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LaGrange College Bulletin

Bulletin Information

Volume CLXXXI, June 2022

LaGrange, GA 30240
2022-2023

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: June 1, 2022, for current (2022-2023) academic year.

Information

The Grade Basis attribute of individual courses may be labeled marked with A (audit) and L (letter) descriptors.

Communications Directory

LaGrange College
601 Broad Street
LaGrange, Georgia 30240-2999
706.880.8000

For prompt attention, please address inquiries as indicated below:

LaGrange College (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 Enrollment Management and Student Experience	706.880.8253
Associate Dean and Senior Director of Career Services, Leadership and Counseling, and Title IX Coordinator	706.880.8997
Director of Housing and Student Life	706.880.8112
Director of Communications and Marketing	706.880.8246
Director of Financial Aid	706.880.8249

Chief Information Officer	706.880.8050
Vice President for External Relations	706.880.8223
Vice President for Finance and Operations	706.880.8223

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 Bulletin, Volume CLXXX

President: Dr. Susanna Baxter

The LaGrange College Bulletin, the official publication of LaGrange College for current and future 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 that values excellence, service, civility, diversity and inclusion, LaGrange College prepares its 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 that values excellence, service, civility, diversity and inclusion, LaGrange College prepares its 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, 2019.

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 Associate of Science degree with one degree, the Bachelor of Arts degree with seventeen (17) majors, the Bachelor of Science degree in five (5) areas, the Bachelor of Music degree, 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 Curriculum and Instruction, and the Master of Arts in Clinical Mental Health Counseling.

LaGrange College operates on the 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 collegiate 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 associate, baccalaureate, and master’s degrees as well as the educational specialist degree. Questions about the accreditation

of LaGrange College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

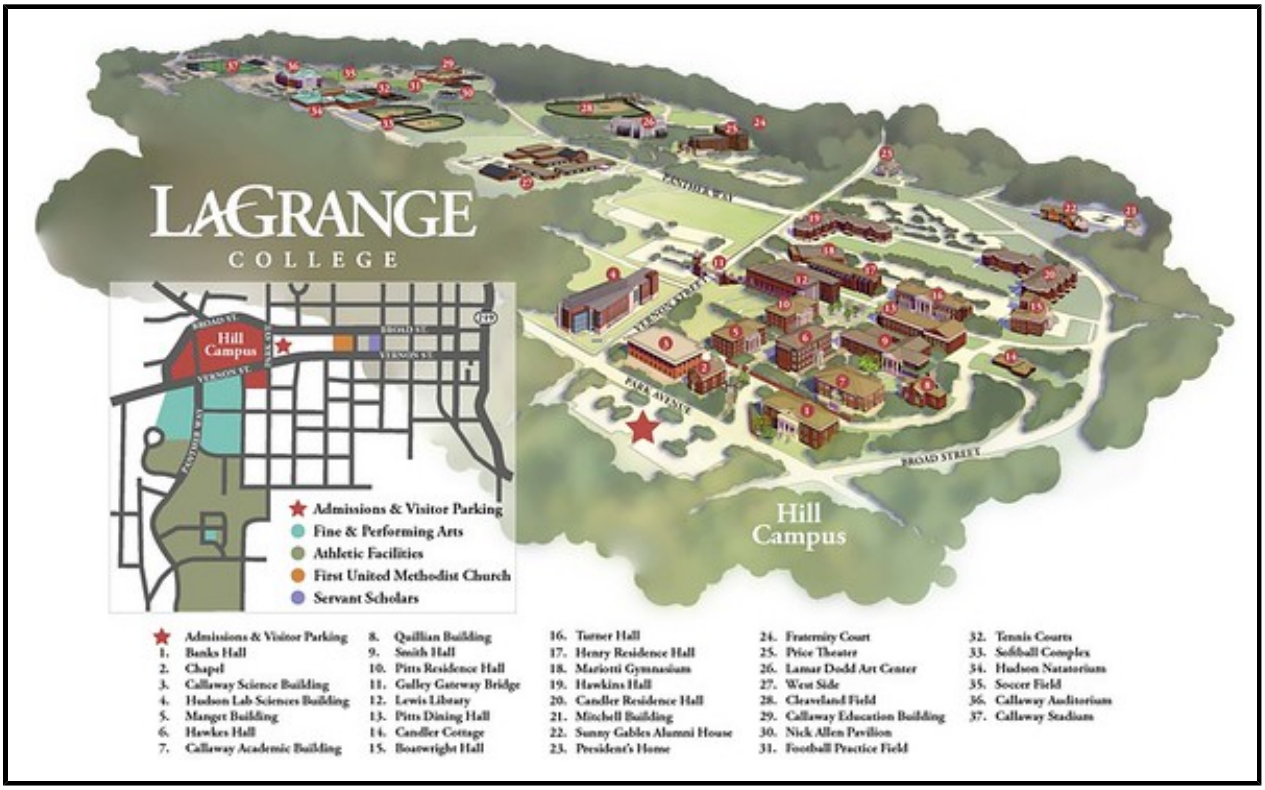
LaGrange College is also approved by the United Methodist University Senate. It has membership in the National Association of Independent Colleges and Universities and the Georgia Independent College Association.

LaGrange College's teacher education (undergraduate and graduate) programs are accredited by the Georgia Professional Standards Commission to recommend candidates for initial teacher certification in the areas of elementary education, music education, middle grades education, and secondary education.

The Bachelor of Science in Nursing (BSN) and the online RN to BSN programs are 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 and Accountancy are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

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, Business Office, Registrar's Office, Vice President for Academic Affairs, Vice President for External Relations, Vice President for Finance and Operations and 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 Clinical Mental Health Counseling, History, Modern Languages, Political Science, Religion and Philosophy, Sociology, and Writing and Publication Studies 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 Exercise Science, 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 provides modern instruction spaces for the entire campus and is home to the Mathematics program. 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 Hawkens 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.

Cleaveland Field

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

Hawkes Hall

Completed in 1911, this four-story brick building is named in memory of Mrs. Harriet Hawkes, mother of college benefactor A. K. Hawkes. Following a $1.4 million renovation, the building now houses women students on its second, third and fourth floors. 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 the Biology, Chemistry and Physics, and Psychological Sciences programs. Laboratories for instruction in anatomy/physiology, biology, chemistry, ecology, cell and molecular biology, microbiology and organic chemistry were specifically constructed as were undergraduate research spaces. The facility 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

The Frank and Laura Lewis Library at LaGrange College is a 45,000 square foot facility located at the center of campus. Built in 2009, the Library is named for Frank and Laura Lewis and is LEED silver certified; Frank Lewis was the first African American Director

of the Library at LaGrange College, while Laura Lewis was a librarian for Ethel Kight Elementary School in Troup County. The Library has over 80,000 print resources and over 500,000 electronic resources. In addition to the print resources, the Library houses individual and group study rooms, an auditorium, a multi-media classroom, a media lounge, a computer lab, and research study carrels. The Library also has a 24-hour study center with a coffee and snack bar.

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 gift shop, 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, eight electrics (including four 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 the Department of Business, 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 Education, Film and Media Arts, Music, and Nursing 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 concert bands.

Admission and Enrollment

Undergraduate

Graduate

Undergraduate

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 campus 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, visit the LaGrange College website.

Admission as a New First-Year student

Admission to LaGrange College operates on a rolling basis for the Fall and Spring Semesters. Prospective students are encouraged to apply as early as possible after completion of the junior year of high school. March 1st of the Senior year in high school is the preferred deadline for best consideration for admission, financial aid, and housing for the Fall semester. Students interested in scholarship consideration should apply before December 1st of the Senior year in high school or by the published deadline for the scholarship, whichever is earlier. Offers of admission for the subsequent Fall semester are generated beginning September 1st. LaGrange College does not have an early admission policy.

Basis of Selection

LaGrange College operates under a traditional selection process. Admission decisions are based on a variety of factors, including a strong secondary school preparation demonstrated by course selection and grades, college entrance examination scores, individual achievements and interests, and other indications of ability to benefit from the college experience.

Academic Preparation

First-year Admission: Prior to enrollment, an applicant is expected to complete graduation requirements from an approved high school. Students graduating from Georgia high schools are normally expected to complete the requirements for the College Preparatory Curriculum (CPC) diploma. LaGrange College students come from a variety of public and private secondary school backgrounds. Preference is given to applicants who have strong academic preparation in high school. An official transcript of a prospective student's work should reflect a balanced academic program of at least fourteen units distributed as follows: English – 4 units, Mathematics – 4 units (including two units above Algebra I), Science – 3 units, Social Studies or History – 3 units.

A student should have a minimum of a 2.50 grade point average based on a 4.00 grading scale. A student's grade point average will be recalculated by the Office of College Access and Admission and will be based solely on academic course work.

As a home-school friendly campus, LaGrange College invites home-schooled students to apply for admission. In addition to the items requested for first-year admission, home-schooled students are asked to provide two (2) letters of recommendation. Please note that family members may not submit letters of recommendation. The Office of College Access and Admission will also need a copy of the most current letter of intent to home school as filed with the state Department of Education.

Applicants who have the General Educational Development (GED) diploma should have satisfied all standard scores on each sub-test and all average standard scores on all GED sub-tests. An official transcript of a prospective student's GED must be submitted for admission. Applicants who have completed the GED should have a minimum overall score set to scaled score of 170 for each of the four modules, with a minimum score of 165 on each of the four content area modules. The Office of College Access and Admission or the Faculty Admissions Committee will review the scores. The SAT or ACT requirement may be waived for students who are at least 24 years of age. An interview and/or other academic aptitude assessments, as well as letters of recommendation, may be required by the Committee.

College Entrance Examinations

All first-year applicants may complete the American College Test (ACT) or the Scholastic Assessment Test (SAT). Currently, LaGrange College is test blind for the fall class of 2023. Should a student wish to send their scores to LaGrange College they should include the LaGrange College code when requesting test results to be sent to the College. The LaGrange College ACT code number is 0834; the SAT code number is 5362.

LaGrange College records the combined score from the ACT and/or SAT for admission, scholarship, and reporting purposes. The combined score is defined as the highest composite score a student has obtained from multiple test administrations, whether the ACT or the SAT. The College reports the highest ACT or SAT sub-scores from the highest composite score report for admission, scholarship, and reporting purposes and employs a concordance table to determine whether the higher ACT or SAT sub-score is reported. The ACT and/or SAT combined score is factored from collating the combined highest scores from composite sub-scores regardless of the administrations from which each score was obtained.

First-Year 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 applicant as quickly as possible. The Office of College Access and Admission reserves the right to request or waive documentation as appropriate. A student should submit the following items:

1. A completed application for admission. Applications must be electronically signed;
2. Two official transcripts, one transcript to be sent at the time of application, which should include the student's grades through the end of the junior year, or with a partial senior year class schedule, and a second transcript sent upon completion of the student's senior year certifying graduation. Applicants who have the General Educational Development (GED) diploma must submit an official score report in addition to the high school transcript (when available);
3. A campus visit, letters of recommendation, and interview are strongly recommended.

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

Students sign an Honor Code statement pledging not to lie, cheat, steal, or tolerate these unethical behaviors in others. Recognizing the importance of adherence to the Honor Code, the Office of College Access and Admission extends this principle to our application process. Any student who omits or falsifies material details in the application for admission will not be admitted or the offer of admission may be revoked.

Admission Status

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

- **Regular Admission** - Most students offered admission to LaGrange College are accepted with no stipulations, other than successful completion of their current academic coursework and proof of high school graduation.
- **Provisional Admission** - In some cases a candidate who appears to meet the standard requirements for admission may experience delays in obtaining required documents. At the discretion of the Admission Committee, a student may be granted Provisional Admission pending receipt of required documents. Upon submission of the documents, the student will be granted regular status. All documents must be submitted within 30 days of matriculation.
- **Conditional Admission** - In some cases candidates for admission may meet most of the criteria for admission but still not qualify for regular admission. At the discretion of the Faculty Admission Committee, such students may be admitted on probation. Students admitted on probation must meet the minimum stated grade point average requirement based on their class level in order to be removed from probationary status.
- **Dual Enrollment** - LaGrange College encourages qualified twelfth-grade students to consider simultaneous enrollment in LaGrange College and their high school. Georgia high school seniors may also wish to consider participating in the Georgia Dual Enrollment Program for a limited number of courses offered in the Fall and Spring semesters. Students wishing to apply for the Dual Enrollment program must submit the following materials:
  - an application for admission
  - the application fee
  - a recommendation letter from the student's principal or headmaster
  - an official High School transcript
  - a high school average which indicates that the student is on track for graduation and has the academic ability to be successful in the program

Enrollment Verification Procedures—Freshmen (First-Year)

An accepted freshman must acknowledge his or her decision to enroll at LaGrange by submitting an Enrollment Fee in the amount of $300. The Enrollment Fee is due May 1st for Fall Semester and December 1st for Spring Semester, or thirty days from the date of acceptance if accepted after April 1st or November 1st, respectively. **The Fee is refundable if requested in writing before the May 1st or December 1st deadline, respectively.** Freshmen applicants should notify the Office of College Access and Admission as soon as a firm decision to enroll has been reached. Additional financial aid, housing information, and course registration information will follow as soon as The Office of College Access and Admission has been notified of the student’s decision to enroll.

Prior to registration, new students must submit the completed Housing and Health Forms to the Office of Campus Life, including the record of immunization. Immunizations must be up to date as outlined on the Health Form. A physical examination is not required.

Financial Aid and Scholarship procedures should also be completed in a timely manner. Please refer to the Financial Aid section in this bulletin for specific information on the process.

LaGrange College is a residential campus. Policies and procedures relating to living on campus and options to live off campus can be found in the Student Handbook. It is very important that the completed Housing Forms and the Enrollment Deposit be sent as soon as a decision is made to enroll.

During the New Student Orientation session(s), each student will meet with an advisor to discuss the curriculum and to register for classes in the Fall or Spring Semester. While on campus, the student may contact the Office of Financial Aid and Affordability to finalize financial arrangements. Arrangements must be finalized prior to the first day of classes. If all Advanced Placement, College Level Examination Program, International Baccalaureate, and final college and university transcripts have not been received and evaluated by the college, a student's first semester of enrollment may be affected.

All new students for Fall semester must participate in one Orientation and Registration session during the summer. New students for the Spring semester must also participate in an Orientation and Registration session held prior to the first day of classes of the Spring semester. Information on Orientation and Registration will be sent from the Office of College Access and Admission as plans are finalized.

Admission to the BSN Program

Students may declare the intent to pursue a nursing major at any time. However, application for admission to the upper-division program is made during the sophomore year. Nursing studies begin at the junior level with the exception of Nutrition (NURS 3305) which may be completed prior to admission to the nursing program. Admission requirements are as follows:

- A completed Application for Admission to Nursing. An application form is available from the College Admissions office and in the office of the Department of Nursing or it can be filled-out as an on-line document from the nursing webpage.
- Completion of a sufficient number of credits in General Education and other required courses is needed to permit an uninterrupted progression in the nursing major.
- A minimum ATI TEAS Composite Score of 70%.
- A grade of C- or higher is required in Anatomy and Physiology I and II and Microbiology. A student is allowed one attempt to repeat one of these courses. A subsequent failure in this course or any other of these prerequisite courses will render the student ineligible to enter the nursing program. A limit of five years applies to completion of Anatomy and Physiology and Microbiology courses.
- A cumulative overall GPA of 2.5 or higher is required at the time of entry into the nursing program, including all courses completed or attempted at any institution.
- An interview with a member of the nursing faculty will be required.

An applicant who has completed any program of study leading to licensed employment in the health care area (such as registered or practical nursing, emergency medical technician) must present the license in person.

Unlicensed students enrolled in the nursing program may not be employed by any health care agency in the capacity of licensed nursing personnel. They shall not represent themselves in any practice setting as nursing students unless engaged in planned programmatic learning activities which are part of the nursing curriculum.

Admission 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 in good academic standing 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 one who has successfully completed at least 30 semester hours or 45 quarter hours of non-remedial courses at a regionally accredited college or university after having graduated high school or high school equivalency. Applicants who do not meet this definition must meet the same admission criteria as all other freshmen. In order to be eligible for regular admission to LaGrange as a transfer student, one must have earned a minimum of a 2.25 or higher GPA on all work attempted at the post-secondary 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 accepted conditionally under the standard criteria for conditional admission. 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. Any applicant who intentionally withholds information about college coursework previously attempted, either by failing to report that coursework or by failing to provide an appropriate transcript, will be subject to a revocation of any admission or scholarship offer(s) extended by LaGrange College.

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 electronically signed;
2. An official final high school transcript demonstrating completion of the student's senior year and certifying graduation. Applicants who have the General Educational Development (GED) diploma must submit an official score report in addition to the high school transcript (when available) (if less than 30 semester hours);
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 in good academic standing 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 through an official electronic transcript delivery service or 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 accepted transfer student must acknowledge the decision to enroll by submitting an Enrollment Fee of $300. Policies and procedures relating to living on campus and options to live off campus can be found in the Student Handbook. It is very important that the completed Student forms and the Enrollment Deposit be sent as soon as a decision is made to enroll. Room assignments are made according to the date the forms and deposit are received.

Prior to registration, new students must submit the completed Housing and Health Forms to the Office of Campus Life, including the record of immunization. Immunizations must be up to date as outlined on the Health Form. A physical examination is not required.

During the New Student Orientation session(s), each student will meet with an academic advisor to discuss the remaining College core 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, room and board, and other fees.

Admission of International 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 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 secondary and/or university studies. International 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 SAT, or the ACT, and to provide an official statement of financial resources sufficient to support educational costs.

Academic Preparation

An international freshman applicant must have above average grades (equivalent to a minimum of 2.50 grade point average based on a 4.00 grading scale) in a balanced academic curriculum from the secondary school. An international transfer student must be in good academic standing and eligible to return to the post-secondary institution last attended.

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 of at least 20 on each section of the paper-delivered Test of English as a Foreign Language (TOEFL), or a minimum reading, listening, and writing score of at least 61 on the Internet-based TOEFL (TOEFL iBT); an SAT combined score of at least 1,000 with a minimum SAT Evidence-Based Reading and Writing score of 500; or an ACT composite score of at least 19, with a minimum English sub-score of 18. English proficiency may also be achieved with a minimum IELTS score of 6, a certificate of completion of level 112 from the ELS Centers, Inc.; or grades of “C” or better on G.C.E, G.S.C.E, or C.X.C. English examinations or equivalent tests.

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, an interview at the college is desirable. The Director of Admissions 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. Institutional financial aid may be available to highly qualified 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 International Student Application for Admission. Applications must be signed and dated by the student. **All sections, including financial information, must be completed, certified, and signed;**
2. Official academic transcripts from all secondary schools (high schools) and, if applicable, 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.**
3. Official entrance examination scores (i.e. TOEFL, SAT, ACT) must be mailed directly to the Office of College Access and Admission.

International Transfer Students: International transfer students who have earned a Baccalaureate degree from a foreign institution should present an evaluated transcript from an approved foreign credentials service to the Registrar for evaluation. Credit will be given for courses equivalent to our general education core requirements in which the student has earned a minimum grade of C.

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 Campus Life. If a physician's statement is sent in addition to the Health Form, it must be mailed directly from the physician to Office of Campus Life.
- An Enrollment Fee, sent to the Business Office, equal to one semester's tuition, fees, room and board, books and miscellaneous fees and expenses, less any financial aid which would be applied to the first semester of attendance.

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 and will make all further necessary arrangements for a smooth transition to campus.

LaGrange College is a residential campus. Policies and procedures relating to living on campus and options to live off-campus can be found in the Student Handbook. International students should keep in mind that residence hall rooms are assigned based on information provided by completing all housing forms and by submitting the enrollment deposit. Further information on campus life and resources can be found in the International Student Handbook, published by the Office of Global Engagement, and is available on the college website.

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, 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 processing can be quite lengthy. It is important to apply for the passport well in advance of the departure date.

International Exchange

International students who wish to attend LaGrange College under the semester or year-long exchange programs available through LaGrange College international partners 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 students of LaGrange College who wish to return to LaGrange must submit an application for readmission to the Office of College Access and Admission. Following an absence from LaGrange College of three (3) or more semesters, or following any period of time during which a student was not in good standing during the last term of enrollment 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, Office of Campus Life. Any student absent from LaGrange College for 2 semesters or less, who was in good standing when he/she last attended LaGrange College, may re-activate his/her file in the Registrar's Office. These students do not need to apply for readmission.

In the event that a student seeking readmission has attended another institution as a transfer student (not transient) since he or she left LaGrange College, then the student, if readmitted, is treated as a new transfer student. Students fitting this description are subject to the Bulletin in force at the time of transfer back to LaGrange College. Students who have not attended another institution are generally governed by the 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 degree may register as non-degree undergraduate students in any course for which they have the necessary prerequisites. An application for non-degree undergraduate student status may be obtained through the Office of College Access and Admission. Students classified as non-degree undergraduate students may become regular, degree-seeking students by meeting requirements for regular admission. All non-degree seeking students, designated as special 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 students must affirm completion of high school or the GED and provide all official college transcripts.
2. An individual denied admission to LaGrange College as a degree-seeking student is not eligible to register as a special student.
3. After completing four courses as a special student, a person must have a cumulative grade point average of 2.0 or higher to continue as a special student.
4. Exemptions from any of the above restrictions may be granted only by the Vice President for Academic Affairs (VPAA).
5. All payment arrangements for special students must be made in accordance with the policies set forth for regular students as defined in this document.
6. All special students will be charged at the same rate per credit hour as regular students.
7. Special students are not eligible to live in the residence halls, to participate in intercollegiate athletics, or to have fraternity or sorority membership.
8. Special students are not eligible for any LaGrange College scholarships, Title IV federal funds, or Veteran’s Affairs (VA) benefits.
9. Should the special student subsequently meet regular admissions requirements and choose to become a degree-seeking student, official transcripts from high school, and previous colleges and universities will be evaluated.
10. No more than six (6) credit hours earned while designated as a special student are applicable toward a degree sought at LaGrange College.
11. All special students will have to adhere to the same institutional academic policies (except as noted above) as regular students.

For further information on special 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.

Academic Credit Policies - Incoming Students

Advanced Placement Program (AP)

LaGrange College participates in the Advanced Placement (AP) Program of the College Entrance Examination Board. Students who have taken college-level courses and who would like to apply for academic credit at LaGrange should take the appropriate AP Examination and have the test results sent to the Office of the Registrar. The College reviews and evaluates AP courses on an individual basis in the context of a student's proposed area of study. Credit is awarded at the discretion of the College, and students should not assume that credit will be awarded automatically. Three to eight (3 - 8) semester hours of credit are granted for each AP Examination passed with a score of four or higher in courses comparable to LaGrange College courses. The passing score and the number of hours granted is determined by the corresponding academic program. Information regarding specific AP credit granted is available on the College's website.

College Level Examination Program (CLEP)

LaGrange College awards credit for satisfactory performance on the tests of the College Level Examination Program (CLEP) provided that the examination area is comparable to a course offered for credit at LaGrange College. A CLEP exam grade of "C" or better is needed to receive credit; only 6 CLEP credit hours will be accepted for courses below the 3000-level. Although students who wish to receive credit granted on this basis are encouraged to take Subject Examinations, the 6 hours permitted may be in Subject Examinations, General Examinations, or both. Students wishing to receive credit based on CLEP scores should request the College Level Examination Program to send an official score report directly to the Office of the Registrar. Information regarding specific CLEP credit granted is available on the College's website.

International Baccalaureate Program (IB)

LaGrange College recognizes the successful achievement of students participating in the curriculum of the International Baccalaureate (IB) Program. Students are encouraged to submit their IB examination scores for review. Credit is only awarded for the IB Higher Level Examinations (not the IB Subsidiary Examinations) provided that the examination area is comparable to a course offered for credit at LaGrange College and that a minimum score of 5, 6, or 7 on the Higher Level examinations, with the exception of English as a Second Language. No credit is awarded solely for earning an IB Diploma, for IB Standard Level exams, or for scores below 5 on any Higher Level examination. Credit is awarded at the discretion of the College, and students should not

assume that credit will be awarded automatically. An IB transcript should be sent to the Office of the Registrar for evaluation.

Credit Through United States Armed Forces and Service Schools

Courses taken through the United States Armed Forces Institute and other recognized military educational programs are accepted in accordance with the policy governing transfer work when presented on official transcripts from accredited institutions. Nine (9) semester hours of elective credit will be allowed for military service credit, including USAFI correspondence courses and military service school courses as recommended by the American Council on Education. Academic credit for one activity course in physical education, up to a maximum of four, will be awarded for each two months served in the Armed Forces. The maximum credit possible, then, is thirteen (13) semester hours. The Registrar should be contacted in order to obtain appropriate credit.

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. Accordingly, the college accepts coursework from similarly regionally accredited colleges and universities.

Academic credit is normally given to students for grades of "C" or above. Acceptable credit from a two-year institution is limited to 60 semester hours. Students enrolling from other four-year institutions may be able to receive up to 81 semester credits, but LaGrange College residency requirements, the core curriculum, and appropriate major coursework must be satisfied. A Technical College System of Georgia (TCSG) student having a minimum 2.5 GPA for all academic work *attempted* at a SACS accredited TCSG institution *and* an Associate of Science degree from a TCSG institution will be automatically admitted to LaGrange College and all general education requirements will be considered met. Transfer students who have attempted any developmental-level coursework must provide evidence that they have completed all requirements and successfully exited the program prior to evaluation by the Office of Admission.

For those transfer students who have earned a previous bachelor’s degree, LaGrange College accepts a maximum of 81 semester hours, which leaves a minimum of 39 semester hours to take at LaGrange College to satisfy the minimum residency requirement and reach the necessary 120 semester hours to receive a degree from LaGrange College. Core requirements as well as Interim Term requirements are considered satisfied; however, a requirement of ten (10) Collegiate Enrichment events must be satisfied.

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.

Graduate

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 electronically signed;

1. Official score reports of any pertinent and required examinations as specified by each program.

1. 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 a cooperative agreement Instituto Laurens in Monterrey, Mexico. 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. Students should consult the specific graduate programs for additional admission requirements.

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. 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 Admission.**
3. Official entrance examination scores (i.e. TOEFL, IELTS, GRE, GMAT, etc.) must be mailed directly to the Office of 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 Housing Office. If a physician's statement is sent in addition to the Health Form, it must be mailed directly from the physician to the Housing Office.
- 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 and will make all further necessary arrangements for a smooth transition to campus.

The International Student Handbook can be obtained from the website of the Office of Global Engagement.

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 pay their SEVIS fee and apply for a student F1visa. They will need to contact the United States Embassy or Consular Office in their country to schedule an interview and determine what supporting documents they should submit during the visa interview. Passport and visa processing can be quite lengthy. It is important to apply for them well in advance of the departure date.

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, and Master of Clinical Mental Health Counseling. 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

Payment of Charges

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

The college accepts American Express, Discover, MasterCard, and VISA as payment on a student's account. Online payments are accessed on the college's website.

Charges

1.	**Tuition**	
	A. Undergraduate	
	(1)Part-time per semester (1-11 hours or greater than 16 hours)	$1,355.00
	(2) Full-time (12-16 semester hours)	$16,400.00
	(3) Nursing (NSG) courses – per semester hour	$1,355.00
	B. Students may request information regarding course offerings and charges from the Registrar's Office.	
	C. Audit (per semester hour)	$1,355.00
2.	**Room**	
	Boatwright, Hawkes, Henry, and Turner (per semester)	$3,375.00
	Candler and Hawkins (per semester)	$3,850.00

	Board	
	Boatwright, Hawkes, Henry, and Turner (per semester)	
	Unlimited Plus meal plan (per semester)	$2,890.00
	Unlimited meal plan (per semester)	$2,800.00
	Candler and Hawkins	
	10 meal plan (per semester)	$2,540.00
	Unlimited Plus meal plan (per semester)	$2,890.00
	Unlimited meal plan (per semester)	$2,800.00
3.	**Private Room**	
	Private rooms are available at an additional charge (per semester)	$860.00

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

Financial information and requirements are specific to each graduate program and are shared in their respective sections of the bulletin.

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
Comprehensive Fee	$450.00
Enrollment Deposit (new students)	$300.00
Housing Lottery Deposit (returning students)	$200.00
Graduation Fee	$150.00
Athletic Fee (athletes only - per semester)	$95.00

Orientation Fee	$150.00
Transfer Orientation Fee	$30.00

Summary of Standard Charges

	Per Semester	Per Year
Non-Dormitory Students:		
Tuition (Full time with 12-16 hours)	$16,400.00	$32,800.00
Comprehensive Fee	$450.00	$900.00
Total:	$16,850.00	$33,700.00
Dormitory Students:		
Boatwright, Hawkes, Henry, and Turner residents		
Tuition	$16,400.00	$32,800.00
Semi-private Room	$3,375.00	$6,750.00
Board Plan (unlimited plus)	$2,890.00	$5,780.00
Comprehensive Fee	$450.00	$900.00
Total:	$23,115.00	$46,230.00
Apartment Students:		
Candler and Hawkins residents		
Tuition (full-time with 12-16 hours)	$16,400.00	$32,800.00
Apartment	$3,850.00	$7,700.00
Board Plan (10-meals)	$2,540.00	$5,080.00
Comprehensive Fee	$450.00	$900.00
Total:	$23,240.00	$46,480.00

Fees relating to the Evening and Graduate Programs are included in separate on-line bulletins.

Federal Tax Credits

The American Opportunity Credit provides up to an $2,500 tax credit (100% of the first $2,000, and 25% of the second $2,000 of qualified expenses (tuition and course-related books, supplies, and equipment) for the first four years of postsecondary education in a program leading to a degree, certificate, or other recognized educational credential. The student must be enrolled at least halftime. Qualified expenses do not include room, board, insurance, and other similar expenses.

The Lifetime Learning Credit provides up to a $2,000 per year tax credit (20% of the amount paid on the first $10,000 of qualified expenses) for undergraduate or graduate education, or for courses to acquire or improve job skills. Both the American Opportunity Credit and the Lifelong Learning Credit are phased out as the modified adjusted gross income exceeds certain limits. Please check with your tax advisor regarding these limits. For additional information about these credits, please consult your tax preparer.

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.

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

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 a vehicle 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.

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 for any reason, the student may not be eligible for the full amount of financial aid that was originally disbursed. If a student withdraws from LaGrange College during the semester, the college will follow federal guidelines as stated in the Higher Education Act of 1965 and any related amendments thereafter to determine the amount of federal aid the student has earned based on the percentage of the semester completed. Federal guidelines state that if a student has completed 60% or less of the semester, LaGrange College is

required to prorate the amount of federal aid based on the percentage of the semester completed (calculated using the last date of attendance). The Return of Title IV Funds Policy applies to Federal aid such as Federal Pell Grant, SEOG, Unsubsidized and Subsidized Federal Stafford Loans, Direct PLUS, and TEACH Grant

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. The amount of unearned federal funds will be returned by the College to the appropriate federal program account (s) within 45 days of the withdrawal date.

LaGrange College Withdrawal Process and Effective Date

Official Withdrawal from the College:

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 submitting an application for withdrawal to the College Registrar or the last day of record of class attendance. The student should consult with the Financial Aid Office and the Business Office to determine the impact a withdrawal may have on future financial aid eligibility and any debt obligation to the institution.

Unofficial Withdrawal from the College:

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 academic 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. In addition, should a student receiving federal aid earn a 0.00GPA for the semester, the midpoint of the semester will be used as the date of withdrawal, unless a later date of class attendance can be documented.

LaGrange College Institutional Refund Policy

LaGrange College, like most colleges, must make commitments in advance to faculty, staff, equipment, supplies, utilities, and other operating expenses for the entire year. Therefore, the institutional refund policy is strictly adhered to at all times.

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. Students remain responsible for payment of all outstanding charges that may result from a full withdrawal from the College.

This Refund Policy and Withdrawal Schedule does not apply in cases involving disruption, modification, or cessation of the provision of education, educational events, student life opportunities or activities, or on-campus meals or housing, due to acts of God, natural disaster, hurricane, storm, fire, infectious disease, pandemic, or any other reason beyond the control of the College. In such cases, the College may elect to cease, postpone, or modify the provision of its education, educational events, student life opportunities or activities, and on-campus meals or housing with or

without a reduction in tuition, fees, room and board from students. Any obligation to refund tuition, fees, room, and board in whole or in part that were previously paid by or on behalf of a student will be at the sole discretion of the College.

Tuition and Fees Refund Policy

Tuition:
Any student who officially withdraws from all classes will receive a tuition credit as follows:

Withdrawal Period	Tuition Credited	Tuition Charged
Before the first day of classes	100%	0%
First week (up until the end of drop/add)	80%	20%
Second week or seven (7) calendar days	70%	30%
Thereafter	0%	100%

Fees:
No refunds will be issued after classes begin. Students who are approved to move-in residence halls, prior to the general move-in dates, and who withdraw before the first day of classes will not receive a refund for institutional fees.

Room and Board Refund Policy

There is no refund on campus housing (the 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 until the end of the drop/add period, after which, there is no refund. Students who are approved to move-in residence halls, prior to the general move-in dates, and who withdraw before the first day of classes, will be billed for meals at a rate of $15/calendar day to cover the cost of meals taken during athletic practice.

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 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 5 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 that 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 Stafford Loan
2. Subsidized Direct Stafford Loan
3. Direct PLUS Loan (Graduate Student)
4. Direct PLUS Loan (Parent)
5. Federal Pell Grant
6. SEOG
7. TEACH Grant
8. Other Title IV Aid

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:

Refund of State and 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. HOPE/Zell Miller Scholarship
2. Georgia Tuition Equalization Grant
3. LaGrange College Grants/Scholarships
4. LaGrange College Tuition Courtesy and Discounts

Institutional and outside scholarships will be fully applied to the student's account for attendance through the official census date of the term, unless otherwise restricted or documented with the agreement. If there is a student balance resulting from these adjustments, the student is responsible for payment. The student must pay any balance before they will be able to receive a transcript or are allowed to register and attend subsequent terms.

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.

Veteran's Affairs Educational Benefits

Students who are veterans or dependents of veterans may be eligible to receive benefits through the Department of Veteran's Affairs(VA). LaGrange College is approved by the VA as an eligible institution for federal benefits. In order to obtain education benefits from the VA, any veteran or dependent who plans to attend LaGrange College and utilize VA benefits should:

1. Be admitted as a degree-seeking Undergraduate or Graduate student at LaGrange College
2. Establish eligibility for VA benefits by completing the appropriate paperwork with the School Certifying Official in the Office of the Registrar (registrar@lagrange.edu). A written request to use the VA entitlement must be submitted to the School Certifying Official each semester to initiate certification.

LaGrange College does not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

Additional information regarding using Veterans Affairs Educational Benefits at LaGrange College can be found on the website of the Office of the Registrar.

Financial Aid

- Undergraduate
- Graduate

Undergraduate

Philosophy

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 Eligility 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), beginning October 1, annually by March 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

Students seeking financial assistance must complete the federal need analysis form, the Free Application for Federal Student Aid (FAFSA). The FAFSA collects parental and student income and asset information needed to determine eligibility for financial aid. This information is used in a federal need-analysis formula to determine the Expected Family Contribution (EFC). The 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 Cost of Attendance Budgets 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, 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 undergraduate students, LaGrange College will bill/invoice the student only for actual tuition and fees, required fees, a room and board charges only if the student resides in campus housing. A student's cost of attendance budget can be impacted by their major, classification, and housing plans. Below are the average Cost of Attendance Budgets for undergraduate students residing on-campus, with parents, or off-campus for the 2018-2019 academic year:

	On-campus	With Parents	Off-campus Independent
Tuition*	$32,800	$32,800	$32,800
Room and Board	$12,350	$5,990	$14,080
Books and Supplies	$1000	$1,000	$1,000
Comprehensive Fee*	$900	$900	$900
Transportation	$1,350	$1,350	$1,350
Personal	$1,500	$1,500	$1,500
Stafford Fees	$55	$55	$105
	$48,435	**$43,595**	**$51,735**

**The tuition rate above is applicable to a full-time course load of 12-16 credit hours for the fall and spring semesters. Student pursuing nursing are assessed a higher tuition rate and are subject to lab fees.*

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—Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), TEACH Grant, Federal Direct Loan, Federal Direct Parent Loan for Undergraduate Students (PLUS), Federal Work Study;
- State aid programs—HOPE Scholarship, Zell Miller Scholarship, and Georgia Tuition Equalization Grant (GTEG); and
- LaGrange College institutional aid—LaGrange College grants, academic scholarships, and LaGrange College Work Aid.

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.

Qualitative Standard (Grade Point Average)

A student is expected to adhere to the Academic Standing and Probation grade point average (GPA) requirements outlined in this *Undergraduate 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 follows:

- a student with fewer than 30 earned hours must maintain a minimum of a 1.75 cumulative GPA;
- a student with 30-59 earned hours must maintain a 1.90 cumulative GPA;
- a student with 60 or more earned hours must maintain a minimum cumulative GPA of 2.0.

The 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 (Rate of Progress/PACE)

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 successfully 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 F, Incomplete (I), Withdrawal (W), No credit (NC), Not Reported (NR), Audit (AU), or Audit Withdrawn (AW) do not count as successful completion of 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.

Example of Rate of Progress Calculation:

At the end of the Fall semester, Jonathan had attempted 30 semester hours and passed (earned) 21 credit hours. Jonathan's rate of progress (pace) would be determined by dividing the 21 credit hours he has earned by the total hours attempted, which is 30. His rate of progress is 70% (21/30). Jonathan would be considered to be meeting the quantitative standard.

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. For example, an undergraduate student pursuing a Chemistry degree, which has a total of 120 semester hours, as published in the *Undergraduate Bulletin*, could receive financial aid for no more than 180 semester hours. Frequent withdrawals from courses or school, changes of major, failed or repeated courses, or taking courses that are not related to the degree program could jeopardize financial aid eligibility. All attempted hours at LaGrange College and 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.

The following are considered when evaluating the time frame standard:

- A student pursuing two (2) bachelors' degree programs at the same time must adhere to the 150% time frame. The maximum attempted hours allowable for financial aid will be based on the degree that requires the most hours.
- Students returning to school to pursue another undergraduate degree are allowed an additional 60 semester hours to complete the degree. All other standards established in the satisfactory academic progress policy apply to subsequent undergraduate degrees. If the second degree will require more than 60 hours to complete, then the student must submit documentation from his or her advisor outlining the courses needed to complete the degree.
- A transfer student's compliance with the time frame component of the satisfactory academic progress policy will be based on the sum of the attempted hours at LaGrange College **plus** the credit hours accepted on transfer from previous institutions toward the student's degree program. For example, if a transfer student has 70 credit hours acceptable towards their degree program, then the student may receive financial assistance for up to 110 additional credit hours.

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 Vice President for Academic Affairs (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 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 take advantage of counseling, tutoring, and study skills resources available through PACE, the college's Counseling Center, 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 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 undergraduate degree. Transient, non-degree seeking, and unclassified students are not eligible for financial assistance.

All financial aid applications and documentation for verification must be submitted before an official financial aid award letter is mailed.

In constructing a financial aid award, funding is awarded in this order: grants and scholarships, student loans, and student employment.

External sources of financial aid available to a financial aid recipient must be considered in the awarding of federal, state, and LaGrange College need-based financial aid programs. LaGrange College reserves the right to cancel or reduce financial aid awards in the event that these resources result in financial aid in excess of financial need.

Financial aid awards are made assuming full-time enrollment. Most LaGrange College and state financial aid programs require full-time enrollment; however, financial assistance is available to students who enroll half-time.

A student's enrollment status will be based on the credit hours for which the student is registered at the conclusion of late registration. All financial aid awards will be calculated using final registration information. If it is later determined that attendance in all or some courses cannot be documented, 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 are a variety of financial aid resources available to assist students with funding their college education. These resources are in the form of scholarships, grants, loans, or student employment and are made possible by funding from federal, state, and institutional sources. Although financial need is a primary factor in financial aid eligibility, there are financial aid programs available to students who do not demonstrate financial need. These programs may be awarded based on residency, merit, academic excellence, talent, and other criteria.

LaGrange College Academic Scholarships

LaGrange College recognizes the academic excellence of outstanding entering new first-year and transfer students by awarding scholarships ranging from $4,000 to full tuition, room, and board. These merit scholarships are made possible by generous gifts and endowments of alumni and supporters of LaGrange College. All entering new first-

year students are evaluated for academic scholarships during the admission process. The top new first-year student applicants who are accepted for admission by January 15 are invited to compete for a Presidential Scholarship. Scholarships are awarded at the following levels:

The Presidential Learning and Living Scholarship is a competitive four-year, renewable academic scholarship awarded to incoming first-year students on the basis of academic achievement in high school, SAT or ACT test scores, and participation in the Presidential Scholar Competition. Recipients of this prestigious award receive full tuition, mandatory fees, room, and board. Presidential Scholarships of Georgia residents eligible for the HOPE Scholarship or Zell Miller Scholarship and Georgia Tuition Equalization Grant will be reduced by the value of these state programs. If a student is selected to receive a Presidential Scholarship, then it will supersede all other LaGrange College scholarship and aid. This scholarship is renewable with a LaGrange College GPA of 3.25 or higher.

The Presidential Learning Scholarship is a competitive four-year, renewable academic scholarship awarded to incoming first-year students on the basis of academic achievement in high school, SAT or ACT test scores, and participation in the Presidential Scholar Competition. Recipients of this prestigious award receive full tuition. Presidential Scholarships of Georgia residents eligible for the HOPE Scholarship or Zell Miller Scholarship and Georgia Tuition Equalization Grant will be reduced by the value of these state programs. If a student is selected to receive a Presidential Scholarship, then it will supersede all other LaGrange College scholarship and aid. This scholarship is renewable with a LaGrange College GPA of 3.25 or higher.

The Fellows Scholarship is a four-year, renewable, $18,500 academic scholarship awarded to entering first-year students who have a minimum SAT (combined Critical Reading and Math) score of 1200 or higher (or a minimum ACT composite score of 27 or higher) and a 3.81 recalculated high school GPA or higher in the college preparatory courses taken in English, foreign languages, social studies, mathematics, and laboratory sciences. Fellows Scholarship recipients may be eligible to compete for a Presidential or Dean’s Scholarship. If a student is selected to receive one of the awards, then the scholarship will replace any previous scholarship award. This scholarship is renewable with a LaGrange College GPA of 2.5 or higher.

The Founders Scholarship is a four-year, renewable, $17,500 academic scholarship awarded to entering first-year students who have a minimum SAT (combined Critical Reading and Math) score of 1100 or higher (or a minimum ACT composite score of 24 or higher) and a 3.7 recalculated high school GPA or higher in the college preparatory courses taken in English, foreign languages, social studies, mathematics, and laboratory sciences. This scholarship is renewable with a LaGrange College GPA of 2.5 or higher.

The Tower Scholarship is a four-year renewable, $16,500 academic scholarship awarded to entering first-year students who have a minimum SAT (combined Critical Reading and Math) score of 1050 or higher (or ACT composite score of 23 or higher) and a 3.5 or higher recalculated high school GPA or higher in the college preparatory courses taken in English, foreign languages, social studies, mathematics, and

laboratory sciences. This scholarship is renewable with a LaGrange College GPA of 2.5 or higher.

The Hilltop Scholarship is a four-year, $15,500 renewable academic scholarship awarded to entering first-year students who have a minimum SAT (combined Critical Reading and Math) score of 1000 or higher (or a minimum ACT composite score of 21 or higher) and a cumulative college preparatory high school GPA of 3.2 or higher. This scholarship is renewable with a LaGrange College GPA of 2.0 or higher.

The Gateway Scholarship is a four-year, $14,000 renewable academic scholarship awarded to entering first-year students. Eligibility is determined by a combination of grade point average and test scores. Typically, recipients of the Gateway Scholarship demonstrate above average academic achievement in college preparatory coursework during their high school career. This scholarship is renewable with a LaGrange College GPA of 2.0 or higher.

A Transfer Scholarship is awarded to students transferring to LaGrange College from a college or university with a minimum of 30 semester hours and a minimum grade point average of 2.5 or higher. Scholarship awards range from $9,000 to $13,000. This scholarship is renewable with a LaGrange College GPA of 2.0 or higher.

Fine and Performing Arts Awards

LaGrange College's Theatre Arts, Music, and Art and Design programs, through the generous support of alumni and supporters of LaGrange College’s Fine Arts programs, award the exceptional talents of prospective and current students with departmental awards. These awards are competitive and are awarded based on academic promise, audition, portfolio, and departmental interviews. For a listing of these awards, please visit the Financial Aid section of our website.

General Grants and Scholarships

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

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

A Georgia Tuition Equalization Grant is a State of Georgia non-need-based grant awarded to Georgia residents attending a private college or university as a full-time student. The annual amount is contingent upon funding by the Georgia Legislature.

The HOPE Scholarship is a State of Georgia merit-based, lottery-funded scholarship awarded to Georgia residents who graduate from an eligible high school with a minimum of a 3.0 cumulative grade point average in the college preparatory core-curriculum subjects or a 3.2 minimum grade point average in the career/technology core-curriculum subjects. Effective Fall 2011, HOPE Scholarship awards will be set annually based on lottery revenues and prior year expenditures. The anticipated HOPE

Scholarship award for students attending a private college or university is $2089 per semester if full-time, and $1044 per semester if enrolled half-time. HOPE Scholars must maintain a 3.0 grade point average for continued eligibility. HOPE Scholars will be evaluated at increments of 30, 60, and 90 attempted hours and at the end of each Spring semester.

The Zell Miller Scholarship is a State of Georgia merit-based, lottery-funded HOPE Scholarship awarded to Georgia residents who graduate from an eligible high school in 2007 or later as the class Valedictorian or Salutatorian; or who graduated with a minimum of a 3.70 cumulative grade point average in the college preparatory core-curriculum subjects and earned a minimum score of 1200 (combined Critical Reading and Math) on a single administration of the SAT or a composite score of 26 on a single administration of the ACT on a test administered before the time of high school graduation. Students eligible for the Zell Miller Scholarship will receive the higher level HOPE Scholarship award of $2308 per semester if full-time, and $1154 per semester if enrolled half-time for students attending a private college or university. Zell Miller scholars must maintain a 3.30 grade point average for continued eligibility. If a Zell Miller Scholar falls below the required grade point average, then the student remains eligible for the HOPE Scholarship, provided the student has a 3.0 grade point average. Zell Miller Scholars will be evaluated at the same increments as other HOPE scholars: 30, 60, and 90 attempted hours and at the end of each Spring semester.

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

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, 2022 for loans disbursed between 07/01/2022 and 06/30/23 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, 2022 for

loans disbursed between 07/01/2022 and 06/30/2023. 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. The interest rate for both subsidized and unsubsidized loans will be 4.99% during this academic year.

The annual subsidized/unsubsidized Direct Loan limit for a dependent undergraduate is $5,500 for first-year students, $6,500 for sophomores, and $7,500 for juniors or seniors. The annual loan limits for an independent undergraduate is $9,500 for first-year students, $10,500 for sophomores and $12,500 for juniors and seniors. Federal Direct Loans are delivered to the borrower in two (2) separate disbursements, one at the beginning of the enrollment and the second at the middle of the loan period.

Repayment of a Federal Direct Loan begins six (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.

A Federal Direct Parent Loan for Undergraduate Students (PLUS) is available to the parents of a dependent student to defray remaining educational expenses after all other financial aid resources are exhausted. Eligible applicants may borrow up to the cost of attendance less other financial aid. The interest rate is a fixed rate of to be set on July 1, 2022 for loans disbursed between 07/01/2022 and 06/3023, and interest accrues from the time of disbursement until the loan is paid in full. Unlike the Federal Direct Loan program, PLUS borrowers must be credit-worthy in order to qualify for this loan, and repayment begins within 60 days of the loan disbursement. Federal Direct PLUS Loans are subject to an origination fee of 4.292%, which will be deducted from the loan amount before disbursement. The interest rate for the Direct PLUS loan for this academic year will be 7.54%.

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.

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

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.

Graduate

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, 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.

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. The interest rate for Graduate Direct loans for this academic year is 6.54%.

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

The Division of Enrollment Management and Student Experience (EMSE) 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.#The EMSE Division sponsors programming that is intentionally designed to support the College's four pillars of civility, diversity, service, and excellence.

Goals

Civility

- 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

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

Service

- Direct opportunities for individual and group community service projects will be sponsored.
- EMSE 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

- 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.
- EMSE will serve as a clearinghouse for the campus community on co-curricular programming, student concerns, and personal development.

Student Experience Units

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

- Center for Leadership and Career Development
- Chaplain, Spiritual Life & Church Relations
- Counseling Center & Office of Disability Services
- Fraternity & Sorority Life
- Housing and Student Life
- Multicultural Programming
- New Student Orientation
- Community Service
- Student Conduct
- Student Government Association
- 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 ensure 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 Director of Housing and Student Life.

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, 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 the Vice President for Enrollment Management and Student Experience as well as on the College's PantherNet Web site under "Academic 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 the Assistant Director of the Counseling Center/Coordinator of Disability Services 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 Vice President of Enrollment Management and Student Experience in consultation with the Assistant Director of the Counseling Center/Coordinator of Disability Services, the Vice President for Academic Affairs (VPAA), or any other appropriate College personnel.##In the situation that the Vice President of Enrollment Management and Student Experience 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 associated 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 Vice President for Enrollment Management and Student Experience 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 Vice President for Enrollment Management and Student Experience may at his discretion:
    - Allow the student to continue with no mandated treatment.
    - 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.
    - Allow the student to take a medical withdrawal from the College.

- Implement an interim administrative withdrawal.
- Dismiss the student from the College.
- 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 Vice President for Enrollment Management and Student Experience or designee verifying that the student is eligible to re-enroll.
3. Interim Administrative Withdrawal – The Vice President for Enrollment Management and Student Experience 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 Vice President for Enrollment Management and Student Experience or designee has the discretion to issue the interim administrative withdrawal for a designated period, 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 Vice President for Enrollment Management and Student Experience, 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 Vice President for Enrollment Management and Student Experience, in consultation with the Assistant Director of the Counseling Center/Coordinator of Disability Services, 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 Students or designee must be issued before the student can be considered for readmission from the College's admission staff.
   Additionally, 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 Vice President for Academic Affairs (VPAA).
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 Students, 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 re-enroll.

LaGrange College Sexual Misconduct Policy

Effective August 14, 2020

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Introduction

It is the policy of LaGrange College (“the College”) to maintain an environment for students, faculty, administrators, staff, volunteers, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The College has enacted this Sexual Misconduct Policy (the “Policy”) to reflect and maintain its institutional values and community expectations, to provide for fair and equitable procedures for

determining when this Policy has been violated, and to provide recourse for individuals and the community in response to violations of this Policy.

This Policy prohibits all forms of sexual or gender-based discrimination, harassment, and misconduct, including sexual assault, non-consensual sexual contact, intimate partner violence, and stalking. This Policy also prohibits retaliation against a person who reports, complains about, or who otherwise participates in good faith in any matter related to this Policy. All the foregoing conduct shall be referred to as "Prohibited Conduct."

LaGrange College does not discriminate on the basis of sex in its educational, extracurricular, athletic, or other programs or in the context of employment. Sex discrimination is prohibited by Title IX of the Education Amendments of 1972, a federal law that provides:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Sexual harassment is also prohibited under Title IX, Title VII of the Civil Rights Act of 1964, and other applicable statutes. This Policy prohibits sexual harassment against LaGrange College community members of any sex, sexual orientation, gender identity, or gender expression in the context of education or employment.

