chair

Section A – Voice
Section B – Piano
Section C – Organ
Section D – Guitar (Classical and Contemporary)
Section E – Percussion
Section F – Brass
Section G – Composition
Section H – Strings

MUSI 1107-1108 Ensemble. (1) Fall and Spring
Performance organization(s) providing ensemble experience. May be
repeated for credit. Performance ensembles include: LaGrange College
Chamber Singers, Women’s Chorus, LaGrange Symphony Chorus, and the
Instrument Ensemble.
   Prerequisite: Audition

MUSI 1109  Beginning Classical Guitar. (1) On demand
Basic techniques of classical guitar taught in a classroom setting, intended
for non-music majors. The course includes fundamentals of reading music
and understanding elementary music theory. In addition, students will
study examples of simple folk music and music for worship. A selection of
the most useful guitar chords, suitable for beginners, and basic
accompaniment patterns will be taught to allow the students to accompany
their singing. Students will need to own an acoustic guitar and plan for
daily practice time.

MUSI 1110  Literature and Language of Music 1. (2) Spring
This course acquaints students with the appropriate language needed for a
precise discussion of music and the literature that corresponds to musical
evolution since notation developed. The course also has a strong listening
component, thereby encouraging more discriminate listening.

* + MUSI 1112  Music Survey. (3) On demand
A broad survey of music aimed at developing aesthetic awareness and
critical analysis of music from diverse styles and genres.
MUSI 1113  Ear Training 1. (2)  Spring  
This course is designed to provide the student with basic sight singing and listening skills. Some lab time is devoted to internet music resources and notation using FINALE. Other topics include basic MAC computer skills especially as they pertain to music theory and CAI in music theory and ear training.  
Prerequisite: MUSI 1100 or passing score on Theory Placement Exam

MUSI 1114  Ear Training 2. (2)  Fall  
Continuation of MUSI 1114.  
Prerequisite: MUSI 1113

MUSI 1211  Composition Seminar. (1)  Fall and Spring  
Introductory compositional study in instrumental and vocal writing. Assigned and student-initiated composition projects that include woodwind quintet, percussion ensemble, and art song. All completed compositions that meet the required criteria for these listed performing groups are rehearsed and recorded.  
Prerequisite: MUSI 1101 and MUSI 1113

MUSI 2201  Theory 3. (3)  Fall  
Continuation of MUSI 1102. This course focuses on Form and Twentieth-Century Techniques and is designed to provide the student with more advanced knowledge of music theory, including: modulations, form (Sonata, Rondo, Concerto, etc.), introduction to pitch-class set theory, introduction to 12-Tone theory, and more recent musical trends. Some lab time is devoted to internet music resources and notation using FINALE. Other topics include basic MAC computer skills, especially as they pertain to music theory and CAI in music theory.  
Prerequisite: MUSI 1102

MUSI 2203  Piano Class 3. (1)  Spring  
Continuation of MUSI 1104 with emphasis on transposition and chord accompaniment. Upon completion of this course, the student should be prepared for the Piano Proficiency Exam. May be repeated for credit.  
Prerequisite: MUSI 1104
MUSI 2213  Ear Training 3. (2) Spring
Continuation of MUSI 1114. This course is designed to provide the student with a more advanced knowledge, sight singing, and listening skills. Some lab time is devoted to internet music resources and notation using FINALE. Other topics include basic MAC computer skills, especially as they pertain to music theory and CAI in music theory and ear training.

Prerequisite: MUSI 1114

MUSI 2239  Diction for Singers: Part 1. (2) On demand
A study of English and Italian art song literature, and correct rules of pronunciation. Trains students in the use of the International Phonetic Alphabet to transcribe English and Italian art songs.

MUSI 2240  Diction for Singers: Part 2. (2) On demand
A study of French and German art song literature, and correct rules of pronunciation. Use of International Phonetic Alphabet to transcribe French and German art songs.

Prerequisite: MUSI 2239

‡ MUSI 2301  Music History 1. (3) Fall
The study of the western classical tradition, from earliest antiquity through Haydn and Mozart. Course emphasizes historical analysis and criticism, aural identification, and research.

Prerequisite: MUSI 1102 or permission of instructor

‡ MUSI 2302  Music History 2. (3) Spring
Music of the Classical, Romantic, and Modern eras, beginning with Beethoven. Course will emphasize historical analysis and criticism, aural identification, and research.

Prerequisite: MUSI 1102 or permission of instructor

MUSI 2310  Orchestration. (3) Spring
Techniques of scoring for string, brass, woodwind, percussion instruments and MIDI instruments.

Prerequisite: MUSI 1102 and MUSI 1114

MUSI 2390  Audio Engineering. (3) Fall
Classroom instruction in digital and analog audio engineering. Recording console operation, microphone placement and usage, mixing, tape based and hard disc recording, mastering, CD burning and troubleshooting.
MUSI 3210  Advanced Composition Seminar.  (1) Fall and Spring
Advanced compositional study of large-scale forms and genres. Assigned and student-initiated composition projects that include brass quintet, string quartet, art song, mixed-voiced choir, and chamber orchestra. Students may also compose works that use live or pre-recorded elements and/or techniques, music for video or short film, or other nontraditional means. All completed compositions that meet the required criteria for these listed performing groups are rehearsed and recorded.

MUSI 3331  Christian Hymnody.  (3) On demand
A survey of Christian hymnody in the English-speaking world from its roots in the early Christian Church to present day practices in worship. The study of selected hymns and hymn writers associated with a number of different Christian traditions is included.

MUSI 3352  Jazz Theory and Popular Practice.  (2) Fall
Theoretical foundations of the Jazz tradition and consideration of related contemporary style; blues, fusion, rock, gospel, and current popular idioms. Aural skills emphasized, with keyboard harmony studies oriented to realizing technical comprehension of the material.
Prerequisite: MUSI 2202

MUSI 3366  Basics of Conducting.  (3) Fall
Conducting techniques, score reading, rehearsal techniques for choral and/or instrumental ensembles.
Prerequisite: MUSI 2202

MUSI 3369  New Media.  (3) Fall
Basic studio techniques, music sequencing, music printing, synthesizers, studio operation.
Prerequisite: MUSI 2390 Audio Engineering

MUSI 3384  Junior Recital.  (1) Fall and Spring
A 30-minute public performance of the student’s creative work and/or talent presented during the junior year.
Prerequisite: Successful completion of the Pre-Recital Hearing
MUSI 4413  Business of Music Industry. (3) On demand
The study of basic issues pertaining to the music industry: music copyrights, music synchronization, musical mechanical licensing, standard music contracts, royalties, artists’ advances and contracts, buyouts. Introduction to the major licensing organizations, i.e., ASCAP, BMI, SESAC, and the National Academy of Recording Arts and Sciences, the professional society of musicians.

MUSI 4460  Production Project. (3) Interim
A special projects course with hands-on participation and teamwork required. Each project is unique; specific content is publicized in the semester preceding the course offering.

MUSI 4470  Internship. (1) Fall, Interim, Spring
A supervised, practical “real world” experience in a professional off-campus environment. May be repeated for credit.

MUSI 4480  Opera Experience. (3) Fall, Interim, Spring
The study of selected operas and operatic excerpts that may result in staged performances.

MUSI 4484  Senior Recital. (1) Fall and Spring
A one-hour public performance of the student’s creative work and/or talent presented during the senior year.
Prerequisite: Successful completion of the Pre-Recital Hearing

MUSI 4486  Special Topics. (3) On demand
Class instruction for musical topics of a highly specialized nature. The content of this course changes based upon the expertise of the instructor and the needs of the students. May be repeated for credit.

MUSI 4488  Capstone Presentation. (1)
The capstone presentation is a senior-level investigation of some music-faculty approved topic.

* Denotes courses in Music that may satisfy Fine Arts requirement in Core Curriculum.

‡ Denotes courses in Music that may substitute for a CORE Humanities course in the Core Curriculum.
MISSION AND PURPOSE

The Department of Nursing, as an integral part of LaGrange College, provides a program in nursing congruent with the Mission and Goals of the College. Founded in the broader purpose of the College, the program of nursing study is developed by nursing faculty and reflects the ideas and concepts central to the profession of nursing and beliefs regarding nursing.

The faculty has chosen to express these beliefs in the form of assumptions which are related to various philosophic approaches to nursing education and nursing practice. Assumptions provide a rich descriptive base upon which to build curriculum and serve as a basis for criteria which guide the development, maintenance, and evaluation of the nursing education program.

These assumptions and associated criteria, while interrelated, are presented within a number of discrete categories. These include education as a teaching-learning process within the discipline of nursing and the liberal arts, the profession of nursing, and health as related to persons, groups, and communities.

These assumptions are:

1. EDUCATION is renewing, lasting, liberalizing and liberating, emphasizing understanding, critical thinking, human caring, and participatory learning.

2. The PROCESS OF EDUCATION fosters the development of cognitive abilities which are of lifelong value while the content of education is revised as new knowledge develops. Therefore the value of the learning process far exceeds that of content learned.

3. A foundation in the LIBERAL ARTS, as the basis for professional education, fosters the development of the individual as a caring, responsible, and contributing member of society who values the diversity of others. Liberal arts education creates a repository of knowledge, experiences, and abilities which forms a basis for continuing learning and personal and professional development.

4. LEARNING is the process of coming to know. Through this process, one gains the knowledge, skill, and creativity necessary to confront the challenges of contemporary life with a growing appreciation for the discovery of new learning.

5. TEACHING is the establishment and maintenance of goal-directed partnerships wherein opportunities for growth and learning are realized by both teachers and students.
(6) **NURSING EDUCATION** is preparation for the professional role. It is characterized by acknowledgment of the human context of both nursing practice and the educational process. Purposeful learning partnerships are formed to support achievement of the goals of professional education. Integrated within these partnerships are the processes of critical thinking, caring, knowing, and participating. Nursing education seeks to prepare individuals capable of moral and ethical commitments toward improving self, others, and society within nursing's professional role.

(7) **NURSING** is a profession representing an academic and practice discipline, comprised of purposeful activities serving individuals, groups, and communities in need of health care. Nursing is based in knowledge synthesized from the discipline of nursing and from the sciences, arts, and humanities.

(8) **HEALTH** is a perceived, personal, and relative state of well being. It is influenced by human responses to life events, transitions, and meanings derived from lived experiences. Health is characterized by variation from birth to death.

(9) **SOCIETY** is the larger human milieu, created by individuals and groups and bound by common human needs. **COMMUNITY** is characterized by interacting individuals and groups who share common cultural norms. **FAMILIES** are self-defined and comprised of closely interdependent **INDIVIDUALS**. Each individual is an integrated and unique being having physical, emotional, social, and spiritual characteristics.

The Bachelor of Science in Nursing (BSN) curriculum consists of two plans of study. The basic program prepares graduates for entry into professional nursing practice and confers eligibility for initial licensure as a registered professional nurse (RN). A degree-completion option is designed for licensed RNs who wish to earn the BSN degree.

The curriculum provides professional nursing education within a heritage of Christian faith and liberal arts learning. The nursing major, grounded in an ethic of caring, encourages independent thought, appreciation for the discovery of excellence, and commitment to supporting the health of individuals and society. BSN studies establish a sound foundation for professional nursing practice, graduate study, and continuing progress toward personal and professional goals. Faculty and students serve as resources for the College and community in nursing education, service, and research. Opportunities for collaborative study with students of other
majors and clinical experience with varied health care providers emphasize the interdisciplinary nature of nursing practice. As professional nurses, graduates are able to assist individuals, groups, and communities in meeting health care goals.

The BSN program is approved by the Georgia Board of Nursing and is accredited by the National League for Nursing Accrediting Commission, 3343 Peachtree Road NE, Suite 500, Atlanta, GA 30326; Sharon Tanner, Ed.D., RN, Executive Director; 1-800-669-1656 ext. 153; sjtanner@nlnac.org

PROGRAM GOALS
Graduates of the Bachelor of Science in Nursing program will be able to:

• Practice nursing from a knowledge and research base utilizing skills of critical thinking, and communication, with the ability to expand knowledge and skills through lifelong learning.

• Engage in nursing practice based in a value system consistent with professional standards of nursing and the philosophy of the nursing program, characterized by caring and valuing of self and others.

• Participate in transitions of health recognizing the opportunities and limitations imposed by historical, sociocultural, spiritual, legal, ethical, political, economic, and environmental contexts.

• Assume the role of professional nurse, accountable as provider of care, manager, collaborator, educator, learner, and resource for individuals, families, groups, and communities in promoting and restoring health and well-being.

