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LAGRANGE COLLEGE

GRADUATE BULLETIN

LAGRANGE, GEORGIA

2018-2019

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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.

BULLETIN EFFECTIVE DATE: August 29, 2018, for current (2018-2019) academic year

Note:

For information, regulations, and procedures for undergraduate study, see the [LaGrange College Bulletin](#).

For information, regulations, and procedures for evening study, see the [Evening College Bulletin](#).

COMMUNICATIONS DIRECTORY

LaGrange College
601 Broad Street
LaGrange, Georgia 30240-2999
706.880.8000 <http://www.lagrange.edu>

For prompt attention, please address inquiries as indicated below:

General Information	706.880.8000
Office of the President	706.880.8240
Vice President for Academic Affairs	706.880.8236
Registrar	706.880.8024
Vice President for Student Engagement	706.880.8976
Director of Career Development Center	706.880.8185
Director of Communications and Marketing	706.880.8246
Director of Financial Aid	706.880.8249
Senior Director of Information Technology	706.880.8051
Vice President for External Relations	706.880.8223
Vice President for Enrollment Management	706.880.8253
Vice President for Finance and Operations	706.880.8223
Business Office/Student Accounts	706.880.8278
Chaplain and Director of Spiritual Life	706.880.8004

The administrative offices in Banks Hall are open 8:00 a.m. to 5:00 p.m. Monday through Friday. 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, nationality, 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 age, color, race, national or ethnic origin, disability, or sex, sexual orientation, gender identity, or gender expression in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

LAGRANGE COLLEGE GRADUATE BULLETIN, VOLUME XXII

PRESIDENT: DR. DAN McALEXANDER

LaGrange College Graduate Bulletin, the official publication of LaGrange College for current and future graduate students, is published annually.

Challenging the mind. Inspiring the soul. Transforming lives.

MISSION

LaGrange College challenges the minds and inspires the souls of its students. Founded in 1831 and committed to its relationship with the United Methodist Church and its Wesleyan and liberal arts traditions, the college supports students in their search for truth. An ethical and caring community valuing civility, diversity, service, and excellence, LaGrange College prepares students to become successful, responsible citizens who aspire to lives of integrity and moral courage.

LaGrange College challenges the minds and inspires the souls of its students.

Through an interdisciplinary, broad-based general education curriculum, rigorous study in the major disciplines, innovative learning opportunities and integrative co-curricular programs, LaGrange College students encounter experiences that challenge and inspire them to develop intellectually, socially, and spiritually.

Founded in 1831 and committed to its relationship with the United Methodist Church and its Wesleyan and liberal arts traditions, the college supports students in their search for truth.

- The oldest private college in the state of Georgia, the institution has been affiliated with the United Methodist Church for more than 150 years.
- Firmly rooted in the Christian faith and grounded in the Wesleyan and liberal arts traditions, both of which are devoted to the unfettered pursuit of truth, the college encourages students to deepen their understanding of their faith and empowers them to engage in free intellectual inquiry.
- Welcoming students from widely diverse backgrounds and a variety of faith traditions, the college fosters an environment of respect and humility and is committed to the ideals of religious and academic freedom.

An ethical and caring community valuing civility, diversity, service and excellence, LaGrange College prepares students to become successful, responsible citizens who aspire to lives of integrity and moral courage.

- Understanding the necessity of informed thought directed toward responsible decision making, the academic programs of the college provide opportunities for students to grow in their ability to communicate effectively, to encounter the world with critical insight, and to approach problems and opportunities with creativity.
- Committed to the success of students as members of the college community and as alumni, the institution encourages students to see life and work as deeply related and to engage themselves in rich opportunities for meaningful service.
- Aware of the global nature of 21st -century learning and living, the college provides multiple opportunities for students to experience distant cultures and diverse peoples through study-away options, language study, internships, and a wide exposure to cultural-enrichment events – all in the context of academic study and action that foster responsible, sustainable stewardship.

Adopted by Faculty, Administration, and Board of Trustees, 2010.

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, the 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.

LaGrange College offers the Bachelor of Arts degree with nineteen (19) majors, the Bachelor of Science degree in six (6) areas, the Bachelor of Music, the Bachelor of Business Administration, and the Bachelor of Science in Nursing degree. The graduate programs offered are the Master of Arts degree in Teaching, the Master of Education degree in Curriculum and Instruction, the Specialist in Education degree in Teacher Leadership, the Master of Arts in Clinical Mental Health Counseling, the Master of Arts in Philanthropy and Development, and the Master of Science and Master of Arts in Strength and Conditioning. The Evening program offers the Bachelor of Arts degree.

LaGrange College operates on the modified (4-1-4) semester system. The summer session is composed of two (2) part-sessions and one full through-session. All 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 that 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 Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and master's degrees as well as the educational specialist degree. Contact the Southern Association of Colleges and Schools 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 Independent College Association.

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 (BSN) program is accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road, NE, Suite 850, Atlanta, GA 30326; Marsal Stoll, EdD, Chief Executive Officer; 404-975-5000, mstoll@acenursing.org

The undergraduate programs in business administration, business management, and accounting are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

THE LAGRANGE COLLEGE CAMPUS

BANKS HALL

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, the Business Office, the Registrar's Office, the Vice President for Enrollment, the Vice President for Academic Affairs (VPAA), the Vice President for External Relations, the 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.

BROAD STREET APARTMENTS

Originally constructed in 1936 and fully renovated in 2012, the Broad Street Apartments, located two blocks east of the main campus, and presented to the College as a gift from the Callaway Foundation, Inc., now house the Servant Scholars Program.

FULLER E. CALLAWAY ACADEMIC BUILDING

Completed in 1981 and renovated in 2000, the Fuller E. Callaway Academic Building houses the History, Political Science, Sociology, and Psychology programs.

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 that 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. 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 offices of Intercollegiate and Intramural athletics, offices 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 and renovated in 2017, this three-story brick building primarily provides for instruction in Math and Physics. The building is named in memory of a former member of the college's Board of Trustees and houses the Charter Computational Mathematics Lab.

WARREN A. CANDLER COTTAGE

Completed in 1929 as a home for the College president, Candler Cottage now houses offices in External Relations.

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 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 in Iona, Scotland; and a stone from St. George's Chapel in Windsor, England. Regular worship services are held when the College is in session.

CLEVELAND 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 A.K. Hawkes. Following a \$1.4 million renovation, the building now houses women students on its second, third, and fourth floors. Faculty offices and classrooms for the Department of Education occupy the ground floor. Also on the second floor is the Nixon Parlor, named in honor of longtime College supporter 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.

IDA CALLAWAY HUDSON LAB SCIENCES BUILDING

Opened in February 2017, this state-of-the-art, 40,000-square foot facility, Hudson Lab Sciences Building, houses laboratories for instruction in anatomy/physiology, biology, chemistry, ecology, cell and molecular biology, microbiology and organic chemistry and designated space for undergraduate research. It includes a nuclear magnetic resonance machine and an atomic absorption spectrophotometer.

LAMAR DODD ART CENTER

Completed in 1982 and fully renovated and modernized in 2011, 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 grew up 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 individual and group study rooms; a 24-hour study center with a coffee and snack bar; an auditorium; a multi-media classroom; a media lounge with digital cable and Blu-Ray player; student and faculty research carrels; and state-of-the-art audio-visual equipment, including video and audio conferencing, three SMART boards, video-editing equipment and software, camcorders, two Scannx scanners, presentation projectors, document cameras, digital signage, a Skype room, laptops and headphones available for checkout, SMART clickers, and a portable projector. The Frank and Laura Lewis Library is located at the center of the campus in 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 Humanities Department, including the programs of English, Latin American Studies and Modern Languages, and Religion and Philosophy.

ALFRED MARIOTTI GYMNASIUM

Built in 1959, the Mariotti Gymnasium houses the exercise science laboratory, 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 most recently in 2012, this two-story brick building houses the dining area and kitchen on the main floor, and the College Bookstore, post office, and printing 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 members of the Pitts family 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 and renovated in 2013, this building features a 280-seat proscenium theater with 36 fly lines, 8 electrics (including 4 beam positions over the auditorium), and a hydraulic orchestra pit. It also houses the Theatre Arts program, including faculty offices, a scenery workshop, dressing rooms, a costume shop, an actors' lounge, classroom, and the Lab Theatre.

QUILLIAN BUILDING

Built in 1949 and named in memory of former president Hubert T. Quillian, who served from 1938-1948, this building currently provides offices for Human Resources 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 listed in 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.

WEST SIDE

Formerly a Troup County magnet school for the arts, West Side was purchased in 2014 and extensively renovated to house the college's Nursing, Music and Digital Creative Media (film) programs. The facility features state-of-the-art equipment for all areas, as well as a 150-seat recital hall, live recording studio and rehearsal space for chamber choir, percussion ensemble and marching and concert bands.

ADMISSION AND ENROLLMENT

LaGrange College welcomes applications from goal-centered students who embrace the challenge to learn and to serve others. The application and admission process at LaGrange College is selective and focuses on each applicant's interests, goals, academic readiness for college-level work, and college expectations. We seek applicants who have the potential to be successful academically and who will contribute to our community in meaningful ways.

Admission Counselors are available to advise prospective students and families about the admission process and requirements, financial aid and scholarships, and arranging a campus visit. The Office of College Access and Admission will also provide admission and financial aid publications and other pertinent information, as well as the appropriate application packet upon request.

Prospective students are strongly encouraged to visit the campus and to interview with an Admission Counselor. Campus visits and interviews may be scheduled Monday through Friday at 10:00 AM or 2:00 PM during the academic year. To arrange an appointment, call the Office of College Access and Admission at 800-593-2885 or 706-880-8005, e-mail the office at admission@lagrange.edu, or visit the College's website at www.lagrange.edu.

Admission as a Transfer Student

LaGrange College welcomes applications from qualified students who wish to transfer from other regionally accredited colleges and universities, provided that they are eligible to return to their current institution at the time of entry to LaGrange College. Accepted applicants may enroll at the beginning of any semester. Applications for admission are reviewed on a rolling basis and admission decisions are reached upon receipt of all official documents and transcripts.

BASIS OF SELECTION

For the purpose of admission, a transfer student is defined as a student who is enrolled and is in good standing in a graduate program at a regionally accredited college or university after having graduated from an undergraduate program, and who is seeking enrollment in a graduate program at LaGrange College. Applicants who do not meet this definition must meet the same admission criteria as all other new graduate students. In order to be eligible for regular admission to LaGrange as a transfer student, one must have earned a minimum of a 3.0 or higher GPA on all work attempted at the graduate level.

A transfer student must be in good academic standing at all previously attended institutions. Transfer applicants under academic or disciplinary suspension or dismissal from a previous institution cannot be admitted to LaGrange until such sanctions are lifted. Transfer applicants not meeting the requirements listed above will be reviewed by the Faculty Admission Committee. A student may be provisionally admitted under the criteria for provisional admission as determined by each program. Prior to the student's admission to LaGrange College, the Office of College Access and Admission must receive all necessary documents, including official transcripts of all college coursework and any required examination scores. 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 admission extended by LaGrange College.

TRANSFER APPLICATION PROCEDURES

To apply for admission as a transfer student, a student should submit the following:

1. A completed application for admission. Applications must be signed and dated by the student, or students must electronically sign the application if they are completing an online application;
2. Official score reports of any pertinent and required examinations as specified by each program.
3. An official transcript from each college or university attended. If currently enrolled, a second transcript will be required indicating completion of the semester and eligibility to return to the institution. To be considered an official document, a transcript should be submitted directly to the Office of College Access and Admission at 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 in order to be considered official. Photocopies, faxes, or transcripts in unsealed envelopes are not considered official.

ENROLLMENT VERIFICATION PROCEDURES—TRANSFERS

An admitted graduate transfer student must notify the program coordinator and the Office of Admission of their intent to enroll by the priority notification deadline as specified by each graduate program.

During the orientation session(s) hosted by each graduate program, each student will meet with an academic advisor to discuss the program requirements, the curriculum, and course selections for the semester. If all official final college and university transcripts have not been received and evaluated by the College, a transfer student's first semester of enrollment may be affected.

Before classes begin, transfer students must finalize their financial arrangements with the Office of Financial Aid and Affordability in regard to tuition and other fees.

Admission of International Graduate Students

LaGrange College is pleased to receive and review applications for admission from international students. 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; Instituto Laurens in Monterrey, Mexico; Study USA in Northern Ireland, and the Methodist International Student Exchange Network (MISEN), among others. Since correspondence for international admission can be extensive and time consuming, it is strongly recommended that students apply by May 15th for the Fall Semester, and by October 15th for the Spring Semester.

BASIS OF SELECTION

LaGrange College is authorized under the United States Citizenship and Immigration Services (USCIS) to enroll non-immigrant alien students. 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 university studies. These students are required to follow the prescribed admission procedures below and to take either the Test of English

as a Foreign Language examination (TOEFL), the GRE (as required), and to provide an official statement of financial resources sufficient to support educational costs.

ACADEMIC PREPARATION

An international graduate applicant must meet all clear and unconditional admission requirements as specified by each graduate program. International graduate applicants cannot be conditionally or provisionally admitted to the college.

ENTRANCE EXAMINATIONS

LaGrange College does not offer English as a Second Language (ESL) courses and therefore requires evidence of English proficiency for consideration of admission. If the native language is not English, proficiency should be substantiated by a minimum score on the written Test of English as a Foreign Language (TOEFL), computer-based TOEFL, or a minimum reading, listening, and writing score on the Internet-based TOEFL as determined by each program. International graduate applicants must also meet the standardized test scores for clear admittance as specified by each graduate program.

FINANCIAL VERIFICATION

All international students must have sufficient funds to cover tuition, fees, textbooks, living expenses, transportation expenses, and other incidental expenses while attending college in the United States. An applicant should be realistic in determining the extent of his or her personal financial resources relative to the total cost. International students must submit an affidavit of support and financial statements demonstrating the ability to pay the cost of attendance for at least one (1) year of study. If the prospective student is in the United States, then an interview at the College is desirable. The Vice President for Enrollment should be contacted for an appointment as well as for the current interpretation of regulations with regard to obtaining an F-1 student visa.

Federal and State financial aid is not available to international students.

INTERNATIONAL STUDENT APPLICATION PROCEDURE

Upon completion of the application sequence described below, a student's credentials will be evaluated, and a decision will be communicated to the student as quickly as possible. An international student should submit the following items:

1. A completed Application for Graduate Admission. Applications must be signed and dated by the student. **All sections, including financial information, must be completed, certified, and signed;**
2. A nonrefundable application fee of \$20.00 (U.S. Currency);
3. Official academic transcripts from all post-secondary schools (colleges or universities) attended. Transcript(s) in languages other than English must include official, certified English translations, authentic verifying statements, and signatures. **Note: LaGrange makes every effort to evaluate the transcripts of international students. However, in some cases, it may be necessary to obtain a certified evaluation of the transcript(s). If such an evaluation is required as part of the admission process, transfer of credit evaluation, or athletic eligibility certification process, the student must bear the cost of this professional evaluation. Information regarding this process may be obtained by contacting the Office of College Access and Admission.**

4. Official entrance examination scores (i.e. TOEFL, IELTS, GRE, GMAT, etc.) must be mailed directly to the Office of College Access and Admission.

INTERNATIONAL GRADUATE TRANSFER STUDENTS

International graduate transfer students must meet all graduate transfer admission requirements as specified in the sections above.

ENROLLMENT VERIFICATION PROCEDURES—INTERNATIONAL STUDENTS

An accepted international student must acknowledge his or her decision to enroll at LaGrange College by submitting the following items:

- A record of immunization and proof of health insurance, must be sent to the Office of Global Engagement. If a physician's statement is sent in addition to the Health Form, it must be mailed directly from the physician to the Office of Global Engagement.
- An Enrollment Deposit, sent to the Business Office, equal to one semester's tuition, fees, room and board (if applicable), books and miscellaneous fees and expenses.

Upon receipt of the above items a Certificate of Eligibility—Non-Immigrant F-1 Student Status (Form I-20) will be provided to the admitted student. At this point, the Office of Global Engagement will assume responsibility for communication with the accepted international student, will provide an academic advisor who can help the student plan a course of study, and will make all further necessary arrangements for a smooth transition to campus.

The International Student Handbook, published by the Office of Global Engagement, is available from <http://passport.lagrange.edu>.

All new students participate in orientation activities organized by the Office of Global Engagement. Before classes begin, international students must finalize their financial arrangements with the Business Office in regard to tuition, room and board (if applicable), and other fees. Information on Orientation will be sent from the Office of Global Engagement as plans are finalized.

ADDITIONAL RESPONSIBILITIES OF INTERNATIONAL STUDENTS

It is the student's responsibility to comply carefully with all non-immigrant alien requirements as stated in the United States Citizenship and Immigration Services laws and regulations.

Upon receipt of the Form I-20, the international student should apply for a student visa (F-1). Documented evidence of financial support must be attached to the Certificate of Eligibility when applying for the student visa at the United States Embassy or Consular Office. Passport and visa processing can be quite lengthy. It is important to apply for them well in advance of the departure date.

A travel information form will be enclosed with the I-20. The completed form should be returned to the Office of Global Engagement when travel arrangements have been finalized.

INTERNATIONAL EXCHANGE

Students who wish to attend LaGrange College under the semester or year-long exchange programs available at specific colleges and universities in Northern Ireland through Study USA, a British Council program, MISEN (Methodist International Student Exchange Network), or Seigakuin University in Japan should contact the Office of Global Engagement for further information regarding the application and applicable College policies. International Exchange Students who later wish to apply as degree-seeking International Students must follow the application procedures for International Admission and meet international admission requirements.

READMISSION TO LAGRANGE COLLEGE

Former graduate students of LaGrange College who wish to return to LaGrange College must submit an application for readmission to the Office of College Access and Admission. Following an absence from LaGrange College of two (2) 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 College Access and Admission. Students seeking readmission to LaGrange College must be cleared by the following Offices: Office of the Registrar, Business Office, Student Accounts, Office of Financial Aid and Affordability, Office of Student Engagement, and be approved by the appropriate program coordinator. Any student absent from LaGrange College for less than two semesters, 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 or she left LaGrange College, then the student, if readmitted, is treated as a new graduate 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 Bulletin in force at the time of their initial admission. However, students who have been out of school for four (4) calendar years or more re-enter LaGrange College under the Bulletin in force at the time of readmission and resumption of study.

ADMISSION REQUIREMENTS FOR SPECIAL STUDENT ENROLLMENT (NON-DEGREE SEEKING)

Students not working toward a graduate degree may register as non-degree graduate students in any course for which they have the necessary prerequisites. An application for non-degree graduate student status may be obtained through the Office of College Access and Admission. Students classified as non-degree graduate students may become regular, degree-seeking students by meeting requirements for regular admission. All non-degree seeking students, designated as special graduate students, may register for regular courses through the Office of the Registrar after being admitted through the Office of College Access and Admission. Registration is subject to the following restrictions:

1. All prospective special graduate students must affirm completion of an undergraduate degree and provide all official college transcripts.
2. An individual denied admission to LaGrange College as a degree-seeking graduate student is not eligible to register as a special student.
3. After completing four courses as a special graduate student, a person must have a cumulative grade point average of 3.0 or higher to continue as a special graduate student.

4. Exemptions from any of the above restrictions may be granted only by the Vice President for Academic Affairs.
5. All payment arrangements for special graduate students must be made in accordance with the policies set forth for regular graduate students as defined in this document.
6. All special graduate students will be charged at the same rate per credit hour as regular graduate students.
7. Special graduate students are not eligible to live in the residence halls, to participate in intercollegiate athletics, or to have fraternity or sorority membership.
8. Special graduate students are not eligible for any LaGrange College scholarships, Title IV federal funds, or Veteran's Affairs (VA) benefits.
9. Should the special graduate student subsequently meet regular admissions requirements and choose to become a degree seeking graduate student, official transcripts from all previous colleges and universities and official score reports will be evaluated.
10. No more than six (6) credit hours earned while designated as a special graduate student are applicable toward a degree sought at LaGrange College.
11. All special graduate students will have to adhere to the same institutional academic policies (except as noted above) as regular graduate students.

For further information on special graduate student applications, contact the Office of College Access and Admission.

TRANSIENT STATUS

Transient status is available to students regularly enrolled and in good standing at another college or university who desire to attend LaGrange College. A transient student must submit a letter of good standing or a transient form indicating good standing and pre-approved courses from their home institution. Approval of coursework must be authorized by the primary institution on the Transient Application for Admission, which is available in the Office of College Access and Admission. A permission letter from the student's home institution certifying status and granting permission for specific transient coursework may also be sent. This information, and valid photograph identification, must be presented to the Office of the Registrar at LaGrange College at the time of enrollment.

Transient students may only be permitted to enroll in programs similar to programs in which they are enrolled at their primary institution or by permission of the program coordinator.

ACADEMIC CREDIT POLICIES - INCOMING STUDENTS

TRANSFER OF CREDIT FROM OTHER INSTITUTIONS

LaGrange College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (1866 Southern Lane, Decatur, Georgia 30033-4097, telephone: 404-679-4501) to award degrees of Bachelor of Arts, Bachelor of Music, Bachelor of Science, Bachelor of Business Administration, Bachelor of Science in Nursing, Master of Education in Curriculum and Instruction, Master of Arts in Teaching, Specialist in Education degree in Teacher Leadership, Master of Philanthropy and Development, and Master of Clinical Mental Health Counseling, and the Master of Science and Master of Arts in Strength and Conditioning. Accordingly, the college accepts coursework from similarly regionally accredited colleges and universities.

When transfer applications are accepted, the Registrar will review and evaluate all coursework taken at institutions outside of LaGrange College. Assignment of transfer credit is based on course

descriptions from the submitting institutions, recommendations from the academic departments, and previously established equivalencies already in place. The report, indicating courses and credit hours for which transfer credit will be accepted by LaGrange College, will be mailed to the student prior to registration for the upcoming term. If the student does not agree with the awarded credit for a particular course, he/she may petition the academic department offering the course.

With the approval of the Department Chair, up to six semester hours of credit in appropriate courses taken within the last five years from a regionally accredited degree program may be applied toward a degree as transfer credits at admission. Petitions for approval of transfer credit should be made to the Department Chair.

FINANCIAL INFORMATION EXPENSES

PAYMENT OF CHARGES

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

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 has an arrangement with a third party vendor to offer families this option. This plan is between the family and the vendor, 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

Financial information and requirements are specific to each program and will be discussed further in each of the graduate disciplines: Clinical Mental Health Counseling, Education, and Philanthropy and Development, Strength and Conditioning, MS and Strength and Conditioning, MA. However, standard charges to each student are listed below.

1. Admission	
Application for admission (non-refundable)	\$ 30.00
2. Fees - Miscellaneous	
Late Payment Fee	\$ 50.00
Personal checks failing to clear	\$ 30.00
Student Identification Card replacement fee	\$ 25.00
Document Fee (International Students)	\$175.00
Parking Permit	\$ 30.00
Graduation Fee	\$200.00
Health Fee	\$150.00

MISCELLANEOUS

Depending upon individual requirements, a student may expect to spend \$1,000 per year on books. Textbook 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 curriculum, are published in other college documents.

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

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. Failure to adhere to published policies may result in vehicles being ticketed and towed.

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.

RETURN TO TITLE IV REFUND AND LAGRANGE COLLEGE FEE REFUND POLICIES

Financial aid funds are awarded with the expectation that the student will attend classes for the entire term for which the assistance was awarded. In the event a student withdraws or ceases attendance in all registered classes in a term, the student may not be eligible for the full amount of financial aid that was originally disbursed. The Higher Education Act of 1965, as amended in 1998, requires institutions to calculate a Return to Title IV Refund, and a refund of institutional charges, when a student withdraws or otherwise ceases attendance after beginning classes. These calculations determine if the student earned all the awarded aid and if the student is due a refund on assessed institutional charges for the term. The Return of Title IV Funds Policy applies to Federal aid such as Federal Direct Loan, Direct PLUS, and TEACH Grant. LaGrange College applies the same policy to State and institutional aid programs.

The Return of Title IV Refund applies only to students who completely withdraw from all registered classes after beginning attendance. This policy does not apply if the student withdraws from an individual course but not all classes in a term or if the student never began class attendance.

LAGRANGE COLLEGE WITHDRAWAL PROCESS AND EFFECTIVE DATE

It is the responsibility of the student to initiate a complete withdrawal from the college. The withdrawal date for refund calculation purposes will be the date the student initiated or expressed his/her intention to withdraw from all courses by notifying the Registrar's Office, located on the second floor of Banks Hall. It is recommended that the student consult with the Financial Aid Office to determine the impact a withdrawal may have on future financial aid eligibility.

A student who receives grades of W or F in ALL classes and is determined to have ceased attendance before the end of the term will be considered an unofficial withdrawal. In the event of an unofficial withdrawal, the Financial Aid Office will contact the instructor to obtain a last date of attendance at an academically-related activity. The withdrawal date will be the later of the last date of attendance documented by the instructor, or the midpoint of the term, if a date cannot be determined.

Any student who does not attend all of his or her classes for two weeks – without a medical reason – may be administratively withdrawn at the discretion of the VPAA.

LAGRANGE COLLEGE INSTITUTIONAL REFUND POLICY

Based on the date of withdrawal, the student may be eligible for a full or partial refund of their charges for the term. The Business Office will apply the college's Refund Policy to determine if a refund is due—see refund details below. A student who completely withdraws from all classes can receive a refund up to the 60% point of the term which is measured in calendar days, not business days. Any withdrawal after the 60% point will not result in any adjustment to fee charges. This refund policy will not impact the Return of Title IV Refund calculation but does affect the amount of money a student may owe to the college as result of the withdrawal. The College's refund policies for the refund of tuition, fees, room and board are described below.

TUITION AND FEES REFUND POLICY

Tuition, course-related fees, and books purchased through the college will be refunded on a prorated basis measured by the number of calendar days the student attended up to the date of withdrawal divided by the number of days in the term. Federal regulations require that any break of five days or more be excluded from the number of days in the term. The begin date of a term is defined by the academic calendar of the program, even if the student does not have a scheduled class on that date, and ends on the last day of final exams. Parking permits are non-refundable. The resulting percentage is used to determine the amount of tuition and fee charges the college earned. The difference in the original refundable tuition and fees less the amount earned by LaGrange College will be credited to the student's account as unearned charges.

ROOM AND BOARD REFUND POLICY

There is no refund on campus housing (room charge) once the student has taken occupancy of campus owned residential housing. Board charges (meal plans) will be prorated at a rate of \$15 per calendar day of attendance.

RETURN OF TITLE IV REFUND POLICY

In the event of a complete withdrawal, the Financial Aid Office must calculate the amount of Federal, State, and institutional financial aid the student earned as of the date of withdrawal. Any financial aid that exceeds the earned amount must be returned as unearned aid to the respective

federal program from which it originated. LaGrange College and the student are jointly responsible for returning the unearned aid. The college applies the same policy to State and institutional aid awarded.