Upon receipt of a formal written complaint, the College will take prompt and equitable action to eliminate the Prohibited Conduct (if any), prevent its recurrence, and remedy its effects. In addition, the College will fulfill its obligations under the Violence Against Women Reauthorization Act of 2013 ("VAWA") amendments to the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act ("Clery Act") in response to reported Prohibited Conduct. Students or employees who are found to have violated this Policy may face disciplinary action up to and including expulsion (students) or termination of employment (faculty or staff).

LaGrange College also prohibits other forms of discrimination and harassment addressed in the Statement of Non-Discrimination .

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 individual'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.

Scope of Policy

This Policy applies to all reports of Prohibited Conduct received on or after the effective date of this Policy (August 14, 2020).

When used in this Policy, "Complainant" refers to an individual who is alleged to be the victim of conduct that could constitute sexual harassment. "Respondent" refers to an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment. A "Third-Party" refers to any other participant in the process, including a witness or an individual who makes a report on behalf of a Complainant.

The process begins with a Formal Complaint filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the College investigate the allegation of sexual harassment. The process could begin with an anonymous complaint, however, the ability of the College to process this complaint could be compromised.

At the time of filing a Formal Complaint, a Complainant must be participating in or attempting to participate in the education program or activity of the College.

Nothing in this Policy derogates the legal right of a parent or guardian acting on behalf of the Complainant, Respondent, or Third-Party, including, but not limited to filing a Formal Complaint.

A possible violation of the Sexual Misconduct Policy is handled through this process. A Complainant may also pursue criminal or civil legal recourse concurrently. One is not dependent upon another.

Persons Covered

This Policy applies to all LaGrange College community members, including students, faculty, administrators, staff, volunteers and visitors.

The College strongly encourages reports of Prohibited Conduct regardless of who engaged in the conduct. Even if the College does not have jurisdiction over the Respondent, the College will take prompt action to provide for the safety and well-being of the Complainant and the broader campus community.

The College will provide supportive measures with or without a Formal Complaint.

Locations Covered

This Policy applies to the College's educational program or activity which includes locations, events, or circumstances over which the College exercises substantial control over both the Complainant and Respondent and the context in which the sexual harassment occurs.

This Policy applies to all on-campus conduct. The College strongly encourages reports of Prohibited Conduct. Even if the Policy does not apply to the conduct because of its location, the College will take prompt action to provide for the safety and well-being of the Complainant and the broader campus community under applicable College policies.

On-Campus Conduct. This Policy applies to conduct that occurs on-campus, including conduct which occurs on property owned or controlled by the College. This policy also applies to any building owned or controlled by a student organization that is officially recognized by the College.

College Programs. This Policy applies to conduct that occurs in the context of College employment or education programs or activities, including, but not limited to, internship programs, graduate assistantships, or athletic travel.

Off-Campus Conduct. This Policy may apply to conduct that occurs off-campus and has continuing adverse effects on, or creates a hostile environment for, any member of the LaGrange College community on-campus or in any College employment or education program or activity.

Prohibited Conduct and Definitions

Sex or Gender-Based Discrimination

Sex or gender-based discrimination refers to the disparate treatment of a person or group because of that person's or group's sex, gender identity or gender expression.

Sexual Harassment

Sexual harassment is conduct on the basis of sex that satisfies one or more the following

- An employee of the College conditioning the provision of an aid, benefit, or service of the College on an individual's participation in unwelcome sexual conduct
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the College's education program or activity.
- Sexual Assault (defined below); or Dating Violence (defined below); or Domestic Violence (defined below) or Stalking (defined below).

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 a person of the same or opposite gender. It should be noted that the potential of sexual harassment exists in any of the following relationships: student/ student, employee/student, student/employee, and employee/employee. Here and subsequently, "employees" refers to faculty, staff, and administration. Because of the inherent differential in power between College employees and students, sexual relationships between employees and students are prohibited.

A hostile, demeaning, or intimidating environment exists when sexual harassment is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the College's education program or activity. A hostile environment can be created by anyone involved in a College's program or activities (*e.g.*, administrators, faculty members, staff members, campus visitors).

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.

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 individual's age or use of drugs or alcohol, or because an intellectual or

other disability prevents the individual from having the capacity to give consent; For full definition of consent, please refer to Section II. C).

Additional Definitions

Complainant. Complainant refers to an individual who is alleged to be the victim of conduct that could constitute sexual harassment

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 a 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. Instead, consent is affirmatively given. 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. 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. 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, **(e)** consent to engage in one form of sexual activity does not imply consent to engage in other forms of sexual activity; **(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.

Dating violence. The term "dating violence" means violence committed by a person - (A) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (B) 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.
- The frequency of interaction between the persons involved in the relationship. [34 USC 12291(a)(10)]

Domestic violence. The term "domestic violence" includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who

is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by 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 jurisdiction. [34 U.S.C. 12291(a)(8)]

Formal complaint. A formal complaint means a document filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that LaGrange College investigate the allegation of sexual harassment. At the time of filing a formal complaint, a Complainant must be participating in or attempting to participate in the education program or activity of LaGrange College with which the formal complaint is filed.

Gender identity: A person's deeply felt internal sense of being male or female, regardless of their sex assigned at birth.

Gender expression: The manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice or mannerisms.

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 (see full definition of "consent" above).

Retaliation: No person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing.

Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this policy does not constitute retaliation prohibited, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

Reasonable Person. Reasonable person refers to an ordinary person who exercises care while avoiding extremes of boldness and carefulness (Replevin, Black's Law Dictionary, 10 th ed. 2014).

Respondent. Respondent refers to an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment

Sexual Assault. “Sexual Assault” means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation, as defined in 20 U.S.C. 1092(f)(6)(A)(v).

CRIME DEFINITIONS FROM THE NATIONAL INCIDENT-BASED REPORTING SYSTEM (NIBRS) USER MANUAL FROM THE FBI'S UCR PROGRAM

Sex Offenses

Any sexual act directed against another person without the consent of the victim, including instances where the victim is incapable of giving consent.

1. Fondling - The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.
2. Incest - Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
3. Rape - The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
4. Sexual Assault with an Object - To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
5. Sodomy - Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
6. Statutory Rape - Sexual intercourse with a person who is under the statutory age of consent.

Stalking. The term “stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to— (A) fear for his or her safety or the safety of others; or (B) suffer substantial emotional distress. [34 USC 12291(a)(30)]

Student. The term student means any person pursuing academic studies at the College; this includes: (a) a person not currently enrolled but who was enrolled in the fall, spring, or summer terms preceding the alleged violation; (b) 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; (c) 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 (d) a person enrolled in a LaGrange College program on a credit or non-credit basis.

Confidentiality

The College encourages individuals who have experienced what they believe could constitute sexual harassment 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 reporting party and responding party 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. Additionally, officials with authority to implement corrective measures (Title IX Coordinator and Deputy Title IX Coordinators) must report to the Title IX Coordinator.
- 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 individuals 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 individuals to talk to someone identified in one or more of these groups. The options include:

Privileged and Confidential Communications

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 Complainant's permission. Following is the contact information for these on-campus individuals:

1. **Brandi Cameron**, Ed.S., LPC – Assistant Director of the Counseling Center, Coordinator of Disability Services (706-880-8177; bncameron@lagrange.edu) – for students.
2. **Adam Roberts** – Chaplain and Director of Spiritual Life (706-880-8004; aroberts@lagrange.edu) – for students and employees.

While these professional and non-professional counselors and advocates may maintain a Complainant'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.

If the College determines that the responding party poses a serious and immediate threat to the College community, Campus Security, the President, or Vice President for Enrollment Management and Student Experience may be called upon to issue a timely warning to the community. Any such warning should not include any information that identifies the Complainant.

Requesting Confidentiality from the College: How the College Will Weigh the Request and Respond

If an individual 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 LaGrange College community members, including the reporting individual.

If the College honors the request for confidentiality, an individual must understand that the College's ability to meaningfully investigate the incident and pursue disciplinary action against the responding party may be limited.

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

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:

- **Karen Pruett**, Associate Dean of Student Development & Title IX Coordinator (706-880-8997; kpruett@lagrange.edu)

When weighing an individual'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 responding party 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 responding party;
  - Whether the responding party has a history of arrests or records from a prior school indicating a history of violence;
  - Whether the responding party threatened further sexual violence or other violence against the Complainant or others;
  - Whether the sexual harassment or sexual violence was committed by multiple responding parties;
- Whether the sexual harassment or sexual violence was perpetrated with a weapon;
- Whether the Complainant 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 Complainant'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 Complainant's request for confidentiality.

If the College determines that it cannot maintain a Complainant's confidentiality, the College will inform the Complainant 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 Complainant's well-being and will take ongoing steps to protect the Complainant from retaliation or harm and work with the Complainant to create a safety plan. Retaliation against the reporting individual, whether by students or College employees, will not be tolerated. The College will provide supportive measures as described in Section VI of this policy.

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 Complainant's request for confidentiality, the College will also take immediate action as necessary to protect and assist the Complainant.

Title IX Coordinator, Deputy Coordinators, and Responsible Employees

LaGrange College has designated the following Title IX Coordinator and Deputy Coordinators:

Karen Pruett: Title IX Coordinator; 706-880-8997, kpruett@lagrange.edu

Lucinda Muncy: Title IX Deputy Coordinator; 706-880-8277, lmuncy@lagrange.edu

John Head: Appeal Officer; 706-880-8976, jhead5@lagrange.edu

LaGrange College's Title IX Coordinator oversees college compliance regarding all Title IX related matters, including the investigation of complaints. Responsibilities include, but are not limited to, the following:

- Ensuring Title IX compliance
- Overseeing Deputy Coordinators
- Assessing initial intake reports
- Understanding college policies and procedures
- Providing information about resources available to both the Complainant and Respondent
- Assigning appropriate investigators to individual cases
- Identifying the appropriate college Policy to resolve the complaint in a prompt and equitable manner
- Tracking and monitoring incidents of sex discrimination and sexual misconduct
- Providing information on options for complaint resolution

- Coordinating education and prevention efforts
- Providing information to the Clery Act administrator regarding Clery Act reportable crimes

LaGrange College's Deputy Coordinators are trained to receive initial intake and, if designated by the Title IX Coordinator, investigate complaints. Deputy Coordinator responsibilities include the following:

- Supporting and assisting the Title IX Coordinator
- Understanding college policies and procedures
- Providing information about resources available to both the Complainant and Respondent
- Hearing and/or receiving initial intake (fact-gathering)
- Reporting intake reports to Title IX Coordinator for assessment
- Investigating complaints (if designated by the Titles IX Coordinator)
- Providing information to the Clery Act administrator regarding Clery Act reportable crimes

Responsible Employees

The College has Responsible Employees who are required to share reports of allegations of Prohibited Conduct with the Title IX Coordinator or a Title IX Deputy Coordinator. A "Responsible Employee" includes any employee who

- Has the authority to take action to redress the harassment
- Has the duty of report to appropriate College official sexual harassment or any other misconduct by students or employees
- An individual could reasonably believe has the authority or responsibility to take action. The mere ability or obligation to report sexual harassment or to inform a student about how to report sexual harassment, or having been trained to do so, does not qualify an individual as one who has authority to institute corrective measures on behalf of the College.

A responsible employee, excluding confidential resources, must report to the Title IX Coordinator all relevant details about the alleged sexual harassment or sexual violence shared by the individual 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.

All College employees who do not have legally protected confidentiality are considered Responsible Employees.

Reporting

The College strongly encourages all individuals to seek assistance from a medical provider and/or law enforcement immediately after an incident of sexual violence. This is the best option to ensure preservation of evidence and to begin a timely investigative and remedial response.

The College also strongly encourages all individuals or third-party witnesses to report any incident to the College and to local law enforcement, although neither is required. These reporting options are not mutually exclusive. Both internal and criminal reports may be made simultaneously.

In order for the process to begin, the College must have actual knowledge. Actual knowledge means notice of sexual harassment or allegations of sexual harassment to the College's Title IX Coordinator or any College official who has authority to institute corrective measures on behalf of the recipient. Making a report means telling the Title IX Coordinator, Title IX Deputy Coordinators, or Responsible Employee what happened—in person, by telephone, in writing, or by email. At the time a report is made, a Complainant does not have to request any particular course of action, nor does a Complainant need to know how to label what happened. Choosing to make a report, and deciding how to proceed after making the report, can be a process that unfolds over time. The College provides support that can assist Complainants in making these important decisions and will respect a Complainant's autonomy in deciding how to proceed to the extent possible. In this process, the College will balance the Complainant's interest with its obligation to provide a safe and non-discriminatory environment for all members of the College community.

The College will investigate and resolve all formal complaints of Prohibited Conduct in a fair and impartial manner. The Parties will be treated with dignity and respect. In response to all reports of Prohibited Conduct, the College will make an immediate assessment of any risk of harm to the Parties, or the broader campus community and will take steps necessary to address those risks. These steps may include supportive measures and/or emergency removal of the respondent to provide for the safety of the Complainant and the campus community.

Emergency and External Reporting Options

Complainants have the right to notify or decline to notify law enforcement. The College strongly encourages all individuals to seek assistance from law enforcement immediately after an incident of sexual misconduct. The College will help any LaGrange College community member to get to a safe place and will arrange transportation to the hospital, coordination with law enforcement, and information about on- and off-campus resources and options for resolution.

The College has Campus Security (Securitas) on duty twenty-four (24) hours a day. You may report crimes or other emergencies by calling:

Emergency Assistance: 911
LaGrange Police 706-883-2603
Campus Security (Securitas): 706-880-8911
If you do not wish to make a report to the police, you are still encouraged to seek professional medical advice. Additional assistance is available through the following:
Confidential Report – LaGrange College Counseling Center/Office of Disability Services 706-880-8013
Confidential Report – LaGrange College Chaplain & Director of Spiritual Life 706-880-8004
Harmony House (LaGrange, GA): 24/7 hotline 706-885-1525 / General 706-882-4173

Sexual Assault Support Center, Inc. (Columbus, GA): Crisis line 706-572-6010 / General 706-221-1033
West GA 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)

Campus Reporting Options

The College recommends that individuals report Prohibited Conduct to an Official with Authority or Responsible Employee or any of the following offices or individuals:

Campus Safety
Ext 8911, Turner Hall
security@lagrange.edu

Karen Pruett, Associate Dean of Student Development, Title IX Coordinator
Ext 8997
kpruett@lagrange.edu

Lucinda Muncy, Human Resources Director, Title IX Deputy Coordinator
Ext 8277
lmuncy@lagrange.edu

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 Title IX Coordinator.

Cases of sexual violence may also be reported to the LaGrange Police Department; the College's Title IX Coordinator can assist individuals with contacting the Police Department. If an incident is criminal in nature, the College may be mandated to share certain information with law enforcement.

Anonymous Reporting

Although the College encourages victims to talk to someone, the College provides an alternative option for anonymous reporting. Campus Conduct Hotline , 866-943-5787, is a confidential, independent call-in service that provides all college community members a simple and anonymous way to report any incident.

Support Measures

Upon receipt of a report of alleged Prohibited Conduct, the College will provide reasonable and appropriate supportive measures designed to eliminate any existing hostile environment and protect all Parties involved. The College will make reasonable efforts to communicate with the Parties to ensure that all safety, emotional and physical well-being concerns are being addressed. Supportive measures may be implemented

regardless of whether formal disciplinary action is sought by the Complainant or the College, and regardless of whether a crime is reported to Campus Safety or local law enforcement. Supportive Measures are non-disciplinary services offered as appropriate, as reasonably available, and without fee or charge to both the Complainant or Respondent before or after the filing of a Formal Complaint or where no Formal Complaint has been filed. These Supportive Measures are designed to restore or preserve equal access to the College's education program or activity without unreasonably burdening Complainant and Respondent, including measures designed to protect the safety of all Parties or the College's educational environment, or deter sexual harassment. Supportive measures may include no- contact directives, changes in class or work schedules, changes in College-owned living arrangements, or any other supportive measures that the College deems appropriate. Likewise, the College may work with a reporting student to provide access to on-campus counseling services, provide information regarding off-campus services, increased security monitoring, additional academic support or even withdrawal from class (or classes) without penalty.

The College will maintain the privacy of any supportive measures provided under this Policy to the extent practicable and will promptly address any violation of the supportive measures. All individuals are encouraged to report concerns about failure of another individual to abide by any restrictions imposed by a supportive measure. The College will take immediate and responsive action to enforce a previously implemented restriction if such restriction was violated.

Employees are encouraged to utilize the College Chaplain or their health insurance to identify counselors in their community.

Emergency Removal

Nothing in this Policy precludes the College from removing a Respondent from the College's education program or activity on an emergency basis, provided that the College undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the Respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Administrative Leave

Nothing in this Policy precludes the College from placing a non-student employee Respondent on administrative leave during the pendency of this process. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

Prevention, Awareness Programs, and Training

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 Misconduct Policy and Procedures will be issued to all incoming students and personnel.

Resolution of Grievance

The Title IX Team (Coordinator and/or Deputies) will coordinate resolution of all allegations of Prohibited Conduct defined in the Sexual Misconduct Policy using the procedures in this section. Prohibited Conduct (e.g., discrimination, harassment, retaliation) based on protected status other than sex (e.g., race, color, age, disability, other classification protected by federal or state law) is prohibited by other College policies. In the event of such complaints, the College will identify, based upon the allegation, the appropriate office to coordinate resolution of the report.

The Respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

All investigations will be conducted in a timely and impartial manner. The Parties will be informed of the projected timeline for conclusion of the process. There may be temporary delays of the process and limited extensions of time frame for good cause. Parties must submit any request for an extension to the Title IX Coordinator in writing. The Parties will be provided written notice of the delay and reasons for such delay.

If the conduct alleged in the Formal Complaint would not constitute sexual harassment as defined in this Policy even if proved, did not occur in the College's education program or activity, or did not occur against a person in the United States, then the College must dismiss the Formal Complaint with regard to that conduct for purposes of sexual harassment under this Policy. However, such a dismissal does not preclude action under another provision of the College's Social Code.

The College may dismiss the Formal Complaint or any allegations therein, if at any time during the investigation or hearing: a Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the formal complaint or any allegations therein; the Respondent is no longer enrolled or employed by the College; or specific circumstances prevent the College from gathering evidence sufficient to reach a determination as to the Formal Complaint or allegations therein.

Upon dismissal of the Formal Complaint either required or permitted, the College will promptly send written notice of the dismissal and reasons for the dismissal simultaneously to each Party.

The College may consolidate Formal Complaints as to allegations of sexual harassment against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one Party against another Party, where the allegations of sexual harassment arise out of the same facts or circumstances

Intake Meeting

Upon receipt of a report of alleged Prohibited Conduct, the Title IX Coordinator must promptly contact the Complainant to discuss the availability of Supportive Measures, consider the Complainant's wishes with respect to supportive measures, and explain the Complainant the process for filing a Formal Complaint.

The Title IX Team will conduct an Intake Meeting with the Complainant as soon as possible. At that meeting, the Coordinator or Deputy Coordinator will address the following topics, as appropriate:

- Address immediate physical safety and emotional well-being needs
- Notify the Complainant of the right to contact law enforcement and seek medical treatment (and the right to decline to do so), and the importance of preservation of evidence
- Notify the Complainant of confidential and non-confidential reporting options on and off campus
- Provide the Complainant with information about:
    - On and off campus resources, including counseling, health, mental health, victim advocacy, and legal assistance
    - The range of supportive measures, including changes to academic, living, transportation, and/or working situations, or other protective measures, which are available to the Complainant regardless of whether the Complainant files a formal complaint with the College, Campus Security or local law enforcement
- Provide an overview of the procedural options and process, including the filing of a Formal Complaint, Informal Resolution and Formal Resolution. This overview should include explanation that the Complainant and Respondent will receive written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the Complainant to prepare to participate.
- Explain the right to object to the assignment of the Title IX Coordinator, Deputy Coordinator or Investigators based on bias or conflict of interest within 2 business days of a decision to proceed through the process
- Explain the right to a timely investigation and resolution
- Explain the right to inspect and review evidence
- Explain that the Complainant has a right to an Advisor of their choice during the process
- Explain the College's policy on retaliation
- Provide notice of any provision in the College's Code of Conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process
- Explain the right to appeal

- Provide statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process

At the Intake Meeting, the Coordinator or Deputy Coordinator will provide the Complainant with the above-listed information in writing. If the initial Intake Meeting is conducted by a Deputy Coordinator, the meeting report will be submitted to the Coordinator for consideration. As described in the Sexual Misconduct Policy, the Complainant has the right to request that the Title IX office not share the Complainant's name (or other identifiable information) with the Respondent, or that the Title IX office take no formal action in response to the report. If the Complainant makes such a request, the Coordinator will balance the request with the dual obligation to provide a safe and nondiscriminatory environment for all College community members, and to remain true to principles of fundamental fairness that require the College to provide the Respondent with notice of the allegations and an opportunity to respond before action is taken against the Respondent.

Absent a request for confidentiality as described above, the Coordinator or Deputy Coordinator will ask the Complainant questions to get a basic understanding of the reported Prohibited Conduct. The interview will include, but is not limited to, questions to understand the key facts upon which the Complainant bases the report (i.e., the who, what, where, and when) to appropriately assess how to proceed. At the conclusion of the Intake Meeting, and if the Complainant wishes to move forward with a formal complaint, the Coordinator and Deputies will decide:

- Does the Complainant's report state facts that, if true, could constitute a violation of the College's Sexual Misconduct Policy?
    - If yes, the College must proceed with the process.

Notice of Charges

The College will provide written notice to the Complainant and Respondent of the allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Additionally, the following must be provided in writing to the Parties:

- Notify the Parties of the right to contact law enforcement and seek medical treatment (and the right to decline to do so), and the importance of preservation of evidence
- Notify the Parties of confidential and non-confidential reporting options on and off campus
- Provide the Parties with information about:
    - On and off campus resources, including counseling, health, mental health, victim advocacy, and legal assistance
    - The range of supportive measures, including changes to academic, living, transportation, and/or working situations, or other protective measures
- Provide an overview of the procedural options and process, including Informal Resolution and Formal Resolution. This overview should include explanation that the Parties will receive written notice of the date, time, location, participants, and

purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the Parties to prepare to participate.
- Explain the right to object to the assignment of the Title IX Coordinator, Deputy Coordinator or Investigators based on bias or conflict of interest within 2 business days of a decision to proceed through the process
- Explain the right to a timely investigation and resolution
- Explain the right to inspect and review evidence
- Explain that the Parties have a right to an Advisor of their choice during the process
- Explain the College's policy on retaliation
- Provide notice of any provision in the College's Code of Conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process
- Explain the right to appeal
- Provide statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process

The Complainant and the Respondent are each permitted to select an Advisor to accompany his/her during any investigative meeting, pre-hearing conference and/or at any time following the filing of a formal complaint. The Advisor may be a mentor, family member, friend, attorney or any other supporter so long as they are not in any way involved in the resolution process, such as serving as a witness. Their role is to support the Complainant or the Respondent and, as such, are not permitted to speak in investigative meetings. However, during a live hearing, Advisors are permitted to cross examine the parties and witnesses. The College cannot guarantee equal advisory rights, meaning that if one party selects an advisor who is an attorney, but the other does not, or cannot afford an attorney, the College is not obligated to provide one.

Role of the Advisor of Choice

Both the Respondent and Complainant have the right to have an Advisor of choice. It is the responsibility of the Complainant and Respondent to communicate with the Advisor regarding allegations, times and dates of meetings, hearings, outcomes and any other information regarding the case. The Investigators, Title IX Coordinator and Deputy Coordinators will not discuss the case with any Advisor. The Advisor may:

- attend any meeting or hearing with the respective Complainant or Respondent regarding the case, if invited by the respective Complainant Respondent;
- may provide advice to the Complainant or Respondent he/she is advising through quiet conversation or written notes in any meeting or hearing related to the case;
- may be a member of the College community, but is not required to be. May be an attorney, but, is not required to be;
- during meetings with Investigators and the Title IX Team, Advisors may not represent the Complainant or Respondent; Parties are expected to respond to questions from investigators and the Title IX team directly;
- during a live hearing, advisors may cross-examine the Parties and the Parties witnesses.

Investigation

After the Notice of Charges has been provided to the Parties, the Title IX Coordinator or Deputy will select a trained internal or external investigator or a two-person investigative team to conduct a reasonable, impartial, and prompt investigation of the complaint ("Investigation"). The Coordinator will select an Investigator based on several factors, including the Parties involved, the complexity of the complaint, the need to avoid any potential conflict of interest, and who may best conduct a fair and equitable investigation for all Parties involved. The Coordinator will notify the Complainant and Respondent, in writing, of the name of the designated Investigator(s). The Parties will have 2 business days to object to the Investigator's selection on the basis of bias or conflict of interest. If the Complainant or Respondent objects, the Coordinator will evaluate whether the objection is substantiated. The Coordinator will remove and replace any Investigator the Coordinator finds to have a bias or conflict of interest against either party.

The Investigator will contact both Parties with a request to meet within 3 business days. The Investigator will continue the investigation once the 3 business days has expired, or sooner if both Parties respond. The Investigator, in consultation with the Coordinator, will establish an expected, reasonable timeframe for the Investigation process and notify the Parties of any delays.

The Investigator will interview both Parties and relevant witnesses and gather documentary evidence provided by the Parties and any identified witnesses. The Investigator will prepare a summary of each interview ("Interview Summary"). The College does not restrict the ability of either the Complainant or Respondent to discuss the allegations under investigation or to gather and present relevant evidence.

The Investigator(s) will review the documentation from the preliminary investigation and will prepare a Preliminary Report. The Preliminary Report is a written summary of the evidence gathered in the course of the Preliminary Investigation. This evidence will include both inculpatory and exculpatory evidence. The burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the College and not on the Parties. The Investigator will state specific factual findings in the Preliminary Report (e.g., "Complainant was incapacitated" or "Respondent believed that Complainant was not incapacitated"). The standard for determining each factual finding is the "preponderance of the evidence," (i.e., that it is more likely than not that the factual finding is true). The Investigator will not state ultimate findings as to whether the Respondent has, or has not, violated one or more of the College's policies. The Investigator will attach as exhibits to the Preliminary Report all Interview Summaries and any documentary evidence gathered and relied upon in the Preliminary Investigation that is directly related to the allegations in the Formal Complaint, including any evidence upon which the College does not intend to rely in reaching a determination regarding responsibility and any inculpatory or exculpatory evidence whether obtained from a Party or other source. The College cannot access, consider, disclose, or otherwise use a Party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the Party, unless the College obtains that Party's voluntary, written consent to this evidence.

When the Investigator determines that the Preliminary Investigation is complete, the Investigator will submit the Preliminary Report to the Coordinator. The Coordinator may require the Investigator to conduct additional investigation; if so, the Investigator will conduct additional investigation consistent with the following procedures:

The Investigator may conduct follow-up interviews with both Parties and witnesses based upon testimonial and documentary evidence gathered during the Preliminary Investigation. The Parties and witnesses can expect that, in these follow-up interviews, the Investigator will seek responses to specific allegations or evidence. To the extent additional material, witnesses or evidence are identified during Rebuttal Fact-Gathering, the Investigator will conduct additional interviews and gather additional evidence. Rebuttal Fact-Gathering may be repeated as necessary to ensure a complete gathering of evidence.

Notice of Preliminary Report and Response

Once the Coordinator has agreed that the Investigation is complete, the Coordinator will provide the Preliminary Report to the Parties for review, as soon as possible after receipt of the Preliminary Report from the Investigator.

The Parties may respond to the Preliminary Report; the Parties will submit any response within 10 calendar days of being notified of their opportunity to review the report. The Parties may respond in one or both of the following ways:

- The Parties may provide a written response to the Preliminary Report, or any portion of it, including each Interview Summary. The Investigator will consider any written response provided by the Parties in preparing the Final Report.
- The Parties may submit a written request for additional investigation. Such requests may include, but are not limited to, the following:
    1. Request(s) for follow-up interview(s) with existing witnesses to clarify or provide additional information, including offering questions to the Investigator to pose to witnesses
    2. Request(s) to consider new evidence. Any request for additional investigation shall explain the reason for the request (e.g., new witnesses).

If neither of the Parties requests additional investigation, the Investigator will prepare the Final Report. If either (or both) Parties request additional investigation, the Investigator will review the request(s) in consultation with the Coordinator. The Investigator will conduct the requested additional investigation if the Coordinator determines that the request(s) will assist the Investigator in completing the investigation.

If the Investigator conducts additional investigation, the Investigator will prepare an Addendum to the Preliminary Report (“Addendum”). The Investigator will submit the Addendum to the Coordinator. The Coordinator may require the Investigator to conduct additional investigation before the Addendum is complete. Once the Coordinator has agreed that the Addendum is complete, the Coordinator will provide the Addendum to the Parties.

Final Report

Once the investigation is complete, the Investigator will prepare a Final Report. The Final Report, if different from the Preliminary Report, will have attached as exhibits

the testimonial and documentary evidence from the Investigation, the Preliminary Report, the Addendum (if applicable), and all of the Parties' responses throughout the Formal Resolution proceeding. Once the Investigator is satisfied that the Final Report is complete, the Investigator will submit the Final Report to the Coordinator. The Coordinator will send to each Party and the Party's Advisor, if any, a copy of the Final Report in an electronic format or hard copy, for their review and response.

No earlier than 10 calendar days after sending the Final Report, the Coordinator will meet with the Complainant and Respondent individually. Using the Final Report, the Title IX Coordinator, and Deputy Coordinators will determine and notify the Complainant in writing as to whether the College should proceed through Formal or Informal Resolution using the following guidelines:

1. Any Formal Complaint that alleges sexual misconduct, including sexual assault and nonconsensual sexual contact, or other forms of physical violence can proceed through the informal resolution
2. Complaints involving allegations that an employee sexually harassed a student are not permitted to proceed through an Informal Resolution process.
3. Some complaints that allege harassment may be appropriate for informal resolution. If the Coordinator determines that the complaint may appropriately be resolved through Informal Resolution, the Coordinator will ask the Complainant and Respondent, separately, whether they would agree to pursue resolution of the complaint informally. Any resolution reached through Informal Resolution will be confirmed in writing and provided to the Parties as soon as possible after reaching a resolution. If either party does not agree to pursue Informal Resolution, or if the Complainant, Respondent, or Coordinator, at any time, determines that Informal Resolution is no longer appropriate, the Coordinator will promptly inform the Complainant and Respondent in writing that the complaint will proceed through Formal Resolution.

Informal Resolution

If both Parties wish to resolve the case without an adjudication, the Coordinator can facilitate an Informal Resolution of the Formal Complaint that does not necessitate a full adjudication. The Parties must agree to this Informal Resolution in writing. At the conclusion of an Informal Resolution, and upon receipt of official notification via College email, the Complainant and the Respondent have 2 (two) Business Days to change their mind about the resolution of the case. If either the Complainant or the Respondent changes their mind regarding the agreed upon resolution, they must do so in writing and submit it to the Title IX Coordinator. Should the Party's request not be received in writing (including electronically), or does not submit within 2 (two) Business Days, the informal resolution will be considered final and binding.

If either of the Parties do not wish to participate in the Informal Resolution prior to an adjudication by the hearing panel, the Coordinator will schedule a hearing on the case not less than 10 (ten) Business Days from the meeting to discuss the Final Report with the Coordinator.

If the parties involved in the Informal Resolution process fail to reach a mutually agreeable outcome for the alleged conduct, the allegation will be resolved via a live Hearing. In that event, the Title IX Coordinator will so notify the Parties in writing and will describe next steps and timeframes for the Hearing.

Any Party (including the Title IX Coordinator) may terminate the Informal Resolution process at any time.

Hearing and Appeal

Hearing (Hearing Panel)

If the Parties desire a live hearing, the Coordinator will set the date and time of the hearing, appoint a hearing panel consisting of three (3) trained hearing panelists and notify the Parties of the hearing date and option to call witnesses to the proceeding. One (1) panelist will serve as the panel chair and is responsible for maintaining order during the hearing panel proceeding. The hearing panel will ultimately make the determination by majority opinion as to whether or not, by the preponderance of the evidence the Respondent is responsible for the alleged Sexual Misconduct Policy violation.

The hearing will be recorded. The hearing will be live, but, may be conducted with all parties physically in the same geographical location or, at the College's discretion or request of either Party, , any or all of the Parties may appear at the live hearing virtually, with sufficient technology to enable participants to simultaneously see and hear each other.

The hearing will not be conducted as a court proceeding. The Parties have the right to present their opening and closing statements as well as to present their factual position and for the Panel to question the Parties and witnesses presented. However, the Parties may not cross-examine each other. The Advisor for both Parties have the right to cross-examine the other Party and all witness and ask all relevant questions and follow-up questions, including those challenging credibility. Only relevant cross-examination and other questions may be asked of a party or witness. Before a Complainant, Respondent, or witness answers a cross-examination or other question, the Chair of the hearing panel must first determine whether the question is relevant and explain any decision to exclude a question as not relevant. If a party does not have an Advisor present at the live hearing, the College will provide without fee or charge to that party, an Advisor of the College's choice, who may be, but is not required to be, an attorney, to conduct cross-examination on behalf of that party. Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

If a party or witness does not submit to cross-examination at the live hearing, the hearing panel must not rely on any statement of that party or witness in reaching a determination regarding responsibility; provided, however, that the hearing panel

cannot draw an inference about the determination regarding responsibility based solely on a party's or witness's absence from the live hearing or refusal to answer cross-examination or other questions.

Hearing Panel Determination

A written determination is required to be submitted by the hearing panel to the Title IX Coordinator, who will meet with the Respondent and Complainant separately to deliver the written determination. The written determination must include: (a) Identification of the allegations potentially constituting sexual harassment , (b) A description of the procedural steps taken from the receipt of the Formal Complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held, (c) Findings of fact supporting the determination, (d) A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the College imposes on the respondent, and whether remedies designed to restore or preserve equal access to the College's education program or activity will be provided by the College to the Complainant , (e) the College appeal process.

Possible sanctions which may be assigned by the Hearing Panel after a finding of Responsibility are those articulated in the Social Code of the LaGrange College Student Handbook for students. This list is not exhaustive and may be modified to meet the particular circumstances of any given case:

Students

1. Expulsion - Permanent severance of the student's relationship with the College. This severance includes being barred from campus.
2. Disciplinary Suspension - Temporary severance of the student's relationship with the College for a specified period of time.
3. Limited Suspension - A student may be denied certain privileges for a specified period of time. These privileges may include, but are not limited to, class attendance, housing, parking on campus, participation in extracurricular activities, ID card privileges, access to institutional facilities, and access to the campus.
4. Disciplinary Probation - Notice to the student that any further, major disciplinary violation may result in suspension. Disciplinary probation might also include one or both of the following: the setting of restrictions or the issuing of a reprimand.
5. Reprimand (either oral or written.)
6. Counseling - The committee may request that a student meet a specified number of counseling sessions with the campus counselor for issues including, but not limited to, anger management, substance abuse, and extenuating personal circumstances.
7. Community Service - A specified number of hours of work to be performed by the student. The work will be determined and supervised by the Vice President and Dean of Students or a designee.

Employees

Employee discipline may include, but is not limited to, suspension with or without pay, written reprimand, termination, and/or loss of privileges. Employees are encouraged to review their respective handbook for more information on disciplinary actions.

If either Party objects to the decision on the findings and/or the sanctions and request a live hearing, the Coordinator will schedule a hearing on the case.

Appeal (Appeal Officer)

Both Parties may appeal a determination made by the Hearing Panel. If the Respondent or the Complainant chooses to appeal either the Sanctions or the hearing panel's decision, they may do so by submitting a written appeal statement to the Title IX Coordinator within 3 business days of the date the hearing report is sent to the parties. The Title IX Compliance Officer serves as the Appeal Officer. The three grounds for appeal are:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- The Title IX Coordinator, investigator(s), or Hearing Panel member(s) had a conflict of interest or bias for or against Complainants or respondents generally or the individual Complainant or respondent that affected the outcome of the matter.

The appeal statement must identify the ground(s) for appeal. Note that an appeal is not a re-hearing of the case.

If the Appeal Officer determines that a ground of appeal is substantiated, the Appeal Officer will return the case to the Coordinator. When a case is returned to the Coordinator, the Coordinator may decide to dismiss the case (e.g., based on insufficient information to believe that a policy violation may have occurred), send the case to the original hearing panel for reconsideration, send the case to a new hearing panel with the same or different charges, and/or (re)implement any aspect of the disciplinary process. A different decision (i.e., the decision of responsibility and/or sanctions) may subsequently result. If the Appeal Officer finds the appeal is not substantiated, the decision of the hearing panel stands.

Recordkeeping

LaGrange College shall maintain for a period of seven years records of— (A) Each sexual harassment investigation including any determination regarding responsibility and any audio or audiovisual recording or transcript required under this policy, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to LaGrange College's education programs or activities; (B) Any appeal and the result therefrom; (C) Any informal resolution and the result therefrom; and (D) All materials used to train Title IX Coordinators, investigators, decision makers, and any person who facilitates an informal resolution process. LaGrange College shall make these training materials publicly available on its website.

LaGrange College shall create, and maintain for a period of seven years, records of any actions, including any Supportive Measures, taken in response to a report or Formal Complaint of sexual harassment. In each instance, LaGrange College will document the basis for its conclusion that its response was not deliberately indifferent,

and document that it has taken measures designed to restore or preserve equal access to LaGrange College's education program or activity. If LaGrange College does not provide a complainant with Supportive Measures, then LaGrange College must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit LaGrange College in the future from providing additional explanations or detailing additional measures taken.

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 co-habitated 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 offense(s) 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/Office of Disability Services 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/Office of Disability Services 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/Office of Disability Services 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 residential, liberal arts institution of higher education, LaGrange College supports student learning both inside and outside the classroom. Consistent studies have shown that students living in campus residence halls typically have higher graduation

rates, grades, and connections with students, faculty, and staff. The firm conviction that residing on campus is a crucial component of a student's total educational experience supports the establishment of a campus residency requirement. The LaGrange College residency requirement dictates that all undergraduate day students taking twelve (12) or more academic class hours must live in college housing unless they meet, verify one of the established exceptions, and receive approval to live off-campus from the director of housing.

To receive an exemption from the College's residency requirement, you must receive written permission from the director of Residential Education and Housing. An exemption form can be obtained from the website of the Office of Housing and Student Life and/or in Smith Hall 203). The form must specify the reason why an exemption should be made and be signed by the student as well as her/his parent(s)/guardian(s).

By signing this form, both student and parent(s)/guardian(s) verify that the information supplied is current, truthful, and accurate. If the College discovers that false information has been provided or that circumstances have changed without notice to the institution, the College reserves the right to bill both room and board. Likewise, providing false information will be deemed to be a violation of the Honor Code and Social Code and the student will be referred for disciplinary action. Individuals failing to submit a form, even if an exemption is warranted, will have a hold placed on his/her account that will prevent class registration. Completion of this form and approval is necessary to receive a waiver from the Spring to Fall Room Hold Assessment of $200.

Exemption determinations are made by the Director of Housing and Student Life. Appeals to such decisions should be directed to the Vice President of Enrollment Management and Student Experience within 48 hours of receiving notification of the decision.

Exemptions listed on the form are below:

- The student is 23 years of age or older on the first date of semester classes (does not require parent signature).
- The student is married and living with her/his spouse; please provide documentation of marriage license and documentation of joint residence at a single address.
- The student is responsible for a dependent child; please provide documentation of dependency.
- The student is a veteran with at least two years of active military service.
- The student resides exclusively with parent(s) or legal guardian(s) in their/her/his primary residence that is within a thirty-mile commute of the College; please provide documentation of ownership (power/utility bill, etc.) for parent(s)/guardians.
- Other (Please type and attach a written justification for exemption from the policy and supply all supporting materials necessary to justify consideration of the request – it should be noted that exemptions for reasons not articulated above will be rare and offered only in the most exceptional of circumstances).

Room Deposit

Full-time undergraduate day students entering the college are required to pay a $300 enrollment deposit to reserve their space in the incoming class. No deposit will be refunded after May 1. All students deposited by May 1 will be guaranteed campus housing pending space limitations. Campus housing assignments will be finalized and room/board charges will be applied by July 1. Students must have all required paperwork (including requests to live off campus) submitted by this date. Students who deposit after July 1 will be assigned housing, if available, on a first-come, first-served basis. Of this $300 enrollment deposit, $100 covers a residence hall damage deposit that may be refundable at the time that the student either graduates or receives permission to live off campus (less any assessed fees due to damages). The remaining $200 is used by the College to cover many of the services provided during the first year. Students who entered the institution prior to the 2022 Fall semester and who have a residence hall damage deposit pending with the college will receive reimbursement of those monies as noted above.

Students that fail to check-out of their residence hall room at the end of the year will receive a fine and forfeit their $100 deposit that will no longer be refundable based on the non-check-outs.

Spring-to-Fall Room Hold Assessment

All full-time undergraduate day students will be required to pay a $200 Spring to Fall Room Hold charge. To participate in the housing lottery and/or to register for upcoming Fall classes, students must either: (a) pay the $200 charge to the college, or (b) submit the required documentation to the housing office and receive a waiver permitting that student permission to live off campus as directed by the college's residency requirement. Those students who pay the $200 charge to reserve a campus residence hall room and who occupy that room during the Fall semester will have the monies credited to their account at the end of the first month of classes. The $200 charge may be paid at the College's business office.

Note that students graduating in May or the summer will not be required to pay the $200 room hold fee and that the $200 Spring to Fall Room Hold charge is not refundable if students choose not to return to the college in the Fall semester.

Spiritual Life & Church Relations

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 disjoined, 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 and Church Relations

The Chaplain and Director of the Office of Spiritual Life and Church Relations 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 as Director of Spiritual Life, supports and coordinates the activities of all student spiritual life groups on campus.

As Director of Church Relations, the Chaplain schedules student-led worship teams for church visits, and preaches and teaches in United Methodist Churches throughout Georgia and beyond, and in local churches of all denominations.

The Chaplain and Director of Spiritual Life and Church Relations' office is located on the first floor of Smith Hall.

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, the Division of Enrollment Management and Student Experience 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:

1. *Student Experience*
    - 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 Experience may be appealed to the Vice President for Enrollment Management and Student Experience. If the grievance involves an original decision rendered by the Vice President for Enrollment Management and Student Experience, then the decision may be appealed to the Vice President for Academic Affairs (VPAA).
2. *Financial Aid.* See the “Financial Aid” section.
3. *Academic Matters.* See the “Academic Policies” section.

Department of Athletics

LaGrange College is a member of the National Collegiate Athletic Association (NCAA) Division III and the Collegiate Conference of the South (CCS). We are the Panthers and our colors are red and black.

We have 16 intercollegiate teams who compete in

- **Baseball**
- **Basketball** (men's & women's)
- **Cheer**
- **Cross country** (men's & women's)
- **Football**
- **Golf**
- **Lacrosse** (men's)
- **Soccer** (men's & women's)
- **Tennis** (men's & women's)
- **Softball**
- **Volleyball** (indoor & beach)

It is the philosophy of LaGrange College that student-athletes are attending college primarily for a quality education, and thus scholarships are offered based on academic success only - not athletic.

LaGrange College is committed to a full program of athletics that encourages the student-athlete to reap the benefits of top tier education, commitment to community service, and the opportunity to partake in multiple communities across campus.

LaGrange College Athletics Mission Statement

The athletic department exists for the purpose of challenging student-athletes at LaGrange College in their search for excellence and respect in both academic and athletic performance. Student-athletes are expected to develop and show respect, sportsmanship, and commitment, as well as pride in the traditions of LaGrange College. Our aim is the transformation of the whole student—body, mind, and soul.

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, whether the latter are athletics, the performing arts, or other student activities. The college employs coaches who understand that balance of priorities, and its coaches seek to recruit students who will be successful student-athletes. As an institution that does not aware financial scholarships based on athletic success, our coaches work as part of the enrollment team to identify students who will be both successful on the field, in the classroom, and in life following graduation.

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.

Consistent with the College’s Statement on Non-Discrimination, LaGrange College is committed to gender equity and values cultural diversity. The college will invest sufficient resources to ensure that medical and athletic training services are available to all student-athletes at appropriate times. It shall strive 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 an equal opportunity to develop their potential as a student-athlete.

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 Collegiate Conference of the South 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.

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 fitness center & gymnasium 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 (LCID). Any suspected unauthorized access of a user’s account should be reported immediately to the Chief Information Of 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 Collegiate 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 Chief Information icer. 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 Chief Information Officer 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 LaGrange College's Panthernet web site.

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.

Undergraduate Academic Policies

- Honor Code
- General Academic Policies
- Components of Academic Progression
- Alternate Methods of Obtaining Academic Credit
- Grades and Credit
- Grade Reporting
- Transcripts
- Student Grade Appeal
- Course Repetition
- Academic Honors
- Academic Standing and Probation
- Academic Forgiveness
- Student Petition of Academic Policy
- Student Records and FERPA Regulations
- Protection of Students Enrolled in Distance Education Courses
- International Students

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 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.

The Honor Code may be augmented for individual course needs, provided that any additions are listed in the course syllabus and do not detract from the letter or spirit of the Honor Code or jurisdiction of the Honor Council.

Student Responsibilities

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

Student Rights

- to be presumed innocent;
- to be granted a fair, impartial, and timely hearing;
- to face and question any witnesses at a hearing;
- to provide and share information 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 Council president must be made aware of this person’s name and relationship to the student no less than twenty-four (24) hours before the hearing. The observer’s role is one of support, and this person will not be allowed to speak.

Examples of Offenses

- academic cheating, including but not limited to the unauthorized use of books or notes, copying, or collaboration on examinations or any graded coursework;
- 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 Honor Council as requested;
- failure to maintain confidentiality regarding a case;
- any dishonest conduct related to Collegiate Enrichment requirements, including but not limited to, taking credit for attendance when one has not attended an event, either in whole or in part; or aiding another in attempting to take credit for attending an event one has not attended.

Sanctions

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

- A maximum of half (½) credit on the related assignment at the discretion of the professor
- A zero on the related assignment
- The final grade in the course lowered by one letter grade
- An F in the course
- Suspension from the College for one term, excluding summer, in a grade-related offense
- Suspension from the College for one term, excluding summer, and an F in the course in a grade-related offense
- Dismissal from the College and an F in the course in a grade-related offense
- Revocation of a degree

All students will also complete a program of remediation outlined in the following section.

Remediation

All students found to have violated the Honor Code must complete a Remediation Program before being allowed to enroll in classes for the following semester. In course-related violations, they would also receive a sanction from the Honor Council. In certain non-course-related cases, the remediation program itself may be the sanction set by the Honor Council.

1. A contract will be signed by the student which requires a Remediation Program to be completed within a month of the date of the initiation of the contract. If the sanction is imposed late in a semester, the president of the Honor Council will determine a reasonable time for its completion at the beginning of the next semester. If the student does not complete the program as agreed within one month, he or she will not be able to register for the following semester, not including summer, effectively accepting a suspension for a semester. It will be the student's responsibility to make and keep all appointments named in the contract and to complete the program within the specified period.
2. The student must make and keep appointments, while dressed appropriately (item 3), to meet with the following groups or members of the college community *in person*: the Vice President for Academic Affairs (VPAA) (or President of LaGrange College if VPAA is not available) and the member or members of the faculty involved. In each of these discussions the student should be prepared to explain his or her violation, discuss its impact both personally and on the college community, and hear what others' thoughts and concerns may be about the violation. A minimum of thirty minutes is suggested for each meeting. The paper referred to in a following section (item 4) must be presented to the VPAA prior to his or her meeting with the student.

3. Attire: Students meeting with the Vice President for Academic Affairs (VPAA) (or the President) must be dressed in attire that would be appropriate for a job interview. If the student shows up wearing inappropriate clothing, he or she will be required to reschedule their meeting.
4. The student must write a typed paper, at least 750 words in length, reflecting on the experience of the violation and what he or she learned in the process of the meetings as reflected in the Honor Council's Learning Outcomes. These papers, rendered anonymous, will be made available for the Honor Council to use at its discretion in its efforts to educate the student body regarding academic integrity. When the paper has been submitted and read by the Honor Council, the final step in satisfying the Remediation Program will be a meeting with the Honor Council. This is an opportunity for members of the Council to ask questions of the student about the process and outcome.

A complete description of Honor Code policies, rules, and regulations can be found in the Student Handbook, available on PantherNet. Handbooks are also available in the Office of Student Engagement.

General Academic Policies

Requirements for bachelor's degrees

LaGrange College's undergraduate day program offers the Bachelor of Arts degree, the Bachelor of Science degree, the Bachelor of Music degree, the Bachelor of Business Administration degree, and the Bachelor of Science in Nursing degree. Baccalaureate degrees require a minimum of 120 semester hours of credit, including required *coursework* in the Ethos curriculum, Interim terms, and the major.

To be eligible for the degree, a student must meet all requirements for the degree (Ethos, Interim, major program, all necessary assessments, Collegiate Enrichment, 120 semester hours (or more, depending on major) of coursework, residency, and a minimum 2.0 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. A student who does not earn a degree in ten full semesters or the equivalent may be denied further registration.

In order to graduate in four academic years, a student should enroll for at least 30 semester hours each academic year. Twelve (12) semester hours is considered full-time in a regular semester. The maximum full course load is 16 semester hours; anything beyond is considered an overload. No student whose average is below 3.0 is permitted to enroll for more than 16 hours in any one term without the written permission of the VPAA.

To obtain a second bachelor's degree, at least 30 additional semester hours must be earned beyond the first degree, in a minimum of two semesters.

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

grade below a “C-” in any course above the 1000 level may be applied toward a major or minor.

Specific Descriptions of Graduation Requirements

Bulletin - A student who enters LaGrange College under a given Bulletin generally will be graduated under the Ethos curriculum (the general education curriculum), credit hours requirement, and grade point average requirements of that Bulletin. Major requirements are those in force at the time when a student formally declares a major. 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 college work must have an audit of their course credits and planned courses examined upon registration for their final semester in residence. The major advisor and the Registrar assist the student in completing this petition. No student may participate in Commencement exercises if he or she has not completed a graduation petition.

Outcomes-Based Assessments - Students at LaGrange College will participate in the evaluation of the extent to which institutional education goals are being achieved. This evaluation will be in both the Ethos curriculum and the major. College-wide assessment days for seniors are administered in October for December graduates and March for May graduates. Dates and times can be found on the Academic Calendar. For major assessments, consult the specific majors for details.

Upper Division Credit- As a requirement for graduation, students must complete a minimum of 30 upper-division (3000 and 4000 level) semester credit hours.

Residency - There are two ways in which a student may meet residency requirements for graduation:

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

*With prior approval of the academic advisor and the Vice President for Academic Affairs (VPAA), up to nine (9) hours of the last 60 credit hours may be earned as a transient student at another accredited institution. Transient credit is awarded only for courses in which the grade of "C-" or better is earned.

Collegiate Enrichment- Because the intellectual and cultural opportunities during one’s college years are exceptionally rich, and because exposure to a variety of cultural experiences and participation in a lively collegial atmosphere during one’s intellectually formative years is vital to the concept of a liberal education, LaGrange College is dedicated to assisting in this enrichment by requiring all students to accumulate a prescribed number of Collegiate Enrichment (CE) credits over the course of their undergraduate careers at the college.

Of the CE credits required for graduation, a student must include at least four (4) designated sustainability events. Students will be allowed to earn up to 20 Collegiate Enrichment credits through service. The service must be college-related (that is, sponsored by the college or by a college organization) and pre-approved by the

Academic Services Committee. An approval form can be found on the CE site on the college's website. 1 hour of service will count as 1 CE credit.

Each semester, a list of approved Collegiate Enrichment programs, lectures, presentations, events, performances, recitals, etc., will be published on the College Web page. Many of these events will occur during the Contact Hour (from 11 a.m. until 12:20 p.m.) on Tuesdays and Thursdays, and some will double as required programs in the general education classes.