ADMISSION TO THE BSN PROGRAM
Students may declare the intent to pursue a nursing major at any time. However, application for admission to the upper-division program is made during the sophomore year. Nursing studies begin at the junior level with the exception of Nutrition (NURS 3305) which may be completed prior to admission to the nursing program. Admission requirements are as follows:

A completed Application for Admission to Nursing. An application form is available from the College Admissions office and in the office of the Department of Nursing.

Completion of a sufficient number of credits in Common Core and other required courses to permit an uninterrupted progression in the nursing major.
All applicants are administered the Assessment Technologies Institute (ATI) Test of Essential Skills (TEAS) as part of the screening process for admission. The TEAS is an exam of academic preparedness that covers Reading, Math, Science and English Language Usage.

A grade of C or higher is required in anatomy, physiology, microbiology, and English composition courses. A student is allowed one attempt to repeat one of these courses. A subsequent failure in this course or any other of these prerequisite courses renders the student ineligible to enter the nursing program. A limit of five years applies to completion of anatomy, physiology, and microbiology courses.

A cumulative overall GPA of 2.5 or higher at the time of entry into the nursing program, including all courses completed or attempted at any institution.

An interview with a member of the nursing faculty is required. Acceptance into the LaGrange College Nursing Program is based upon an Admission Score that ranks applicants based on GPA, TEAS Score, grades in science courses, English and psychology with preference given to those who have been at LaGrange College since they were first-year students.

An applicant who has completed any program of study leading to licensed employment in the health care area (such as registered or practical nursing, emergency medical technician) must present the license in person.

Unlicensed students enrolled in the nursing program may not be employed by any health care agency in the capacity of licensed nursing personnel. They shall not represent themselves in any practice setting as nursing students unless engaged in planned programmatic learning activities which are part of the nursing curriculum.

ADMISSION TO THE BSN COMPLETION OPTION

The BSN Completion Option is open to Registered Nurses who have graduated from an Associate Degree or Diploma program in Nursing and who hold a valid license to practice as a Registered Nurse. Current Georgia RN licensure is required prior to entering a clinical nursing course.

In addition to RN licensure, the general admission requirements above apply to RN applicants, with the following exceptions:

- RN students who enter the nursing sequence on a full-time basis must have completed all Common Core requirements and all required non-nursing courses through the junior level.
- No time limit applies to the completion of anatomy, physiology, or microbiology courses.
Thirty (30) previously earned Associate or Diploma nursing semester credits may be accepted toward the BSN degree, subject to the terms of the Georgia RN-BSN Articulation Agreement (the complete Agreement is available in the office of the Department of Nursing). These 30 semester credit hours represent previously completed nursing courses in Adult Health, Child Health, Maternal Health, and Mental Health and are not intended to equal the actual number of previously earned nursing credits. Normally, no more than 30 hours of Associate Degree or Diploma nursing course credits may be applied toward fulfilling any requirements of the BSN degree.

Twenty-four (24) additional nursing course credits must be earned at the upper division level (3000 and 4000 courses). Up to 9 of these credits may be earned through challenge examinations on a one-attempt basis. A minimum of one year of nursing practice experience within the past three years is required for eligibility for challenge examinations.

**MATRICULATION REQUIREMENTS**

- An accepted student must possess a level of physical and emotional health sufficient to enable him/her to meet nursing program requirements and the standards of professional nursing practice.

- Prior to beginning the first clinical nursing course, a medical examination is required which documents the student's level of health and immunization including current documentation of the Hepatitis series and TB skin test.

- Students are required to provide a current 12 panel urine drug screen and a criminal background check after acceptance. (Drug Screen Criteria to include: Marijuana, Cocaine, Amphetamines, Opiates, Oxycodone, Phencyclidine (PCP), Barbiturates, Benzodiazepine, Methadone, Propoxyphene, and Methaqualone)

- Professional liability insurance (purchased on a group basis through the College) and basic cardiopulmonary resuscitation (CPR) certification are required prior to beginning the first nursing course and must be continued throughout all clinical nursing courses.
CURRICULUM

Nursing courses are offered in a 4-1-4 semester sequence during the junior and senior years of study. The total BSN curriculum can be completed in four academic years (8 semesters) and includes 46 credit hours in the Common Core, 16 credit hours in other required and elective courses, and 61 credit hours in nursing courses. Included in these hours are two elective and one required interim courses which compose 9 hours of required interim hours. Selected courses required for the BSN degree may fulfill certain Common Core Requirements; these and other required non-nursing courses are:

- BIOL 2148 and BIOL 2149 Human Anatomy and Physiology*
- MATH 1101 College Algebra*
- CORE 1120, 1140 Problem Solving/Computer Applications
- PSYC 1101 Introduction to Psychology*
- PSYC 3302 Human Growth and Development*
- ENGL 1101, 1102 Rhetoric and Composition*
- BIOL 3320 Microbiology *
- CORE 3001 American Experience

*These courses are prerequisite to entering the nursing courses.

Junior Year

Fall:
- NURS 3305 Nutrition and Health* (may be completed in advance)
- NURS 3310 Health Promotion I: A Focus on Aging
- NURS 3311 Health Assessment Across the Life-Span
- NURS 3312 Conceptual Foundations of Nursing
- NURS 3400 Health Restoration I: A Psychiatric Mental Health Focus

Interim:
- NURS 3321 Introduction to Pharmacotherapy and Pathophysiology
Spring:
NURS 3331 Pharmacology in Nursing*
NURS 3330 Health Promotion II: Mother, Child and Family
NURS 3350 Health Restoration II: Adult Health Focus

Senior Year

Fall:
NURS 4430 Health Restoration III: Adult Health Focus
NURS 4431 Research in Nursing*
NURS 4440 Health Promotion III: A Community Focus*

Spring:
NURS 4432 Senior Capstone in Nursing*
NURS 4433 Health Restoration IV: Advanced Concepts
NURS 4450 Leadership and Role Transition

Nursing courses designated above by an asterisk are required of RN students enrolled in the BSN-completion option. RN students also complete two RN only courses:

**Junior Level**
NURS 3313 Transitions: A Seminar for Registered Nurses (Fall)

**Senior Level**
NURS 4460 Transitions and Leadership for Registered Nurses (Spring)
PROGRESSION

- A grade of C (75%) or higher is required for successful completion of all nursing courses. Course syllabi and the BSN Student Handbook detail requirements for achieving a passing grade of C or better. A grade of D, F, or WF is a failing grade.

- A minimum cumulative GPA of 2.0 must be maintained throughout the period of enrollment in nursing courses. A nursing major whose GPA falls below 2.0 will be placed on departmental probation and has one semester in which to raise the GPA to 2.0 or higher. Failure to achieve a 2.0 in one semester will result in withdrawal from the nursing program. A 2.0 GPA is required for entrance into senior level courses.

- Students earning a D or F in any nursing course may repeat the course one time. The course may be repeated, and if the student passes, he/she is eligible to continue the nursing program. However, any other failure in that or any other nursing course will result in dismissal from the program.

- All Common Core and other required non-nursing courses, with the exception of American Experience, and an interim elective must be completed prior to beginning the senior-level nursing courses.

- Students who fail a course in the first semester of the program must compete for readmission with the next year’s applicant pool.

- Any student who fails clinically will not be allowed to continue in the nursing program.

- Students must successfully complete all junior-level clinical courses before proceeding to senior-level clinical courses.

- The faculty of the Department of Nursing reserve the right to dismiss at any time a student whose health, conduct (academic dishonesty, professional conduct), general attitude, clinical performance, or scholastic standing make it inadvisable to retain the student in the program. Students are expected to display qualities that are desirable in professional persons.
PROGRESSION IN BSN COMPLETION OPTION

In addition to the guidelines above, the following policies apply to progression in the BSN Completion Option:

- A valid Georgia RN license must be maintained throughout enrollment in clinical nursing courses.

- Credit for completion of NUR 3311 (Health Assessment) may be earned by successful completion of a standardized examination and demonstration of clinical competence. Credit for NUR 3331 (Pharmacology) and NUR 3305 (Nutrition) may be earned through successful completion of standardized examination. Should a passing score not be achieved on the first attempt the student is required to complete the course.

- All previously earned ADN or Diploma nursing credits will be placed in escrow when the RN student enters the nursing program. Upon satisfactory completion of 6 credit hours of BSN nursing courses, the escrowed credits will be transferred to the student's permanent academic record. Should the RN student not be successful in the initial 6 hours of nursing course's, the previously earned nursing credits will not be applied toward the BSN degree.

ASSESSMENT OF LEARNING OBJECTIVES IN THE MAJOR

In order for students and faculty to monitor learning progress and to provide for evaluation of the educational program, periodic assessment measures are used. All assessments are program, course, or College requirements. Students are provided information as to the scheduling and cost of each assessment.

- Senior Institutional Assessment. Prior to graduation, students are required to complete a senior institutional assessment that measures students’ creative, critical, and communicative abilities. This assessment is designed to determine the extent to which students have achieved the objectives of the College curriculum.

- Standardized Exams. ATI achievement exams are administered at intervals throughout the nursing program. These tests are required within selected nursing courses.

- Assessment in the Major. Standardized testing through Assessment Technologies Institute (ATI) with course specific tests will be used in each course as 5% of the course grade. Those students scoring below the “cut score” for each test will be required to remediate using ATI study materials. The RN Comprehensive Predictor Exam will be used in
the last semester as an exit exam that must be passed in order to graduate. Students are provided with study materials and a practice exam before their first Predictor Exam and students have two opportunities to pass the exam. RN students complete an essay-type examination.

**COURSE DESCRIPTIONS (NURS)**

Course credit hours and corresponding clock hours are shown in parentheses. One class clock hour/week equals one credit hour; three laboratory or practice clock hours/week equal one credit hour.

**NURS 3305 Nutrition and Health. (1) Fall**

An introduction to nutrition concepts and current dietary trends, focusing on health promotion. Nutrients are explored with regard to sources, dietary requirements, and health implications. Student interests are incorporated.

*Prerequisite: None*

**NURS 3310 Health Promotion I: A Focus on Aging. (4) Fall**

*(3 hrs. class 3 hrs. lab/clinical per week)*

A foundation course to introduce and develop concepts, practices and processes of health promotion in professional nursing, emphasizing the needs of the elderly. The skills of communication, problem solving, and critical analysis in nursing are included.

*Prerequisite: Admission to BSN program.*

*Corequisites: NURS 3311, NURS 3400*

**NURS 3311 Health Assessment Across the Life-Span. (4) Fall**

*(3 hr. class, 3 hrs. lab per week)*

A study of the health assessment process applied to persons of all ages, with emphasis on building knowledge and skill in data acquisition, organization, and interpretation.

*Prerequisite: RN status or Corequisite: NURS 3310, NURS 3400*

**NURS 3312 Conceptual Foundations of Nursing. (2) Fall**

*(2 hrs. class per week)*

An introduction to professional nursing practice and the varied roles of the nurse in multiple practice settings. Conceptual bases of the professional nursing role is explored.

*Prerequisite: Admission to BSN program.*

*Corequisites: NURS 3305, NURS 3310, NURS 3311*
NURS 3313  Transitions: A Seminar for Registered Nurses.  (2) Fall
(2 hrs. class per week)
A study of varied perspectives and conceptual bases of the professional nursing role. The research process and research significance in nursing practice is introduced.

Prerequisite: Admission to BSN program, RN status.

NURS 3321  Introduction to Pharmacotherapy and Human Pathophysiology.  (3) Interim (6 hrs. class per day)
An introduction of concepts of pharmacotherapeutics and pathophysiological processes as they relate to professional nursing. Emphasis is on the use of pharmacological agents and the skills and techniques of safe administration of medications as well as calculation of drug dosages.

Prerequisite: NURS 3311, 3310, 3312, 3400

NURS 3330  Health Promotion II: Mother, Child and Family.
(4 hrs. class, 6hrs. lab/clinical per week) (6) Spring
A course designed to provide the student with an understanding of nursing care for mother, infant, and family and selected women’s health issues. Emphasis is placed on the nurse’s role in promoting the health of mother, infant and family. Physical, developmental, and psychosocial challenges to health are examined.

Prerequisites: NURS 3310, NURS 3311, NURS 3312, NURS 3400
Corequisites: NURS 3331, NURS 3350

NURS 3331  Pharmacology in Nursing.  (4) Spring
(4 hrs. class per week)
A course designed to build on pharmacologic concepts and skills essential for nursing practice introduced in a previous course. This course provides opportunities for analysis and synthesis of content and concepts while continuing to introduce the basic science of drugs, human pathophysiology as it relates to drug therapy and the nursing implications related to pharmacotherapy.