The amount of Federal aid *earned* is determined by dividing the number of calendar days the student attended prior to withdrawal by the number of calendar days in the term, excluding any break of five days or more. The number of days in the term begins on the first day of classes as indicated on the academic calendar of the program, even if the student does not have a scheduled class on the first day of the term, and ends on the last day of final exams. (The Return of Title IV Refund Policy applies to students that withdraw on or before the 60% point of the term. Therefore, if the resulting percentage is greater than 60%, the student is considered to have earned all disbursed aid and no adjustment to financial aid programs is required.) If the resulting percentage is less than or equal to 60%, the amount of federal aid awarded for the term will be multiplied by the percentage to determine the amount of aid earned. The earned amount will be subtracted from the original disbursed aid to determine the unearned aid that must be returned to the applicable financial aid programs. The portion of the unearned aid LaGrange College must return is determined by multiplying the original refundable institutional fee charges by the unearned percentage. LaGrange College must return the unearned aid, for which it is responsible, in the following order:

1. Unsubsidized Direct Loan
2. Subsidized Direct Loan
3. Direct PLUS Loan (Graduate Student)
4. TEACH Grant
5. Other Title IV Aid
6. State, institutional, and private assistance programs
7. Student

If the school portion of the unearned aid is less than the total unearned aid that must be returned to the financial aid programs, the student will be responsible for returning those funds and paying any balance created from the complete withdrawal. The student will receive a notification from the Financial Aid Office detailing the aid returned by the College and any aid for which the student is responsible for repaying. The Business Office will send a statement of any account balance due.

The Student portion of the Return of Title IV Aid is calculated by subtracting amount of unearned aid repaid by LaGrange College from the total unearned aid. Depending on the remaining program sources of aid due a refund after the school portion is applied, the student portion is distributed as follows:

- If the funds must be returned to a loan program, the student will repay those funds under the terms and conditions of the loan program when the student enters repayment. The student will not be billed for loan funds that must be returned as a result of a refund calculation upon withdrawal.
- If funds are due to a federal grant program, the student will be responsible for repaying 50% of the refund due to the grant program. This adjustment is made in an effort to reduce the impact of withdrawing on students receiving grant assistance. LaGrange College will

return these funds on the student's behalf, but the student is responsible for reimbursing the college.

REFUND OF INSTITUTIONAL GRANTS

Students receiving non-federal aid are required to return any unearned aid received from these programs. Funds will be returned in the following order:

1. LaGrange College Grants/Scholarships
2. LaGrange College Tuition Courtesy

WITHDRAWALS AND FUTURE FINANCIAL AID ELIGIBILITY

Withdrawal from classes can impact a student's eligibility for financial aid. Financial aid recipients must maintain Satisfactory Academic Progress for continued eligibility for financial aid programs. A recipient of student loans may have to begin repayment on his/her Federal Loan. If the student fails to make required loan payments, the student can go in to default, which makes the student ineligible for future financial aid. Also, if a student owes a refund to a federal grant or state grant, these funds must be repaid before further financial aid can be received.

FINANCIAL AID

Recognizing the significant investment that 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. Students should 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 eligible non-citizen;
- be enrolled or accepted for enrollment in an eligible degree or certification program;
- have a high school diploma or a General Education Development (GED) certification, or have completed a high school education in a home school setting that is recognized as a home school or private school under state law;
- 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;
- not have a drug conviction for an offense that occurred while receiving federal student aid (grants, loans, and work);
- 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), available at <http://www.fafsa.gov/> beginning October 1, annually by April 1;
- submit all required documents for verification, if selected.

VERIFICATION

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

Students selected for verification will be asked to verify specific data information as determined by the Department of Education annually, the following data information must be verified currently: adjusted gross income, federal income tax paid, income earned from work, family size, number of

family members in college, untaxed income, and child support paid. Most students will be asked to complete a verification worksheet and provide an IRS tax transcript or complete IRS Data Retrieval through FAFSA on the Web. IRS Data Retrieval allows financial aid applicant to import actual tax information from the IRS into their FAFSA, which satisfies verification requirements if the IRS data is not modified. If discrepancies are found during verification, the Financial Aid Office will transmit the corrected information to the Central Processing System (CPS). The results are usually received within 3-4 days. Once the corrected financial aid information is received and provided all other eligibility requirements are met, an official financial aid award letter will be sent.

DETERMINING FINANCIAL NEED FOR GRADUATE STUDENTS

Students seeking financial assistance must complete the federal need analysis form, the Free Application for Federal Student Aid (FAFSA). The FAFSA collects student and spouse 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 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, then a financial need is established. The Office of Financial Aid attempts to meet the demonstrated financial need of applicants with federal, state, and institutional grants and scholarships, work programs, and student loans.

The Financial Aid Office is required under federal regulations to establish a Cost of Attendance Budget annually that reflects an estimate of the cost of attending their institution for an academic year, which includes an estimate of the following expenses: tuition, fees, books and supplies, and living expenses. Although a cost of attendance budget must include these specific expenses, this does not mean that you will be billed for these expenses. For most graduate students, LaGrange College will bill/invoice the student only for actual tuition and fees. Room and board charges are invoiced only if the student resides on campus by special arrangement.

SATISFACTORY ACADEMIC PROGRESS POLICY

Federal 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 his or her educational program. The Office of Financial Aid is responsible for ensuring that all students receiving federal, state, and institutional financial aid are meeting these standards by conducting an evaluation at the end of each semester. The satisfactory academic progress standards established in this Policy apply to all financial aid programs including, but not limited to,

Federal aid programs—TEACH Grant, Federal Direct Loan, Federal Direct Graduate PLUS Loan for Graduate Students (PLUS), Federal Work Study;

LaGrange College institutional aid—LaGrange College grants, departmental scholarships, and LaGrange College graduate assistantships.

A satisfactory academic progress policy is comprised of a qualitative (grade-based) and quantitative (pace and time frame) standard. The qualitative standard assesses the quality of the academic work as measured by an overall grade point average. The quantitative standard establishes the pace at which the student must progress to ensure completion of the degree program

within the allowable maximum timeframe. Financial aid recipients must meet all of these standards to be making satisfactory academic progress and to receive financial aid.

For additional financial information, contact the Business Office at 706 880-8278 or Financial Aid at 706 880-8217.

QUALITATIVE STANDARD

A student is expected to adhere to the Academic Standing and Probation grade point average (GPA) requirements outlined in this *Graduate Bulletin* in order to be considered in good academic standing and to qualify for financial aid. The cumulative grade point average is based on all courses taken at LaGrange College. LaGrange College defines good academic standing as maintaining a 3.0 cumulative GPA.

The Vice President for Academic Affairs (VPAA) monitors the grade point average component of the SAP policy each semester. Any student whose cumulative GPA is below the established minimum standard may be placed on academic probation or academic suspension.

QUANTITATIVE STANDARD

A student receiving financial aid is expected to progress through the degree program of study at a pace that ensures the completion within the maximum timeframe defined below. The rate of progress (pace) is computed by dividing the cumulative number of hours that the student has *successfully completed* (earned credits) by the cumulative number of hours that the student has *attempted*. A student is considered to be making measurable progress toward the completion of a degree program by maintaining an overall rate of progress of 67%. 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 completed courses in which grades of A+, A, A-, B+, B, B-, C+, C, C-, D+, D or P are awarded, so long as credit is earned. Grades of D, D+, F, Incomplete (I), Withdrawal (W), Not Reported (NR), Audit (AU), or Audit Withdrawn (AW) do not count as successful completion of a course and are not counted as satisfactory progress toward the degree. Grades of F, and No credit (NC) are considered to be failures and unsuccessful completions in a course. In evaluating the rate of progress, please note the following:

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, then it is the student's responsibility to notify the Office of Financial Aid when a final grade is reported.

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 attempted hours, earned hours, and maximum time frame standards.

Repeated courses, for which a passing grade was previously awarded, are included in attempted hours and grade point average calculation but not in earned hours.

MAXIMUM TIME FRAME

By federal regulation, a student is expected to complete the degree program within 150% of the credit hours required to complete the degree program. Frequent withdrawals from courses or school, changes of degree program, 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 transfer credits accepted into the degree program will count toward the maximum time frame. A student's eligibility for financial aid will terminate at the time the student has completed the required coursework in the degree program or when it is determined that the student has exceeded the 150% maximum time frame, or it is determined that it is mathematically impossible for the student to complete the degree program within the maximum timeframe.

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.

SATISFACTORY ACADEMIC PROGRESS EVALUATION

After final grades are reported for the semester, the academic history from all periods of enrollment, regardless of full-time or part-time enrollment status, will be reviewed 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 the standards*; however, accepted transfer credit hours will be included in attempted hours, earned hours, and the maximum time frame. Once evaluated, the student will be placed into one of the following Satisfactory Academic Progress statuses and notified, if applicable:

Good Standing—status assigned to a student who is in full compliance with the satisfactory academic progress standards. The student will not be notified.

Financial Aid Warning—status assigned to a student who is deficient in the grade point average and/or rate of progress standards of the satisfactory academic progress policy. A student on —financial aid warning is eligible for financial aid for one (1) additional semester. The Office of Financial Aid will notify the student of his or her status and the area(s) of deficiency that must be resolved by the end of the next semester.

Financial Aid Suspension—status assigned to a student who remains deficient in grade point average and/or rate of progress standards after being placed on financial aid warning or has exceeded the 150% time frame for complete his or her degree program. A student placed on academic suspension by the VPAA is also placed on financial aid suspension, regardless of actual satisfactory academic progress status. A student on financial aid suspension will be notified of his or her ineligibility for future financial aid and the appeal process (See —Appeal Procedures below.)

Financial Aid Probation—status assigned to a student who has failed to make satisfactory academic progress and who has appealed and had eligibility for financial aid reinstated. A student placed on financial aid probation is eligible for financial aid and has one (1) semester to comply with the satisfactory academic progress standards or meet the requirements of an academic plan developed by the student and Vice President for Academic Affairs (VPAA).

APPEAL PROCEDURES

A financial aid recipient who is placed on financial suspension loses eligibility for financial aid. The student can appeal to the Financial Aid Appeals Committee for reinstatement of financial aid eligibility, provided that there is a mitigating circumstance that affected 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. An Appeals Form must be submitted to the Director of Financial Aid with a written statement detailing the mitigating circumstance, documentation of circumstance (i.e., letter from physician or health care provider detailing the onset and the duration of the illness, statement from a law enforcement agency or social services agency, etc.), and an explanation of the manner by which the deficiency was or will be resolved and of how that deficiency will not interfere with future terms of enrollment. Appeals without supporting documentation will not be considered. Appeals must be submitted within two (2) weeks of notification of ineligibility for financial aid.

The Director of Financial Aid will convene the Financial Aid Appeals Committee to review 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 of any conditions associated with reinstatement within two (2) weeks of receiving the appeal. The decision of the Financial Aid Appeals Committee is final. A student whose appeal is approved will receive financial aid on —financial aid probation status for one (1) additional semester and his or her academic performance will be reviewed at the end of that next semester for continued financial aid eligibility.

REESTABLISHING FINANCIAL AID ELIGIBILITY

A student who is unsuccessful in appealing for reinstatement of his or her financial aid, or a student who does not have a mitigating circumstance that warrants an appeal, can regain eligibility only by complying with the satisfactory academic progress policy. The student is encouraged to consult with their program coordinator and take advantage of counseling, tutoring, and study skills resources available through the College's Counseling Center, Panther Academic Center for Excellence (PACE), and the Writing and Tutoring Center.

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, then the student should contact the Office of Financial Aid and request a satisfactory academic progress review.

STUDENT FINANCIAL AID POLICIES

Students seeking financial aid must submit a Free Application for Federal Student Aid (FAFSA) annually. The application is available at <http://www.fafsa.gov/> beginning October 1.

LaGrange College awards aid to eligible students on a first-come, first-served basis. In awarding, first priority is given to students pursuing their first graduate degree. Transient and non-degree seeking 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 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 federal 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, the 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 that all required documents and eligibility requirements are met.

SOURCES OF FINANCIAL AID

There is a variety of financial aid resources available to assist students with funding their graduate education. These resources are in the form of scholarships, grants, loans, or student employment and are made possible by funding from federal 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 the discretion of the program coordinator.

The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides grant assistance 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 (4) academic years within in eight (8) calendar years of completing the program for which the TEACH Grant was received. For more information on this program, contact the Office of Financial Aid or the LaGrange College Department of Education.

LOANS

The 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 while enrolled in school at least half-time, and has a fixed interest rate to be set on July 1, 2017 for loans disbursed between 07/01/2017 and 06/30/18. 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. Unsubsidized loans have a fixed interest rate to be set on July 1, 2018 for loans disbursed between 07/01/2018 and 06/30/2018. The borrower has the option to pay the accruing interest or to allow the interest to accrue and capitalize. Federal Direct Loans are subject to an origination fee of 1.073% that will be deducted from the loan amount.

Graduate students may borrow up to \$20,500 per year in Direct Unsubsidized Loans. Furthermore, graduate students may borrow up to a cumulative loan amount of \$138,500 (including loans from an undergraduate degree) with no more than \$65,500 in Direct Subsidized Loans. Likewise, if a student desires to return to LaGrange College for an additional graduate degree, the aggregate (cumulative) federal loan limit for Direct Subsidized and Direct Unsubsidized loans (for all undergraduate and graduate loans) cannot exceed \$138,500. However, credit worthy graduate students may also apply for a Graduate PLUS loan up to the overall cost of attendance in addition to a Direct Unsubsidized Loan to assist with paying for any additional costs not covered through the Direct Unsubsidized Loan program.

Repayment of a Federal Direct Loan begins six (6) months after the borrower graduates, withdraws, or ceases enrollment as at least a half-time student. Although the standard repayment period for a Federal Direct Loan is ten (10) years, the Department of Education offers several repayment plans designed to make repayment affordable.

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 8 to 10 hours per week. Student employment awards are made on a first-come, first-served 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.

DISBURSEMENT OF FINANCIAL AID

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

Repeated Coursework

Federal regulations now limit the number of times a student may repeat a course that was previously passed and receive financial aid to cover the cost of the class. Effective July 1, 2011, a previously passed course may be repeated only once and be counted in a student's enrollment

status, full-time, part-time, for financial aid. Once a course is successfully passed for the second time, the course will not count in a student's enrollment status and aid will not be awarded for the course. A course that was previously failed and repeated is not limited by financial aid coverage.

DISBURSEMENT OF EXCESS FINANCIAL AID

Students with residual financial aid funds after tuition, fees, room, board, and other authorized charges are paid will receive a refund of the remaining credit balance within 14 days of the first day of classes or 14 days from the date the credit occurs (if after final registration). All refunds must be retrieved from the Business Office and requires a picture ID before disbursement. If the student wishes to leave the credit balance on their account for subsequent terms, he/she must sign an authorization form with the Business Office.

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.

STUDENT ENGAGEMENT

Mission

The Office of Student Engagement supports the College's mission of challenging the minds and inspiring the souls of its students by providing opportunities for co-curricular learning that complement and enhance traditional classroom education. Student Engagement sponsors programming that is intentionally designed to support the College's four pillars of civility, diversity, service, and excellence.

Civility

Goals

- Students will be exposed to the College's mission and expectations for student conduct.
- Students whose behavior is not reflective of the College's expectations for appropriate conduct will receive individual mentoring designed to promote the personal and ethical development of the student.
- Targeted programming that offers opportunity for student interaction will be sponsored to stimulate community building and the development of interpersonal relationships.

Diversity

Goals

- Targeted programming designed to promote multicultural appreciation and intercultural sensitivity among students will be sponsored.
- Student Engagement will serve as a clearinghouse for the campus community on issues pertaining to diversity-based educational programming, student mentoring, and campus climate.

Service

Goals

- Direct opportunities for individual and group community service projects will be sponsored.
- Student Engagement will serve as a clearinghouse for the campus community on matters related to connecting students with opportunities to engage in service both on campus and in the surrounding community.

Excellence

Goals

- Based on the Greek concept of Areté, students will have opportunities to explore, discover, and reach their potential; these opportunities include programming and available individual mentoring targeting students' career aspirations, leadership, hobbies, identity, spiritual life, and personal choices.
- Student Engagement will serve as a clearinghouse for the campus community on co-curricular programming, student concerns, and personal development.

STUDENT ENGAGEMENT UNITS

For more information about individual programs and opportunities, please visit the College Website and/or the Student Handbook

Career Development Center
Counseling Center
Greek Life
Leadership Development
Multicultural Programming
Orientation
Residential Education & Housing
Service
Spiritual Life & Chaplain
Student Conduct
Student Government Association Advising
Student Organizations

STUDENT CONDUCT AND THE SOCIAL CODE

As an institution whose mission is to challenge the mind and inspire the souls of its students, LaGrange College is committed to both the intellectual and ethical development of students. To promote moral development and insure a safe environment conducive to learning, the College has established formal expectations for conduct as well as processes for resolving allegations of student misconduct. Like the Honor Code, promotion and enforcement of the Social Code is a community responsibility shared by students, faculty, and staff. Not only are community members expected to hold one another accountable for their behavior, but known violations of the Social Code should be reported to the Dean of Student Engagement or the Social Council.

In general, the College's jurisdiction for formally adjudicating allegations of misconduct is limited to instances that occur on College property. The College and/or Social Council may, however, initiate the disciplinary process against a student for prohibited conduct that occurs while the student is participating in off-campus activities sponsored by or affiliated with the College (e.g., field trips, Jan Term, internships, clinical assignments, a campus organization social) or for any conduct that is deemed to potentially threaten the health/safety of the campus or disrupt the learning environment of the College no matter where such behavior may occur. College disciplinary action may be instituted against a student charged with conduct that potentially violates both criminal/civil law and College policy without regard to the pendency of civil or criminal litigation in court or arrest. The College's disciplinary process may be initiated prior to, simultaneously with, or following criminal/civil proceedings off campus and any disciplinary sanctions reached under the College's process will not be reevaluated based on the results of a criminal/civil legal proceeding.

Although the College seeks to use the student conduct process as an educational experience that is grounded in promoting moral development, sanctions up to suspension and dismissal can be levied in appropriate situations. As a private institute, the College reserves the right to remove any student whose continued presence in the community is deemed detrimental to the student, the

student body, or the College itself on either an interim or permanent basis.

A complete description of the Social Code, its policies, and its processes can be found in the Student Handbook. Copies of the Handbook are available in the Office of Student Engagement as well as on the College's [PantherNet](#) Web site under "Campus Resources."

ADMINISTRATIVE WITHDRAWAL POLICY

As an academic institution committed to challenging the minds and inspiring the souls of its students, LaGrange College treats with great seriousness any situation where a student exhibits behaviors indicating that the student may be a potential threat to self, others, or property, and/or engages in conduct that threatens to interfere with the academic processes of the institution. Threats to oneself exist along a continuum, ranging from suicidal behavior with lethal intent or self-injurious behavior without lethal intent. No matter the type of potentially threatening behavior, even statements made in jest, are considered serious matters and will receive appropriate clinical attention from authorized personnel as they pose a threat to the academic processes of the College.

LaGrange College's Administrative Withdrawal Policy may be utilized in the following situations: (a) when the student engages in behavior or threatens to engage in behavior that poses a potential threat to self, others, or property; (b) when the impaired functioning of a student is sufficiently disturbing so as to interfere with the educational process of other constituents and/or the orderly operation of the College; and (c) when a student has failed to satisfy requirements of a prior Interim Disciplinary Action issued by the College.

It must be noted that the College's administrative withdrawal policy is intended to apply to all students in a nondiscriminatory fashion. Students with documented disabilities on file with the institution or who later provide such documentation to the institution will receive an individualized assessment. This assessment may first be conducted by a qualified College employee such as a licensed counselor to make determinations based on observations of the student's conduct, actions, as well as statements, and not stereotypes or unfounded fears. The College may also require consultations with qualified healthcare professionals to assist the institution judge the risk of substantial harm. Such assessments will enable the institution to determine if the individual is "otherwise qualified" to remain on campus or take classes based on the student's observed conduct, actions, and statements; decisions will not be based on a slightly increased, speculative, or remote risk of substantial harm. Throughout the evaluation process, College officials and consulting qualified healthcare professionals will also evaluate what reasonable accommodations, if justified by law, may be offered to the student.

Determinations as to when the circumstances meet the conditions of this policy shall be made by the Dean of Student Engagement in consultation with the Director of the Counseling Center, the Vice President for Academic Affairs (VPAA), or any other appropriate College personnel. In the situation that the Dean of Student Engagement seeks to implement the Administrative Withdrawal Policy, one of the following actions may occur:

1. Voluntary or Involuntary Referral for Evaluation – The student may be referred for clinical services by a licensed physician and/or mental health provider in the community. Any costs associate with the evaluation will not be covered by the

College. If such occurs, the student must submit the identity and credentials of the professional to the Dean of Student Engagement for approval. The student must also authorize the College to have permission to speak with the professional prior to and following the evaluation and/or treatment. In the case of an evaluation, the student must permit the professional to provide the College with a copy of the evaluation results as well as any treatment plan recommended. The College may mandate that the student follow any treatment plan recommended as a condition of continued enrollment. Any student who fails to complete the evaluation process as required is subject to withdrawal as noted below. After receiving the evaluation, the Dean of Student Engagement may at his discretion:

- a. Allow the student to continue with no mandated treatment.
 - b. Allow the student to continue pending on-going treatment (failure to comply with required treatment may result in withdrawal) or other accommodations deemed appropriate if applicable.
 - c. Allow the student to take a medical withdrawal from the College.
 - d. Implement an interim administrative withdrawal.
 - e. Dismiss the student from the College.
 - f. Determine other actions deemed appropriate under the circumstances.
2. Medical Withdrawals – A student who elects to take a medical withdrawal after being contacted with conditions under this policy may be required by Admissions to submit documentation from the Dean of Student Engagement or designee verifying that the student is eligible to reenroll.
 3. Interim Administrative Withdrawal – The Dean of Student Engagement or designee may place a student on an interim administrative withdrawal at his/her discretion under this policy. The College may also place a student on an interim administrative withdrawal pending the completion of a referral for evaluation and corresponding decision by the institution and/or for failure to meet any conditions issued under a Disciplinary Interim Action. Notice of the withdrawal may be issued in person, over the phone, via certified mail, or an e-mail to the student’s College e-mail account. The Dean of Student Engagement or designee has the discretion to issue the interim administrative withdrawal for a designated period of time, until the completion of conditions issued, or a combination of the two. During the period of withdrawal, the student may be denied access to College property without written permission from the Dean of Student Engagement, access to the residence halls or academic classes, or privileges for which the student may be otherwise eligible.

After an interim administrative withdrawal, re-enrollment may be requested after demonstrated evidence that the conditions stipulated have been met or after the expiration of any time limit imposed at the time of the withdrawal - whichever is longer. An on-campus interview with appropriate personnel may be required before authorization for re-admittance is issued to Admissions, if necessary.
 4. Administrative Withdrawal – If, based on the evidence available and/or submitted for consideration by the student, it is the opinion of the Dean of Student Engagement, in consultation with the Director of the Counseling Center, Vice

President for Academic Affairs (VPAA), or other appropriate medical personnel, that the student constitutes a potential risk, the student may be placed on an administrative withdrawal for a designated period of time (typically a period of semesters or years). Following an administrative withdrawal, authorization from the Dean of Student Engagement or designee must be issued before the student can be considered for readmission from the College's admission staff.

5. Dismissal of Student – If, based on the evidence available and/or submitted for consideration by the student, it is the opinion of the Dean of Student Engagement, in consultation with the Director of the Counseling Center, VPAA, or other appropriate medical personnel, that the student constitutes a substantial risk, the student may be permanently dismissed from the institution without the potential to reenroll.

SEXUAL HARASSMENT/SEXUAL VIOLENCE POLICY

All members of the College community have the right to be free from sex discrimination in the form of sexual harassment; as dictated by the Office for Civil Rights, acts of sexual violence are a form of sexual harassment. Sex discrimination, sexual harassment, sexual assault, dating violence, domestic/family violence, and stalking are prohibited by federal and state law as well as College policy. The College is committed to appropriately addressing alleged acts of sexual harassment and sexual violence that impact students, faculty, staff, and visitors to campus if such activity occurs while on College property.

Prior to the articulation of the policy, it is important to note options for assistance following an incident of sexual violence. Whether or not an individual chooses to formally report an incident, receiving immediate medical attention and/or counseling is vital to the student's overall health and wellness. Likewise, seeking immediate medical attention is vital to preserve evidence if an investigation is to follow. More detailed information on resources is also available at the end of this policy.

On-Campus Resources

- Campus Security (706-880-8911): available 24 hours a day; can connect the student to resources and procure medical attention
- Dawn Coker (706-880-8267): as the College's Title IX Coordinator, Ms. Coker can connect the student to resources and procure medical attention as well as explain the institution's policies and procedures pertaining to reporting; the Title IX Coordinator may also take any immediate interim actions (no contact orders, alteration of academic or non-academic schedules, etc.)
- Pamela Tremblay (706-880-8313): as the Director of the Counseling Center, Ms. Tremblay can assist the student to seek resources and maintain a confidential relationship with the student following the incident
- Brandi Cameron (706-880-8177): as a counselor, Ms. Cameron can assist the student seek resources and maintain a confidential relationship with the student following the incident.
- Rev. Adam Roberts (706-880-8004): as the Chaplain, Rev. Roberts can assist the student to seek resources and maintain a confidential relationship with the student following the incident

Off-Campus Resources

- Harmony House: Domestic/Sexual Violence Shelter (LaGrange, GA): 24-hour hotline 706-885-1525 / General 706-882-4173 – an advocate can assist a student to seek medical treatment at the Health Clinic where the student can be seen by a Sexual Assault Nurse Examiner (SANE) as well as provide additional advocacy and support following the incident
- LaGrange Police Department (LaGrange, GA): dial 911 for emergencies or contact the domestic violence investigator, Investigator Brown at 706-883-2606 – the department can assist a student to seek medical treatment at the Health Clinic where the student can be seen by a Sexual Assault Nurse Examiner (SANE) as well as provide additional information about options moving forward (if a student visits West Georgia Health, the hospital will call the police for assistance)
- Sexual Assault Support Center, Inc. (Columbus, GA): Crisis line 706-571-6010 / General 706-221-1033
- West Georgia Rape Crisis Center (Carrollton, GA): Crisis line 770-834-7273 / General 770-834-8905
- National Domestic Violence Hotline: 1-800-799-7233 (SAFE)
- Domestic abuse Helpline for Men & Women: 888-7HELPLINE (888-743-5754)

Sexual harassment is unwelcome conduct of a sexual nature, including but not limited to unwelcome sexual advances; requests for sexual favors; or other verbal or nonverbal conduct of a sexual nature, including acts of sexual violence. Based on guidance from the Federal government, dating violence, domestic violence, and stalking may, depending on the facts, be forms of sexual harassment. Sexual harassment may take two forms: (1) quid pro quo, and (2) creating a hostile environment.