Because students at LaGrange College earn graduation credit through their attendance at Collegiate Enrichment events, the Honor Council takes seriously Honor Code violations relating to attendance at CE events. If a student knows in advance that she/he will have to leave an event early, that student should not have the ID card scanned. Questions about the accuracy of ID scanning should be addressed to the Collegiate Enrichment Committee.

Students will meet their CE graduation requirement according to the following schedule:

Classification	Earned Hours Upon Entry to LaGrange College (Sem. Hrs.)	CE Credits Needed to Graduate	Sustainability CE credits Needed to Graduate	Maximum Athletic CE Credits Allowed
New/Transfer/ First-year	0-14.99	40	4	6
Transfer/First-year	15-29.99	35	4	5
Transfer Sophomore	30-44.99	30	3	4
Transfer Sophomore	45-59.99	25	3	4
Transfer Junior	60-74.99	20	2	3
Transfer Junior	75-80.99	15	2	2
Transfer Senior	$\geq$ 81	10	1	1

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.

First-Year Orientation

All first-year students are introduced to LaGrange College through a summer orientation program and a First Week Experience just prior to the beginning of Fall semester. This time is designed to acquaint first-year students with various phases of the life of the College, including traditions, procedures, and regulations. Students benefit from a proper introduction to the opportunities and responsibilities of college life. During First Week, Cornerstone classes will meet and first-year students will be introduced to the Honor Code and the Social Code.

Placement

Appropriate placement in certain courses is essential. Placement in mathematics and English is based on skills assessment or standardized test scores. Students who are not predicted to be successful in MATH 1101 are required to enroll in MATH 0100. This is a pre-Ethos Curriculum mathematics course, and credit in this course does not count toward the fulfillment of the 44 hours of Ethos requirements, but does count toward hours required for graduation. English placement is based on scores obtained on the Scholastic Aptitude Test (SAT). Based on scores obtained, students are placed in an appropriate section (standard or honors) of ENGL 1101 (see description of English program).

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

Classification of Students

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

Declaration of Major Requirement

Students are assigned to the major designated on their application to the college. Each student is free to change his or her major at any time, but should do so only after consultation with an advisor. The Major form is available from the Registrar's Office and requires the signatures of the program coordinator and the department chair in the chosen major.

Registration and Advising

All students should register on the dates specified. All registration procedures for all terms are under the direction of the VPAA. Students have not completed registration until they have cleared the Registrar, the Office of Student Engagement, and the Business Office. Communications to the student will be through campus e-mail and/or a designated mailing address.

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

Students who enter LaGrange College and have attempted fewer than 30 semester hours will be assigned a Cornerstone advisor as their primary advisor and an area-of-interest advisor as their secondary advisor. The area of interest is determined from the student's application for admission. The Cornerstone advisor will act as the student's first contact person. The area-of-interest advisor will act as a consultant in matters pertaining to major requirements. Students may declare their major or area of interest at any time, subject to program requirements; however, the Cornerstone advisor will remain as the primary advisor and the major advisor will continue in the secondary advisor role for the entire first academic year.

Students with no area of interest or major will remain assigned to their Cornerstone advisor as their primary advisor.

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. For undergraduate students, absences are excused for two reasons.

1. 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.
2. Participation in an official college event at which the student represents the college as a whole (e.g., athletic competitions and musical performances).

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.

Acceleration and Academic Overload

Students desiring to accelerate their college program may complete requirements in less than four (4) academic years. This may be accomplished by attending summer school and/or taking an academic overload. Permission to take an overload in any semester is granted only to those students who have earned at least a cumulative average of "B" (3.0), except that a student may take an overload during one semester of his or her senior year without respect to grade point average.

Alternate Methods of Obtaining Academic Credit

Credit by Examination and Exemption

Students entering LaGrange College may earn college credit as a result of their participation in the College Board's Advanced Placement (AP) Program, the College-Level Examination Program (CLEP), or the International Baccalaureate (IB) Program. Advanced Placement credit is accepted for those students who present evidence from their high schools that Advanced Placement courses have been completed and appropriate scores earned on the advanced placement test. CLEP exam scores of 50 or better will be reviewed and credit may be granted depending on the academic discipline; only 6 CLEP credit hours will be accepted for courses below the 3000-level. IB credit is awarded for scores of 5, 6, or 7 on the Higher Level examinations, with the exception of English as a Second Language. No credit is awarded solely for earning an IB Diploma, for IB Standard Level exams, or for scores below 5 on any Higher Level examination.

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

The Office of the Registrar maintains a list of courses for which CLEP credit can be earned. Students should consult with their academic advisors before registering for a CLEP exam.

CLEP credit is not accepted for failed courses, for CORE classes, or for ENGL 1101 and ENGL 1102. CLEP credits do not count towards residency requirements and are not included in the cumulative GPA.

Credit for Work Earned at a Two-Year Institution

Not more than 60 semester hours of credit earned at a two-year institution are counted toward the degree. No credit is granted toward the degree for coursework taken at a two-year institution after a student has attained junior standing, except that up to 9 hours of transient credit from a two-year institution may be granted for courses that are below the LaGrange College 3000-level (the 60 credit-hour limit still applies).

The Ethos requirements will be considered fulfilled for students who have earned the Associate of Science degree at a SACSCOC accredited TCSG institution.

Credit Through United States Armed Forces Institute and Service Schools

Courses taken through the United States Armed Forces Institute and other recognized military educational programs are accepted in accordance with the policy governing transfer work when presented on official transcripts from accredited institutions. Nine (9) semester hours of elective credit will be allowed for military service credit, including USAFI correspondence courses and military service school courses as recommended by the American Council on Education. Academic credit for one activity course in

physical education, up to a maximum of four, will be awarded for each two months served in the Armed Forces. The maximum credit possible, then, is thirteen (13) semester hours. The Registrar should be contacted in order to obtain appropriate credit. The telephone number for the Registrar is 706-880-8024.

Transient Work

Transient credit may be acquired at another regionally accredited institution while the student maintains permanently enrolled status at LaGrange College. For credit to be accepted, the student must obtain written permission from the VPAA through the Transient Request process **prior** to enrolling in the transient course at another institution.

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.

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

Basic parameters for transient work include:

1. Students who have failed a course at LaGrange College may not take the course elsewhere for credit.
2. Students who have earned a grade of "D" in a course, which may be considered unsatisfactory as defined by a student's major requirement, must have the approval of the department chair in the student's major in order to take the course elsewhere.
3. Students are eligible to apply for transient course credit in lieu of a LaGrange College course that satisfies Ethos requirements when
    a. the LaGrange College course does not house a signature assessment (portfolio artifact) or
    b. categorical or programmatic goal requirements have already been fulfilled by the submission of the corresponding artifact to the Ethos Portfolio.
4. Transient work with a grade of "C-" or better is acceptable. Grades earned for transient work are not included in the institutional grade point average.
5. After 60 semester hours have been completed, acceptable transient work from an institution that does not award the baccalaureate degree can be no more than 9 semester hours and courses must be below the 3000 level.

Transient credit permission will not be approved under any circumstances for courses in any semester, including summer, when that course is offered at LaGrange College, either online or in seat, during that same semester.

Grades and Credit

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.	

Non-Credit

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

Course Audit

All requests for audit courses must be approved in writing by the instructor. Only lecture courses may be audited. No new first-year student may audit any course during the first semester of residence at LaGrange College.

Incomplete Grade

A grade of Incomplete (I) will be recorded only for unusual and mitigating circumstances that occur near the end of a term and only for a student who has done satisfactory work up to that point. A grade of Incomplete may be extended to a graduate student engaged in a project that cannot be completed during the term of a course.

A grade of Incomplete must be accompanied by a designated date for completion recorded on the Incomplete Grade Agreement. Typically, this date should be no more than two (2) weeks beyond the last day of the term, but never later than the last day of the subsequent term (including summer, but not Interim.)

When a grade of Incomplete is not changed to a final grade by the designated date, the instructor will be notified by the Registrar. The grade will convert to an F at the close of the exam period of that term if no final grade has been submitted. Exceptions must be approved by the Vice President for Academic Affairs (VPAA).

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.

Students choosing to withdraw from a course (or courses) are subject to the LaGrange College Tuition and Fees Refund Policy. Tuition and fee refunds will vary, according to that policy, depending on when students withdraw from their course(s).

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 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 preclude 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."

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 Vice President for Academic Affairs (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 (but not for Summer and Interim terms) 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 has Honor Council or VPAA's Holds. Transcript requests can be made at the website of the Office of the Registrar. 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 MyLC.

Student Grade Appeal

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

The following procedures govern all student requests for grade changes:

- The student should first attempt to resolve the matter by discussing the question with the course instructor.

- If the student and the instructor are unable to reach a resolution, the student must then submit a written appeal to the Vice President for Academic Affairs (VPAA). The appeal must state the manner in which the course syllabus was violated.
- The VPAA shall then seek an informal conference between the student and the instructor to settle the grievance to the satisfaction of the two parties involved. If no resolution can be found, then the VPAA will deliver the student's appeal, together with any other pertinent documents provided by the student and/or the instructor, to the Review Panel of the Academic Policies Committee for its determination.
- The Review Panel shall then convene to conduct a preliminary review of the appeal, after which the Chair of the Review Panel will set times convenient to the student and the instructor for hearing both sides of the dispute.
- It is the responsibility of the Review Panel to make every reasonable effort to complete its deliberations prior to the end of the term in which an appeal was initiated.
- Upon completion of its hearings, the Review Panel will report its findings to the VPAA. The VPAA will, in turn, inform the principal parties involved of whether the student's request for a change of grade or other decision was denied or approved.

Course Repetition

Students may repeat courses taken at LaGrange College to improve their earned course grades and institutional grade point averages (GPA). It is recommended that this be done in the semester following the first attempt or as soon as the course is offered again. If the course is repeated, only the higher grade is used in the calculation of the institutional GPA.

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

All hours attempted and grades earned will appear on the transcript, but only the highest grade will be counted in the institutional GPA. Some courses are specifically designed for repetition and will be counted toward the degree and in the institutional GPA according to the number of repeat/credit hours allowed as designated in the Bulletin. By registering for a course for which credit has already been received, a student forfeits duplicate credit toward graduation. If a student chooses to withdraw with a W from a course that has been repeated, then only the highest grade from the previous attempt(s) will be included in GPA calculations.

Students should be aware that repeating a course could affect financial aid. Please see the Financial Aid section of the Bulletin for details.

This calculation will go into effect for all course reattempts and for all students beginning in Fall 2022. The GPAs of students with multiple course attempts before that semester will not be recalculated to reflect this policy change.

Academic Honors

Academic honors at graduation are based on the student's grade point average. These honors are awarded only to those students who have completed their last 60 semester hours at LaGrange College and

1. have attained a quality point average of 3.50 to 3.74 may be granted the bachelor's degree *cum laude* or
2. have attained a quality point average of 3.75 to 3.89 may be granted the bachelor's degree *magna cum laude or*
3. have attained a quality point average of 3.90 to 4.0 may be granted the bachelor's degree *summa cum laude.*

At the end of each academic semester, students who have maintained a 3.60 cumulative grade point average on a minimum of 12 GPA hours of work will be placed on the VPAA's List.

Upon graduation, students who have been in residence at LaGrange College (as transfer students in the day program) for at least 42-59 semester hours and have attained a grade point average of 3.50 or higher may be granted the bachelor's degree with distinction.

Academic Standing and Probation

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

To stay in good academic standing, a student must maintain the following LaGrange College cumulative grade point average (GPA):

- with fewer than 30 earned hours, a minimum 1.75 LaGrange College GPA;
- with 30-59 earned hours, a minimum 1.9 LaGrange College GPA; and
- with 60 earned hours or more, a minimum 2.0 LaGrange College GPA.

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

In addition, a student may be placed on probation or suspended, at the discretion of the VPAA, for any of the following reasons:

- failure to make at least a 1.0 GPA in any term
- failure to earn at least three credit hours in any term
- failure to successfully complete ENGL 1101 within the first 30 semester hours of enrollment at LaGrange College
- failure to pass the initial mathematics course into which the student is placed within the first 30 semester hours of enrollment at LaGrange College

- failure to successfully complete one core mathematics course (Math 1101 or higher) within the first 45 semester hours of enrollment at LaGrange College

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 Vice President for Academic Affairs (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 standing. “Probation One” means that the student's next term will be the first term on probation, etc. “Dean's Decision” means that the student's academic records have been given to the VPAA for action.

Academic Forgiveness

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

1. four (4) or more calendar years have elapsed since the period of last enrollment at LaGrange College;
2. the student applying for forgiveness has completed a minimum of 12 semester hours since readmission to LaGrange College and has earned a GPA of 2.0, with no course grade lower than "C-," since the time of readmission.

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

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

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

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 students who are currently or formerly enrolled rights and authority over the disclosure of their student record, regardless of age. Students have the right to inspect and review their 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 eligible students to review the records. Schools may charge a fee for copies.
- 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 student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, then the 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 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 pursuant to specific State law.

Schools may disclose, without consent, "directory" information. LaGrange College defines Directory Information as:

- Student’s Complete Name
- Telephone Numbers
- Addresses
- LaGrange College email address
- Enrollment Status
- Most recent Classification and Curriculum
- Term/Dates of Attendance
- Degrees and awards received
- Participation in Recognized Activities and Sports

- Photographs, video or other electronic image (released only in connection with official College publications and media)
- Height and weight for student athletes

Schools are required to notify students of Directory Information annually. LaGrange College maintains a readily available list of Directory Information at all times in the Bulletin and on the Office of the Registrar website. In addition, an email notification to the campus community at the beginning of each Fall semester is sent by the Registrar's Office. If a student does not want Directory Information disclosed about them, they can obtain a FERPA form from the Office of the Registrar and opt out of Directory Information.

For additional information about FERPA, visit the Family Education Rights and Privacy Act website.

Protection of Students Enrolled in Distance Education Courses at LaGrange College

FERPA

LaGrange College complies with all of the requirements of the Family Educational Rights and Privacy Act (FERPA). We are committed to protecting the privacy of a student's educational record regardless of delivery method. The Registrar is the point of contact for all FERPA related issues, and all employees are informed and trained of their responsibilities of unauthorized release of confidential records or information. Because an online environment creates a record of student activity, it is subject to FERPA privacy rights, unlike verbal exchanges in a physical classroom.

The Family Education Rights and Privacy Act (FERPA) affords certain rights to students with respect to their educational records. They include the right to review their educational records; request an amendment to the records; consent to or restrict disclosure of personally identifiable information; and file a complaint with the U.S. Department of Education concerning the College's alleged failure to comply with FERPA requirements. Copies of LaGrange College's policies and procedures for reviewing educational records and requests for amendment of the records may be obtained from the Registrar's Office at Banks Hall, 601 Broad Street, LaGrange, GA 30240. LaGrange College's FERPA Policy is available in the LaGrange College Bulletin.

Identity Verification in Distance Learning Courses

The identity verification process for online courses protects student's privacy through the use of a secure portal, with a secure login and student-selected password.

Faculty Responsibility

Faculty and staff understand and carry out a commitment to confidentiality, integrity, and security to protect the privacy of students who participate in distance learning activities. Students' records are kept private by the instructor, except in cases where

academic staff or administration access the course, with legitimate educational interest under FERPA guidelines.

In order to maintain course security and protect student privacy, faculty do not access or attempt to access another employee's or student's account without proper authorization.

Student Responsibility

In order to maintain confidentiality, portal login passwords are generated by the student and the resetting of any password is completed through contact with authorized LaGrange College IT staff (support@lagrange.edu or call 706.880.8000). It is the student's responsibility to keep their password confidential.

Only work submitted to open forums, like discussion boards, can be accessed by other students; other assignments, grades and correspondence are not viewable by other students.

Proctored Examinations

Students engaged in distance courses that incorporate timed, written exams may be required to engage the services of a proctor for the purposes of verifying their identity and maintaining the integrity of the exams. Students are responsible for locating a legitimate proctor in their local region as well as expenses associated with the use of that service.

Students may choose to make alternate testing arrangements with their professors on the LaGrange College campus or appointments for the proctoring of an exam, free of charge, at the college's Panther Academic Center for Excellence (PACE@lagrange.edu, 706.880.8652).

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) during the required Fall and Spring semesters. Federal regulations concerning "status" for all international students on an F-1 visa state that any student who falls below 12 semester hours during these terms will be considered out-of-status and their I-20 will be terminated requiring them to leave the country immediately.

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 enroll and successfully complete an English as a Second Language (ESL) program if it is apparent that a student's English continues to jeopardize a successful academic career. LaGrange College is not approved by the USCIS's Student and Exchange

Visitors Program (SEVP) to offer ESL programs. If needed, the Office of Global Engagement can suggest programs for the student to contact.

Graduate Academic Policies

- Honor Code
- General Academic Policies
- Components of Academic Progression
- Alternate Methods of Obtaining Academic Credit
- Grades and Credit
- Grade Reporting
- Transcripts
- Student Grade Appeal
- Course Repetition
- Academic Standing and Probation
- Academic Probation
- Dismissal Policy
- Student Petition of Academic Policy
- Student Records and FERPA Regulations
- International Students
- Requesting a Transcript

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 it is 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 a 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 Credit

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

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.

Incomplete

An "I" is a temporary grade, assigned by an instructor to students who are doing satisfactory work and who cannot complete the course due to circumstances beyond their control. This option should only be pursued after the majority of the course or tasks

in the course have been completed by the student. For other circumstances, students may submit academic petitions.

A grade of Incomplete must be accompanied by a designated date for completion recorded on the Incomplete Grade Agreement. This date should be reasonably close to the conclusion of the term for efficient completion of the expected work. It is recommended that the incomplete not extend past the first day of the subsequent term. A default grade can be submitted by the instructor should the student fail to submit their required work by the designated date.

Should conditions prohibiting satisfactory completion of a course arise before the majority of the duration or tasks of the course have been completed, candidates should withdraw. Choosing to withdraw before 60% of the term has been completed may create charges related to financial aid.

Graduate programs or instructors may set dates that are more restrictive than that which is set in this policy. Students should refer to sections of the Graduate Bulletin that pertain to their academic programs, program-specific handbooks, or the syllabi of their courses.

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 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 or to completely withdraw from the college, a student must confer with the Registrar’s Office. Failure to withdraw officially through this office may result in the assignment of an"F" in one or more courses.

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 Vice President for Academic Affairs (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 (but not for Summer and Interim terms) 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 MyLC portal.

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 has Honor Council or VPAA's Holds. Transcript requests can be made online from the Office of the Registrar. 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 MyLC. portal

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 student requests for grade changes:

- The candidate should first attempt to resolve the matter by discussing the question with the course instructor.
- If the candidate and the instructor are unable to reach a resolution, the candidate must then submit a written appeal to the Vice President for Academic Affairs (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

Students may repeat courses taken at LaGrange College to improve their earned course grades and institutional grade point averages (GPA). It is recommended that this be done in the semester following the first attempt or as soon as the course is offered again. If the course is repeated, only the higher grade is used in the calculation of the institutional GPA.

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

All hours attempted and grades earned will appear on the transcript, but only the highest grade will be counted in the institutional GPA. Some courses are specifically designed for repetition and will be counted toward the degree and in the institutional GPA according to the number of repeat/credit hours allowed as designated in the Bulletin. By registering for a course for which credit has already been received, a student forfeits duplicate credit toward graduation. If a student chooses to withdraw with a W from a course that has been repeated, then only the highest grade from the previous attempt(s) will be included in GPA calculations.

Students should be aware that repeating a course could affect financial aid. Please see the Financial Aid section of the Bulletin for details.

This calculation will go into effect for all course reattempts and for all students beginning in Fall 2022. The GPAs of students with multiple course attempts before that semester will not be recalculated to reflect this policy change.

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.

Process for Academic Grievances and Appeals

1. **Rights and Responsibilities**
   Students with an academic grievance have the following rights:

1. A fellow graduate student can accompany the student throughout the entire process to serve as a witness when appropriate.

2. An additional individual who is silent throughout the process but is present to offer support.

3. An unbiased process of review.

4. An expectation of no more than 48 hours of receipt of the grievance before a response regarding the receipt is sent to the student.

5. An expectation of no more than 10 business days in which an attempted resolution to the grievance will be initiated.

6. Clearly stated decisions throughout the grievance/appeals process.

Students are responsible for the following:

1. To submit their own grievances.

2. For awareness of the policies contained in this document.

1. **Applicable scenarios for this policy.** If the grievance is not academic in nature, then students should seek to resolve the difficulties via the processes outlined in the LaGrange College Social Code. The Social Code clearly defines appropriate pathways of action for any non-academic grievance, including behavioral and sexual misconduct (Title IX violations). If the grievance is academic in nature, the student should begin following this procedure within 30 days of the incident that generates the grievance.
2. **Summary.** The student with an academic grievance should first attempt an amiable, informal, and in-person resolution with the individual with whom the grievance originated. If that attempt fails, the student should then initiate a formal process, always using their LaGrange College email address, at the immediate level above the one with whom the grievance originated but was not resolved.
3. **Policy.**

A. Informal Address. Informally address the grievance.

1. The student sets an appointment with the individual with whom the grievance has arisen to speak about the scenario. Students should share concerns clearly, with evidence to support their claims.

2. If the resolution is not satisfactory to the student, s/he should proceed with the remainder of this process.

B. Graduate Program Coordinator. Notify the graduate program coordinator. of the grievance within the body of the email using your school email address. The grievance should be submitted in a clearly written statement with any evidence that may support the grievance.

1. If there is no graduate program coordinator for the graduate program, please proceed to the department chair.

2. If the graduate program coordinator does not satisfactorily resolve the problem in the opinion of the student, s/he should proceed with the remainder of this process.

C. Department Chair. Notify the department chair of the grievance within the body of the email using your school email address. The grievance should be submitted in a clearly written statement with any evidence that may support the grievance. If the department chair does not satisfactorily resolve the problem in the opinion of the student, s/he should proceed with the remainder of this process.

D. Ad hoc committee of the Graduate Council. Notify the Associate Vice President who oversees the Graduate Council of the grievance within the body of the email using your school email address. The grievance should be submitted in a clearly written statement with any evidences that may support the grievance. Upon receipt of the student's written response, the AVPAA shall appoint an ad hoc grievance committee to hear and make a recommendation regarding the grievance. The AVPAA shall appoint, from the membership of the graduate faculty a non-voting committee chair, from outside the department of origin of the grievance, and two committee members. One graduate student will be appointed as a voting committee member from a slate of nominees put forward by members of the Graduate Council for the dual purposes of peer review of the problem and assurances of fair treatment of the student. If the ad hoc committee does not satisfactorily resolve the problem in the opinion of the student, s/he should proceed with the remainder of this process.

E. Office of the Vice President for Academic Affairs. Notify the Office of the Vice President for Academic Affairs (VPAA, officeofthevpaa@lagrange.edu) of the grievance within the body of the email using your school email address. Students should share concerns clearly, with evidence to support their claims. A representative of the Office of the VPAA (the Associate VPAA that works with graduate programs or the VPAA) will generate a resolution to the grievance. This decision will be final; the representative of the Office of the VPAA has the authority and responsibility to fully and completely resolve the grievance.

1. **Glossary**

A. Graduate Faculty. Members of the faculty—visiting assistant, assistant, associate, and full professors-- who teach in LaGrange College graduate programs.

B. Graduate Council. A council that regularly meets to discuss issues related to graduate programs at LaGrange College. The representative from the program is typically the department chair or the program coordinator.

C. Grievance. Perception of unfair treatment with regards to a grade in a course.

D. Ad hoc. Literally translated to be 'as needed.'

Dismissal Policy

Programmatic and institutional dismissals from graduate programs are defined and governed according to the following policies. Dismissal policies of individual programs supersede these policies.

Programmatic Dismissal

Students may be dismissed from the graduate program in which they are enrolled if they can no longer raise their GPA to a 3.0 or have remained on academic probation for two semesters. Students may also be dismissed due to repeated (and documented) demonstration of a demeanor unsuited to practicing the profession of the discipline and program or due to being so sanctioned as a result of an Honor Code or Social Code violation.

At the conclusion of each term, graduate program coordinators and/or the Registrar will review the academic progress of the students in their programs. According to either this policy or the policies in the handbooks of their respective programs, the names of students who meet the criteria for probation will be shared with the Office of the VPAA. For students who are found to meet the criteria for dismissal, graduate program coordinators will notify the Office of the VPAA detailing full procedures that have been followed and that have led to the process for dismissal.

Students who have been dismissed from a graduate program but have reapplied to a different graduate program will be reviewed on a case-by-case basis.

Institutional Dismissal

Students may be dismissed from the institution due to significant behavioral issues (see the Social Code) or due to sanctions arising from an Honor Code Violation.

Students who have been previously dismissed from the institution but have reapplied to a graduate program will be reviewed on a case-by-case basis.

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 Family Education Rights and Privacy Act website.

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 6 semester hours for graduate students) at all times. Federal regulations concerning “status” for all international students on an F-1 visa state that any student who falls below 6 semester hours at any time will be considered out-of-status and their I-20 terminated. Options for reinstatement can be discussed with the Office of Global Engagement.

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 at another institution 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

- Ethos
- Global Engagement
- The May Away Program
- Online Learning
- The Major Programs
- Majors and Concentrations
- Major Requirements and Time Restrictions
- Independent Study in the Major
- Advice and Counseling in the Major
- Minors
- Majors, Minors, Concentrations, and Programs Offered at LaGrange College
- Internship
- Teaching Fellows Program
- Academic Program Resources
- Endowed Lectureships

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

Within an ethical and caring community, the total LaGrange College program is designed to challenge and support students in their search for truth. This program is centered around the liberal arts curriculum **,**which provides engagement in a breadth of scholarly disciplines and a foundation for a lifetime of learning. Because of this orientation, students are given opportunities to interpret and evaluate the influence of historical, cultural, artistic **,** mathematical, scientific, and religious developments. They are exposed to the modes of creative expression and participate in activities that foster intellectual curiosity.Through a series of experiences allowing examination of issues involving ethical reasoning, global awareness, diversity, sustainability, personal wellness, and civic knowledge and service, students have an opportunity to reflect upon

and consider their place in the world and to become successful, responsible citizens who aspire to lives of integrity and moral courage.

The curriculum of LaGrange College is designed to improve students' creative, critical, and communicative, and connective 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.
- Students will demonstrate connectivity between the Ethos curriculum and their major coursework.

Ethos Curriculum

To learn more about LaGrange College's recent general education curriculum, access the Ethos catalog page.

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. Faculty and staff are committed to providing many opportunities for students to develop the necessary skills for informed thought and responsible decision-making. 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 semester or academic year long programs or short-term, faculty-led study away courses which are offered during January in the Interim Term and during May in the May Away Term. There are specific application and enrollment periods for study away courses and programs which will operate during the upcoming academic year. Information on the application process and programs can be obtained through the Office of Global Engagement. All students who are interested in full-term Study Abroad should begin the process at least a year in advance by requesting approval from the Office of Global Engagement.

A major commitment of the college is to provide all students with greater access for study-away opportunities. A significant component of this commitment is the

undergraduate student travel voucher program, whereby eligible students receive direct financial support of up to $2500 to participate in a for credit international or domestic study-away experience sponsored or approved by the college. The eligible student will have entered LaGrange College as a first-time, first-year student, remained continuously enrolled at the college, have attained at least junior (60 semester hours) status by the award date of the voucher, and be in good standing. The voucher may be used during the junior or senior year.

The May Away Program

May Away, an academic study away-only term, features a three-semester-hour study away course which requires 120 hours of student engagement. Pre-departure and course preparation will likely begin during the preceding spring semester, with a sufficient number of faculty/student hours to fully prepare students for the travel component. This preparation may include on-campus and on-line sessions. Even though students will begin coursework, the official start of the May Away term is the day after the last scheduled final exam day for spring semester. Graduating seniors may enroll in a May Away course. These seniors will be able to walk for graduation, but will not receive their degree until the following May after successfully completing the May Away course. Graduating seniors will have to file a graduation petition and a pre-completion request with the VPAA.

The travel component of May Away will begin within a few days after graduation; no on-campus housing will be provided for May Away students (faculty and students will meet at the airport or another pre-arranged place). Students eligible for May Away free tuition will be those who are full time students in the preceding spring semester. Exceptions would be those students who have already used the annual allotment for the January Interim term because of their full time status the preceding fall semester and are therefore not eligible for free tuition in May. Students are able to take advantage of the free tuition only one time during an academic year. Travel vouchers and transfer student travel scholarships may be used for May Away courses.

A student may take both a January Interim term course and a May Away course during the same academic year. May Away courses count toward the required total number of Interim courses for graduation. May Away courses will follow the same calendar path as study away courses taught during the January Interim term. These new courses are available for student application beginning in February for the upcoming academic year. In this way, all faculty-led study away courses (January and May) are offered to the current year’s students at one time.

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 – These courses uses a decreased 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.
- Flipped courses - This style entrusts most student learning to take place outside of the classroom but utilizes the scheduled class meetings to clarify concepts through application of the content. Best practices for this delivery include the use of low-stakes assignments to enforce the learning of the assigned content before coming to the mechanics-focused class times.
- Synchronously distributed courses – The 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 – These 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 – These 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.

For detailed information on the institutional and legal protection of students who are enrolled in distance courses at LaGrange College, please reference the Protection of Students Enrolled in Distance Education Courses policy.

The Major Programs

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

A student may choose to pursue one (1) of five (5) baccalaureate degrees: the Bachelor of Arts, Bachelor of Business Administration, the Bachelor of Science, the Bachelor of Music, or the Bachelor of Science in Nursing.

Associate of Science

Mathematics

Bachelor of Arts

Art and Design
Biochemistry
Biology
Education Studies
Elementary Education
English Writing and Publication Studies
Film and Media Arts
General Studies
History
Mathematics
Music
Musical Theatre
Political Science
Psychological Science
Religion and Philosophy
Sociology
Theatre Arts

Bachelor of Business Administration

The Bachelor of Business Administration is offered with concentrations in Marketing and Entrepreneurship and Sports Management

Bachelor of Science

Accountancy
Biochemistry
Biology
Exercise Science
Mathematics

Bachelor of Science in Nursing

Bachelor of Music

The Bachelor of Music in Composition and Music Technologies is offered.

Majors and Concentrations

A major is a structured plan of study requiring a minimum of 30 credit hours, of which the lesser of 21 and half of the credit hours specified for the major must be earned at or above the 3000-level. It must be feasible for students to complete degree requirements within 120 credit hours (unless exempted as part of the standard proposal/change process).

LaGrange College majors must include a senior capstone experience at the 4000-level. Exceptions to this practice include the B.A. in General Studies and any dual-degree programs where students transfer to other institutions to complete the program.

A concentration is a structured plan of study, dependent upon previously defined coursework, within a major. The number of credit hours for a concentration varies, but count toward the number of credit hours for the major.

The declared major(s) and concentration(s) of a student appears on their official transcript as the degree(s) earned.

Major Requirements: Time Restrictions

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

At the discretion of the department chair, students may be required to demonstrate proficiency and/or currency in the subject matter if the major coursework is older than five (5) academic years. Normally, credit hours earned in the major may not be applied to the completion of the major if the hours earned are older than eight (8) years, dated from the student's initial matriculation. Students who have been out of school longer than two (2) years must again declare their majors.

Independent Study in the Major

In certain majors, independent study courses are offered. These courses are limited to upper-class major and minor students who have completed at least two-thirds of their particular major or minor program, and who wish to pursue a special problem or course of reading beyond that taken up in any formal course and lying within the capabilities of the library and laboratories. In order to be eligible for independent study, the student must have at least a 3.0 average in major courses. Total credit which can be earned through independent study normally will not be more than six (6) semester hours. Written permission to enroll in such a course must be obtained from the instructor, the chair of the department concerned, and the Vice President for Academic Affairs (VPAA). A descriptive syllabus (including the method of evaluation) must be submitted with the petition.

Advice and Counseling in the Major

All students are assigned an academic advisor. Prior to the declaration of a major, a student is advised by her/his Cornerstone instructor and by a member of the faculty in a discipline related to the student's area of interest. Subsequent to declaring a major, the student and program coordinator of that major work together in planning a program. Selecting the proper courses in order to complete the desired degree is the responsibility of the student.

Minors

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

Certificates

An academic certificate at LaGrange College is a collection of courses and/or institutionally-administered educational experiences offered to create a specialized area of study with distinct educational or occupational outcomes.

An academic certificate at LaGrange College is to be 12-17 prescribed undergraduate or graduate course credit hours offered by a LaGrange College academic department or at the intersection of multiple departments (with one department typically taking the lead). Course transfers can count toward this total number of credit hours (up to one half of the certificate credit hours). Departments may choose to set minimum standards for student receipt of their certificate (e.g., a 2.5 minimum GPA).

Certificates are not degrees and do not require completion of the general education curriculum. However, courses in the General Education curriculum may be a component of the certificate provided that it continues to meet all requirements. For each offered certificate, the managing department should enforce all necessary prerequisite skills and courses, preserve the rigor and quality of offered courses, and continue to bestow the respect befitting a LaGrange College education.

Majors, Minors, Concentrations, and Programs Offered at LaGrange College

	Major	Minor
Accountancy	X	X
Applied Finance		X
Art and Design (B.A.)	X	X
Biology(B.A. or B.S.)	X	X
Biochemistry (B.A. or B.S.)	X	
Business (B.B.A.)	X	X
Chemistry		X
Coaching		X
Composition & Music Technologies (B.M.)	X	
Criminology		X
Data Science		X
Education Studies	X	
Elementary Education	X	

English Writing and Publication Studies	X	X
Entrepreneurship		X
Exercise Science	X	X
Film and Media Arts	X	
History	X	X
International Business		X
Marketing Design		X
Mathematics (A.S., B.A., or B.S.)	X	X
Music	X	X
Music Technology		X
Musical Theater	X	
Nursing	X	
Political Science	X	X
Psychological Science	X	X
Religion and Philosophy	X	X
Servant Scholar		X
Sociology	X	X
Spanish		X
Sports Management		X
Teaching		X
Theatre Arts	X	X

Internship

Offered by several major programs, these opportunities allow students to gain added applied experience and insight in approved off-campus settings. Internships (termed Shadowing in some disciplines) consist of a minimum of 120 hours (per 3 credits) of work. Assignments in addition to off-campus work may include selected readings, public presentation, and a final portfolio containing essays, weekly journal, and supporting material. The internship should first be discussed with the student's advisor and the Career Development Center, which will provide placement. The application process is unique to each facility.

All students registering for an academic internship in an allied health field will be charged a $25 fee to provide them comprehensive liability insurance coverage. This fee will be included as part of the student bill. Students cannot begin an internship and no credit hours will be issued until the fee is paid.

Teaching Fellows Program

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

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

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

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

Students must be in good academic standing with a GPA of 3.5 or higher and have attained at least junior status to serve as Teaching Fellows. Additionally, students must have successfully completed the course for which they will be serving as a Teaching Fellow. Students may earn 0-3 semester hours of credit for this experience. The experience may be repeated; a new proposal must be submitted and approved for each experience. Evaluation will be awarded on a pass/no credit basis only.

A student enrolled as a Teaching Fellow will engage in activities to fulfill 40 hours of academic endeavors per hour of credit earned in and out of the classroom. Appropriate activities may include, but are not limited to, some combination of the following: setting up and/or assisting with teaching laboratories, assisting the faculty sponsor in assessing or revising a course, developing in-class activities and oral presentations, leading or facilitating class discussions, and preparing and delivering lectures. The following policies apply to teaching experiences:

1. The Teaching Fellows Agreement form shall be prepared by the faculty sponsor and the candidate Teaching Fellow, outlining expectations for both the student and faculty sponsor. A detailed syllabus must be attached.
2. This statement shall be signed by the student, faculty sponsor, department chair, Academic Council, and VPAA and held on file by the faculty sponsor. A copy will be given to the student to keep.
3. Students earning this credit shall be designated "Teaching Fellows."
4. Teaching Fellows' experiences shall be evaluated only as pass/no credit.
5. Should the participation in the "Teaching Fellows" program cause the student's credit hour load to exceed 16 credit hours for the semester enrolled, the additional tuition cost will be waived for those hours in excess of 16.

6. Teaching Fellows will not prepare exams or assignments and will not grade student work.
7. Students who serve as Teaching Fellows and faculty members participating as mentors for the first time shall attend an orientation session to review the need for confidentiality, sign a confidentiality statement, and discuss other pertinent college policies.
8. Faculty participation in the Teaching Fellows Program is voluntary and will not be considered as part of the faculty load.
9. Each Teaching Fellow, sponsoring faculty member, and all students enrolled in the courses will evaluate the effectiveness of the program (separate from the evaluation of the teaching fellow by the sponsoring faculty) at the end of the semester, using the evaluation form developed specifically for the Teaching Fellows Program.
10. A student shall be limited to earning no more than 6 semester hours of academic credit for serving as an assistant to faculty members. Currently these opportunities include TCHA 4001, 4010, 4492, and INTM 4010.
11. Credit will be given only for teaching assistant experiences through the TCHA series of courses (TCHA 4010, Teaching Fellow; TCHA 4001, Cornerstone Teaching Assistant ; TCHA 4492, On-Campus Tutoring Internship), and INTM 4010, Service Learning Teaching Assistantship.
12. A review for Honor Code or Social Code violation is at the discretion of the VPAA or his/her designee.

Graduate Programs

LaGrange College also offers graduate programs. In these programs, students may complete the Master of Arts in Clinical Mental Health Counseling, the Master of Arts in Teaching, the Master of Education in Curriculum and Instruction, and the Specialist in Education in Curriculum and Instruction. Please refer to the appropriate sections of the LaGrange College Bulletinfor more information about these programs.

Academic Program Resources

The following academic resources are available to all students regardless of program of study (undergraduate or graduate), the delivery of that program (traditional or online), and nature of enrollment (degree-seeking or non-degree-seeking).

Tutoring Center

The LaGrange College Tutoring Center serves LaGrange College students who could benefit from additional help in many general education courses through peer tutoring. The tutors have been nominated by professors in their respective disciplines, typically including Mathematics, Chemistry, Biology, Physics, Psychology, Accounting, Spanish, Statistics, and in other fields as the needs arise.

Located in the Moshell Tutoring Lab, adjacent to the 24-hour study area on the main floor of the Lewis Library, the walk-in hours are in the evenings during traditional spring and fall semesters. Students may also schedule appointments through the Tutoring

Center website or by e-mailing Dr. Stacey Ernstberger, the director of the Tutoring Center.

Although the tutorials are typically held in person, the tutors can also meet with students virtually. The tutoring schedule is available on the Tutoring Center website.

Writing Center

The LaGrange College Writing Center gives writers of all levels, in all disciplines, at any stage of the writing process a space to explore the potential of their ideas. The peer consultants in the Writing Center endeavor to ensure each student's writing is focused, organized, and supported with sufficient content. Students are encouraged to visit with all of their writing from any class, specifically the early drafts.

For the fall semester, the Writing Center will be conducting consultations virtually. Scheduling information is updated regularly and distributed to LaGrange College student email accounts.

Any questions may be sent to Dr. Justin Thurman, director of the LaGrange College Writing Center, at jthurman@lagrange.edu.

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 LaGrange College's faculty and currently enrolled students, with the following initiatives:

- Faculty Led Study Halls
- Academic Coaching
- Testing Center for Students Needing Accommodations
- First-Year Experience Activities
- Faculty Development Events

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 and Laura Lewis Library

The library's resources support the curriculum and general information needs of students, faculty, and staff. The library houses approximately 80,000 print resources including an extensive reference collection, and a large DVD and CD collection. The library provides virtual access to over 500,000 eBooks, 325 databases including ERIC, SPORTDiscus, JSTOR, JOVE, PsycArticles, MathSciNet, ATLAS Religion Database, CINAHL, Credo, Access World News, and many more. In addition to research resources, the Library houses individual and group study rooms, an auditorium, a multi-media classroom, a makerspace, a collaborative study floor, and research study carrels. In addition, the Library is home to the Suber Archives and Special Collections; Moshell Learning Center, a 24-hour space for individual and group study; the Panther Cafe; and the Moshell Tutoring Lab.

The library provides many services to the students, faculty, and staff including one-on-one and course-specific library instruction, chat reference, book recommendations, and research workshops. The library staff is service oriented and ready to assist students, faculty, and staff with all their library needs.

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."

Ethos

- Introduction
- Ethos Courses
- General Education
    - Assessment
    - Portfolio Artifacts
    - Time Restrictions

Introduction

In Ancient Greek, “ethos” was the word for an informed citizen’s character. The ideal was to become an individual of courageous aspiration and sound moral judgment. Much later, ethos referred to a speaker’s authority, trustworthiness, and capacity for civic excellence. And today, one of the great aims of a comprehensive liberal education might be said to be the development of student ethos, the disposition and habits of mind essential to living a meaningful life. LaGrange College’s Ethos program endeavors to be the foundation in every student’s search for that meaningful life. Students will refine their intellectual skills, explore multiple modes of inquiry, and interrogate the values of thoughtful global citizenship. Dedicated to LaGrange College’s roots in the Wesleyan

tradition and implemented across every year of an undergraduate degree program, the Ethos curriculum values high-impact learning practices and culminates with integrated, project-based senior capstone experiences unique to each student's major area of study. The Ethos program is the soul of LaGrange College's commitment to the liberal arts tradition. It is our promise to prepare students to be curious and creative global citizens.

Ethos Courses

PROGRAMMATIC GOAL ONE: INTELLECTUAL SKILLS	**12 Hours**
Writing and Information Literacy ENGL 1101, ENGL 1102	**6 Hours**
Logical and Quantitative Reasoning One from the following list: MATH 1101, 1221, or 2221 and One from the following list: MATH 1114, 1115, 1120 , or MATH 2222	**6 Hours**
PROGRAMMATIC GOAL TWO: MODES OF INQUIRY Students may count no more than seven credit hours of coursework bearing the same four-character course designation to fulfill the requirements of Programmatic Goal Two.	**25 Hours**
Diverse Cultures, Human Behavior, and Human Relationships ECON 2200; EXCS 2331; POLS 1101, 2220; PSYC 1101; SOCI 1000;	**3 Hours**
Modern Languages Two sequential courses from among SPAN 1101, 1102, 1102M, 2103, 2105	**6 Hours**
Laboratory Science and the Natural World BIOL 1101, 1102 and 1102L, 1107 and 1107L, 1108 and 1108L, 2148, 2149 and 2149L; CHEM 1101, 1101L, 1102, 1102L; PHYS 1101, 1101L, 1102, 1102L, 2121, 2121L, 2122, 2122L	**7 Hours**
World Civilization and Humanities ARTD 1109, 1110, 1111; ENGL 2204, 2205, 2206, 2207; FILM 1008; HIST 1101, 1102, 1111, 1112; MUSI 1110; POLS 2210; PHIL 1410;	**6 Hours**

THEA 1101, 1102;	
Artistic Expression ARTD 1151, 1152, 1153, 2227, 2229,2272, 2273; FILM 2001; MUSI 1101, 1107, 1108, 1112; THEA 1180, 1184, 1205; WRPS 2500;	**3 Hours**
PROGRAMMATIC GOAL THREE: GLOBAL CITIZENSHIP	**7 Hours**
Values ETHS 1101, ETHS 1102	**4 Hours**
Faith Traditions PHIL 2430	**3 Hours**
RLGN 1102, 1103, 1104, 1105, 1107, 2320;	
TOTAL REQUIRED ETHOS HOURS	**44 Hours**

General Education

The Ethos Curriculum comprises the General Education at LaGrange College.

Assessment of the Ethos Curriculum

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

All Ethos courses will include authentic assessments that are designed and administered by the courses' instructors. For the most part, these assessments will be written artifacts, but multimedia artifacts including recorded presentations and/or performances, photography, and sound files may also be appropriate.

While often adequate for assessing student learning within certain courses, student results on standardized and/or computer scored midterm and final exams are not recommended as authentic assessments. Rather, students are encouraged to design signature assignments that may function as transactional discourse outside of the classroom.

Artifacts must demonstrate gains made within each of the student learning outcomes: creativity, critical thinking, communication, and connection.

The Ethos Council will annually conduct assessment of artifacts associated with a limited number of learning outcomes. This cyclic, systematic process will focus on distinct sets of learning outcomes in succeeding assessment periods until all learning outcomes are evaluated. With some exception, many of these assessments are already being administered across LaGrange College's curriculum.

In the following table, students may see which courses produce the artifacts that are tied to a cycle of improvement in the general education.

Portfolio Artifacts and Courses

Artifact	Courses
First Year Writing	ENGL 1102
Logical/Quantitative Reasoning	CHEM 1102/1102L; MATH 1114, MATH 1115, MATH 1120; PHYS 1101/1101L; 2121/2121L
Performance or Written Artifact from Outside the Student's Major	ARTD 1109, ARTD 1110, ARTD 1111; BIOL 1102/1102L, BIOL 1108/1108L, BIOL 2149/2149L; ECON 2200; EXCS 2331; FILM 1008; HIST 1101, HIST 1102, HIST 1111, HIST 1112; PHIL 1410; POLS 2210, POLS 2220; PSYC 1101; SOCI 1000;
Language Competency	SPAN 1102, SPAN 1102M, SPAN 2103, SPAN 2105
Fine Arts	ARTD 1151, ARTD 1152, ARTD 1152, ARTD 2227, ARTD 2229, AR ARTD 2273; ENGL 2500; FILM 2001; MUSI 1101, MUSI 1107, MUSI 1108, MUSI 1112; THEA 1180, THEA 1184, THEA 1205
Spoken Communication	ENGL 2204, ENGL 2205, ENGL 2206, ENGL 2207; MUSI 1110; POLS 1101; THEA 1101, 1102;
Faith Identity	PHIL 2430 RLGN 1102, RLGN 1103, RLGN 1104, RLGN 1105, RLGN 1107, R
Values	ETHS 1101, ETHS 1102

Ethos Curriculum: Time Restrictions

There is no time limit on the credit or validity of coursework in the Ethos Curriculum. It should be noted, however, that students who have not been enrolled at LaGrange College for four (4) years, or who transferred from LaGrange College and subsequently return, enter the college under the Bulletin in force at the time of re-entry.

Academic Departments, Programs, and Courses

Academic Departments and Programs

Business

Linda McMullen, Chair

Education and Clinical Mental Health Counseling

Margaretta Milam, Chair and Program Coordinator, Education
Kelly Veal, Program Coordinator, Clinical Mental Health Counseling

Fine and Performing Arts

Marcia Brown Chair and Program Coordinator, Art and Design
Kim Barber Knoll, Program Coordinator, Theatre Arts
Mitch Turner, Program Coordinator, Film and Media Arts and Music

Humanities and Social Sciences

Kevin Shirley, Chair and Program Coordinator, History
David Ahearn, Program Coordinator, Religion and Philosophy
Jon Ernstberger, Program Coordinator, Sociology and Anthropology
Amanda Plumlee, Program Coordinator, Modern Languages
John Tures, Program Coordinator, Political Science
Anthony Wilson, Program Coordinator, English and Writing and Publication Studies

Mathematics and Sciences

Greg McClanahan, Chair and Program Coordinator, Mathematics
Nickie Cauthen, Assistant Chair and Program Coordinator, Biology
Jon Ernstberger, Program Coordinator, Exercise Science and Psychological Science
Stacey Ernstberger, Program Coordinator, Pre-Engineering
Bill McCoy, Program Coordinator, Chemistry and Physics

Nursing

Sarah Holden, Chair

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 1 are intended primarily for first-year students and sophomores. These courses are introductory in nature and assume little or no

college-level experience with the subject matter. These courses may also be introductory courses in general education.