Prerequisites: NURS 3310, 3311, 3400
Corequisites: NURS 3330, 3350
NURS 3350  Health Restoration II: Adult Health Focus. (5) Spring
(3 hrs. class, 6 hrs. lab/clinical per week)
The foundation course in nursing care of individuals and families who are
experiencing challenges to health, emphasizing understanding and skill in
health restoration.
Prerequisites: NURS 3310, NURS 3311, NURS 3312,
NURS 3400
Corequisites: NURS 3331, NURS 3330

NURS 3400  Health Restoration I:A Psychiatric Mental Health
Focus. (4) Fall (3 hrs. class, 3 hrs. lab/clinical per week)
Course provides the student with a foundation in psychiatric and mental
health nursing with a focus on therapeutic communication, influences
affecting mental health and illness, and nursing care for mental health
maintenance and restoration.
Prerequisites: Admission to BSN Program
Corequisites: NURS 3310, NURS 3311, NURS 3312

NURS 4430  Health Restoration III: Adult Health Focus. (7) Fall
(3 hrs. class, 12 hrs. lab/clinical per week)
A study of advanced nursing care relevant to acutely ill patients with
complex health problems. Learning experiences emphasize collaboration
and critical analysis necessary in providing and coordinating care.
Prerequisites: NURS 3331, NURS 3350, NURS 3340,
NURS 3400
Corequisites: NURS 4431 NURS 4440

NURS 4431  Research in Nursing. (3) Fall
(3 hrs. class per week)
A course designed to assist students in developing a sense of inquiry,
including research designs, sampling strategies, data analysis methods, and
the use of research in clinical nursing practice.
Prerequisites: NURS 3312 or NURS 3313

NURS 4432  Senior Capstone in Nursing. (3) Spring
(3 hrs. class per week)
A seminar to assist students in synthesizing learning related to the roles and
practices of professional nurses, exploring the health care system and the
legal-ethical, sociopolitical, cultural, and professional issues influencing
contemporary nursing.
Prerequisites: All Junior-Level Nursing & Senior Fall Courses
Corequisites: NURS 4450, NURS 4460
(5) Spring (4 hrs. class, 3 hrs. lab/clinical per week)
This course is the third of a three-course sequence. This course provides opportunities for analysis and synthesis of content and concepts contained in previous nursing courses. The primary focus of this course is clients with complex health care needs.
  Prerequisites: All Junior level courses; NURS 4430
  Corequisites: NURS 4432, NURS 4450

NURS 4440  Health Promotion III: A Community Focus. (4) Fall  
(3 hrs. class, 3 hrs. lab/clinical per week)
A course directed toward the knowledge and skills necessary to the practice of community health nursing. Emphasis is placed on the promotion and protection of the health of individuals and groups within the context of community. A research project is completed focusing on a problem or issue in community health.
  Prerequisites: All Junior-level Nursing courses
  Corequisites: NURS 4430, NURS 4431

NURS 4450  Leadership and Role Transition. (6) Spring  
(2 hrs. class per week, 180 total hours clinical practice)
A course to facilitate the transition to professional practice. Leadership and management roles assumed in clinical practice and increasing autonomy in patient care are guided through preceptorial experiences.
  Prerequisites: All Junior-Level Nursing Courses and NURS 4405, NURS 4330, NURS 4430, NURS 4431
  Corequisites: NURS 4432, NURS 4433

NURS 4460  Transition and Leadership for Registered Nurses.  
(2 hrs. class per week, 108 total hours clinical practice) (4) Spring  
A clinical practicum to facilitate RN transition to professional practice. Principles of leadership are examined as they relate to Nursing Practice for the RN.
  Prerequisite: All nursing courses
  Corequisites: NURS 4432, NURS 4433

NURS 4495  Independent Study in Nursing. (Variable) On demand  
For students meeting requirements, the opportunity to pursue special interests beyond those in the formal course of study.
  Prerequisite: Completion of 2/3 nursing major, 3.0 GPA, and permission.
THE OIKOS PROGRAM
A MINOR PROGRAM IN SUSTAINABILITY

INTRODUCTION
The Oikos Program is an interdisciplinary minor program on the theme of sustainability. The program is sponsored by the departments of Biology, Political Science, Religion, and Sociology and Anthropology. Oikos is the Greek word for “house.” It is the root word for both ecology and economics, and thus points to the dual aspects of ecological and social and responsibility that are central to the sustainability theme. The uniting theme across disciplines is how we might contribute to a just, sustainable, and peaceful future.

LEARNING OBJECTIVES
• Using the expertise unique to each academic discipline, students explore the root causes of injustice, ecological degradation, and social conflict.
• Students explore creative responses to these realities and imagine possibilities for future social policy.
• Students from various disciplines form a coherent learning community around a common theme.
• Oikos students engage in genuine servant leadership: i.e.; understand the systemic roots of social problems and engage in transformation of the world in which they live.

ASSESSMENT OF LEARNING OBJECTIVES
Mastery of the Oikos curriculum is demonstrated by the following:
• Completion of each course with a grade of C- or better and a GPA of 2.0 or better in the minor.
• Successful completion and defense of a senior research project that explores an Oikos theme in great depth. (See discussion on OIKS 4000 below.)

PROGRAM OVERVIEW
The advisor for the program is the Oikos Program Director. The Oikos minor requires successful completion of the 5 courses described below (16 hours in total) with a grade of C- or better in each course and a GPA of 2.0 or better in the minor.
COURSE DESCRIPTIONS

SOCI 1320  Oikos Seminar on Social Justice (3) Spring
An introduction to issues of diversity and social justice in the United States. The course provides students with theoretical frameworks for understanding the dynamics and intersections of oppression and an opportunity to expand their awareness of various forms of oppression.
Prerequisites: none

RLGN 2320  Religion, Violence, and Social Change (3)
An examination of models of non-violent social change that are grounded in religious faith commitments. The course will focus on the Christian faith tradition but works comparatively with figures and movements from Hinduism, Buddhism, Judaism, and Islam. The course includes practice in the skills of peace-building that are guided by the principles of restorative justice.
Prerequisites: none

POLS 2320  Seminar on Ecological Sustainability and Policy (3)
or
SOCI 2320  A survey of sustainability as a political, economic and socio-cultural part of our lives. The course is divided into three major segments. First, it assays how our lives are conducted and considers the ecological cycles and processes that make life possible. Second, it examines the ground solutions to the issue of a sustainable lifestyle and attempts to implement this goal. Finally, it surveys the arena of ecological politics in order to engage the issue of how can we achieve this as a society.
Prerequisites: none
BIOL 3334  General Ecology (4)
or
BIOL 3370  Toxicology (4)
General Ecology is an introduction to the basic principles and concepts of ecology with emphasis on environmental sampling, analysis, and characterization. Toxicology is an introduction to the principles of toxicology and the cellular, physiological, and ecological effects of toxicants, with an emphasis on the environmental and physiological effects of toxicants relating to the nervous system, cardiovascular system, and respiratory systems.

Prerequisites: The prerequisites for BIOL 3334 are BIOL 1101, 1101L, and BIOL 1102, 1102L. The prerequisites for BIOL 3370 are BIOL 1101, 1101L, and BIOL 1102, 1102L or BIOL 2148 and 2149.

Note: Toxicology (BIOL 3370) and General Ecology (BIOL 3334) now require as a prerequisite the General Biology sequence (BIOL 1101, 1101L, 1102, 1102L) reserved for Biology majors. Oikos students who are not Biology majors will require special permission from instructors to take these courses.

OIKS 4000  Capstone Research Project (3)
A research project and presentation that explore in great depth an issue at the intersection of peace and nonviolence, social justice, and ecological sustainability. If the student is completing a major that requires a senior research project, the student may register for the departmental capstone course instead of OIKS 4000. The student must work out a common topic in consultation with the Oikos program director and the faculty member who teaches the capstone course in the student’s major. In those rare cases in which the student is earning a major that does not require a senior project, or if the student cannot develop a topic that is acceptable to his or her major advisor, the student may register for OIKS 4000 instead of a departmental capstone course. In this case the student must choose a topic in consultation with the Oikos program director.

Prerequisite: Completion of all other Oikos courses with a grade of “C-” or better and a GPA of 2.0 or higher in the minor, or permission of the Oikos Program Director.
MINOR IN PHYSICS

INTRODUCTION
Why study physics? Physics is crucial to understanding the world around us, the world inside us, and the world beyond us. It is the most basic and fundamental science. Physics encompasses the study of the universe from the largest galaxies to the smallest subatomic particles. Physics challenges our imaginations and leads to great discoveries that change our lives. The computer that you are using and the laser that reads your CDs were developed as a result of basic physics research. Are you curious about how the world works?

The physics curriculum at LaGrange College serves two basic purposes:

• An introduction to the physical sciences, oriented towards transforming critical thinking by developing problem solving, analytical reasoning skills, and data collection and analysis skills suitable for the core requirements of the College.

• Courses that support programs in mathematics, chemistry, biology, computer science, dual-degree in engineering, education, and preparation for health professional schools including medicine, dentistry, veterinary science, pharmacy, and physical therapy.

PHYSICS COURSES REQUIRED FOR THE MINOR CONCENTRATION
A minor in Physics requires at least 16 credit hours, with at least a C average. The required courses include: General Physics I and II (PHY2121 and 2122), Introduction to Modern Physics (PHYS3201), and Introduction to Quantum Mechanics (PHYS3302).

COURSE DESCRIPTIONS (PHYS)

PHYS 1101 Introductory Physics I.
(3 hrs. lec., 3 hrs. lab per week) (4) Fall
A non-calculus-based introduction to elementary kinematics, dynamics, energy, momentum, fluids, and thermodynamics. Physics is a science of measurement, testing, and experimentation – inquiry based laboratories make physics come to life!

Prerequisite: MATH 2105
PHYS 1102  Introductory Physics II.
(3 hrs. lec., 3 hrs. lab per week)  (4) Spring
A continuation of Physics 1101 and an introduction to sound and waves, electric and magnetic fields, electric circuits, light and optics, and nuclear physics. Physics is a science of measurement, testing, and experimentation – inquiry based laboratories make physics come to life!
Prerequisite:  PHYS 1101

PHYS 2121  General Physics I.
(3 hrs. lec., 3 hrs. lab per week)  (4) Fall
A calculus-based introduction to particle dynamics, energy and momentum conservation, rotational dynamics, fluid mechanics, thermodynamics, and kinetic theory of gases. Physics is a science of measurement, testing, and experimentation – inquiry based laboratories make physics come to life!
Prerequisite:  MATH 2222

PHYS 2122  General Physics II.
(3 hrs. lec., 3 hrs. lab per week)  (4) Spring
A continuation of Physics 2121 covering wave mechanics, electricity and magnetism, electric circuits, light and optics. Physics is a science of measurement, testing, and experimentation – inquiry based laboratories make physics come to life!
Prerequisites:  PHYS 2121

PHYS 3201  Introduction to Modern Physics.
(3hrs. lec., 3 hrs. lab per week)  (4) Fall
During the early twentieth-century, two momentous theories were proposed: the theory of relativity and the quantum theory. This course introduces these theories and supporting experimental evidence, as well as many of the theories developed in the twentieth-century. Topics to be studied include: the Birth of Modern Physics, Special Relativity, Quantum Theory, Atomic Physics, General Relativity, and Cosmology. An undergraduate research project explores the quantum nature of matter and energy.
Prerequisites:  PHYS 2122 with a grade of C or higher
Corequisite:  MATH 2223

PHYS 3302  Introduction to Quantum Mechanics.
(3 hrs. lec.)  (3) Spring (odd years)
A study of basic principles of quantum mechanics including the origins of quantum mechanics, the Schrodinger Equation (one and three dimensional time-independent), angular momentum, and solution approximation methods (variational principle and perturbation theory). CHEM 3302 may be substituted for this course.
Prerequisites:  MATH 2222, PHYS 3201
POLITICAL SCIENCE

INTRODUCTION
The political science program is designed to provide students with the knowledge and skills they need to become active, useful citizens in modern democratic polities. For students who concentrate in political science or who take only occasional courses, this means that the political science program develops capacity to understand political organizations and political processes, to analyze the forces affecting political decisions, and to form judgments about obligations and rights as a citizen. It also means that the political science program will provide the skills necessary to begin a career in business, public service, consulting, or journalism or to continue education in graduate studies or law school.

LEARNING OBJECTIVES
Students majoring in political science at LaGrange College will acquire basic knowledge of these areas:

- the values, processes, and institutions that affect collective decision-making and contemporary politics in the United States,
- the comparative analysis of the values, processes, and institutions that affect collective decision-making and contemporary politics in other countries,
- the relations between and among states, especially those affecting international conflict and international cooperation,
- the ethical dimensions of public policy issues, political practices, and constitutional and legal questions.