Sexual harassment quid pro quo occurs when a position of authority is used to threaten to impose a penalty or to withhold a benefit for sexual favors, whether or not the attempt is successful. Sexual harassment may involve behavior by a person of either gender against 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.

A hostile, demeaning, or intimidating environment exists when sexual harassment is sufficiently serious to deny or limit an individual's full and free participation in the life of the College. A hostile environment can be created by anyone involved in a College's program or activities (e.g., administrators, faculty members, and campus visitors).

These behaviors may range from the most egregious forms, such as sexual violence, to more subtle forms. The College defines acts of sexual violence as physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age or use of drugs or alcohol, or because an intellectual or other disability prevents the students from having the capacity to give consent). The College recognizes the following aspects regarding consent: (a) consent is a voluntary agreement to engage in sexual activity, (b) someone who is incapacitated cannot consent; (c) past consent does not imply future consent, (d) silence or an absence of resistance does not imply consent, (f) consent to engage in sexual activity with one person does not

imply consent to engage in sexual activity with another; (g) consent can be withdrawn at any time, and (h) coercion, force, or threat of either invalidates consent. Sexual violence includes rape, sexual assault (both non-consensual sexual contact and non-consensual sexual intercourse), sexual abuse, sexual coercion, and sexual exploitation. Other than “rape, definitions of the proceeding terms will be the State of Georgia definition governing at the time of the incident. By Federal dictate, the College will use the FBI definition of “rape” included in the most current version of the Uniform Crime Reporting (UCR) Summary Reporting System, which encompasses the categories of rape, sodomy, and sexual assault with an object; the current definition used therein is as follows, “Penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.”

Explicit behaviors constituting sexual harassment 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.

As noted above, Federal guidance has confirmed that, depending on the facts, dating violence, domestic/family violence, and stalking may also be forms of sexual harassment. While definitions of the proceeding terms are included in the definition section of this policy, the College will use the most current definition used by the State of Georgia governing on the date of the alleged incident.

Accusations of sexual harassment that are made without good cause shall not be condoned. Such accusations are indeed considered grievous and can have damaging and far-reaching effects upon the careers and lives of individuals. The College has a duty to investigate complaints arising either on or off campus and shall proceed without respect to any pending legal or criminal matters arising from the incident. The institution’s sexual harassment and sexual violence policy applies to all students and employees, regardless of sexual orientation or gender identity, as well as third parties. Individuals are encouraged to read the section at the end of this policy regarding reporting and confidentiality.

Any member of the College community having a complaint of sexual 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 reach a mutually agreeable solution without entering into the formal hearing process; the informal process will not be used in situations of sexual violence.

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, Vice President for Academic Affairs (VPAA), 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.

Formal complaint process and procedure:

Upon receipt of a formal written complaint that alleges a violation of the College's policy against sexual harassment, the College's Title IX Coordinator, Deputy Title IX Coordinator, or designee shall begin an investigation of the charge(s). In cases of sexual violence involving students, the College may begin an investigation without a written complaint from the student. Upon beginning an investigation, the College may take any immediate interim actions deemed appropriate that may remain in effect until a decision is reached; these actions could involve the alteration of class schedules, extracurricular activities, or residential location; removal from classes; or restrictions from communicating with involved parties. Likewise, the College may work with a reporting student to provide additional academic support or even withdrawing from class(es) without penalty. An investigation shall include an interview with the person filing the complaint, the person(s) accused of violating the anti-harassment policies and any person designated by either of the principle parties as witnesses to the incident in question. Throughout the entire process, the College prohibits retaliation against any person involved in the investigation; as a separate violation of college policy, serious sanctions, including separation from the institution may result from any act that could be reasonably deemed retaliation for participation in the process. The investigation shall be completed within 30 days of the receipt of the complaint unless extraordinary circumstances arise that delay in the investigation. The matter shall then be presented to the President in the form of written recommendations. At the President's discretion, he may accept the recommendations, interview the persons involved, direct further investigation by the investigator and/or hold formal hearings on the matter. Hearings will not be held for instances of student sexual violence. All evidentiary decisions made regarding the complaint will be based on a preponderance of evidence standard. If formal hearings are ordered, no party is allowed to be represented by legal counsel. This process shall be completed and the President shall make a final decision on the merits of the complaint and communicate that decision simultaneously to both parties in writing within 60 days of receipt of the complaint by the College. In matters involving students, staff, or administration, the decision of the President shall be considered final unless there are grounds to grant an appeal. The only grounds upon which a student, staff, or member of the administration may appeal are: (a) denial of due process indicating that the institution has failed to follow articulated policy in reaching a decision; (b) presentation of significant and relevant evidence not made available during the investigation with a potential to alter the final decision – this does not include information that one voluntarily failed to present during the investigation; and (c) unduly harsh or arbitrary sanctions that are not consistent with case precedent. Student, staff, or member of the administration will make the appeal in writing to the college's Title IX coordinator within 72 hours of the time the final decision was communicated. The specific reason for the appeal and a detailed explanation should be included in the appeal. The Title IX coordinator will review only matters pertaining to the appeal justification as listed above. The Title IX coordinator will make a determination as to whether the appeal should be denied, reopen the internal investigation if new and relevant evidence exists, or refer the matter to an outside and neutral party. There is no definitive timeline for receiving an appeal response – it depends on the complexity of the case and the information mentioned in the appeal. Faculty may appeal a final decision regarding the

complaint in writing within 10 days to the Executive Committee of the Board of Trustees. Throughout this process, the college will keep the identities of the complaining party and accused confidential. The College will not require a party to abide by a nondisclosure agreement, in writing or otherwise, that would prevent the redisclosure of information related to the outcome of the proceeding.

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. In the case of students, disciplinary sanctions include those listed in the College's Social Code policy.

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.

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 sexual 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 sexual 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 Sexual Harassment / Sexual Violence Policy and Procedures will be issued to all incoming students and personnel.

Reporting

The College's Title IX Coordinator is Dawn Coker, Vice President for Human Resources (Quillian Building; 706-880-8267; dcoker@lagrange.edu). The College encourages individuals to immediately consult with or report incidents of sexual discrimination, sexual harassment, or sexual violence to Ms. Coker, or to one of the institution's Deputy Title IX coordinators:

Issues involving students: Brian Carlisle, Vice President for Student Engagement (Smith Hall, Room 125; 706-880-8269; bcarlisle@lagrange.edu);

Issues involving faculty or staff: Dawn Coker, Vice President for Human Resources (Quillian Building, Room 225; 706-880-8267; dcoker@lagrange.edu);

Students may also report incidents of sex discrimination, sexual harassment, or sexual violence to any "responsible employee" (see below), who is then responsible to promptly notify any of the above Title IX coordinators of the reported incident.

The College reserves the right to grant amnesty from drug, alcohol, or other violations of the social code for parties reporting allegations under this policy (i.e., if alcohol was involved in the incident, the reporting party would not then be charged with an alcohol infraction). Decisions regarding amnesty under the policy will be made by the dean of students in conjunction with the Title IX coordinator.

Complaints or allegations of student-to-student sexual discrimination, sexual harassment, or sexual violence will be handled by the dean of students. Students may also contact the U.S. Department of Education, Office for Civil Rights to complain of sexual discrimination, sexual harassment, or sexual violence; see: <http://www2.ed.gov/about/offices/list/ocr/complaintintro.html>.

Cases of sexual violence may also be reported to the LaGrange Police Department; the College's Title IX coordinators can assist individuals with contacting the Police Department. The College reserves the right to share any information from its own investigation with the Police Department at the discretion of the Title IX coordinator.

Complaints of sexual discrimination, sexual harassment, or sexual violence involving non-students will be handled by the Vice President for Human Resources.

Confidentially Disclosing Instances of Sexual Harassment or Sexual Violence

The College encourages individuals who have experienced what they believe could constitute sexual harassment or sexual violence to speak with someone about what happened so that support can be offered and the College can respond appropriately. Different individuals associated with the College have different abilities to maintain confidentiality in this area.

- Some are required to maintain near complete confidentiality; talking to them is sometimes called a “privileged communication.”
- Some employees are required to report all the details of an incident (including the identities of both the survivor and alleged perpetrator) to the Title IX Coordinator. A report to these employees (called “responsible employees”) constitutes a report to the College and generally obligates the College to investigate the incident and take appropriate steps to address the situation.
- It is also possible to report to a third-party counselor or advocate off campus who may maintain confidentiality and only inform the school that an incident has occurred. As reporting requirements vary, it is important to discuss confidentiality with the third party prior to speaking with that individual.

This policy is intended to make students aware of the various reporting and confidential disclosure options available to them so they can make informed choices about where to turn if an incident occurs. The College encourages students to talk someone identified in one or more of these groups. The options include:

A. Privileged and Confidential Communications

- ***Professional and Pastoral Counselors***
Professional, licensed counselors and pastoral counselors who provide mental-health counseling to members of the school community (and including those who act in that role under the supervision of a licensed counselor) are not required to report any information about an incident to the Title IX Coordinator without a victim's permission. Following is the contact information for these individuals:
 1. **Pamela Tremblay**, Ed.S., LPC - Director of the Counseling Center (706-880-8313; ptremblay@lagrange.edu)
 2. **Brandi Cameron**, Ed.S., LPCS – Counselor, Counseling Center (706-880-8177; bncameron@lagrange.edu)

3. **Rev. Adam Roberts** – Chaplain and Director of Spiritual Life (706-880-8004; aroberts@lagrange.edu)

NOTE: While these professional and non-professional counselors and advocates may maintain a victim’s confidentiality vis-à-vis the College, they may have reporting or other obligations under state law, such as mandatory reporting to law enforcement in case of minors; imminent harm to self or others; requirement to testify if subpoenaed in a criminal case.

ALSO NOTE: If the College determines that the alleged perpetrator(s) pose a serious and immediate threat to the College community, campus security, the president, or dean of students may be called upon to issue a timely warning to the community. Any such warning should not include any information that identifies the victim.

B. Reporting to “Responsible Employees.”

A “responsible employee” is a College employee who has the authority to redress sexual harassment and/or violence, who has the duty to report incidents of sexual violence or other student misconduct, or whom a student could reasonably believe has this authority or duty.

When a student tells a responsible employee about an incident of sexual harassment or sexual violence, the student has the right to expect the College to take immediate and appropriate steps to investigate what happened and to resolve the matter promptly and equitably.

A responsible employee must report to the Title IX coordinator all relevant details about the alleged sexual harassment or sexual violence shared by the student and that the College will need to determine what happened – including the names of the victim and alleged perpetrator(s), any witnesses, and any other relevant facts, including the date, time and specific location of the alleged incident.

To the extent possible, information reported to a responsible employee will be shared only with people responsible for handling the College’s response to the report. A responsible employee should not share information with law enforcement without the student’s consent or unless the student has also reported the incident to law enforcement.

The following employees (or categories of employees) are the College’s responsible employees:

- Members of the President’s Cabinet
- Employees of the Human Resources Staff
- Employees of the Student Engagement Staff
- Head Athletic Coaches
- Student Resident Advisors
- Faculty Advisors

Before a student reveals any information to a responsible employee, the employee should ensure that the victim understands the employee’s reporting obligations – and, if the student wants to maintain confidentiality, direct the victim to confidential resources.

If the student wants to tell the responsible employee what happened but also maintain confidentiality, the employee should tell the victim that the College will consider the request, but cannot guarantee that the College will be able to honor it. In reporting the details of the incident to the Title IX Coordinator, the responsible employee will also inform the Coordinator of the victim's request for confidentiality.

Responsible employees will not pressure a student to request confidentiality, but will honor and support the student's wishes, including for the College to fully investigate an incident. By the same token, responsible employees will not pressure a student to make a full report if the student is not ready to do so.

Requesting Confidentiality From the College: How the College Will Weigh the Request and Respond.

If a student discloses an incident to a responsible employee but wishes to maintain confidentiality or requests that no investigation into a particular incident be conducted or disciplinary action taken, the College must weigh that request against the College's obligation to provide a safe, non-discriminatory environment for all students, including the reporting student.

If the College honors the request for confidentiality, a student must understand that the College's ability to meaningfully investigate the incident and pursue disciplinary action against the alleged perpetrator(s) may be limited.

Although rare, there are times when the College may not be able to honor a student's request in order to provide a safe, non-discriminatory environment for all students.

The College has designated the following individual to evaluate requests for confidentiality once a responsible employee is on notice of alleged sexual harassment or sexual violence:

- **Dawn Coker**, Vice President for Human Resources & Title IX Coordinator (706-880-8267; dcoker@lagrange.edu)

When weighing a student's request for confidentiality or that no investigation or discipline be pursued, The Title IX Coordinator will consider a range of factors, including the following:

- The increased risk that the alleged perpetrator will commit additional acts of sexual or other violence, such as:
 - Whether there have been other sexual harassment or sexual violence complaints about the same alleged perpetrator;
 - Whether the alleged perpetrator has a history of arrests or records from a prior school indicating a history of violence;
 - Whether the alleged perpetrator threatened further sexual violence or other violence against the victim or others;
 - Whether the sexual harassment or sexual violence was committed by multiple perpetrators;
- Whether the sexual harassment or sexual violence was perpetrated with a weapon;
- Whether the victim is a minor;

- Whether the College possesses other means to obtain relevant evidence of the sexual harassment or sexual violence (e.g., security cameras or personnel, physical evidence);
- Whether the victim’s report reveals a pattern of perpetration (e.g., via illicit use of drugs or alcohol) at a given location or by a particular group.

The presence of one or more of these factors could lead the College to investigate and, if appropriate, pursue disciplinary action. If none of these factors is present, the College will likely respect the victim’s request for confidentiality.

If the College determines that it cannot maintain a victim’s confidentiality, the College will inform the student prior to starting an investigation and will, to the extent possible, only share information with people responsible for handling the College’s response.

The College will remain ever mindful of the student’s well-being, and will take ongoing steps to protect the student from retaliation or harm and work with the victim to create a safety plan. Retaliation against the reporting student, whether by students or College employees, will not be tolerated. The College will also:

- Assist the student in accessing other available victim advocacy, academic support, counseling, disability, health or mental health services, and legal assistance both on and off campus (see portion of policy identifying these);
- Provide other security and support, which could include issuing a no-contact order, helping arrange a change of living or working arrangements or course schedules (including for the alleged perpetrator pending the outcome of an investigation) or adjustments for assignments or tests; and
- Inform the student of the right to report a crime to campus or local law enforcement – and provide the victim with assistance if the victim wishes to do so.

Because the College is under a continuing obligation to address the issue of sexual harassment and sexual violence campus-wide, reports of sexual harassment and sexual violence (including non-identifying reports) will also prompt the College to consider broader remedial action – such as increased monitoring, supervision or security at locations where the reported sexual violence occurred; increasing education and prevention efforts, including to targeted population groups; conducting climate assessments/victimization surveys; and/or revisiting its policies and practices.

If the College determines that it can respect a student’s request for confidentiality, the College will also take immediate action as necessary to protect and assist the student.

Miscellaneous

Take Back the Night and other public awareness events

Public awareness events such as “Take Back the Night,” the Clothesline Project, candlelight vigils, protests, “survivor speak outs” or other forums in which students disclose incidents of sexual violence, are not considered notice to the College of sexual violence for purposes of triggering its obligation to investigate any particular incident(s). Such events may, however, inform the need for campus-wide education and prevention efforts, and the College will provide information about students’ Title IX rights at these events.

Anonymous Reporting

Although the College encourages victims to talk to someone, the College provides an online option for anonymous reporting. The system will notify the user (before the individual enters information) that entering personally identifying information may serve as notice to the College for the purpose of triggering an investigation. The anonymous reporting link may be accessed at <http://www.lagrange.edu/titleIX>

Off-campus Counselors and Advocates.

Off-campus counselors, advocates, and health care providers will also generally maintain confidentiality and not share information with the College unless the student requests the disclosure and signs a consent or waiver form.

Following is contact information for these off-campus resources:

- Harmony House: Domestic/Sexual Violence Shelter (LaGrange, GA): 24 hour hotline 706-885-1525 / General 706-882-4173
- Sexual Assault Support Center, Inc. (Columbus, GA): Crisis line 706-571-6010 / General 706-221-1033
- West Georgia Rape Crisis Center (Carrollton, GA): Crisis line 770-834-7273 / General 770-834-8905

Additional information regarding how to respond to instances of sexual violence that also include other service providers include:

- Georgia Network to End Sexual Assault (GNESA): <http://gnesa.org/>
- The Federal Government's "Not Alone" Website: <http://www.notalone.gov/>
- National Domestic Violence Hotline: 1-800-799-7233 (SAFE)
- Domestic abuse Helpline for Men & Women: 888-7HELPLINE (888-743-5754)

NOTE: While these off-campus counselors and advocates may maintain a victim's confidentiality vis-à-vis the College, they may have reporting or other obligations under state law. Such as mandatory reporting to law enforcement in case of minors; imminent harm to self or others; requirement to testify if subpoenaed in a criminal case.

Clery Act and FERPA

In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), the College is required to post three years of data pertaining to instances of sexual assault, domestic violence, dating violence, and stalking. The College's compliance with the Clery Act does not constitute a violation of section 444 of the General Education Provisions Act (20 U.S.C. 1232g), commonly known as the Family Educational Rights and Privacy Act of 1974 (FERPA).

Definitions:

Coercion. Coercion is inappropriate pressure for sexual activity. Coercive behavior differs from seductive behavior based on the type of pressure someone uses to get consent from another. When a person makes clear that they do not want sex, wants to stop, or that going past a certain point of sexual interaction is unwanted, continued pressure beyond that point can be coercive.

Consent. Consent is clear, unambiguous, and voluntary agreement between participants to engage in specific sexual activity. Consent is active, not passive, and is given by clear actions or words. Consent may not be inferred from silence, passivity, or lack of active resistance alone. A current or previous dating or sexual relationship is not sufficient to constitute consent, and consent to one form of sexual activity does not imply consent to other forms of sexual activity. Being intoxicated does not diminish one's responsibility to obtain consent. In some situations, an individual may be deemed incapable of consenting to sexual activity because of circumstances or the behavior of another, or due to their age.* Examples of such situations include, but are not limited to, incompetence, impairment from alcohol and/or other drugs, fear, unconsciousness, intimidation, coercion, confinement, isolation, or mental or physical impairment.

* In Georgia, minors under the age of 16 years of are generally unable to provide consent, with narrow exceptions. See Georgia Code Ann. Section 16-6-3, Statutory Rape.

Dating violence. Violence committed by a person: who is or has been in a social relationship of a romantic or intimate nature with the victim; and where the existence of such a relationship shall be determined based on a consideration of the following factors: the length of the relationship; the type of relationship; and the frequency of interaction between the persons involved in the relationship.

Domestic violence. A felony or misdemeanor crime of violence committed by: a current or former spouse or intimate partner of the victim, a person with whom the victim shares a child in common, a person who is cohabiting with or has cohabitated with the victim as a spouse or intimate partner, a person similarly situated to a spouse of the victim under the domestic or family violence laws of the state of Georgia, or any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the state of Georgia.

Incapacitation. Incapacity can result from mental disability, sleep, involuntary physical restraint, or from intentional or unintentional taking of alcohol and/or other drugs. An incapacitated person does not have the ability to give knowing consent. Sexual activity with a person who one should know to be – or based on the circumstances should reasonably have known to be – mentally or physically incapacitated, constitutes a violation of this policy. The perspective of a reasonable person will be the basis for determining whether one should have known about the impact of the use of alcohol and/or drugs on another's ability to give consent.

Sexual abuse occurs when a person employs, uses, persuades, induces, entices, or coerces a minor who is not that person's spouse to engage in any act that involves: (a) Sexual intercourse, including genital-genital, oral-genital, anal-genital, or oral-anal, whether between persons of the same or opposite sex; (b) Bestiality or masturbation; (c) Lewd exhibition of the genitals or pubic area of any person; (d) Flagellation or torture by or upon a person who is nude; (e) Condition of being fettered, bound, or otherwise physically restrained on the part of a person who is nude; (f) Physical contact in an act of apparent sexual stimulation or gratification with any person's clothed or unclothed genitals, pubic area, or buttocks or with a female's clothed or unclothed breasts; (g) Defecation or urination for the purpose of sexual stimulation; or (h) Penetration of the vagina or rectum by any object except when done as part of a recognized medical procedure.

Sexual Assault is a broad term and is used in Georgia to encompass any of the thirty-one (31) individual offenses listed in Title 16 (Crimes and Offenses) Chapter 6 (Sexual Offences) of the Georgia Code.

Sexual Exploitation occurs when a student takes non-consensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of other sexual misconduct offenses. Examples of sexual exploitation include, but are not limited to the following:

- invasion of sexual privacy;
- prostituting another student;
- non-consensual video or audio-recording of sexual activity or circulation of such video and video or audio recording;
- going beyond the boundaries of consent;
- observing unsuspecting individuals who are partly undressed, naked, or engaged in sexual acts;
- knowingly transmitting an STI or HIV to another student;
- exposing one's breasts, buttocks, groin, or genitals, in non-consensual circumstances; inducing another to expose their breasts, buttocks, groin, or genitals;
- sexually-based stalking and/or bullying may constitute a form of sexual exploitation, as well as a form of sexual harassment, as discussed above.

Stalking. Behavior where a person follows, places under surveillance, or contacts another person without the consent of that person for the purpose of harassing and intimidating him or her. The term "contact" means to make or attempt to make any communication, including, but not limited to, communication in person, by telephone, by mail, by broadcast, by computer or computer network, or by any other electronic device. "Harassing and intimidating" refers to a course of conduct or communications directed at a person that causes the person to suffer emotional distress that would cause a reasonable person to fear for personal safety or the safety of others, and which serves no legitimate purpose. It does not require that an overt threat of death or bodily injury be made.

Student. The term student means any person pursuing academic studies at the university. The term also includes: (1) a person not currently enrolled who was enrolled in the fall, spring, or summer term preceding the alleged violation, or (2) a person who, while not currently enrolled, was previously enrolled at LaGrange College and who is reasonably anticipated to seek enrollment at a future date, (3) a person who has applied to or been accepted for admission to LaGrange College and has accepted an offer of admission or may reasonably be expected to enroll, or (4) a person enrolled in an LaGrange College program on a credit or non-credit basis.

DISABILITIES SERVICES

The Counseling Center assists in attaining accommodations for students with physical, mental, and learning disabilities and helps students successfully create both short- and long-term goals towards their academic, personal, and career objectives. Students can call the Counseling Center at 706-880-8925 and set up a weekly appointment to resolve issues when time slots are available. All discussions are confidential in keeping with professional standards.

The Counseling Center 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 as expanded by Title III of the Americans with Disabilities Act of 1990. Reasonable and appropriate accommodations, academic adjustments, or auxiliary aids are determined on a case-by-case basis for qualified students who have a demonstrated need for these services. Brandi Cameron is the Section 504 coordinator. She collects 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.

COLLEGE RESIDENCY REQUIREMENT

As a member of a graduate program, there is no college residency requirement. If a student is interested in seeking housing while a graduate student, contact Ryan Cook, Associate Dean of Campus Life at rcook2@lagrange.edu (706.880.8112).

SPIRITUAL LIFE

The Office of Spiritual Life facilitates the college's mission of "challenging the mind and inspiring the soul." The college's historic connection to the United Methodist Church serves to strengthen this dual mission of rigorous academic pursuit, paired with a vibrant and maturing faith. Methodist pioneer and hymn writer Charles Wesley once spoke of our need to "unite the two so long disjointed, knowledge and vital piety." The Office of Spiritual Life fulfills this mission by providing opportunities for inspirational worship, community service, learning opportunities, theological reflection, leadership development, Bible study, prayer and relationship-building.

Chaplain, Director of Spiritual Life

The Chaplain and Director of the Office of Spiritual Life is an ordained United Methodist minister who serves as a spiritual advisor to students, faculty and staff of all faiths. The Chaplain is responsible for the overall spiritual health of the college, and supports and coordinates the activities of all student spiritual life groups on campus. The Director works closely with the Church Relations Coordinator to prepare and schedule student-led worship teams and groups to visit area United Methodist Churches.

The Chaplain and Director of Spiritual Life's office is located on the ground floor of Smith Hall.

Church Relations Coordinator

The primary responsibilities of the Church Relations Coordinator are to strengthen the college's relationship with the church, especially the United Methodist Church and its North Georgia Conference; to engage pastors and church leaders in the life of the college; and to facilitate the outreach of students, faculty, staff and administration with the church.

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 engagement. 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.

In addition, Student Engagement works with numerous on-campus organizations in order to foster student growth, leadership, and involvement.

STUDENT HEALTH SERVICES

LaGrange College offers students the ability to attend the WeCare clinic which is designed to provide urgent medical care and be a first stop for minor injuries and illness. Operated by WeCare TLC, Health Services is located at the corner of Forrest Avenue and Dallis Street (directly across from the College's soccer complex). The clinic provides urgent care office visits with a physician or nurse practitioner, urgent care prescriptions (antibiotics), and in-house lab work. A required fee of \$150 per semester is assessed for the use of the facility. Services do not include visits for chronic medical conditions or prescriptions for birth control or other maintenance medications. Because the staff is dedicated to serving a small population, doctor visits usually take up less time. And the clinic staff generally spends about 20 minutes with each patient, on average, compared to the seven minutes usually provided in other settings. The campus clinic offers a convenient health benefit to students. However, these services do not replace the need to carry a personal health insurance policy. Students are encouraged to call for an appointment at (706) 298-4914 option 1. However, a drop in is acceptable is the student is willing to wait and be worked into the schedule.

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, then a decision rendered by a College staff member may be appealed by a student as follows:

I. Student Engagement

- 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*.
- Any student who disagrees with a disciplinary decision reached by a member of the student engagement staff acting in their official capacity during a disciplinary conference may choose to have the disciplinary case sent to the Social Council for resolution.
- Other grievances in the area of Student Engagement may be appealed to the Vice President for Student Engagement. If the grievance involves an original decision

rendered by the Vice President for Student Engagement, then the decision may be appealed to the Vice President for Academic Affairs (VPAA).

II. *Financial Aid*. See the “Financial Aid” section.

III. *Academic Matters*. See the “Academic Policies” section.

ATHLETIC PROGRAM

LaGrange College is a member of the National Collegiate Athletic Association (NCAA) Division III and the USA South Conference. The 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.

LAGRANGE COLLEGE ATHLETICS MISSION STATEMENT

The LaGrange College athletic department supports the mission of the institution by encouraging student-athletes to challenge themselves mind, body, and soul. We are committed to the success of our student-athletes in both academics and athletics. All student athletes are expected to show respect, sportsmanship, commitment, and pride in the traditions of LaGrange College. Our aim is to transform the lives of our student-athletes, showing them there is a respectable balance between athletics and academics, and that both are important.