- Courses beginning with 2 are intended primarily for sophomores. These courses are also introductory in nature and meant to broaden the student's experience. Many courses at this level contribute to the general education program.
- Courses beginning with 3 are intended primarily for juniors and seniors. In general, these courses are designed primarily for students pursuing a major or minor in the discipline. They assume completion of introductory coursework. Certain courses at this level contribute to the general education program.
- Courses beginning with 4 are intended primarily for seniors. In general, these courses are designed primarily for students pursuing a major or minor in the discipline. They assume completion of introductory coursework.
- 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

Accountancy	ACCT
Art and Design	ARTD
Biochemistry	BIOC
Biology	BIOL
Chemistry	CHEM
Clinical Mental Health Counseling	CMHC
Economics	ECON
Education Studies	EDST
Education	EDUC
English	ENGL
Entrepreneurship	ENTR
Ethos	ETHS
Exercise Science	EXCS
Film and Media Arts	FILM
Finance	FNCE
History	HIST
Management	MGMT
Marketing	MRKT
Mathematics	MATH
Music Education	MUED
Music	MUSI
Musical Theatre	MUTH
Nursing	NURS
Philosophy	PHIL
Physical Education	PEDU
Physics	PHYS
Political Science	POLS

Psychology	PSYC
Religion	RLGN
Servant Scholar Program	SERV
Sociology	SOCI
Spanish	SPAN
Sports Management	SPMG
Teaching Fellows	TCHA
Teaching English as a Second Language	TESL
Theatre Arts	THEA

Faculty

David Oki Ahearn (1995)
Professor of Religion; Program Coordinator, Religion and Philosophy
B.A., Austin College; M.Div., Southern Methodist University; Ph.D., Emory University

Toni P. Anderson (1999)
Professor of Music; Program Coordinator, Music
B.M., Lamar University; M.M., New England Conservatory of Music; Ph.D., Georgia State University

Kelly Ansley (2019)
Assistant Professor and Director of Library
B.S., Georgia State University; MLIS Valdosta State University

Kim Barber Knoll (1995)
Professor of Theater; Program Coordinator, Theatre
B.S., University of Tennessee; M.F.A., University of California at Los Angeles

Cindi Bearden (2001)
Associate Professor of Business and Accountancy
B.S., Jacksonville State University; Master of Accountancy, University of Alabama; Certified Public Accountant

Sandra Blair (2000)
Associate Professor of Nursing; Program Coordinator, Online RN to BSN Program
B.S.N., LaGrange College; M.S.N., Georgia State University

Clayton Bolton (2022)
Associate Professor of Sports Management
B.A., Augusta University; M.S., Georgia Southern; Ed.D., Mississippi State University

Marcia Brown (1996)
Professor of Art and Design; Department Chair, Fine and Performing Arts
B.F.A., Guilford College; M.F.A., University of Georgia

Angela N. Cauthen (2006)
Associate Professor of Biology; Department Chair, Sciences
B.S., Shorter College; Ph.D., University of Georgia

Colleena Collins (2019)
Assistant Professor of Exercise Science
B.S., Southeastern Louisiana University; M.S., Life University

John Granger Cook (1994)
Professor of Religion
B.A., Davidson College; M.Div., Union Theological Seminary; Ph.D., Emory University

Allyson DeBlois (2020)
Visiting Assistant Professor of Digital Creative Media and Film
B.F.A., University of Central Florida; M.F.A., The University of Central Florida

Marci DeRamus (2022)
Assistant Professor of Psychology
B.S., Ph.D., University of Alabama at Birmingham

Jon M. Ernstberger (2008)
Professor of Mathematics; Associate Vice President for Academic Affairs; Director of General Education
B.S., M.S., Murray State University; Ph.D., North Carolina State University

Stacey L. Ernstberger (2010)
Associate Professor of Mathematics; Director of the Tutoring Center
B.S., Murray State University; M.S., Ph.D., North Carolina State University

Beth Evans (2022)
Associate Professor of Nursing
B.S.N., Post Masters Nursing Education, Jacksonville State University; M.S., University of South Alabama

Timothy Fitz-Gerald (2018)
Assistant Professor of Musical Theatre
B.F.A., Syracuse University; M.F.A., Virginia Commonwealth University

Melvin H. Hall (2002)
Professor of Chemistry
B.S., Cuttington University College; M.A., University of California at Berkeley; Ph.D., Auburn University

Sarah Holden (2016)
Assistant Professor of Nursing; Interim Department Chair, Nursing
B.S.N., LaGrange College; M.S.N. Gonzaga University

Luke Hopper (2017)
Technical Director, Theatre Arts
B.A., Hastings College; M.F.A., University of Missouri – Kansas City

Brian Hunter (2018)
Assistant Professor of Entrepreneurship and Marketing
B.S., M.S., Ph.D., Purdue University

Seok Hwang (2005)
Associate Professor of Mathematics
B.S., Yeungnam University; M.A., Ph.D., University of Wisconsin

Robert Colby Jones (2016)

Assistant Professor of Education
B.S.Ed, Ph.D., Auburn University; M.Ed., LaGrange College

Ashley Brooke Kinney (2020)
Assistant Professor of Nursing
B.A., LaGrange College; M.S., Ph.D., University of Georgia

Amber Leiker (2018)
Assistant Professor of Exercise Science; Program Coordinator, Exercise Science and Health Education
B.A., University of North Carolina at Chapel Hill; M.Ed, Auburn University; Ph.D, Auburn University

Donald R. Livingston (2001)
Professor of Education
B.S., Drexel University; M.Ed., West Chester University; Ed.D., Georgia Southern University

Sharon M. Livingston (2006)
Associate Professor of Education; Director of Assessment for the Department of Education
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; Director, Servant Scholar Program
B.A., Notre Dame; J.D., University of Georgia

Ryan McArthur (2020)
Assistant Professor of Nursing
B.A., B.S., LaGrange College;M.S. University of West Georgia

Greg A. McClanahan (1988)
Professor of Mathematics; Department Chair, Mathematics
B.S., M.S., Auburn University; Ph.D., Clemson University

Beth McClanahan (2011)
Associate Professor of Mathematics
B.S. Birmingham-Southern College; M.S. Columbus State University; Ph.D., Auburn University

William J. McCoy, IV (1991)
Professor of Chemistry and Physics; Program Coordinator, Chemistry and Physics
B.S., Yale University; Ph.D., University of North Carolina

Linda H. McMullen (1999)
The Ely R. Callaway Sr., Associate Professor of Management and International Business; Department Chair, Business
B.S., M.S., Geneva College; M.A., Ph.D., Fielding Graduate University

Margaretta Milam (2013)
Associate Professor of Education; Department Chair, Education; Graduate Program Coordinator, Education

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

Nicholas Moore (2020)
Assistant Professor of Exercise Science
B.S., Jacksonville State University; M.Ed., Ph.D., Auburn University

Justin Muller (2018)
Assistant Professor of Clinical Mental Health Counseling
B.S., University of South Carolina; M.S., Valdosta State University; Ph.D., University of South Carolina

Claire Oldfather (2022)
Reference Librarian and Assistant Professor
B.A., University of Kentucky; M.A., Aberystwyth University; M.S., Simmons University

William G. Paschal (1994)
Professor of Biology
B.S., Saint Joseph's College; Ph.D., Indiana University School of Medicine

Lynda Perry (2022)
B.S., Auburn University; M.S., Jacksonville State University; Ed.S., LaGrange College

Vicki T. Pheil (2007)
Assistant Professor of Education; Field Experience Consultant
B.A., M.Ed., LaGrange College

Amanda R. Plumlee (1996)
Professor of Latin American Studies; Program Coordinator, Modern Languages
B.S., University of Tennessee at Chattanooga; M.A., Ph.D., University of Tennessee

Melinda Pomeroy-Black (2005)
Associate Professor of Biology
B.A., Rhodes College; M.S., Ph.D., Virginia Polytechnic Institute and State University

Dixie Powers (2019)
Assistant Professor of Clinical Mental Health Counseling
B.A., M.Ed., Ph.D., Auburn University

Margaret Reneke (1999)
Professor of Art and Design
B.F.A., University of Georgia; M.F.A., Virginia Commonwealth University

Maranah A. Sauter (1983)
Professor of Nursing; Associate Vice President for Academic Affairs; Interim Director of PACE
A.A., B.S., Georgia Southwestern College; M.S., Georgia State University; Ph.D., Medical College of Georgia

Laine Allison Scott (1998)
Professor of English; Department Chair, Humanities
B.A., The College of William & Mary; M.A. (French), Middlebury College; M.A. (English), Salisbury State University; Ph.D., University of Alabama

Kevin L. Shirley (1998)

Professor of History; Coordinator, National History Day; Department Chair, History and the Social Sciences
B.A., M.A. (history), M.A. (religion), Ph.D., Florida State University

Jack C. Slay, Jr. (1992)
Professor of English
B.A., M.A., Mississippi State University; Ph.D., University of Tennessee

Richard Soash (2019)
Assistant Professor of History
B.A., Florida Southern College; M.A., Ph.D., Florida State University

Justin Thurman (2010)
Associate Professor of English, Director of Writing Center; Co-Director of Cornerstone
B.A., M.A., University of Nevada, Reno; Ph.D., University of Louisiana at Lafayette

John A. Tures (2001)
Professor of Political Science; Program Coordinator, Political Science
B.A., Trinity University; M.S., Marquette University; Ph.D., Florida State University

Mitchell Turner (2002)
Professor of Music
B.S., Georgia Southern University; M.M., Ph.D., University of Georgia

Kelly Veal (2016)
Assistant Professor of Clinical Mental Health Counseling; Program Coordinator, Clinical Mental Health Counseling
B.S., M.S., Columbus State University; Ph.D., Auburn University

Austin Wieland (2015)
Assistant Professor of Art
B.F.A., Miami University; M.F.A., Edinboro University of Pennsylvania

Anthony Wilson (2004)
Associate Professor of English
B.A., Oglethorpe University; M.A., Ph.D., Vanderbilt University

Mark D. Yates (2011)
Associate Professor of Biology
B.S., Furman University; M.S., Clemson University; Ph.D., University of Missouri

Carol M. Yin (1991)
Professor of Mathematics; Director of Institutional Effectiveness
B.S., M.A.M., Ph.D., Auburn University

Kuo-chuan Yin (1994)
Professor of Mathematics
B.S., National Chung Hsing University; M.S., Ph.D., Auburn University

PRESIDENT EMERITUS

Walter Y. Murphy (1980-1996 (deceased), A.B., M.Div., Emory University; LL.D., Bethune-Cookman College; D.D., LaGrange College

PROFESSORS EMERITI

Professors Emeriti
Nancy Thomas Alford, B.S., M.S. (1969-2007)
Sybil L. Allen, B.S., M.Ed., Ed.D. (1976-1994)
Jon Birkeli, A.B., Ph.D. (1987-2016)
Roland B. Cousins, B.S., M.S., D.B.A. (1990-2005)
Sue M. Duttera, B.S., Ph.D. (1986-2002)
Charles H. Evans, B.S., M.S., Ph.D. (1981-2011)
Luke K. Gill, Jr., B.B.A., M.S.W., J.D. (1971-2002) (deceased)
S. G. Hornsby, B.S.Ed., M.A., Ph.D. (1966-2005)
Sandra K. Johnson, B.A., M.Ed., Ed.D. (1983-2005)
Richard Donald Jolly, B.A., M.S., Ed.D. (1961-1995)
Evelyn B. Jordan, A.A, B.S., M.Ed., Ed.D. (1977-2001)
Tracy L. R. Lightcap, A.B., M.A., Ph.D. (1976-2016)
Charles Franklin McCook, A.B., S.T.B., S.T.M., Ph.D. (1961-1994)
Frederick V. Mills, A.B., S.T.B., M.Th., M.A., Ph.D. (1967-2007)
Maynard L. Reid, B.S.E., M.S.E., Ed.D (1973-1995)
John L. Shibley, B.S., M.S., Ph.D. (1950-1986) (deceased)
Tim N. Taunton, B.A., M.F.A. (1984-2016)

Associate Professors Emeriti
Julia B. Burdett, A.A., B.A., M.P.E., M.S.W. (1974-1997)
Patrick M. Hicks, B.S., M.S. (1958-1998) (deceased)

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Lisa Tunstall	Nashville, Tennessee	2026
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Brian Peterson	Vice President for Academic Affairs
Susanna L. Baxter	President
John D. Head	Vice President for Enrollment Management and Student Experience
Deborah P. Hall	Vice President for Finance and Operations
Terlynn C. Olds	Director of Athletics and Recreation

Rebecca Roth Nicks Vice President for External Relations

Legal Counsel

James C. Thornton, LaGrange, Georgia

President's Cabinet

Susanna L. Baxter (2020)
B.A., Pfeiffer College; M.Ed., Vanderbilt University, Peabody College; Ph.D., Vanderbilt University

Deborah P. Hall (2018) – Vice President for Finance and Operations
B.S., University of North Carolina

John D. Head (2021) – Vice President for Enrollment Management and Student Experience
B.A., Shorter College; E.D., University of Tennessee

Terlynn C. Olds (2021) - Director of Athletics and Recreation
B.A., Saint Leo University; M.S., Saint Leo University; M.S., United States Sport Academy

Rebecca Roth Nicks (2006) – Vice President for External Relations
B.S., Lambuth University; M.B.A., Columbus State University

Brian J. Peterson (2022) – Vice President for Academic Affairs
B.S., University of Dayton; Ph.D., Indiana University

Administrative Staff

Michael Anderson (2011) Major Gift Officer, Development
Alexandria Andrade (2021) Assistant Director of Student Life
Kelly Ansley (2019) Director, Lewis Library
Amber Baldridge (2020) Registrar
Brett Banfield (2022) Assistant Football Coach
Vivian Barnes (2022) Administrative Assistant, Education and Business
Douglas Bassett (2021) Circulation Specialist
Susanna Baxter (2020) President
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
Arielle Butler (2021) Part-Time Post Office Assistant
Brandi Cameron (2016) Assistant Director of Counselor
Drew Cantrell (2021) Part-Time Head Tennis Coach
Earl Chambers (2014) Head Coach, Football
Lisa Cornell (2021) Admission Services Coordinator
Pamela Cox (2012) Payroll Applications Administrator, Human Resources
Janet Craft (2017) Assistant Athletic Trainer

Lee Davis (2008) Recruitment Writer
Mark Davis (2014) Director of Development
Forrest DeBlois (2022) Cataloging and ILL Assistant
Rob Dicks (2001) Associate Athletics Director, Compliance & Sports Medicine
Ryan Dickson (2015) Head Coach, Soccer
Caleb Eppling (2022) Assistant Director of Admissions
Mary Eppling (2022) Internship Coordinator and Career Advisor
Jon Ernstberger (2008) Associate Vice President for Academic Affairs
Carla Esposito (2022) Administrative Assistant for the VPEMSE
Vickie Evans (2005) Administrative Assistant, Humanities
Lisa Farrow (1991) Circulation Associate, Lewis Library
Jerry Forester (2022) Vice President for Finance and Operations
Kennet Fosuhene (2021) Head Coach, Women's Soccer
DeeAnne Fuller (2022) Accounting Assistant, Business Services
Jeff Geeter (1990) Director of Sports Performance
Deborah Hall (2018) Executive Director of Special Projects
Chastity Hargrett (2003) Systems Administrator
Dean Hartman (2000) Senior Director of Communications and Marketing
John Head (2021) Vice President, Enrollment Management and Student Experience
Sonya Hill (2019) Administrative Assistant, History and Social Sciences
Belinda Holliday (2022) SR Administrative Assistant to the VPAA
Jake Holloway (2022) Helpdesk Technician
Patti Hoxsie (2000) Director of Finance & Business Services
Stacy Jackson (2000) Assistant Director for Digital Media and Design, C&M
Jasen Jonus (2015) Head Coach, Women's Basketball; Head Coach, Cross Country
David Kelton (2009) Head Coach, Baseball
Lauren Knowles (2021) Assistant Director of LaGrange College Fund
John Kraus (2018) Controller, Business Services
Elissa Lamoree (2022) Admission Counselor
Elissa Lawson (2018) Admission Communications Coordinator
Shannon Lipham (2021) Head Golf Coach
Jeff Lukken (2013) Director, Servant Scholars Program
Nicole Maddox (2020) Director of Admissions
Susan Mansour (2014) Manager, Panther Prints and Postal Services
Emily May (2022) Executive Assistant to the President
Moneshia McKenney (2021) Head Coach, Indoor and Beach Volleyball
Rachel Messerly (2018) Accounts Payable Purchasing Specialist, Business Services
Felecia Moore (2015) Archives Specialist, Lewis Library
Lucinda Muncy (2019) Director of Human Resources
Rebecca Roth Nicks (2006) Vice President, Advancement
Claire Oldfather (2022) Reference Librarian and Assistant Professor
Terlynn Olds (2021) Director of Athletics and Recreation
Lindy Oller (2022) Public Relations & Marketing Writer
Brian Peterson (2022) Vice President for Academic Affairs
Martha Pirkle (1993) Director of Alumni and Community Relations
Richard Post (2021) Assistant Baseball Coach

Karen Pruett (2015) Associate Dean for Student Leadership and Career Development; Title IX Coordinator
Michele Raphoon (2005) Program Coordinator, Global Engagement
Melissa Reeves (2010) Store Manager, The Panther Connection
Michelle Reeves (1999) Director, Financial Aid
Adam Roberts (2014) Chaplain and Director of Spiritual Life
Tammy Rogers (1996) Director of Special Events and Conferences
Melanie Rushing (2021) Associate Athletics Director/Head Softball Coach
Jarred Rutherford (2017) Assistant Coach, Football
Maranah Sauter (1983) Associate Vice President for Academic Affairs
Brandon Sewell (2019) Head Coach, Men's Lacrosse
Trequan Sharpe (2021) Admission Counselor
Ronald Stafford (2005) Associate Director – Enterprise Infrastructure
Matthew Strother (2016) Development/Communication Specialist, Com. & Mktg.
Nikkovia Sweet (2014) C & M Specialist/Assistant, Communications and Marketing
Gina Thompson (2017) Assistant Registrar
Kendall Todd (2014) Assistant Coach, Football
Kelli Tolbert (2021) Assistant Director of Housing
Christy Vanhoose (2010) Administrative Assistant, Department of Nursing and Fine & Performing Arts
Kendal Wallace (2011) Head Coach, Men's Basketball
Kerry Wallaert (2022) Director of Housing and Student Life
Jan Webb (2015) Financial Aid Counselor
David Wiggins (2003) Acquisitions and General Assistant, Lewis Library
Lanora Yates (2016) Gallery Manager/Curator, Art and Design
Carol Yin (1991) Director, Institutional Effectiveness

Academic Programs

Business

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

Mission Statement

The Department of Business prepares students to successfully navigate business and social enterprises to improve lives and communities both locally and globally.

Learning Outcomes: Business and Accountancy

Upon completion of a degree from the Business and Accountancy programs:

1. Students will demonstrate an understanding of general business concepts (including finance, marketing, accounting, economics, management and information systems) by creatively and critically solving complex problems in a dynamic, global environment.
2. Students will demonstrate the capacity to be ethical leaders who engage in innovative, sustainable business and social enterprises.
3. Students will conduct research, analyze data, and communicate results in a professional manner, using appropriate technology.
4. Students will show an enhanced ability to work in teams within diverse environments.

Accountancy students:

5. Students will demonstrate an understanding of the technical knowledge of accounting and tax and apply that knowledge to the preparation and assessment of appropriate data and reports.

Marketing and Entrepreneurship students:

5. Students will demonstrate am entrepreneurial aptitude for creative problem solving and identifying sustainable market solutions in the business arena, mindful of responsibility for both economic and social impact.

Sports Management students:

5.Students will demonstrate an understanding of the principles required for success in the sports management profession and will apply those principles in various settings.

Programs

The following programs are available:

Majors

- Bachelor of Science (B.S.) in Accountancy
- Bachelor of Business Administration (B.B.A.) with concentrations in Marketing and Entrepreneurship and Sports Management

Minors

- Minor in Accountancy
- Minor in Applied Finance
- Minor in Business
- Minor in Entrepreneurship
- Minor in International Business
- Minor in Marketing Design
- Minor in Sports Management

The Business bachelor's programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Accountancy and Business Majors

Majors should note that the applicable requirements for the majors, including required courses, are those in effect when they declare their major, not those in effect at the time of their matriculation.

In addition to the course requirements, students pursuing a bachelor's degree offered by the Business and Accountancy programs must participate in a comprehensive Departmental Assessment Program, as well as an exit interview with program faculty or Advisory Council members.

Minors

The department offers seven minors: Accountancy, Applied Finance, Business, Entrepreneurship, International Business, Marketing Design, and Sports Management.

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

1. Have a GPA of 2.50/4.00 or better or permission of program faculty;
2. Complete all minor courses with a grade of "C-" or better;
3. Students must take at least four (4) of the minor courses at LaGrange College.

All major, minor, and concentration courses must be completed with a grade of "C-" or better.

Accountancy

The B.S. in Accountancy gives students the accounting foundation needed for effective decision-making in an organization. Today's accountants must be able to communicate, synthesize, and innovate. They not only provide the information upon which the business world depends, but also make crucial decisions and act as trusted advisors. The Accountancy major builds upon the foundations learned through completion of the general education (Ethos) curriculum as it helps students develop the business and accounting competency needed for success in the field. Students planning to work in the accounting field will receive the necessary skills and knowledge to pursue the CMA and CFM professional designations and be prepared for the fifth year of study for the CPA.

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

1. Have an overall GPA of 2.50/4.00 or better or permission of program faculty;
2. Complete MGMT 2200, ACCT 2211, and ECON 2200 with a grade of "C-" or better;
3. Normally, a student desiring to major in Accountancy will complete ACCT 2211 with a grade of "B" or better.

To remain a major in Accountancy in good standing, the student must meet complete all other major requirements with a grade of “C-” or better and maintain an overall and major GPA of at least 2.50 on a 4.0 scale.

An accountancy major whose overall GPA or major GPA falls below a 2.50 may be placed on probation within the department. The student will be expected to work closely with the faculty advisor and develop strategies to return the grade to the acceptable level.

Entrepreneurship

Businesses thrive when employees are innovative, creative problem-solvers. Those skills - of innovation and creativity - become second nature to people with an entrepreneurial mindset. The courses in Entrepreneurship are designed to develop those skills; to encourage students to develop, communicate, their vision for starting their own business.

The coursework is hands-on and practical; the focus is on experiential learning in the development of all aspects of a business plan and the executive of effective strategies to launch and/or manage a simulated business.

International Business

Students entering an increasingly global marketplace must understand how to work at the intersections of business, changing sociopolitical environments, technology, and culture. The Minor in International Business, available to business majors and non-majors alike, is designed to introduce students to the concept of globalization and teach them to effectively navigate through those different arenas.

Sports Management

The multi-billion dollar sports industry doesn't just need athletes and coaches; it needs professionals who can manage the business of sports. The BBA with a concentration in Sports Management prepares students to apply managerial, financial, and ethical business principles to the sport industry. The program will develop skills in multiple areas including sales, understanding the legal environment, developing marketing strategies and promoting events, and representing athletes during contract negotiations.

Internships are vital to the sports management experience. Students will be encouraged to pursue multiple internship opportunities during their time in the program.

Applied Finance

Students who complete the Applied Finance minor will develop an understanding of financial theory and of economic and financial behavior that will allow them to effectively analyze, problem-solve, and communicate results that will bring value to any career in business.

Education and Clinical Mental Health Counseling

The Education program offers several initial teacher preparation routes: Bachelor of Arts programs in Elementary Education (PK – 5th) and a Master of Arts in Teaching program for both Middle Grades and Secondary Education. In addition, the Education Studies program offers coursework in education for those who are not seeking an initial teaching certificate. The Department of Education also offers a Teaching minor. The Master of Education and Education Specialist in Curriculum and Instruction, and the Tier I programs are designed for those who already have a teaching certificate. See the Education *Graduate Bulletin* for more information on advanced programs.

The Education curriculum at LaGrange College serves four (4) basic purposes:

- to provide for the development of professional knowledge, skills, and dispositions that are essential for the teaching profession;
- to provide planned and carefully guided sequences of field experiences (this requires that all students meet with their advisors before making any work plans);
- to provide initial preparation programs Elementary Education at the undergraduate level, and a Master of Arts in Teaching initial preparation program for middle and secondary grades, all of which are fully accredited by the Georgia Professional Standards Commission; and
- to provide an alternative program in education at the undergraduate level that does not lead to teacher certification.

ADMISSION TO UNDERGRADUATE ELEMENTARY EDUCATION

Students intending to complete a Bachelor of Arts program in Elementary Education make formal application to the program.

The following are required for entrance into an undergraduate program:

- submit an application to the program
- pass the Georgia Educator Ethics Assessment;
- apply for and/or receive a pre-service teaching certificate;
- be in good academic standing;
- obtain liability insurance for duration of time in program;
- complete of a criminal background check showing no criminal record or a discharge from the armed services that would prevent teacher certification;
- complete verification of residency requirement; and
- have approval from the Chair of the Education program.

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 Education program.*

All Education pre-service candidates have extensive field experiences each semester. Prior to senior year, they are in schools for a minimum of 7 hours each week. At the end of their junior year, rising seniors will complete a 3-5 day post-planning field requirement at their student teaching placement. During senior year for Clinical Practice I & II, which typically takes place in Troup County, candidates are in schools from the first day of pre-planning for the academic school year to the last day of classes at LaGrange College. Successful completion of field experiences is a program requirement.

Any transfer and/or pre-approved transient credits must completely satisfy a program requirement by the course syllabus and appropriate Georgia Professional Standards Commission rules.

CHARGES INCURRED DURING PROGRAM OF STUDY

Teacher candidates are required to complete GACE exams for recommendation for certification. GACE fees are the responsibility of the student and are payable through the GACE testing website. Please consult the GACE website for current fees.

The Georgia Professional Standards Commission requires that each teacher candidate complete the Georgia Educators Ethics Assessment with Educational Testing Service (ETS). The assessment has a $30 fee, payable to ETS (online). The Georgia Educators Ethics Assessment must be completed during EDUC 1199 (Foundations), and before admission into the Department of Education.

Junior and Senior undergraduate elementary education candidates will use Advanced Feedback, a video observation platform, to receive feedback from professors and supervisors regarding classroom instruction in the field. This technology will also be used in class as students will collaborate around video to enrich learning. Each year, a fee of $150 will be assessed and is payable upon registration for the following courses EDUC 4489B and EDUC 4490 (subject to change).

ADMISSION TO CLINICAL PRACTICE

Applications for clinical practice are due midterm in the semester prior to clinical practice. Clinical practice encompasses a full academic year where candidates are engaged in full-time teaching activities under the supervision of a classroom teacher. The Director of Field Placement evaluates applications for clinical practice and makes determination of approval based on academic readiness and satisfactory progress with program and college requirements. Decisions may be appealed to the Chair of the Department.

In order to be admitted into Clinical Practice (as a senior), candidates must meet all transition points - including but, not limited to, obtaining a grade of "B" or better in all related field courses (EDUC 4489A, EDUC 4489B, EDUC 4489C).

Candidates must pass all diagnostics tests before beginning the second semester of clinical practice (senior year).

Detailed requirements and information related to clinical practice can be found in the *LaGrange College Field Experience and Clinical Practice Handbook (FECPH).*

POLICY FOR REMEDIATION OF INAPPROPRIATE DISPOSITIONS AND/OR INADEQUATE PERFORMANCE

Dispositions

Because appropriate dispositions enhance teaching and learning, the Department of Education believes that candidates should project positive and productive attitudes toward students, colleagues and professors. The term “appropriate dispositions” refers 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 candidates’ 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, then she or he will issue a written warning to the candidate. Upon the second time, the candidate will be required to attend a hearing before 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

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 and Clinical Practice Handbook (FECPH)* 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 and/or fails to demonstrate sufficient progress in all courses. Specific procedures, instruments and scoring criteria used to assess dispositions and performance are described in the *FECPH*.

TEACHER CERTIFICATION

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 (B.A. Elementary Education, M.A.T. Middle Grades, and M.A.T. Secondary Education), candidates are eligible to receive an Initial Teacher Certification after:

- earning a grade of “B” or better in EDUC 4459 Special Needs/Exceptional Children,
- earning qualifying scores on the Georgia Competency Examination (GACE)

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.

SCHOLARSHIPS, AWARDS, AND GRANTS FOR EDUCATION

Qualified Education candidates may be eligible for TEACH grants. See "General Grants and Scholarships" in the Financial Aid portion of this *Bulletin* for details.

The Education program gives the following awards to outstanding Education majors during the annual Honors Day program:

Jeanette Strickland Cook Scholarship was established by the late Benjamin Lane Cook to benefit a teacher in the Troup County School System who desires to further his/her education at LaGrange College. The Scholarship Committee of the Education Department selects the recipient.

Walter Malcolm Shackelford Award was established in honor of Dr. Walter Malcolm Shackelford, who served LaGrange College for twenty-four years as both teacher and administrator. During his tenure, he directed the formation of new majors in elementary education and early childhood education. Always using a kind and listener-directed manner, he set a standard for teacher excellence at LaGrange College whose impact is still evident today. This award is presented to an Education major who demonstrates excellence in teaching. The Scholarship Committee of the Education Department selects the recipient.

The Drs. Sharon and Don Livingston Outstanding Elementary Education *Junior Annual Award* was established in 2019 by the Drs. Livingston to recognize a junior student who demonstrates accomplishments in areas of teaching, academics, and service. The recipient should have an earned cumulative grade point average of 3.5 or higher and show promise to continue the work that benefits so many people who are touched by what teachers do.

The Ethyl Ault Outstanding Service Award was established in 2019 and is presented each year to a student pursuing a degree in an education-related field of study who exemplifies the character, spirit, and service of Professor Ault, a long serving faculty member in the Department of Education. Professor Ault dedicated over thirty years of her career teaching courses related to the specialty areas and to special education. In addition to her work at the college, Professor Ault was and remains actively involved in multiple service organizations in the community and has been a long-time advocate for educational opportunities for students with specific learning needs.

The Education program gives the following awards based on financial need:

Elizabeth Kelly Bradford Annual Scholarship was established by the Drs. Peter and the late Dr. Sarah Beth Mallory in memory of her mother, an elementary teacher for 35 years, to provide scholarship assistance to a student demonstrating financial need and in good academic standing at LaGrange College. In awarding this scholarship, preference is given to students who indicate an intention to major in elementary education. The Financial Aid Office awards this scholarship.

Julia Vernon Keller and William Wates Keller Endowment Fund was established by Mr. and Mrs. William Wates Keller of LaGrange to provide scholarship assistance to deserving graduates of LaGrange High School who are majoring in education. The Financial Aid Office selects the scholarship recipient after consulting with the LaGrange College Department of Education.

Peggy McElhanon Gordon Annual Scholarship Grant was established by Jefferson Taylor Gordon, class of 1985, to provide a need-based grant to a student majoring in Education who is enrolled and in good academic standing. The Financial Aid Office awards the annual grant of $1,000.

Nancy Kight Stevens Endowed Scholarship Grant was established by the late Robert Charles Stevens, class of 1971, in honor of his wife, Nancy Knight Stevens, class of 1971 and 1974, to provide a need-based grant to a student pursuing a degree in Education.

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. The program has been developed to be in compliance with the 2016 Standards outlined by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Students will be prepared to sit for the state-required licensure exam (e.g., the National Counseling Exam (NCE)). Upon completion of the program, graduates may apply to take the National Counselor Examination (NCE), then obtain employment. Once students have found both a supervisor and director to sign off on their paperwork students may apply for an associate license. Students who obtain their associate license in counseling (APC) will be eligible to practice in a variety of settings, including private practice and/or 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.

Program Mission Goal Application & Admissions

It is the goal of the Clinical Mental Health Counseling Program at LaGrange College to develop counseling professionals who possess the skills and knowledge necessary to be highly competent and committed in their specialty areas.

Core Values

The Clinical Mental Health Counseling Program at LaGrange College outlines 5 core values: Diversity & Inclusion, Advocacy and Social Justice, Ethical and Competent Practice, Professional Engagement, and Self-Care and Wellness. The CMHC faculty ensures that each of the core values are upheld by students while enrolled in the program.

- ***Diversity & Inclusion*** – The Clinical Mental Health Counseling Program at LaGrange College is dedicated to diversity and inclusion and demonstrates this practice in their student recruitment practices, course materials, and clinical experiences offered during practicum and internship.
- ***Advocacy and Social Justice*** – The Clinical Mental Health Counseling Program at LaGrange College is dedicated to social justice and advocacy practices in the field of counseling. The program is devoted to developing, implementing, and sustaining programs and initiatives that assist underserved and minority populations.
- ***Ethical and Competent Practice*** – The Clinical Mental Health Counseling Program at LaGrange College is dedicated to educating and training students with ethical and evidence-based practices and materials. The program is committed to following each of the standards set forth by the American Counseling Association (ACA) Code of Ethics.
- ***Professional Engagement*** – The Clinical Mental Health Counseling Program at LaGrange College is dedicated to the professional engagement of students by providing professional development activities, collaborative projects with CMHC faculty, and opportunities to present research at state and regional conferences.
- ***Self-Care and Wellness*** – The Clinical Mental Health Counseling Program at LaGrange College is dedicated to promoting strong and positive self-care and wellness practices by students. The program stresses the importance of self-care and provides course materials that require students to examine their wellness practices and identify future self-care goals and objectives.

Program Objectives

The objectives of the LaGrange College Clinical Mental Health Counseling Program are:

1. Develop knowledge and skills necessary for competent professional practice, while cultivating strong counselor identity.
    a. Practice code of ethics relevant to counseling
    b. Demonstrate the ability to work with diverse populations.

    c. Design and implement effective counseling interventions in various settings with groups and individual clients.
    d. Develop a strong professional identity
    e. Utilize various research methods, assessments, and data to improve counseling effectiveness
    f. Work with a wide spectrum of biopsychosocial behaviors found in individuals, families, couples, and groups across the lifespan
2. Develop competent professional who engage in advocacy, by enhancing awareness and creating a passion for social justice while implementing multiculturally competent practices
3. Enhance engagement in professional organizations by increasing counselor identity
    a. Provide multiple professional development opportunities
    b. Encourage student participation in professional organizations
4. To provide opportunities for students to engage in activities that assist students in engaging in professionalism, self-awareness, and introspection.
5. To attract, enroll, and retain a diverse group of students and to create and support an inclusive learning community.

CMHC Key Performance Indicators

Students in the LaGrange College Clinical Mental Health Counseling Program will be able to demonstrate the knowledge and/or skills necessary to:

- Professional Counseling Orientation and Ethics. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (2.F.1.i)
- Social and Cultural Diversity. Understand and apply multicultural counseling competencies (2.F.2.c)
- Human Growth and Development. Biological, neurological, and physiological factors that affect human development, functioning, and behavior factors) (2.F.3.e)
- Career Development. Understand and implement approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (2.F.4.b)
- Counseling and Helping Relationships. Understand and conduct the essential interviewing, counseling, and case conceptualization skills (2.F.5.g)
- Group Counseling and Group Work. Understand and apply the dynamics associated with group process and development (2.F.6.b)
- Assessment and Testing. Understand and demonstrate procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide. (2.F.7.c)
- Research and Program Evaluation. Understand the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice. (2F.8.a)
- Clinical Mental Health Counseling. Demonstrate techniques and interventions for prevention and treatment of a broad range of mental health issues (5.C.3.b)

Application & Admissions

Admission Requirements

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

Students who wish to apply to the CMHC Program must submit the following information:

1. A completed application using the following website: www@lagrange.edu
2. An official transcript of their undergraduate and previous graduate programs (if applicable)
3. An undergraduate cumulative GPA of 2.5
4. A two-page essay describing the journey that led them to pursuing a counseling career, including how this degree program will assist them in pursing their career goal
5. A background check
6. No licenses or certifications have been revoked in other fields.
7. Three professional references

All materials are due by the admissions deadline to be invited for the on-campus interview.

Interviews may also be conducted on-line through Microsoft Teams.

Background Check

Because of the sensitive nature of the counseling process, applicants must submit to a background check before they are admitted providing evidence that graduates would be eligible for licensure as a professional counselor.

Interview Process

Students who have submitted a complete application and who meet the requirements for the graduate program may be invited for an on-campus, or on-line interview. This interview will be in two parts: (1) an individual interview with two or more faculty members and (2) a group interview with all applicants being interviewed on that date. The group interview can be waived in lieu of restrictions with COVID-19. Faculty members will be in attendance to direct the group interview. Students are evaluated by a comprehensive admissions rubric. Admissions decisions will be made very shortly after this process and students will notified by email with a formal letter attached. Admissions decisions are made by the Program Faculty and are based on the applicant's ***academic preparation, career goals, aptitude for graduate-level study, potential success in forming effective counseling relationships, and respect for cultural differences*** **(CACREP, 2016).**

Provisional Admission

In some cases, students who do not meet minimal academic requirements for admission to graduate school may be admitted with a provisional status. Students will

be required to obtain a grade of no less than B in each of the 4 courses offered in the fall semester. Students who obtain a grade lower than a B on one of more of those courses taken during the first 12 hours will not be allowed to continue in the program.

Student Dispositions

For counselors to be most effective, they should possess certain dispositions, which our faculty expects of applicants to our program. The following is a brief summary of those dispositions:

1. Professional Identity
2. Self-Awareness and Continued Introspection
3. Commitment to Diversity
4. Ability to Express Empathy
5. Integrity

As students are being interviewed for possible admission, as they are progressing through their coursework, and as they continue through their clinical experiences, students are evaluated based on their display of these important qualities and behaviors. More information related to these dispositions is provided to students during their orientation experiences when they are admitted.

Student Transfer Policy

Students who are interested in transferring to LaGrange College may submit an application to transfer through admissions (put link)

1. The prospective student must be interviewed by the program faulty
2. Submit a CMHC application to admissions
3. Submit all transcripts
4. The student must be in “good standing” with their current institution
5. The student must provide a letter for recommendation from their current institution unless the degree was completed.
6. CMHC faculty will evaluate syllabi from previous coursework to ensure CACREP compliance
7. Await CMHC program faculty decision on their acceptance

Digitally Delivered CMHC Program Requirements

All CMHC courses are delivered in synchronous and asynchronous formats through assigned readings, online lectures, seminar discussions, multimedia presentations, case presentations, and small group discussion. All asynchronous learning students will be required to either attend the in-class sessions synchronously via Teams or watch the recording of class within 7 days. Students will lose points on participation and may be dropped a letter grade for more than 3 absences from class, or not watching class via Teams in a timely manner. Asynchronous students are required to attend some of the skills-based classes on certain dates (e.g. COUN 5003 Group Counseling Course- students are required to attend live on-teams for the group experience class.)

Technology Requirements

Counseling students are provided with Microsoft 365 which gives students access to One Drive, Email, Teams, Power Point, and Excel. Students are expected to be able to utilize this technology by keeping an up to date laptop or tablet in order to be successful in the program.

Standard 1.G indicates: “The institution provides technical support to all counselor education program faculty and students to ensure access to information systems for learning, teaching, and research.”

- Microsoft Teams training was made available for students
- One Drive Training
- Email Training
- IT SUPPORT (Chastity Hargrett)
- Connect (Support Portal)
- mock counseling sessions.

Digitally Delivered Format Policies

- The asynchronous CMHC program, regardless of where it is offered, operates under a single institutional budget and reports to a single academic unit leader who oversees all counseling programs offered by the institution (Standard 1.C).
- The program, regardless of where it is offered, requires completion of identical curricular requirements, culminates in the same degree title, and provides identical entries on student transcripts (Standard 1.B).
- The program, regardless of where it is offered, demonstrates that core faculty across sites share in the program curriculum development (Standard 1.Y).Students are admitted and advised under the same procedures and processes, regardless of which site/option they attend (Standard 1.L, 1.M and 1.P).
- The virtual/asynchronous option follows identical student retention and dismissal procedures (Standard 1.N(7))
- The program’s comprehensive assessment plan applies to all sites, regardless of where the program is offered, and the same assessment procedures are used at each site. Data are reviewed at each site individually and in aggregate across sites (Section 4).
- The program demonstrates that regardless of the site where students complete coursework that the number of credit hours delivered by non-core faculty at each site does not exceed the number of credit hours delivered by core faculty (1.S).
- The FTE student-to-faculty ratio is met for both program tracks (Standard 1.T).

Digitally Delivered Program Policies

Students are required to have access to technology requirements such as WIFI, a computer, and access to email and the learning management system.

Students engaged in digitally delivered synchronous learning are required to plan to be in a suitable learning environment that is free from distractions and noise.

Students in the 100% digitally delivered track are required to schedule a monthly meeting with their assigned academic advisor.

Proctoring Software Grading Scale for CMHC

In this program, LockDown Browser and Respondus Monitor will be used to facilitate the online proctoring of assessments (such as quizzes or exams). Students will be able to download LockDown Browser from a link provided from within our course on Connect and will incur a one-time, $15.00 fee (payable only by credit card) for the use of Respondus Monitor. This one-time fee will entitle a student to unlimited use of Respondus Monitor for this course and any other on at LaGrange College for the time period of one year.

These pieces of software work only with reliable desktop or laptop computers running Windows or Mac OS as well as modern iPads. Devices used for testing must be equipped with a functional webcam and must have access to a stable, high-speed internet connection. LockDown Browser and Respondus Monitor will not function with smartphones, tablets that are not iPads, or Chromebooks.

If you do not have access to a personal computer that meets these specifications, laptops are available for checkout in Lewis Library. Campus Wi-Fi is robust and will satisfy your internet connectivity requirements.

Students having difficulties with the functionality of these tools should contact IT (support@lagrange.edu, 8049) for assistance.

Grading Scale for CMHC

Students will be assigned a grade for each course based on a 10-point scale:

A: 90 – 100

B: 80 – 89

C: 70 – 79

D: <70

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

Tuition - per credit hour	$755.00

Graduation Fee	$200.00
Student Identification Card replacement fee	$25.00
Comprehensive Fee	$120 (per semester)

Suggested Course Rotation

The sample plan of study below demonstrates how students may complete the program in two calendar years. Students may take up to **four years** to complete their course work and clinical experiences to obtain a Master of Arts Degree in Clinical Mental Health Counseling.

Fall 2022	**Spring 2023**	**Maymester 2023**	**Summer 2023**
COUN 5000-Foundations of CMHC	COUN 5003-Group Dynamics	COUN 5011 Lifespan Development*	COUN 6004-C & Grief Counse
COUN 5001-Theories of Counseling	COUN 5013-Individual Analysis		COUN 6005-R Program Evalu
COUN 5002-Strategies and Techniques	COUN 6000-Advanced Techniques		
COUN 5004-Professional Practice & Ethics	COUN 6001-Assessment and Diagnosis		

Fall 2023	**Spring 2024**	**Maymester 2024**	**Summer 2024**
COUN 5999-Practicum	COUN 5010-Social and Cultural Diversity	***NCE taken by May 30, 2024***	COUN 6999-In
COUN 5999-Practicum Lab	COUN 6007-Principles of Consultation, Management and Advocacy		Portfolio Proje 2024
COUN 6002-Addictions Counseling	COUN 6998-Internship II	***No Classes***	Graduation Pe Resubmitted b
COUN 6003-Family Counseling	***Comprehensive Exam: April 2024***		
COUN 5012 Career Counseling*	***Preliminary Graduation Petition Submitted***		
* Portfolio Mid-Program Submission Due			

***100% digitally delivered format**

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. Anything below a C is considered a failing grade. Courses in which a student achieves a grade below a B must be repeated. If a student does not achieve a B or better during the second attempt, a remediation plan must be created by the program faculty for the student to remain in the program. Failure to complete the remediation plan may result in the student being released from the program.
  Students may receive no more than 2 C grades in the program. Students who obtain more than 3 C's will be dismissed from the program.

- There are specific requirements for graduation (specific exams) that require an application fees and registration forms (e.g., the CPCE, NCE, Respondus Software, professional organizations)
- Receive a passing grade on the Counselor Preparation Comprehensive Examination (CPCE). During their final semester of enrollment in the Clinical Mental Health Counseling Program, students are required to take the CPCE, which is a standardized exam distributed by the Center for Credentialing and Education (http://www.cce-global.org). The exam must be taken at LaGrange College and not at an alternate site.
  Passing grades on the CPCE are based on the national mean for the form of the exam used at any time. Students who do not obtain a passing grade on their first attempt of the CPCE will be given a second chance to take the examination on the next date that the exam is scheduled to be administered. A student who is unable to pass the CPCE for a second time will be required to do a comprehensive portfolio. This portfolio project will be expanded from the required graduation portfolio to include several artifacts, corrected work, several reflections, and other assignments deemed appropriate by program faculty. The students' attempts will be read and evaluated by a minimum of three college faculty members using a rubric as a guide. Students must receive a passing evaluation by at least two of the three faculty members to be approved for graduation.

- **National Counselor Examination (NCE)** The National Counselor Examination (NCE) is a 200-item multiple-choice examination designed to assess knowledge, skills and abilities determined to be important for providing effective counseling services. The NCE is a requirement for counselor licensure in the state of Georgia. It is also one of two examination options for the National Certified Counselor (NCC) certification. It may also be accepted by military health systems to become a recognized provider. The NCE was first used in 1983 as part of the NCC application process and continues to undergo regular review and development to ensure it represents the current reality of practice and research in the counseling profession.
  The CMHC program coordinates with NBCC to offer the National Counselor Examination (NCE) between April and May each year. The NCE must be taken and passed in order to begin the application process for Associate Licensed Counselor once you graduate from the program.
- Students will complete a comprehensive portfolio project. The Clinical Mental Health Counseling portfolio is a demonstration (through artifacts) of the knowledge, skills, and dispositions expected of a Professional Clinical Mental Health

Counselor. The portfolio is a comprehensive assessment of the 8 core foundational areas of CACREP. The portfolio is a requirement for graduation. The portfolio will be submitted during the fall semester of the second year for a mid-program review and during the last semester of the program for a final review. Students will include key assessments from the first year and second year in a comprehensive portfolio to be submitted in OneDrive. The portfolio will be submitted in a OneDrive folder shared with all faculty. The folders should be labeled by core foundational area, then by course. Each foundational area folder should have a copy of the required artifacts including any rubrics. Students will also provide a reflection for each of the core foundational areas covered that will be included in the file folders. These reflections should demonstrate an increase in knowledge, skills, and dispositions. The portfolio also includes two comprehensive reflections that are based off two prompts. Each section will receive a score of either exceeding (3), competent (2), or unsatisfactory (1). Students must receive a passing portfolio evaluation to be approved for graduation.

- 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.

CMHC Comprehensive Assessment Plan

The CMHC comprehensive Assessment Plan addresses program evaluation and student learning assessment. This assessment plan outlines the goals and objectives of the assessment, methods of assessment, analysis and use of the assessment data for program and curriculum modification and revision. The assessment plan is focused on the goals and objectives of the Counselor Education program, as reflected in our Mission Statement, as well as specific program evaluation and student learning indicators. The LaGrange College CMHC Comprehensive Assessment plan incorporates both a program evaluation and student learning indicator assessment. The Program Evaluation component of the plan includes several key assessments that incorporate aggregate student assessment data to evaluate specific program objectives. This includes student knowledge and skill development, using both internal and external assessments. The plan describes how demographic and other characteristics are measured and assessed yearly, as well as, how data from the graduates, site supervisors, and employers are gathered, measured, and analyzed.

Student Annual Review

Students are consistently evaluated across all academic, clinical practice, professional development and program requirements. This evaluation occurs during courses, clinical practice and engagement in professional development activities. In addition, the Counselor Education Program conducts an Annual Review of Student Progress. This review is conducted bi-annually on all students. As part of this process students are required to complete and submit a Student Annual Report via google form. This form will be disseminated to you several weeks prior to the submission date. This report is requested by the Program Coordinator prior to the Annual Review and is submitted to the student's Academic Advisor. After the evaluation is completed the student is

provided a copy of their Assessment Rubric for the Counselor Education Programs' Annual Review. Students are required to verify receipt of the review.

Dispositions

Dispositions are defined as core values, attitudes, behaviors, and beliefs needed to become an effective and competent professional (Damon, 2007, as cited in Spurgeon, Gibbons, & Cochran, p. 97, 2012). Assessed in the Annual Review are students' professional and academic dispositions related to preparation and practice in counseling. The three areas of dispositions assessed in the Annual Review are:

1. Academic and Professional Behavior
2. Reflective Practice and Behavior
3. Diversity and Respect for Others

Students should be aware that the identification of concerns related to academic, clinical practice, and dispositions may occur at any time in the program. These concerns may be identified at any point in an academic term and during the Annual Review. These concerns can be addressed through the CMHC Remediation and Retention Policy process.

The Annual Review of Student Progress includes evaluation of:

Academic Indicators and Student Matriculation

This includes student's GPA, stage in program, and matriculation through program coursework and requirements will also be evaluated.

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, initial and advanced education specialist degree programs, and Tier I Educational Leadership certification. The Master of Arts in Teaching (M.A.T.) initial 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 service field of Curriculum and Instruction. Candidates entering the M.Ed. program would be expected to hold a Bachelor's degree and already hold teacher certification. 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 Teach (M.A.T.) Pedagogy-Only (39 credit hours)

- Middle Grades Education
- Secondary Education

Programs available to those who have teacher certification:

- Master of Education (M.Ed.) in *Curriculum and Instruction* - Initial (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)
- 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 Only (46 credit hours)
- Education Specialist (Ed.S.) in *Curriculum and Instruction* Initial with Tier I Educational Leadership Certification only (46 credit hours)
- Education Specialist (Ed.S.) in *Curriculum and Instruction* Advanced with Tier I Educational Leadership Certification Only (37 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 for degree program students. Candidates may make monthly payments to cover educational cost. If the full balance is not paid by the end of the term, interest charges are added at the rate of 12% per annum on the unpaid balance.

Certificate and Add-on programs must be paid in full by the first day of the term per the academic calendar.

Expenses

Tuition — Graduate Education Courses

Program	Cost Per Credit Hour
M.Ed.	$765.00
Ed.S.	$765.00
M.A.T.	$810.00
Tier I	$285.00

(if not completing as part of another program)

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
Comprehensive Fee	$60.00
GACE (determined by individual needs, payable to GACE)	
Subscription Fee - A one-time subscription fee is assessed upon entering a program within the Department of Education to cover the cost of the software used for assessment, portfolio development, and data collection.	$130

Additional Fees for Select Candidates

Georgia Educators Ethics Assessment (M.A.T., payable to GACE)…30.00

Georgia Ethics Leadership Assessment (Tier I, payable to GACE)…30.00

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.

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 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., Ed.S., and Tier I 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 and Professionalism

Attendance and timeliness, participation, professional dress, and a positive teaching-learning attitude are part of being a professional. Acceptable dispositions are expected of all candidates. Class attendance and punctuality are expected. In the event of an absence:

A) Fall/Spring: 3 points will be deducted for each class missed. If you miss more than 1/2 of a class, 3 points will be deducted.
B) Summer: an alternate assignment will be given to compensate for the missed class time.

Any absence other than college sponsored events will result in a grade reduction or alternate assignment. In the event of an emergency absence, it remains your professional responsibility to contact the professor prior to the missed class. At the discretion of the professor, an additional percentage point will be deducted from your grade for failure to contact her/him before the onset of class. Students should check with their classmates regarding notes and assignments missed. Further, the professor shall decide on a case-by-case basis whether any test or assignment due on the day of an unexcused absence will be accepted and, if accepted, what reduction in grade will be assessed.

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 Spring, Summer I and II semester schedules. The calendar is available on the College website.

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.

Candidates may also be dismissed for non-academic reasons relating to a violation of the Georgia Professional Standards Commission's Code of Ethics. A complete description may be found on the Georgia Professional Standards Commissions' website at https://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf and in the Department's *Field Handbook*.

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.

Professional Development Plan

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 may be required to complete a Professional Development Plan (PDP). The PDP is developed with input from the candidate and faculty. Dismissal from the program is possible if the candidate fails to meet the minimum scores on the PDP.

Dismissal

The Department of Education follows the dismissal policy outlined by the College which can be found in the general section of this bulletin.

Grievances and Appeals

The College and the Department of Education 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. A complete explanation of procedures to follow when making a grievance can be found in the graduate bulletin under "Process for Academic Grievances and Appeals."

Learning Outcomes

For the Master of Arts in Teaching degree, the LaGrange College Department of Education faculty have adopted the standards outlined by the Interstate Teacher Assessment and Support Consortium (*InTASC*) as goals for the program.

Key Assessment Policy for M.Ed., Ed.S., and Tier I Candidates

Courses throughout our graduate programs have designated program specific key assessments. Passing each key assessment with a score of 70 or better is a program requirement. Any candidate who does not successfully achieve a grade of 70 or better on any key assessment will be provided with one opportunity to resubmit the key assessment assignment for re-evaluation by the course instructor. Candidates must

submit revised key assessment work within 7 calendar days of notification. Failure to achieve a grade of 70 or above on a re-submitted key assessment will result in a grade of F for the related course. Should the candidate earn a 70 or more on the re-submitted key assessment, the final course grade is calculated without regards to the score earned on the resubmitted key assessment. Candidates failing to earn a passing score on the resubmitted key assessment must repeat the course and may not enroll in any other requisite courses.

Advisement

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.

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 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. Please refer to the academic calendar and course syllabus for specific dates each semester.

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 2022, for example, the graduate student would not be invited to participate in Commencement 2023, 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.

Certification Requirements

Certification requirements and changes in teacher certification are based on current recommendations determined by the Georgia Professional Standards Commission.

Elementary Education

Learning Objectives

Approved Program in Elementary Education

Candidates completing a B.A. in Elementary Education will:

- develop a thorough understanding of the social, intellectual, physical, and emotional development of children;
- identify the nature of learning and behaviors involving children;
- construct a curriculum appropriate to the needs of children;

- utilize existing knowledge about parents and cultures in dealing effectively with children;
- gain a thorough knowledge of the fundamental concepts of appropriate disciplines and how to relate them to children;
- identify and implement differentiated teaching strategies in lessons designed for elementary students;
- understand diagnostic tools and approaches for assessing students at all levels and how to remediate learning problems in the various disciplines; and
- develop their maximum potential through the provision of a succession of planned and guided experiences.

ASSESSMENT OF LEARNING OBJECTIVES

The Georgia Professional Standards Commission requires that the Department of Education use technology to show that all candidates have met specific standards. To cover the cost of the software used for individual candidate performance, portfolio development, and data collection, a $130 subscription fee is assessed in the spring sophomore course, EDUC 4459 Special Needs and Exceptional Children. While in the program, candidates will be assessed for knowledge of the content standards with Content Diagnostic Assessments throughout the program. Only two attempts are permitted for post content diagnostic. There shall be a 30 day time period between attempts. If candidates are unable to pass a content diagnostic after the second attempt, they will be enrolled in the course EDUC 4490S before beginning the second semester of clinical practice (senior year). Failure to pass content diagnostics by the end of the second semester of senior year will result in a change of major to Education Studies. If candidates obtain a passing score of 70% or more on all five of the content diagnostic assessments, permission will be granted to take the GACE content assessment. Candidates majoring in Elementary Education must pass the GACE Elementary Education Test I & II as a program completion requirement.

Education Studies

B.A. Education Studies (non-certification program) is a potential pathway for students who wish to teach middle or high school. While the program does not lead to initial teacher certification, it prepares students to seek certification through the Master of Arts in Teaching (M.A.T.) degree or other alternative preparation programs. The B.A. in Education studies is intended for those who wish to work with children and families in a variety of settings, considering graduate school, or desiring positions in education that do not require state teaching certification. The Education Studies foundational curriculum includes coursework focused on the teaching profession, adolescent development, and the diversity of learners. A student preparing for application to the M.A.T. program should consult with the academic program coordinator to ensure that coursework in areas of interest satisfy the content requirements for program entrance.