Students majoring in political science at LaGrange College will also acquire the basic skills necessary to comprehend and perform modern political analysis. These include:

- ability to analyze the foundations of and differences between normative, quantitative, and qualitative inquiry,
- knowledge of the basic elements of research design and methods in quantitative and qualitative studies of politics,
- knowledge of basic data management and analysis and of the use of computers in quantitative and qualitative studies of politics,
- ability to convey findings in both written and oral presentations.
COURSE OF STUDY
The Department of Political Science offers both a major and minor course of study in political science.

FOR A MAJOR IN POLITICAL SCIENCE
Required sequence for the program in Political Science (POLS)

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<th>Course</th>
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<td>POLS 1101</td>
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<td>OR</td>
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<tr>
<td>POLS 1102</td>
<td>Introduction to Political Science</td>
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<td>POLS 2210</td>
<td>Comparative Politics</td>
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<td>POLS 2220</td>
<td>International Relations</td>
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<td>POLS 3300</td>
<td>Research Methods in Political Science</td>
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<tr>
<td>POLS 4430</td>
<td>Senior Seminar in Political Science</td>
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Students majoring in political science must also complete an additional 18 semester hours of elective courses chosen from among the three and four thousand level courses listed for the program in this catalog. At least one of these courses must be in the field of American politics and public policy (POLS 3310, 3311, 3312, 3313, 3314, or 3315) and one in the fields of international relations (POLS 3320, 3321, 3322, 3323) or comparative politics (POLS 3350, 3351, 3352, 3353). Political science internships (POLS 4400) can earn up to a full semester (12 hours) of credit toward graduation, but usually only three (3) hours will be credited toward completion of the major. This limit can be waived by the Department under special circumstances. Completing the full semester program in the Capital Hill Internship Program can be substituted for the required completion of POLS 4430 with approval of the Department. Completion of the interim term Capital Hill Internship Program earns elective credit only.

FOR A MINOR IN POLITICAL SCIENCE
Required sequence for the program in Political Science (POLS)

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<td>POLS 2220</td>
<td>International Relations</td>
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Students minoring in political science must also complete an additional 6 semester hours of elective courses chosen from among the three and four thousand level courses listed for the program in this catalog. In the minor course of study, political science internships cannot substitute for elective course credit.
ASSESSMENT OF LEARNING OBJECTIVES

Assessment of the objectives of the program in political science is based on demonstration of mastery of the skills the program requires students to acquire. This demonstration is linked to an assessment by the faculty of student performance in completing a research project for POLS 4430: Senior Seminar in Political Science or in completing a research project associated with their internship during a full semester term in the Capital Hill Internship Program. Evaluation of the projects is determined by instruments ranking students according to their proficiency in each required skill. In special circumstances, these requirements may be waived or altered by permission of the faculty of the program.

SPECIAL OPPORTUNITIES

LaGrange College is a charter member of the United Methodist College Washington Consortium that sponsors the Capital Hill Internship Program in Washington, D.C., for students of political science and other disciplines. The program in political science also supervises a variety of internships in local and state government and in Georgia's legal community. Students interested in pursing one of these opportunities should consult with the program faculty. The program also includes service learning opportunities in several of its courses. Again, students should consult with program faculty concerning these courses prior to registration.

COMBINED B.A. AND M.A.T PROGRAM OF STUDY

Undergraduate students who meet the admission requirements for the Master of Arts in Teaching [M.A.T] (passing GACE Basic Skills or a combined SAT score of more than 1000) and those who have a GPA of 3.0 or higher in their undergraduate studies are eligible to participate in a combined B.A. and M.A.T. program of study after the completion of 90 semester hours. Once accepted, candidates may take entering cohort graduate courses the Summer Semester following their junior year of study. Upon gaining senior status, candidates may take one three credit graduate course during the Fall, Interim, and Spring Semesters only if enrolled with twelve undergraduate credits.
COURSE DESCRIPTIONS (POLs)

POLs 1101 United States Government. (3)
An introduction to political science through an analysis of the political system of the United States. Topics considered include: basic concepts of political science, federalism, civil liberties and civil rights, basic governmental institutions, elections and public opinion, political parties and groups, and domestic and foreign public policy.

‡ POLs 1102 Introduction to Political Science. (3)
An introductory course which focuses on the nature of the discipline of political science and which deals with the way political scientists study politics through an overview of the major topics of the discipline.

‡ POLs 2210 Comparative Politics. (3)
An introduction to comparative analysis of political systems. Topics considered include: basic concepts of comparative theory, modern political history in developed and developing areas, the interaction of political and economic factors in developed and developing areas, politics and state institutions in selected countries, and comparative aspects of domestic and foreign public policy.

‡ POLs 2220 International Politics. (3)
An introduction to the interaction of nation-states in the global system. Topics considered include: war and power, economic and social interdependence, and problems specifically associated with developing nations.

POLs 2320 or Seminar on Ecological Sustainability and Policy (3)
SOCI 2320
A survey of sustainability as a political, economic and socio-cultural part of our lives. The course is divided into three major segments. First, it assays how our lives are conducted and considers the ecological cycles and processes that make life possible. Second, it examines the ground solutions to the issue of a sustainable lifestyle and attempts to implement this goal. Finally, it surveys the arena of ecological politics in order to engage the issue of how can we achieve this as a society.
POLS 3300  Research Methods in Political Science. (3)
or
SOCI 3900  Research Methods in Social Science. (3)
A study of basic social science research methods as applied in political science. Topics considered include: research design and data collection, measurement and causality, fitting models to data with various methods, graphic analysis, and the use of statistical software.

POLS 3310  State and Local Government. (3)
A study of state and local government in the United States. Topics considered include: the political cultures and social environments of American states and communities, political processes in states and communities, the structure of state and local political institutions, and policy issues facing states and communities.

POLS 3311  Congress and the Presidency. (3)
A study of the institutional interactions of the executive and legislative branches of the United States government. Topics considered include: the President and policymaking, Congress and policymaking, institutional constraints on executive and legislative policymaking; foreign policy, civil rights policy, economic policy and budgeting, and social welfare policy.

POLS 3312  Public Administration and Public Policy. (3)
An introduction to the study of public administration and public policy. Topics considered include: theoretical approaches to the study of public administration, the historical and constitutional basis for public administration in the United States, the organization and management of public institutions, the social, political, and legal environments of public institutions, the role of political processes in public administration, the analysis and evaluation of public policy, and the ethical basis of public administration.

POLS 3313  American Judicial Institutions. (3)
A study of judicial institutions in the United States. Topics considered include: the functions of legal and judicial institutions, the structure and powers of national and state court systems, the legal profession, judicial selection, judicial procedure, court administration, and policy formation by judicial institutions.
POLS 3314 American Constitutional Law: Institutions. (3)
An introduction to the study of constitutional law as it applies to
government institutions in the United States. Topics considered include:
basic concepts of constitutional analysis, historical development of present
legal institutions and regimes, judicial policy decisions in different areas of
law, and the social, political, and economic factors affecting those
decisions.

POLS 3315 American Constitutional Law: Civil Liberties and
Civil Rights. (3)
An introduction to the constitutional liberties and rights accorded American
citizens. Topics considered include: basic concepts of constitutional
analysis, historical development of present legal interpretations and
regimes, judicial decisions in different areas of law, the social, political,
and economic factors affecting those decisions, and their effect on
governing in the United States.

POLS 3320 Analysis of Foreign Policy. (3)
An introduction to how structures, institutions, outside actors, and political
culture produce American foreign policy. Topics covered include: recent
history of U.S. foreign relations, the roles played by both the President and
the Congress, the roles, functions and structures of U.S. State Department,
the Defense Department, intelligence agencies and the National Security
Council, the policy making process and the measurement of outcomes,
roles played by the public, interest groups, and other actors. Current major
foreign policy issues will be discussed and examined as case studies.

POLS 3321 International Political Economy. (3)
A study of international economics and trade through the analysis of the
factors influencing past and present changes. Topics covered include:
current and past international finance systems and mechanisms of
exchange, the role of the state and other actors, an examination of
comparative advantage, various strategies states employ such as import
substitution or export promotion, the nature and impact of formal and
informal barriers to trade, the GATT and WTO, the problems, failures,
successes and prospects of the international economic system and its
impact on domestic politics.
POLS 3322  International Organizations. (3)
A study of the current international system. Topics covered include: the nature of “systems”, the recent history of global affairs and the evolution of the international system to its present state, selected theoretical analyses of international systems, the nature, roles and functions of the various actors in the system, how advances in technology have fundamentally changed the world, and the evolving roles of both states and supranational institutions.

POLS 3323  International Conflict. (3)
A study of the conditions that produce war and peace in international relations. Topics considered include: an examination of recent conflicts in the international system, theories concerning the potential sources and determinants of war with an emphasis on the theory of realism and competing theories, and theories of war settlement and potential sources of future interstate tension.

POLS 3340 or PHIL 3420  Themes in Political Philosophy. (3)
An introduction to the basic ideas of political philosophy. Topics considered include: the social and historical context of political theory; the development of major ideas in political philosophy; critical analysis of theoretical arguments; and the relation of political theory to contemporary politics.

POLS 3341  Modern Political Theory. (3)
An overview of liberalism, communism, and fascism, the three primary political ideologies that have shaped the twentieth century.

POLS 3350  The Politics of Development. (3)
A comparative study of the political systems in developing countries. Topics considered include: basic comparative political theory, modern history of developing societies, and an overview of theories explaining economic and political change in developing countries.

POLS 3351  States and Politics in Developed Areas (3)
A comparative study of the political systems of developed societies. Topics considered include: basic comparative theory, modern history of developed societies, political systems of selected states, and the interaction of political and economic factors in developed societies.
POLS 3352 or LAST 3210
States and Politics in Latin America. (3)
A comparative study of political systems in Latin America. Topics considered include: basic comparative political theory, modern history of Latin American societies, politics of selected Latin American states, and the interaction of economic and political factors in Latin America.

POLS 3353 States and Politics in Africa. (3)
A comparative study of political systems in Africa. Topics considered include: basic comparative political theory, modern history of African societies, politics of selected African states, and the interaction of economic and political factors in Africa.

POLS 4400 Political Science Internship. (credit may vary)
A supervised internship opportunity for students to work for approved public or private organizations.

POLS 4410 Selected Topics in Political Science. (3)
This course examines particular issues related to topics in political science selected by program faculty.

POLS 4420 Directed Study in Political Science. (3)
A supervised course of independent study available to selected students. The course provides an opportunity for close cooperation between program faculty and students on research projects and presentations.

POLS 4430 Senior Seminar in Political Science. (3)
A seminar course on a major subject of national or international concern based on individual research and assigned readings.

‡ Denotes courses in Political Science that may substitute for a CORE Humanities course in the Core Curriculum.
PSYCHOLOGY

INTRODUCTION
The primary goal of this department is to teach effectively the science of psychology. Students will develop skills relevant to a variety of careers. Students intending to pursue graduate study in psychology or a related area will be prepared to succeed in this endeavor.

LEARNING OBJECTIVES
A student who graduates from LaGrange College with a major in psychology will:

• be familiar with statistical methods and research design and be able to critique research efforts;
• be familiar with basic content areas of the discipline, viz., developmental, social, abnormal, personality, learning, and biological psychology;
• be familiar with scholarly resources in psychology and the APA style in which professional literature is presented;
• recognize the applicability of psychological principles to everyday life.

MAJOR REQUIREMENTS
A major in psychology consists of 37 semester hours (12 courses) beyond the introductory course (PSYC 1101). (See note 1 below) Twenty-five of these hours come from the following categories:

Methods (Both Required - See note 2 below.)
PSYC 2298, PSYC 2299

Experimental Content (Select Two)
PSYC 4455, PSYC 4465, PSYC 4470

Social/Personality/Development Content
(Select Three — See note 3 below)
PSYC 3321, (PSYC 3302 or PSYC 3358), PSYC 3350, PSYC 4460

Advanced Special Topics (Required - See note 4 below)
PSYC 4480 Senior Capstone

Notes:
1. PSYC 1101, Introduction to Psychology, is the prerequisite or corequisite to all 2000 level and above psychology courses. Some courses also have additional prerequisites.
2. Since this department views psychology as a research-based discipline, these courses provide the foundation for much of the upper level coursework. It is strongly recommended that the student complete PSYC 2298 and PSYC 2299 as soon as possible after beginning the major.
3. Students may take either PSYC 3302 or PSYC 3358 but not both to satisfy this requirement. If a student takes both, one course counts toward the 12 hours of major electives.