LAGRANGE COLLEGE ATHLETICS STATEMENT OF PHILOSOPHY

Intercollegiate athletics at LaGrange College provide students with an integral complement to their overall educational experience. Recognizing the importance of athletics to the individual student while seeking to strike an appropriate balance between the life of the mind (academics) 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 church-related, liberal arts college is to provide a high quality co-curricular complement to its overall mission. As such, academics will always have priority over athletics 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. 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 for both athletic success and academic achievement.

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 that befits those roles.

LaGrange College is committed to gender equity and values cultural diversity. The college invests sufficient resources to ensure that medical and athletic training services are available to all student-athletes at appropriate times. It strives to ensure that all individuals on all teams are treated with

the same level of fairness, resources, and respect so that all athletes are afforded equal opportunity to develop their potential as student-athletes.

The LaGrange College Athletic Department uses the NCAA manual of rules and regulations as guide for conduct and action. The department follows and supports the USA South Conference and the LaGrange College policies and procedures as well.

INTRAMURAL SPORTS

Overseen by Athletics, 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, dodge ball, and Ultimate Frisbee. Special awards are presented to the men's 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, aqua exercise, or aqua exercise class (non-credit).

The facilities and equipment of the Department of Physical Education 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.

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 after consulting with the user community. 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 their 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 e-mail page 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 e-mail. If students become locked out of their accounts or for other reasons need to have their passwords reset, then they must either make the request in person to an Information Technology staff member and present a valid LaGrange College ID, or use the self-service password reset tool at <http://laid.lagrange.edu>. Any suspected unauthorized access of a user's account should be reported immediately to the Director of 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 E-MAIL ACCOUNTS

The College provides e-mail accounts for students, faculty, and staff. All course- and advising-related e-mail and other official College electronic communication with students must be sent to the student's campus e-mail address or via the on-line Learning Management System (LMS). Official College e-mail communications with faculty and staff will use their College e-mail address. E-mail must not be used for purposes inconsistent with the mission of the College. Users may not conceal, mask, or misrepresent their identity when sending e-mail 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, or 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. Announcements to faculty and staff about campus events should be made through '@lagrange'. These announcements should be sent to the Communications and Marketing staff for inclusion in '@lagrange'. 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/e-mail 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 subscribe or unsubscribe to the Community mail list as they desire by submitting a request to the IT Helpdesk. Submissions to the Community mail list must be approved by Human Resources.

Posting of messages to the e-mail group containing all students must be cleared through the appropriate Vice President's Office or their delegates. Use of campus digital signage, 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.

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 on a case-by-case basis. 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 (1) of two (2) ways: At least 40-bit Wired Equivalent Privacy (WEP) must be enabled on the WAP and client, and ideally the WAP's internal MAC address table should be set to allow access only 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 signal propagation.
- Disable the WAP in non-usage periods.

REMOTE ACCESS

LaGrange College provides limited remote 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 remote access to the Campus Network, a user must submit a request to the Director of IT 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 remote access resource.

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, then 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 Web site (<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 appropriate only in case of emergency. If the device must be answered, then the user must move to a location where the class, laboratory, library patrons, etc. will not be disrupted before making use of the device.

ACADEMIC POLICIES

ACADEMIC CONDUCT AND THE HONOR CODE

The LaGrange College Graduate Council seeks to educate the College's graduate student community on the principles of academic integrity and to enforce the Honor Code when violations occur. The Honor Code for graduate students is modified from that enforced for the undergraduate student body but does share several common points with the underlying expectation of moral integrity for all academic endeavors.

For placement in a course syllabus, the following language may be used:

As a member of the student body of LaGrange College, I confirm my commitment to the ideals of civility, diversity, service, and excellence. Recognizing the significance of personal integrity in establishing these ideals within our community, I pledge that I will not lie, cheat, steal, nor tolerate these unethical behaviors in others.

The Honor Code is the responsibility of every student, faculty member, and staff member at LaGrange College. The cooperation of all members of the College community is needed to promote an environment of academic integrity, scholarship, and discipline.

A complete description of the procedures, rights, and responsibilities comprising the Honor Code follow.

STUDENT RESPONSIBILITIES

All LaGrange College students accept the following responsibilities and are expected to conduct themselves according to these values.

- 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, editing, or input of others, and the allowable materials for examinations, reports, or any academic work
- To report any incident which is believed to be a violation of the Honor Code to the program coordinator or department chair of their program.
- To cooperate when called upon by the Graduate Council to testify in a hearing

STUDENT RIGHTS

All LaGrange College students have the following rights and will be treated accordingly.

- To be presumed innocent
- To be granted a fair, impartial, and timely hearing comprised of the following members:
 - The chair of the Graduate Council,
 - A minimum of two other members of the Graduate Council, one of whom serves as the recorder and who may use written notes (handwritten or typed, transcribed or summarized) or media recordings (audio and/or video),

- A graduate student peer (not necessarily in the same program as the accused student).
- The program coordinator/department chair of the program in which the accused student is enrolled may only serve to provide information but may not participate in the decision-making process.
- To face and question any witnesses at a hearing
- To testify and present material on one's own behalf
- To be granted a separate hearing upon request, when the incident involves more than one person
- To be granted the right to subsequent appeal
- To be accompanied by a silent observer in a hearing. The Chair of the Graduate Council must be made aware of this person's name and relationship to the student no less than twenty-four hours before the hearing. The observer's role is one of support, and this person will not be allowed to speak.

PRINCIPLES

The Graduate Council (or a contingency thereof) will abide by the following principles when investigating or trying a scenario of alleged academic misconduct.

1. To treat every member of the College community with impartiality and respect.
2. To consider all facts and testimony before discussing or resolving any case.
3. To preserve absolute confidentiality.
4. To hold the College community to the highest standard of conduct, both to protect the community and to promote moral development.
5. To support the mission of the College by conducting programs and enacting policies regarding the Honor Code that contribute to the moral development of the College community.
6. To understand the fundamental differences between the nature of student discipline regarding academic integrity and the nature of criminal law. The Honor Code, its policies, procedures, and sanctions are meant to be in accordance with the mission of the College. They are not intended to resemble any activities within the criminal judicial process.

ACADEMIC INTEGRITY OFFENSES

Academic integrity offenses are listed below. This list of academic integrity offenses is not exhaustive.

- Academic cheating, including but not limited to the unauthorized use of books or notes, copying, or collaboration on examinations or any graded coursework
- Unauthorized use of electronic devices and/or programs for or during 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 Graduate Council as requested
- Failure to maintain confidentiality regarding a case
- And other offenses deemed in violation of academic integrity and/or the Honor Code.

SANCTIONS

One or more of the following sanctions may be imposed upon the offending student(s) when it is determined that there has been a violation of the Honor Code.

- A formal reprimand of the student(s) involved that will persist in institutional student records with the Offices of the Registrar and the VPAA.
- A remediation plan as set forth by a graduate program, the Graduate Council, or the VPAA.
- The complete failure of the work (a zero out of 100%) in which the violation occurred. Additional academic work of a substantial (but reasonable) manner may be assigned to the student to ensure course or programmatic outcomes have been satisfied. This work will not substitute for the work in which the violation occurred in the final calculation of the course grade of the student(s).
- A grade of ‘NC’ will be reported in the course. The course must be retaken to satisfy program and degree requirements.
- Failure of the course with a grade of ‘F’ in which the violation occurred.
- Suspension from the graduate program of enrollment and the college for no less than the remainder of the academic term and no more than one academic year, effective immediately.
- Expulsion from the institution, effective immediately. The student may not be readmitted to the institution for any degree.

PROCEDURE REGARDING A SUSPECTED VIOLATION OF THE HONOR CODE

- Report the alleged violation to the program coordinator or department chair of the appropriate graduate program.. The Graduate Council, in consultation with the appropriate program/department representative, will determine if sufficient evidence exists for a hearing.
 - If the evidence is insufficient, the chair so notifies the party reporting the alleged violation.
 - If there is sufficient evidence for a hearing, the chair sets a date for the hearing and will select two full-time faculty members teaching in graduate programs plus a graduate student to serve as representative of the Graduate Council The chair will inform the person or persons accused of the violation that a hearing will take place, stating the specific accusation, the place, date, and time of the hearing, and requesting the names of any persons who should be called as witnesses. The chair will interview these persons to determine whether they have knowledge relevant to the suspected violation.
 - If a student accused of a violation does not appear for a preliminary interview when notified to do so, a hold will be placed on the student's transcript.

- A hold will be placed on the transcript when it has been determined that the case will proceed to a hearing. This hold will be removed when the case has been resolved.
- Campus email and communication through the campus post office will be considered means of official correspondence to students from the Graduate Council. Students are responsible for responding to these official means of communication. If any communication attempts are not responded to within one week of initial contact from the Graduate Council, the Council has the right to proceed with the case.
- The student may choose to self-report the violation in a letter to the appropriate program/department representative or to the Graduate Council chair. As a result, no hearing will be called, but the Graduate Council will meet to determine the sanction. The student will be invited to meet with the Council and encouraged to address the Council before its deliberation to determine the sanction.
- The chair presides at the hearing, after which the Graduate Council votes to determine whether or not a violation has occurred.
 - If the student is found not to have violated the Honor Code, the chair of the Graduate Council and recorder destroy the recording of the proceedings and so inform the VPAA and the student in writing.
 - If the student is found to have violated the Code, further deliberation by the Council determines the sanction to be imposed, and the student is notified in writing. The sanction is carried out by the VPAA.
- If a case cannot be heard before the end of the grading period, the instructor will submit the grade of NR until the Graduate Council acts on the case. The Graduate Council reserves the right to conduct a hearing in absentia when the accused student fails to appear as notified and directed but should be considerate of the professional schedule of the accused. If a student is enrolled in an online program, the hearing may be conducted via videoconference using a tool that is widely available to LaGrange College students.

APPELLATE PROCEDURE

Every person found to have violated the Honor Code has the right of subsequent appeal. Such appeal must be filed in writing within seven (7) days of notification of the sanction and is made to the Vice President for Academic Affairs (VPAA). If the sanction determined by the Graduate Council is an F in the course, the student will be dropped from the course seven (7) days after the student has been notified of the sanction unless an appeal is filed. The Appeals Board shall be the President of the Faculty Assembly, the VPAA, the Graduate Council appeals representative, and a graduate student-at-large selected by the Graduate Council chair and the VPAA. Such appeals are heard from the written hearing summary, the audio recording of the hearing, and the written statement of the student requesting the appeal. Materials submitted as part of the case and the recording of the hearing will not be made available to the accused student. The Appeals Board has the authority to change the sanction in a case but is limited to the sanctions provided for in the policies of the Honor Code.

COMMON QUESTIONS

Will I violate the Code if I don't turn in students I know are cheating or have otherwise violated the Code?

Yes. The purpose of the Honor Code is to create a community of integrity. Lying, cheating, and stealing related to academic matters are violations of the Code, and students at LaGrange College should refuse to tolerate violations of the trust among students and between students and faculty established by the code.

What if I don't agree to sign the Code?

The Honor Code is a policy of the College, and refusal to sign it will not alter a student's requirement to abide by it.

In classes where tests are unproctored, isn't there just a higher incidence of cheating?

The process of educating the student body in the discipline of academic integrity is ongoing. Individual faculty members make the decision about when and how to offer students unproctored exams, and this is being done more frequently than before the Honor Code was implemented. Trust between faculty and students is one of the goals of any honor system, and as faculty trust in students increases, as the faculty becomes more confident that there are many students who will not tolerate dishonesty, unproctored exams will be administered more often.

Why do we need an Honor Code?

Studies related to ethics and moral development in American colleges and universities consistently show students' failure to understand the value of intellectual property, and professional organizations also report concerns about the ethics of graduates entering fields such as engineering, business, and medicine. In a study completed at LaGrange College in January 1999, of 154 student respondents, only 48.1 percent agreed with the statement "There is peer support for academic honesty (for not cheating and not helping others cheat). When the survey was administered again in 2004, four years after the implementation of the Code, that percentage had risen to 60.7 percent, a 12.6 percent increase.

Who decides cases of alleged violations of the Code?

The Graduate Council is comprised of program coordinators, department chairs, and/or elected representatives from each of the academic graduate programs as well as the Associate VPAA to whom graduate programs report.

Is it a violation of the Code to have someone else proofread my assignments and papers?

Always ask your professor for clarification of what is acceptable for every assignment. In general, someone else's proofreading of your work would not be tolerated under the Code because it isn't your own work and may put you at an unfair advantage over other students. This is the professor's prerogative for each assignment, however, and is it your responsibility to ask about the limits of each assignment.

What about help from the Writing Center? Should I be worried about that?

No. Writing Center tutors understand the Code and the limitations it places on the type and scope of help they offer. They will not proofread, edit, or revise your papers. Their job is to provide peer tutoring and guide you in doing your own best work.

What is the process of an Graduate Council Hearing?

All hearings are closed, and all matters before the Graduate Council are confidential. The chair prepares all parties for the hearing, presides, and assures fairness. The person accused of a violation is present throughout the hearing and may ask questions just as members do of all witnesses who come before the Graduate Council. The person accused of the violation will have the opportunity to be the last to speak, after all other parties have been dismissed from the hearing room. The Council will excuse everyone except its members and advisor in order to deliberate, and the decision will be delivered in writing to the accused and the VPAA of the College. If the person is found not to have committed a violation, the record of the hearing is destroyed.

What happens if a student is found in a hearing to have violated the Honor Code?

One of the sanctions will be immediately imposed. A sanction cannot be deferred. Summer term does not qualify for a suspension period.

What happens if a student who is confronted about a violation chooses to admit his or her violation of the Honor Code?

By self-reporting to the program coordinator, department chair or Graduate Council, a student will not be required to attend a hearing, but the Council will convene to impose a sanction. Even when the student chooses to admit the violation in a letter to the Honor Council, the student is encouraged to meet with the Council to fully explain the incident before the Council votes to impose a sanction.

THE GRADUATE 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, nor tolerate these unethical behaviors in others.

The Honor Code and its policies and procedures apply to all full-time and part-time students enrolled in all of its undergraduate and graduate programs, LaGrange at Albany, and the Evening College. By matriculation, students acknowledge the Honor Code to be a policy of LaGrange College. The Honor Pledge, "I pledge that I have neither given nor received unauthorized help on this examination or assignment, nor have I witnessed any violation of the Honor Code," is implied whether or not it is written on academic work.

The Honor Code was written by a committee of students and faculty and implemented in 1999. It has as its goal creating a community of scholars based on trust and responsibility.

GRADUATE STUDENT SOCIAL CODE

Although the Honor Code for graduate students at LaGrange College is different than recorded in the student handbook for general students, the Social Code (the statement of behavioral expectations for LaGrange College students) remains the same. Students enrolled in graduate programs at LaGrange College may find the Social code in the most recent version of the LaGrange College Student Handbook.

GENERAL ACADEMIC POLICIES

THE GRADUATE COUNCIL

Convened by the Associate VPAA that oversees graduate affairs, the Graduate Council is comprised of the Department Chairs and/or Program Coordinators of the graduate programs and the Vice President for Enrollment. The Graduate Council, a recommending body, is focused on the resolution of issues facing graduate students, faculty, and graduate programs at LaGrange College and serves to create opportunities for those same constituencies through policy and/or practice. Additionally, the Graduate Council may serve in matters of dispute when called upon.

REQUIREMENTS FOR GRADUATE DEGREES

A SUMMARY

LaGrange College's graduate program offers the Master of Arts degree, the Master of Science degree, the Master of Education, and the Education Specialist degrees. All graduate degrees require a minimum of 30 semester hours of credit as prescribed by each academic program.

To be eligible for the degree, a student must meet all requirements for the degree (program curriculum, internships, etc. and must maintain a 3.0 cumulative grade point average in all coursework taken at LaGrange College) and file a petition for the degree before the beginning of his or her final term.

Prescribed course loads are offered by each program are recommended to ensure optimize the opportunity to graduate in a timely manner.

To obtain an additional graduate degree, the full program must be completed.

Each academic program prescribes its own standards, in addition to those of this bulletin, in terms of permitted course grades and minimum standards.

SPECIFIC DESCRIPTIONS OF GRADUATION REQUIREMENTS

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

Graduation Petition - Students in their last year of graduate course work must have an audit of their course credits and planned courses examined upon registration for their final semester. Their academic advisor and the Registrar will assist the student in completing this petition. No student may participate in Commencement exercises if he or she has not completed a graduation petition.

Outcomes-Based Assessments - Students at LaGrange College will participate in evaluations of the extent to which institutional education goals are being achieved. Individual programs may require that students be assessed using appropriate instruments.

COMPONENTS OF ACADEMIC PROGRESSION

CREDIT HOUR POLICY

LaGrange College determines the number of semester credit hours to be awarded based on the amount of time the typical student is expected to commit to successful completion of a course.

Under the semester system, the awarding of one semester credit hour implies the expectation that a typical student will commit at least 40 hours of time engaged with the course material during a term. Usually, this commitment of time will imply work divided between one hour in class and two hours out of class, but other combinations are possible, based on the level of the course, the nature of assignments, and other factors.

REGISTRATION AND ADVISING

All students should register on the dates specified. All registration procedures for all terms are under the direction of the Vice President for Academic Affairs (VPAA). Students have not completed registration until they have cleared the Registrar, the Office of Student Engagement, and the Business Office.

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.

ATTENDANCE POLICY

Students are responsible for understanding the policy presented by the instructor in the syllabus for each course, including the implications of the policy regarding successful performance in that course. Absences are excused for two reasons. These absences shall have no direct penalty for the student; the student shall have the opportunity to make up any missed work occasioned by such excused absences.

- Medical reasons, when a medical professional has provided documentation indicating the date and time of an appointment, and/ or dates on which the student must not attend class related to the illness or condition.
- Participation in an official college event at which the student represents the college as a whole (e.g., athletic competitions and musical performances).

ALTERNATIVE METHODS OF OBTAINING ACADEMIC CREDIT

TRANSIENT WORK

Transient credit (credit earned from other regionally accredited institutions while the student is enrolled in a LaGrange College graduate program) is not typically granted.

Requests for transient credit by students who are in good academic standing must be submitted using the *Request for Transient Credit and Conformation of Good Academic Standing* prior to enrolling in the transient course at another institution. The request must receive approval from the student's advisor, the chair of the respective graduate degree program, and the Vice President for Academic Affairs (VPAA).

If a student has not been awarded graduate-level transfer credits toward their degree from other institutions, then s/he may be granted as many as six graduate-level transient credit hours. In all other cases, a student may be granted permission to earn no more than three graduate-level transient credit hours toward the degree from other institutions. The final twelve hours of the graduate degree must be taken at LaGrange College.

Appeals can be made to the VPAA in cases of demonstrated hardship.

Grades earned for transient work are not included in the cumulative grade point 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.

Grades and Credits

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

Letter Grade	Evaluation	Quality Points
A+		4.00
A	Superior	4.00
A-		3.75
B+		3.25
B	Above Average	3.00
B-		2.75
C+		2.25
C	Average	2.00
C-		1.75
D+		1.25
D	Below Average	1.00
F	Failing	0.00
I	Incomplete	
P	Pass	
NC	No Credit or Non-credit	
W	Withdrawn	
AW	Audit Withdrawn	
AU	Audit Complete	
NR	Grade not reported by instructor at the time the report issued.	

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

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

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

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

Grades are assigned and recorded for each course at the end of each term. Grades are available to candidates on the Web. Transcripts are withheld for any candidate who is under financial obligation to the college.

WITHDRAWAL

A student who chooses to withdraw from a class prior to the close of the Drop/Add period may do so without the course appearing on his or her official transcript in any form. The Drop/Add period will normally end one calendar week following the first day of classes (except in situations in which a class has not yet met, in which case the Drop/Add period will extend one day beyond the first meeting of that class or classes, but only for students enrolled in such classes).

A student who chooses to withdraw from a class on or before the "Last Day to Withdraw with a 'W'" will receive a "W" on his or her official transcript, regardless of standing in the class. The "Last Day to Withdraw with a 'W'" will normally occur two weeks prior to the last day of classes of a regular semester-length course. This date is adjusted proportionately for shorter terms.

Normally, no student will be permitted to withdraw officially from a class after the "Last Day to Withdraw with a 'W.'" Exceptions may be granted for extenuating circumstances but must be approved by the Vice President for Academic Affairs (VPAA). Normally, students who encounter hardship near the end of the term (serious illness, injury, family crises, etc.) will be encouraged to take an incomplete (I) grade for the course and complete unfinished work during the following term.

Please note: This policy does not obviate the possibility of an "administrative" withdrawal (in the case, for example, of a student who is disruptive of the learning experience of others) or a medical withdrawal (see below).

To withdraw from an individual course, a student must confer with the Registrar's Office. Failure to withdraw officially through this office may result in the assignment of an "F." A student who wishes to withdraw completely from the College must confer with the Retention Coordinator.

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 VPAA. 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, a licensed health care provider, or a qualified counselor with an evaluation of the student's potential to resume study successfully at LaGrange College. The VPAA will review this evaluation and make the decision concerning the student's re-entry.

GRADE POINT AVERAGE (GPA)

The grade point average is computed by multiplying the quality points earned in each course by the course credit-hour value, summing for all courses, and then dividing the sum by the total

number of credit hours. If a student has received credit for a course and repeats that course, then 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.

GRADE REPORTING

MID-TERM GRADE REPORTING

Mid-term grades for both fall and spring semester terms (except for summer and Interim) will be reported for all courses as either A-F or S/U (Satisfactory/Unsatisfactory).

FINAL GRADE REPORTING

Letter Grades are assigned and recorded for each course at the end of each term. Both mid-term and final grades are available to students on the Web.

TRANSCRIPTS

Students are entitled to transcripts of their record; however, no transcripts will be issued for any student who is under financial obligation to the College or who have Honor Council or Vice President for Academic Affairs Holds. Transcript requests can be made online at <https://www.lagrange.edu/academics/registrar.html>. 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 GRADE APPEALS

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

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 candidate requests for grade changes:

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

parties involved of whether the candidate's request for a change of grade or other decision was denied or approved.

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

COURSE REPETITION

A student may wish to repeat a course in which a grade has already been earned. Programmatically relevant courses in which a student has earned a grade lower than C- must be retaken and the student must earn a grade at or better than C- in order to successfully complete the program. Students who fail two courses may be removed from their programs. However, these standards vary by academic program and students should refer to the policies set forth by the academic department of the program in which they are enrolled.

A student may not remove from the transcript any grade earned at LaGrange College or elsewhere, even if the course is repeated. No additional credit will be earned for repeats of courses for which a "D" or "C-" grade was previously earned. The GPA is calculated on both attempts.

ACADEMIC STANDING AND PROBATION

Students must maintain a 3.0 grade point average (B) or better to remain in good academic standing. Students whose GPA falls below 3.0 will be placed on academic probation. Programmatically relevant courses in which a student has earned a grade lower than C- must be retaken and the student must earn a grade at or better than C- in order to successfully complete the program. Students who fail two courses may be removed from their programs.

ACADEMIC 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.

When placed on academic probation, a student will have two semesters to remove probationary status. Failure to do so could result in suspension or dismissal at the discretion of the Vice President of Academic Affairs (VPAA), who will evaluate the student's academic progress.

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 VPAA. Normally, all applications of the regulations will be based upon a full academic load.

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

STUDENT PETITION 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, then 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:

<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

INTERNATIONAL STUDENTS

A student who is on a student visa in the United States is 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 Office of Global Engagement 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 or IELTS score required for admission, the Vice President for Academic Affairs (VPAA) 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.

REQUESTING A TRANSCRIPT

LaGrange College transcript request process is now entirely online - no more submitting paper or PDF forms. Through our online electronic transcript request and fulfillment process, you have:

- online access any time of the day or night,
 - the ability to process multiple transcripts at one time,
 - secure payment processing,
 - and real-time, end-to-end tracking.
- **Electronic**
While electronic transcripts are considered official as long as the document has not been altered, be sure to confirm with your recipient that they accept this format before ordering.
Cost: \$10.00
 - **Paper**
A paper transcript is considered official only as long as it remains in its sealed envelope. Do not open the sealed envelope if you are forwarding the document to another party.
Cost: \$12.50
 - **In-Office requests** – Issued on demand
Cost \$15.00

Create an account through [Parchment Exchange](#), where you'll be guided through the transcript request process. Be sure to save your login information for future requests.

Parchment will only send official transcripts. If you have a hold or a business office balance on your account that would prevent you from ordering an *official* copy and you would like an *unofficial* copy, please contact the Registrar's Office. There is a \$10.00 processing fee for unofficial transcripts.

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.

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.

GLOBAL ENGAGEMENT

The LaGrange College Mission Statement emphasizes that the institution, in its focus on the liberal arts, the Wesleyan tradition of truth-seeking, and the preparation of students for professional success and responsible citizenship, will provide an educational experience that contributes to the formation of graduates who are not only capable of encountering difference, in people and in cultures, but also eager to be significant contributors to a complex world. It follows naturally from this sense of mission and purpose that the College should foster the development of characteristics of globally engaged students who will one day be knowledgeable, involved citizens of the world.

The Study-Away program encourages students to participate in learning opportunities in other settings, both domestic and international. Students may do this through short-term, travel-embedded courses such as those offered during January in the Interim Term. Each spring, there is a specific application and enrollment period for travel courses which will operate during the upcoming year. All students are also encouraged to spend a semester or an academic year in an individual study abroad program. Information on these programs can be obtained through the Office of Global Engagement. All students who are interested in full-term Study Abroad should begin the process by requesting approval from the Office of Global Engagement.

ONLINE LEARNING

Online learning at LaGrange College is an initiative that enjoys campus-wide support and participation. To remain true to the ideals of an ethical and caring community, the College focuses on improving the lives of students by continuing to offer rigorous coursework than can be taken with more consideration for their responsibilities and obligations.

Courses are offered through a variety of techniques which employ varying levels of digital delivery:

- Hybrid courses – use a lesser number of classroom sessions and an increased amount of digital delivery of content. The classes typically replace between twenty and eighty percent of all physical meetings with electronically delivered content. Success in a hybrid course requires that students are sufficiently motivated and benefit from strong instructor guidance. Dates of required class attendance are clearly noted on the syllabus.

- Synchronously distributed courses – Instructor meets in a regularly scheduled, primary classroom along with students and also have simultaneously scheduled satellite classrooms where synchronous, web-/telecom-based interaction transpires with remote students.
- Primarily online courses – are characterized by a minimum of eighty percent of all content being delivered electronically. However, these courses may also require a very small quantity of person, synchronous meetings (classroom and off-campus). Dates of required attendance are clearly marked on the syllabus.
- Fully online courses – have no required content-driven meetings and thereby eliminate location as a limiting factor for enrollment.