LEARNING OBJECTIVES

Candidates completing a B.A. in Educational Studies will:

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

Fine and Performing Arts

The Department of the Fine and Performing Arts is housed in Lamar Dodd Art Center, Price Theater, and multiple wings of the Westside building, all on the beautiful Callaway Campus. Encompassing disciplines from Art and Design to Theatre, Music, and Film and Media Arts, this department and these programs help elevate the skills and talents of LaGrange College students.

The department is chaired by Professor Marcia Brown.

Need Help?

Visit the Theatre Arts, Music, Art and Design, and Film and Media Arts websites to find an advisor.

Art and Design

Mission

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

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

Program Objectives

The program of Art and Design

- provides opportunities college-wide for all students to develop an appreciation of and critically engage in the visual arts through offerings in art history and studio arts;
- provides a strong visual arts curriculum in studio art for majors;
- provides opportunities for student research and internships;
- provides an active program of exhibitions and speakers at the museum and gallery in the Lamar Dodd Art Center that exposes students and the community to a diverse range of the visual arts.

Student Learning Outcomes

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

- demonstrate growth in creativity, self-expression, and technical skills through the realization of a body of work (studio concentration students);
- demonstrate an ability to think critically about art history;
- demonstrate the ability to communicate knowledge of the visual arts, both orally and in writing.

Assessment of Learning Outcomes

Sophomore Review—All studio faculty will evaluate sophomore portfolios according to a standard rubric. Evaluation will include an assessment of students' oral skills based on statements and critiques as well as an evaluation of creativity, self-expression and technical skills (studio concentration students).

Senior Exit Review—All studio faculty will evaluate senior exhibitions according to a rubric containing course objectives. Evaluation will include an assessment of students' writing and oral skills based on statements and critiques as well as demonstrating growth in creativity, self-expression, and technical skills (studio concentration students).

Awards

Art and Design presents several awards annually during the Honors Day program. The faculty of Art and Design present these awards to students for superior performance and a proven commitment to their craft.

Path to Art Therapy

Art therapy is a career that uses art, the creative process, and resulting artwork to explore a variety of psychological and emotional issues. Students wanting to pursue this path should major in Art and Design with a selected concentration. They should also complete a minor in Psychology with courses carefully selected with the Program Coordinator.

Film and Media Arts

Mission

LaGrange College's Bachelor of Arts degree in Film & Media Arts develops students into independent, multi-hyphenate creators, and prepares them for entry level positions within the film, television, media, entertainment, and broadcast industries. The foundational curriculum provides students with a comprehensive proficiency in conventional and emerging film technology, theory, and practice. As students progress through the program, they receive personal faculty advisement to create a custom elective course progression, geared toward their specific area(s) of focus. In our tutorial-based, advanced F&MA courses, students are able to hone their voice and craft in the authorship of their own creative works.

The faculty in the Film & Media Arts program represent a diverse array of applied knowledge in both image and audio-based technologies, as well as relevant theoretical approaches. Our in-house production collective, West Side Productions, provides consistent experiential learning opportunities, where students can work alongside faculty and staff participating in production projects with campus and community partners, using industry standard equipment, facilities, and procedures. As a committed faculty of teaching artists, we strive to create a dynamic, collaborative, and multi-modal production environment in our West Side Production Facility, and truly embrace LaGrange College's liberal arts tradition.

Program Objectives

The program of Film & Media Arts

- provides opportunities college-wide for all students to develop an appreciation of and critically engage in the visual arts through offerings in film and media production and theoretical and critical cinematic approaches;
- provides a strong film and media production curriculum for majors;
- provides opportunities for student research, internships, and other forms of experiential learning;
- provides an active, studio-based, creative learning environment, supported by industry standard equipment and facilities and tutorial from experienced professionals.

Student Learning Objectives

Upon completion of a degree in Film & Media Arts, the student should:

- demonstrate growth in creativity, self-expression, and technical skills through the realization of a body of work/record of technical application;
- demonstrate a broad familiarity with the traditions, modalities, disciplines, phases, and technologies associated with standard film and media production;
- demonstrate the ability to communicate knowledge of the cinematic and media arts, both orally and in writing.

Assessment of Student Learning Outcomes

Sophomore Review—F&MA faculty will evaluate sophomore portfolios according to a standard rubric. Evaluation will include an assessment of students' oral skills based on statements and critiques as well as an evaluation of creativity, self-expression and technical skills as evidenced in their body of work-in-progress.

Senior Exit Review—F&MA faculty (which may include an outside reviewer) will evaluate the short film, or alternative, faculty-approved, creative project, produced in the senior capstone course according to a rubric containing course objectives. Evaluation will include an assessment of students' writing and oral skills based on statements and critiques as well as demonstrating growth in creativity, self-expression, and technical skills as evidenced in their body of work/record of technical application.

Facilities and Resources

The LaGrange College West Side Film and Recording building includes a modern 150-seat recital hall, a suite of mixing and editing rooms, acoustically treated studios, spacious smart classrooms, dedicated ensemble rehearsal rooms and a live recording studio and control room. This facility also features video staging and shooting rooms with grid lighting, a Chroma key wall and a dedicated project workroom for stop-motion animation and detailed videography.

Marketing Design

Co-sponsored by the departments of Business and Nonprofit Leadership and Fine and Performing Arts, this minor emphasizes the creation of illustrations, digital images and presentations for companies and businesses to market and promote their goods and services to the public. The curriculum includes instruction in Photoshop, Illustrator and PowerPoint, as well as an understanding of advertising design and branding and corporate identity strategies. Emphasis is placed on an artist's ability to work closely with clients to develop marketing strategies that fit both their artistic sensibilities and client goals as well.
Marketing Design classes meet in Smith Hall and the Lamar Dodd Art Center. The newly renovated Art Center provides open classrooms and private studios and a photography area equipped with both a traditional darkroom and updated Mac lab for digital imaging.

Music

Mission

The Music program prepares and equips students for positions in the fields of music and audio production, developing students with technical skill, artistry, and a sophisticated knowledge of music and audio production. Our program works closely with the Film & Media Arts program, providing students a unique opportunity to realize

their projects in a multi-disciplinary environment. Students and faculty work closely on creative projects ranging from concerts and albums to films and documentaries.

Our program size allows us to focus attention on each student as an individual, helping each one grow into a well-rounded, competent, and confident musician. We offer the degrees:

- Bachelor of Music in Composition & Music Technologies
- Bachelor of Arts in Music
- Bachelor of Arts in Musical Theatre (in collaboration with the Theatre Arts Program)
- Minor in Music
- Minor in Music Technology.

LaGrange College Music Objectives

The LaGrange College Music program strives to:

- provides opportunities college-wide for all students to develop an appreciation of and critically engage in the music and audio production arts through offerings in music literature, music/audio production, applied instrument instruction, and ensembles.
- provides a strong music and audio production curriculum for majors and minors;
- provides opportunities for student research projects in music and audio production.

Student Learning Outcomes

Upon completion of a Music degree, a student should be able to

- demonstrate a broad range of music performance, audio production and/or post-production techniques (these may include but are not limited to studio realizations and recital performances);
- demonstrate the ability to synthesize ideas and techniques in creative expression;
- demonstrate appropriate facility with the tools and techniques of their chosen field that can result in ongoing participation in artistic and professional endeavor.

Assessment of Learning Outcomes

Sophomore Portfolio Review—A faculty committee from Music and Film & Media Arts will review sophomore portfolios using a standard rubric. The evaluation will include an assessment of the student's technical facility, ability to express themselves creatively, and their ability to explain their work orally or in writing.

Senior Capstone Review—A faculty committee from Music and Film & Media Arts will review capstone projects using a standard rubric. The evaluation will include an assessment of the student's technical facility, ability to express themselves creatively, and their ability to explain their work orally or in writing.

Ensembles

Several musical ensembles are available for both music majors and non-majors: LC Singers, LC Recording Studio Band, and Musical Theatre. To learn more about our various ensembles, and to set up an audition, please contact us at mturner@lagrange.edu.

Facilities and Resources

Housed in the West Side Building, the Music Department includes the modern 150-seat Beason Recital hall, a suite of mixing and editing rooms, applied studios, smart classrooms, dedicated ensemble rehearsal rooms and a live recording studio and control room. For students planning to work in the TV and film industry, the facility features a video staging and shooting room with grid lighting, a Chromakey (green screen) wall and a dedicated project workroom for stop-motion animation and detailed videography. Price Theater houses a 280-seat performance space, a 60-seat experimental lab theater, a studio classroom, costume shop, scene shop and costume and properties storage. Callaway Auditorium, a state-of-the art concert hall, provides more than 740 seats and superior acoustics.

Music Awards/Scholarships

Renewable talent-based awards and scholarships are available for incoming first-year students as well as for transfer students. Recipients must be a music major/minor and participate in an ensemble. Check the LaGrange College Music website for dates and specific audition requirements: mturner@lagrange.edu.

Musical Theatre

Mission

Through a strong liberal arts education, comprehensive (rigorous) pre-professional training and innovative collaboration, the Musical Theatre program at LaGrange College integrates critical thinking, creative expression and practical experience aimed at developing well-rounded, imaginative performing artists. The Musical Theatre degree is remarkably unique in that it is collaborative and immerses students in both the Music and Theatre Arts programs. Students train in three essential areas of Musical Theatre: acting, singing and dance.

Program Outcomes

- Provide a robust, diverse season of Musical Theatre performances that expose students and the community to dramatic works at a pre-professional level.

- Provide innovative learning opportunities for students that foster critical thinking and collaborative learning in order to communicate ideas and insights about the human experience and the world.
- Provide a well-rounded curriculum with practical experience in all areas of musical theatre that attracts new majors, and prepares existing majors for professional employment, graduate study, and/or vocational musical theatre pursuits.
- Provide opportunities for individual and/or collaborative research in the performing arts.

Theatre Arts

Theatre Arts offers a pre-professional training program emphasizing the practical aspects of theatre and the importance of process. It is the belief of the faculty that the training process must prepare students for the real world of theatre. Faculty teaching in the Theatre Arts program are experienced working professionals.

Based on the belief that theatre is both an art form and a business, the curriculum provides a strong undergraduate foundation in theatre arts performance, design, production, and literature. Theatre Arts offers a Bachelor of Arts degree in Theatre Arts with an emphasis in performance, technical theatre or design.

Mission Statement

The Theatre Arts program at LaGrange College is committed to providing students with the tools necessary to function as complete artists and creative, self-realized individuals by combining pre-professional theatrical training with a strong liberal arts curriculum.

Faculty are dedicated to the development of students' abilities to think critically and creatively and to the enhancement of their communication skills. A combination of classroom training and realized production work provides a supportive, invigorating environment for the collaborative and creative process.

Program Objectives

The faculty of Theatre Arts strive to:

- Provide students opportunities through auditions, classroom training, performances, projects, and realized production experience to develop a thorough understanding of the Theatre Arts and its significance in a liberal arts education.
- Develop and enhance students' abilities to think critically and collaboratively in order to communicate their ideas and insights as self-realized theatre artists in a creative, thought-provoking way.
- Provide students with a comprehensive Theatre Arts curriculum and well-rounded production, audition, and performance experiences in order to prepare them for graduate study and/or to help them seek gainful employment in their area of expertise.

- Provide students with challenging, diverse and innovative learning opportunities in Theatre Arts, which will encourage them to engage the world in an imaginative, thoughtful and ethical manner.

Learning Objectives

Upon completion of a degree in Theatre Arts, a student should be able to:

- demonstrate a thorough knowledge of the components of the theatrical process
- demonstrate the ability to critically interpret and communicate the cultural, social, and historical relevance of dramatic works
- demonstrate growth in creativity and self-expression through coursework and the realization of theatrical productions

Assessment of Learning Objectives

Learning objectives are assessed in the following manner:

- Examinations, critiqued performances, auditions, and critiqued projects assigned within each track
- Critiques for all departmental assignments
- Upperclassmen scholarship audition interviews

Departmental Requirements and Expectations

A student pursuing a major in Theatre Arts must meet all of the following criteria on an ongoing basis:

- satisfactory completion of all degree requirements as outlined in this catalogue;
- participation in all departmental productions and activities, including auditions, production crews, work calls, and production strikes as assigned by faculty;
- enrollment in THEA 3285, Practicum, every semester
- attendance at all scheduled departmental meetings, activities, and productions;
- theatrical proficiency – a grade of “C” or better in all Theatre Arts courses; and
- a professional work ethic

A student who does not meet all of the above criteria each semester may be placed on probation. After the probationary period, the student will be reevaluated by the Theatre Arts faculty. If it is determined that the student has failed to meet the above criteria satisfactorily, then the student will be advised to choose another major.

Musical Theatre

Students may investigate courses and the program of study for the Bachelor of Arts in Musical Theatre that is also offered by the Department of Fine and Performing Arts.

Humanities and Social Sciences

The Department of History and the Social Sciences is located entirely in the Callaway Academic Building on the LaGrange College campus. The areas of study that belong to this department include English Writing and Publication Studies, History, Modern Langauges, Political Science, Religion and Philosophy, and Sociology and Anthropology.

Dr. Kevin Shirley is the chair of the department.

Need Help?

Visit the directory for the English Writing and Publication Studies, History, Modern Languages, Political Science, Religion and Philosophy, and Sociology and Anthropology programs to find an advisor.

English Writing and Publication Studies

English Writing and Publication Studies

Introduction

English Writing and Publication Studies focuses on producing skilled, versatile, and effective writers by training students in diverse approaches to and modes of writing. As a Writing and Publication Studies major, you will study texts and publications that reflect a wide array of historical eras, movements, and genres as you develop#your#skills as a creative, analytical and expository writer, highly qualified for a wide range of careers.

The Writing and Publication Studies faculty consists of composition specialists and published authors in a variety of genres, ranging from novels and short stories to nonfiction books and scholarly articles. Throughout the major, we foster and reinforce an interdisciplinary approach that encourages students to apply their skills in multiple fields and contexts.

Students who major in English Writing and Publication Studies (WRPS) can choose from a wide range of courses that meet a variety of needs and demands, including:

- creative writing and nonfiction writing courses
- introductory and advanced courses in composition and literary studies

- Courses in British and American literature ranging from surveys to advanced classes that focus on particular themes and historical or cultural moments
- genre studies ranging from fiction, poetry and drama to film, television, and the graphic novel
- special topics courses and internships

Objectives of Composition Courses

The primary goal of courses in our program is to help students become competent readers and writers by providing them with challenging texts and ample opportunities to practice their skills of critical thinking and expression. Toward this end, our faculty have set the following four objectives. All students completing the core curriculum will demonstrate:

- proficiency in expository writing with Standard American English grammar, punctuation, and usage
- proficiency in critical reading
- the ability to assimilate, organize, and develop ideas logically and effectively
- an understanding of the rudiments of research-based writing, including accurate and ethical citation and MLA documentation

Objectives of English Writing and Publication Studies Major Courses

All students completing the baccalaureate program in English Writing and Publication Studies will be prepared to pursue careers in which a proficiency in critical reading, critical thinking, and various kinds of writing is important. Writing and Publication Studies majors might pursue careers in digital content creation, sports writing, marketing, copywriting, editing, creative writing, public relations, education, or any field in which critical thinking, persuasion, and clear written communication are key.They also will be prepared to pursue graduate studies in English and in other professional areas, such as law, medicine, or journalism. In addition, students who wish to prepare for a career in teaching may do so by completing a major in English Writing and Publication Studies. For each of these endeavors, our majors will demonstrate:

- a nuanced understanding of literary craft, genre, and the evolving relationship between writing and culture
- the ability to interpret texts, to read critically, and to express critical ideas, both in oral discussion and in written work
- critical and analytical judgment, both in oral discussion and in written work
- The ability to write creatively, critically, and analytically#and to adapt to the conventions and requirements of the various modes of professional writing

- the ability to carry out responsible and meaningful research and to adapt to discipline-specific style requirements

Assessment of Learning Objectives

Success in achieving the objectives of the English Writing and Publication Studies major will be demonstrated as follows:

- completion of each major course with a grade of C- or better
- satisfactory performance on the senior thesis and its presentation

Students preparing for graduate study in English or law are encouraged to take the GRE or the LSAT.

Awards

Outstanding majors in our program may receive one of the following awards during the annual Honors Day program:

- the Walter D. Jones Award for Excellence in Composition and Scholarship
- the Murial B. Williams Award for Excellence in Literary Studies
- the Francis Marion Chalker Medlock Prize for Poetry

The Jones award is given to the student whose paper written for a major course is judged as outstanding by a panel of reviewers. The Williams award is given to the student who is deemed by the WRPS faculty to demonstrate the highest standards of scholarship and who contributes the most to the advancement of literary studies among WRPS majors at LaGrange College. The Medlock Prize is awarded to the student who has demonstrated a love of and appreciation for poetry and who shows great promise as an aspiring poet.

In addition, each spring at Honors Day, recognition goes to the most outstanding essay composed for a Rhetoric and Composition course (ENGL 1101 or 1102) during the current academic year. Each winning essay is published in the next year's edition of the *LaGrange College Handbook of Rhetoric & Composition*.

Sigma Tau Delta

Sigma Tau Delta is the international English honor society. The society strives to confer distinction upon students who have demonstrated high achievement in English language and literature. Qualifications for membership are as follows:

- formal declaration of major or minor in English Writing and Publication Studies
- successful completion of ENGL 1101, 1102, and at least one WRPS course at the 3000 level or above
- overall GPA of at least 3.0
- English GPA of 3.5.

Writing Center

LaGrange College maintains a Writing Center, which serves the college community by providing advice and support for student writers. The Writing Center is directed by Dr. Justin Thurman, who trains students to serve as peer writing consultants. These tutors are available at regularly scheduled hours or by appointment.

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

Advanced Placement

Most LaGrange College students will take Rhetoric and Composition I and II (ENGL 1101 and 1102) during their first year. Some students will receive credit for one of these courses based on their performance on the Advanced Placement Test.

- Students who earn a score of 4 or 5 on the AP Test in English Language and Composition will receive three hours of credit for Rhetoric and Composition I [ENGL 1101].
- Students who earn a score of 4 or 5 on the AP Test in English Literature and Composition will receive three hours of credit for Rhetoric and Composition II [ENGL 1102].
- Students who earn a score of 4 or 5 on both tests must choose which course they prefer to exempt. Only one exemption is allowed.
- Only the AP Tests in English Language or English Literature are accepted for credit in the LaGrange College WRPS program.

Transient Credit

No transient credit will be accepted for courses in first-year Rhetoric and Composition (ENGL 1101 or 1102).

COMBINED B.A. AND M.A.T. PROGRAM OF STUDY

Undergraduate students who meet the admission requirements for the M.A.T (passing GACE Program Admissions Assessment or a combined SAT score of more than 1000 and completing the Georgia Code of Ethics for Educators Assessment) and those who have a GPA of 3.0 or higher in their undergraduate studies are eligible to participate in a combined B.A. and M.A.T. program of study after the completion of 90 semester hours. Once accepted, candidates may take entering MAT cohort graduate courses the Summer Semester following their junior year of study.# Upon gaining senior status, candidates may take one (1) three-credit graduate course during the Fall, Interim, and Spring semesters only if enrolled with twelve (12) undergraduate credits.

Modern Languages

Student Learning Outcomes

1. The student will demonstrate effective communication skills in the target language.
2. The student will demonstrate cultural knowledge of the target language.
3. The student will demonstrate the ability to critically read and analyze a cultural or literary text in the target language.

Program Objectives

1. The program offers continual development of effective communication skills in the target language.
2. The program strives to develop cultural awareness and sensitivity.
3. The program develops the ability to critically read and analyze a cultural or literary text in the target language.

4. The program encourages internship experience using the target language in a variety of fields.

Assessment of Learning Objectives

Success in achieving the objectives of all majors and minors in this program (except for the minor in Asian Studies, which has its own distinct learning objectives and assessment methods) will be demonstrated in the following ways:

- completion of each major/minor course with a grade of C or better;
- completion of an exit survey.

Modern Languages

Courses are taught in French and Spanish.

Religion & Philosophy

Mission Statement

The faculty of the Religion & Philosophy program is dedicated to challenging and supporting students to think critically and creatively and to enhance their communication skills as they deal with fundamental issues of self, world, and God. The program provides a safe, caring, and ethical community where students are allowed to grow and mature as global citizens.

Learning Objectives

The overall learning objectives of the Religion & Philosophy program are that students are enabled to do the following:

- Students will demonstrate an ability to think critically about religious traditions by being informed by a variety of perspectives. These perspectives include not only the range of positions within Christian history and theology, but also when appropriate, inter-faith perspectives are included as well.
- Students will demonstrate an ability to respond creatively to these received traditions by approaching issues from a first person perspective and making personal responses to them, informed by insights they have gained from other academic disciplines.
- Students will demonstrate an ability to explore their own faith commitment in a complex global world and enlarge their perspectives of the world, as well as be prepared for leadership in a pluralistic and increasingly international context.
- Students will demonstrate an ability to communicate effectively in writing and speaking and to conduct undergraduate research.
- Students will demonstrate that they are prepared for graduate studies in Religion or Philosophy and/or to work effectively in church settings by gaining competence in these areas: (1) biblical studies, (2) history, (3) theology, ethics, and social scientific study of religion, (4) philosophy, (5) church leadership.

Assessment of Learning Objectives

Success in achieving the objectives of the Religion & Philosophy major will be measured by the following assessments:

- Course papers evaluated by a common grading rubric
- Senior Thesis/Project
- Performance on the NSSE and CLA assessment instruments
- Performance evaluations in internships, where applicable
- Exit Interviews of graduating seniors
- Graduate School Acceptance, where applicable
- Success in church ministry settings, where applicable
- Periodic review of the program by an outside evaluator
-

Course Descriptions (RLGN and PHIL)

Core Exploratory Courses:

Explorations of the Christian Faith

Completion of any course in this area (1000-level courses) will meet the college's Core requirement for an Exploratory Studies course in Religion. These courses have no prerequisites.

A directed study normally taken in the fall of the senior year. The student should choose a project director from within the Religion & Philosophy faculty and work with this director to refine a topic in the semester prior to which the student enrolls for the course. Thus, most students should select a director and topic by the end of the spring semester of the junior year.

Prerequisite: Application to Religion & Philosophy Program Coordinator

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History

Introduction

The faculty of the History program believes that all persons, whatever their selected role in life, require an understanding of their past in order to prepare for their future. The faculty firmly believes that the liberal arts preparation, which encompasses courses from the discipline of history, provides the student with the most appropriate educational background for lifelong learning by integrating knowledge from the broadest range of disciplines. Further, the skills developed through the study of history (critical and analytical thinking, research, communication and presentation) are key to success, regardless of career field or pursuit. It is the mission of the faculty in the History program at LaGrange College to facilitate the growth of students' critical, analytical,

creative and communicative faculties and skills through curricular and co-curricular methods in an ethical and caring environment.

Students who complete a major course of study in History will have the foundation knowledge, understanding of the discipline, and skills necessary to provide them with the opportunity to succeed regardless of chosen field.

What professional/career options are available for a History major?

Recent LaGrange College History alumni have successfully:

- earned graduate degrees in the discipline
- earned professional degrees in selected fields of study including law and business
- Pursued careers in public and private sector fields including:
    - Government civilian service (Local, State, Federal)
    - Military service
    - Education (K-12, Higher Education)
    - Historic documentation and preservation/archival management
    - Business/Finance
    - Research and analysis
    - NGO et al non profit service

In all of these endeavors, our graduates have found that their education has provided a foundation for their careers and for their growth in life.

Program Objectives

The History Faculty strives to:

- Provide students opportunities through its curricular and co-curricular programming to develop their appreciation for and understanding of the complex nature of the human past.
- Provide students an opportunity to gain a deeper appreciation of the liberal arts and history’s contribution to it.
- Provide students with opportunities to improve their creative, critical, and communicative abilities through both curricular and co-curricular programs.
- Encourage student engagement within the discipline through curricular and co-curricular programming that occurs in an ethical and caring environment.

Student Learning Objectives

To achieve the mission and objectives set forth above, all courses seek to help each student ultimately demonstrate:

- grounding in and familiarity with basic historical narratives;
- ability to master and analyze primary sources;
- awareness of historiography and the ability to critically assess it;
- capacity to creatively synthesize material from a variety of sources;
- mastery of oral, written, and electronic communication skills;
- facility in locating and critically assessing both digital and print source materials.

Assessment of Student Learning Objectives

Students graduating with degrees in history are required to successfully complete the capstone senior history seminar in which they research and defend a senior thesis. Through the seminar's requirements, students demonstrate their mastery of the major's objectives.

Course of Study

The History program offers both a major and minor course of study in history.

Those wishing to major in History are encouraged to declare their major no later than the beginning of the spring semester of their sophomore year.

Phi Alpha Theta

The history department is home to an active chapter of Phi Alpha Theta, the national history honor society. It is open to students of any major who meet the following requirements: a 3.0 GPA overall, a 3.1 GPA in history courses, and a minimum of 12 hours of history courses completed.

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

Undergraduate students who meet the admission requirements for the M.A.T (passing GACE Program Admissions Assessment or a combined SAT score of more than 1000 and completing the Georgia Code of Ethics for Educators Assessment) and those who have a GPA of 3.0 or higher in their undergraduate studies are eligible to participate in a combined B.A. and M.A.T. program of study after the completion of 90 semester hours. Once accepted, candidates may take entering MAT cohort graduate courses the Summer Semester following their junior year of study. Upon gaining senior status, candidates may take one (1) three-credit graduate course during the Fall, Interim, and Spring semesters only if enrolled with twelve (12) undergraduate credits.

Political Science

Introduction

The Political Science program is designed to provide students with the knowledge and skills they need to become active, useful citizens in modern democratic polities. For students who concentrate in Political Science or who take only occasional courses, this means that the Political Science program develops capacity to understand political organizations and political processes, to analyze the forces affecting political decisions, and to form judgments about obligations and rights as a citizen. It also means that the Political Science program will provide the skills necessary to begin a career in business, public service, consulting, and other areas of private endeavor, or to continue education in graduate studies or law school.

Learning Objectives

Students majoring in Political Science at LaGrange College will acquire basic knowledge of these areas:

- the values, processes, institutions and global influences that affect collective decision-making and contemporary politics in the United States;
- the comparative analysis of the values, processes, institutions and global influences that affect collective decision-making and contemporary politics in other countries;
- the relations between and among states, especially those affecting international conflict and international cooperation;
- the ethical dimensions of public policy issues, political practices, and constitutional and legal questions.

Students majoring in Political Science at LaGrange College will also acquire the basic skills necessary to comprehend and perform modern political analysis. These include:

- the ability to analyze the foundations of and differences between normative, quantitative, and qualitative inquiry;
- knowledge of the basic elements of research design and methods in quantitative and qualitative studies of politics;
- knowledge of basic data management and analysis and of the use of computers in quantitative and qualitative studies of politics;
- the ability to convey findings in both written and oral presentations.

Assessment of Learning Objectives

Assessment of the objectives of the program in Political Science is based on demonstration of mastery of the skills the program requires students to acquire. This demonstration is based on an assessment by the faculty of student performance in completing a research project for POLS 4430: Senior Seminar in Political Science or in completing a research project associated with their internship during a full semester term in the Capitol Hill Internship Program. Evaluation of the projects is determined by instruments ranking students according to their proficiency in each required skill. In special circumstances, these requirements may be waived or altered by permission of the faculty of the program.

Special Opportunities

LaGrange College is a charter member of the United Methodist College Washington Consortium that sponsors the Capitol Hill Internship Program (CHIP) in Washington, D.C., for students of political science and other disciplines. The program in Political Science also supervises a variety of internships in local and state government and in Georgia's legal community. Students interested in pursuing one of these opportunities should consult with the program faculty. The program also includes service learning opportunities in several of its courses. Again, students should consult with program faculty concerning these courses prior to registration. Students may also earn credit

for courses taken in conjunction with the European Union Certificate Program. See the entry for the program in this Bulletin for details.

Course Descriptions (POLS)

A seminar course on a major subject of national or international concern, based on individual research and assigned readings.

Sociology

If you have ever asked yourself: "What factors turn a law abiding person to crime?" or "What influences educational outcomes among different groups?" or "We hate family reunions –so why do we keep going every year?" then you should consider a major in sociology.

What Will I Learn?

You'll learn how society and culture interact with one another. You'll learn what micro- and macro-level groups and processes are and how to assess their important differences. You'll learn – through hands-on exercises – how to conduct various types of research, including data analysis, observation and/or participatory/community-based research.

The Sociology Program is committed to the principles of a liberal education and to assisting students in learning to "utilize the sociological imagination" in order to define, analyze, and understand human behavior. The Sociology faculty brings the intellectual traditions of our discipline to the LaGrange curriculum and we teach students the various skills needed to conduct theoretically sound, methodologically rigorous, and multifaceted analyses of social phenomena at both the local and global level. The department focuses on diversity and inequality while seeking to transform students into adults committed to civility, diversity, service, inclusivity, and excellence. The faculty encourages students to critically evaluate their community, to effectively communicate with fellow community members and to propose creative ways to establish a better society. These goals are reflected in the Department's course offerings. Sociology majors demonstrate an understanding and mastery of:

- the difference between micro- and macro-level groups and processes, and the interconnections among them;
- the importance and necessity of theory in the process of learning;
- the strengths and weaknesses of various research methods, and the appropriateness of each for various research questions;
- the opportunities as well as constraints that are imposed on us by social structures.

Student accomplishments are assessed according to the requirements for each course and by completing a research project their senior year.

Mathematics and Sciences

The Department of Mathematics and Sciences is located entirely in the Callaway Science Building, Callaway Education Building, and Hudson Lab Sciences Building on the LaGrange College campus. The areas of study that belong to this department include Biology, Chemistry and Physics, Exercise Science, Mathematics, and Psychological Science.
Dr. Greg McClanahan is the chair of the department and Dr. Nickie Cauthen is the associate chair.

Need Help?

Visit the Biology, Chemistry and Physics, Exercise Science, Mathematics, and Psychological Science websites to find an advisor.

Biology

Introduction

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

Mission

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

Goals

The Biology Program

- provides opportunities for all students to understand the nature of science, to improve their scientific literacy, to develop a greater knowledge of living systems within a global perspective , and to do so using critical and creative thinking and effective communication;
- provides a broad-based biology curriculum for students who pursue degrees in biology, providing them with the content and skills needed for post-graduate study and the guidance to inform their choices;
- provides a supportive and nurturing environment for faculty in development of teaching expertise, collaboration in student-faculty research, and engagement

in discipline-specific research and scholarship, with all supported by necessary equipment, space, and funding.

Career Options

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

Learning Objectives for the Major

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

- demonstrate knowledge in major fields of biology;
- demonstrate effective skill mastery in communication and in basic laboratory and field study techniques;
- demonstrate use of the scientific method to critically analyze questions and creatively address local and global issues in the biological sciences.

Methods of Accomplishing and Assessing the Learning Objectives

The student is presumed to have accomplished the specific collection of objectives by satisfactorily completing the courses that constitute the B.S. or B.A. in Biology (see requirements below).

Students graduating with degrees in biology will complete the program comprehensive exit exams to assess completion of the objectives of the major. The faculty in the Biology Program use these assessments and the success of graduates as a gauge of the applicability of its goals and the success of its students in attaining these goals.

Declaration of Major

Students expressing interest in the B.S. or B.A. in Biology are categorized as a Pre-Biology major prior to meeting the requirements for entry into the major. To be a B.S. or B.A. Biology major, a student must successfully complete the Principles of Biology major sequence of BIOL 1107, BIOL 1107L, BIOL 1108 and BIOL 1108L with a C- or better in all courses. At the end of each fall and spring semester, Pre-Biology students who meet these requirements will be converted to Biology majors.

Biology Policies

General Policies

A C- is required for BIOL 1107, 1107L, BIOL 1108, and BIOL 1108L to fulfill prerequisite requirements for other courses and to declare the biology major.

All BIOL courses, CHEM 4421 and CHEM 4422 must be completed with a grade of C- or better to fulfill graduation requirements.

Transfer/Transient credit for upper level (BIOL 3000-4000)courses

Upper level courses (BIOL 3000-4000) obtained via transient/transfer credit at other institutions may fulfill only one biology major requirement.

Online BIOL, CHEM, and PHYS laboratories

Laboratory experiences are central to the development of scientific thought and processes as well as dexterity and laboratory safety. Online lab experiences taught at other institutions are not considered equivalent to in-person/in-seat laboratory experiences at LaGrange College and are therefore unlikely to be approved as substitutions for LaGrange College BIOL, CHEM, or PHYS laboratory courses.

Chemistry

Mission Statement:

LaGrange College's Chemistry program exists to support students in learning through studies in the field of chemistry, the application of the organized discipline knowledge they gain to solving complex problems and in communicating those solutions. Additional purposes of the program are to provide support to the College and the profession of chemistry through activity in faculty governance functions, professional organizations and scholarship. The program provides B.A. and B.S. Biochemistry Majors and a Chemistry Minor that prepare students for further studies in professional or graduate school. Courses provided by the department fulfill the Ethos lab science requirement, are cognates for other majors, and meet admission requirements for many professional programs.

Introduction

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

The **B.A.** degree offers a broad background in biochemistry while allowing ample time for extensive coursework in other fields. The B.A. is appropriate for those interested in one of the medical or law-related professions, teaching, or for students desiring the broadest possible education with an emphasis in natural science. The **B.S.** major is designed for those going on to graduate school in a biochemistry-related field

(biochemistry or molecular biology) or those seeking employment as lab scientists after graduation. The B.S. degree is generally more highly valued at professional schools. While the B.S. degree is more demanding of a student's time, there is sufficient time for electives outside the sciences.

Regardless of the degree pursued in the program, majors are expected to achieve an appropriate level of competency in four major objectives during their undergraduate studies: core topics in chemistry, the language of chemistry, laboratory skills and advanced studies. Each degree has specific outcomes under each of these objectives appropriate to that degree.

Declaration of Major

Students expressing interest in the BA or BS Biochemistry major are categorized as Pre-BA Biochemistry or Pre-BS Biochemistry until they meet the requirements for entering the major. Major status will be evaluated at the end of each semester. To be a BA or BS Biochemistry Major, students must complete the introductory sequence (CHEM 1101, 1102) *at LaGrange College* with a minimum grade of C- in each course or demonstrate proficiency by achieving 40th percentile of higher on the ACS Standardized Examination in General Chemistry or the ACS Standardized Examination in Organic Chemistry. Transfer students will be categorized as Pre- major until they demonstrate progress by completing two CHEM major courses satisfactorily or meet the ACS Exam proficiency.

Policies

Online BIOL, CHEM, and PHYS laboratories

Laboratory experiences are central to the development of scientific thought and processes as well as dexterity and laboratory safety. Online lab experiences taught at other institutions are not considered equivalent to in-person/in-seat laboratory experiences at LaGrange College and are therefore unlikely to be approved as substitutions for LaGrange College BIOL, CHEM, or PHYS laboratory courses.

Awards

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

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

Pre-Engineering

LaGrange College has a pre-engineering program designed to provide a broad liberal arts background while preparing the student for a professional engineering program.

We have established pathways which begin with a liberal arts education and end with a degree in engineering at a partner school. In this program, a student would attend LaGrange College for approximately 2.5-3 years to complete the Ethos requirements and engineering preparatory courses and would earn an Associate of Science Degree in Mathematics from LaGrange College. After satisfactorily completing the required courses at LaGrange College, the student would transition to an institution with a full Engineering program, such as Auburn University or Georgia Institute of Technology (GA Tech).

There is an established Dual Degree Engineering path at GA Tech, which typically takes up to three years to complete the degree once transferring there. After completion of the degree requirements for both institutions, the student would receive an engineering degree in the selected discipline from Georgia Tech as well as a General Studies Bachelor of Arts degree with a minor in Mathematics from LaGrange College.

Alternately, many institutions have transitioned away from Dual Degree programs and instead accept transfer students from partner schools. We have an agreement with Auburn University to help ensure a smooth transition from our program to theirs. After transferring to Auburn and completing the degree requirements there (typically 2.5-3 additional years), the student would receive an engineering degree in the selected discipline from Auburn University.

This well-rounded education consisting of liberal arts and engineering curricula is an attractive combination. All students considering a Pre-Engineering pathway should contact the program coordinator, Dr. Stacey Ernstberger, prior to registration.

Exercise Science

Description

At its core, Exercise Science is a multifaceted field of study in which the acute and chronic responses of movement and physical activity are the intellectual focus. The Exercise Science program is designed for students interested in fitness, sport performance and health-related fields. It is designed to prepare students for positions in the exercise and fitness industry, or for post-graduate study in Exercise Science, Kinesiology, or other health-related disciplines.

The Exercise Science program has two concentrations: Allied Health and Sport and Human Performance. The selection of the concentration depends on the educational and career goals of the student. The Allied Health concentration is directed at those students wishing to pursue graduate education in clinical allied health professions, such as physical therapy, occupational therapy, physician’s assistant, or chiropractic. The Sport and Human Performance concentration is intended for those students wishing to pursue employment in coaching or the fitness industry. Either concentration will prepare the student for graduate study in Exercise Science or Kinesiology. Students may choose to change concentrations during their course of study. The Exercise Science discipline provides numerous potential career opportunities. In consultation

with an academic advisor, the student will be able to select courses and create learning opportunities that will assist preparation for future endeavors.

In addition to the Exercise Science program, the Physical Education Activities Program (PEDU) offers a selection of physical skill classes designed to promote health and physical skill development. The program also strives to provide classes for students to gain technical and tactical skill in various physical activities for lifetime fitness.

Mission Statement

The Exercise Science program aims to support the mission of LaGrange College by developing highly qualified allied health and sport performance practitioners equipped to function as servant-leaders within their respective disciplines. As members of LaGrange College and Troup County, we believe it is our responsibility to share our time, talents, and resources to enhance the wellbeing of these communities. Furthermore, we intend to make a global impact by preparing our students to impart these service-driven ideals in their future endeavors as well.

Program Objectives

The objectives of the Exercise Science program are to:

1. Create highly qualified Exercise Science practitioners through the completion of a rigorous, multi-disciplinary curriculum emphasizing practical application and critical thinking skills.
2. Develop servant-leadership skills by solving common problems experienced in the realms of allied health (e.g. physical rehabilitation) or sport performance (e.g. strength and conditioning) for the purpose of serving others.
3. Guide students in developing a resilient and versatile learning process that is adaptable to a variety of resources and academic mediums. Specifically, students will learn major-specific Exercise Science course material (e.g. exercise physiology, biomechanics, etc.) through in-person and online lecture platforms.

Learning Outcomes

Upon completion of the program in Exercise Science, students should be able to:

1. Demonstrate a fundamental knowledge of the acute and chronic physiological, biomechanical, and psychological responses to exercise.
2. Effectively articulate and disseminate their knowledge of Exercise Science for the purpose of serving individuals entrusted into their care.
3. Assess and improve health, fitness, and athletic performance across a variety of populations.

Assessment of Learning Objectives

Success in achieving the objectives of the Exercise Science major will be demonstrated by:

1. Completing each major course with a grade of C- or better.
2. Completing at least one major course in an online delivery format.
3. Pass a comprehensive senior examination designed to assess essential concepts learned in core Exercise Science coursework.
4. Satisfactory performance on a senior research project and its presentation.

Physics

Introduction

Why study physics? Physics is crucial to understanding the world around us, the world inside us, and the world beyond us. It is the most basic and fundamental science. Physics encompasses the study of the universe, from the largest galaxies to the smallest subatomic particles. Physics challenges our imaginations and leads to great discoveries that change our lives. The computer that you are using and the laser that reads your DVDs were developed as a result of basic physics research. Are you curious about how the world works?

The Physics curriculum at LaGrange College serves two basic purposes:

- to provide an introduction to the physical sciences, oriented towards transforming critical thinking by developing skills in problem solving, analytical reasoning, and data collection and analysis suitable for the Ethos requirements of the College;
- to provide courses that support programs in mathematics, chemistry, biology, engineering (dual degree), education, and to prepare for health professional schools, including medicine, dentistry, veterinary science, pharmacy, and physical therapy.

Online BIOL, CHEM, and PHYS laboratories

Laboratory experiences are central to the development of scientific thought and processes as well as dexterity and laboratory safety. Online lab experiences taught at other institutions are not considered equivalent to in-person/in-seat laboratory experiences at LaGrange College and are therefore unlikely to be approved as substitutions for LaGrange College BIOL, CHEM, or PHYS laboratory courses.

Pre-Health

For the pre-health professions (Dentistry, Medicine, Physician Assistant, Pharmacy, Physical Therapy, and Veterinary Medicine), the advising team is chaired by Dr. Melinda Pomeroy-Black and is composed of Dr. Nickie Cauthen and Dr. Melinda Pomeroy-Black. Students who are interested in one of these professions should consult with Dr. Pomeroy-Black for assignment to one of the team members.

Psychological Science

The Psychological Science Program, by way of the Psychology Major, seeks excellence in the teaching of psychology. This is done in a research-oriented environment, where undergraduate research is fostered in a way which prepares them for professional careers. A student who graduates from LaGrange College with a major in Psychological Science will be familiar with statistical methods and research design and be able to critique research efforts; be familiar with basic content areas of the discipline (e.g., developmental, social, abnormal, personality, learning, and biological psychology); be familiar with scholarly resources in psychology and the APA style in which professional literature is presented; and recognize the applicability of psychological principles to everyday life. Students will develop skills relevant to a variety of careers and will be prepared to succeed in graduate study.

Learning Objectives

Students in the Psychological Sciences Program should achieve outcomes focused on four different aspects. Upon completion of the degree they should be able to

Knowledge in the Field

1. Demonstrate an understanding of major concepts, theoretical perspectives, and empirical findings in all areas of psychological science, as measured by the Psychology-ACAT.

Research

2. Display the skills required to correctly utilize ethical research design and statistical methods to answer experimental questions, using both critical thinking and problem-solving skills. This can be done in a group or individually. The research should conclude with dissemination of results and discussion with other research scholars through conference attendance.

Experiential Learning

3. Participate in internship opportunities, which require you to apply classroom lessons to real-life problems.

4. Increase understanding of different cultures by participating in travel abroad opportunities.

Writing Skills

5. Demonstrate the ability to write clearly and concisely on a variety of psychological topics.

6. Display the skills needed to locate and utilize scholarly resources and meet APA standards of formatting and referencing.

Career Planning

7. Express career interest and complete the necessary steps in their path to ensure a successful career.

Assessment of Learning Objectives

The accomplishment of the Psychological Science objectives by students majoring in Psychology will be demonstrated by (1) obtaining an acceptable score on the Area Concentration Achievement Test (ACAT) in psychology, (2) and the Collegiate Learning Assessment (CLA) given during the student's final semester at LaGrange College, (3) successfully completing a travel courses, completing an internship, attending a professional conference, or presenting an IRB-approved research project, and (4) obtaining graduate school acceptance or entering preferred industry.

Career Options

Psychology is the study of behavior, all types of behavior. Therefore, students who complete the major in Psychology have a wide variety of career options. To aid the students in course selection and career planning, we have created several course pathways that guide students towards the most appropriate courses. These pathways include Child Life Specialist, Sport Psychology, Applied Behavior Analysis, Counseling, Social Work, Clinical Psychology, School Counseling, Business and HR, Forensics, and Psychological Research. These can all be found on our website.

Miscellaneous

No course with a grade below “C-” may be applied toward the major in Psychology. The only exception is PSYC 4000, in which a grade of Pass must be obtained. Additionally, a student must maintain a “C” average (2.0) in the major in order to graduate.

Path to Art Therapy

Art therapy is a career that uses art, the creative process, and resulting artwork to explore a variety of psychological and emotional issues. Students wanting to pursue this path should major in Art and Design in order to complete the number of student credit hours required of most graduate programs. Then they should either minor in Psychological science or pursue a double major. Regardless, students interested in this path should take the following courses:

- PSYC 1101,
- PSYC 3302,
- PSYC 3358,
- PSYC 3350, and
- PSYC 4460.

It would be helpful to also take PSYC 2298 and PSYC 2299, as the graduate program will have research requirements.

Path to School Counseling

School Counseling utilizes counseling techniques in school settings. Professionals also have training in planning for college and student success. Students wanting to pursue this path should major in Educational Studies. Then they should either minor in Psychological science or pursue a double major. Regardless, students interested in this path should take the following courses:

- PSYC 1101
- PSYC 3302
- PSYC 3304
- PSYC 3321
- PSYC 3351
- PSYC 3341.

It would be helpful to also take PSYC 2298 and PSYC 2299, as the graduate program will have research requirements.

Course Descriptions (PSYC)

*Denotes PSYC courses that may satisfy the Ethos requirement for Diverse Cultures, Human Behavior, and Human Relationships.

Biochemistry

LaGrange College offers both a B.S. and a B.A. degree in Biochemistry. The Biochemistry major is part of the Chemistry Program. The mission statement for the program, information about declaring a biochemistry major, and an introduction to the Chemistry Program and its majors can be found on the Chemistry page of the bulletin.

Online BIOL, CHEM, and PHYS laboratories

Laboratory experiences are central to the development of scientific thought and processes as well as dexterity and laboratory safety. Online lab experiences taught at other institutions are not considered equivalent to in-person/in-seat laboratory experiences at LaGrange College and are therefore unlikely to be approved as substitutions for LaGrange College BIOL, CHEM, or PHYS laboratory courses.

Mathematics

Introduction

Today, many professions require employees to possess quantitative and analytical skills. In truth, employers are seeking applicants who have more than factual knowledge; instead, they want applicants who possess good problem-solving skills, the ability to think and reason analytically, and the ability to continue to learn on the job.

Because mathematics is rooted in logic and is a fundamental tool for many other fields, particularly those in the natural and social sciences, it is the ideal discipline to study in an effort to acquire these necessary skills and prepare for successful careers in an ever-changing society.

A degree in Mathematics can provide the foundation needed to launch a career in teaching, industry, government agencies, insurance companies, and many other fields. Majors may also go on to graduate programs in mathematics, statistics, actuarial science, law, and other areas.

In particular, recent LaGrange College Mathematics graduates have secured the following positions

- teaching mathematics at various levels;
- working for the U.S. Census Bureau; and
- in mathematical-related industries, including supervisory positions in these industries.

LaGrange College Mathematics graduates have also successfully completed graduate programs in

- mathematics
- mathematics education
- statistics
- law school

Mission Statement

The Mathematics Program supports the College’s commitment to the liberal arts education of its students by using mathematics as a means to improve students’ critical thinking, communicative, and creative abilities, through the exploration of abstract and applied mathematics, in a caring and supportive environment.

Program Objectives

The Mathematics Program strives to provide

- opportunities for all students to increase their understanding of mathematics as a discipline, measured by individual course assessments in all Ethos Mathematics classes (Core Understanding of Mathematics); and
- a well-rounded curriculum that prepares
    1. Mathematics majors earning a Bachelor's degree for graduate study in mathematic-related fields or employment in a variety of related fields, measured by data on graduates and alumni survey (Future Endeavors).
    2. Students earning the Associate of Science in Mathematics degree for transfer admission to an engineering program at another institution, continued study toward any four-year degree at LaGrange College or elsewhere, or employment in a field for which a two-year degree is desirable.

Learning Outcomes

1. Students in Ethos Mathematics classes will demonstrate the abilities to think critically and creatively and to communicate mathematics effectively.
2. Students completing a B.A., B.S., or A.S. in Mathematics should be able to work effectively individually or in a group to accomplish an objective, and make significant contribution to its outcome.
3. Students completing a B.A. or B.S. in Mathematics should be able to
    a. demonstrate an understanding of key mathematical concepts in the following areas:
        i. Algebra and Number Theory
        ii. Measurement, Geometry, and Trigonometry
        iii. Functions and Calculus
        iv. Data Analysis, Statistics, and Probability
        v. Matrix Algebra and Discrete Mathematics
    b. present a creative/original solution to a mathematics question that is new to the student and that:
        i. demonstrates effective communication skills,
        ii. uses appropriate notation and terminology, and
        iii. includes a valid and logical mathematical argument.
4. Students completing an A.S. in Mathematics should be able to demonstrate an understanding of key mathematical concepts in Functions and Calculus.

Assessment of Learning Outcomes

1. At least 75% of students in Core Mathematics courses will demonstrate improvement on post-course exams (from pre-course exam scores).
2. All students graduating with a B.A. B.S., or A.S. in Mathematics will earn a satisfactory score on a cumulative assignment during Math 2222.
3. a) At least 60% of graduating B.A. or B.S. Mathematics majors will earn a score of 58% or higher on the Mathematics: Content Knowledge Praxis exam (Test Code: 0061 of the Praxis Series). A score of 58% is the largest minimum score required by any state that administers the Praxis exam as part of the secondary teacher certification process. b) The accomplishment of this outcome will be demonstrated by the satisfactory performance of the student in delivering the presentation at a mathematics conference seminar during the final semester of the student's senior year. The topic of this presentation will be assigned by the Mathematics faculty no later than the end of the student's penultimate semester at LaGrange College. At least four (4) faculty members will be present and will rate the student on a five-point scale for each of I – III above. A satisfactory score will be achieved if the student receives an average score of 3 or higher in each area.
4. At least 50% of graduating A.S. Mathematics majors will earn a score of 58% or higher on the Functions and Calculus portion of the aforementioned Praxis exam, to be administered at the end of Math 2223 (Calculus 3).

In addition, a survey is sent to recent graduates of the program during the Fall term of each year. The results of these surveys are considered and may result in changes to improve the program.

Requirements for a Major in Mathematics

To be accepted as a Mathematics major, a student must

- have completed MATH 2221
- have an overall GPA of 2.25 or better, and
- have a GPA of 2.5 or better in all Mathematics courses numbered 2221 or higher

Prior to being accepted as a Mathematics major, students will be considered a Pre-Mathematics major. and acceptance to the Mathematics program will be determined at the end of each semester.

Need Help?

Visit the departmental website to find an advisor.

Nursing

Mission and Purpose

The LaGrange College Nursing program provides a program of study that focuses on innovative learning, critical insight, and diversity. The nursing program is part of a caring community that emphasizes service learning to the local and global community.

Through this program of study, students will develop knowledge, skills, and attitudes that reflect responsible decision-making, communication, and nursing excellence. The LaGrange College Nursing program challenges the student to think critically, perform creatively, ethically, and with integrity and humility.

The Bachelor of Science in Nursing (BSN) curriculum consists of two plans of study. The basic program prepares graduates for entry into professional nursing practice and confers eligibility for initial licensure as a registered professional nurse (RN). A degree-completion option is designed for licensed RNs who wish to earn the BSN degree.

The BSN program is approved by the Georgia Board of Nursing and 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 121 - semester hour BSN degree is based on a strong liberal arts foundation, national standards that include the AACN-BSN Essentials, the Quality and Safety Education for Nurses competencies (QSEN) and the Institute of Medicine (IOM) competencies for nursing. The curriculum is based on nine essential concepts: Patient-centered care, Teamwork and Collaboration, Evidenced-based practice, Quality Improvement, Safety, Informatics, Professionalism, Leadership, and Communication.