4. PSYC 4480 will be offered once per year during January term and will involve advanced study of a specialized topic. Topics will vary from year to year.

**MAJOR ELECTIVES**

An additional 12 hours of major courses will be selected by the student. A student may select any 3000 or 4000 level psychology course beyond those counted in the required areas. A maximum of two of these courses, ANTH 2000, SOCI 2500, BIOL 2148, BIOL 3373, BIOL 3374, and BIOL 3384, may be applied toward the major with the approval of the advisor.

**MINOR**

A minor in psychology consists of PSYC 1101 and five additional courses with the approval of the chair of the department. Any psychology (PSYC) course that is listed in the current bulletin counts toward the minor. Two of the courses listed above as Major Electives taken outside the department may also be counted toward the minor (i.e., at least four of the courses for the minor must be taken in the psychology department).

**ASSESSMENT OF LEARNING OBJECTIVES**

The accomplishment of the psychology objectives by students majoring in Psychology will be demonstrated by obtaining an acceptable score on the Area Concentration Achievement Test (ACAT) in psychology. Normally, this test will be given during the student's final semester at LaGrange College.

**CAREER OPTIONS**

Students who complete the major in psychology have a wide variety of career options. Psychology is a very broad field that overlaps many different areas. Some of the jobs taken by recent psychology graduates include management and supervisory positions in business and industry and positions in community and state service agencies. A psychology major also serves as good preparation for advanced study in law, social science, counseling, and psychology.
MISCELLANEOUS

No course with a grade below “C-” may be applied toward the major in psychology. The only exception is PSYC 4000 in which a grade of Pass must be obtained. Additionally, a student must maintain a “C” average (2.0) in the major in order to graduate.

COURSE DESCRIPTIONS (PSYC)

‡ PSYC 1101 Introduction to Psychology. (3) Fall and Spring
A survey of major topics in psychology including research methods, basic neuroanatomy, learning, perception, personality and abnormal behavior.
   Prerequisite to all other psychology courses

PSYC 2298 Behavioral Statistics. (3) Fall
Introduction to the measurement of behavior and quantitative methods of data analysis emphasizing parametric statistics and their application to the behavioral sciences. May be taken simultaneously with PSYC 1101.

PSYC 2299 Research Methods. (4) Spring
A survey of various types of research design, including the strengths and weaknesses of each. The laboratory includes practice in designing and conducting experiments, as well as analysis and reporting of results.
   Prerequisites: PSYC 2298 and PSYC 1101

PSYC 3302 Human Growth and Development. (3) Spring
A study of human life beginning with conception. Important developmental phenomena are considered in the light of major theories of development.

PSYC 3304 Educational Psychology. (3) Fall
Application of psychological principles and research to the teaching/learning process. Major topics include behavioral and cognitive approaches to learning, classroom management, and test construction and interpretation.

PSYC 3321 Social Psychology. (3) Fall
A course dealing with behavior as affected by social influences. Major topics include social perception, social communication (verbal and nonverbal), altruism, attitudes, aggression, and prejudice. Also, applied areas such as forensic psychology are considered.
PSYC 3341  Human Sexuality. (3) Spring
This course involves a multidisciplinary examination of human sexual behavior and intimate relationships. Typical topics considered include male and female sexual response, gender roles, sexual disorders and dysfunctions, gender identity, legal and cross-cultural aspects of human sexuality, sexual orientation, and relationship issues related to sexuality. May be taken simultaneously with PSYC 1101.

PSYC 3350  Abnormal Psychology. (3) Spring
A survey of the causes, characteristics, current theories, and treatment of psychological disorders.

PSYC 3351  Introduction to Counseling. (3) Spring
An introduction to counseling approaches, methods, and assessment techniques. Emphasis is placed on individual counseling.

PSYC 3358  Psychology of Aging. (3)
Human aging is examined from physiological (e.g. sensory and cardiovascular changes), psychological (e.g., memory and intellectual changes) and sociological (e.g., adjusting to retirement) perspectives. Also, death and disorders associated with aging such as Alzheimer's Disease are explored.

PSYC 3380  Special Topics in Psychology. (3) Fall
A course offered at the sophomore/junior level focusing on a specialized topic from the field of psychology.

Prerequisites: A prerequisite may be required.

PSYC 4000  Internship in Psychology. (3) On demand
Students majoring in psychology may be eligible to enroll in a psychology internship in an applied setting. This course requires 120 hours of supervised experience (observation, work, etc.) in a local agency or office, selected readings, and a public presentation. The internship must first be discussed with the student’s psychology advisor and then an application must be submitted in writing to the Department of Psychology no later than the beginning of advising for the term in which the student expects to enroll for internship (i.e., The application is submitted in the term preceding the one in which the internship is done). Students are then selected on a competitive basis for enrollment. Once approved by the department, the student must arrange the details of the placement with the Director of the Career Center. Approval for an internship does not guarantee that an appropriate placement will be available. Grading is on a Pass - No Credit basis.

Prerequisite: Major in psychology with junior or senior standing and permission of department
PSYC 4400  Individual Research. (3) On demand
Under supervision of a faculty member, the student develops a project on a
topic that is psychological in nature. The emphasis is on analyzing and
synthesizing scientific literature with the goal of producing a literature
review and/or research proposal. A successful proposal may lead to data
collection and analysis. The result of the project is a paper written in APA
style.

Prerequisites: PSYC 2298 and PSYC 2299

PSYC 4455  Cognitive Psychology. (3) Spring
An information processing analysis of topics in perception, thinking,
learning, and memory.

Prerequisites: PSYC 2298 and PSYC 2299 or consent of
professor.

PSYC 4460  Psychology of Personality. (3) Fall
A critical study of major personality theories, principles and instruments of
assessment, and relevant empirical research.

Prerequisites: PSYC 2298 and PSYC 2299 or consent of professor

PSYC 4465  Biological Psychology. (3) Spring
Neuroanatomy and neurophysiology will be explored and will provide a
foundation for examining biological aspects of various behaviors (e.g.,
sensory processes and sleep). Also, the psychopharmacology of selected
drugs and genetic influences on behavior will be considered.

Prerequisites: PSYC 2298 and PSYC 2299 or consent of
professor

PSYC 4470  Behavior Analysis and Its Applications. (3) Spring
A survey of principles, research findings, and applications of classical,
operant, and observational learning.

Prerequisites: PSYC 2298 and PSYC 2299 or consent of
professor

PSYC 4480  Special Topics in Psychology: Senior Capstone.
Interim
A course offered at the junior/senior level focusing on a specialized topic
from the field of psychology.

Prerequisites: There may be a prerequisite.

‡  Denotes courses in Psychology that may substitute for a CORE
Humanities course in the Core Curriculum.
RELIGION AND PHILOSOPHY

MISSION STATEMENT
The Religion and Philosophy Department is dedicated to challenge and support students to think critically and creatively and to enhance their communication skills as they deal with fundamental issues of self, world, and God. We seek to provide a safe, caring, and ethical community where our students grow and mature as global citizens.

LEARNING OBJECTIVES
The overall learning objectives of the Religion and Philosophy Department are for students to:

- Think critically about religious traditions by introducing a variety of perspectives on them;
- Demonstrate creativity in formulating responses to these traditions;
- Explore their own faith commitment in a complex global world;
- Develop communication skills in undergraduate research and writing;
- Develop a broad knowledge of received religious and philosophical traditions including these areas: (1) biblical studies, (2) history, (3) theology, ethics, social scientific study of religion, (4) philosophy, (5) church leadership.

ASSESSMENT OF LEARNING OBJECTIVES
Success in achieving the objectives of the Religion and Philosophy major will be measured by the following assessments:

- Papers with a common grading rubric
- Exit Interviews
- Graduate School Acceptance
- Senior Thesis/Project
- Autobiographical Assignments and Journaling
THE RELIGION AND PHILOSOPHY MAJOR

The Religion and Philosophy Major is a traditional liberal arts study of the field. It is especially suited for those with a general interest in religion and philosophy or those who wish to prepare for graduate study of religion.

The major consists of 11 courses in addition to the exploratory course in religion that is taken as part of the core (RLGN 1101-05), yielding a total of 12 courses. The religion major must include at least 2 courses in each of these areas: Biblical Studies, Historical Studies, and Ethics and Theological Studies. The major also requires at least one course in the area of Philosophy. In addition, all Religion and Philosophy majors will complete a senior thesis or project. Thus, of the 12 courses required for a religion major, at least 8 courses must conform to the following guidelines:

- Church Leadership and Youth Ministry (1 course). Courses: 3510-3560.
- Historical Studies (1 course). Courses: 1104 (if not taken for the core), 2210-2230, 3210-3220.
- Ethics and Theological Studies (2 courses). Courses: 1105 (if not taken for the core), 2310, 3310-3350.
- Philosophy (1 course). Courses: any of the philosophy courses, which are listed under Area IV in the course listing below.
- Senior Thesis or Project (1 course). Course 4620 is normally taken in the fall of the senior year. The student should choose a project director from within the department and work with this director to refine a topic in the semester prior to which the student enrolls for the course. Thus, most students should select a topic and project director by the end of the spring semester of the junior year.

Students are free to choose any other religion or philosophy department courses for the remaining 4 courses. Internships may be taken for up to 1 full course of credit, with permission of the department chair. At least 6 courses in the major must be numbered at the 2000-level or above.
THE RELIGION AND PHILOSOPHY MAJOR WITH A CONCENTRATION IN CHURCH LEADERSHIP

The Church Leadership Concentration is designed to prepare students for future careers in church service. Many of our graduates take positions in Christian Education or Youth Ministry directly after graduation. Others enroll in seminaries as a preparation for ordained ministry.

LaGrange College is one of only nine colleges in the nation that is authorized by the United Methodist Church to offer certification programs in Youth Ministry and Christian Education. United Methodist students who complete our Church Leadership program fulfill all of the educational requirements needed for professional certification in these fields.

The major consists of 11 courses in addition to the exploratory course in Religion that is taken as part of the core (RLGN 1101-05), yielding a total of 12 courses. The Church Leadership concentration requires successful completion of the following courses:

- Biblical Studies (1 course). Courses: 1102 or 1103 (if not taken for the core requirement), 2110, 2111, 2120, 2121, 3110-3160.
- Historical Studies (1 course). Courses: 1104 (if not taken for the core), 2210-2230, 3210-3220.
- Ethics and Theological Studies (1 course). Courses: 1105 (if not taken for the core), 2310, 3310-3350.
- Philosophy (1 course). Courses: any of the philosophy courses, which are listed under Area IV in the course listing below.
- Church Leadership and Youth Ministry (4 courses). Courses: 3510-3560.
- Internship (1 course). Course: 3550, scheduled in consultation with the Church Leadership Program Director.
- Senior Thesis or Project (1 course). Course 4620 is normally taken in the fall of the senior year. The student should choose a project director from within the department and work with this director to refine a topic in the semester prior to which the student enrolls for the course. Thus, most students should select a topic and project director by the end of the spring semester of the junior year.

At least two of the courses in Areas I-III must be at the 2000-level or above. In addition, students seeking certification in Christian education by the United Methodist Church must complete United Methodist Studies (3210). Students who do not seek United Methodist certification may choose any religion department course for the remaining to fulfill the remaining course requirements for the major.
THE RELIGION AND PHILOSOPHY MAJOR WITH HONORS

Students who maintain a 3.5 grade point average in departmental courses and who receive “A” grades on their senior theses or projects may graduate with honors.

THE RELIGION AND PHILOSOPHY MINOR

A minor in religion requires completion of 3 courses in addition to the exploratory religion core requirement: 4 courses in all. At least 2 courses must be at the 3000-level or above.

THE CHURCH LEADERSHIP MINOR

A minor in Church Leadership consists of 4 courses in addition to the exploratory religion core requirement: 5 courses in all. The minor includes at least two courses taken at the 3000-level or above in Area I, II, III, IV, or VI. In addition, the minor includes at least 2 courses taken in Area V (Church Leadership).

THE PHILOSOPHY MINOR

No major program currently is offered in philosophy. A minor consists of 4 courses in Area IV, of which at least 2 courses must be taken at the 2000-level or above.

THE CHURCH MUSIC PROGRAM

The church music program is administered through the music department in cooperation with the Religion and Philosophy department. See the Music Department section of the catalogue for a program description.

COURSE DESCRIPTIONS (RLGN AND PHIL)

Core Exploratory Courses:
Explorations of the Christian Faith

RLGN 1101 Introduction to Christianity. (3) Spring
An introduction to the Christian tradition of faith through a study of its central symbols, sacred texts, and practices.