Students in online courses of any type may be required to take exams which are administered and proctored by a trusted, outside source. In some courses, there may be occasional required synchronous class sessions and additional, non-required help sessions, all of which would be available to students via the internet. Instructors will hold office hours in physical (office) locations and also through a digital presence.

Students enrolling in primarily or fully online, synchronously distributed, or hybrid courses at LaGrange College are responsible for meeting all college and course prerequisites, locating and obtaining privileges to use accepted testing centers (as needed), acquiring access to modern computing tools (computer, microphones, webcams, etc.) and broadband internet, addressing any fees specific to scheduled courses or programs, and maintaining skills necessary to properly operate instructional technologies. Students with questions or concerns should contact the course instructor for clarification of any prerequisites and conditions.

LaGrange College also offers graduate programs. In these programs, students may complete the Master of Arts in Teaching, the Master of Arts in Philanthropy and Development, the Master of Education in Curriculum and Instruction, Master of Arts in Clinical Mental Health Counseling, Master of Science and Master of Arts in Strength and Conditioning, and the Specialist in Education in Teacher Leadership. Please refer to the Graduate Bulletin for more information about these programs.

ACADEMIC PROGRAM RESOURCES

PACE – PANTHER ACADEMIC CENTER FOR EXCELLENCE

Located on the 1st floor of the Callaway Academic Building, PACE offers a variety of collaborative academic support services aimed at promoting academic success, student retention, and degree completion. PACE serves all of LaGrange College’s faculty and currently enrolled students, with the following initiatives:

Faculty Led Study Halls

Cornerstone Activities

Academic Coaching

Faculty Development Events

Testing Center for Students Needing
Accommodations

PACE is open Monday-Friday 8:00-5:00pm with some evening events as well. More information regarding services in PACE can be found by e-mailing PACE@lagrange.edu.

THE FRANK & LAURA LEWIS LIBRARY

The library's resources support the curriculum and general information needs of students and faculty. Included are approximately 336,000 print and electronic books, an extensive reference collection, a large DVD and CD collection, and approximately 200 full-text databases for all academic disciplines. Notable electronic subscriptions include Education Source, Films on Demand, SPORTDiscus, JSTOR, Project Muse, the Archive of Americana, the Gale Virtual Reference Library, Newsbank, Science Direct, the London Times Digital Archives, LexisNexis, BizMiner Academic, PsycArticles, MathSciNet, ATLAS Religion Database, CINAHL, ReferenceUSA, Access World News, STATISTA, and many more.

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 LECTURESHIPS

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 a professor of English for 28 years. The lecture is usually delivered toward the end of the Spring semester.

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.

Each Fall at the Opening Convocation, the Arthur H. Thompson Lectureship sponsors an award-winning faculty member to address the college community. 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 this statement: "The greatest thing in life is the simple faith of an honest man."

ACADEMIC DEPARTMENTS, PROGRAMS, AND COURSES

BUSINESS AND NONPROFIT STUDIES:

Lydia Rosencrants, Chair

EDUCATION:

Margaretta Milam, Chair

EXERCISE SCIENCE AND PHYSICAL EDUCATION:

Chris Bellon, Co-Chairs

SCIENCES:

Nickie Cauthen (Biology), Chair

Brenda Callahan, Program Coordinator, Clinical Mental Health Counseling

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 beginning with 5 or 6 are intended primarily for Master's-level students.
- Courses beginning with 7 are intended primarily for Education Specialists students.

PROGRAM ABBREVIATIONS

- Clinical Mental Health Counseling COUN
- Education EDUC
- Exercise Science EXCS
- Philanthropy and Development PHDE

MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING

Introduction

The Master of Arts in Clinical Mental Health Counseling (CMHC) Program is a 60-semester-hour program designed to prepare students to be Licensed Professional Counselors (LPC) in the State of Georgia as well as in surrounding states, such as Alabama, Florida, and South Carolina. The program has been developed to be in complete compliance with the 2016 Standards outlined by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Students will be fully prepared to sit for the state-required licensure exam (e.g., the National Counseling Exam (NCE)). Upon completion of the program, graduates may apply for licensure and be employed as licensed professional counselors practicing in a variety of settings, including private practice and community agencies, such as mental health centers, hospitals, outpatient and residential drug treatment centers, and agencies serving children, adolescents, and families.

Mission of the Clinical Mental Health Counseling Program

It is the mission of the Clinical Mental Health Counseling (CMHC) Program at LaGrange College to prepare counseling professionals who value civility, integrity, diversity, service, advocacy, and excellence as they promote the well-being of all those they serve. The faculty members are committed to communicating the knowledge, skills, and passion for both the art and the science of counseling as they prepare qualified graduates to serve the people of their communities as well as the counseling profession.

Learning Outcomes

This 60-semester-hour program will require a minimum of two calendar years to complete the coursework and field experiences. Students are expected to demonstrate achievement in the following areas:

1. **Dispositions for Counseling:** Graduates of the CMHC Program will demonstrate the following professional dispositions that are expected of a professional counselor:
 - a. Professional Identity
 - b. Self-Awareness and Continued Introspection
 - c. Commitment to Diversity
 - d. Ability to Express Empathy
 - e. Integrity
2. **Counseling Skills:** Graduates of the CMHC Program will demonstrate appropriate counseling skills required of a professional counselor:
 - a. Interview Skills in Individual Counseling
 - b. Group Facilitation Skills
 - c. Skills in Recognizing and Adapting to Multicultural Issues
 - d. Skills in Assessment and Treatment Planning
3. **Skills in Case Conceptualization Technology:** Graduates will demonstrate a commitment to technology appropriate to the role of a professional counselor.
4. **Service and Advocacy:** Graduates of the CMHC Program will demonstrate a commitment to advocacy and service as professional counselors.

- 5. Overall Knowledge in Counseling:** Graduates in the CMHC program will, based on results of the **Counselor Preparation Comprehensive Examination (CPCE)**, demonstrate knowledge and application in the following areas (based on 2016 CACREP Standards):
- a. Human Growth & Development
 - b. Social & Cultural Foundations
 - c. Helping Relationships
 - d. Group Work
 - e. Career & Lifestyle Development
 - f. Appraisal
 - g. Research & Program Evaluation
 - h. Professional Orientation

Admission Requirements

Students applying for admission to the CMHC Program must fulfill the following:

- Earn a bachelor's degree from a regionally accredited institution in any field of study and submit official transcripts for all undergraduate and graduate work
- Complete an online application
- Provide a recent score (no more than 5 years old) for the GRE or the MAT
- Provide 3 letters of reference
- Complete an essay describing the students' journey toward applying to a counseling program
- Provide a criminal background check

Following an initial screening, students who meet the minimum qualifications may be invited for an interview. The interview process will involve both individual and group interviews with counseling faculty and their representatives.

In some cases, a student may be admitted on a conditional basis, allowing the student time to demonstrate academic potential and counseling dispositions necessary to complete the program. While on conditional status, the student may enroll in no more than 6 semester hours during fall or spring semester or only 3 hours during a summer term. The student may remove the conditional status by achieving a B or better on all coursework taken during the first semester. Failure to do so may result in the student being asked to withdraw from the program.

Financial Information

All charges for the semester/term are due and payable at the beginning of the term, and each candidate is expected to make satisfactory arrangements at that time.

Candidates who pre-register and pay in advance of the deadline each semester are not required to attend final registration. Invoices not paid by the due date will be assessed a Late Payment Fee as enumerated below.

The College offers a deferred payment option that allows candidates to make monthly payments to cover educational costs. Interest will be assessed to candidates utilizing this option.

Expenses

1. Tuition —per credit hour \$ 725.00
Housing/Activity fee—per summer sessions (3)
\$1,000.00
2. Fees — Miscellaneous
Late Payment Fee \$ 50.00
Personal checks failing to clear \$ 30.00
Graduation Fee \$ 200.00
Student Identification Card replacement fee \$ 20.00
Parking Permit \$ 30.00

Suggested Course Rotation

FIRST YEAR

Fall I

- COUN 5000 Foundations of Clinical Mental Health Counseling: Advocacy, Program Development, and Service Delivery (3)
- COUN 5001 Theories of Counseling (3)
- COUN 5002 Strategies and Techniques in Counseling (3)

Interim Term I*

- COUN 5050 Advocacy in Counseling (1)

Spring I

- COUN 5003 Group Dynamics (3)
- COUN 5004 Professional Practice and Ethics (3)
- COUN 5999 Practicum (100 hours of clinical experience) (3)

Summer I (First Session)

- COUN 5010 Multicultural Counseling (3)
- COUN 5013 Individual Analysis (3)

Summer I (Second Session)

- COUN 5012 Career Counseling (3)
- COUN 5011 Life Span Development (3)

SECOND YEAR

Fall II

- COUN 6000 Advanced Counseling Techniques (3)
- COUN 6001 Counseling Assessment, Diagnosis, and Intervention (3)
- COUN 6998 Internship I (300 hours of clinical experience) (3)

Interim Term II*

- COUN 6050 Special Topics in Counseling (e.g., Agency Shadowing Experience, Cultural Immersion, et al) (2)

Spring II

- Internship II (300 hours of clinical experience) (3)
- Research and Program Evaluation (3)
- Principles of Management, Consultation, and Supervision (3)

Summer II (First Session)

- Family Counseling (3)
- Addictions Counseling (3)

Summer II (Second Session)

- Crisis, Trauma, and Grief Counseling (3)
-

* *The two Interim Terms should provide a total of 3 semester hours.*

Graduation Requirements

Students must satisfy the following:

- Earn 60 semester hours in approved coursework and clinical experiences.
- **Maintain a 3.0 (B) average throughout the program.**

Students who receive a grade of C in any course must request permission to retake the course and earn a grade of B or better to receive degree credit. The student may not retake a course more than one time to earn a B. If a student receives a grade of C in more than two courses, he or she will be placed on academic probation, limiting the course load to 6 semester hours in any spring or fall term and to 3 hours in any one summer session. The student must then earn a B in all courses attempted and then request from the program coordinator that probationary status be removed. Future grade difficulties may result in the student being removed from the program.

- Receive a passing grade on a comprehensive examination.
- **Meet with an advisor** to verify, through an audit of courses and grades, that they meet the requirements for earning a Master of Arts Degree in CMHC before petitioning to graduate.

Course Descriptions for CMHC

COUN 5000 Foundations of Clinical Mental Health Counseling: Advocacy, Program Development, and Service Delivery (3)

This course is designed to provide an overview of Clinical Mental Health Counseling, including a survey of theoretical foundations, research, diagnostics and practice. Topics also covered include role of the Clinical Mental Health Counselor, outreach to vulnerable client populations, preventative education, client advocacy, referral practices, and the facilitation of these practices in community mental health agencies and specialized settings.

COUN 5001 Theories of Counseling (3)

This course is designed for students to explore major theorists involved in the development of major theoretical explanations of human nature and behavior. Students will also explore the impact of these theories on current practices in the counseling profession.

COUN 5002 Strategies and Techniques in Counseling (3)

Students in this course will begin to learn and practice new skills to be used in the counseling of individuals; they will practice these skills through role-playing and other experiential activities with other classmates.

Sessions will be audio and/or videotaped to facilitate supervision and evaluation by faculty member(s) teaching the course.

pre- or co-requisites: COUN 5001

COUN 5003 Group Dynamics (3)

This course is designed to provide students with the theories and skills used to facilitate counseling groups in mental health or community settings. Students will practice newly acquired skills in the classroom with other students and will also experience what is like to serve as a group member.

pre- or co-requisites: COUN 5001, 5002

COUN 5004 Professional Practice and Ethics (3)

In this course, students will explore ethical standards and legal precedents that guide the professional counselor in making decisions related to the many issues that arise in practice. The primary focus of this course will be the most recent version of the Code of Ethics of the American Counseling Association.

COUN 5010 Multicultural Counseling (3)

This course will explore research and counseling approaches related to diverse populations, including issues related to ethnicity, gender, gender-identity, sexual orientation, age, and disabilities. Students will also explore factors involved in identity development within themselves and within individuals in the different populations studied.

prerequisites: COUN 5001, 5002, 5003

COUN 5011 Life Span Development (3)

This course will explore various theoretical frameworks for the understanding of human development from birth to late adulthood. Students will explore definitions of normal development and factors that may cause normal development to go awry.

pre- or co-requisites: COUN 5000, 5001

COUN 5012: Career Counseling (3) – This course will introduce students to career and vocational development and the issues that may arise or interfere with that process. Students will explore resources and instruments that may assist individuals in this developmental process.

prerequisites: COUN 5000

COUN 5013 Individual Analysis (3)

Students in this course will explore techniques for collecting, organizing, and applying data from a variety of assessment instruments used to assist individuals in both self-understanding and the decision-making process.

COUN 5999 Practicum (3)

This course is a one-term supervised counseling experience in a community or area site offering counseling service. Students will spend a minimum of 100 hours serving individuals and groups of individuals as well as participating in agency or site activities that include staffing, consulting, case conceptualizing, case management, and other tasks related to counseling that are assigned to them. Students will audio and/or video tape sessions with individual clients. While counselors at the site will participate in the supervision of student counselors, the majority of supervision, both individual and group supervision, will be the responsibility of the faculty supervisor. Proof of current Liability Insurance is required at the beginning of this course.

prerequisites: COUN 5000, 5001, 5002; pre- or co-requisites: COUN 5003, 5004

COUN 6000: Advanced Counseling Techniques (3)

This course will focus on techniques specific to various theories, such as Cognitive Behavioral Therapy, Brief Solution-Focused Therapy, and Motivational Interviewing. Students will practice new techniques in and outside of class with student partners. Sessions will be recorded for review in supervision sessions both individually and in groups.

prerequisites: COUN 5000, 5001, 5002, 5003, 5004, 5999

COUN 6001 Counseling Assessment, Diagnosis, and Intervention (3)

This course will explore the classification system of mental disorders as defined by the most current edition of the Diagnostic and Statistical Manual of Mental Disorders. Students will learn criteria for categories of disorders as well as appropriate psychological and pharmacological modalities of treatment.

prerequisites: COUN 5000, 5001, 5002, 5003, 5004, 5010, 5011

COUN 6002 Addictions Counseling (3)

In this course, students will examine aspects of alcohol and other drug use disorders as well as other compulsive or obsessive behaviors, often referred to as process addictions, and learn skills for identifying and treating people with these issues. The course also addresses the role counselors can play in the prevention, treatment, and recovery process both with individuals and with groups.

prerequisites: COUN 5000, 5001, 5002, 5003, 5004, 5010, 5011

COUN 6003 Family Counseling (3)

This course focuses on the family as a system, how it affects individual family members, and how individual family members affect the system as a whole. Students will explore various family issues and their impact as well as the theories that attempt to explain family behavior and offer therapeutic interventions. Students will work to understand the impact that their own family system has had on them as individuals and the impact they have had on their families and other systems to which they may belong.

prerequisites: COUN 5000, 5001, 5002, 5003, 5004, 5010, 5011

COUN 6004 Crisis, Trauma, and Grief Counseling (3)

In this course, students will explore the impact of serious occurrences/events on the psychological and developmental wellbeing of individuals. The focus will be on the theories and techniques related to the processing and treatment of people in individual and group counseling settings.

prerequisites: COUN 5000, 5001, 5002, 5003, 5004, 5010, 5011

COUN 6005 Research and Program Evaluation (3)

This course is designed to provide an understanding of research methods, statistical analysis, needs assessment, and evaluation of practices and/or programs. In this course, students will design a quantitative study, gather data, interpret their findings, and apply findings to counseling and educational practices.

COUN 6007 Principles of Management, Consultation, and Supervision in CMHC (3)

In this course students will examine mental health services and program management involving administration, finance, and budgeting in private and public agency settings. Students will also explore the processes of consultation, advocacy, and clinical supervision.

prerequisites: COUN 5000, 5004, 5010, 5999

COUN 6998 & 6999: Internships I and II (3 each term – 6 total) Pass/No Credit Course

The internships are designed to extend over two semesters and may occur at the same site both terms or occur at two different sites. Students will spend a minimum of 300 hours each term (total of 600 hours) serving both individuals and groups of individuals as they did during the practicum experience. They will become more involved in the daily tasks of the clinical mental health counselor. Their individual supervision will be completed by a site supervisor; the faculty supervisor will be involved mainly in group supervision of student counselors. Proof of current Liability Insurance is required at the beginning of each of these courses.

prerequisite: COUN 5999; pre- or co-requisite: COUN 6001

COUN 5050: Advocacy in Counseling (1-3)

In this course students will create and execute an advocacy plan for a population that is in some way marginalized (e.g., the mentally ill, women, the homeless, or members of the LGBT population). Students will research the literature about the population they have chosen and explore the needs of that population in their community (i.e., LaGrange). The project will involve both time in the classroom as well as outside of the classroom. The purpose of the project will be to reduce in some way the roadblocks faced by the population identified and researched. This course is offered during an Interim Term in January.

**A total of 3 semester hours must be earned when combined with COUN 6060.*

prerequisite: COUN 5000

COUN 6050: Special Topics in Counseling (1-3)

Elective; course description determined by needs of the cohort being served (e.g., Service Learning Project and/or Study Away Travel Experience; Internship/Shadow Experience; Cultural Immersion; Human Sexuality; Play Therapy). This course is offered during an Interim Term in January.

**A total of 3 semester hours must be earned when combined with COUN 5050*

prerequisites: COUN 5000, 5001, 5002, 5003, 5004, 5050, 5999

EDUCATION

Introduction to Programs

LaGrange College's Department of Education offers two master's degree programs, a dual degree program for those who wish to transition from the M.Ed. to the Ed.S. program, and two education specialist degree programs. The Master of Arts in Teaching (M.A.T.) induction program is a route to certification designed for those with a four-year degree who wish to become teachers in middle schools or high schools. The Master of Education in Curriculum and Instruction (M.Ed.) is an initial degree for practicing educators seeking certification in the field of Curriculum and Instruction. The Education Specialist Degree (Ed.S.) in Teacher Leadership is designed for experienced teachers who desire to become teacher leaders in schools; whereas the Education Specialist Degree (Ed.S.) in Curriculum and Instruction is designed for experienced teachers who desire to become instructional leaders in schools. Candidates entering the Ed.S. program would be expected to hold a Master's degree and already hold teacher certification.

Programs available to those seeking initial certification in teaching:

- Master of Arts in Teaching (M.A.T.) Secondary Education (39 credit hours)
- Master of Arts in Teaching (M.A.T.) Middle Grades Education (39 credit hours)
- Master of Arts in Teaching (M.A.T.) Middle Grades Education with concentration in Reading (45 credit hours)

Programs available to those who have teacher certification:

- Master of Education (M.Ed.) in *Curriculum and Instruction* (30 credit hours)
- Education Specialist (Ed.S.) in *Curriculum and Instruction* – Initial (30 credit hours)
- Education Specialist (Ed.S.) in *Curriculum and Instruction* – Advanced (30 credit hours)
- Education Specialist (Ed.S.) in *Teacher Leadership* (30 credit hours)
- Tier I *Educational Leadership* Certification Add-on (13 credit hours)
- Master of Education (M.Ed.) in *Curriculum and Instruction* with Tier I Educational Leadership Certification Add-on (46 credit hours)
- Education Specialist (Ed.S.) in *Curriculum and Instruction* Initial with Tier I Educational Leadership Certification Add-on (46 credit hours)
- Education Specialist (Ed.S.) in *Curriculum and Instruction* Advanced with Tier I Educational Leadership Certification Add-on (37 credit hours)
- Education Specialist (Ed.S.) in *Teacher Leadership* with Tier I Educational Leadership Certification Add-on (40 credit hours)

FINANCIAL INFORMATION

Payment of Charges

All charges for the semester are due and payable at the beginning of the term, and each candidate is expected to make satisfactory arrangements at that time.

Candidates who pre-register and pay in advance of the deadline each semester are not required to attend final registration. Invoices not paid by the due date will be assessed a Late Payment Fee as enumerated below.

The College offers a deferred payment option that allows candidates to make monthly payments to cover educational costs. Interest will be assessed to candidates utilizing this option.

Expenses

1. Tuition — Graduate Education Courses

M.Ed. per credit hour.....	710.00
Ed.S. per credit hour.....	710.00
M.A.T. per credit hour.....	755.00

2. Fees — Miscellaneous

Late Payment Fee.....	50.00
Personal checks failing to clear.....	30.00
Graduation Fee.....	200.00
Student Identification Card replacement fee.....	20.00
Parking Permit.....	30.00
GACE (determined by individual needs, payable to GACE)	

Subscription Fee—A one-time \$150 subscription fee is assessed to cover the cost of the TK20 software use for assessment, portfolio development, and data collection.

Additional Fees for M.A.T. Candidates

edTPA Portfolio (payable to ETS, per submission).....	300.00
Ethics Entry and Exit (payable to GACE).....	60.00

Credit Balances

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

the date the balance occurs;

the first day of classes of a payment period or enrollment period, as applicable; or

the date the candidate rescinds authorization given the school to hold the funds.

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

General Information

Candidates seeking financial assistance must complete a federal need analysis form, the Free Application for Federal Student Aid (FAFSA). The FAFSA collects student and spousal, if applicable, income and asset information needed to determine eligibility for financial aid.

The Financial Aid Office is required under federal regulations to establish a Cost of Attendance Budget annually that reflects an estimate of the cost of attending their institution for an academic year, which includes an estimate of the following expenses tuition, fees, room, board, books and supplies, and living expenses. Although a cost of attendance budget must include these specific expenses, this does not mean that you will be billed for these expenses. For most graduate students, LaGrange College will bill/invoice the student only for actual tuition and fees. Room and board charges are only invoiced if the student resides in campus housing.

	M.A.T.	M.Ed.	Ed.S.
Tuition*	\$18,120	\$8,520	\$8,520
Student Health Fees	300	300	300
Room and Board	13,634	13,634	13,634
Books and Supplies	500	300	300
Transportation	1,350	1,350	1,350
Personal	1,500	1,500	1,500
Student Loan Fees	220	220	220
	\$35,624	\$25,824	\$25,824

*Tuition for M.A.T. candidates is based on 24 semester hours and 12 semester hours for M.Ed. and Ed.S. candidates.

Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides grants assistance of up to \$2000 per semester (with an \$8000 maximum for graduate study) to full-time graduate students pursuing a Master of Arts in Teaching (M.A.T.) or Master of Education degree (M.Ed.) 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 as a highly qualified teacher. In exchange for the TEACH Grant award, the recipient agrees to serve as a full-time teacher for four academic years within in 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 Department of Education.

For information on additional sources of financial aid, please see the Financial Aid section of the Graduate Bulletin.

ACADEMIC POLICIES

Orientation and Advisement

Prospective and newly admitted graduate candidates in the M.Ed., M.A.T., and Ed.S. programs are initially oriented and advised by the Chair of the LaGrange College Department of Education. A formal orientation is conducted during the start of summer classes.

Graduate candidates are assigned an academic advisor at the start of each program. Prior to the beginning of each academic term, academic progress is assessed by the Department of Education and classes are scheduled for the coming term.

Class Attendance Regulations

A candidate is expected to attend all classes, including labs, for all courses for which he or she is registered. The candidate is solely responsible for accounting to the professor for any absence. Since classroom participation is part of the final grade, the professor reserves the right to reduce the final grade to reflect excessive absences and lack of preparation and participation.

Children of Students

LaGrange College is committed to providing an environment conducive to teaching and learning for all enrolled students. To maintain that atmosphere of learning, in general, children of students are not permitted in the classroom or on campus while the parent is attending class. The presence of children in a college classroom presents a distraction to engaged learners and may lead to the modification of content to exclude information inappropriate for children.

Unsupervised children create a liability for both the parent and the college. Any temporary exception to this policy due to extraordinary circumstances is at the discretion of the instructor.

Academic Calendars

The Graduate programs in Education follow the academic calendar of the Day program, with slight variation to the Summer I and II semester schedules. The calendar is available on the College website.

Dismissal

Graduate candidates may not be dismissed from graduate studies for academic reasons unless they were first placed on academic probation. Graduate candidates who have been dismissed from graduate studies normally will not be readmitted unless it is mathematically possible that they can achieve a GPA of 3.0 or above prior to completing standard degree requirements. Candidates who are dismissed for academic reasons may appeal their dismissal to the VPAA within ten (10) working days following receipt of their notice. Candidates may be dismissed for non-academic reasons relating to dispositions or violation of the Georgia Professional Standards Commission's Code of Ethics. A complete description may be found on the Georgia Professional Standards Commissions' website: <http://www.gapsc.com/Professionalpractices/CodeOfEthics09152005.pdf> or in the Department's *Field Handbook*.

Policy for Remediation of Inappropriate Dispositions and/or Inadequate Performance

Dispositions

Because appropriate dispositions enhance teaching and learning, LaGrange College's

Department of Education believes that teachers should project positive and productive attitudes toward students, colleagues and professors. It is not the intent of LaGrange College's Department of Education to produce identical personalities. Rather, 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, she or he will issue a written warning to the candidate. Upon the second time, the candidate will be required to attend a hearing of the LaGrange College's Department of Education 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

Masters of Arts in Teaching 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.

Other Non-Academic Appeals

The College and the Department of Education at LaGrange College are committed to mutual respect among all constituents of the college and departmental community. This commitment includes students, faculty, staff, and administration. In all concerns about fair treatment, we seek to work together to understand and address those concerns without having to resort to formal grievance procedures. When that is not possible, we are at all levels committed to a fair and reasonable resolution of issues through a formal grievance process guided by the information and documentation provided in the process. The regulation described on the Department of Education's Website describes an orderly procedure of grievance and attempts at resolution. A complete explanation of procedures to follow when making a non-academic grade grievance can be found online at: <http://home.lagrange.edu/educate/grievance.htm>

If the grievance is not resolved after these procedures are followed, then the candidate may appeal to the VPAA, and ultimately, the President. As a rule, an appeal of a policy or decision must be submitted to the Department. An appeal of a college requirement must be submitted to the VPAA.

Learning Outcomes

For the Master of Arts in Teaching degree, the LaGrange College Department of Education faculty have adopted the core proposals of the National Board for Professional Teaching Standards as goals for the program. While using best practices, the expected learning outcomes

for M.A.T. candidates are as follows:

Candidates are able to demonstrate a commitment to students and their learning.

Candidates are able to demonstrate a knowledge of their content and how to teach their content.

Candidates are able to manage and monitor student learning.

Candidates are able to think systematically about their practice.

Candidates are members of learning communities.

For Curriculum and Instruction candidates, the expected learning outcomes are as follows:

Program completers will demonstrate advanced ability to design, implement, and evaluate curriculum that promotes student learning;

Program completers will demonstrate advanced ability to plan, implement, and evaluate instruction to facilitate student learning;

Program completers will demonstrate advanced depth and breadth of knowledge and skills in their academic discipline and pedagogy;

Program completers will demonstrate advanced knowledge of the student as influenced by cognitive, physical, emotional, social, cultural, environmental, and economic factors;

Program completers will demonstrate the ability to use research to promote student learning and to contribute to the teaching profession;

Program completers will demonstrate advanced knowledge of assessment and the ability to use multiple sources of assessment for maximizing student learning;

Program completers will demonstrate high standards for professional practice.