Program Threads and Student Outcomes

Program Concepts	Mid-Program Student Learning Outcomes	End-of-Program Student Learning Outcomes

Patient-centered care	Recognize that the practice of nursing is patient-centered, caring, culturally sensitive and based on the physiological, psychosocial and spiritual needs of patients.	Recognize that the practice of nursing is patient-centered, caring, culturally sensitive and based on the physiological, psychosocial and spiritual needs of patients.
Teamwork and Collaboration	Participate as a member of the interprofessional health care team in the provision of patient-centered care.	Collaborate with members of the interprofessional health care team to promote continuity of patient care and achievement of optimal outcomes.
Evidence Based Practice	Identify current evidence from scientific and other credible sources as a basis for nursing practice and clinical decision making.	Integrate use of current evidence, expert opinion, and clinical expertise as the basis for nursing practice and clinical judgment.
Safety	Practice safe and competent nursing care by identifying and minimizing safety risks.	Practice safe and competent nursing care by identifying and minimizing safety risks.
Informatics	Use information and patient care technology to support decision-making and mitigate error.	Use informatics and patient care technology to communicate information, manage care, mitigate error and support clinical judgments when providing patient care.
Professionalism	Practice nursing in a civil, professional, ethical, and legal manner while ensuring mutual respect in the delivery of optimal patient care.	Assimilate integrity and accountability into practices that uphold established regulatory, legal and ethical principles while providing optimal patient care.
Leadership	Use the leadership skills of time management, organization and priority setting when providing safe, quality patient care.	Integrate leadership and management skills into care when directing and influencing the behavior of individuals and/or groups to meet desired patient-related outcomes.

Communication	Use verbal and nonverbal communication that promotes an effective exchange of information, development of therapeutic relationships, and patient satisfaction.	Evaluate verbal and nonverbal communication that promotes an effective exchange of information, shared decision making, patient satisfaction, and achievement of optimal patient outcomes.

Wilkinson Family Servant Scholar Program

The Wilkinson Family Servant Scholars Program at LaGrange College is designed to recognize students in the junior and senior years who have distinguished themselves through academic achievement, campus leadership, and demonstrated commitment to service.

Students chosen for the program will live in the Wilkinson Family Servant Scholars Residence Hall (the Broad Street Apartment Building), engage in 20 hours of study that supports the program, and participate in a large-scale problem-solving service project in collaboration with an agency or agencies in the surrounding region, most frequently in LaGrange itself or Troup County. Students are chosen for the program by a selection committee that reviews such factors as cumulative GPA, record of leadership, record of service to the college and community, and evidence of innovative thinking.

Mission Statement

The mission of the Wilkinson Family LaGrange College Servant Scholars program is to enhance the student's personal growth of leadership and integrity by forming a community of servant scholars who engage in active learning both within and outside the classroom.

Student Learning Outcomes

Students will:

1. demonstrate, through both academic discipline and volunteer experiences, a broad familiarity with the concepts of service learning and servant leadership.
2. engage in genuine servant leadership (i.e., they will work, through academic discipline and volunteer experiences, to understand the roots and causes of community problems and engage in transformation of the community through outreach and service to that community).
3. demonstrate the ability to communicate their service experiences, both orally and in writing.

Program Objectives

Focusing on interdisciplinary courses and an extended community service-learning project, the Servant Scholars program provides opportunities for:

1. fostering active, creative learning both within and outside of the traditional classroom.
2. encouragement and support of students who have been, through academics, campus leadership, and service, challenged and inspired by their LaGrange College experience.
3. students to gain experience while providing service to community partners.

Assessment of Outcomes and Objectives

Mastery of the Wilkinson Family Servant Scholars Program curriculum is demonstrated by the following:

1. These courses must be satisfied with a grade of "C" or higher, or a “P” if the course is Pass/Fail.
2. Successful completion, presentation, and defense of the senior cohort community service project through an academy-wide presentation, the Servant Scholars Colloquium, in the spring semester of the senior year. This project will be evaluated by the Servant Scholars Implementation Committee and the Servant Scholars director.

LaGrange College Courses

ACCT 2211 - Principles of Financial Accounting

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

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

ACCT 2212 - Principles of Managerial Accounting

The course covers the uses of accounting for planning and control, including analysis and interpretation of data, and use of cost information for business policy implementation.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ACCT 2211 - Principles of Financial Accounting
- ECON 2200 - Principles of Economics
- MGMT 2200 - Foundations in Business

ACCT 3301 - Intermediate Financial Accounting I

This course focuses on the decision-making implications of information provided to external stakeholders, including investors, creditors, customers, and regulators, and regulation theory and practice as applied to accountancy. Topics include regulation of accountancy procedures for external reporting, current problems in reporting financial position, income determination, and an integration of current professional pronouncements.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ACCT 2211 - Principles of Financial Accounting

Restrictions:

- Offered in spring semester

ACCT 3302 - Intermediate Financial Accounting II

Continuation of Intermediate Financial Accounting I.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ACCT 3301 - Intermediate Financial Accounting I

Restrictions:

- Offered in fall semester

ACCT 3310 - Ethics for Accountants

This course involves an exploration of ethics and professional behavior for accountants involved in various fields of practice, including auditing. Topics included in the study of ethics for the discipline include reasoning, decision-making, corporate governance, leadership, professional judgment, fraud, and earnings management.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ACCT 2212 - Principles of Managerial Accounting

ACCT 4401 - Auditing and Accounting Ethics and Liability

This course focuses on the legal and ethical environment in which the accounting professional practices and in which financial statements are prepared and presented. Students will consider the conflict between profit motive and accurate and complete financial reporting, examining the participation in the financial reporting process by internal accountants, internal auditors, other business managers, and the independent auditors engaged to attest to the accuracy and completeness of management's financial statements. These conflicts will be discussed in relation to the business's responsibility to employees, investors, and other stakeholders. Traditional auditing practices will also be studied to determine the efficiency and the effectiveness of such methods.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ACCT 3301 - Intermediate Financial Accounting I

Restrictions:

- Offered in fall semester

ACCT 4410 - Federal Income Taxation

This course introduces students to U.S. federal income tax concepts and principles and the application of such concepts to business operating, investing, and financing activities. Ethical and legal issues confronting tax practitioners are discussed throughout the course. Students engage in tax research utilizing professional databases and gain expertise in technical writing.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ACCT 2211 - Principles of Financial Accounting

Restrictions:

- Offered on demand

ACCT 4415 - Cost Accounting

This course focuses on the decision-making implications of information provided to organization managers. Concepts from economics, statistics, and psychological science emphasize the use of quantitative techniques to manage uncertainty and risk. Topics include planning and control techniques, construction of static and flexible budgeting, and product costing mechanisms.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ACCT 2212 - Principles of Managerial Accounting

Restrictions:

- Offered on demand

ACCT 4420 - Advanced Federal Income Taxation

This course examines continues the study of federal income taxation from ACCT 4410 and addresses more advanced federal taxation issues. Topics that will be covered include the taxation of entities and their owners, including the taxation implications of formations, distributions, reorganizations, liquidations and other business transactions.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ACCT 4410 - Federal Income Taxation

Restrictions:

- Offered on demand

ACCT 4430 - Advanced Accounting

This is an intensive course that integrates the disciplines of accounting, finance, and taxation with respect to selected complex business transactions. Topics will include business combinations, goodwill, inventory costing, property exchanges and advanced stockholders' equity transactions.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ACCT 3302 - Intermediate Financial Accounting II

Restrictions:

- Offered in spring semester

ACCT 4440 - Accounting Information Systems

This course is an introduction to the systems, procedures, and processes that management employs to control operating activities and information reporting systems.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ACCT 2211 - Principles of Financial Accounting
- ECON 2200 - Principles of Economics
- MGMT 2200 - Foundations in Business

Restrictions:

- Offered in spring semester

ACCT 4450 - Accounting Research and Analysis

In this course, students will perform accounting research using a variety of professional sources. Students will also use Excel to analyze public company financial data and conduct financial analysis.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ACCT 3301 - Intermediate Financial Accounting I

Restrictions:

- Offered in Spring terms

ACCT 4460 - Internship in Accounting

This course represents a unique opportunity for accountancy majors to expand their knowledge of the practical applications of accounting concepts by entering into a learning contract with a cooperating business for a semester, or during the summer term. The contract, developed in cooperation with the site supervisor, will specify

obligations and duties, what the student expects to learn, and the basis on which the student's learning accomplishments will be measured. The internship may be repeated for academic credit in the same, or in a different work setting, with the approval of the grading faculty member.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Accountancy major with demonstrated superior capabilities
- internship application completed and signed by Career Planning Office and department faculty

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ACCT 4480 - Special Topics in Accounting

A series of "special topic" courses will provide students with exposure to issues and concepts not covered in their regular coursework. Most topics will include work with "real-world" organizations.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ACCT 2211 - Principles of Financial Accounting

Restrictions:

- Consent of Instructor

ARTD 1109 - Art History Survey I

This course surveys the history of Western art and architecture from the Paleolithic period through the Gothic era.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Fall

ARTD 1110 - Art History Survey II

This course surveys the history of Western art and architecture from the Early Renaissance to the beginning of the 20th century.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Spring

ARTD 1111 - Modern and Contemporary Art History

This course surveys the development of Western art from the beginning of the 20th through the early 21st century.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Spring

ARTD 1151 - Drawing I

A course in the fundamentals of perceptual drawing or drawing from observation. Topics include shading, line, perspective and composition.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Fall

ARTD 1152 - 2-D Design

A study of the basic design elements and principles. Emphasis will be on creative problem solving and development of unified designs. A study of color theory and relationships is included.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Spring

ARTD 1153 - 3-D Design

This course is an introduction to making objects occupying a three-dimensional space. Students will become proficient with the terminology, methodology, tools, and techniques, used in art making. Various materials will be introduced and used to construct forms, which will function both aesthetically and structurally. Craftsmanship, creative thought, and the transformation of ideas into form will be emphasized.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Fall

ARTD 1155 - Watercolor

This course will introduce students to the materials and techniques of watercolor painting. The basic concepts of watercolor, including mixing color, layering and glazing, composition, and depicting space and form will be explored.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

ARTD 2201 - Graphic Design Fundamentals

An introduction to the fundamentals of graphic design, emphasizing typography and layout.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Fall

ARTD 3211 - Drawing II: Life Drawing

A course in the study of human anatomy and the expressive potential of the human form. Using a variety of drawing media, students will draw from the model, both nude and clothed, and from the skeleton.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ARTD 1151 - Drawing I

Restrictions:

- Spring

ARTD 3201 - Graphic Design Logos and Concepts

A course exploring the development of graphic ideas through projects in advertising, layout, corporate identity, and magazine and poster design. Students will be exposed to basic concepts of logo design and Adobe Illustrator.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Spring

ARTD 2223 - Basic Photography

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

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Fall

ARTD 3224 - Documentary Photography

A course in documentary photography in which the student is assigned projects to illustrate narrative issues relevant to contemporary social concerns utilizing silver and/or digital-based materials. An introduction to the history of documentary photography and the study of the stylistic techniques of contemporary photojournalism will also be included.

Grade Basis: L
Credit hours: 3.0

Lecture hours: 3.0

Restrictions:

- Spring

ARTD 2227 - Ceramics - Methods and Materials

This course is an introduction to ceramic methods and techniques. Students will explore different hand-building and wheel throwing techniques used to create both vessels and sculpture. This will include using the potter's wheel, coils, slabs, and mold-making to create form. Students will be introduced to the materials technical properties, glazing, decorating, and firing methods.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Fall

ARTD 2229 - Ceramics - Wheelthrowing

This course is an introduction to basic wheelthrowing techniques. Students will learn the basic mechanics of wheelthrowing to create a variety of functional pottery forms such as mugs, bowls, bottles, and jars. An emphasis is placed on the technical properties of clay, decorating, glazing, and firing methods.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Spring

ARTD 3271 - Painting I

An introduction to painting with acrylics or oils. Projects will explore the fundamentals of composition and modeling with color and light, as well as an introduction to abstraction.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ARTD 1151 - Drawing I

Restrictions:

- Fall

ARTD 2272 - Sculpture I

This course is an introduction to the making of three-dimensional sculptural objects. Students will become proficient with a variety of materials, terminology, methodology, tools, and techniques, used in art making. Projects in this course will address both traditional and contemporary approaches to making sculpture, such as figure modeling, carving, assemblage, and narrative imagery.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Spring

ARTD 2273 - Printmaking I

A course exploring the basics of intaglio and/or relief printmaking techniques, exposure to selected print and book arts media, and the development of creative imagery.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Fall

ARTD 3222 - Digital Imaging

A course dealing with the art of computer technology, with emphasis on photographic image manipulation. Emphasis will be placed on developing creative personal imagery. Access to a digital camera is necessary.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Fall terms

ARTD 3283 - Professional Practices Seminar

This course is a forum exploring professional and career issues in the field of Visual Arts. The seminar may include the following: development of career-oriented

documents, student presentations, gallery talks, lectures/demonstrations by guest artists and field trips to area museums and galleries.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 1.0

Restrictions:

- To be taken in the fall semester of the junior year.

ARTD 3301 - Advanced Graphic Design

This course explores advanced design principles in such areas as web design, applied surface design, and advanced topics in typography and layout. The course is designed to assist students in developing a portfolio of their work.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ARTD 2201 - Graphic Design Fundamentals
- ARTD 3201 - Graphic Design Logos and Concepts
- ARTD 3222 - Digital Imaging

Restrictions:

- Spring

ARTD 4211 - Drawing III

Advanced work with the figure in projects exploring composition and subjective expression.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ARTD 3211 - Drawing II: Life Drawing

Restrictions:

- Spring

ARTD 3323 - Advanced Photography I

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

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ARTD 2223 - Basic Photography

Restrictions:

- Fall

ARTD 4323 - Advanced Photography II

Independent work in photographic concepts dealing with the student's interest in documentary, commercial, or expressive photography using either silver or digital media. A portfolio of twenty to thirty prints with a cohesive theme is required at the end of the semester.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ARTD 3323 - Advanced Photography I

Restrictions:

- Spring

ARTD 3327 - Ceramic Concepts

This course emphasizes ceramic design using hand building and/or wheelthrowing techniques. Projects will be flexible in their construction method in order to accommodate different ability levels and interests. These projects will explore different concepts and ideas in ceramics such as projects with commercial potential, functionality, narrative, and design. This course will place an emphasis on glazing, decoration, and firing methods.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ARTD 2227 - Ceramics - Methods and Materials
- ARTD 2229 - Ceramics - Wheelthrowing

Restrictions:

- Fall

ARTD 3329 - Ceramic: Surface and Design

This course is designed to allow the student to explore design, construction, and firing methods covered in previous ceramic classes. Further emphasis is placed on the relationship between form and surface. A variety of glaze and surface decoration techniques will be explored.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ARTD 2227 - Ceramics - Methods and Materials
- ARTD 2229 - Ceramics - Wheelthrowing

Restrictions:

- Spring

ARTD 3341 - Internship

A supervised experience in an off-campus professional environment such as a photography studio, a surface or graphic design studio, or a museum or gallery administrative office.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Fall, Spring, Summer, Consent of the instructor needed

ARTD 3372 - Sculpture Methods II

This course is designed to allow the student to independently explore ideas, methods, and techniques covered in previous sculpture classes.

Grade Basis: L
Credit hours: 3.0

Lecture hours: 3.0

Prerequisites:

- ARTD 2272 - Sculpture I

Restrictions:

- Spring

ARTD 3373 - Printmaking II

A continuation of ARTD 2273, including advanced exploration of color prints and other selected print and book arts media.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ARTD 2273 - Printmaking I

Restrictions:

- Fall

ARTD 4271 - Painting II

A further exploration of either oils or acrylics. Students develop a series of paintings that explore specific imagery, materials, or techniques.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ARTD 3271 - Painting I

Restrictions:

- Spring

ARTD 3380 - Special Topics

A special topics course designed to provide students with exposure to topics not covered in the regular course offerings. May be repeated for credit.

Grade Basis: L
Credit hours: 3.0

Lecture hours: 3.0

Restrictions:

- On demand, consent of instructor

ARTD 3540 - 3D Modeling and Printing

This course will focus on an introduction to a variety of contemporary design and sculpture processes utilizing 3D printers. Students will explore different techniques such as 3D modeling, 3D scanning, and 3D printing. In this course students will complete projects that test both the potential and the limitations of the 3D printing process.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

ARTD 4351-4352 - Studio Concentration

This is an advanced intensive course in which art students bring into focus their studio interest and produce a body of work in one or two disciplines leading towards their exit exhibition their last semester. The course may include discussion and readings in contemporary art theory and criticism, field trips to museums and galleries, and the creation of a personal artist's statement and curriculum vitae. Students will be expected to produce a portfolio of their work that could be used to apply for a job application and for graduate study. This course requires that the student receive permission from the studio professor/professors in whose areas they plan to concentrate. This course may be repeated for credit, and a student may receive a maximum of 12 credit hours.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Fall and Spring, consent of instructor

ARTD 4495 - Independent Studies

Offered on demand.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- On demand, consent of instructor

BIOL 1101 - General Biology I

This is the beginning biology course for non-majors. General Biology deals with the phenomenon of life as is manifested in all types of living organisms. The origin of life, chemistry of life, cellular and tissue organization, metabolism, cell division, genetics, and gene action are among topics covered. This course fulfills 3 hours of the laboratory science portion of the Ethos (PG2) Curriculum requirements.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Fall terms

BIOL 1102 - General Biology II

This course is a continuation of General Biology I. General Biology deals with the phenomenon of life as is manifested in all types of living organisms. Evolution, diversity of life, ecology and the functioning of the organ systems are among topics covered. This course fulfills 3 hours of the laboratory science portion of the Ethos (PG2) Curriculum requirements.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- BIOL 1101 - General Biology I

Restrictions:

- Offered in Spring terms
- Co-requisite: BIOL 1102 L

BIOL 1102 L - General Biology II Laboratory

This laboratory course is designed to complement and provide experiential learning for General Biology II. This course fulfills 1 hour of the laboratory science portion of the Ethos (PG2) general education requirements. This lab meets 1.5 hours per week.

Grade Basis: AL
Credit hours: 1.0
Lab hours: 2.0

Prerequisites:

- BIOL 1101 - General Biology I

Restrictions:

- Corequisite: BIOL 1102
- Offered in Spring terms

BIOL 1107 - Principles of Biology I

An introductory biology course for science majors that includes scientific method and its application, biological chemistry, cell structure and function, energy transfer, cell cycle, and mitosis. This course fulfills 3 hours of the laboratory science portion of the Ethos (PG2) Curriculum requirements.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Must place in MATH 1101 or higher on math placement exam
- Corequisite: BIOL 1107L
- Offered in Fall terms

BIOL 1107 L - Principles of Biology I Laboratory

Laboratory experience for science majors to accompany topics from BIOL 1107. This course focuses on the scientific method, data acquisition, manipulation and analysis, and presentation of results. This course fulfills 1 hour of the laboratory science portion of the Ethos (PG2) Curriculum requirements. Lab meets 3 hours per week.

Grade Basis: AL
Credit hours: 1.0
Lab hours: 3.0

Restrictions:

- Must place in MATH 1101 or higher on math placement exam
- Corequisite: BIOL 1107
- Offered in Fall terms

BIOL 1108 - Principles of Biology II

A continuation of introductory biology for science majors. Topics include genetics and meiosis, evolution, biodiversity, physiology, and ecology. This course fulfills 3 hours of the laboratory science portion of the Ethos (PG2) Curriculum requirements.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- BIOL 1107 - Principles of Biology I
- BIOL 1107 L - Principles of Biology I Laboratory

Restrictions:

- Corequisite: BIOL 1108L
- Offered in Spring terms

BIOL 1108L - Principles of Biology II Laboratory

Laboratory experience for science majors to accompany topics from BIOL 1108. This course focuses on the scientific method, data acquisition, manipulation and analysis, and presentation of results. This course fulfills 1 hour of the laboratory science portion of the Ethos (PG2) Curriculum requirements.

Grade Basis: AL
Credit hours: 1.0
Lab hours: 3.0

Prerequisites:

- BIOL 1107 - Principles of Biology I
- BIOL 1107 L - Principles of Biology I Laboratory

Restrictions:

- Corequisite: BIOL 1108
- Offered in Spring terms

BIOL 2100 - Research Techniques

This sophomore-level course will introduce student to many common laboratory skills needed in the cellular/molecular and organismal biology fields. Topics covered will include various techniques, such as how to make basic laboratory solutions, DNA extraction and purification, serial dilutions, PCR, gel electrophoresis, DNA sequencing, as well as all calculations and methods used to interpret the output of these various techniques. Students will also learn how to properly keep a laboratory notebook and maintain their lab space and equipment.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- BIOL 1107 - Principles of Biology I
- BIOL 1107 L - Principles of Biology I Laboratory
- BIOL 1108 - Principles of Biology II
- BIOL 1108L - Principles of Biology II Laboratory

Restrictions:

- Offered every fall semester.

BIOL 2148 - Human Anatomy and Physiology I

A study of the structure and function of the human body. Designed for pre-nursing majors. This course consists of 3 hours of lecture and 1.5 hours of lab per week. This course fulfills 4 credit hours of the laboratory science portion of the Ethos (PG2) Curriculum requirements.

Grade Basis: AL
Credit hours: 4.0
Lecture hours: 3.0

Restrictions:

- Offered in Fall terms

BIOL 2149 - Human Anatomy and Physiology II

A continuation of Human Anatomy and Physiology I. This course consists of 3 hours of lecture and 1.5 hours of lab per week. This course fulfills 4 credit hours of the laboratory science portion of the Ethos (PG2) Curriculum requirements.

Grade Basis: AL
Credit hours: 4.0
Lecture hours: 3.0

Prerequisites:

- BIOL 2148 - Human Anatomy and Physiology I

Restrictions:

- Offered in Spring terms

BIOL 2200 - Biological Research and Analysis

This course will continue your exploration into how scientific research is conducted and will provide an introduction to study design, data analysis, and interpretation. We will discuss the process of developing a hypothesis and designing an experiment to refute or support (fail to disprove) this hypothesis. During the course of the semester, you will conduct an experiment, analyze data gathered, and develop an appropriate inference based on your results.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- BIOL 1107 - Principles of Biology I
- BIOL 1107 L - Principles of Biology I Laboratory
- BIOL 1108 - Principles of Biology II
- BIOL 1108L - Principles of Biology II Laboratory

Restrictions:

- Offered every spring

BIOL 2270 - Sophomore Seminar

This course, designed for sophomore Biology majors, will provide opportunities for students to explore career options and the requirements to enter a career field, to form a community with advanced Biology majors, and to learn about undergraduate research.

Grade Basis: L
Credit hours: 1.0
Lecture hours: 1.0

Prerequisites:

- BIOL 1108 - Principles of Biology II
- BIOL 1108L - Principles of Biology II Laboratory

Restrictions:

- Offered every fall

BIOL 3320 - Medical Microbiology

A study of human disease caused by pathogenic microbes and helminths. Designed for pre-health professions majors. Laboratory activities focus on bacteria as model organisms. This course consists of 3 hours of lecture and 1.5 hours of lab per week.

Grade Basis: AL
Credit hours: 4.0
Lecture hours: 3.0

Prerequisites:

- BIOL 2148 - Human Anatomy and Physiology I
- BIOL 2149 - Human Anatomy and Physiology II

Restrictions:

- Offered in Spring terms

BIOL 3321 - Microbiology

A study of the morphology, physiology, classification, ecology, and economics of microbial forms, especially bacteria and fungi. This course consists of 3 hours of lecture and 3 hours of lab per week.

Grade Basis: AL
Credit hours: 4.0
Lecture hours: 3.0
Lab hours: 3.0

Prerequisites:

- BIOL 1107 - Principles of Biology I
- BIOL 1107 L - Principles of Biology I Laboratory
- BIOL 1108 - Principles of Biology II
- BIOL 1108L - Principles of Biology II Laboratory

Restrictions:

- Offered on Demand
- Minimum of C- in prerequisite courses is required to enroll in upper level biology courses (3000-4000)

BIOL 3322 - Immunology

A study of the fundamentals of immunology. Topics will include tissues and control of the immune system, including dynamics of B cell and T cell activation and function, inflammation and autoimmune disorders. Laboratory experiences include antigen-antibody interactions in gels, on membranes and in tissues, as well as complement-mediated cell lysis. This course consists of 3 hours of lecture per week.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- BIOL 1107 - Principles of Biology I
- BIOL 1107 L - Principles of Biology I Laboratory
- BIOL 1108 - Principles of Biology II
- BIOL 1108L - Principles of Biology II Laboratory

Restrictions:

- Offered in Spring terms in rotation with BIOL 3360 and 3370
- Minimum of C- in prerequisite courses is required to enroll in upper level biology courses (3000-4000)

BIOL 3334 - General Ecology

An introduction to the basic principles and concepts of ecology with emphasis on environmental sampling, analysis and characterization. This course consists of 3 hours of lecture and 3 hours of lab per week.

Grade Basis: AL
Credit hours: 4.0
Lecture hours: 3.0
Lab hours: 3.0

Prerequisites:

- BIOL 1107 - Principles of Biology I
- BIOL 1107 L - Principles of Biology I Laboratory
- BIOL 1108 - Principles of Biology II
- BIOL 1108L - Principles of Biology II Laboratory

Restrictions:

- Offered in Spring terms (Even years).
- Minimum of C- in prerequisite courses is required to enroll in upper level biology courses (3000-4000)

BIOL 3335 - General Zoology

A phylogenetic approach to the Animal kingdom following cladistic principles. Emphasis will be placed upon representative animal groups and the position of Animalia within the domains of life. Studies of local faunae will be highlighted. This course consists of 3 hours of lecture and 3 hours of lab per week.

Grade Basis: AL
Credit hours: 4.0
Lecture hours: 3.0
Lab hours: 3.0

Prerequisites:

- BIOL 1107 - Principles of Biology I
- BIOL 1107 L - Principles of Biology I Laboratory
- BIOL 1108 - Principles of Biology II
- BIOL 1108L - Principles of Biology II Laboratory

Restrictions:

- Offered in Spring terms (Odd years).
- Minimum of C- in prerequisite courses is required to enroll in upper level biology courses (3000-4000)

BIOL 3336 - General Botany

A phylogenetic and ecological survey of the kingdom Plantae. The focus will be on the general anatomy and physiology of plants as well as the natural history and ecology of plants. Lab work will be field based and strongly oriented toward the local flora. This course consists of 3 hours of lecture and 3 hours of lab per week.

Grade Basis: AL
Credit hours: 4.0
Lecture hours: 3.0
Lab hours: 3.0

Prerequisites:

- BIOL 1107 - Principles of Biology I
- BIOL 1107 L - Principles of Biology I Laboratory
- BIOL 1108 - Principles of Biology II
- BIOL 1108L - Principles of Biology II Laboratory

Restrictions:

- Offered in Fall terms (Odd years).
- Minimum of C- in prerequisite courses is required to enroll in upper level biology courses (3000-4000)

BIOL 3340 - Conservation Biology

An introduction to the principles and practices involved in the management of endangered species, communities and ecosystems. We will investigate how species natural history, ecology and population dynamics interact with human activities to impact the loss of species diversity. This course consists of 3 hours of lecture per week.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- BIOL 1108 - Principles of Biology II
- BIOL 1108L - Principles of Biology II Laboratory

Restrictions:

- Offered in Fall terms (Even years).
- Minimum of C- in prerequisite courses is required to enroll in upper level biology courses (3000-4000)

BIOL 3351 - Vertebrate Embryology

A study of the embryological development of representative vertebrates, with laboratory emphasis upon the frog and chick. This course consists of 3 hours of lecture and 3 hours of lab per week.

Grade Basis: AL
Credit hours: 4.0
Lecture hours: 3.0
Lab hours: 3.0

Prerequisites:

- BIOL 1107 - Principles of Biology I
- BIOL 1107 L - Principles of Biology I Laboratory
- BIOL 1108 - Principles of Biology II
- BIOL 1108L - Principles of Biology II Laboratory

Restrictions:

- BIOL 2148 and 2149 may replace BIOL 1107/L and 1108/L as pre-requisite
- Offered in Fall terms (Even years).
- Minimum of C- in prerequisite courses is required to enroll in upper level biology courses (3000-4000)

BIOL 3353 - Fundamentals of Evolutionary Theory

A balanced survey of the present-day concepts of evolution with emphasis on human evolution/paleoanthropology. This course consists of 3 hours of lecture per week.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- BIOL 1107 - Principles of Biology I
- BIOL 1107 L - Principles of Biology I Laboratory
- BIOL 1108 - Principles of Biology II
- BIOL 1108L - Principles of Biology II Laboratory

Restrictions:

- BIOL 2148 and 2149 may replace BIOL 1107/L and 1108/L as pre-requisite
- Offered in Fall terms (odd years).
- Minimum of C- in prerequisite courses is required to enroll in upper level biology courses (3000-4000)

BIOL 3360 - Histology

A study of the microscopic features of mammalian cells, tissues, and organs. Lectures correlate cell structure with tissue function. Laboratory experiences include the microscopic identification of tissues and organs at the cellular level. This course consists of 3 hours of lecture and 3 hours of lab per week.

Grade Basis: AL
Credit hours: 4.0
Lecture hours: 3.0
Lab hours: 3.0

Prerequisites:

- BIOL 1107 - Principles of Biology I
- BIOL 1107 L - Principles of Biology I Laboratory
- BIOL 1108 - Principles of Biology II
- BIOL 1108L - Principles of Biology II Laboratory

Restrictions:

- BIOL 2148 and 2149 may replace BIOL 1107/L and 1108/L as pre-requisite
- Offered in Spring terms in rotation with BIOL 3322 and 3370
- Minimum of C- in prerequisite courses is required to enroll in upper level biology courses (3000-4000)

BIOL 3370 - Toxicology

An introduction to the basic principles of toxicology. Topics include the cellular sites of action of toxicants, their physiological absorption, distribution and excretion and their effects on tissues and in an ecosystem. The lab applies these principles by students' implementation and analysis of data of an original research project. This course consists of 3 hours of lecture and 3 hours of lab per week.

Grade Basis: AL
Credit hours: 4.0
Lecture hours: 3.0
Lab hours: 3.0

Prerequisites:

- BIOL 1107 - Principles of Biology I
- BIOL 1107 L - Principles of Biology I Laboratory
- BIOL 1108 - Principles of Biology II
- BIOL 1108L - Principles of Biology II Laboratory

Restrictions:

- Offered in Spring terms in rotations with BIOL 3322 and 3360.

- Minimum of C- in prerequisite courses is required to enroll in upper level biology courses (3000-4000)

BIOL 3372 - Molecular Biology

A molecular study of genes, their expression, the control of their expression, and the gene products that result. The lab uses molecular techniques to study questions involving genes and their gene products. This course consists of 3 hours of lecture and 3 hours of lab per week.

Grade Basis: AL
Credit hours: 4.0
Lecture hours: 3.0
Lab hours: 3.0

Prerequisites:

- BIOL 1107 - Principles of Biology I
- BIOL 1107 L - Principles of Biology I Laboratory
- BIOL 1108 - Principles of Biology II
- BIOL 1108L - Principles of Biology II Laboratory
- CHEM 1101 - General Chemistry I

Restrictions:

- Offered in Fall terms (even years)
- Current enrollment in (or completion of) CHEM 1102
- Minimum of C- in prerequisite courses is required to enroll in upper level biology courses (3000-4000)
- Recommended: successful completion of BIOL 3373 or other upper-level cellular/ molecular BIOL course

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BIOL 3373 - Genetics

This course includes topics in both classical and molecular genetics. Topics of study may include but are not limited to Mendelian and non-Mendelian transmission of genes, sex-linked traits, chromosomal genetics and genomes, DNA structure, replication, mutation and repair, gene expression and its regulation, and other molecular genetics topics. The laboratory will evaluate wild-type and mutant model organisms using classical and/or molecular genetic approaches as well as pursue research questions in genetics using model organisms and other systems. This course consists of 3 hours of lecture per week.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- BIOL 1107 - Principles of Biology I
- BIOL 1107 L - Principles of Biology I Laboratory
- BIOL 1108 - Principles of Biology II
- BIOL 1108L - Principles of Biology II Laboratory

Restrictions:

- Offered in Spring terms.
- Minimum of C- in prerequisite courses is required to enroll in upper level biology courses (3000-4000)

BIOL 3374 - Cell Physiology

An advanced study of the structure and functions of the eukaryotic cell. Topics include the structure and function of macromolecules, the plasma membrane, intracellular trafficking and cell signaling. The lab uses techniques to microscopically identify organelles and cells, examine the role of enzymes and identify specific proteins involved in cell death. This course consists of 3 hours of lecture per week.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- BIOL 1107 - Principles of Biology I
- BIOL 1107 L - Principles of Biology I Laboratory
- BIOL 1108 - Principles of Biology II
- BIOL 1108L - Principles of Biology II Laboratory

Restrictions:

- Offered every Fall
- Minimum of C- in prerequisite courses is required to enroll in upper level biology courses (3000-4000)

BIOL 3376 - Virology

This introduction to virology will focus on animal viruses that are important for basic science and human and animal diseases. The topics in this course may include viral taxonomy, structure, entry/exit, replication, quantitation, genetics, pathogenesis, and virus-host interaction. The laboratory will study model viral systems. This course consists of 3 hours of lecture and 3 hours of lab per week.

Grade Basis: AL
Credit hours: 4.0
Lecture hours: 3.0
Lab hours: 3.0

Prerequisites:

- BIOL 1107 - Principles of Biology I
- BIOL 1107 L - Principles of Biology I Laboratory
- BIOL 1108 - Principles of Biology II
- BIOL 1108L - Principles of Biology II Laboratory

Restrictions:

- Offered in Fall terms (odd years)
- Minimum of C- in prerequisite courses is required to enroll in upper level biology courses (3000-4000)

BIOL 3384 - Neurobiology

An integrated study of the human nervous system correlating neuroanatomy and neurophysiology with fundamentals of clinical neurology. This course consists of 3 hours of lecture and 3 hours of lab per week.

Grade Basis: AL
Credit hours: 4.0
Lecture hours: 3.0
Lab hours: 3.0

Prerequisites:

- BIOL 1107 - Principles of Biology I
- BIOL 1107 L - Principles of Biology I Laboratory
- BIOL 1108 - Principles of Biology II
- BIOL 1108L - Principles of Biology II Laboratory

Restrictions:

- BIOL 2148 and 2149 may replace BIOL 1107/L and 1108/L as pre-requisite
- Offered in Spring terms
- Minimum of C- in prerequisite courses is required to enroll in upper level biology courses (3000-4000)

BIOL 4470 - Senior Seminar

Senior seminar is a thematic capstone course that is a broad, integrative experience in biology. The course promotes independent thinking, develops analytical skills, and provides practice in group discussion and in written and oral presentation. This course is required of all biology majors. Seniors enroll in BIOL 4470 in their last spring semester of enrollment.

Grade Basis: AL
Credit hours: 1.0
Lecture hours: 1.0

Restrictions:

- Prerequisite: Senior Standing, Biology Major
- Offered in Spring terms

BIOL 4491 - Directed Research

Students will pair with a faculty mentor to carry out a research project in the faculty member's area of expertise. The faculty member will serve as mentor and expert guide for the student. This course will follow the graduate school model for research in the sciences (with faculty mentor in the role of principle investigator) and thus requires that the student demonstrate the ability to: 1. select and read relevant primary literature and explore and understand new content independently; 2. from that work, develop a research question and experimental design; 3. work safely and independently in the lab, and after appropriate training, carry out the project and conduct data analysis. The course is guided by common syllabus requirements (available upon request) that inform a project-specific work agreement between the faculty mentor and student for a mutually agreed upon lab or field research project. These common requirements include: Students will perform a literature review, develop a scientific question and experimental design and work with their mentor to refine them. Students will also work with the mentor to carry out the experiment, apply for undergraduate research funds, analyze data, and present the work as a talk, poster and/or a paper. Course may be repeated once for credit. Only 4 hours may be used to fulfill the biology major requirements. Course may be repeated once for credit. Only 4 hours may be used to fulfill the biology major requirements. Course may be repeated once for credit. Only 4 hours may be used to fulfill the biology major requirements. 3-4 credit hours; Pre-req: CHEM 1102, at least 2 BIOL 3XXX courses, and permission of faculty mentor, course instructor or program coordinator/assistant department chair. Student must have a minimum Science GPA (BIOL CHEM, PHYS courses) of 3.0.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- CHEM 1102 - General Chemistry II

Restrictions:

- 3-4 credit hours
- Pre-requisite: In addition to CHEM 1102, student must successfully complete at least 2 BIOL 3XXX courses
- Permission of faculty mentor, course instructor or program coordinator/assistant department chair
- Student must have a minimum Science GPA (BIOL CHEM, PHYS courses) of 3.0
- Course may be repeated once for credit. Only 4 hours may be used to fulfill the biology major requirements.

BIOL 4495 - Independent Study

Although not required as part of the biology major, this course provides an opportunity for students, on an individual basis, to pursue in-depth research of a particular biology topic, question, or problem. Up to 4 hours of BIOL 4495 may be counted toward fulfillment of the major.

Grade Basis: AL
Credit hours: 4.0
Lecture hours: 4.0

Restrictions:

- Course Hours: (1-4)
- Prerequisites: consent of the instructor, the department chair, and the Vice President for Academic Affairs (VPAA)
- On demand

BIOL 4496 - Internship

An opportunity for students to gain added experience and insight in approved off-campus settings. The internship cannot be counted as one of the courses required for the major or minor in biology. Prerequisites: consent of the supervising instructor, department chair, and the Career Development Center

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Course Hours: (1-3)
- On demand

CHEM 1101 - General Chemistry I

A study of the foundations of chemistry, including stoichiometry, atomic structure and periodicity, molecular structure and bonding models, and thermochemistry.

Grade Basis: L
Credit hours: 4.0
Lecture hours: 3.0
Lab hours: 3.0

Prerequisites:

- MATH 1101 - College Algebra

Restrictions:

- Offered in Fall terms
- MATH 1101 or placement into MATH 1221

CHEM 1102 - General Chemistry II

A continuation of CHEM 1101; a study of the gas, liquid, and solid phases, chemical thermodynamics, kinetics, general equilibria, acid/base equilibria, ionic equilibrium, oxidation-reduction reactions, and electrochemistry.

Grade Basis: L
Credit hours: 4.0
Lecture hours: 3.0
Lab hours: 3.0

Prerequisites:

- CHEM 1101 - General Chemistry I

Restrictions:

- Offered in Spring terms

CHEM 3201 - Organic Chemistry I

A study of the fundamentals of organic chemistry with respect to the bonding, structure, nomenclature, and reactivity of various classes of organic compounds, including aromatic compounds.

Grade Basis: L
Credit hours: 4.0
Lecture hours: 3.0
Lab hours: 3.0

Prerequisites:

- CHEM 1102 - General Chemistry II

Restrictions:

- Offered in Fall terms

CHEM 3202 - Organic Chemistry II

A continuation of CHEM 3201, including spectroscopy, synthesis, carbonyls, and biomolecules.

Grade Basis: L
Credit hours: 4.0
Lecture hours: 3.0

Lab hours: 3.0

Prerequisites:

- CHEM 3201 - Organic Chemistry I

Restrictions:

- Offered in Spring terms

CHEM 3311 - Elements of Physical Chemistry

An overview of chemical thermodynamics, equilibrium and chemical dynamics taught at the algebra level and including applications to biological systems.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- CHEM 3202 - Organic Chemistry II
- MATH 1221 - Precalculus
- PHYS 1101 - Introductory Physics I

Restrictions:

- Offered in Spring terms (Odd Years)
- Permission of instructor may replace CHEM 3202 as prerequisite
- MATH 1221 or placement in MATH 2221
- PHYS 2121 may replace PHYS 1101 as pre-requisite

CHEM 3371 - Junior Seminar

A course that acquaints the student with the chemical literature as well as presentation and discussion of scientific data and information. In addition, students explore career opportunities, prepare a portfolio, and develop career plans.

Grade Basis: P
Credit hours: 1.0
Lecture hours: 1.0

Restrictions:

- Offered in Spring terms
- Must be of junior standing

CHEM 4201 - Advanced Organic Chemistry

CHEM4201 is an extension of the study of organic chemistry as begun in the CHEM3201-3202 series, with the addition of special topics of interest for organic chemists not covered in that series.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- CHEM 3202 - Organic Chemistry II

Restrictions:

- Offered in Fall terms

CHEM 4421 - Biochemistry I

An introductory course in the principles of biochemistry, with emphasis on the structure and function of biomolecules, membrane structure and function, and an introduction to metabolism and bioenergetics.

Grade Basis: L
Credit hours: 4.0
Lecture hours: 3.0
Lab hours: 3.0

Prerequisites:

- CHEM 3202 - Organic Chemistry II

Restrictions:

- Offered in Fall terms

CHEM 4422 - Biochemistry II

A continuation of CHEM 4421, with emphasis on cellular metabolism, fundamentals of molecular genetics, and current topics in biochemistry.

Grade Basis: L
Credit hours: 4.0
Lecture hours: 3.0
Lab hours: 3.0

Prerequisites:

- CHEM 4421 - Biochemistry I

Restrictions:

- Offered in Spring terms

CHEM 4451 - Instrumental Analysis

A study of the basic instrumentation used for the quantitative and qualitative analysis of organic and inorganic compounds. This course examines the major instrument types used for this purpose, highlighting instrument design and operation, sampling and the interpretation of output.

Grade Basis: L
Credit hours: 4.0
Lecture hours: 3.0
Lab hours: 3.0

Prerequisites:

- CHEM 3201 - Organic Chemistry I

Restrictions:

- Offered on Demand

CHEM 4471 - Senior Seminar

A capstone course that is thematic. Emphasis is on integration of the student's experience in chemistry and biochemistry and the presentation of chemical literature in oral and written forms.

Grade Basis: L
Credit hours: 2.0
Lecture hours: 2.0

Restrictions:

- Offered in Spring terms
- Senior Standing

CHEM 4800 - Special Topics

A "special topic" course that may be designed to provide the student with exposure to topics and concepts not covered in the regular course offerings.

Grade Basis: L
Credit hours: 1.0
Lecture hours: 1.0

Restrictions:

- Offered on demand
- 1-4 Credit Hours

CHEM 4900 - Independent Study

This course may have various topics and may be used for credit for undergraduate research. This course can be taken multiple times.

Grade Basis: L
Credit hours: 1.0
Lecture hours: 1.0

Restrictions:

- Offered on demand
- 1-4 Credit Hours

COUN 4002 - An Introduction to Counseling Strategies

This course is designed for students to explore the basic counseling strategies and techniques used in the counseling field. Students will obtain knowledge of the tools necessary to effectively provide counseling services. Students in the course will be paired with CMHC graduate students and participate in mock counseling sessions throughout the semester. Students enrolled in this course will be provided an overview of the counseling process beginning with the intake session through the termination session. Students will obtain opportunities to observe the practice of counseling skills and the execution of counseling techniques in a safe environment.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

COUN 4003 - An Introduction to Group Leadership Experience

This course is designed to provide students with theories and skills used to facilitate counseling groups in mental health, community settings, or business leadership settings. Students will experience what it is like to serve as a group member as well as learn group leadership skills and techniques.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

COUN 4004 - Motivational Interviewing and Best Practices in Counseling

An intensive study of evidence-based practice (EBP) and advanced theories within clinical mental health counseling, as well as an examination of outcome research relating to the use and application of these theories and techniques. Class format will

include lecture, discussion, quizzes, reflections and assignments designed to increase student's knowledge and understanding of advanced counseling theories.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

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

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.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

COUN 5001 - Theories of Counseling

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.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

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

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.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

COUN 5003 - Group Dynamics

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.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

COUN 5004 - Professional Practice and Ethics

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.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

COUN 5010 - Multicultural Counseling

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.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

COUN 5011 - Life Span Development

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.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

COUN 5012 - Career Counseling

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.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

COUN 5013 - Individual Analysis

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.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

COUN 5999 - Practicum

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-record 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.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

COUN 6000 - Advanced Counseling Techniques

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.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

COUN 6001 - Counseling Assessment, Diagnosis, and Intervention

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.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

COUN 6002 - Addictions Counseling

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.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

COUN 6003 - Family Counseling

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.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

COUN 6004 - Crisis, Trauma, and Grief Counseling

In this course, students will explore the impact of serious occurrences/events on the psychological and developmental well-being 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.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

COUN 6005 - Research and Program Evaluation

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.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

COUN 6007 - Principles of Management, Consultation, and Supervision in CMHC

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.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

COUN 6997 - Internship I

The introduction to internship experience is designed to introduce students to internship. Students will accrue between 600 and 1000 hours of internship over the course of 3 semesters. Students will serve both individuals and groups of individuals as they did during the practicum experience. Students 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.

Grade Basis: P
Credit hours: 3.0
Lecture hours: 3.0

COUN 6998 - Internship II in Counseling

The internships are designed to extend over three semesters and may occur at the same site both terms or occur at two different sites. Students will accumulate a 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.

Grade Basis: L
Credit hours: 3.0

Lecture hours: 3.0

COUN 6999 - Internship III

The internships are designed to extend over three semesters and may occur at the same site both terms or occur at two different sites. Students will accumulate a 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.

Grade Basis: P
Credit hours: 3.0
Lecture hours: 3.0

DATA 3000 - Data Science in the Real World with Applications

An advanced course in data science with real-world applications. Topics will include data management, statistical analyses of data, machine-learning algorithms, estimation of model parameters to collected data, and visualization of data and related findings. Students will employ computational tools and report findings. Cross-listed with MATH 3092.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- MATH 1114 - Introduction to Statistics

ECON 2200 - Principles of Economics

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

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in fall and spring semesters

EDMA 3202 - Teaching Mathematics II

This course is framed by the Georgia Standards of Excellence for Grades K-5 and is for the future elementary school teacher. Teacher candidates enrolled in this course will engage in learning content and pedagogy related to the following math domains: Numbers and Operations: Base Ten, Counting and Cardinality, Operations nd Algebraic Thinking. This course will prepare teacher candidates for the Certification of Educators (GACE) Exam for Elementary Education.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- offered in spring terms

EDST 1101 - Teaching English to Second Language Learners

Participants in this course examine the principles of teaching English to second language learners. Students explore the educational contexts in which English is taught and learned. Strategies for teaching language development and skills are explored as students develop lesson plans and practice a variety of teaching strategies. Current and persistent issues in the field of TESOL are also discussed and debated with the goal of producing program completers who can serve as agents of change. Participants explore culture in a comparative and global context as they seek ways to best provide equal access to not only the acquisition of language, but also to the development of skills across multiple subject areas.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Fall

EDST 1102 - Testing and Assessment of English Language Learners

Participants in this course examine the principles of rigorous, authentic course design and assessment principles. Students will develop proficiency in designing instructional materials and assessments appropriate for English Language Learners of varying language proficiency levels. As with all TESL courses, students explore the educational contexts in which English is taught and learned. Participants explore culture in a comparative and global context as they seek ways to best provide equal access to not only the acquisition of language, but also to the development of skills across multiple subject areas.

Grade Basis: AL

Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Spring

EDUC 1198 - Exploring Teaching

This course serves as an introduction to the teaching profession and the context in which teaching and learning occurs. Students explore the history of the teaching profession along with current events that affect teachers and the environments in which they operate. Focus is placed on the challenges and possibilities inherent to life in classrooms as students explore the profession from a historical and sociological perspective. (This course cannot replace EDUC 1199.)

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Fall terms.

EDUC 1199 - Foundation in Education

An introduction to teaching and learning. This course addresses teacher behavior, teacher roles, teacher ethics and experiences, historical perspectives, philosophical foundations, approaches to curriculum development, the politics of education, school governance, school funding and legal issues, school environments, and living and learning in a diverse society. This course is a prerequisite for admission to the Education program and includes an initial school visitation experience.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Fall terms.
- Criminal background check

EDUC 3317 - Science Methods

This course addresses science content, process skills, attitudes, and real-world applications that are developmentally appropriate for science and instruction. Effective teaching strategies that incorporate integrated and interdisciplinary approaches, technology, literature, multicultural education, and the Science Georgia Standards of Excellence are combined with theories of learning.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Fall terms.

EDMA 3201 - Teaching Mathematics I

This course is framed by the Georgia Standards of Excellence for Grades K-5 and is for the future elementary school teacher. Teacher candidates enrolled in this course will engage in learning content and pedagogy related to the following math domains: 1) Geometry, Measurement, and Data and 2) Numbers and Operations: Fractions, and Statistics and Probability. This course will prepare teacher candidates for the Certification of Educators (GACE) Exam for Elementary Education.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Fall terms

EDUC 3342 - Child Development Practicum

A study of the principles of growth and development from conception through twelve (12) years of age. Specific attention will be given to the influences of family on physical maturation, cognitive development, social skills, and personality development. Major contributions from the leading authorities in the field will be emphasized during the study of each area of development. A family and community field experience is required.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Spring terms

EDST 3343 - Adolescent Development

This course provides a foundation of knowledge on adolescent development and the theoretical and social contexts of adolescence. For background, a brief overview of the principles of growth and development of early childhood through twelve (12) years of age will be explored. Specific attention will be given to the influences on physical maturation, cognitive development, social skills, and personality development of the

adolescent. Societal influences and the development of the teenage brain will be examined.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Spring terms.

EDUC 3354 - Fundamentals of Reading Instruction I

This course will serve as an introduction to reading instruction for teacher candidates. Topics included in this course will be: theories of reading development, children's literature appropriate for the young child and early literacy skills for Pre-K and Kindergarten students. IRA standards and the Georgia Standards of Excellence will provide a basis for lessons and field experiences in local schools.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Fall terms

EDUC 3355 - Fundamentals of Reading Instruction II

This course will prepare teacher candidates for teaching reading in the early elementary years (1st-2nd grade). Topics included in this course will be: phonics instruction, word recognition strategies, beginning comprehension strategies, children's literature appropriate for 1st and 2nd grade students, and an introduction to children's writing and the writing process. IRA standards and the Georgia Standards of Excellence are used in combination with various approaches to effective instruction and planning, including the use of technology, and will provide a basis for lessons and field experiences in local schools.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Spring terms

EDUC 3356 - Integrating Specialty Areas into Classroom Instruction

This course teaches the Elementary Education Certification candidate how to integrate the arts, health and physical education into instruction. Through collaboration with

college faculty, elementary classroom teachers, and specialty area teachers, candidates will understand, and use the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students; use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health; and know, understand, and use human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Fall terms

EDUC 3360 - Adolescent Development Practicum

A study of the principles of growth and development from thirteen (13) through eighteen (18) years of age. Specific attention will be given to the influences of family on physical maturation, cognitive development, social skills, and personality development. Major contributions from the leading authorities in the field are emphasized during the study of each area of development. A field experience is required.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Spring terms

EDUC 4356 - Fundamentals in Reading III

This course will prepare teacher candidates for teaching reading in the later elementary years (3rd-5th grade). Topics included in this course will be: comprehension strategies, integrating reading instruction in content area classes, identifying and correcting reading problems at the elementary level, children’s literature appropriate for 3rd-5th grade students, and writing skills and processes appropriate for elementary students. IRA standards and the Georgia Standards of Excellence are used in combination with various approaches to effective instruction and planning and will provide a basis for lessons and field experiences in local schools.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Fall terms

EDUC 4360 - Curriculum and Accountability in Elementary Grades

This course addresses the practical aspects of curriculum development and lesson planning, along with the role of preparation and its contribution to successful classroom management. Using the Georgia Standards of Excellence, instructional, assessment, differentiation, and classroom management strategies will be studied and applied throughout the course.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Fall terms

EDUC 4365 - Assessment and Accountability

This course is designed to acquaint candidates with the basic principles of assessing learning using different techniques and strategies. Among the areas addressed are theory, methods, standardized tests, and fundamental statistical concepts. In addition, candidates study testing, grading, ethical considerations, and current issues in educational assessment.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Fall terms

EDUC 4410 - Approaches and Issues in Educational Assessment

This course is designed to introduce the teacher candidate to best practices in educational assessment. Measurement approaches are introduced to equip the teacher candidate with quantitative and qualitative skills needed for assessment for learning and assessment of learning.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Fall terms

EDUC 4449 - Classroom Technology

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 develop a digital portfolio align with the ISTE standards for Educators to ensure candidate preparation to teach in flipped, hybrid or online learning environments. This course aligns with ISTE standards for Educators.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Spring terms

EDUC 4457 - Social Studies Methods

The interdisciplinary nature of social studies is the focus for the study of curriculum, methods, technology, and professional sources. Emphasis is on planning for and developing resources for instruction, including the development of a unit with emphasis on the NCSS standards and Georgia Standards of Excellence for Social Studies for a chosen grade level. This course includes a field experience component.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Spring terms

EDUC 4459 - Special Needs and Exceptional Children

A study of identification and diagnostic techniques for teachers related to areas of exceptionality among students and of alternative styles of teaching to meet special needs. The introduction to the Student Support Team (SST) process and the writing of eligibility reports and Individual Education Plans (IEP) are explored. The psychological and behavioral characteristics of exceptional children are studied. The importance of transition and other forms found within the exceptional children’s categories are identified. Weekly field experiences in the exceptional children’s areas are provided. A grade of "B" or better is required for this course.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Spring terms

EDUC 4461 - Diversity I: Race and Poverty

This course addresses a variety of diversity issues including psychological, physiological, and social conditions of different students as well as various strategies for working with children at risk. This section of the course will focus on the specific issues of poverty and social class. Reflections for the content of this course will be written in conjunction with the assigned field placement. Topics include diversity as it relates to poverty & social class.