RLGN 1102 Jewish Origins in Context. (3)
A study of the Hebrew bible, commonly called by Christians the Old Testament, in the context of the ancient near eastern world. The course asks students to reflect on the impact of the Hebrew bible on Western civilization and its implications for the contemporary world.
RLGN 1103 New Testament Writings in Context. (3)
A study of the New Testament writings in the context of Greco-Roman civilization. The course asks students to reflect on the impact of Christian scriptures on Western civilization and consider their implications for the contemporary world.

RLGN 1104 Dialogue with World Faith Traditions. (3) Fall
The course places the insights of the Christian faith in dialogue with those of major living world religions.

RLGN 1105 Christian Ethics and Contemporary Social Issues. (3) Spring
A study of contemporary ethical issues in the light of the moral traditions central to the Christian faith. The course examines such issues as marriage and family, war and peace, racism, abortion, and the environment. Servant leadership component.

Religion and Philosophy Departmental Courses
Area I: Biblical Studies

RLGN 2120 Introduction to Hellenistic Greek I. (3) Fall
A beginning course designed to teach the fundamentals of Hellenistic or Koine Greek, which includes the language of the New Testament.

RLGN 2121 Introduction to Hellenistic Greek II. (3) Spring
A continuation of RLGN 2120.
Prerequisite: RLGN 2120

RLGN 3150 The Apostolic Age. (3) Spring
An examination of the origin and expansion of the early Christian Church, with studies in the Epistles and the Acts of the Apostles.
Prerequisite: RLGN 1103, or permission of professor

RLGN 3160 The Gospels. (3) Fall
An examination of one of the four canonical gospels with emphasis on the historical context, history of interpretation, and modern appropriations of the text.
Prerequisite: RLGN 1103, or permission of professor
Area II: Historical Studies

RLGN 2210  Early Church History. (3)
A survey of the history of the Christian Church from the close of the Apostolic age to the end of the Middle Ages.

RLGN 2220  Modern Church History. (3)  Fall
A history of the Christian Church from the reformation era to the modern period.

RLGN 2230  Race and Religion in America. (3)  Spring
This course examines the role that religion played and continues to play in American race relations and racial identities. The course emphasizes the history and the theorists of the civil rights contemporary era.

RLGN 3210  United Methodist Studies.  (3)  Fall
A survey of the history, theology, and polity of the United Methodist Church.
  Prerequisite: A religion core course

Area III:
Theology, Ethics, and the Social Scientific Study of Religion

RLGN 2320  Religion, Violence, and Social Change. (3)
An examination of models of non-violent social change that are grounded in religious faith commitments. The course focuses on the Christian faith tradition but works comparatively with figures and movements from Hinduism, Buddhism, Judaism, and Islam. The course includes practice in the skills of peace-building that are guided by the principles of restorative justice.

RLGN 3310  Contemporary Christian Thought. (3)  Fall
A survey of the development of Christian thought, with particular attention to the nineteenth and twentieth centuries.
  Prerequisite: A religion core course

RLGN 3320
or
WMST 3320  The Ethics of Sexuality, Marriage, and Gender. (3)
A study of the moral issues related to sexuality, gender roles, and family life. Topics vary per offering, but may include ethical reflection on such topics as the meaning and purpose of sexuality, gender roles, pre-marital and extra-marital sexuality, homosexuality, and family structure.
  Prerequisite: A religion core course
RLGN 3340  Sociology of Religion. (3)
A sociological analysis of the interplay between religion and culture.
    Prerequisite: A religion core course

Area IV: Philosophy

‡ PHIL 1410  Introduction to Philosophy. (3)  Spring
A survey of major philosophical themes and figures that were formative in Western civilization.

PHIL 2410  Moral Philosophy. (3)  Fall
A study of the major philosophical understandings of morality and the good life.

‡ PHIL 2440  Elementary Logic. (3)
An introduction to the logic of propositions with attention to the structure and evaluation of informal arguments. The rhetoric of persuasion and its use of logic and emotions are discussed.

PHIL 3410  Philosophy of Religion. (3)
An investigation of problems related to philosophical reflection on religious thought and experience.
    Prerequisite: At least one prior course in philosophy or permission of professor

PHIL 3420 or Themes in Political Philosophy. (3)
POLS 3340
An introduction to the basic ideas of political philosophy. Topics considered include the social and historical context of political theory, the development of major ideas in political philosophy, critical analysis of theoretical arguments, and the relation of political theory to contemporary politics.

PHIL 3430  Bioethics. (3)  Spring
A study of the ethical issues raised by the practice of nursing, medicine, and biomedical research.

PHIL 4410  Selected Topics in Philosophy. (3)  Spring
A seminar course on a major subject of concern in philosophy based on individual research and assigned readings.
    Prerequisite: At least one prior course in philosophy or permission of professor
Area V: Church Leadership Courses

RLGN 3510. Christian Education in the Local Church. (3) Fall
A study of issues confronting those participating in a local church setting. Required of all students in the Internship.
Prerequisite: A religion core course

RLGN 3520. Christian Worship. (3)
The study and practice of Christian worship in its historical and contemporary contexts. Topics include the theology of worship, sacraments, liturgy, and the place of music in worship.
Prerequisite: A religion core course

RLGN 3540. Youth Ministry. (3)
The study and practice of ministry to persons from adolescence through young adulthood.
Prerequisite: A religion core course

RLGN 3560. Congregational Leadership. (3) Spring
The study of the leadership styles and skills necessary for leadership of a religious institution. Topics may include congregational dynamics, leading institutional change, working with volunteers, avoiding burnout, and racial and gender issues in leadership.
Prerequisite: A religion core course

RLGN 3550. Internship. (1-6) On demand
Supervised participation in the local church setting. May be repeated for credit up to 6 hours.
Prerequisite: Two courses from Area V

Area VI: Capstone and Other Courses

RLGN 4610. Selected Topics in Religion. (3) Spring
A seminar course on a major subject of concern based on individual research and assigned readings.
Prerequisite: Permission of professor

RLGN 4620. Senior Thesis or Project. (3) On demand
A directed study normally taken in the fall of the senior year. The student should choose a project director from within the department and work with this director to refine a topic in the semester prior to which the student enrolls for the course. Thus, most students should select a director and topic by the end of the spring semester of the junior year.
Prerequisite: Application to Religion Department Chair

‡ Denotes courses in Religion that may substitute for a CORE Humanities course in the Core Curriculum.
SOCIOMETRY AND ANTHROPOLOGY

INTRODUCTION
The mission of the Sociology and Anthropology Department is to equip students with an entry-level knowledge of sociological concepts, theories, and research strategies.

DESCRIPTION OF MAJOR
Sociology is the study of human social relationships and institutions. Sociology's subject matter is diverse, ranging from crime to religion, from the family to the state, from the divisions of race and social class to the shared beliefs of a common culture, and from social stability to radical change in whole societies. Unifying the study of these diverse subjects of study is sociology's purpose of understanding how human action and consciousness both shape and are shaped by surrounding cultural and social structures.

Anthropology is the holistic and comparative study of human practice and behavior. Anthropology, a sister discipline to sociology, has traditionally focused on the investigation and analysis of human action through the lens of culture and by means of ethnographic fieldwork. Its initial subject matter was the study of small-scale, non-industrial groups primarily outside the developed world. Through a four field (cultural/social anthropology, physical anthropology, linguistics and archeology) approach, anthropologists strove to make relevant generalizations about human behavior and society. In the last forty years, the scope and focus of anthropology has broadened and, now, anthropologists investigate all aspects of life in the industrialized world as well. Anthropology provides a global perspective on life and today, with its global focus, anthropology offers preparation for effective living in a rapidly changing world that is complementary to the sociological perspective.

The department offers a major in Sociology.

The department requires a minimum cumulative GPA of 2.25 to declare a major in Sociology.
LEARNING OBJECTIVES

Students majoring in Sociology will acquire a basic knowledge of the following areas:

- the “sociological imagination,” or ability to link individual biography with history and culture;
- the difference between micro- and macro-level groups and processes, and the interconnections among them;
- the importance and necessity of theory in the process of learning;
- the strengths and weaknesses of various research methods, and the appropriateness of each for various research questions;
- the social bases and biases of what constitutes knowledge or conventional wisdom;
- the opportunities as well as constraints that are imposed on us by social structure.

REQUIREMENTS FOR THE SOCIOLOGY MAJOR

Sociology majors are required to complete the following courses, totaling 30 semester hours. All courses for the major should be completed with a grade of “C” or higher. The only exception is as follows:

One grade of “C-” will be allowed to count toward the major so long as it does not occur with any of the following three courses:

- Math Statistics
- Research Methods
- Development of Sociological Thought

These courses should be satisfied with a grade of “C” or higher. Under no circumstances will a “D” grade count toward the major.

Foundation (15 hours)

- SOCI 1000 Principles of Sociology
- SOCI 2000 Social Problems and Policy
- SOCI 3000 Social Change
- SOCI 4000 Development of Sociological Thought
- SOCI 4200 Social Inequality

Research (6 hours)

- MATH 1114 Introduction to Statistics
- SOCI 3900 Research Methods in Social Science
Electives/Substantive Component (9 hours)

Students may complete the major by electing 3 other courses from the following list, two of which must be at the 3000-level or higher:

- SOCI 2500 Marriages and Families
- SOCI 3300 Sociology of Childhood
- SOCI/RLGN 3340 Sociology of Religion
- SOCI 3400 Criminology
- SOCI 3500 Gender and Society
- SOCI 3600 Sociology of Education
- SOCI/ANTH 3800 Special Topics in Sociology/Anthropology
- ANTH 1000 Introduction to Anthropology
- ANTH 2000 Cultural and Social Anthropology
- LAST 1104 Introduction to Latin American Culture
- RLGN 2230 Race and Religion in America
- WMST 1101 Introduction to Women’s Studies

One appropriate Interim course may count towards the elective requirement, with approval of the department chair.

Requirements for the Sociology Minor

A minor in sociology consists of five courses, two of which must be at the 3000-level or higher.

All students planning to minor in sociology must take the following:

- SOCI 1000 Principles of Sociology
- SOCI 2000 Social Problems and Policy
- SOCI 3000 Social Change

Students must choose two courses from the following list:

- SOCI 2500 Marriages and Families
- SOCI 3300 Sociology of Childhood
- SOCI/RLGN 3340 Sociology of Religion
- SOCI 3400 Criminology
- SOCI 3500 Gender and Society
- SOCI 3600 Sociology of Education
- SOCI/ANTH 3800 Special Topics in Sociology or Anthropology
ASSESSMENT OF LEARNING OBJECTIVES

Mastery of the curriculum for a major in Sociology is measured by:

- Completion of all major requirements with a “C” or higher in every course (One grade of “C-” may count towards the major, so long as the grade is not awarded in any of the following courses: Statistics, Research Methods, and/or Development of Sociological thought. These courses should be completed with a grade of “C” or higher).

COURSE DESCRIPTIONS (SOCI AND ANTH)

‡ SOCI 1000  Principles of Sociology. (3) Fall and Spring
A study of the fundamental concepts and principles of the discipline, with emphasis on socialization, social institutions, social interaction, social stratification and inequality, as well as mechanisms of social control. Familiarization with the distinction between macro- and micro-level sociological processes.

SOCI 1320  Oikos Seminar on Social Justice. (3) On demand
An introduction to issues of diversity and social justice in the United States. The course provides students with theoretical frameworks for understanding the dynamics and intersections of oppression and an opportunity to expand their awareness of various forms of oppression.

SOCI 2000  Social Problems and Policy. (3) Spring
Using a special topics approach, this course provides the most current assessment of social problems and the policies created in an attempt to remedy these social ills.

SOCI 2320 or POLS 2320  Seminar on Ecological Sustainability and Policy (3)
A survey of sustainability as a political, economic and socio-cultural part of our lives. The course is divided into three major segments. First, it assays how our lives are conducted and considers the ecological cycles and processes that make life possible. Second, it examines the ground solutions to the issue of a sustainable lifestyle and attempts to implement this goal. Finally, it surveys the arena of ecological politics in order to engage the issue of how can we achieve this as a society.
SOCI 2500        Marriages and Families. (3) Fall
or
WMST 2500
This course offers a multi-disciplinary perspective on contemporary marriages, families, and other intimate relationships. Students become familiarized with competing models and theories on family relationships. In addition, the course explores cross-cultural variation in family systems as well as diversity and change within the American population. Topics to be covered include: mate selection, sexuality, marital structure, marital happiness, divorce, parenting, and alternative family forms.