For Teacher Leadership candidates, the expected learning outcomes are as follows:

Candidates will facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs;

Candidates will work with stakeholders to promote the development of a school culture that fosters excellence and equity in teaching and learning and focuses on continuous improvement creating a sense of belonging and building a collaborative work environment;

Candidates will demonstrate a comprehensive understanding of curriculum and apply this knowledge to the alignment of curriculum, instruction, and assessment to standards;

Candidates will model best practices in pedagogy and serve as a mentor and coach for other educators;

Candidates will work with others to design and implement assessment practices and analyze data for monitoring and improving teaching and learning through data-informed decision making;

Candidates will access and conduct research, and apply research findings to improve teaching and learning;

Candidates will demonstrate the ability to collaborate with stakeholders to improve student learning and to guide positive change.

Guidance and Counseling

Upon acceptance, the candidate is assigned an advisor.

With the help of the advisor, each candidate plans a program of study to satisfy the requirements of the selected graduate program.

In order to establish definite goals as well as intermediate objectives, a periodic checklist and definite timetable will be mutually agreed upon by the candidate and advisor.

Candidates are responsible for seeking advisement and meeting graduation requirements.

Extension, Correspondence, and On-line Coursework

With the approval of the Department Chair in consultation with the content area chair or liaison, Master of Arts in Teaching (M.A.T.) candidates may apply on-line coursework from a regionally accredited institution to satisfy content requirements for their certification area.

Grades

All graduate programs require the candidate to maintain a grade point of 3.0. No credit toward the degree will be awarded for any grade below 1.75 (C-).

Probationary Status

No grades below a 1.75 (C-) will be accepted. In the event a candidate's GPA falls below 3.0, the candidate will be placed on probationary status. The candidate has one semester in which to remove the probationary status. Failure to do so will result in being dropped from the program. All requests for exceptions must be addressed to the VPAA.

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 "C-" or less in a course.

Students are not allowed to take any courses elsewhere. Thus, all courses in which a grade below "C-" is earned at LaGrange College must be repeated at LaGrange College.

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 VPAA 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, even if the course is repeated. No additional credit will be earned for repeats of courses for which a "C-" or below grade was previously earned. The GPA is calculated on both attempts.

Withdrawal

A candidate who chooses to withdraw from a class **prior to the close of the Drop/Add period** may do so without the course appearing on his or her official transcript in any form. The Drop/Add period will normally end one calendar week following the first day of classes (except in situations in which a class has not yet met, in which case the Drop/Add period will extend one day beyond the first meeting of that class or classes, but only for students enrolled in such classes).

A candidate who chooses to withdraw from a class **on or before the "Last Day to Withdraw with a 'W'"** will receive a "W" on his or her official transcript, regardless of standing in the

class. The “Last Day to Withdraw with a ‘W’” will normally occur two weeks prior to the last day of classes.

Normally, no student will be permitted to withdraw officially from a class **after the “Last Day to Withdraw with a ‘W.’”** Exceptions may be granted for extenuating circumstances but must be approved by the VPAA. Normally, students who encounter hardship near the end of the term (serious illness, injury, family crisis, etc.) will be encouraged to take an incomplete (I) grade for the course and complete unfinished work during the following term.

Please note: This policy does not obviate the possibility of an **“administrative” withdrawal** (in the case, for example, of a candidate who is disruptive of the learning experience of others) or a medical withdrawal.

To withdraw from an individual course, a candidate must notify the Registrar. Failure to withdraw officially through this office may result in the assignment of an “F.”

Medical Withdrawal

A “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 VPAA. This written recommendation must be on file prior to approval for withdrawal. Anytime medical withdrawal is initiated, the candidate’s instructors, the Office of Financial Aid, and the Business Office will be notified by the Registrar. The re-entry of the candidate following medical withdrawal for medical reasons requires a clearance from the attending physician, a licensed health care provider, or a qualified counselor with an evaluation of the candidate’s potential to resume study successfully at LaGrange College. The VPAA will review this evaluation and make the decision concerning the candidate’s re-entry.

Time Limitations

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

Applying for Graduation

Candidates in their last year of graduate 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 graduate advisor assists the candidate in completing this petition. No candidate may participate in Commencement exercises if he or she has not completed a graduation petition.

Participation in Commencement

A candidate lacking no more than 3 credit hours may request to participate in the annual Commencement Ceremony held in May, assuming that he or she has enrolled for all remaining hours during the subsequent summer, has no current outstanding financial obligations to the college, and has completed all other graduation requirements. The graduate candidate would submit a “Request to Participate” form, which he or she signs, stating agreement to the conditions listed below. The “Request to Participate” form would be submitted to the Registrar to determine if the graduate candidate qualifies, and then forwarded to the Office of the VPAA. A final decision to allow the graduate candidate to participate or not would be made by the VPAA.

Request to Participate Conditions:

A Graduation Application for the appropriate term must be on file with the Office of the Registrar prior to submitting the “Request to Participate” form.

Submission of the “Request to Participate” form would not mean that the request to participate had been granted. The graduate candidate would be informed in writing about the status of his or her request by the Office of the VPAA after the request had been evaluated.

The graduate candidate would be allowed to participate in only one Commencement exercise for the degree he or she is earning. If approved for participation in Commencement 2015, for example, the graduate student would not be invited to participate in Commencement 2016, when the graduate student would have been automatically eligible after having met all graduation requirements.

“Participation” is defined as participation in the Commencement Ceremony only, including the processional, having one’s name called, walking across the stage, having one’s photograph taken, and the recessional.

The graduate candidate would not receive a diploma until all graduation requirements have been satisfied; the transcript would not state that the graduate candidate has graduated until all graduation requirements have been completed.

Transcripts

Candidates are entitled to transcripts of their record, although no transcripts will be issued for any candidate who is 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.

Master of Arts in Teaching Program Mission of Department of Education

The Master of Arts in Teaching (MAT) program is designed for those with a four-year degree who want to become high school or middle school teachers. The MAT program prepares high school and middle grades teachers for certification in many areas through real-world study. Each student is guided by mentors from among the LaGrange College faculty and faculty from Troup County high schools and middle schools.

Admission Requirements

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

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

- Present a completed application through the LaGrange College Admission's on-line application system with three references;
- Have a cumulative undergraduate GPA of 2.5 on a 4.0 scale or higher;
- Submit satisfactory official transcripts from each graduate and undergraduate institution attended for analysis;
- Have the appropriate number of semester hour credits in a content area above general education credits;
- Have a passing score for the GACE® Program Admission Test or exemption;
- Complete the Georgia Educator Ethics Entry Assessment;
- Provide criminal background check and verify that no criminal record or dishonorable discharge from the armed services will prevent teacher certification;
- Meet verification of residency requirements;
- Earn a minimum score on the TOEFL exam of at least 550 if English is not the applicant's primary language;
- Receive approval from Department of Education Chair.

If a candidate wishes to opt out of the specific teaching and learning content course(s) in their chosen content area(s), a passing score on the GACE content examination needs to be presented prior to course registration.

Admission decisions may be appealed to the VPAA.

After admission to the program, a review occurs each semester for each candidate to determine retention in the teacher education program.

Field Experience and Clinical Practice

Clinical Experience is an essential factor in the professional development of a teacher. The requirements for successful field experiences and clinical practice are provided in the *Field Experience and Clinical Practice Handbook [FECPH]*.

Progress in the Program

MAT candidates must meet requirements to receive a preservice certificate issued by the Georgia Professional Standards Commission prior to starting Internship I, and have a GPA of 2.75 or above. To enroll in Internship II, candidates must have an overall GPA of 3.0 or above and an approved application for Internship II.

Content diagnostic assessments are internal instruments that assess knowledge of the content standards prescribed by the GACE standards. For those candidates who have yet to pass the GACE in their declared program concentration, they must pass content diagnostic assessment in their concentration with a passing score of 70% or better in order to be given permission to take GACE content assessment and before enrolling for Summer II courses. Only two attempts are permitted for post content diagnostic examinations. There shall be a 30 day time period between attempts. If candidates are unable to pass a diagnostic after the second attempt, they will be enrolled in the course EDUC 4490S for remediation. After passing all content diagnostic assessments, candidates must attempt and pass the GACE in their declared content area as a program completion requirement. For middle grades candidates, the GACE must be attempted in both content areas and passing one GACE for program completion.

Graduation Requirements

To be eligible for graduation from LaGrange College, candidates must complete an approved program and satisfy other criteria as indicated in this *Bulletin*. All candidates shall successfully complete 36—42 hours of coursework (depending upon program) with a 3.0 (B) average or better, successfully complete Internship II, pass the GACE content exam(s) in teaching field, pass the Georgia Ethics Exit Assessment, and receive a passing score on the edTPA at or above the Induction Level.

Upon successful completion of an approved initial preparation program (M.A.T. Middle Grades, M.A.T. Secondary Education), and qualifying scores on the Georgia Competency Examination (GACE), the edTPA, and the Georgia Code of Ethics for Educators assessment, candidates may apply for initial Teacher Certification.

Certification

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

The Education program offers a variety of programs that are approved by the Georgia Professional Standards Commission and lead to initial certification in Georgia. Candidates desiring to be certified upon completion of their programs should plan to work closely with their advisors since certification requirements are subject to change.

Upon successful completion of an approved initial preparation program (M.A.T. Middle Grades, M.A.T. Secondary Education), and qualifying scores on the Georgia Competency Examination (GACE), the edTPA, and the Georgia Code of Ethics for Educators assessment, candidates are eligible to receive an Initial Teacher Certification.

GaPSC-approved education program providers may recommend program completers for certification under the approved program in effect at the time the student was officially admitted to the program or the approved program in effect when the student successfully completes the program. Program completers must be recommended for certification within five years of completing an approved program. Completers seeking a recommendation for certification more than five years after completing a program will be denied or otherwise must meet requirements specified by the program provider to assure up-to-date knowledge in the field of certification sought.

Program Course Plan—Master of Arts in Teaching Secondary (39 Credit Hours)

Semester	Course Title	Credit Hours
<i>First</i>	EDUC 5000 Adol Dev/Summer Field Experience	3
<i>Summer I</i> (June)	EDUC 6040 Foundation in Curriculum and Instruction)	3
<i>First</i>	EDUC 5030b Research in Curriculum	3
<i>Summer II</i>	and Instruction	
	EDUC 5050 Affirming Diversity in the Classroom: Teaching Reading for Success in Changing Times	3
<i>Fall</i>	EDUC 5030a Research in Curriculum and Instruction	3
	EDUC 6010 Assessment and Accountability	3
	EDUC 5700a Clinical Practice I	4
<i>Interim</i>		
<i>Spring</i>	EDUC 5060 Students with Special Needs	3
	EDUC 5700b Clinical Practice II	8
<i>Second</i>	EDUC 6020 Educational Technology	3
<i>Summer I</i> (June)	EDUC 6065 Reading in the Content Areas	3
	Total Credit Hours	39
	* GACE exemption permitted	
Fall/Spring	EDUC 5700S Field Experience Seminar	1
(available to candidates who need to successfully complete certification requirements)		

Program Course Plan—Master of Arts in Teaching Middle Grades (39 Credit Hours)

Semester	Course	Title	Credit Hours
<i>First</i>	EDUC 5000	Adol Dev/Summer Field Experience	3
<i>Summer I</i> (June)	EDUC 6040	Foundation in Curriculum and Instruction)	3
<i>First</i> <i>Summer II</i>	EDUC 5030b	Research in Curriculum and Instruction	3
	EDUC 5050	Affirming Diversity in the Classroom: Teaching Reading for Success in Changing Times	3
<i>Fall</i>	EDUC 5030a	Research in Curriculum and Instruction	3
	EDUC 6010	Assessment and Accountability	3
	EDUC 5700a	Clinical Practice I	4
<i>Interim</i>			
<i>Spring</i>	EDUC 5060	Students with Special Needs	3
	EDUC 5700b	Clinical Practice II	8
<i>Second</i>	EDUC 6020	Educational Technology	3
<i>Summer I</i> (June)	EDUC 6065	Reading in the Content Areas	3
	Total Credit Hours		39
	*GACE exemption permitted		

Fall/Spring EDUC 5700S Field Experience Seminar 1
(available to candidates who need to successfully complete certification requirements)

Program Course Plan – Master of Arts in Teaching with a Concentration in Reading for Middle Grades (45 Credit Hours)

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

The reading concentration for middle grades consists of five courses for a total of fifteen semester hours. The courses are based on the standards for classroom teachers of reading published by the International Reading Association, GAPSC standards, and GACE standards and reflect current scientific based research from the National Reading Panel. The coursework focuses on reading theories, assessment, adolescent literature, materials, problems in reading,

multicultural literature, curriculum, and strategies for addressing the needs of diverse learners.

Upon completion of the reading concentration, candidates should be able to:

Demonstrate knowledge of a wide range of instructional strategies to accommodate the needs of all students;

Select instructional materials on the basis of students' reading levels, interests, and cultural backgrounds;

Administer and analyze data from informal literacy assessments to identify students' strengths and problem areas; link assessment and instruction;

Understand and apply theories of reading and the reading and writing process;

Implement literacy strategies across the curriculum;

Influence students to become lifelong readers;

Reflect critically on teaching experiences and adapt literacy instruction for all learners.

The five courses for the reading concentration are as follows:

EDUC 5050	Affirming Diversity: Teaching Reading for Success in Changing Times	3
EDUC 5070	Assessing and Improving Literacy	3
EDUC 5080	Essentials of Adolescent Literature	3
EDUC 5090	Foundations of Reading Theories	3
EDUC 6065	Reading for Content Area Teachers	3

**Master of Arts in Teaching with a Concentration in Reading for Middle Grades
(45 Credit Hours)**

Semester	Course	Title	Credit Hours
<i>First</i>	EDUC 5000	Adol Dev/Summer Field Experience	3
<i>Summer I (June)</i>	EDUC 6040	Foundation in Curriculum and Instruction)	3
<i>First Summer II</i>	EDUC 5030b	Research in Curriculum and Instruction	3
	EDUC 5050	Affirming Diversity in the Classroom: Teaching Reading for Success in Changing Times	3
<i>Fall</i>	EDUC 5030a	Research in Curriculum and Instruction	3
	EDUC 5070	Assessing and Improving Literacy	3
	EDUC 5700a	Clinical Practice I	4
<i>Interim</i>			
<i>Spring</i>	EDUC 5060	Students with Special Needs	3
	EDUC 5090	Foundations in Reading	3
	EDUC 5700b	Clinical Practice II	8
<i>Second Summer I (June)</i>	EDUC 6020	Educational Technology	3
	EDUC 6065	Reading in the Content Areas	3
<i>Second Summer II (July)</i>	EDUC 5080	Essentials of Adolescent Literature	3
Total Credit Hours			45

* GACE exemption permitted

Fall/Spring EDUC 5700S Field Experience Seminar 1
(available to candidates who need to successfully complete certification requirements)

Master of Education in Curriculum and Instruction

Mission of the Department of Education

The Master of Education program in Curriculum and Instruction prepares master teachers who use and produce research for instructional improvement and to make informed curriculum decisions school-wide.

Admission Requirements

Candidates apply for admission to the M.Ed. program through the LaGrange College Admission Department. At the time of admission, all candidates are advised by the Department Chair. The LaGrange College Department of Education will maintain records of admission and supporting documents, a checklist of entry requirements, and candidacy status.

Before an applicant can be admitted as a regular candidate qualifying for financial aid, the college must have received copies of official undergraduate transcripts, and other information required of the applicant by the LaGrange College Department of Education.

Program specific requirements:

- Hold a current or renewable teaching certificate;
- Hold an undergraduate degree from an accredited college or university;
- Earn a minimum score on the TOEFL exam of at least 510 if English is not the applicant's primary language;
- Verification that no criminal record or discharge from the armed services will prevent continuing teacher certification;
- Three letters of recommendation from individuals knowledgeable of your professional and academic abilities;
- Completion of an admission application; and
- Approval from the Department Chair.

Conditional Admission

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

Graduation Requirements

All candidates shall successfully complete 30 hours of coursework with a 3.0 (B) average or better.

The Master of Education program offers candidates a diverse educational background and prepares them for a future as creative educational leaders. This program consists of 30 semester hours comprised of ten courses that can be completed over 13 months.

Master of Education in Curriculum and Instruction (30 Credit Hours)

This plan requires five academic semesters to complete, beginning in June of one year and completing in June of the following year. Courses are to be taken in the prescribed sequence as listed below.

Master of Education (M.Ed.) Curriculum and Instruction with Tier I Educational Leadership Certification Add-on (46 Credit Hours)

Master of Education in Curriculum and Instruction with Educational Leadership certification is a self-select option for certified teachers who seek leadership positions in schools below the principal and district level. Educational leadership certification prepares the educational leader

with research-based knowledge, skills and dispositions necessary to make positive changes in schools and increase student learning. In addition to the coursework described in the Master of Education in Curriculum program, Educational Leadership requires 16 additional semester hours.

Semester	Course	Title	Credit Hours
<i>First</i>	EDUC 6090	Research Preparation	3
<i>Summer I</i>	EDUC 6066	Issues in Curriculum and Instruction	3
<i>First</i> <i>Summer II</i>	EDUC 6035	Social Foundations	3
<i>First Fall</i>	EDUC 6015	Educational Assessment and Decision Making	3
	EDUC 6100	Theories of Constructivist Learning	3
<i>Interim</i>	EDUC 6080	Education of Culturally Diverse Students	3
<i>First Spring</i>	EDUC 6200	Internship in the Content Areas	3
	EDUC 6300	Graduate Seminar	3
<i>Second</i> <i>Summer I</i>	EDUC 6050	Historical Perspectives in Education	3
	EDUC 6065	Reading in the Content Areas	3
<i>Second</i> <i>Summer II</i>	EDUC 7420	Internship in Educational Technology	1
	EDUC 7085	Management and School Operations	3
<i>Second</i> <i>Fall</i>	EDUC 6070	School Law	3
	EDUC 7410	Internship in Educational Leadership	3
<i>Second</i> <i>Spring</i>	EDUC 7075	Collaborating in a School Environment	3
	EDUC 7380	Improving Professional Skills	3
	Total Credit Hours		46

M.Ed. & Ed.S.

Dual Degree Program

Mission of the Department of Education

The dual program is designed to allow those seeking a Master of Education degree in Curriculum and Instruction to seamlessly transition into the Education Specialist in Curriculum and Instruction. Candidates must satisfy all requirements for each program.

Admission Requirements

Candidates apply for admission to the M.Ed. / Ed.S. dual program through the LaGrange College Department of Education. At the time of admission, all candidates are advised by the Department Chair.

Education Specialist (Ed.S.)

Mission of the Department of Education

The LaGrange College Education Specialist Program is designed for experienced teachers who desire to become teacher leaders in schools.

Admission Requirements

A graduate degree in education or a content field approved for certificate upgrade from an accredited institution;

Level 5 certification;

A cumulative minimum graduate GPA of 3.0;

Three letters of recommendation from individuals knowledgeable of your professional and academic abilities; one of the three recommendations must be submitted by your most recent principal;

Completed admission application; and

Approval of Department Chair.

Although candidates with less than three years of experience may begin the Ed.S. in Teacher Leadership program, the certificate upgrade will not be awarded until three years of teaching have been completed.

Conditional Admission

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

Graduation Requirements

All candidates shall successfully complete 30 hours of coursework with a 3.0 (B) average or better and complete.

Education Specialist (Ed. S.) *Curriculum and Instruction INITIAL* (30 Credit Hours)

Semester	Course	Title	Credit Hours
<i>First</i>	EDUC 7090	Research Methods	3
<i>Summer I</i>	EDUC 7035 3	Leadership in Curriculum and Instruction	
<i>First</i> <i>Summer II</i>	EDUC 7350	Curriculum Theories and Philosophies	3
<i>Fall</i>	EDUC 7100 EDUC 7015	Research Topics and Methodology Management and Analysis of Educational Data	3 3
<i>Interim</i>	EDUC 7070	Internship in Curriculum	3
<i>Spring</i>	EDUC 7200	Directed Research Seminar	3

	EDUC 7300	Professional Practice	3
<i>Second Summer I</i>	EDUC 7050	Comparative Education	3
<i>Second Summer II</i>	EDUC 7360	Curriculum Advocacy	3
	Total Credit Hours		30

Education Specialist (Ed. S.) Curriculum and Instruction ADVANCED (30 Credit Hours)

Semester	Course	Title	Credit Hours
<i>First Summer I</i>	EDUC 7090	Research Methods	3
	EDUC 7035	Leadership in Curriculum and Instruction	3
<i>First Summer II</i>	EDUC 7350	Curriculum Theories and Philosophies	3
<i>Fall</i>	EDUC 6070	School Law	3
	EDUC 7020	Leading Professional Learning Communities	3
<i>Interim</i>	EDUC 7070	Internship in Curriculum	3
<i>Spring</i>	EDUC 7380	Improving Professional Skills	3
	EDUC 7075	Collaborating & Communication in a School Environment	3
<i>Second Summer I</i>	EDUC 7050	Comparative Education	3
<i>Second Summer II</i>	EDUC 7040	Adult Learning	3
	Total Credit Hours		30

Education Specialist (Ed. S.) Teacher Leadership (30 Credit Hours)

This plan requires five academic semesters to complete, beginning in June of one year and completing in July of the following year. Courses are to be taken in the prescribed sequence as listed below.

Semester	Course	Title	Credit Hours
<i>First Summer I</i>	EDUC 7090	Research Methods	3
	EDUC 7035	Leadership in Curriculum and Instruction	3
<i>First</i>	EDUC 7350	Curriculum Theories and Philosophy	3

Summer II

<i>Fall</i>	EDUC 7100	Research Topics and Methodology	3
	EDUC 7020	Leading Professional Learning Communities	3

<i>Interim</i>	EDUC 7070	Internship in Teacher Leadership	3
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<i>Spring</i>	EDUC 7380	Improving Professional Skills	3
	EDUC 7075	Collaborating & Communication in a School Environment	3

<i>Second Summer I</i>	EDUC 7050	Comparative Education	3
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<i>Second Summer I</i>	EDUC 7040	Adult Learning: Theory and Practice	3
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Summer II

Total Credit Hours 30

Education Specialist (Ed. S.) Curriculum and Instruction INITIAL with Tier I Educational Leadership Certification Add-on (46 Credit Hours)

Education Specialist (Ed.S.) in Curriculum and Instruction (Initial certification) with a Tier I educational leadership certification add-on is a self-select option for certified teachers who seek leadership positions in schools below the principal and district level. Tier I educational leadership certification prepares the educational leader with research-based knowledge, skills and dispositions necessary to make positive changes in schools and increase student learning. In addition to the coursework described in the Education Specialist (Ed.S.) in Curriculum and Instruction INITIAL, Tier I Educational Leadership requires 16 additional semester hours.

Semester	Course	Title	Credit Hours
<i>First Summer I</i>	EDUC 7090	Research Methods	3
	EDUC 7035	Leadership in Curriculum and Instruction	3
<i>First Summer II</i>	EDUC 7350	Curriculum Theories and Philosophies	3
<i>Fall</i>	EDUC 7100	Research Topics and Methodology	3
	EDUC 7015	Management and Analysis of Educational Data	3
<i>Interim</i>	EDUC 7070	Internship in Curriculum	3

<i>Spring</i>	EDUC 7200	Directed Research Seminar	3
	EDUC 7300	Professional Practice	3
<i>Second</i>	EDUC 7050	Comparative Education	3
<i>Summer I</i>	EDUC 7420	Internship in Educational Technology	1
<i>Second</i>	EDUC 7360	Curriculum Advocacy	3
<i>Summer II</i>	EDUC 7085	Management and School Operations	3
<i>Second</i>	EDUC 6070	School Law	3
<i>Fall</i>	EDUC 7410	Internship in Educational Leadership	3
<i>Second</i>	EDUC 7380	Improving Professional Skills	3
<i>Spring</i>	EDUC 7075	Collaborating & Communication in a School Environment	3
Total Credit Hours			46

Education Specialist (Ed. S.) Curriculum and Instruction ADVANCED with Tier I Educational Leadership Certification Add-on (37 Credit Hours)

Education Specialist (Ed.S.) in Curriculum and Instruction (Advanced certification) with a Tier I educational leadership certification add-on is a self-select option for certified teachers who seek leadership positions in schools below the principal and district level. Tier I educational leadership certification prepares the educational leader with research-based knowledge, skills and dispositions necessary to make positive changes in schools and increase student learning. In addition to the coursework described in the Education Specialist (Ed.S.) in Curriculum and Instruction ADVANCED, Tier I Educational Leadership requires 7 additional semester hours.

Semester	Course	Title	Credit Hours
<i>First</i>	EDUC 7090	Research Methods	3
<i>Summer I</i>	EDUC 7035	Leadership in Curriculum and Instruction	3
<i>First</i>	EDUC 7350	Curriculum Theories and Philosophies	3
<i>Summer II</i>			
<i>Fall</i>	EDUC 6070	School Law	3
	EDUC 7020	Leading Professional Learning Communities	3
<i>Interim</i>	EDUC 7070	Internship in Curriculum	3
<i>Spring</i>	EDUC 7380	Improving Professional Skills	3
	EDUC 7075	Collaborating & Communication in a School Environment	3
<i>Second</i>	EDUC 7050	Comparative Education	3

<i>Summer I</i>	EDUC 7420	Internship in Educational Technology	1
<i>Second</i>	EDUC 7040	Adult Learning	3
<i>Summer II</i>	EDUC 7085	Management and School Operations	3
<i>Second</i> <i>Fall</i>	EDUC 7410	Internship in Educational Leadership	3
	Total Credit Hours		37

Education Specialist (Ed.S.) *Teacher Leadership* with Tier I Educational Leadership Certification Add-on (40 Credit Hours)

Education Specialist (Ed.S.) in Teacher Leadership with a Tier I educational leadership certification add-on is a self-select option for certified teachers who seek leadership positions in schools below the principal and district level. Tier I educational leadership certification prepares the educational leader with research-based knowledge, skills and dispositions necessary to make positive changes in schools and increase student learning. In addition to the coursework described in the Education Specialist (Ed.S.) in Teacher Leadership, Tier I Educational Leadership requires 10 additional semester hours.