Grade Basis: L
Credit hours: 1.0
Lecture hours: 1.0

Restrictions:

- Offered every other Fall term

EDUC 4462 - Diversity II: Gender and Identity

This course addresses a variety of diversity issues including psychological, physiological, and social conditions of different students as well as various strategies for working with children at risk. This section of the course will focus on the specific issues of race, gender, and sexual identity. Reflections for the content of this course will be written in conjunction with the assigned field placement. Topics include diversity as it relates to race, gender, and sexual identity.

Grade Basis: L
Credit hours: 1.0
Lecture hours: 1.0

Restrictions:

- Offered in Spring terms

EDUC 4463 - Diversity III: Language and Culture

This course addresses a variety of diversity issues including psychological, physiological, and social conditions of different students as well as various strategies for working with children at risk. This section of the course will focus on the specific issues of culture and English Language Learners. Reflections for the content of this course will be written in conjunction with the assigned field placement. Topics include diversity as it relates to culture, and English language learners.

Grade Basis: L
Credit hours: 1.0
Lecture hours: 1.0

Restrictions:

- Offered every other Fall term

EDUC 4480 - Senior Seminar

This course is designed to explore current issues in elementary education. Teacher candidates choose topics, examine research, and present information in a workshop format. Another focus of the course is classroom management, lesson presentations, and peer critiques. In addition, teacher candidates have the opportunity to discuss field experiences in connection with Education's Conceptual Framework along with national and state standards.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Spring terms

EDST 4481 - Senior Seminar in Education Studies

This course examines what international education is today and how it was developed. Emphasis is placed on equipping students with the skills and knowledge needed to foster intercultural awareness and global citizenship in educational and workplace settings. An Education Studies Capstone assignment is also complete in this course.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Spring terms

EDUC 4489A - Introduction to Clinical Practice I

introduction to Clinical Practice I is a field experience in one of the three elementary grade bands with pre-service teachers gradually assuming responsibility for small group instruction under the supervision of a cooperating teacher. Candidates are evaluated through a rigorous performance-based assessment process based on national standards. Candidates participate in classroom teaching and observation, planning 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. A grade of "B" or better is required in this course.

Grade Basis: L

Credit hours: 1.0
Lecture hours: 1.0

Restrictions:

- offered in spring terms

EDUC 4489B - introduction to Clinical Practice II

Introduction to Clinical Practice II is a field experience in one of the three elementary bands with pre-service teachers gradually assuming responsibility for instruction under the supervision of a cooperating teacher. 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. Several seminars are held in conjunction with these experiences and a variety of topics are addressed. Portfolio elements are required. A grade of "B" or better is required in this course.

Grade Basis: L
Credit hours: 2.0
Lecture hours: 2.0

Restrictions:

- Offered in Fall terms

EDUC 4489C - Introduction to Clinical Practice III

Introduction to Clinical Practice III is a field experience in one of the three elementary bands with pre-service teachers gradually assuming responsibility for instruction under the supervision of a cooperating teacher. 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. Several seminars are held in conjunction with these experiences and a variety of topics are addressed. Portfolio elements are required. A post-planning experience is required. A grade of "B" or better is required in this course.

Grade Basis: L
Credit hours: 2.0
Lecture hours: 2.0

Restrictions:

- offered in spring terms

EDUC 4490A - Elementary Education Clinical Practice

This course provides a co-teaching experience for a minimum of thirteen (13) weeks. Pre-service teachers will be assigned to diverse public schools and gradually assume responsibility for working with groups and individuals. They participate in classroom teaching and observation, planning and evaluation conferences, and other school-related experiences, with guidance provided by the clinical faculty, gradually assuming total responsibility for the class.

Grade Basis: L
Credit hours: 9.0
Lecture hours: 6.0

Restrictions:

- Offered in Fall terms

EDUC 4490B - Elementary Education Clinical Practice

This course provides a co-teaching experience for a minimum of thirteen (13) weeks. Pre-service teachers will be assigned to diverse public schools and gradually assume responsibility for working with groups and individuals. They participate in classroom teaching and observation, planning and evaluation conferences, and other school-related experiences, with guidance provided by the clinical faculty and College supervisor, gradually assuming total responsibility for the class.

Grade Basis: L
Credit hours: 9.0

Restrictions:

- Offered in Spring terms

EDUC 4490S - Field Experiences Seminar

This course is designed to allow Elementary Education candidates an opportunity to complete field experience requirements necessary to successfully meeting certification requirements. Department chair permission is required.

Grade Basis: L
Credit hours: 1.0
Lecture hours: 1.0

Restrictions:

- Offered in Fall and Spring terms

EDUC 5000 - Adolescent Development with Lab

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 121 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.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Summer

EDUC 5000 - Adolescent Development with Lab

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.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

EDUC 5030A - Research in Curriculum and Instruction

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.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Fall semesters

EDUC 5030B - Research in Curriculum and Instruction 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.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Summer

EDUC 5050 - Affirming Diversity in the Classroom: Teaching Reading for Success in Changing Times

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.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

EDUC 5060 - Students with Special Needs

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. A grade of B or better in this course is required for certification.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

EDUC 5700 A - Clinical Practice I

Clinical Practice is a full semester 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. Both pre-planning and post-planning experiences should be completed in conjunction with clinical practices.

Grade Basis: L
Credit hours: 4.0
Lecture hours: 4.0

EDUC 5700 B - Clinical Practice II

Clinical Practice is a full semester 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. Both pre-planning and post-planning experiences should be completed in conjunction with clinical practices.

Grade Basis: L
Credit hours: 4.0
Lecture hours: 4.0

EDUC 5700S - Field Experience Seminar

The course is designed to allow candidates an opportunity to complete field experience requirements or a passing score on the content diagnostics tests. Department Chair permission is required.

Grade Basis: L
Credit hours: 1.0
Lecture hours: 3.0

EDUC 6010 - Assessment and Accountability

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.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

EDUC 6015 - Educational Assessment and Decision Making

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.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

EDUC 6020 - Educational Technology

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 aligns with ISTE Educator and ISTE Student Standards and prepares candidates to teach in face-to-face, flipped, hybrid, and online learning environments.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

EDUC 6030 - Reading in the Content Areas (MAT)

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.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

EDUC 6035 - Social Foundations

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.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

EDUC 6040 - Foundations of Curriculum and Instruction

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.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

EDUC 6050 - Historical Perspectives in Education

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.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

EDUC 6065 - Reading in the Content Areas (M.Ed.)

This course addresses why literacy matters, evidence-based best practices, RTI, new literacies, 123 culturally responsive teaching in diverse classrooms, instruction for content literacy, writing across the curriculum, and learning with trade books.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

EDUC 6066 - Issues in Curriculum and Instruction

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.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

EDUC 6070 - School Law

Using the case method as a way to facilitate classroom discussion, this course offers a comprehensive view of the law that governs the public school system of America. Teachers and administrators will be prepared with knowledge about how the courts affect instructional practices, school-wide curricular decisions as well as local, state and federal educational policy.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

EDUC 6080 - Education of Culturally Diverse Students

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.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

EDUC 6090 - Research Preparation

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.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

EDUC 6100 - Theories of Constructivist Learning

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.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

EDUC 6200 - Internship in the Content Areas

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.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

EDUC 6900 - Professional Skills in the Content Area

Through this course, candidates demonstrate advanced ability to design, implement, and evaluate curriculum that promotes student learning. Particular attention is given to recognizing the needs of students, the contexts which must be considered when planning curriculum, and the philosophical frameworks that undergird curriculum design in the content area. The candidate will know how to evaluate the content area curriculum by using performance data to determine 124 student understanding and to refine curriculum. Advocating for curriculum requires that the candidate develops high standards for professional practice by advancing or promoting issues among their colleagues, specialty professional associations and in the public sphere.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

EDUC 7010 - Developing Professional Learning Experiences

Designing Professional Learning Experiences is designed to enable teachers to become competent instructional leaders through the development of professional learning experiences within their schools. Expanding upon the work completed in both EDUC 7100 and 7200, the use of the educational data collected will inform the curriculum fo interactive workshops that advance a solution to the identified school problem. This

course expands teachers' knowledge and skills using best practices of adult learning instructional strategies along with assessment data to determine the effectiveness of their professional learning plan.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- EDUC 7010 - Developing Professional Learning Experiences

EDUC 7020 - Leading Professional Learning Communities

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.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

EDUC 7035 - Leadership in Curriculum and Instruction

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.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

EDUC 7040 - Adult Learning: Theory and Practice

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.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

EDUC 7050 - Comparative Education

This is a research based course in which candidates are challenged to critically evaluate educational systems, traditions, and policy in other nations and compare those system to practices in the United States. Travel outside the United States may be part of this course.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

EDUC 7070 - Internship: Leadership, Curriculum and Instruction

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.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

EDUC 7075 - Collaborating and Communicating in a School Environment

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.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

EDUC 7085 - Management and Operations

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.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

EDUC 7090 - Research Methods

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.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

EDUC 7100 - Research Topics and Methodology

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.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- EDUC 7090 - Research Methods

EDUC 7200 - Directed Research Seminar

Directed Research Seminar is designed to meet individual needs of the education specialist candidate to prepare for collecting and reporting on his/her project's data. Completion of the methodology paper for the candidate's Graduate Project is satisfied in this course through a discussion of validity and reliability variables as well as a section that describes how results will be analyzed and discussed. The candidate's fieldwork is typically conducted at this time.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

EDUC 7350 - Curriculum Theories and Philosophies

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.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

EDUC 7360 - Curriculum Advocacy

This course prepares teachers and curriculum developers to lead and contribute to the curriculum change process. Research-based strategies are applied to planning, leading and sustaining curricular change. Participants will develop an advocacy plan based on a needs assessment, educational policy, current research and trends.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

EDUC 7380 - Improving Professional Skills

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.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

EDUC 7400 - Internship in Educational Leadership (Technology)

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

Grade Basis: L
Credit hours: 1.0
Lecture hours: 1.0

EDUC 7410 - Internship in Educational Leadership

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

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

EDUC 7420 - Internship in Educational Leadership

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

Grade Basis: L
Credit hours: 1.0
Lecture hours: 1.0

ENGL 0100 - Fundamentals of College Writing

Instruction and practice in the fundamentals of expository writing, including paragraph development, organization, logic, grammar, and mechanics.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Foundations Program

ENGL 1101 - Rhetoric and Composition I

Introduction to expository writing, emphasizing the essay form, the writing process, and rhetorical modes of thesis development.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Spring and Fall terms

ENGL 1101J - Rhetoric and Composition I (with journalism emphasis)

Introductory college writing course that emphasizes reporting, editing, and publishing articles for the campus newspaper’s online and physical platforms. Includes the technical and process elements of ENGL 1101 and satisfies the same general education goals and requirements.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Fall terms
- May be taken in place of ENGL 1101

ENGL 1101S - Rhetoric and Composition I (with sustainability emphasis)

This course provides an introduction to writing and the writing process. Through the topic of sustainability, students learn a wide range of rhetorical skills: drafting and polishing a thesis; organizing an argument; using topic sentences; creating interesting introductions and conclusions. By examining how culture affects us, as well as how we affect culture, the course also aims to stimulate deliberate thinking and active reading skills.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Fall terms
- May be taken in place of ENGL 1101

ENGL 1102 - Rhetoric and Composition II

Introduction to critical thinking and writing about literature, emphasizing reading strategies, analytic writing, research techniques, and modes of documentation.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ENGL 1101 - Rhetoric and Composition I
- ENGL 1101J - Rhetoric and Composition I (with journalism emphasis)
- ENGL 1101S - Rhetoric and Composition I (with sustainability emphasis)

Restrictions:

- Offered in Fall and Spring terms
- Prerequisite for all higher-numbered English courses

ENGL 1102J - Rhetoric and Composition II (with journalism emphasis)

Introduction to critical thinking and writing about literary journalism, emphasizing reading strategies, analytic writing, research techniques, and modes of documentation. Students will also report, edit, and publish articles for the campus newspaper's online and physical platforms

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ENGL 1101 - Rhetoric and Composition I
- ENGL 1101J - Rhetoric and Composition I (with journalism emphasis)

Restrictions:

- Offered in Spring terms
- Prerequisite for all higher-numbered English courses

ENGL 1102S - Rhetoric and Composition II (with sustainability emphasis)

Introduction to critical thinking and writing about literature, emphasizing reading strategies, analytic writing, research techniques, and modes of documentation.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ENGL 1101 - Rhetoric and Composition I
- ENGL 1101S - Rhetoric and Composition I (with sustainability emphasis)

Restrictions:

- Offered in Spring terms
- Prerequisite for all higher-numbered English courses

ENGL 2204 - British Literature I

A survey of British Literature from the Anglo-Saxon period through the eighteenth century. Short critical essays required, at least one with documentation. This course counts toward PGII: Modes of Inquiry (World Civilizations and Humanities) in the Ethos curriculum.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ENGL 1101 - Rhetoric and Composition I
- ENGL 1102 - Rhetoric and Composition II

Restrictions:

- Offered every other Fall

ENGL 2205 - British Literature II

A survey of British literature from the Romantics through the Modern/Postmodern period. Short critical essays required, at least one with documentation. This course counts toward PGII: Modes of Inquiry (World Civilizations and Humanities) in the Ethos curriculum.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ENGL 1101 - Rhetoric and Composition I
- ENGL 1102 - Rhetoric and Composition II

Restrictions:

- Offered every other Spring

ENGL 2206 - American Literature I

A survey of American Literature from the Colonial period through American Romanticism. Short critical essays required, at least one with documentation. This course counts toward PGII: Modes of Inquiry (World Civilizations and Humanities) in the Ethos curriculum.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ENGL 1101 - Rhetoric and Composition I
- ENGL 1102 - Rhetoric and Composition II

Restrictions:

- Offered every other Fall

ENGL 2207 - American Literature II

A survey of American literature from Realism and Naturalism through the Modern/ Postmodern period. Short critical essays required, at least one with documentation. This course counts toward PGII: Modes of Inquiry (World Civilizations and Humanities) in the Ethos curriculum.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ENGL 1101 - Rhetoric and Composition I
- ENGL 1102 - Rhetoric and Composition II

Restrictions:

- Offered every other Spring

ENGL 2212 - Rhetorical Theory

This course introduces undergraduates to the theory that informs the modern practice of teaching composition. Fundamentals of persuasion and human communication are presented as well.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ENGL 1101 - Rhetoric and Composition I
- ENGL 1102 - Rhetoric and Composition II

Restrictions:

- In rotation

WRPS 3340 - Enlightenment Literature

Selected Restoration, Neoclassical, and Pre-Romantic English literature, excluding the novel.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ENGL 1101 - Rhetoric and Composition I

- ENGL 1102 - Rhetoric and Composition II

Restrictions:

- In rotation

ENGL 4450 - Modern & Contemporary Poetry

A study of selected contemporary poets and their poems, including works in translation.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ENGL 1101 - Rhetoric and Composition I
- ENGL 1102 - Rhetoric and Composition II

Restrictions:

- Offered in Spring Terms

ENTR 3000 - Entrepreneurship and Innovation

This course provides students with an understanding of the vital role played by entrepreneurship in today's economy, guiding them through the different stages of the entrepreneurial process, and helping them in developing a basic toolset necessary to plan and launch a new business. The course will have a special focus on creativity and innovation and students will explore both conceptual and practical frameworks for improving the flexibility and originality of their thinking and pursuing innovation.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ACCT 2211 - Principles of Financial Accounting
- ECON 2200 - Principles of Economics
- MGMT 2200 - Foundations in Business

Restrictions:

- Offered in spring semester

ENTR 4100 - Entrepreneurship Lab

This is a project-based course where students will have the opportunity to test their entrepreneurial skills through an experiential learning approach. In this laboratory students will be guided through their selected business venture experience to complete a number of supervised experiential learning activities related to entrepreneurship. Topics including opportunity recognition and assessment, networking, SEO and social media marketing, are interspersed with regular visits from both seasoned and developing entrepreneurs who are willing to share their experiences.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ENTR 3000 - Entrepreneurship and Innovation

Restrictions:

- Offered in spring semester

ENTR 4200 - Social Entrepreneurship

This capstone course builds on the principles of entrepreneurship studied in ENTR 3000. It explores ways to couple business acumen with vision and creativity to solve problems through the development of sustainable mission-based enterprises. Case study analysis, examination of exemplar agencies, exploration of corporate intrapreneurship initiatives, and conversations with established innovators and entrepreneurs are integral to the course.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ENTR 3000 - Entrepreneurship and Innovation

Restrictions:

- Offered in spring semester
- must have senior standing

ETHS 1101 - Ethos Seminar

Ethos Seminar is designed to help students manage the complex personal, professional, and academic aspects of becoming responsible for their own college educations. Students will make connections across disciplines, examine a significant text, and collaborate to develop critical thinking, creative problem-solving, and

communication skills. Student learning outcomes support Ethos programmatic goals related to information literacy, modes of inquiry, and global citizenship. Transfer students with 30 or more earned hours may be exempted from the ETHOS 1101/1102 requirement.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered every fall.

ETHS 1102 - Ethos Lab

Drawing on the themes and discussions from ETHS 1101, ETHS 1102 focuses on a semester-long reading, project, performance or other substantial activity. Students remain with their Ethos Seminar professor for both courses, strengthening student/ faculty relationships while further examining the principle pillars/values that underpin life at LaGrange College. Transfer students with 30 or more earned hours may be exempted from the ETHS 1101/1102 requirement.

Grade Basis: L
Credit hours: 1.0
Lecture hours: 1.0

Prerequisites:

- ETHS 1101 - Ethos Seminar

Restrictions:

- Offered every spring.

EXCS 1154 - First Aid: Responding to Emergencies

This course focuses on the identification of emergency situations and selection of correct response. Certification in American Red Cross standard first aid and adult, child, and infant rescue breathing and cardiopulmonary resuscitation is earned upon successful completion of the course.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered on Demand

EXCS 2000 - Introduction to Exercise Science

This course is an introduction to the various sub-disciplines of exercise science including, exercise physiology, biomechanics, exercise and sport psychology, and motor behavior and control. Career and graduate school opportunities and preparations will be discussed.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Fall and Spring Terms

EXCS 2200 - Medical Terminology

This course is designed to familiarize students with the basics of vocabulary used in the medical and health professions. Students will gain an understanding of basic elements, rules of building and analyzing medical words, and medical terms associated with the body as a whole. Utilizing a systems-approach, the student will learn medical terms relating to structure and function, pathology, diagnosis, clinical procedures, oncology, and pharmacology. In addition to medical terms, common abbreviations applicable to each system will be covered.

Grade Basis: AL
Credit hours: 2.0
Lecture hours: 2.0

Restrictions:

- Offered in Fall and Spring terms

EXCS 2251 - Introduction to Physical Education

A survey course of the career choices available in physical education. The students will have opportunities to talk with and observe professionals in various sub-specializations.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered on Demand

EXCS 2311 - Survey of Strength and Conditioning

This course focuses on the examination of proper techniques, concepts, and applications of strength and conditioning principles. Nutritional principles as are related to athletic performance also are discussed.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Spring Term

EXCS 2331 - Healthy LC (Personal Health Issues)

This course allows students to explore basic health issues and principles in depth. Topics may include fitness, diet and weight control, nutrition, human sexuality, stress management, death education, aging, and drug and alcohol education.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Fall and Spring Terms

EXCS 3305 - Sports Psychology

This course examines psychological theories and research related to sport and exercise behavior, providing a broad overview of the major topics in the area. This introductory course is ideal for students who wish to work with athletes in some capacity, pursue a career in physical education teaching and/or coaching, plan on working with individuals in the health and fitness industry, or have a desire to learn more about human behavior in sport and exercise contexts.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- PSYC 1101 - Introduction to Psychology

Restrictions:

- Offered in Fall and Spring Terms

EXCS 3310 - Coaching Theory and Methods

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

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Fall Term

EXCS 3313 - Leadership in Physical Education and Athletics

A study of the leadership skills necessary to implement and conduct physical activity programs and functions.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered on Demand

EXCS 3332 - Prevention and Care of Athletic Injuries/Illnesses

This course focuses on common injuries and illnesses occurring in athletics. Topics include, but are not limited to, heat exhaustion, heat stroke, abdominal injuries, injury management, emergency triage, anatomical instability, blood borne pathogens, and mechanics of injury.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Spring Terms

EXCS 3333 - Yoga for Wellness

A study of the effects that yoga has on all aspects of the human body, including physical, mental, and spiritual. Topics will include breathing techniques, asanas, fasting, meditation, and different disciplines of yoga.

Grade Basis: AL

Credit hours: 2.0
Lecture hours: 2.0

Restrictions:

- Offered on Demand

EXCS 3334 - Advanced Yoga

This advanced course will build on the foundation that the “Yoga for Wellness” course established. “Advanced Yoga ” will emphasize mental focus, body organization, alignment, technique, and core development. This advanced yoga course with martial arts training is designed to bring the student eye to eye with their greatest obstacles, which are perceived physical and mental limitations. This course is one pathway to cultivating the mind/body clarity and power that leads to developing the will.

Grade Basis: AL
Credit hours: 2.0
Lecture hours: 2.0

Restrictions:

- Offered on Demand

EXCS 3352 - Physiology of Exercise

This course is a study of the acute and chronic physiological effects of exercise with primary emphasis on bioenergetics, neuromuscular functions, cardio-respiratory considerations and physical training.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- BIOL 2148 - Human Anatomy and Physiology I
- BIOL 2149 - Human Anatomy and Physiology II

Restrictions:

- Corequisite: EXCS 3352L
- Offered in Fall terms

EXCS 3352L - Physiology of Exercise Lab

Laboratory experience for exercise science majors to accompany topics from EXCS 3352.

Grade Basis: AL

Credit hours: 1.0
Lecture hours: 1.0
Lab hours: 1.0

Prerequisites:

- BIOL 2148 - Human Anatomy and Physiology I
- BIOL 2149 - Human Anatomy and Physiology II

Restrictions:

- Corequisite: EXCS 3352
- Offered in Fall terms

EXCS 3354 - Applied Exercise Anatomy

This course provides an investigation of the human skeletal and neuromuscular systems as they relate to exercise performance. Emphasis is on the application of gross human anatomy to exercise movements.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- BIOL 2148 - Human Anatomy and Physiology I

Restrictions:

- Offered in Fall terms

EXCS 3360 - Motor Learning and Control

This course examines the behavioral, physiological, and psychological principles underlying motor control and motor learning. Specific topics include classifications and measurement of motor performance; the role and function of sensory processes, perception, memory, and attention; and the delivery of feedback and structure of practice.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Fall terms
- Must be of junior or senior standing

EXCS 4310 - Biomechanics

This course provides a study of the material properties of musculoskeletal tissues. In addition, the effects of the internal and external forces acting on the tissues will be examined. The effects of external forces on human movement will be explored.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- EXCS 3354 - Applied Exercise Anatomy

Restrictions:

- Offered in Spring terms

EXCS 4311 - Principles of Strength and Conditioning

This course is designed for Exercise Science students requiring knowledge and practical experience in strength and conditioning. This course will prepare you to demonstrate and teach weight training exercises, perform a needs assessment of a sport or athlete, program a periodized training plan for a sport or athlete addressing all aspects of training including strength, conditioning, and flexibility.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Spring terms
- Prerequisites: EXCS 3352, 3352L or permission of instructor

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EXCS 4312 - Theories and Principles of Athletic Conditioning

This course focuses on research based training principles involved in athlete development and their application to both well established and more recent theoretical concepts. Discussions will focus on the practicality, feasibility, and the legitimacy of theoretical concepts. Concepts may include periodization, athlete monitoring methods, training techniques, training equipment and current trends in the training and fitness industry.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Fall terms

- Must be a declared Exercise Science major

EXCS 4320 - Exercise Testing and Prescription

This class provides an examination of the considerations given to those with various chronic illnesses and diseases relative to exercise testing and participation. Proper application of fitness assessment and exercise prescription will be stressed. Guidelines recommended by the American College of Sports Medicine will be followed.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- EXCS 3352 - Physiology of Exercise
- EXCS 3352L - Physiology of Exercise Lab

Restrictions:

- Course entry can be obtained through permission of instructor.
- Corequisite: EXCS 4320L
- Offered in Spring terms

EXCS 4320L - Exercise Testing and Prescription Lab

Laboratory experience for exercise science majors to accompany topics from EXCS 4320.

Grade Basis: AL
Credit hours: 1.0
Lecture hours: 1.0
Lab hours: 1.0

Prerequisites:

- EXCS 3352 - Physiology of Exercise
- EXCS 3352L - Physiology of Exercise Lab

Restrictions:

- Student may enroll in the course by permission of instructor.
- Corequisite: EXCS 4320
- Offered in Spring terms

EXCS 4325 - Exercise and Sports Nutrition

This class studies the nutritional needs of strength, endurance and team sport athletes. Recommendations for carbohydrate, fat, and protein feeding will be covered. Aspects

of nutrient timing relative to activity will be addressed. Strategies for hydration will be discussed. Information about sport supplements will be presented as will issues surrounding eating disorder and consequences in athletes.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Spring terms
- Must be of junior or senior standing

EXCS 4330 - Techniques in Human Performance Assessment

This course introduces procedures and protocols for laboratory and field tests used in assessing athlete conditioning. Tests for muscular strength and power, agility, speed, anaerobic capacity, lactate threshold, aerobic capacity, and other physiological measures will be addressed. Sport specific tests also will be covered. Test protocols, procedures, and interpretation will be covered with practical application.

Grade Basis: AL
Credit hours: 2.0
Lecture hours: 2.0

Restrictions:

- Offered in Spring terms
- Prerequisites: EXCS 3352 and 3352L or permission of instructor

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EXCS 4360 - Introduction to Research in Exercise Science

This course examines current research trends in exercise science and addresses the research process in kinesiology. Emphasis is on learning techniques of research in the exercise sciences and the professional presentation of research and related aspects.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- MATH 1114 - Introduction to Statistics

Restrictions:

- Offered in Fall terms
- Must be of junior or senior standing

EXCS 4380 - Senior Seminar Exercise Science

This course is designed to build upon all experiences from previous exercise science courses and prepare students for placement after graduation. As this course serves as a culmination of previous EXCS courses, it should not be taken until the senior year. Coursework will be focused around exercise science career preparation.

Grade Basis: AL
Credit hours: 2.0
Lecture hours: 2.0

Restrictions:

- Offered in Spring terms
- Must be declared major and of senior standing

EXCS 4400 - Internship

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 such as physical and/or occupational therapy offices, health clinics, fitness gyms, coaching assignments, etc. Assignments may also include selected readings, public presentation, and a final portfolio containing essays, weekly journal, and supporting material. The internship must first be discussed with the student's advisor prior to beginning the internship. Information from this meeting will then be transferred to the Career Development Center for placement. The application process is unique to each facility.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Fall, Interim, Spring, and Summer Terms
- Internship can count as 3-6 credit hours

EXCS 4495 - Independent Study I

This course allows students to pursue a special problem or topic beyond those encountered in any formal course.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered on Demand
- Prerequisites are determined by Instructor

- Credits Vary

EXCS 4496 - Independent Study II

This course allows students to pursue a second special problem or topic beyond those encountered in any formal course.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered on Demand
- Prerequisites are determined by Instructor
- Credits Vary

FILM 1008 - Cinema Survey

This course will survey the cinema from the perspective of film history and theory, cinematic aesthetics, film industry and technology, and film production modes and genres. Emphasis will be placed on developing and refining active viewership skills and articulating thoughtful film analysis, as well an understanding of the development of film as a medium.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

FILM 2001 - Intro To Film and Video Production

This foundational Film & Media Arts course provides a survey of the roles, departments, and processes in all phases of film and video production, and hands-on production experience, developing skills relevant to the creation of short films, art films, music videos, industrial and corporate presentations, video documentation, and basic digital media management.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

FILM 3001 - Audio Techniques of Film, Video, and Television

This advanced Film & Media Arts course focuses on production and postproduction techniques for audio as used in film and video production, TV, and in various digital media. These techniques include sound design, Foley, SFX, NAT sound, A.D.R., music layback, environmental synthesis, and digital encoding.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

FILM 3002 - Cinematography and Lighting

This advanced Film & Media Arts course is designed to give the student a broad and functional appreciation of the cinematic image. Image capture techniques and practical applications of professional image production in the studio, as well as in the field, presented in a theoretical context, using industry standard equipment and facilities.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

FILM 3003 - Script Writing

This advanced Film & Media Arts course is designed to introduce students to the fundamentals of writing for visual media. Students will concentrate on developing scripts for a variety of specific audiences and formats including film, television, online, advertising, and educational media.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

FILM 3460 - Production. Project 1

TBA

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

FILM 4460 - Production Project 2

This Production Project course will be taken in the senior year and will result in the completion and presentation of an independent work in the documentary mode. Students will also lead a collaborative documentary production team formed from the concurrently enrolled junior cohort of students, and may also include collaborators, production assistants, and talent from outside the enrolled class. Students will study, critically analyze, and lead class discussions on the documentary form.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

FILM 4470 - Internship

A supervised, practical “real world” experience in a professional off-campus environment. May be repeated for credit. Course may be taken for 1-3 credits.

Grade Basis: AL
Credit hours: 1.0
Lecture hours: 1.0

Restrictions:

- Fall, Interim, Spring

FILM 4488 - Capstone 1

The Capstone course progression in Film & Media Arts is an intensive studio course in which students author a 4-10 minute short film within the modality of their choosing, or alternative, faculty approved creative work, and will result in a public screening of the final project from the enrolled student that will be accompanied by a production and written defense. In the first semester of Capstone, students will conduct the pre-production phase, including concept development, budgeting, casting and crewing, scheduling, and locking all scripted production elements and requisite equipment, as well as the Production Phase, including principal photography (video capture), and the capture of any additional assets including location sound, gathering archival materials, etc.

Grade Basis: AL
Credit hours: 2.0
Lecture hours: 1.0
Lab hours: 1.0

FILM 4489 - Senior Capstone Project 2

TBA

Grade Basis: AL
Credit hours: 1.0
Lecture hours: 1.0

FNCE 3353 - Corporate Finance

Part I of this course looks at the management of existing resources, including the use of financial statements and ratio analysis in assessing the firm’s financial health, its strengths and weaknesses, recent performance and future prospects. Emphasis is placed on the ties between a company’s operating activities and its financial performance. Part II examines financial forecasting with emphasis on managing growth. Part III considers the financing of the firm’s operations with a close look at financial leverage. And Part IV addresses the use of discounted cash flow techniques to evaluate investing opportunities.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ACCT 2211 - Principles of Financial Accounting
- ECON 2200 - Principles of Economics
- MGMT 2200 - Foundations in Business

Restrictions:

- Offered in fall and spring semesters

FNCE 4000 - Entrepreneurial Finance

The course explores the financing of startups and small businesses from the perspective of both the entrepreneur and investors. Students will learn about valuation and terms of financing as well as different funding options for new firms, such as micro-finance, crowd-funding, angel investing, and venture capital.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ENTR 3000 - Entrepreneurship and Innovation

Restrictions:

- Offered in fall semester

FNCE 4100 - Sports Sales and Fundraising

This course provides a comprehensive overview for the fundraising, donor relations, non-profit, premium seating, and ticket sales profession. Students are provided with an ethical foundation and are introduced to basic terminology and concepts in the field. Topics will include major gift fundraising, annual funds, booster club organizations, priority seating programs, and benefits, the importance of donor research in the fund raising process, and the process from development to the transaction. Students will gain real experience in developing new skills for the job market.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- SPMG 3000 - Introduction to Sports Management

Restrictions:

- Offered in fall semester

FREN 1101 - Beginning French I

A course for beginners with intensive practice in pronunciation, essentials of grammar, and reading of simple prose.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Fall

FREN 1102 - Beginning French II

A continuation of FREN 1101.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- FREN 1101 - Beginning French I

Restrictions:

- Spring
- Permission of course can be granted from instructor

FREN 2103 - Intermediate French I

A continuation of FREN 1102 with additional readings.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- FREN 1102 - Beginning French II

Restrictions:

- Fall
- Permission of course can be granted from instructor

FREN 2105 - Intermediate French II

A systematic and thorough review of French grammar, with emphasis on the production of speech. Not open to students fluent in French.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- FREN 2103 - Intermediate French I

Restrictions:

- Spring
- Permission of course can be granted from instructor

FREN 2199 - Francophone Travel Seminar

A travel-study seminar composed of preliminary academic preparation followed by contact with the culture through travel in the selected French-speaking country.

Grade Basis: AL
Credit hours: 1.0
Lecture hours: 1.0

Prerequisites:

- FREN 1101 - Beginning French I
- FREN 1102 - Beginning French II
- FREN 2103 - Intermediate French I

Restrictions:

- On demand
- Permission of course can be granted from instructor and program coordinater of Modern Languages

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FREN 3000 - French Conversation

The goal of this course is to help students improve their (1) vocabulary, (2) aural comprehension / listening skills, and (3) oral production / speaking skills. Notice: This course will no longer be taught after Spring 2022

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- FREN 2105 - Intermediate French II

Restrictions:

- On demand
- Permission of course can be granted from instructor

FREN 3001 - Advanced Grammar and Composition

The objective of this course is to allow the participants to improve their composition skills in French. The course has three major components: grammar review and refinement; reading and analysis of various kinds of texts, both literary and journalistic; a variety of composition assignments involving such techniques as description, analysis, persuasion, and managing complicated chronologies. Participants can expect to improve their command of French grammar, to increase their vocabulary, and to develop appropriate strategies for writing good compositions. Notice this course will not be taught after Spring 2022.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- FREN 2105 - Intermediate French II

Restrictions:

- On demand
- Permission of course can be granted from instructor

FREN 3002 - French Civilization

Concentrating on political and social history, rather than on “high culture,” this course is designed to introduce the moments and personages who have defined France and what it is to be French across the centuries. Some high points include Roman Gaul, the Carolingian Renaissance, St. Louis and the high Gothic Period, Jeanne d'Arc and the Hundred Years' War, Renaissance and Reform, Louis XIV and Versailles, the Revolution, Napoléon, Revolution and Restoration in the 19th century, and France at war in the 20th century. Notice: This course will no longer be taught after Spring 2022

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- FREN 2105 - Intermediate French II

Restrictions:

- On demand
- Permission of course can be granted from instructor

FREN 3003 - Introduction to French Literature

An introduction to representative writers from the Middle Ages to the Revolution. Attention is paid to the changing social and cultural contexts in which the literature was produced; emphasis is on enduring humanistic values. Notice: This course will not be taught after Spring 2022.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- FREN 2105 - Intermediate French II

Restrictions:

- Every other year
- Permission of course can be granted from instructor

FREN 3004 - Francophone Literature and Culture

This class seeks to improve the reading, writing, speaking, and listening skills of students studying French, particularly with the goal of preparing those students who wish to study upper-division French. These four skills are integrated into the body of the course and developed simultaneously.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- FREN 3002 - French Civilization
- FREN 3003 - Introduction to French Literature

Restrictions:

- On demand

FREN 3110 - Special Topics

Topics will change, so students may repeat this course for credit. Notice: This course will no longer be taught after Spring 2022.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- FREN 2103 - Intermediate French I

Restrictions:

- On demand
- Permission of course can be granted from instructor

HIST 1101 - World Civilization I

Survey course on the development of world civilization up to 1660.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Fall terms
- May substitute for a CORE Humanities course

HIST 1102 - World Civilization II

Survey course on the development of world civilization from 1660 to the present.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Spring terms
- May substitute for a CORE Humanities course

HIST 1111 - History of the United States to 1865

Emphasis on the Colonial, Revolutionary, early national, and Civil War periods.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Fall terms
- May substitute for a CORE Humanities course

HIST 1112 - History of the United States, 1865 to the Present

Emphasis on Reconstruction, liberal nationalism, New Deal, and postwar periods.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Spring terms

HIST 2490 - Research Methods in History

This course is required of all history majors. It acquaints the student with the basic components of historical methodology and research.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Spring terms

HIST 2200 - Masters of War: Classical Strategic Thought

This course considers the works of key figures in the history of strategic thinking, both on and off the battlefield. Figures studied include: Sun Tzu, Alexander of Macedon, Machiavelli, Clausewitz, Alfred Mahan, Mao Tse-Tung et al. The course can serve as part of the military history minor or must be taken as HIST 3200 to count as an elective in the History major.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered on demand

HIST 2499 - Special Topics

A course offered at the first-year/sophomore level, focusing on a specialized topic in the field of history. Also offered as HIST 4499 for junior/senior level credit.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered on demand

HIST 2500 - Military History Studies: Special Topics.

Military History Studies topics course offers students the opportunity to study not just warfare, its battlefield tactics and strategy, but the social, economic and political forces that shaped the specific conflict being examined. The courses seeks to encourage students to consider the human equation in all its complexity through a careful analysis of the specific conflict and its historical significance. Also offered as HIST 3500 for junior/senior level credit.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered on demand

HIST 3000 - Public History

This course provides an overview of public history, exploring the many arenas in which one can apply the practical use of historical research, analysis, writing, and presentation in non-teaching fields. Students learn what constitutes public history, understand the techniques and practices associated with it, and develop a critical assessment of the public history field and the contemporary issues facing public historians. The course also aims to improve students' abilities to apply historical skills and knowledge, especially in their presentation of information to general audiences outside of academia.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered on demand

HIST 3200 - Masters of War: Classical Strategic Thought

This course considers the works of key figures in the history of strategic thinking, both on and off the battlefield. Figures studied include: Sun Tzu, Alexander of Macedon, Machiavelli, Clausewitz, Alfred Mahan, Mao Tse-Tung et al. The course can serve as part of the military history minor when taken as HIST 2200 or must be taken as HIST 3200 to count as an elective in the History major.

Grade Basis: AL
Credit hours: 3.0

Lecture hours: 3.0

Restrictions:

- Offered on demand

HIST 3301 - The Greco-Roman World

A study of Greco-Roman civilization from its birth in ancient Greece through the collapse of the western Roman Empire in the fifth century A.D.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Fall terms

HIST 3302 - The Middle Ages, 350-1350

This course offers a comprehensive study of the development of medieval civilization from the late fifth century to the late fourteenth century.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Spring terms

HIST 3305 - The Islamic World to 1500

This introductory survey course will examine the development of Islam, its growth and diversification from its birth in seventh century C.E. Arabia through the Ottoman conquest of Constantinople in 1453.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered on demand

HIST 3310 - Constitutional History of the United States to 1900

An analysis of fundamental constitutional development from 1776 to 1900.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered on demand

HIST 3311 - Constitutional History of the United States, 1901 to the Present.

An analysis of fundamental constitutional development from 1901 to the present.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered on demand

HIST 3315 - Georgia History

A study of Georgia History from the pre-colonial period to the present, with emphasis on the historical, social, economic, and political development of the State.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered on demand

HIST 3317 - Colonial America

This course examines the colonial history of British North America during the seventeenth and eighteenth centuries.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered on demand

HIST 3319 - Nineteenth-Century America

This course examines the history of the United States over the course of the 1800s, tracing its developments from a fledgling nation, through internal divisions, to its

rise as an industrial world power. Themes may include race, gender, Jeffersonian republicanism, popular democracy, territory and war, the frontier, expansion and imperialism, and industrialization.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered on demand

HIST 3320 - The Renaissance and the Reformation, 1350-1600

This course offers a detailed study of the civilization of Renaissance and Reformation Europe. Primary focus is on the artistic and religious achievements of the period 1350 to 1600.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Fall terms

HIST 3330 - The Medieval Church and Papacy

This course examines the institutional and cultural history of the medieval church, with special emphasis on the role of the papacy and its impact on medieval civilization.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Spring terms

HIST 3361 - History of England to 1689

A political, economic, social, and cultural history of England from 55 B.C. to 1689.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered on demand

HIST 3362 - History of England, 1689 to the Present

A political, economic, social, and cultural history of England from 1689 to the present.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered on demand

HIST 3372 - Europe, 1660-1870

A comprehensive survey of European history from the reign of Louis XIV through the rise of the modern German state in 1870.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Fall terms

HIST 3374 - Europe, 1870 to the Present

A comprehensive survey of European history from the Bismarckian Era to the present.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Spring

HIST 3378 - European Diplomatic History, 1890 to the Present

A detailed examination of European international relations from 1890, the end of the Bismarkian system, to the present.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- On Demand

HIST 3380 - History of China

This course is a survey of Chinese history from the earliest historic periods to the close of the twentieth century and will cover a variety of topics throughout multiple periods in Chinese history including philosophies of Confucianism, Legalism, Daoism, and Buddhism, Chinese statecraft, political and economic history, the intersections of society and commerce, gender, technology, agriculture, institutional history, diplomacy, and trends in Anglophone China historiography.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- On Demand

HIST 3416 - Twentieth-Century America

An intensive study of the United States during the twentieth century.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- On Demand

HIST 4486 - National History Day Service Seminar

This service seminar combines a focused study of applied public history with service ‘in the field.’ Students will actively engage in public history by providing mentoring services to middle and high school students through the National History Day Program.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- On Demand

HIST 4490 - Senior History Seminar

A study of historiography and research methods and materials.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Spring
- Senior History Major or permission of the professor and the Chair of the Department
- This course may be attempted only twice.

HIST 4499 - Special Topics

A course offered at the junior/senior level, focusing on a specialized topic in the field of history.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- On Demand

LANG 1102 - Beginning Language II

A continuation of LANG 1101.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered on demand.

MATH 0100 - Elementary Algebra for College Students

An introduction to algebra. Topics include instruction in real numbers, graphs, algebraic expressions, equations, and polynomials.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Fall and Spring terms.

MATH 1101 - College Algebra

A study of sets, real numbers, operations, order, inequalities, polynomial factoring, functions, graphs, exponents, first- and second-degree equations, and systems of equations.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Students may be placed into this course.
- Offered in Fall and Spring terms.

MATH 1114 - Introduction to Statistics

An introduction to probability and statistics. Topics include descriptive statistics, probability, normal probability, confidence intervals, hypothesis testing, and linear regression. Students need choose only one of the three prerequisites listed below.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- MATH 1101 - College Algebra
- MATH 1221 - Precalculus
- MATH 2221 - Analytic Geometry and Calculus I

Restrictions:

- Offered in Fall and Spring terms.

MATH 1115 - Finite Mathematics

An introduction to finite mathematics, which is a collection of mathematical topics that are highly applicable in the real world, but do not involve the infinite processes of calculus. Topics include matrices and solutions to linear equations (including linear programming problems), elementary probability and applications, and applications to personal finance. Students need choose only one of the three prerequisites listed below.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- MATH 1101 - College Algebra

- MATH 1221 - Precalculus
- MATH 2221 - Analytic Geometry and Calculus I

Restrictions:

- Offered as needed

MATH 1120 - Problem Solving

Individual and small-group problem solving geared toward real-life situations and nontraditional problems. The course focuses on a number of problem-solving strategies, such as drawing a diagram, eliminating possibilities, making a systematic list, looking for a pattern, guessing and checking, solving an easier related problem and sub-problems, using manipulatives, working backward, acting it out, unit analysis, using algebra and finite differences, and others. Divergent thinking and technical communication skills of writing and oral presentation are emphasized. Students need choose only one of the three prerequisites listed below.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- MATH 1101 - College Algebra
- MATH 1221 - Precalculus
- MATH 2221 - Analytic Geometry and Calculus I

Restrictions:

- Offered in Fall and Spring terms, as needed.

MATH 1221 - Precalculus

A study of calculus-oriented algebra and trigonometry. Topics include simplifying algebraic expressions, solving equations, exponential and logarithmic functions, applications of functions, graphs, and the trigonometric functions.

Grade Basis: ALP
Credit hours: 4.0
Lecture hours: 4.0

Prerequisites:

- MATH 1101 - College Algebra

Restrictions:

- Satisfactory Mathematics testing placement may also enable a student to take this course.

- Offered in Fall and Spring terms.

MATH 2221 - Analytic Geometry and Calculus I

An introduction to differentiation and integral calculus. Topics include limits, differentiation and applications, integration, and the calculus of exponential and logarithmic functions.

Grade Basis: AL
Credit hours: 4.0
Lecture hours: 4.0

Prerequisites:

- MATH 1221 - Precalculus

Restrictions:

- A grade of C- or better in MATH 1221 or satisfactory Mathematics placement recommendation.
- Offered in Fall and Spring terms.

MATH 2222 - Analytic Geometry and Calculus II

A continuation of MATH 2221. Topics include the applications of integration, the calculus of inverse trigonometric functions, techniques of integration, indeterminate forms, improper integrals, sequence and series, and the parametric equations, and the polar coordinates.

Grade Basis: AL
Credit hours: 4.0
Lecture hours: 4.0

Prerequisites:

- MATH 2221 - Analytic Geometry and Calculus I

Restrictions:

- A grade of C- or better in MATH 2221 or appropriate AP credit for MATH 2221.
- Offered in Fall and Spring terms.

MATH 2223 - Analytic Geometry and Calculus III

A continuation of MATH 2222. Topics include vectors and vector-valued functions of several variables, multiple integration, and vector analysis.

Grade Basis: AL
Credit hours: 4.0

Lecture hours: 4.0

Prerequisites:

- MATH 2222 - Analytic Geometry and Calculus II

Restrictions:

- C- or better in MATH 2222
- Appropriate AP credit for MATH 2221 and 2222.
- Offered in Spring terms.

MATH 2230 - Programming for the Sciences

A first course in programming in MATLAB, including basic programming concepts such as: data types, control structures, arrays, files, and the mechanics of running and debugging code. There are additionally some applications involving mathematical concepts.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- MATH 2221 - Analytic Geometry and Calculus I

Restrictions:

- Offered in Fall semesters of odd years, as needed.

MATH 2231 - Technical Writing for Science

A course in the understanding and learning of a typesetting system (LaTeX) for producing technical and scientific documentation.

Grade Basis: L
Credit hours: 1.0
Lecture hours: 1.0

Prerequisites:

- MATH 2221 - Analytic Geometry and Calculus I

Restrictions:

- Offered as needed.

MATH 2301 - Introduction to Mathematical Proof

An introduction to types of mathematical proof, with a focus on written communication skills. Topics include logical reasoning, direct proofs, proof by contradiction, mathematical induction, recursion, set theory, functions, and relations.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- MATH 2221 - Analytic Geometry and Calculus I

Restrictions:

- Offered annually.

MATH 3000 - Differential Equations

An introduction to differential equations. Topics include the study of first and second-order differential equations, first-order systems, linear systems, Laplace transforms, and numerical methods.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- MATH 2223 - Analytic Geometry and Calculus III
- MATH 2230 - Programming for the Sciences

Restrictions:

- MATH 2223, 2230 can be either prerequisites or corequisites.
- Students can be added by permission of instructor.
- Offered in Fall terms.

MATH 3092 - Data Science

An introduction to the discipline of data science. Topics include data management, statistical analyses of data, estimation of model parameters to collected data, machine learning algorithms, and visualizations. Students will implement or employ computational tools to analyze real-world problems, draw meaningful conclusions, and report their findings.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- MATH 2221 - Analytic Geometry and Calculus I
- MATH 2230 - Programming for the Sciences

Restrictions:

- Offered in Spring semesters of even years, as needed.

MATH 3185 - Mathematical Modeling

A thorough introduction to mathematical modeling techniques. Topics include the quantification of physical processes, model predictions and natural systems, and model comparisons and results.

Grade Basis: ALP
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- MATH 2221 - Analytic Geometry and Calculus I
- MATH 2230 - Programming for the Sciences

Restrictions:

- Offered in Spring semesters of odd years, as needed.

MATH 3225 - Introduction to Partial Differential Equations and Boundary Value Problems

Topics include Fourier Series, the Wave Equation, the Heat Equation, Laplace's Equation, Dirichlet Problems, Sturm-Liouville Theory, the Fourier Transform, and Finite Difference Numerical Methods.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- MATH 3000 - Differential Equations

Restrictions:

- Offered as needed.

MATH 3306 - College Geometry

A study of the concepts of plane Euclidean geometry, with an introduction to coordinate geometry and non-Euclidean geometries. Offered on demand.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- MATH 2221 - Analytic Geometry and Calculus I

Restrictions:

- Offered as needed.

MATH 3316 - Probability Theory

An Introduction to probability theory. Topics include random variables, method of enumeration, conditional probability, Baye's theorem, discrete distributions (binomial distribution, and Poisson distribution), continuous distributions (uniform distribution, exponential distribution, gamma distribution, chi-square distribution, and normal distributions), Multivariate distributions.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- MATH 2222 - Analytic Geometry and Calculus II

Restrictions:

- Offered in Spring semesters of even years, as needed.

MATH 3317 - Mathematical Statistics

An introduction to the mathematical theory of statistics. Topics include estimation and maximum likelihood estimates, sampling distributions, confidence intervals, and hypothesis testing.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- MATH 3316 - Probability Theory

Restrictions:

- Offered as needed.

MATH 3335 - Linear Algebra

An introduction to linear algebra and matrix theory. Topics include vectors, systems of linear equations, matrices, eigenvalues, eigenvectors, and orthogonality.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- MATH 2221 - Analytic Geometry and Calculus I
- MATH 2230 - Programming for the Sciences

Restrictions:

- Permission of instructor may grant access if the student does not meet one/both prerequisites.
- Offered in Spring terms, as needed.

MATH 3340 - History of Mathematics

An historical development of mathematical concepts.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- MATH 2221 - Analytic Geometry and Calculus I

Restrictions:

- Offered as needed.

MATH 3380 - Discrete Mathematics

An introduction to discrete mathematics. Topics include set theory, combinatorics, recurrence relations, linear programming, and graph theory.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Fall semesters of even years, as needed.

MATH 3382 - Combinatorial Design Theory

A study of techniques used for constructing combinatorial designs. Basic designs include triple systems, Latin squares, and affine and projective planes.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- MATH 2221 - Analytic Geometry and Calculus I

Restrictions:

- Offered in Fall terms of odd years, as needed.

MATH 4323 - Complex Variables

An introduction to complex variables. Topics include complex numbers, analytic functions, elementary functions, complex integration, series representations for analytic functions, residue theory, and conformal mapping.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- MATH 2223 - Analytic Geometry and Calculus III

Restrictions:

- Offered in Spring terms of odd years, as needed.

MATH 4333 - Modern Algebra I

An introduction to modern abstract algebra.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- MATH 2222 - Analytic Geometry and Calculus II

Restrictions:

- Offered in Fall semesters of odd years, as needed.

MATH 4334 - Modern Algebra II

A continuation of Modern Algebra I.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- MATH 4333 - Modern Algebra I

Restrictions:

- Offered as needed.