SOCI 3000        Social Change. (3) Fall
An analysis of the sources, patterns, and consequences of social and cultural change. The roles of socio-economic, political, technological and other factors in processes of change at institutional and societal levels are investigated.

SOCI 3300        Sociology of Childhood. (3) On demand
A sociological analysis of current issues confronting America’s children and a consideration of sociological perspectives on children and childhood.

SOCI 3340        Sociology of Religion. (3) On demand
A sociological analysis of the interplay between religion and culture.
Prerequisite: A religion core course

SOCI 3400        Criminology. (3) On demand
A multi-disciplinary examination of criminal behavior and corrections, with an emphasis on competing theories regarding the origins and incidence of criminality. The course explores the history of laws and the criminal justice system, as well as various categories of crime. Special attention is given to the social forces underlying criminal and deviant behavior.
SOCI 3500  
**or**  Gender and Society. (3) On demand

WMST 3500
Students become aware of the gendered society in which we live, the norms, values, and patterns of communication associated with each gender and how these affect personal life choices and social status. Specifically, students become aware of how our basic social institutions, such as the economy, the family, education, religion, and the political system are gendered institutions with differing ideals and expectations for women and men.

SOCI 3600  Sociology of Education. (3) On demand
This course examines, from a sociological perspective, the structure and process of education in contemporary society, and its effects. The primary focus on U.S. public education. Topics include the contribution of sociology to understanding education and teaching; the relationship of education to other social institutions such as families and religion; the effects of socio-demographic variables on learning outcomes, etc.

SOCI 3800  Special Topics in Sociology or Anthropology.  
**or**  (3) On demand
ANTH 3800
This course involves in-depth exploration into a unique topic in either Sociology or Anthropology. The course content rotates from year to year. Students may repeat the course for credit so long as the topic changes and with departmental approval.

*Prerequisite:* Successful completion of either SOCI 1000 or ANTH 1000 with a grade of “C” or higher.

SOCI 3900  Research Methods in Social Science. (3) Fall  
**or**
POL 3300  Research Methods in Political Science. (3)
A study of basic social science research methods. Topics considered include research design and data collection, measurement and causality, fitting models to data with various methods, graphic analysis, and the use of statistical software.

SOCI 4000  Development of Sociological Thought. (3) Spring
This course is an introduction to the development and current state of sociological theory. It focuses on the most influential figures in the development of sociological theory and their legacy in contemporary sociology.

*Prerequisites:* SOCI 1000 and a minimum of four other SOCI courses successfully completed. Senior status preferred.
**SOCI 4200   Social Inequality. (3) Fall**
This course examines social inequality, a topic which is at the core of sociological analysis and research. The classical perspectives on inequality is examined, as well as the contemporary extensions of these approaches. Particular attention is paid to class, race, and gender as separate and as intersecting axes of inequality.

*Prerequisite:* SOCI 1000, with a grade of “C” or higher.

**SOCI 4500   Sociology/Anthropology Internship. (3-6 hours) or ANTH 4500 On demand**
This course requires 120 hours of supervised experience (per 3 credit hours) in a local agency or office, selected readings, as well as an oral presentation given in one of the SOCI/ANTH courses. Applications for internships must be submitted to the department chair in the term or semester prior to placement. Students may select a graded or Pass/No Credit option. Course may be repeated twice (for 3 hours credit) for a maximum of 6 hours credit. This course does not count towards the major in Sociology.

*Prerequisites:* Completion of SOCI 1000 with a grade of “C” or higher as well as at least two other courses with the SOCI or ANTH prefix with grades of “C” or higher.

‡ **ANTH 1000   Introduction to Anthropology. (3) On demand**
An introduction to the scientific study of the origin, the behavior, and the physical, social, and cultural development of humans.

**ANTH 2000   Cultural and Social Anthropology. (3) On demand**
A study of modern anthropological theory through directed readings of classic ethnography with special emphasis upon recent advances and trends in research.

‡ Denotes courses in Sociology and Anthropology that may substitute for a CORE Humanities course in the Core Curriculum.
THEATRE ARTS

MISSION STATEMENT
The Department of Theatre Arts at LaGrange College is committed to providing students with the tools necessary to function as complete artists and creative, self-realized individuals, combining pre-professional theatrical training with a strong liberal arts curriculum.

Faculty are dedicated to the development of students’ abilities to think critically and creatively and to the enhancement of their communication skills. A combination of classroom training and production work provides a supportive, invigorating environment for the collaborative and creative process.

INTRODUCTION
The Department of Theatre Arts offers a pre-professional training program emphasizing the practical aspects of theatre and the importance of process. It is the belief of the faculty that the training process must prepare students for the real world of theatre. Faculty teaching in the Theatre Arts program are experienced working professionals. With the belief that theatre is both an art form and a business, the curriculum provides a strong undergraduate foundation in theatre performance, design, production and literature.

For the B.A. in Theatre Arts, majors must successfully complete 24 common core hours designed to foster an appreciation for, and an understanding of each area of theatre. In addition, students must complete 18 additional track courses in their area of interest: performance, technical, design, or a combination of the three, to complete the theatre arts degree composed of a total of 42 major hours.

LEARNING OBJECTIVES
Upon completion of a degree in Theatre Arts, a student should be able to:

• demonstrate a thorough knowledge of the components of the theatrical process;

• demonstrate the ability to critically interpret and communicate the cultural, social and historical relevance of dramatic works;

• demonstrate creativity and self-expression in the realization of dramatic works;

• demonstrate an extensive artistic vocabulary in their specific area of concentration.
ASSESSMENT OF LEARNING OBJECTIVES

Learning objectives are assessed in the following manner:

• examinations, graded performances and auditions and graded projects in the four major areas within each track;
• audition critiques for all departmental productions;
• upperclassmen scholarship audition interviews;
• exit interviews.

GRADUATION REQUIREMENTS FOR THE THEATRE ARTS MAJOR

A student pursuing a major in Theatre Arts must meet all of the following criteria on an ongoing basis:

• satisfactory completion of all degree requirements as outlined in the catalogue;
• participation in all departmental productions and activities, including auditions, production crews, work calls and production strikes as assigned by faculty;
• attendance at all scheduled departmental meetings and activities.

ADMISSION TO THE THEATRE ARTS MAJOR

In order to be admitted and to continue as a Theatre Arts major, a student must meet the following criteria:

• overall grade point average of 2.5 or better. Scholarship recipients must maintain a 3.0 grade point average or better;
• writing proficiency - a grade of “C” or better in English 1101, 1102;
• theatrical proficiency - a grade of “C” or better in all Theatre Arts courses;
• prognosis for success - evaluation during Theatre courses pertinent to:
  1) attendance
  2) attitude
  3) cooperation
  4) oral and written skills
  5) enthusiasm and dedication to the Theatre Arts program;
• Transfer students wishing to continue as a Theatre Arts major must provide evidence of all of the above plus the following:
  1) past participation in departmental productions;
  2) acceptance as a major is subject to approval by a majority of the LaGrange College Theatre Arts faculty.

A student who does not meet all of the above criteria each semester may be placed on probation. After the probationary period, the student will be re-evaluated by the Theatre Arts faculty. If it is determined that the student has failed to meet the above criteria satisfactorily, the student may be removed as a major.

**Requirements for the Theatre Arts Major**

A total of 42 semester hours are required for the Theatre Arts Major.

**Core Course Requirements (24 hours):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>THEA 1101</td>
<td>Drama Survey I</td>
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</tr>
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<td>THEA 1102</td>
<td>Drama Survey II</td>
<td>3</td>
</tr>
<tr>
<td>THEA 1180</td>
<td>Stagecraft</td>
<td>3</td>
</tr>
<tr>
<td>THEA 1184</td>
<td>Acting I</td>
<td>3</td>
</tr>
<tr>
<td>THEA 2110</td>
<td>Introduction to Design</td>
<td>3</td>
</tr>
<tr>
<td>THEA 2330</td>
<td>Script Analysis</td>
<td>3</td>
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<tr>
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<td><strong>Total Core Hours</strong></td>
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**Track Course Requirements**

**Performance Track (18 hours)**

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<tr>
<th>Course</th>
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<th>Hours</th>
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<tbody>
<tr>
<td>THEA 2205</td>
<td>Movement for the Actor</td>
<td>3</td>
</tr>
<tr>
<td>THEA 2286</td>
<td>Makeup</td>
<td>3</td>
</tr>
<tr>
<td>THEA 2210</td>
<td>Voice and Diction</td>
<td>3</td>
</tr>
<tr>
<td>THEA 2351</td>
<td>Acting II</td>
<td>3</td>
</tr>
<tr>
<td>THEA 4451</td>
<td>Auditioning</td>
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<tr>
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<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total Performance Track Hours</strong></td>
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</tbody>
</table>

**Technical Track (18 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ARTD 1151</td>
<td>Basic Drawing</td>
<td>3</td>
</tr>
<tr>
<td>THEA 2283</td>
<td>Stage Management</td>
<td>3</td>
</tr>
<tr>
<td><strong>Or</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>THEA 3420</td>
<td>Theatre Management</td>
<td>3</td>
</tr>
<tr>
<td>THEA 3360</td>
<td>Scenic Design</td>
<td>3</td>
</tr>
<tr>
<td>THEA 3370</td>
<td>Directing</td>
<td>3</td>
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<tr>
<td>Two Theatre Arts Electives</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Total Technical Track Hours</strong></td>
<td></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>
Design Track (18 hours)

ARTD 1151  Basic Drawing  3
ARTD 1153  3-D Design  3
ARTD 2211  Life Drawing  3
THEA 3360  Scenic Design

Or

THEA 3381  Lighting Design

Or

THEA 3385  Costume Design  3
THEA 3370  Directing  3

One  Theatre Art or

Art & Design Elective  3

Total Design Track Hours  18 hrs.

Theatre Arts Major Hours  42

REQUIREMENTS FOR THE THEATRE ARTS MINOR

A minor in Theatre Arts consists of 18 semester hours: at least one course in Drama Survey, at least one course at the 1000 level, and 4 other courses selected in consultation with the minor advisor.

COURSE DESCRIPTIONS (THEA)

**THEA 1101 Drama Survey I.  (3)**
A survey of the discovery of theatre beginning in ancient Greece continuing through the rise of Realism. Students study theatre as a developed art form through reading, viewing and discussing plays representing diverse eras of history.

_Drama Survey II may be taken independently of Drama Survey I._

**THEA 1102 Drama Survey II.  (3)**
A survey of the discovery of theatre from the rise of Realism through contemporary drama. Students study theatre as a developed art form through reading, viewing and discussing plays representing diverse eras of history.

_Drama Survey II may be taken independently of Drama Survey I._

**THEA 1180 Stagecraft.  (3)**
A course designed to provide the student with theoretical and working knowledge of technical theatre. An emphasis is placed on the fundamental techniques and processes used in theatre productions. Students work on a departmental production.
* THEA 1184 Acting I. (3)
A course designed to introduce students to the fundamentals of acting for the stage. The course includes achievement of a simple objective, self and sensory awareness, relaxation, concentration and beginning scene and text analysis.

* THEA 2110 Introduction to Design. (3)
A course designed to introduce students to the fundamental elements of the design process, with emphasis on script analysis and visual communication.

Prerequisites: Basic Drawing highly recommended for Design and Technical Track Majors

* THEA 2200 Stunts/Fights for Stage, TV and Film I. (3)
A performance course covering basic stage movement, acrobatics, faints, falls, flips, kicks, slapstick comedy, hand-to-hand combat, and stage weapons when applicable.

* THEA 2201 Stunts/Fights for Stage, TV and Film II. (3)
A continuation of THEA 2200, adding period weaponry such as, but not limited to quarterstaff, broadsword, rapier, dagger, food fights, etc. for the stage.

* THEA 2205 Movement for the Actor. (3)
A course designed to develop body awareness by exploring movement connected to impulse and instinct, focusing on integration of the mind, body and spirit.

THEA 2210 Voice and Diction. (3)
To introduce students to the process of voice production, methods of Linklater’s freeing the voice with emphasis on relaxation and breathing, and applicable techniques for working with text.

THEA 2280 Advanced Stagecraft. (3)
In this advanced study of stagecraft, students apply the principles of stagecraft to rigorous practical assignments intent on developing fine craftsmanship skills. This project-based course will provide opportunity for woodworking, metal work and technical design.

Prerequisite: THEA 1180

THEA 2283 Stage Management. (3)
A course designed to provide students with introduction to, and basic training in, the area of stage management.