Semester	Course	Title	Credit Hours
<i>First</i>	EDUC 7090	Research Methods	3
<i>Summer I</i>	EDUC 7035	Leadership in Curriculum and Instruction	3
<i>First</i> <i>Summer II</i>	EDUC 7350	Curriculum Theories and Philosophy	3
<i>First</i>	EDUC 7100	Research Topics and Methodology	3
<i>Fall</i>	EDUC 7020	Leading Professional Learning Communities	3
<i>Interim</i>	EDUC 7070	Internship in Teacher Leadership	3
<i>First</i>	EDUC 7380	Improving Professional Skills	3
<i>Spring</i>	EDUC 7075	Collaborating & Communication in a School Environment	3
<i>Second</i>	EDUC 7050	Comparative Education	3
<i>Summer I</i>	EDUC 7310	Internship in Educational Leadership (Technology)	1
<i>Second</i>	EDUC 7040	Adult Learning: Theory and Practice	3
<i>Summer II</i>	EDUC 7085	Management and School Operations	3
<i>Second</i>	EDUC 6070	School Law	3
<i>Fall</i>	EDUC 7410	Internship in Educational Leadership	3
	Total Credit Hours		40

Tier I Educational Leadership Certification Add-on (13 Credit Hours)

Tier I educational leadership certification prepares the educational leader with research-based knowledge, skills and dispositions necessary to make positive changes in schools and increase student learning. A Tier I Educational Leadership Certification Add-on requires 13 semester hours.

Semester	Course	Title	Credit Hours
<i>Summer</i>	EDUC 7400	Internship in Educational Leadership (Technology)	1
	EDUC 7085	Management and School Operations	3
<i>Fall</i>	EDUC 7410	Internship in Educational Leadership	3
<i>Spring</i>	EDUC 7075	Collaborating and Communication in a School Environment	3
	EDUC 7380	Improving Professional Skills	3

The Tier I Educational Leadership Certification Add-on requires the following pre-requisite courses or a pre-approved equivalent:

- EDUC 7090 Research Methods
- EDUC 7350 Curriculum Theories and Philosophies
- EDUC 7015 Management and Analysis of Educational Data
- EDUC 6070 School Law

COURSE DESCRIPTIONS

EDUC 5000 Adolescent Development / Summer Field Experience (3) Summer

Taken in the first summer of the program, this course provides a foundation of knowledge on adolescent development with the theoretical and social contexts of adolescence to prepare the M.A.T. candidate for teaching in the middle schools. Instruction is delivered in whole group instruction or through small group seminars led by the professor to prepare M.A.T. candidates to assist master classroom teachers in the instruction of 4-8 grade-aged students in a three week summer field experience operated by the college for area children. The objectives for the course are for the candidate to understand the major concepts, principles, theories, and research related to young adolescent development and developmentally responsive middle level programs and schools, and to engage in practices and behaviors that develop their competence as professionals. Middle grades candidates will have supervised field experiences teaching 4-5 grade-aged children, whereas high school candidates will have supervised field experiences teaching 6-8 grade-aged children.

***EDUC 5020 a & b Teaching Mathematics in the Middle and Secondary Grades (1.5)**

Fall (a) and Spring (b)

This course sequence explores essential subject content and concepts necessary for teaching mathematics at the middle and secondary levels. This course consists of two parts each of which are weighted at 1.5 semester hours. The content part and the pedagogical part of the course must be passed with a "C" or above to receive 3 semester hours of credit. If both portions are not passed with a "C" or above, candidates will have to reenroll for 1.5 semester hours for part that they failed.

*This course is not required for candidates who have passed the GACE examination in this content area.

***EDUC 5021 a & b Teaching Social Studies and History in the Middle and Secondary Grades (1.5)** Fall (a) and Spring (b)

This course sequence explores essential subject content and concepts necessary for teaching social studies and history at the middle and secondary levels. This course consists of two parts each of which are weighted at 1.5 semester hours. The content part and the pedagogical part of the course must be passed with a "C" or above to receive 3 semester hours of credit. If both portions are not passed with a "C" or above, candidates will have to reenroll for 1.5 semester hours for the part that they failed.

*This course is not required for candidates who have passed the GACE examination in this content area.

***EDUC 5022 a & b Teaching Science in the Middle and Secondary Grades (1.5)**

Fall (a) and Spring (b)

This course sequence explores essential subject content and concepts necessary for teaching science at the middle and secondary levels. This course consists of two parts each of which are weighted at 1.5 semester hours. The content part and the pedagogical part of the course must be passed with a "C" or above to receive 3 semester hours of credit. If both portions are not passed with a "C" or above, candidates will have to reenroll for 1.5 semester hours for the part that they failed.

*This course is not required for candidates who have passed the GACE examination in this content area.

***EDUC 5023 a & b Teaching English Language Arts in the Middle and Secondary Grades (1.5)**

Fall (a) and Spring (b)

This course sequence explores essential subject content and concepts necessary for teaching English language arts at the middle and secondary levels. This course consists of two parts each of which are weighted at 1.5 semester hours. The content part and the pedagogical part of the course must be passed with a "C" or above to receive 3 semester hours of credit. If both portions are not passed with a "C" or above, candidates will have to reenroll for 1.5 semester hours for the part that they failed.

*This course is not required for candidates who have passed the GACE examination in this content area.

EDUC 5030 a & b Research in Curriculum and Instruction (3) Fall (a) and First Summer II (b)

This course sequence focuses upon theory related to instructional planning, assessment, and decision making. The role of preparation and its contribution to successful classroom management will be examined. Candidates will research best practices in teaching and learning and evaluate models of effective lesson plan design and its impact on the classroom environment. In EDUC 5030b, students will be placed in a classroom for a ten-day "opening school experience" to provide an authentic orientation to preplanning and the first days of school.

EDUC 5040 Affirming Diversity in the Classroom (3)

Candidates will read and discuss articles and critiques by scholars who are concerned with issues of equity, social justice, community and responsibility in a democratic, multicultural society. Because teachers are advocates for curriculum, instruction, learning environments and opportunities that support the diverse needs of and high expectations for all students, an emphasis will be given to the implementation of multicultural teaching in the classroom. This course will encourage teachers to think theoretically about their practice and learn from experience through contemplation of how the research in multicultural education relates to the classroom today.

EDUC 5050 Affirming Diversity in the Classroom: Teaching Reading for Success in Changing Times(3)

This course is designed to enhance candidates' knowledge of the culture of American ethnic minorities and changing global societies. Emphasis will be on rethinking curriculum from multiple perspectives with special focus on reading instruction.

EDUC 5060 Students with Special Needs (3)

A study of identification and diagnostic techniques for secondary teachers as related to areas of exceptionality among students, alternative styles of teaching to meet special needs, and related legal issues.

EDUC 5070 Assessing and Improving Literacy (3)

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

EDUC 5080 Essentials of Adolescent Literature (3)

Essentials of Adolescent Literature is designed to increase students' understanding of various genres of literature, elements of fiction, literary devices, and organizational structures of informational texts. Candidates will learn to select books for instruction, pleasure, and enrichment of the curriculum. This course explores a variety of effective methods for sharing and responding to literature and includes a study of multicultural and international literature and ways to connect adolescents of all cultures to literature.

EDUC 5090 Foundations of Reading Theories (3)

Foundations of Reading Theories explores the psychological, sociological, and linguistic foundations of reading and writing as a communication system and as a learned behavior. This course includes a study of recent reading research and the histories of reading. Candidates will understand the theories behind the reading process and how reading research influences teaching.

EDUC 5700 a & b Clinical Practice I (4) and Clinical Practice II (8)

Clinical Practice is a full semester (13 week) teaching in specific middle and high schools with pre-service teachers gradually assuming total responsibility for the class. Candidates are evaluated through a rigorous performance-based assessment process based on national standards.

Candidates participate in classroom teaching and observation, planning and evaluation conferences, and other school-related experiences with guidance provided by the cooperating teachers and college supervisor. Several seminars are held in conjunction with these experiences and address a variety of topics. Portfolio elements required.

Pre-requisite: Proof of liability insurance.

EDUC 5700S Field Experience Seminar (1)

This class can only be taken once. The course is designed to allow candidates an opportunity to complete field experience requirements necessary to successfully earn a passing score on the edTPA, or a passing score on the content diagnostics tests. Department Chair permission is required.

EDUC 6010 Assessment and Accountability (3)

This course is designed to acquaint candidates with the basic principles of assessing learning using different techniques and strategies. Among the areas addressed will be theory, methods, standardized tests, and fundamental statistical concepts.

EDUC 6015 Educational Assessment and Decision Making (3)

To enable teachers to become competent instructional leaders through the analysis and use of data about their classrooms and schools, this course expands teachers' knowledge and skills in assessment techniques for all students. By conducting and using research and through varied assignments, teachers will be prepared to improve instruction using varied assessment techniques and data-driven decision making.

EDUC 6020 Educational Technology (3)

This course covers salient topics related to integrating technology into the K-12 classroom. This course explores the applications of Microsoft Office and various Web 2.0 tools used by classroom teachers to maximize instruction and student learning. The course requires students to complete applicable portions of the Teaching Online Open Learning or TOOL modules designed by Georgia Virtual Learning and the Georgia Department of Education to ensure candidate preparation to teach in flipped, hybrid, or online learning environments. The course aligns with ISTE Teacher standards.

EDUC 6030 Reading for Content Area Teachers (3)

A study of reading problems encountered in public education. This course addresses reading skill development in special populations including those with limited English abilities, problems in content reading assignments, and non-readers in elementary, middle, and secondary school settings. Special attention is given to developing strategies for teaching reading and writing to readers at various skill levels. Candidates will develop resources for effective teaching based on the Georgia Performance Standards and standards from IRA and NCTE.

EDUC 6035 Social Foundations (3)

This course engages the candidate in a comprehensive investigation of the social forces that affect schools and communities. In combination with research found in the field of education, social foundations relies on an interdisciplinary approach where knowledge from history, philosophy, sociology, anthropology, cultural studies and political science are studied to develop interpretive, normative, and critical perspectives on education.

EDUC 6040 Foundations of Curriculum and Instruction (3)

An introduction to teaching and learning. This course addresses teacher roles, teacher ethics and experiences, historical perspectives, philosophical foundations, approaches to curriculum development, the politics of education, school governance, school funding, legal issues, school law, and living and learning in a diverse society.

EDUC 6050 Historical Perspectives in Education (3)

From local histories and the beginnings of the American school to contemporary events, EDUC 6050 Historical Perspectives of Education is a multi-perspective journey through our collective pasts. This course illuminates our present by using a historical lens to explain why educational practices are as they are today.

EDUC 6065 Reading in the Content Areas (3)

This course addresses why literacy matters, evidence-based best practices, RTI, new literacies, culturally responsive teaching in diverse classrooms, instruction for content literacy, writing across the curriculum, and learning with trade books.

EDUC 6066 Issues in Curriculum and Instruction (3)

Explores issues in curriculum and instruction from an educational literature perspective. Candidates will investigate curriculum theory, development, implementation, and evaluation as well as local and national standards. Candidates will utilize texts and professional journals to become knowledgeable practitioners with regard to curriculum and instruction.

EDUC 6080 Education of Culturally Diverse Students (3)

By increasing an understanding of the students they teach, teachers will enhance their skills in developing engaging and culturally sensitive curriculum for diverse students through the use of a repertoire of instructional strategies that are appropriate for diverse learners to become contributing members of learning communities.

EDUC 6090 Research Preparation (3)

This course focuses upon theory, methods, and basics of educational research. Candidates explore the inquiry process, fundamental statistics, and the use of databases, references and resources as they consider research opportunities for their action research study.

EDUC 6100 Theories of Constructivist Learning (3)

This course explores scholarship that centers on the developmental, social and cultural constructivist theories in educational practice. Candidates will use scholarship in constructivism to complete a theoretical framework and literature review for their action research study.

Pre-requisite: EDUC 6090

EDUC 6200 Internship in the Content Areas (3)

Designed to meet individual needs of the graduate student who is preparing his/her action research study. This course is generally taken during the spring semester. Candidates implement, evaluate and synthesize theoretically-based instruction through a structured critique based on their own applied classroom action research. A field visit by the professor at the M.Ed. candidate's study site school is required to review the study's design, setting, and data collection procedures. Candidates are expected to complete their studies by the end of the course.

Pre-requisite: EDUC 6100

EDUC 6300 Graduate Seminar (3)

This culminating course is designed to strengthen and enhance a candidate's understanding of professional practice. Course content will provide candidates a knowledge of what it means to establish high standards for academic rigor, how to lead professional learning experiences, and how to model collaboration.

EDUC 7015 Management and Analysis of Educational Data (3)

This course explores current methods for collecting, organizing, synthesizing, analyzing, and reporting data derived from sources at the classroom, school, and district level. Candidates will use data for decision-making purposes to lead colleagues in making informed data driven decisions.

EDUC 7020 Leading Professional Learning Communities (3)

This course examines effective methods of professional learning, within the context of the school environment, which is focused on relevant student data and identified teacher needs. Candidates will explore various theories of professional learning while linking professional learning needs to their knowledge of adult learning theories. Candidates will conduct a needs assessment within their own schools and develop a professional learning plan to address identified needs.

Pre-requisite: EDUC 7040

EDUC 7035 Leadership in Curriculum and Instruction (3)

This course is designed to strengthen and enhance competency levels for candidates to serve as classroom teacher leaders. The course is designed to provide candidates with knowledge of factors and processes related to teacher leadership roles within schools. Topics such as mentoring, peer coaching, community relations, organizational change, and advocacy will be addressed.

EDUC 7040 Adult Learning: Theory and Practice (3)

This course focuses on adult development and learning principles. The following will be examined: a) theoretical perspectives and research related to foundational concepts of adult learning; b) how adult learning theories, principles, and practices are incorporated into formal and informal learning events; and c) the roles of teacher leaders in designing effective learning communities in various educational settings.

EDUC 7050 Comparative Education (3)

Through a national and international comparative education perspective, candidates learn how other geographical regions in the United States and countries around the globe teach their children subject content. Through a holistic comparative study of different backgrounds, ethnicities and languages, candidates will learn to consider many contextual factors that influence instructional delivery.

EDUC 7070 Internship in Teacher Leadership (3)

This course focuses on the development of applicable knowledge, skills and dispositions that teacher leaders must possess for successful school improvement. Candidates will work under the supervision of a field mentor within the local school or system that agrees to assist the student with conceptualizing and completing their field experience. The basis for this course is performance based assignments which integrate candidate knowledge, skills and dispositions

with applicable issues and problems in their school or system. Assignments will demonstrate that candidates show proficiency in Georgia's standards for teacher leaders and best practices.

EDUC 7075 Collaborating and Communicating in a School Environment (3)

This course examines the research base that indicates the importance of collaboration and communication to address the needs of the school community as a whole in order to facilitate school improvement. Candidates will collaborate with colleagues to improve their interactions with families and communities.

Pre-requisite: EDUC 7070

EDUC 7085 Management and Operations (3)

This course investigates management aspects of the school organization including: operations, facilities, and budget. Educational leaders will discuss how effective management facilitates and supports the teaching and learning process.

EDUC 7090 Research Methods (3)

This course focuses upon theory, methods, and advanced assessment skills required for educational research. To acquire the requisite skills for subsequent original research, candidates will be able to apply those qualitative and quantitative methods necessary to conduct, analyze and evaluate program assessments. Demonstrated knowledge of descriptive and fundamental inferential statistics and proficiency in the use of validity and reliability concepts and measurements is expected.

EDUC 7100 Research Topics and Methodology (3)

This course prepares candidates to initiate and facilitate colleagues' design and implementation of research. Course requirements involve the development of a prospectus that can be used to lead colleagues in school-based research.

EDUC 7300 Specialist Seminar (3)

This capstone course is designed to have candidates reflect upon general areas of professional practice related to the standards and quality indicators of the Georgia Teacher Leadership Program.

EDUC 7350 Curriculum Theories and Philosophies (3)

This course takes a comprehensive approach to the field of curriculum by investigating cultural, ideological, political, ethical and philosophical assumptions that undergird educational policy and practices. The aim of this course is to prepare teachers and curriculum designers with theoretical competencies that undergird the planning, design and evaluation of curriculum. Participants will develop a curriculum proposal that demonstrates praxis between theory, planning and evaluation.

EDUC 7380 Improving Professional Skills (3)

This field-based course is intended to prepare teachers to use multiple assessments to make informed decisions when mentoring and supervising teachers during the pre-service, induction and professional phases of their careers. Participants will apply current theories of supervision, mentoring and reflection research in classroom and school settings to demonstrate knowledge of resources, including technology, to support mentoring and supervision.

EDUC 7400 Internship in Educational Leadership (Technology) (1)

EDUC 7410 Internship in Educational Leadership (3)

EDUC 7420 Internship in Educational Leadership (1)

This internship, through a three course sequence, provides educational leader candidates with the opportunity to work with established leaders in partner schools to gain practical experience that focus on areas that include: strategic leadership, organizational leadership, school improvement, community engagement, and other topics relevant in the current school setting.

**Learn2Serve Summer Camp
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for more information!

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MASTER OF ARTS IN PHILANTHROPY AND DEVELOPMENT

Description of the Program

The Master of Arts in Philanthropy and Development is designed for 1) professionals working in the field of nonprofits, development, philanthropy and fundraising, 2) those who aspire to positions in such fields, and 3) philanthropists and family/community foundation members. The LaGrange College Master's Degree prepares graduates for positions in non-profit fundraising leadership who will work in the areas of donor relations, major gifts, fundraising campaigns, and the utilization of technology and social media in fundraising.

The accelerated 25-month program offers a 36 hour curriculum consisting of three summer sessions on campus for two weeks (24 credit hours) along with online instruction occurring during the two fall and two spring semesters (12 credit hours). The program provides students an opportunity to gain advanced knowledge and skills necessary to thrive in advanced leadership roles within various areas of fundraising and philanthropic endeavors.

This unique program is designed to provide immediate application of newly acquired strategies and skills within the students' workplace or areas of interest as they earn their advanced degree. A student may also earn academic credits (up to two online courses) for previous professional experience in areas of fundraising and philanthropy.

The M.A. in Philanthropy and Development degree is not a business program and is not accredited by ACBSP.

Learning Outcomes

The Masters of Arts in Philanthropy and Development is consistent with the LaGrange College mission as it provides opportunities for students to grow in their ability to communicate effectively, to encounter the world with critical insight, and to approach problems and opportunities with creativity. The curriculum is designed to prepare students to become "successful responsible citizens to aspire to lives of integrity and moral courage." Grounded in the Wesleyan tradition, the program encourages the principles of stewardship. Service, excellence and diversity are emphasized throughout the program in keeping with the LaGrange College mission. This program challenges individuals to understand voluntary action for the common good.

Admission Requirements

To be admitted to the LaGrange College Masters in Philanthropy and Development program, candidates must meet several requirements, including:

- A four-year degree from an accredited institution.
- Three personal references.
- A personal statement of 800 to 1000 words.
- Vitae (resume) listing education and employment history.
- Completed application.

Academic Policies

Course Exemption

Students in the Philanthropy and Development program may apply to exempt courses. Up to 4

hours credit may be awarded. The Philanthropy and Development coordinator, in consultation with the student's faculty advisor, determines if credit will be awarded. This determination is based on the student's professional experience and certifications. Please note that normally no exemption is given for courses taught during the summer intensive sessions.

To request such an exemption, the student must complete the Course Exemption Form. The student should contact the Program Director for a copy of the form.

Dispositions

LaGrange College believes that students 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. Students 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 students must demonstrate constructive dispositions at all times. If a classroom professor or the program director observes or becomes aware of inappropriate dispositions or behavior, she or he will issue a written warning to the candidate. Upon the second time, the candidate will be required to attend a hearing for possible disciplinary action. Disciplinary action may result in a reduction in grade or in severe situations, expulsion from the program.

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 "C-" or lower in a course. All courses in which a grade below "C-" is earned at LaGrange College must be repeated at LaGrange College. 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 VPAA 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, even if the course is repeated. No additional credit will be earned for repeats of courses for which a "C-" or below grade was previously earned. The GPA is calculated on both attempts.

Applying for Graduation

Candidates in their last year of work must have an audit of their course credits and planned courses. This is called a "**graduation petition.**" The graduate advisor assists the candidate in completing this petition. No candidate may participate in Commencement exercises if he or she has not completed a graduation petition. Graduation petitions will typically be completed during the candidate's last summer in residence.

Financial Information

All charges for the semester/term are due and payable at the beginning of the term, and each candidate is expected to make satisfactory arrangements at that time.

Candidates who pre-register and pay in advance of the deadline each semester are not required to attend final registration. Invoices not paid by the due date will be assessed a Late Payment Fee as enumerated below. The College offers a deferred payment option that allows candidates to

make monthly payments to cover educational costs. Interest will be assessed to candidates utilizing this option.

Expenses

1. Tuition —per credit hour	\$725.00
Housing/Meals/Activity fee—per summer session	\$1,020.00
2. Fees — Miscellaneous	
Late Payment Fee	\$50.00
Personal checks failing to clear	\$30.00
Graduation Fee	\$200.00
Student Identification Card replacement fee	\$20.00

Summer Residency Requirement

All students will be required to reside on-campus during the two-week summer program. Following LaGrange College policy, an exception to this requirement will be made for students who maintain a primary residence that is within a thirty-mile commute of the College, but these students are encouraged to stay on-campus as well to enjoy the camaraderie and opportunities to work with their cohort. Any student who needs a hardship exception to this requirement should contact the Program Director in writing at least 30 days prior to the start of the summer session.

Course Sequence

SUMMER I: ON CAMPUS LEARNING

PHDE 5101 - Foundations in Phil and Development (2)

PHDE 5109 - Annual Giving Concepts (2)

PHDE 5112 - Trends and Issues in Phil and Development (2)

PHDE 6101 - Planned Giving Basics (2)

FALL I: ONLINE LEARNING

PHDE 5105 - Focused Research I (1)

PHDE 5108 - The Ethics of Philanthropy (2)

SPRING I: ONLINE LEARNING

PHDE 5106 - Legal Issues in Phil and Development (2)

PHDE 5107 - Focused Research II (1)

SUMMER II: ON CAMPUS LEARNING

PHDE 5102 - Leadership and Role Development (2)

PHDE 5104 - Marketing and Communications in Philanthropy and Development (2)

PHDE 5110 - The President, Board and Strategic Planning (2)

PHDE 5113 – Fundraising within Healthcare Organizations (2)

FALL II: ONLINE LEARNING

PHDE 6102 - Focused Research III (1)

PHDE 5103 - Fundraising Analytics (2)

SPRING II: ONLINE LEARNING

PHDE 6103 - Resource Management: Volunteers, Relationships and Budgets (2)

PHDE 6104 - Focused Research IV (1)

SUMMER III: ON CAMPUS LEARNING

PHDE 6106 - Major Gifts (2)

PHDE 6107 - Campaign Strategies and Management (2)

PHDE 6108 – Contemporary Issues in Philanthropy and Development (2)

PHDE 6109 - Capstone Seminar (2)

Course Descriptions

PHDE 5101 Foundations in Philanthropy and Development (2)

This course will introduce content and concepts of philanthropy and development, providing a foundation for the entire curricular program. The history of philanthropy and its impact on our world will be explored.

PHDE 5102 Leadership and Role Development (2)

This course is designed to prepare individuals in philanthropy and development for leadership roles within various organizational cultures. The impact of various leadership styles and skills on philanthropic outcomes will be examined.

PHDE 5103 Research Methods and Analytical Data (2)

The use of sound analytical data, technology, and information sources in building and strengthening philanthropic programs, will be explored. Emphasis will be placed upon the student's respective organizational needs as the framework for course outcomes.

PHDE 5104 Fundraising, Marketing and Communication in Philanthropy and Development (2)

This course will introduce fundraising and marketing principles and strategies for building funds development programs. Organizational and interpersonal communication skills requisite to effective marketing and fundraising will be explored.

PHDE 5105 Focused Research I (1)

Students will begin the development of research projects specific to their respective organizations. These projects will continue to be developed throughout the remainder of the program.

PHDE 5106 Legal Issues in Philanthropy and Development (2)

This course will examine legal issues pertinent to the regulation of philanthropic organizations. State and national laws and the implications for professionals in philanthropy and development will be explored.

PHDE 5107 Focused Research II (1)

A continuation of Focused Research I.

PHDE 5108 The Ethics of Philanthropy (2)

This course will examine the role of ethics in fundraising and philanthropy. Ethical principles and standards will be emphasized as essential elements of philanthropy and development practices.

PHDE 5109 Annual Giving Concepts (2)

This course covers the basic components of an annual giving program. Key elements to the development of an integrated program of giving and the requisite infrastructure to support its success will be examined.

PHDE 5110 The President, the Board and the Strategic Planning (2)

This course will examine the processes of board leadership and governance including the various responsibilities of these entities. Strategic planning will be explored as a means for successful program development.

PHDE 5111 Focused Research Seminar (2)

A seminar in which participants share practice and progress regarding their individual projects.

PHDE 5112 Trends and Issues in Philanthropy and Development (2)

This course will examine current trends and emerging issues in the areas of philanthropy and development. The art and science of philanthropy, as well as approaches to the changing economic environment and how that environment influences giving patterns, will be examined. Professional publications in these areas will be used as structure for exploring and evaluating the effectiveness of advances in the field.

PHDE 5113 Fundraising within Healthcare Organizations (2)

This graduate seminar will examine the unique challenges and opportunities when fundraising within a healthcare organization. Special attention will be given to the regulations and ethics impacting fundraising within a healthcare setting as well as how to leverage clinical teams and administrators in the process to improve not only the patient experience, but also yield philanthropic support.

PHDE 6101 Planned Giving Basics (2)

The course covers theories and strategies necessary for establishing and developing effective planned giving programs.

PHDE 6102 Focused Research III (1)

A continuation of Focused Research II.

PHDE 6103 Resource Management: Volunteers, Relationships and Budgets (2)

This course is designed to prepare professionals in philanthropy and development for managing human and financial resources. Budgeting and fiscal resource management, as well as the development and utilization of human resources, will be explored.

PHDE 6104 Focused Research IV (1)

A continuation of Focused Research III.

PHDE 6106 Major Gifts (2)

This course will examine major gift campaigns and capital fundraising programs from the development professional's perspective. The steps of the process of creating major gift programs will be addressed.

PHDE 6107 Campaign Strategies and Management (2)

This course explores strategic organizational planning. Team development guidelines and strategies necessary for the development and management of a successful campaign will be explored.

PHDE 6108 Contemporary Issues in Philanthropy and Development (2)

This course will examine current trends in philanthropy and development and the impact of these trends on organizational practices. Current journal articles and relevant scholarly publications will be used to support discourse and exploration of selected issues and topics.

PHDE 6109 Capstone Seminar (2)

This seminar will serve to facilitate the synthesis of learning related to the roles practices of professionals in the areas of philanthropy and development. Topics from across the spectrum of courses comprising the MA in Philanthropy and Development curriculum, will be integrated from a holistic and interdisciplinary perspective.

GRADUATE PROGRAM IN EXERCISE SCIENCE:

MASTER OF SCIENCE IN STRENGTH & CONDITIONING

Description of the program

The Master of Science in Strength and Conditioning will prepare students for careers working in athlete development and physical preparation. This two-year program incorporates research based content in practical and applied settings. The curriculum is designed to give students opportunities to immediately apply concepts discussed in the classroom.