* THEA 2286 Makeup for the Stage. (3)
A study in the theories and application of stage makeup. Topics may include corrective, old age and character makeup, as well as prosthetics.
THEA 2330  Script Analysis.  (3)  
A study of major genres of dramatic literature designed to provide the director, actor, designer, dramaturge and/or technician with basic guidelines for text analysis. Students develop and utilize skills to thoroughly analyze text.

THEA 2351  Acting II.  (3)  
A continuation of THEA 1184 which explores further character development through advanced scene work and improvisational exercises.  
Prerequisite:  THEA 1184

THEA 3272  Creative Dramatics.  (3)  
On demand  
A course which introduces methods of creating, designing and utilizing drama to enhance teaching skills and foster the educational development of students.  
Highly recommended for early childhood and secondary education majors

THEA 3305  Period Styles of Acting.  (3)  
A course designed to introduce students to period styles of acting and movement which may include: Greek, Elizabethan, Comedy of Manners, Farce, Realism and the Theatre of the Absurd.  
Prerequisites:  THEA 1184, THEA 2351

THEA 3310  Playwriting/Screenwriting.  (3)  
A course designed to stimulate critical and creative thinking through the creation of original material. Students are guided in the completion of writing a play/screenplay.  
Prerequisite:  THEA 2330, grade B or better in ENGL 1101 & 1102, or consent of instructor

THEA 3345  Musical Theatre.  (3)  
A practical study of techniques and styles of musical theatre.  
Prerequisite:  THEA 1184

THEA 3360  Scenic Design.  (3)  
An advanced study of the Scenic Design process. Students apply the principles of design to scenery through intense practical assignments. Emphasis is placed on communication through Drafting, Renderings and Models.  
Prerequisite:  THEA 2110

THEA 3370  Directing.  (3)  
A course designed to introduce students to the director’s role in interpreting, choosing, rehearsing and staging a play. Course includes direction for performance of a short play.  
Prerequisites:  THEA 1184, THEA 2110, THEA 2330
THEA 3381 Lighting Design. (3)
An advanced study of the Lighting Design process. Students apply the principles of design to lighting through intense practical assignments. Emphasis is placed on communication through Rendering, Magic Sheets, and Lighting Plots.
Prerequisite: THEA 2110

THEA 3385 Costume Design. (3)
A course that acquaints the student with the basic skills needed to design theatrical costumes, which includes patterning and cutting/draping.
Prerequisite: THEA 2110

THEA 3420 Theatre Management/Arts Management. (3)
A course which introduces the fundamentals of Arts management. Course investigates and navigate through the conflicting issues, strategies and opportunities in management in the Arts.

THEA 4451 Auditioning. (3)
A course designed for developing audition techniques and examining guidelines for audition procedures with emphasis on practical auditions, resume, headshots, selection of audition material and compilation of an audition portfolio.
Prerequisite: THEA 1184, THEA 2351

THEA 4470-2 Special Topics. (1-3)
A series of courses designed to provide students with advanced material/study in either performance or design tracks.
Prerequisite: Consent of instructor

THEA 4484 Senior Thesis. (3)
A course in which senior Theatre Arts majors bring their training and emphasis into focus. Senior thesis projects may be track-specific special projects in acting, design, directing, stage-managing or playwriting.
All proposals must be approved by the Department Chair and are subject to scheduling and faculty supervisory commitments.

* Denotes courses in Theatre Arts that may satisfy Fine Arts requirement in the Core Curriculum.

‡ Denotes courses in Theatre Arts that may substitute for a CORE Humanities course in the Core Curriculum.
WOMEN'S STUDIES

INTRODUCTION

Women's Studies is an interdisciplinary field of study which complements a liberal arts education by drawing upon a variety of disciplines to gain a critical awareness of the female experience. In developing this awareness and in presenting its diversity, courses explore gender as well as race, ethnicity, culture, age, and social class as categories of analysis. While exploring these issues, the courses also promote the development of skills in critical thinking, speaking, and writing. Courses focus on women's past and present roles in culture, politics, the family, the arts and sciences, health care business, and religion.

LEARNING OBJECTIVES

A minor in Women's Studies consists of twelve semester hours: three of which must be WMST 1101: Introduction to Women's Studies. Of the remaining nine hours, six must be taken at the 3000 level. This flexibility, coupled with the interdisciplinary nature of the field, permits students to design a minor that best reflects their academic and future career interests. (Only cross-listed courses taken during or after the fall of 2000 may be applied to the minor in Women's Studies.)

COURSE DESCRIPTIONS (WMST)

‡ WMST 1101 Introduction to Women's Studies. (3)

This course provides an understanding of the female experience and the evolution of women's roles within one's own culture and that of others. In developing this understanding, emphasis is placed on the great diversity of women's individual lives by considering such factors as race, age, marital, and class status.

WMST 2500
or
SOCI 2500

Marriages and Families. (3)

WMST 3110
or
LAST 3110

Special Topics: Latin American Women Writers. (3)
WMST 3320 or RLGN 3320
The Ethics of Sexuality, Marriage, and Gender. (3)

WMST 3340 or ENGL 3340
Restoration and Eighteenth Century English Literature. (3)

WMST 3345 or ENGL 3345
The Rise of the Novel. (3)

WMST 3500 or SOCI 3500
Gender and Society. (3)

WMST 4400 or PHIL 4410
Advanced Library Research in the Social Sciences and Humanities. (2)
Philosophical Theory: Gender and Sexuality (3)

WMST 4478
Women in Ministry (3)

WMST 4500
Advanced Library Research in the Sciences. (2)

Also, Interim term courses are offered in Women’s Studies.

‡ Denotes courses in Women’s Studies that may substitute for a CORE Humanities course in the Core Curriculum.
David Oki Ahearn (1995)
   Professor of Religion and Philosophy; Chair of the Oikos Program
   B.A., Austin College; M.Div., Southern Methodist University;
   Ph.D., Emory University

Rebecca J. Alexander (2010)
   Assistant Professor of Education
   B.S., Florida State University; M.Ed., Virginia Commonwealth
   University, Ed.D., Virginia Polytechnic Institute and State University

Toni P. Anderson (1999)
   Professor of Music; Chair of the Music Department
   B.M., Lamar University; M.M., New England Conservatory of Music;
   Ph.D., Georgia State University

Elizabeth Appleby (2006)
   Assistant Professor of Latin American Studies and Modern Languages
   B.A., Seton Hill College; J.D., M.A., University of Pittsburgh;
   Ph.D., Ohio State University

Terry Austin (2006)
   Assistant Professor of Chemistry and Physics
   B.S., Ph.D., University of Florida

Kim Barber Knoll (1995)
   Professor of Theatre Arts; Division Chair of Fine and
   Performing Arts; Chair of the Theatre Department
   B.S., University of Tennessee; M.F.A., U. of California at Los Angeles

Linda A. Mason Barber (2006)
   Assistant Professor of Nursing
   B.S., University of Florida; M.S.N., University of South Florida

Charlene Baxter (1976)
   Assistant Professor; Librarian for Public and Technical Services
   A.B., West Georgia College; M.L.S., George Peabody College
   for Teachers

Cindi Bearden (2001)
   Associate Professor of Business
   B.S., Jacksonville State University; Master of Accountancy, University
   of Alabama, Certified Public Accountant
Jon Birkeli (1987)
  Ely R. Callaway, Sr., Professor in International Business;
  Chair of the Business Department
  A.B., Lenoir-Rhyne College; Ph.D., University of South Carolina

Sandra Blair (2000)
  Associate Professor of Nursing
  B.S.N., LaGrange College; M.S.N., Georgia State University

Frank W. Brevik (2006)
  Assistant Professor of English
  B.S., Troy State University; M.A., University of Manchester;
  Ph.D., University of Louisiana at Lafayette

Marcia Langham Brown (1996)
  Professor of Art and Design;
  Chair of the Art and Design Department
  B.F.A., Guilford College; M.F.A., University of Georgia

  Professor of History; Chair of the History Department
  A.A., Manatee Junior College; B.A., Florida Atlantic University;
  M.A., Ph.D., Florida State University

David M. Cason (2008)
  Assistant Professor of Education
  A.A., Gordon College; B.A., LaGrange College;
  M.S.Ed., Troy State University; Ph.D., Georgia State University

Angela N. Cauthen (2006)
  Associate Professor of Biology
  B.S., Shorter College; Ph.D., University of Georgia

Randy William Colvin (2008)
  Instructor of Biology
  B.S., Colorado State University; M.S., Oregon State University

John Granger Cook (1994)
  Professor of Religion; Chair of the Religion Department;
  B.A., Davidson College; M.Div., Union Theological Seminary;
  Ph.D., Emory University

David Alan Crowe (2007)
  Assistant Professor of Education
  B.S.E., M.Ed., Ph.D., Auburn University
Lisa Crutchfield (2008)
  Assistant Professor of History
  B.A., James Madison University; M.A., University of Georgia; Ph.D.,
  College of William and Mary

Mary Lou Dabbs (1999)
  Assistant Professor; Electronic Resources Librarian
  B.A., Florida Presbyterian College; M.Ln., Emory University

Karie Davis-Nozemack (2007)
  Assistant Professor of Business Law and Taxation
  B.A., Emory University; M.Tx., Georgia State University;
  J.D., Washington and Lee School of Law

Nina Dulin-Mallory (1989)
  Professor of English
  B.A., Clemson University; M.Ed., LaGrange College;
  Ph.D., Auburn University

Jon M. Ernstberger (2008)
  Assistant Professor of Mathematics
  B.S., M.S., Murray State University;
  Ph.D., North Carolina State University

Stacey L. Ernstberger (2010)
  Assistant Professor of Mathematics
  B.S., Murray State University;
  M.S., Ph.D., North Carolina State University

Charles H. Evans (1981)
  Professor of Psychology
  B.S., M.S., Ph.D., University of Georgia

David L. Garrison (2010)
  Provost, Professor of English
  B.A., Appalachian State University; M.A., Baylor University;
  Ph.D., University of Minnesota

Gordon Jeffrey Geeter (1990)
  Assistant Professor of Health and Physical Education
  A.S., Andrew College; B.S., Tennessee Wesleyan College;
  M.S.S., United States Sports Academy

Heather A. Haas (2001)
  Associate Professor of Psychology
  B.S., Rocky Mountain College; M.Phil., University of St. Andrews;
  Ph.D., University of Minnesota
Melvin H. Hall (2002)
Associate Professor of Chemistry
B.S., Cuttington University College; M.A., University of California at Berkeley; Ph.D. Auburn University

Celia G. Hay (1996)
Associate Professor of Nursing; Chair of the Nursing Department
A.D., Piedmont Hospital School of Nursing;
M.S., Georgia State University; Ph.D., Georgia State University

Professor of Education
A.S., Southern Union State Junior College;
B.S., M.Ed., Ed.D., Auburn University

John C. Hurd (1974)
Professor of Biology
B.S., Alabama College; M.S., Ph.D., Auburn University

Seok Hwang (2005)
Associate Professor of Mathematics
B.S., Yeungnam University; M.A., Ph.D., University of Wisconsin

Lee E. Johnson (1990)
Fuller E. Callaway Associate Professor of Music
B.A., Auburn University; M.M., Indiana University

Dorothy M. Joiner (2001)
Lovick Corn Professor of Art History
B.A., St. Mary’s Dominican College; M.A. Emory University;
Ph.D., Emory University

Bill Kovack (2006)
Assistant Professor of Business
B.A., Michigan State University;
M.B.A., Michigan State University

Charles P. Kraemer (1978)
Professor of Psychology; Chair of the Psychology Department;
Director of Undergraduate Research
B.A., LaGrange College; M.S., Ph.D., University of Georgia

John D. Lawrence (1970)
Fuller E. Callaway Professor of Art and Design
B.F.A., Atlanta College of Art; M.F.A., Tulane University
Tracy L. R. Lightcap (1991)
Professor of Political Science;
Chair of the Political Science Department
A.B., University of the South; M.A., University of South Carolina;
Ph.D., Emory University

Alvin B. Lingenfelter (2003)
Assistant Professor of Religion
B.A., Mississippi College; M.Div., Duke Divinity School

Donald R. Livingston (2001)
Associate Professor of Education;
B.S., Drexel University; M.Ed., West Chester University;
Ed.D., Georgia Southern University

Sharon M. Livingston (2006)
Assistant Dean for Academic Affairs; M.Ed. Thesis Advisor
B.S., Drexel University; M.S.A., West Chester University;
Ph.D., Georgia State University

Sarah Beth Mallory (1993)
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<th>Position</th>
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<tr>
<td>Elizabeth Brown (2009)</td>
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<td>Susan Brown (1999)</td>
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