A unique aspect of this program is that all strength and conditioning graduate students will be assigned to work with specific sports teams and be expected to design and implement strength and conditioning programs for those student athletes.

While theoretical concepts may be discussed and evaluated, this is not a theoretical program. Students will gain applied strength and conditioning experience while pursuing their degree. Graduates of the program will be able to work with athletes in various environments, from high school to the professional level.

Mission of the program

The mission of the graduate program is to prepare strength & conditioning coaches. Through a challenging interdisciplinary preparation focusing on practical application, students will acquire and practice the knowledge, skills, and abilities to assess and improve the physical fitness and preparation of collegiate athletes.

Learning Outcomes

Upon completion of the master's program in strength and conditioning, graduates should be able to:

1. Work as entry and upper level strength and conditioning coaches, trainers and sport performance specialists. Graduates from the LaGrange College MS in S&C program will have an edge over other job candidates in that they will already be applying concepts learned in the curriculum.
2. Be proficient and experienced in areas of strength and conditioning, program design, sport physiology, biomechanics, methods of athlete monitoring, and sport nutrition.
3. Evaluate sports in order to derive sport specific athlete needs. They will also be able to analyze movements, techniques and athlete monitoring data to create training programs and produce recommendations to enhance sport performance.
4. Will have built a research based foundation for future growth as strength and conditioning professionals or for additional graduate study. Graduates will be experienced in reading, interpreting, collecting and producing applied research.

Admission Requirements

Full admission to the LaGrange College Masters in Strength & Conditioning program, candidates must meet and submit the following criteria:

- A bachelor's degree from a regionally accredited institution
- Official transcripts from all institutions attended

- International students who have earned a Baccalaureate degree from a foreign institution will need to submit evaluated transcripts from an approved foreign credentials service such as Lisano International or World Education Services.
- Contact information for three references
- A personal statement describing interest in the program (between 500 to 1,000 words)
- Current Resume
- Completed application
- Either have a current NSCA-CSCS certification or have completed the following courses or their equivalent with a grade of C or better:
 - Human Anatomy
 - Human Physiology
 - Chemistry
 - Applied Exercise Anatomy (or Structural Kinesiology)
 - Exercise Physiology
 - Principles of Strength & Conditioning
 - Biomechanics
 - Statistics
- If you do not have the NSCA-CSCS certification, you must attain it prior to beginning the spring semester of your first year. The NCAA requires strength and conditioning coaches to be certified, so this is necessary for part of your education and experience at LaGrange College. Failure to do so may result in removal from the program.
- A minimum score on the TOEFL exam of at least 550 if English is not the applicant's primary language

Students who do not meet the course requirements upon entering the program may be admitted on a conditional basis until all pre-requisites are met.

*International students must attain unconditional acceptance for the on-campus MS program.

Financial Information

All charges for the semester/term are due and payable at the beginning of the term, and each candidate is expected to make satisfactory arrangements at that time.

Invoices not paid by the due date will be assessed a Late Payment Fee as enumerated below.

The College offers a deferred payment option that allows candidates to make monthly payments to cover educational costs. Interest will be assessed to candidates utilizing this option.

Expenses

1. Tuition – per credit hour	\$ 725.00
2. Fees – Miscellaneous	
Late Payment Fee	\$ 50.00

Personal checks failing to clear	\$ 30.00
Graduation Fee	\$ 200.00
Student Identification Card replacement fee	\$ 20.00
Parking Permit	\$ 30.00

Suggested Course Sequence

Y1	Fall Semester	Credit Hours	Spring Semester	Credit Hours
	Applied S & C	3	Program Design	3
	Athlete Monitoring	3	Sports Nutrition	3
	Adv. Sports Physiology	3	Research Design	3
	<u>Practicum</u>	<u>1</u>	<u>Practicum</u>	<u>1</u>
		10		10
Y2	Fall Semester	Credit Hours	Spring Semester	Credit Hours
	Sport Biomechanics	3	Thesis/Internship	6
	Adv. Coaching Theory	3	Elective	3
	Elective	3	Practicum	1
	<u>Practicum</u>	<u>1</u>		
		10		10

MS S&C Grad Program Course Descriptions

EXCS 5310 – Advanced Coaching Theory and Applications – 3 hours

Theories and principles pertaining to effective coaching of all age and skill levels of athletes. Emphasis placed on examining and discussing concepts related to successful leadership, leading with a purpose, and creating positive learning/performance environments.

EXCS 5312 – Applied Strength & Conditioning – 3 hours

This course will build upon the basic and advanced principles of training for sport performance enhancement. Students will apply those principles by analyzing and evaluating the needs individual sports and athletes as well as current and past training strategies.

EXCS 5325 – Applied Sports Nutrition – 3 hours

This course will discuss the acute and chronic responses to sports nutrition and supplementation strategies. Special attention will be given the effects nutritional strategies have on metabolism, performance and body composition.

EXCS 5352 – Advanced Sport Physiology – 3 hours

Acute and chronic responses and adaptations to sport and training will be discussed in detail. Concepts will include muscle architecture, muscle metabolism, endocrinology, as well as neuromuscular and cardiovascular physiology.

EXCS 5360 – Research Design – 3 hours

This course will be a comprehensive view of experimental designs, statistical procedures, and data analysis techniques that apply to sport and exercise. Traditional and non-traditional techniques will be discussed. After completion students will be able to design research protocols in preparation for future thesis projects.

EXCS 5501 – Personal Training Certification Prep – 3 hours

This course is designed to prepare students for a personal training certification exam. The coursework is built around the guidelines and certification criteria set by the National Strength and Conditioning Association (NSCA). Topics will include basic anatomy, physiology, biomechanics, exercise testing, exercise prescription for normal and special populations, and legal issues in personal training. After completion of this course, students may sit for the NSCA Certified Personal Training exam. If the student successfully passes the exam and has a current CPR certification, he/she could begin working as a personal trainer.

EXCS 5601 – Coaching Weightlifting – 3 hours

The weightlifting certification course will prepare students for the Level 1 Sport Performance Coach certification by USA Weightlifting. After completion of this course, students will be proficient in the teaching and training with weightlifting movements (snatch and clean and jerk). Particular attention will be given to teaching progressions and weightlifting movement derivatives, exercise programming, rules of weightlifting competition, as well as some coaching strategy.

EXCS 5610 (5611, 5612, 5613) – Practicum – 1 hour (x4)

Experience will be gained through a “hands-on” approach. Students will be able to apply what has been learned and will be faced with real world issues in athletics. To be taken each semester until the final semester for a total of 4 hours.

EXCS 6310 – Sport Biomechanics – 3 hours

Students in this course will learn how to quantitatively and qualitatively analyze sport and exercise movements. Students will be exposed to kinetic and kinematic assessments of performance. As a final project, students will be expected to present findings from an analysis and identify how to practically apply the findings for technique and performance improvement or injury prevention.

EXCS 6312 – Strength & Conditioning Program Design – 3 hours (Pre-req: Advanced S&C)

This course will focus on the application of topics and concepts covered in Advanced Strength and Conditioning. A case-study approach will be taken as students will be expected to analyze athlete needs, evaluate their current training state and create formal strength and conditioning programs to further advance their physical abilities.

EXCS 6330 – Athlete Monitoring – 3 hours

Students in this course will experience an in-depth view of instrumentation, procedures and protocols for testing of athletic performance both in laboratory and field-based settings. Students will participate in data collection through assessments of muscular strength, power, agility,

change of direction ability, speed, anaerobic capacity, etc. Emphasis will be placed on the practical application of topics and procedures introduced in this course. After the completion of this course, students should have a thorough understanding of athlete monitoring techniques as well as experience in data collection and evaluation.

EXCS 6400 – Internship in S&C – 3-6 hours (may be repeated)

An opportunity for students to gain added applied experience and insight in approved off-campus settings. Internships consist of a minimum of 120 hours (per 3 credits) of work in areas sport science and strength and conditioning. Assignments may also include selected readings, public presentation, and a final portfolio containing essays, weekly journal, and supporting material.

EXCS 6495 – Directed Study – 3 hours (may be repeated)

Directed study in Strength and Conditioning will provide in depth exposure to sport and population specific training practices, principles, research, and/or monitoring through literature review and field experimentation. Students will be under the direction of a specific faculty mentor.

EXCS 6900 – Thesis – 6 hours

This will be a project and paper of original research by the student. This research must be approved and supervised by the student's thesis committee.

EXCS 6999 – Special Topics – 3 hrs

This course will cover a specific topic based on the needs of the S&C cohort during a given year. Potential topics may include Functional Athlete Assessment, S&C for Special Populations, Understanding Athletic Injury, Data Driven Athlete Development, etc.

MASTER OF ARTS IN STRENGTH & CONDITIONING (ONLINE)

Description of the program

The Master of Arts (online) in Strength and Conditioning will equip students with the knowledge and skills to further their careers working in athlete development and physical preparation. This one-and-a-half-year program incorporates research based content in practical and applied settings. The curriculum is designed to give students opportunities to immediately apply concepts discussed in the lectures.

A unique aspect of the MA program is that all strength and conditioning graduate students are currently working as strength and conditioning coaches and are expected to immediately apply what has been discussed in the lectures with their athletes.

While theoretical concepts may be discussed and evaluated, this is not a theoretical program. Students will gain applied strength and conditioning experience while pursuing their degree. Graduates of the program will be able to work with athletes in various environments, from high school to the professional level. Furthermore, with their previous experience and advanced degree, they will likely be sought after for upper level positions in athletic departments.

Mission of the program

The mission of the MA program is to prepare and advance the development of strength & conditioning coaches. Through a challenging interdisciplinary preparation focusing on practical application, students will acquire and practice the knowledge, skills, and abilities to assess and improve the physical fitness and preparation of athletes.

Learning Outcomes

Upon completion of the master's program in strength and conditioning, graduates should be able to:

1. Work as entry and upper level strength and conditioning coaches, trainers and sport performance specialists. Graduates from the LaGrange College MA in S&C program will have an edge over other job candidates in that they will already be applying concepts learned in the curriculum.
2. Be proficient and experienced in areas of strength and conditioning, program design, sport physiology, biomechanics, methods of athlete monitoring, and sport nutrition.
3. Evaluate sports in order to derive sport specific athlete needs. They will also be able to analyze movements, techniques and athlete monitoring data to create training programs and produce recommendations to enhance sport performance.
4. Will have built a research based foundation for future growth as strength and conditioning professionals or for additional graduate study. Graduates will be experienced in reading, interpreting, collecting and producing applied research.

Admission Requirements

Full admission to the LaGrange College Masters in Strength & Conditioning program, candidates must meet and submit the following criteria:

- Must be currently employed as a strength and conditioning coach or similar position
- A bachelor's degree from a regionally accredited institution
- Official transcripts from all institutions attended

- International students who have earned a Baccalaureate degree from a foreign institution will need to submit evaluated transcripts from an approved foreign credentials service such as Lisano International or World Education Services.
- Contact information for three references
- A personal statement of interest in the program (between 500 to 1,000 words)
- Resume
- Completed application
- Either have a current NSCA-CSCS certification or have completed the following courses or their equivalent with a grade of C or better:
 - Human Anatomy
 - Human Physiology
 - Chemistry
 - Applied Exercise Anatomy (or Structural Kinesiology)
 - Exercise Physiology
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 - Biomechanics
 - Statistics
- A minimum score on the TOEFL exam of at least 550 if English is not the applicant's primary language

Students who do not meet the course requirements upon entering the program may be admitted on a conditional basis until all pre-requisites are met.

Financial Information

All charges for the semester/term are due and payable at the beginning of the term, and each candidate is expected to make satisfactory arrangements at that time.

Invoices not paid by the due date will be assessed a Late Payment Fee as enumerated below.

The College offers a deferred payment option that allows candidates to make monthly payments to cover educational costs. Interest will be assessed to candidates utilizing this option.

Expenses

1. Tuition – per credit hour	\$ 675.00
2. Fees – Miscellaneous	
Late Payment Fee	\$ 50.00
Personal checks failing to clear	\$ 30.00
Graduation Fee	\$ 200.00

Suggested Course Sequence

Y1	Fall Semester	Hours	Interim Semester	Hours	Spring Semester	Hours
	Applied S&C	3	Research Design	3	Program Design	3
	Adv. Sports Physiology Practicum	3 1			Sports Nutrition Practicum	3 1
		<hr/>			<hr/>	
		7		3		7
	Summer Semester	Hours				
	Athlete Monitoring	3				
	Elective	3				
		<hr/>				
		6				
Y2	Fall Semester	Hours	Interim Semester	Hours		
	Sport Biomechanics	3	Elective	3		
	Advanced Coaching Theory Practicum	3 1				
		<hr/>				
		7		3		

MA S&C Graduate Program Course Descriptions

EXCS 5310 – Advanced Coaching Theory and Applications – 3 hours

Theories and principles pertaining to effective coaching of all age and skill levels of athletes. Emphasis placed on examining and discussing concepts related to successful leadership, leading with a purpose, and creating positive learning/performance environments.

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Pre-req: Advanced S&C

This course will focus on the application of topics and concepts covered in Advanced Strength and Conditioning. A case-study approach will be taken as students will be expected to analyze athlete needs, evaluate their current training state and create a structured strength and conditioning programs to further advance their physical abilities.

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Students in this course will experience an in-depth view of instrumentation, procedures and protocols for testing of athletic performance both in laboratory and field-based settings. Students will participate in data collection through assessments of muscular strength, power, agility, change of direction ability, speed, anaerobic capacity, etc. Emphasis will be placed on the practical application of topics and procedures introduced in this course. After the completion of this course, students should have a thorough understanding of athlete monitoring techniques as well as experience in data collection and evaluation.

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FACULTY

David Oki Ahearn (1995)

Professor of Religion and Program Coordinator

B.A., Austin College; M.Div., Southern Methodist University; Ph.D., Emory University

Jana Austin (2016)

Coordinator of Field Experiences, Education

B.A., LaGrange College; M.A.T., Columbus State University

Christopher Bellon (2016)

Assistant Professor of Exercise Science; SPEED Center Coordinator

B.S., M.A., Montclair State University; Ph.D., East Tennessee State University

Brenda G. Callahan (2014)

Assistant Professor of Psychology; Graduate Program Coordinator, Clinical Mental Health Counseling

B.A., Lenoir-Rhyne College; M.A., University of North Carolina at Charlotte;

Ph.D., University of North Carolina at Charlotte

Jason Casey (2017)

Assistant Professor of Exercise Science

B.S., M.A., Ph.D., University of Alabama

R. Colby Jones (2016)

Assistant Professor of Education

B.A., Auburn University; M.Ed., LaGrange College; Ph.D., Auburn University

Don Livingston (2001)

Professor of Education

B.S., Drexel University; M.Ed., West Chester University; Ed.D., Georgia Southern University

Sharon Livingston (2006)

Associate Professor of Education; Director of Assessment

B.S., Drexel University; M.S.A., West Chester University; Ph.D., Georgia State University

Walter J. Lukken (2016)

Assistant Professor of Political Science; Pre-Law Advisor; Interim Director, Servant Scholar Program

B.A., Notre Dame; J.D., University of Georgia

Gretta H. Milam (2013)

Assistant Professor of Education; Chair, Department of Education

B.S., M.Ed., LaGrange College; Ed.D., University of West Georgia

Vicki T. Pheil (2007)

Assistant Professor of Education; Assistant Chair, Department of Education
B.A., M.Ed., LaGrange College; ABD, Columbus State University

Rebekah Ralph (2014)

Instructor of Education Technology, edTPA Coordinator
B.S., Wingate University; M.Ed., Ed.S., LaGrange College

Lydia W. Rosencrants (1999)

Professor of Accountancy; Department Chair, Business; Graduate Program Coordinator,
Philanthropy and Development
B. S., University of Richmond; Ph.D., Michigan State University

Thomas W. Thomsen (2014)

Director, Philanthropy and Development
B.A., Luther College; M. Div., Luther Theological Seminary; Hon. D.D. Luther College

Kelly Veal (2016)

Assistant Professor of Clinical Mental Health Counseling
B.S., M.S., Columbus State University; Ph.D., Auburn University

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Nancy K. Stevens, LaGrange, Georgia.....	2021
George F. Wheelock, III, Birmingham, Alabama.....	2021

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Deedee G. Williams, West Point, Georgia	2021
Richard C. Wolfe, LaGrange, Georgia	2021
James M. Wood, III, Chamblee, Georgia	2022

CONSULTANTS

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 James H. Blackwood, Chief Information Officer
 Brian A. Carlisle, Vice President for Student Engagement, Dean of Students
 Jennifer L. Claybrook, Vice President for Athletics
 Dawn C. Coker, Vice President for Human Resources, Federal and State Compliance, and Diversity
 Deborah P. Hall, Vice President for Finance and Operations
 Dan K. McAlexander, President
 Joseph C. Miller, Vice President for Enrollment
 Rebecca Roth Nicks, Vice President for External Relations

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James C. Thornton, LaGrange, Georgia

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 David E. Boyd, Atlanta, Georgia
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 Samuel G. Candler, Atlanta, Georgia
 Robert B. Copeland, LaGrange, Georgia
 E. Malone Dodson, Alpharetta, Georgia
 Edmund C. Glover, West Point, Georgia
 William G. Griffin, Jr., Rome, Georgia
 G. Sanders Griffith III, Columbus, Georgia
 Elizabeth C. Harris, Cartersville, Georgia
 C. Stephen Lynn, Nashville, Tennessee
 Charles M. Miller, Cornelia, Georgia
 Howard R. Park, Columbus, Georgia
 S. Cliff Rainey, LaGrange, Georgia
 Charles W. Smith, LaGrange, Georgia
 James L. Waits, Atlanta, Georgia
 Almonese Brown Clifton Williams, Decatur, Georgia

PRESIDENT'S CABINET

Karen Aubrey (2017) – Vice President for Academic Affairs

B.S.E., University of Central Arkansas; M.A., University of Central Arkansas; Ph.D.,
University of Southern Mississippi

James H. Blackwood (2018) – Chief Information Officer

B.S., Computer Science, LaGrange College

Brian A. Carlisle (2018) – Vice President for Student Engagement & Dean of Students

B.S., The University of Alabama; M.A., The University of Alabama; J.D., Southwestern
Law School

Jennifer L. Claybrook (1999) – Vice President for Athletics

B.A., M.Ed., LaGrange College

Dawn C. Coker (2009) – Vice President for Human Resources, Federal and State Compliance,
and Diversity

B.A., LaGrange College

Deborah P. Hall (2018) – Vice President for Finance and Operations

B.S., University of North Carolina

Dan K. McAlexander (2009) – President

B.A., University of Kansas; M. M., The Julliard School; D.M.A., University of
Cincinnati

Joseph C. Miller (2012) – Vice President for Enrollment

B.A., Austin Peay State University; M.L.A., Auburn University

Rebecca Roth Nicks (2006) – Vice President for External Relations

B.S., Lambuth University; M.B.A., Columbus State University

Revised: May 23, 2018

ADMINISTRATIVE STAFF

Effective August 2018

Becky Anderson (2000)	Administrative Assistant, History and Social Sciences
Michael Anderson (2011)	Major Gift Officer, Development
Karen Aubrey (2017)	Vice President for Academic Affairs
Debby Baker (2009)	News and Feature Writer
Charlene Baxter (1976)	Director, Lewis Library
Nicholas Beamenderfer (2016)	Assistant Coach, Baseball
Jackie Belcher (2000)	Assistant Director, Financial Aid
James Blackwood (1996)	Chief Information Officer
Christopher Blocker (2018)	Assistant Athletic Trainer
Tiffani Bray (2016)	Human Resources Coordinator
Dale Brown (2018)	Assistant Coach, Tennis
Lee Buchanan (2013)	Head Coach, Women's Basketball
April Butler (2010)	Manager, Circulation Desk, Lewis Library
Brandi Cameron (2016)	Counselor
Brian Carlisle (2018)	Vice President, Dean of Students
Earl Chambers (2014)	Head Coach, Football
Ryan Chamblee (2018)	Major Gift Officer, Development
Jennifer Claybrook (1999)	Vice President, Athletics, Head Softball Coach
Dawn Coker (2009)	Vice President, Human Resources
Ryan Cook (2018)	Associate Dean of Campus Life
Pamela Cox (2012)	Payroll Administrator, Human Resources
Janet Craft (2017)	Assistant Athletic Trainer
Katie Daniel (2015)	Assistant Athletic Trainer
Lee Davis (2008)	Recruitment Writer
Mark Davis (2014)	Director of Development
Rob Dicks (2001)	Director, Athletic Trainer & Compliance
Ryan Dickson (2017)	Head Coach, Soccer
Matthew Donnett (2010)	Head Coach, Tennis
Jon Ernstberger (2008)	Associate Vice President for Academic Affairs
Vickie Evans (2005)	Administrative Assistant, Humanities
Lisa Farrow (1991)	Circulation Associate, Lewis Library

Laura Faulkner (2008)	Administrative Assistant, Chaplain's Office
Braxton Ford (2017)	Admission Counselor
G. Jeffrey Geeter (1990)	Strength and Conditioning Coordinator
Christy Gresley (2018)	Graphic Designer
Deborah Hall (2018)	Vice President for Finance and Operations
Lori Harding (2017)	Administrative Support, Student Engagement & Counseling Center
Chastity Hargrett (2003)	IT Support Specialist
Bethany Harris (2016)	Post Office Assistant
Dean Hartman (2000)	Senior Director of Communications and Marketing
Trinity Lynn Hightower (2018)	Administrative Support, Residential Education & Housing
Lauren Hill (2017)	PACE Office Coordinator, Academic Affairs
Carlie Hinson (2018)	Area Manager, Residential Education & Housing
Patti Hoxsie (2000)	Director of Finance & Business Services
Felton Huggins (2013)	Assistant Coach, Football
Janet Hughes (2004)	Assistant to VP for External Relations and VP for Finance and Operations
John Hughes (2002)	Sports Information Director
Magdalene Hull (2017)	Science Laboratory Technician, Biology
AnaBeth Ivey (2017)	Gift Officer, Development
Stacy Jackson (2000)	Assistant Director for Digital Media and Design, C&M
Devin James (2018)	Aquatics Director and Head Swim Coach
Forrest Johnson (2016)	Admission Counselor/Marketing Specialist
Jennifer Jones (2017)	Administrative Assistant, Business & Accountancy
Jasen Jonus (2015)	Associate Head Coach, Men's Basketball Head Coach, Cross Country
David Kelton (2009)	Head Coach, Baseball
Kaitlyn Kimball (2018)	Head Coach, Lacrosse
Susan A. Laforet (1994)	Administrative Assistant, Callaway Science Building
Rebekah Lee (2018)	Gift Officer, Development
Lauren Lovin (2016)	Database & Administrative Assistant, Development
Lindsey Lowry (2013)	Electronic Resources Librarian, Lewis Library
Jeff Lukken (2013)	Co-Director, Servant Scholars Program

Madison Machurek	Head Coach, Volleyball
Susan Mansour (2014)	Manager, Panther Prints and Postal Services
Stephanie Marcellini (2014)	Accounts Payable Specialist, Business Services
Cynthia Mayfield (2006)	Assistant, The Panther Connection
Dan K. McAlexander (2009)	President
Rachel Messerly (2018)	Accounting Assistant, Business Services
Joseph Miller (2012)	Vice President, Enrollment Management
Jack Morman, Sr. (1992)	Pool Operations Assistant
Felecia Moore (2015)	Archives Assistant, Lewis Library
Elissa Morman (2018)	Admission Counselor
Vickie Morton (2018)	Database & Administrative Assistant, Development
D. Scott Mularz (2016)	Assistant Coach, Baseball
Rebecca Roth Nicks (2006)	Vice President, External Relations
Brandy Offenback (2016)	Assistant to the Vice President for Academic Affairs
Justyn Olson (2018)	Admission Counselor
Margaret Peterson (2016)	Assistant Athletic Trainer
Lydia Phelps (2017)	Administrative Assistant, Theater
Ansley Phillips (2017)	Admission Counselor
Holly Phillips (2016)	Admission Services Coordinator
Martha Pirkle (1993)	Director of Alumni and Community Relations
David Pleasants (2017)	Assistant Coach, Football
Todd Prater (2010)	Associate Registrar
Karen Pruett (2015)	Associate Dean for Student Leadership and Career Development
Michele Raphoon (2005)	Program Coordinator, Global Engagement
Nicholas Raszeja (2018)	Assistant Coach, Football
Melissa Reeves (2010)	Student Accounts Specialist, Business Services
Michelle Reeves (1999)	Director, Financial Aid
Carla Rhodes (2005)	Executive Assistant to the President
Lee Richter (1999)	Head Coach, Golf
Adam Roberts (2014)	Chaplain and Director of Spiritual Life
Arthur Robinson (1998)	Public Services Librarian, Lewis Library
Tammy Rogers (1996)	Director of Special Events and Conferences

Laura Russell (2017)	Technical & Public Services Librarian, Lewis Library
Jarred Rutherford (2017)	Assistant Coach, Football
Cynthia Saines (2006)	Registrar
Marannah Sauter (1983)	Associate Vice President for Academic Affairs
Leslie Sebaugh (2015)	Administrative Assistant, Alumni and Community Relations
Ann Sellman (2002)	Administrative Assistant, Music
Jennifer Shaw (2014)	Store Manager, The Panther Connection
Jack Slay (1992)	Director, Servant Scholars Program
Savannah Sloan (2017)	Assistant Coach, Softball
Ronald Stafford (2005)	Associate Director – Enterprise Infrastructure
Eva Stephen (2005)	Data Assessment Manager, Department of Education
Matthew Strother (2016)	Development/Communication Specialist, Com. & Mktg.
Nikkovia Sweet (2016)	C & M Specialist/Assistant, Communications and Marketing
Gina Thompson (2017)	Assistant to the Registrar
Kendall Todd (2014)	Assistant Coach, Football
Emma Trammell (1992)	Information Specialist, Office of Admission
Pamela Tremblay (1998)	Director of Counseling
Christy Vanhooose (2010)	Administrative Assistant, Department of Nursing
Fred Wagenaar (2014)	Head Coach, Women's Soccer
Kendal Wallace (2011)	Head Coach, Men's Basketball
Kayla Watson (2015)	Area Manager, Residential Education & Housing
Jan Webb (2015)	Financial Aid Counselor
Gail Whatley (2010)	Administrative Assistant, Department of Education
Michael White (2017)	Athletic Program Coordinator
David Wiggins (2003)	Acquisitions Assistant, Lewis Library
Stacey Wilson (2005)	Serials & Cataloging Assistant, Lewis Library
Jacob Wise (2016)	Internship Coordinator and Career Advisor
Lanora Yates (2016)	Gallery Manager/Curator, Art and Design
Carol Yin (1991)	Director, Institutional Effectiveness