MATH 4343 - Analysis I

An introduction to Analysis.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- MATH 2223 - Analytic Geometry and Calculus III

Restrictions:

- Offered in Fall semesters of even years, as needed.

MATH 4344 - Analysis II

A continuation of Analysis I.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- MATH 4343 - Analysis I

Restrictions:

- Offered as needed.

MATH 4350 - Senior Capstone

A study of problem-solving techniques selected from the spectrum of Mathematics coursework required to complete a Mathematics major at LaGrange College. Topics come from a variety of areas, including algebra, trigonometry, geometry, calculus, discrete mathematics, probability and statistics, and mathematical reasoning and modeling.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Senior standing
- Permission of instructor
- Offered in Spring terms, as needed.

MATH 4410 - Numerical Methods I

An introduction to numerical analysis with computer solutions. Topics include Taylor series, finite difference, calculus, roots of equations, solutions of linear systems of equations, and least- squares. Offered on demand.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- MATH 2222 - Analytic Geometry and Calculus II

Restrictions:

- Offered as needed.

MATH 4411 - Numerical Methods II

A second course in numerical analysis with computational solutions. Topics include solutions to ordinary and partial differential equations, higher-order quadratures, curve-fitting, and parameter estimation.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- MATH 4410 - Numerical Methods I

Restrictions:

- Offered as needed.

MATH 4460 - Internship

Internship.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Requires faculty supervisor.
- As needed

MATH 4495 - Independent Study in Mathematics I

This course allows students to pursue a special problem or topic beyond those encountered in any formal course. Course may be offered for variable credit.

Grade Basis: LP
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Prerequisites will be determined by the instructor, based on the material to be studied.
- Offered as needed.

MATH 4496 - Independent Study in Mathematics II

This course allows students to pursue a second special problem or topic beyond those encountered in any formal course. This course may be taken for variable credit.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Prerequisites will be determined by the instructor, based on the material to be studied.
- Offered as needed.

MATH 4499 - Special Topics in Mathematics

Special topics in Mathematics.

Grade Basis: L

Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Prerequisites will be determined by the instructor, based on the material to be studied.
- Offered as needed.

MGMT 2200 - Foundations in Business

Businesses – whether large or small, public or private, product or service oriented, traditional corporate model or mission-based – have much in common. Students explore those commonalities in the course, which offers an introduction to the functional areas of business. The course is designed around a business simulation called BizCafé, in which entrepreneurial teams managing all aspects of a small coffee shop for nine weeks, developing creative, critical thinking, and problem-solving skills and gaining insights into the integrative approach required in today's business world.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in fall and spring semesters

MGMT 3312 - Business Communication

This course provides an opportunity for students to practice all forms of business communication, including written documents and reports, oral presentations, phone, e-mail, and meetings. Particular consideration will be given to audience analysis, appropriate medium, cultural and gender issues, feedback, and biases affecting communication.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ACCT 2211 - Principles of Financial Accounting
- ECON 2200 - Principles of Economics
- MGMT 2200 - Foundations in Business

Restrictions:

- Offered in Fall and Spring terms

MGMT 3370 - Management and Organizational Behavior

The course explores the art and science of management and examines behaviors at the individual, group, and enterprise levels that advance or hinder work in organizations. The focus will be on understanding how to effectively manage performance and change in today's complex business environment.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ACCT 2211 - Principles of Financial Accounting
- ECON 2200 - Principles of Economics
- MGMT 2200 - Foundations in Business

Restrictions:

- Offered in Fall and Spring terms

MGMT 3372 - Operations Management

A study of the application of the science of management in the operations management environment. Primary emphasis placed on the theories, principles, and tools that improve the efficiency and effectiveness of the operations manager.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- MGMT 3370 - Management and Organizational Behavior

Restrictions:

- Offered on demand.

MGMT 3385 - Management Information Systems

This course teaches students to appreciate and critically evaluate the ways management employs technology to advance the objectives of business and industry. Topics include IT infrastructure and new technologies in use, including AI, managing digital applications to meet operational expectations, and ethical challenges inherent in increased access to customer information. Note: Students may also satisfy this major requirement with the successful completion of DATA 3000.

Grade Basis: AL
Credit hours: 3.0

Lecture hours: 3.0

Prerequisites:

- ACCT 2211 - Principles of Financial Accounting
- ECON 2200 - Principles of Economics
- MGMT 2200 - Foundations in Business

Restrictions:

- Offered in spring semester

MGMT 3392 - International Business

This course is a comprehensive study of the economic forces affecting global commerce and the socioeconomic complexity in which the international manager live and work. The course is designed to provide the student with an understanding of both the global macro-economic environment as well as grasp some of the essentials of managing the micro-economic variables in a global context.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ACCT 2211 - Principles of Financial Accounting
- ECON 2200 - Principles of Economics
- MGMT 2200 - Foundations in Business

Restrictions:

- Offered on demand.

MGMT 3393 - Cultural Aspects of International Business

In today’s global environment, business professionals are likely to work alongside people and organizations whose organizing frameworks and practices are informed by value systems and perspectives that differ from those of the Western world, often resulting in behavior patterns with which many of us are unfamiliar. In this course, students will explore global business models and operations through the lenses of various cultural traditions and orientations and learn why developing cultural intelligence is critical to meeting the challenges and complexities of international business.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- MGMT 3370 - Management and Organizational Behavior

Restrictions:

- Offered in spring semester

MGMT 4451 - Legal and Ethical Environment of Business

This course addresses the legal and ethical implications of business decisions. Using texts, case studies, and current issues, students will study topics including hiring policies and practices, workplace culture, contracts and negotiation, workplace safety, and antitrust issues. The emphasis in each topic covered will be understanding the ethical underpinning of a proposed action or policy.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ACCT 2211 - Principles of Financial Accounting
- ECON 2200 - Principles of Economics
- MGMT 2200 - Foundations in Business

Restrictions:

- Offered in fall and spring semesters

MGMT 4460 - Internship in Business

An internship is designed to give students direct exposure and experience working in a professional environment. It requires, and develops, both content knowledge and soft skills. Pre-majors may consider an exploratory internship in any area; majors are encouraged to complete an internship in the discipline in which they desire to work after graduation. Students will work with the department faculty and the Assistant Director of the Career Planning Center to initiate the internship request. Since this is an academic experience, students will develop a learning contract in collaboration with the site supervisor, will complete written reflections during the semester, and will complete a portfolio at the end of the semester. Students may choose to complete more than one internship, but no more than 6 credit hours may be applied toward the student's graduation requirements.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- must have sophomore standing

MGMT 4492 - Seminar in Global Business

The seminar allows students to conduct in-depth research on a current global business issue. While general guidance is provided by the instructor, students will be expected to work independently on the approved research topic(s) to examine issues from multiple perspectives and to make recommendations to resolve or mitigate those issues. In addition to submitting the research paper, students will present their findings during a scheduled Contact Hour.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- MGMT 3393 - Cultural Aspects of International Business

Restrictions:

- Offered on demand.

MRKT 3380 - Principles of Marketing

This course is designed to expose the student to the basic framework on which marketing and its decisions are based. It provides an understanding of marketing in a changing environment and incorporates the traditional concepts with the realities of business today. It presents the concepts and applications that are relevant to the decision maker and is the foundation for the advanced courses in marketing.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ACCT 2211 - Principles of Financial Accounting
- ECON 2200 - Principles of Economics
- MGMT 2200 - Foundations in Business

Restrictions:

- Offered on demand.

MRKT 4435 - Social Media and Branding

Companies must develop effective branding strategies for their products and services. This course focuses on the strategic essentials of creating strong brands, brand management strategy, and strategies for using social media to build brands. Topics covered through text and simulations include: what constitutes a strong “brand” (from

both marketing and legal perspectives); using brand personalities and cultures to create customer value and loyalty; strategies for building brand equity through positioning and social media; brand leveraging strategies (e.g. brand extensions) and brand alliances (e.g. co-branding). Students will have the opportunity to own certification in Hootsuite and Hubspot.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- MRKT 3380 - Principles of Marketing

Restrictions:

- Offered in spring semester

MRKT 4480 - Advanced Marketing

This course provides training in marketing decision making, using case studies simulating actual business settings to help students develop analytical abilities and sharpen their communication skills. Note: Students may complete SPMG 3100 in lieu of MRKT 4480 to satisfy this major requirement.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- MRKT 3380 - Principles of Marketing

Restrictions:

- Offered on demand

MRKT 4484 - Special Topics in Marketing

A series of “special topic” courses providing students with exposure to issues and concepts not covered in their regular coursework. Prerequisites: senior standing and consent of instructor.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- MRKT 3380 - Principles of Marketing

Restrictions:

- Offered on demand.

MUED 3020 - Choral Conducting

Designed to provide students with in-depth knowledge of choral conducting techniques and literature. Students will study appropriate conducting gestures specific to choral ensembles while acquiring knowledge of the great monuments of choral literature.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- MUSI 3366 - Basics of Conducting

Restrictions:

- Last Offering: Fall 2021

MUED 4475 - Music Student Teaching

This course provides a full-day teaching experience for a minimum of thirteen (13) weeks. Pre-service teachers are assigned to diverse public schools and gradually assume responsibility for working with groups and individuals. They participate in classroom teaching and observation, planning and evaluation conferences, and other school-related experiences, with guidance provided by the cooperating teacher and College supervisor, gradually assuming total responsibility for the class.

Grade Basis: L
Lecture hours: 6.0
Lab hours: 3.0

Restrictions:

- Prerequisites: Successful completion of other Education/Music Education courses, 2.5 GPA

MUSI 1101 - Production & Theory of Music 1

This course focuses on the basic elements of music theory and music production, providing the student with an elementary understanding of musical structure and studio production techniques. Topics include: an introduction to studio production & mixing, scales, key signatures, simple and compound meters, intervals, triads, and seventh chords. Some lab time will be devoted to studio recording, production, and music notation.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Fall

MUSI 3209 - Production & Theory of Music 2

This course focuses on various aspects of diatonic/chromatic harmony, musical style/genre traits, and musical form/structure. Topics include but are not limited to: modulations, phrase structure/analysis, basic part writing, and basic orchestration/ arranging. Some lab time will be devoted to studio recording/production and music notation. Other topics will include basic MAC computer skills, especially as they pertain to music theory and music production. This course may be taken before or after MUSI 2201 & 2202.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- MUSI 1101 - Production & Theory of Music 1

Restrictions:

- Fall

MUSI 2101 - Piano 1

Beginning instruction in piano for music majors with no previous keyboard training. Development of basic reading skills. Open to non-majors with the approval of the instructor.

Grade Basis: AL
Credit hours: 2.0
Lecture hours: 2.0

Restrictions:

- Fall

MUSI 3101 - Piano 2

Continuation of Piano 1 with additional emphasis on sight-reading.

Grade Basis: AL
Credit hours: 2.0

Lecture hours: 2.0

Prerequisites:

- MUSI 2101 - Piano 1

Restrictions:

- Spring

MUSI 3107 - Ensemble

Performance organization(s) providing ensemble experience. May be repeated for credit. Section codes are as follows: LC Singers (A), LC Wind Ensemble (B), LC Jazz Ensemble (C), LC Percussion Ensemble (D), String Ensemble (E), LC Recording Studio Band (F)

Grade Basis: AL
Credit hours: 1.0
Lecture hours: 1.0

Restrictions:

- Fall and Spring

MUSI 3108 - Ensemble

Performance organization(s) providing ensemble experience. May be repeated for credit. Section codes are as follows: LC Singers(A), LC Wind Ensemble (B), LC Jazz Ensemble (C), LC Percussion Ensemble (D), String Ensemble (E), LC Recording Studio Band (F)

Grade Basis: AL
Credit hours: 1.0
Lecture hours: 1.0

Restrictions:

- Fall and Spring

MUSI 1110 - American Music

A broad survey of American music and musical technology from the late 1700s to present.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Spring

MUSI 1112 - Music Survey

A broad survey of music aimed at developing aesthetic awareness and critical analysis of music from diverse styles and genres.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

MUSI 1113 - Ear Training 1

This course is designed to provide the student with basic sight singing and listening skills. Some lab time will be devoted to transcription and notation of simple melodies and basic chord progressions.

Grade Basis: AL
Credit hours: 1.0
Lecture hours: 1.0

Restrictions:

- Fall

MUSI 1114 - Ear Training 2

This course continues the study of basic sight singing and listening skills. Some lab time will be devoted to transcription and notation of simple melodies and basic chord progressions. Topics will include aural identification of cadence types.

Grade Basis: AL
Credit hours: 1.0
Lecture hours: 1.0

Prerequisites:

- MUSI 1113 - Ear Training 1

Restrictions:

- Spring

MUSI 1211 - Commercial Song Writing 1

A weekly seminar hour for the presentation, discussion and critique of compositional and creative student works in progress. Guest lectures and topical presentations will also occur throughout the semester.

Grade Basis: AL
Credit hours: 1.0
Lecture hours: 1.0

Restrictions:

- Fall and Spring

MUSI 3309 - Production & Theory of Music 3

This course focuses on various aspects of diatonic/chromatic harmony, musical style/genre traits, and musical form/structure. Topics include but are not limited to: binary form, rounded binary form, sonata form, strophic form, 32-bar pop song form, church modes, and pitch-class sets. Some lab time will be devoted to studio recording/ production and music notation. Other topics will include basic MAC computer skills, especially as they pertain to music theory and music production. This course may be taken before or after MUSI 1102 & 2202.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- MUSI 1101 - Production & Theory of Music 1

Restrictions:

- Fall

MUSI 2239 - Basics of Singing

Topics covered include: basic vocal technique, vocal anatomy, breath management, maintaining vocal health, vocal registers, theatrics of singing, IPA, and basic score reading.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

MUSI 2240 - Diction for Singers

This course trains students in the use of the International Phonetic Alphabet to pronounce foreign language art songs and arias. Emphasis is on IPA symbols applied to English, Italian, German, and French.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

MUSI 2390 - Audio Engineering

Recording studio instruction in digital audio engineering, focusing on DAW environments: LOGIC and PROTOOLS. Topics include: signal routing; recording console operation; microphone selection, placement and usage; sound mixing; and sound design.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Fall

MUSI 3105 - Applied Lessons

Individual instruction in the student's choice of instrument or voice to develop technical proficiency, repertoire knowledge, and performance skills. May be repeated for credit. (N.B., Composition does not count as a primary applied instrument for degree completion. Refer to "Primary Applied Instrument" above.) Section codes are as follows: Voice (A), Piano (B), Organ (C), Guitar (Classical and Contemporary)(D), Percussion (E), Composition (F), Strings (G), Flute (H), Clarinet (I), Oboe (J), Saxophone (K), Trumpet (L), Trombone (M), Euphonium (N), Horn (O)

Grade Basis: AL
Credit hours: 1.0
Lecture hours: 1.0

Restrictions:

- Fall and Spring

MUSI 3106 - Applied Lessons

Individual instruction in the student's choice of instrument or voice to develop technical proficiency, repertoire knowledge, and performance skills. May be repeated for credit. (N.B., Composition does not count as a primary applied instrument for degree completion. Refer to "Primary Applied Instrument" above.) Section codes are as follows: Voice (A), Piano (B), Organ (C), Guitar (Classical and Contemporary)(D), Percussion (E), Composition (F), Strings (G), Flute (H), Clarinet (I), Oboe (J), Saxophone (K), Trumpet (L), Trombone (M), Euphonium (N), Horn (O)

Grade Basis: AL
Credit hours: 1.0
Lecture hours: 1.0

Restrictions:

- Fall and Spring

MUSI 3210 - Commercial Song Writing 2

Advanced compositional study of large-scale forms and genres. Assigned and student-initiated composition projects that include brass quintet, string quartet, art song, mixed-voiced choir, and chamber orchestra. Students may also compose works that use live or pre-recorded elements and/or techniques, music for video or short film, or other nontraditional means. All completed compositions that meet the required criteria for these listed performing groups will be rehearsed and recorded.

Grade Basis: AL
Credit hours: 1.0
Lecture hours: 1.0

Restrictions:

- Fall and Spring

MUSI 3302 - Music History 2

Music of the Classical, Romantic, and Modern eras, beginning with Beethoven. Course will emphasize historical analysis and criticism, aural identification, and research.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Spring

MUSI 3311 - Advanced Music Theory

Class instruction for musical theory topics of a highly specialized nature. The content of this course will change based upon the expertise of the instructor and the needs of the students. Topics include, but not limited to, pop music form and chord progressions, arranging, Schenkerian Analysis, Nashville numbers, lead sheets and chord charts, etc. May be repeated for credit. May be taken for 1-3 credit hours.

Grade Basis: AL
Credit hours: 1.0
Lecture hours: 1.0

MUSI 3352 - Commercial Music Technology

Class instruction for musical technology topics of a highly specialized nature. Topics will focus on music technologies used in commercial music. The content of this course will change based upon the expertise of the instructor and the needs of the students. Topics include, but are not limited to, microphone techniques, music notation software,

live sound reinforcement, on-the-fly multi-media presentation software, Ableton Live, etc. May be repeated for credit.

Grade Basis: AL
Credit hours: 1.0
Lecture hours: 2.0

Prerequisites:

- MUSI 1101 - Production & Theory of Music 1

Restrictions:

- A student may take the course by permission of instructor.

MUSI 3366 - Basics of Conducting

Conducting techniques, score reading, rehearsal techniques for choral and/or instrumental ensembles.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- MUSI 1101 - Production & Theory of Music 1

Restrictions:

- Fall and Spring

MUSI 3369 - New Media

This course covers techniques for combining video, sound, and sound effects in various creative contexts. Projects include: recording voice over, introductory video recording, basic lighting for video, basic interview techniques, introductory video editing techniques, advanced sound design, and advanced audio editing techniques.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Spring

MUSI 4413 - Business of Music Industry

The study of basic issues pertaining to the music industry which may include: entrepreneurship, music copyrights, music synchronization, musical mechanical licensing, standard music contracts, royalties, artists' advances and contracts, buyouts. Introduction to the major licensing organizations, i.e., ASCAP, BMI, SESAC, and the National Academy of Recording Arts & Sciences, the professional society of musicians.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

MUSI 4460 - Production Project

A special projects course with hands-on participation and teamwork required. Each project is unique; specific content will be publicized in the semester preceding the course offering.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Spring

MUSI 4470 - Internship

A supervised, practical "real world" experience in a professional off-campus environment. May be repeated for credit.

Grade Basis: AL
Credit hours: 1.0
Lecture hours: 1.0

Restrictions:

- Fall, Interim, Spring

MUSI 4480 - Opera Experience

The study of selected operas and operatic excerpts that may result in staged performances.

Grade Basis: AL
Credit hours: 1.0
Lecture hours: 3.0

MUSI 4486 - Special Topics

Class instruction for musical topics of a highly specialized nature. The content of this course will change based upon the expertise of the instructor and the needs of the students. May be repeated for credit.

Grade Basis: AL
Lecture hours: 3.0

MUSI 4488 - Capstone Presentation

The capstone presentation is a senior-level exploration of a faculty-approved music topic.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 1.0

Restrictions:

- Fall and Spring

MUSI 4495 - Independent Study

Approval of instructor.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Approval of instructor

MUTH 2100 - Dance for the Musical Stage

Introductory and Advanced jazz, tap, ballet & musical theatre dance including contemporary Musical Theatre (1950s, 60s, 70s, 80s and 90s) genres of Broadway. This course may be repeated for credit.

Grade Basis: L
Credit hours: 1.0
Lecture hours: 1.0

MUTH 2101 - Dance for the Musical Stage

Introductory and Advanced jazz, tap, ballet & musical theatre dance including contemporary Musical Theatre (1950s, 60s, 70s, 80s and 90s) genres of Broadway. May be repeated for credit.

Grade Basis: L
Credit hours: 1.0
Lecture hours: 1.0

MUTH 3200 - Musical Theatre Performance I

A study of musical theatre performance techniques including song and text analysis and practical performance experience in the preparation of a music theatre repertory for performance.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Consent of instructor

MUTH 3201 - Musical Theatre Performance II

Continuation of 3200

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

MUTH 4352 - History of Musical Theatre I

Intense study of musical theatre genres, composers, lyricists, performers, directors and choreographers and their contributions to this musical form in America from 1750 to the present. Includes consideration of how musical theatre developed and reflected the cultural, social and political landscape of its time.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

NURS 3305 - Nutrition and Health

An introduction to nutrition concepts and current dietary trends, focusing on health promotion. Nutrients are explored with regard to sources, dietary requirements, and health implications.

Grade Basis: AL
Credit hours: 2.0
Lecture hours: 2.0

Restrictions:

- Summer, Fall (On-line course)

NURS 3311 - Health Assessment

This course provides the framework for preparing students to perform comprehensive health assessments on patients. Emphasis is placed on taking a thorough nursing history, performing physiological, psychological, sociological, cultural, and spiritual assessments, as well as identification of stressors and health risks. Laboratory experiences provide an opportunity to practice assessment skills.

Grade Basis: AL
Credit hours: 4.0
Lecture hours: 3.0
Lab hours: 1.0

Restrictions:

- Fall
- Corequisite: NURS 3400, NURS 3312, NURS 3305
- Admission to the BSN program

NURS 3312 - Foundations of Nursing Practice

This course provides an introduction to the professional roles of the nurse in micro- and macrosystems, as well as profession-related and patient care concepts. The nursing process provides a decision-making framework to assist students in developing effective clinical judgment skills. Emphasis is placed on the knowledge and skills needed to provide safe, quality care while developing in the role of a professional nurse. The student is given an opportunity to demonstrate these skills in a clinical and laboratory setting. (3 hrs. class 2 hrs. lab/clinical per week)

Grade Basis: AL
Credit hours: 5.0
Lecture hours: 3.0
Lab hours: 2.0

Restrictions:

- Fall
- Corequisite: NURS 3305, NURS 3310, NURS 3311, NURS 3400
- Admission to the BSN program

NURS 3330 - Maternal and Pediatric Nursing

This course provides an introduction to the professional roles of the nurse in micro- and macrosystems, as well as profession-related and patient-related and patient care concepts. The nursing process provides a decision-making framework to assist students in developing effective clinical judgment skills. Emphasis is placed on the knowledge and skills needed to provide safe, quality care while developing in the role of

a professional nurse. The student is given an opportunity to demonstrate theses skills in a clinical laboratory setting. (5 hr. class, 2 hrs. lab/clinical per week)

Grade Basis: AL
Credit hours: 7.0
Lecture hours: 5.0
Lab hours: 2.0

Prerequisites:

- NURS 3311 - Health Assessment
- NURS 3312 - Foundations of Nursing Practice
- NURS 3400 - Mental Health Nursing

Restrictions:

- Spring
- Corequisite: NURS 3331, NURS 3350

NURS 3331 - Pharmacology in Nursing

This course provides an introduction to the principles of pharmacology, including: pharmacokinetics, pharmacodynamics, medication interactions and potential adverse medication reactions. Emphasis is placed on drug classifications and nursing care related to the safe administration of medication to patients across the life span. (4 hrs. class per week)

Grade Basis: AL
Credit hours: 4.0
Lecture hours: 4.0

Prerequisites:

- NURS 3311 - Health Assessment
- NURS 3312 - Foundations of Nursing Practice
- NURS 3400 - Mental Health Nursing

Restrictions:

- Spring
- Corequisite:NURS 3330, NURS 3350

NURS 3350 - Medical Surgical Nursing I

This course focuses on the care of adult patients with health alterations that require medical and/or surgical intervention. Emphasis is placed on the care of patients with alterations in selected body functions. Concepts of patient centered care, cultural sensitivity, informatics, safe practice, and professionalism are integrated throughout the course. Clinical experiences provide the student an opportunity to apply theoretical

concepts and implement safe patient care to adults in a variety of settings. (3 hrs. class, 6 hrs. lab/clinical per week)

Grade Basis: AL
Credit hours: 5.0
Lecture hours: 5.0

Prerequisites:

- NURS 3311 - Health Assessment
- NURS 3312 - Foundations of Nursing Practice
- NURS 3400 - Mental Health Nursing

Restrictions:

- Spring
- Corequisite: NURS 3331, NURS 3330

NURS 3400 - Mental Health Nursing

This course focuses on the care of patients across the lifespan experiencing cognitive, mental and behavioral disorders. Emphasis is placed on management of patients facing physical, sociocultural, intellectual, spiritual, and emotional and psychological stressors as well as promoting and maintaining the mental health of individuals and families. Concepts of crisis intervention, therapeutic communication, anger management, and coping skills are integrated throughout the course. The community as a site for care and support services is addressed. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe patient care to patients in selected mental health settings. (6 hrs. class, 2 hrs. clinical per week)

Grade Basis: AL
Credit hours: 4.0
Lecture hours: 4.0

Restrictions:

- Fall
- Corequisite: NURS 3311, NURS 3312, NURS 3305
- Admission to BSN program

NURS 3411 - Health Assessment for RNs

This course provides the practicing nurse with theory and skills needed to successfully conduct a comprehensive health history and head-to-toe assessment on persons throughout the lifespan, with emphasis on building knowledge and skill in data acquisition.

Grade Basis: L
Credit hours: 4.0
Lecture hours: 4.0

NURS 3413 - Transition to Professional Nursing

A course focusing on the transition from technical to professional nursing. It addresses the scope and standards of professional nursing practice, the theoretical basis of practice, the ethical and legal components of practice, information management and application of patient care technology, and inter professional communication and collaboration for improving patient health outcomes.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

NURS 3431 - Pharmacology

The purpose of this course is to examine pharmacotherapeutic agents used in the treatment of illness and the promotion, maintenance and restoration of wellness in diverse individuals across the lifespan. It focuses on drug classification, concepts and principles of pharmacology with special consideration for the nursing role in developing a comprehensive approach to the clinical application of drug therapy through the use of the nursing process. Nursing implications relative to the utilization of drug therapy are examined. Safety and legal implications of drug administration are discussed. This course may be challenged by Exam.

Grade Basis: L
Credit hours: 4.0
Lecture hours: 4.0

NURS 3440 - Theories and Policy Perspective

A course designed to enhance knowledge of the relationship between health care policy and professional nursing. This course will explore the broader context of health care including how patient care services are organized and financed, and how reimbursement is structured. Regulatory agencies define boundaries of nursing practice and students need to understand the scope and role of these agencies. There will be discussion of how health care issues are identified, how health care policy is both developed and changed, and how that process can be influenced through the efforts of nurses, other health care professionals, and lay and special advocacy groups. Students are introduced to theories of nursing with an emphasis on developing an understanding of how they are used in evidence-based practice.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

NURS 4430 - Medical Surgical Nursing II

This course focuses on the care of adult patients with complex medical/surgical health problems. Emphasis is placed on helping patients and their families cope with alterations in body functions. Concepts of pharmacology, health promotion and education, evidence based practice, and interdisciplinary collaboration will be integrated throughout the course. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe care to patients and selected groups in a variety of settings. (5 hrs. class, 3 hrs. lab/clinical per week)

Grade Basis: AL
Credit hours: 8.0
Lecture hours: 5.0
Lab hours: 3.0

Restrictions:

- Fall
- Corequisite: NURS 4431, NURS 4440
- All junior level nursing courses

NURS 4431 - Research in Nursing

This course is designed to assist students in developing a sense of inquiry as well as an increased understanding of research strategies. The course will introduce students to the research process with exploration of research designs, sampling strategies, and data analysis methods. Evaluation of research findings and use of nursing research as the basis for evidence-based practice will be emphasized. (3 hrs. class per week)

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Fall
- All junior level nursing courses

NURS 4432 - Senior Capstone/ NCLEX Synthesis

A seminar to assist students in synthesizing learning related to the roles and practices of professional nurses, exploring the health care system and the legal-ethical, sociopolitical, cultural, and professional issues influencing contemporary nursing. A research project is completed and presented from a proposal developed in NURS 4431. (4hrs. class per week)

Grade Basis: AL
Credit hours: 4.0
Lecture hours: 4.0

Restrictions:

- Spring
- Corequisite: NURS 4450, NURS 4460
- All junior level nursing & senior fall courses

NURS 4433 - Medical Surgical Nursing III

This course focuses on advanced concepts of nursing care as they relate to patients across the lifespan with complex, multisystem alterations in health. Emphasis is placed on implementing time management and organizational skills while managing the care of patients with multiple needs and collaborating with the interdisciplinary team. Complex clinical skills, as well as priority setting, clinical judgment, and tenets of legal and ethical practice, are integrated throughout the course.(4 hrs. class per week)

Grade Basis: AL
Credit hours: 4.0
Lecture hours: 4.0

Restrictions:

- Spring
- Corequisite: NURS 4432, NURS 4450
- All junior level nursing & senior fall courses

NURS 4440 - Nursing Care: A Community Focus

This course is intended to introduce students to nursing care of individuals, families, aggregates, communities, and populations. Principles and practices of community health are discussed. Emphasis is placed on assessing factors that influence the health of populations and the use of evidence-based practices in the delivery of spiritually and culturally appropriate health promotion and disease prevention interventions. The role of the nurse as advocate for social justice is explored.(3 hrs. class, 3 hrs. lab/clinical per week)

Grade Basis: AL
Credit hours: 4.0
Lecture hours: 3.0
Lab hours: 1.0

Restrictions:

- Fall
- Corequisite: NURS 4430, NURS 4431
- All junior level nursing courses

NURS 4441 - Community Health

This course is directed toward the nursing care of aggregate systems within a community. Topics include community health nursing roles and basic concepts of community health. The course addresses the implementation of population-focused care through the nursing process, collaboration, and interdisciplinary skills. It includes the importance of health promotion, along with disease and injury prevention, throughout the lifespan and the assistance of individuals, families, groups, communities, and populations to prepare for and minimize consequences of emergencies, including mass casualty disasters, infectious and communicable disease, and bioterrorism. The course includes a practicum where the student integrates concepts from theory within a health care environment. Theory and practicum are designed to build on the student's professional experience and to prepare him or her for population-focused practice in community public health settings where he or she can meet the health needs of the community. The practicum is overseen by the instructor and developed and designed in collaboration with the student.

Grade Basis: L
Credit hours: 4.0
Lecture hours: 4.0

NURS 4444 - Evidenced Based Practice/Research

A course that focuses on professional nursing practice that is grounded in the translation of current evidence into practice. It is designed to assist students in developing a sense of inquiry, including the research process, designs, sampling strategies, data and analysis methods, protection of human subjects and patients, and the dissemination of nursing knowledge to improve patient outcomes. Interim Course [month of January]- Students have the opportunity to take any course offered during the interim period, but Nursing will be offering online course.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

NURS 4450 - Leadership

This course focuses on the knowledge and skills needed to be a nursing leader who can function as a contributing member of the interprofessional team. The development of transformational leadership skills and management techniques needed to coordinate the provision of safe, quality patient-centered care are highlighted. Emphasis is placed on professional behaviors, communication that supports information exchange, collaboration and conflict mediation, ethical comportment and establishment and provision of evidenced based practice. Students will develop the skills of delegation and conflict management. Legal and ethical issues are discussed with a focus on personal accountability and responsibility. Students will be given the opportunity to work one-on-one with a professional nurse in their preceptorship to provide care for a caseload of patients where they can demonstrate professional behaviors, communication skills,

collaboration with healthcare team members and ability to use conflict mediation skills and ethical comportment.(2 hrs. class per week, 180 total hours of clinical practice per student)

Grade Basis: AL
Credit hours: 6.0
Lecture hours: 6.0

Restrictions:

- Spring
- Corequisite: NURS 4432, NURS 4433
- All junior level nursing & senior fall courses

NURS 4460 - Leadership in Nursing

This course focuses on nursing leadership including developing and refining knowledge, skills, and attitudes in working within organizational and community arenas. It also focuses on the actual provision of care and/or supervising care provided by other licensed and non-licensed assistive personnel. This course examines nursing leadership and management through use of a systems approach with a focus on quality and safety of client care. Leadership models, behavior, and strategic planning will be discussed at various organizational levels. Focus is on use of outcome data to evaluate nursing care delivery systems and to proposed quality improvement initiatives. The examination of current practice issues, social justice/diversity issues, and the process of personal/professional development will be included. Leadership and management roles assumed in clinical practice and increasing autonomy in patient care are guided through preceptorial experiences.

Grade Basis: L
Credit hours: 5.0
Lecture hours: 5.0

NURS 4461 - Capstone: Global Health Care Issues, Trends, and Informatics

This course provides an introduction to the concepts and issues related to global health promotion. Special consideration will be given to infectious and communicable diseases, environmental issues, nutrition, and vulnerable populations. International health organizations and governmental policy will also be analyzed. Informatics in healthcare will include how computer-based information systems are designed, developed, and implemented. With innovations in healthcare technology, unique opportunities and challenges for the end-user will be considered and carefully addressed. This course will provide students with a thorough understanding of confidentiality issues surrounding information management. Additionally, participants will gain an understanding of the impact information management systems have on the healthcare team, delivery of care, efficiency and productivity, patient safety, and health outcomes.

Grade Basis: L

Credit hours: 4.0
Lecture hours: 4.0

NURS 4495 - Independent Study in Nursing

For students meeting requirements, the opportunity to pursue special interests beyond those in the formal course of study.

Grade Basis: AL
Lecture hours: 1.0

Restrictions:

- On demand
- Completion of 2/3 nursing major courses, 3.0 GPA, and permission

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PEDU 1102 - Beginning Archery

Basic competencies in archery techniques and safety with experiences in target shooting.

Grade Basis: AL
Credit hours: 1.0
Lecture hours: 1.0

Restrictions:

- Offered on Demand

PEDU 1103 - Badminton

Introduction to the skills, strategies, and rules of badminton.

Grade Basis: AL
Credit hours: 1.0
Lecture hours: 1.0

Restrictions:

- Offered on Demand

PEDU 1104 - Basketball

Basic competencies in the techniques, strategies, and rules of basketball.

Grade Basis: AL
Credit hours: 1.0
Lecture hours: 1.0

Restrictions:

- Offered on Demand

PEDU 1105 - Jogging

Participation in progressive running programs designed to increase cardiovascular endurance.

Grade Basis: AL
Credit hours: 1.0
Lecture hours: 1.0

Restrictions:

- Offered on Demand

PEDU 1106 - Touch Rugby

Introduction to the skills, strategies, and rules of touch rugby.

Grade Basis: AL
Credit hours: 1.0
Lecture hours: 1.0

Restrictions:

- Offered on Demand

PEDU 1108 - Physical Conditioning

Basic assessment, maintenance, and improvement of overall physical fitness.

Grade Basis: AL
Credit hours: 1.0
Lecture hours: 1.0

Restrictions:

- Offered on Demand

PEDU 1109 - Beginning Golf

Introduction to the basic skills, strategies, and rules of golf. Field trips to city golf courses.

Grade Basis: AL
Credit hours: 1.0
Lecture hours: 1.0

Restrictions:

- Offered on Demand

PEDU 1111 - Softball

Basic competencies and knowledge of rules and strategies of softball.

Grade Basis: AL
Credit hours: 1.0
Lecture hours: 1.0

Restrictions:

- Offered on Demand

PEDU 1112 - Beginning Tennis

Introduction to the basic skills, strategies, and rules of tennis.

Grade Basis: AL
Credit hours: 1.0
Lecture hours: 1.0

Restrictions:

- Offered on Demand

PEDU 1114 - Volleyball

Basic competencies in the techniques, strategies, and rules of volleyball.

Grade Basis: AL
Credit hours: 1.0
Lecture hours: 1.0

Restrictions:

- Offered on Demand

PEDU 1122 - Weight Training & Plyometrics

Introduction to exercises that are geared toward increasing speed, power, and jumping ability. A basic overview of the physiological factors involved in the exercises.

Grade Basis: AL
Credit hours: 1.0
Lecture hours: 1.0

Restrictions:

- Offered on Demand

PEDU 1123 - Beginning Swimming

Introduction to the aquatic environment, with emphasis on competence in primary swimming and safety skills and stroke readiness.

Grade Basis: AL
Credit hours: 1.0
Lecture hours: 1.0

Restrictions:

- Offered on Demand

PEDU 1124 - Intermediate/Advanced Swimming

Development and refinement of key swimming strokes. Introduction to turns, surface dives, and springboard diving.

Grade Basis: AL
Credit hours: 1.0
Lecture hours: 1.0

Prerequisites:

- PEDU 1123 - Beginning Swimming

Restrictions:

- Offered on Demand

PEDU 1130 - SCUBA

Competencies in safe diving techniques and practices, as well as safe use of SCUBA diving equipment. PADI Open Water Diver Certification available upon completion of course and optional trip for checkout dives.

Grade Basis: AL
Credit hours: 1.0
Lecture hours: 1.0

Restrictions:

- Offered on Demand

PEDU 1159 - Sailing

Basic sailing competencies and understanding with experiences in fundamental racing strategy. Field trips to lake facilities are required.

Grade Basis: AL

Credit hours: 1.0
Lecture hours: 1.0

Restrictions:

- Offered on Demand

PEDU 1161 - Rhythmic Aerobics

A conditioning course in which exercise is done to musical accompaniment for the purpose of developing cardiovascular efficiency, strength and flexibility.

Grade Basis: AL
Credit hours: 1.0
Lecture hours: 1.0

Restrictions:

- Offered on Demand

PEDU 1164 - Water Aerobics

Development of cardio-respiratory endurance, flexibility, body composition, and muscle endurance/tone through vigorous water exercise.

Grade Basis: AL
Credit hours: 1.0
Lecture hours: 1.0

Restrictions:

- Offered on Demand

PHIL 1410 - Introduction to Philosophy

A survey of major philosophical themes and figures that were formative in Western civilization.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

PHIL 2410 - Moral Philosophy

A study of the major philosophical understandings of morality and the good life.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

PHIL 2440 - Elementary Logic

An introduction to the logic of propositions with attention to the structure and evaluation of informal arguments. The rhetoric of persuasion and its use of logic and emotions are discussed.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

PHIL 3410 - Philosophy of Religion

An investigation of problems related to philosophical reflection on religious thought and experience. A prerequisite for this course is at least one prior course in philosophy.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Permission of course can be granted from instructor.

PHIL 3420 - Themes in Political Philosophy

An introduction to the basic ideas of political philosophy. Topics considered include the social and historical context of political theory, the development of major ideas in political philosophy, critical analysis of theoretical arguments, and the relation of political theory to contemporary politics. This course is also cross-listed as POLS3340.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

PHIL 2430 - Bioethics

A study of the ethical issues raised by the practice of nursing, medicine, and biomedical research.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

PHIL 4410 - Selected Topics in Philosophy

A seminar course on a major subject of concern in philosophy based on individual research and assigned readings. A prerequisite for this course is at least one prior course in philosophy.

Grade Basis: AL

Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Permission of course can be granted from instructor.

PHYS 1101 - Introductory Physics I

A non-calculus-based introduction to kinematics, dynamics, energy, momentum, rotational dynamics, fluid mechanics, periodic motion, wave mechanics, and thermodynamics. Physics is a science of measurement, testing, and experimentation—inquiry-based laboratories make physics come to life!

Grade Basis: L
Credit hours: 4.0
Lecture hours: 3.0
Lab hours: 3.0

Prerequisites:

- MATH 1221 - Precalculus

PHYS 1102 - Introductory Physics II

A continuation of PHYS 1101 and an introduction to electricity and magnetism, electric circuits, and light and optics. Physics is a science of measurement, testing, and experimentation—inquiry-based laboratories make physics come to life!

Grade Basis: L
Credit hours: 4.0
Lecture hours: 3.0
Lab hours: 3.0

Prerequisites:

- PHYS 1101 - Introductory Physics I

Restrictions:

- Offered in Spring terms

PHYS 2121 - General Physics I

A calculus-based introduction to dynamics, energy, momentum, rotational dynamics, fluid mechanics, periodic motion, wave mechanics, and thermodynamics. Physics is a science of measurement, testing, and experimentation—inquiry-based laboratories make physics come to life!

Grade Basis: L

Credit hours: 4.0
Lecture hours: 3.0
Lab hours: 3.0

Restrictions:

- MATH2222 must be Prerequsite or Corequisite
- Offered in Fall terms

PHYS 2122 - General Physics II

A continuation of PHYS 2121, covering electricity and magnetism, electric circuits, and light and optics. Physics is a science of measurement, testing, and experimentation—inquiry-based laboratories make physics come to life!

Grade Basis: L
Credit hours: 4.0
Lecture hours: 3.0
Lab hours: 1.0

Prerequisites:

- PHYS 2121 - General Physics I

Restrictions:

- Offered in Spring terms

POLS 1101 - United States Government in Global Perspective

An introduction to political science through an analysis of the political system of the United States. Topics considered include basic concepts of political science, federalism, civil liberties and civil rights, basic governmental institutions, elections and public opinion, political parties and groups, and domestic and foreign public policy.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

POLS 1102 - Introduction to Political Science

An introductory course that focuses on the nature of the discipline of political science and deals with the way political scientists study politics through an overview of the major topics of the discipline.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

POLS 1113 - Introduction to Law

Introduction to Law, which would be offered alongside POLS 3313 American Judicial Institutions, is a course for Political Science majors. It would explain for students a number of basics, from the differences between civil and criminal trials, similarities and differences between state and national courts, selection of judicial nominees, structures of courts, the appellate court system, and an overview of the legal profession. We will also look at an overview of the Supreme Court history, landmark decisions, and judicial philosophies from John Marshall to the 2000s.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

POLS 2210 - Comparative Politics in Global Perspective

An introduction to comparative analysis of political systems. Topics considered include basic concepts of comparative theory, modern political history in developed and developing areas, the interaction of political and economic factors in developed and developing areas, politics and state institutions in selected countries, and comparative aspects of domestic and foreign public policy.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

POLS 2220 - International Politics: States in the Global System

An introduction to the interaction of nation-states in the global system. Topics considered include war and power, economic and social interdependence, and problems specifically associated with developing nations.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

POLS 2320 - Seminar on Ecological Sustainability and Policy

A survey of sustainability as a political, economic and socio-cultural part of our lives. The course is divided into three (3) major segments. First, it assays how our lives are conducted and considers the ecological cycles and processes that make life possible. Second, it examines the ground solutions to the issue of a sustainable lifestyle and attempts to implement this goal. Finally, it surveys the arena of ecological politics in order to engage the issue of how can we achieve this as a society.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

POLS 3300 - Research Methods in Political Science

A study of basic social science research methods as applied in political science. Topics considered include research design and data collection, measurement and causality, fitting models to data with various methods, graphic analysis, and the use of statistical software.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

POLS 3310 - State and Local Government

A study of state and local government in the United States. Topics considered include the political cultures and social environments of American states and communities, political processes in states and communities, the structure of state and local political institutions, and policy issues facing states and communities.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

POLS 3311 - Congress and the Presidency

A study of the institutional interactions of the executive and legislative branches of the United States government. Topics considered include the President and policymaking, Congress and policymaking, institutional constraints on executive and legislative policymaking, foreign policy, civil rights policy, economic policy and budgeting, and social welfare policy.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

POLS 3312 - Public Administration and Public Policy

An introduction to the study of public administration and public policy. Topics considered include theoretical approaches to the study of public administration; the historical and constitutional basis for public administration in the United States; the organization and management of public institutions; the social, political, and legal environments of public institutions; the role of political processes in public administration; the analysis and evaluation of public policy; and the ethical basis of public administration.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

POLS 3313 - American Judicial Institutions

A study of judicial institutions in the United States. Topics considered include the functions of legal and judicial institutions, the structure and powers of national and state court systems, the legal profession, judicial selection, judicial procedure, court administration, and policy formation by judicial institutions.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

POLS 3314 - American Constitutional Law: Institutions

An introduction to the study of constitutional law as it applies to government institutions in the United States. Topics considered include basic concepts of constitutional analysis, historical development of present legal institutions and regimes, judicial policy decisions in different areas of law, and the social, political, and economic factors affecting those decisions.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

POLS 3315 - American Constitutional Law: Civil Liberties and Civil Rights

An introduction to the constitutional liberties and rights accorded American citizens. Topics considered include basic concepts of constitutional analysis; historical development of present legal interpretations and regimes; judicial decisions in different areas of law; the social, political, and economic factors affecting those decisions; and their effect on governing in the United States.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

POLS 3320 - Analysis of Foreign Policy

An introduction to how structures, institutions, outside actors, and political culture produce American foreign policy. Topics covered include recent history of U.S. foreign relations; the roles played by both the President and the Congress; the roles, functions and structures of U.S. State Department, the Defense Department, intelligence agencies, and the National Security Council; the policy making process and the measurement of outcomes; roles played by the public, interest groups, and other actors. Current major foreign policy issues will be discussed and examined as case studies.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

POLS 3321 - International Political Economy

A study of international economics and trade through the analysis of the factors influencing past and present changes. Topics covered include current and past international finance systems and mechanisms of exchange; the role of the state and other actors; an examination of comparative advantage; various strategies states employ, such as import substitution or export promotion; the nature and impact of formal and informal barriers to trade; the GATT and WTO; the problems, failures, successes, and prospects of the international economic system; and its impact on domestic politics.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

POLS 3322 - International Organizations

A study of the current international system. Topics covered include the nature of "systems"; the recent history of global affairs and the evolution of the international system to its present state; selected theoretical analyses of international systems; the nature, roles, and functions of the various actors in the system; how advances in technology have fundamentally changed the world; and the evolving roles of both states and supranational institutions.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

POLS 3323 - International Conflict

A study of the conditions that produce war and peace in international relations. Topics considered include an examination of recent conflicts in the international system, theories concerning the potential sources and determinants of war (with an emphasis on the theory of realism and competing theories), and theories of war settlement and potential sources of future interstate tension.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

POLS 3340 - Themes in Political Philosophy

An introduction to the basic ideas of political philosophy. Topics considered include the social and historical context of political theory; the development of major ideas in political philosophy; critical analysis of theoretical arguments; and the relation of political theory to contemporary politics. This course is also cross-listed as PHIL3420.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

POLS 3341 - Modern Political Theory

An overview of liberalism, communism, and fascism, the three primary political ideologies that have shaped contemporary history.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

POLS 3350 - The Politics of Development

A comparative study of the political systems in developing countries. Topics considered include basic comparative political theory, modern history of developing societies, and an overview of theories explaining economic and political change in developing countries.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

POLS 3351 - States and Politics of Europe and the European Union

A comparative study of the political systems of developed societies. Topics considered include basic comparative theory, modern history of developed societies, political systems of selected states, and the interaction of political and economic factors in developed societies. (This course can be taken for credit toward the European Union Certificate.)

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

POLS 3352 - States and Politics in Latin America

A comparative study of political systems in Latin America. Topics considered include basic comparative political theory, modern history of Latin American societies, politics of selected Latin American states, and the interaction of economic and political factors in Latin America. This course is also cross-listed as LAST3210.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

POLS 3353 - States and Politics in Africa

A comparative study of political systems in Africa. Topics considered include basic comparative political theory, modern history of African societies, politics of selected African states, and the interaction of economic and political factors in Africa.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

POLS 4400 - Political Science Internship

A supervised internship opportunity for students to work for approved public or private organizations. Credits may vary.

Grade Basis: AL
Credit hours: 1.0
Lecture hours: 1.0

POLS 4410 - Selected Topics in Political Science

This course examines particular issues related to topics in political science selected by program faculty.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

POLS 4420 - Directed Study in Political Science

A supervised course of independent study available to selected students. The course provides an opportunity for close cooperation between program faculty and students on research projects and presentations.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

POLS 4430 - Senior Seminar in Political Science

A seminar course on a major subject of national or international concern, based on individual research and assigned readings.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

PSYC 1005 - Writing in APA Style

This course will teach students effective APA based formatting and referencing techniques. Students will learn how to correctly format a paper, cite references, paraphrase and avoid plagiarism. The information learned in this course will allow students to effectively write utilizing APA format which will be required in upper-level courses.

Grade Basis: AL
Credit hours: 1.0
Lecture hours: 1.0

Restrictions:

- Fall

PSYC 1006 - Writing in the Sciences

This course will teach students to effectively write papers in a scientific style. Students will learn how to construct a scientific paper including a literature review, research paper, and poster from the stage of generating an idea through polishing the product for distribution. This will include discussion of writing style, grammar usage, paraphrasing, and other common techniques for writing in the sciences.

Grade Basis: AL
Credit hours: 1.0
Lecture hours: 1.0

Restrictions:

- Fall

PSYC 1101 - Introduction to Psychology

A survey of major topics in psychological science, including research methods, basic neuroanatomy, learning, perception, personality and abnormal behavior.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Fall, Spring, and Summer

PSYC 2200 - Behavioral Statistics Lab

This course will teach students how to utilize statistical software packages to analysis behavioral data. It will cover four broad topics: data entry, descriptive statistics, t-test

comparisons, and correlations. Students must have taken either PSYC 2298 or MATH 1114.

Grade Basis: AL
Credit hours: 1.0
Lecture hours: 1.0

Prerequisites:

- MATH 1114 - Introduction to Statistics
- PSYC 1101 - Introduction to Psychology
- PSYC 2298 - Behavioral Statistics

Restrictions:

- Fall and Spring

PSYC 2298 - Behavioral Statistics

Introduction to the measurement of behavior and quantitative methods of data analysis, emphasizing parametric statistics and their application to the behavioral sciences. May be taken simultaneously with PSYC 1101.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- PSYC 1101 - Introduction to Psychology

Restrictions:

- Fall and Spring

PSYC 2299 - Research Methods

A survey of various types of research design, including the strengths and weaknesses of each. The laboratory includes practice in designing and conducting experiments, as well as analysis and reporting of results.

Grade Basis: AL
Credit hours: 4.0
Lecture hours: 4.0

Prerequisites:

- PSYC 2298 - Behavioral Statistics

Restrictions:

- Spring

PSYC 3302 - Human Growth and Development

A study of human life beginning with conception. Important developmental phenomena are considered in the light of major theories of development.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- PSYC 1101 - Introduction to Psychology

Restrictions:

- Fall and Spring

PSYC 3304 - Educational Psychology

Application of psychological principles and research to the teaching/learning process. Major topics include behavioral and cognitive approaches to learning, classroom management, and test construction and interpretation.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- PSYC 1101 - Introduction to Psychology

Restrictions:

- Spring
- Odd years

PSYC 3321 - Social Psychology

A course dealing with behavior as affected by social influences. Major topics include social perception, social communication (verbal and nonverbal), altruism, attitudes, aggression, and prejudice. Also, applied areas such as forensic psychology are considered.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- PSYC 1101 - Introduction to Psychology

Restrictions:

- Fall

PSYC 3341 - Human Sexuality

This course involves a multidisciplinary examination of human sexual behavior and intimate relationships. Typical topics considered include male and female sexual response, gender roles, sexual disorders and dysfunctions, gender identity, legal and cross-cultural aspects of human sexuality, sexual orientation, and relationship issues related to sexuality.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- PSYC 1101 - Introduction to Psychology

Restrictions:

- Fall
- Even years

PSYC 3350 - Abnormal Psychology

A survey of the causes, characteristics, current theories, and treatment of psychological disorders.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- PSYC 1101 - Introduction to Psychology

Restrictions:

- Fall, Spring, and Summer

PSYC 3351 - Introduction to Counseling

An introduction to counseling approaches, methods, and assessment techniques. Emphasis is placed on individual counseling.

Grade Basis: AL

Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Fall

PSYC 3358 - Psychology of Aging

Human aging is examined from physiological (e.g., sensory and cardiovascular changes), psychological (e.g., memory and intellectual changes), and sociological (e.g., adjusting to retirement) perspectives. Also, death and disorders associated with aging (such as Alzheimer's Disease) are explored.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- PSYC 1101 - Introduction to Psychology

Restrictions:

- Spring
- Even years

PSYC 3360 - Psychology of Personality

A critical study of major personality theories, principles and instruments of assessment, and relevant empirical research.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- PSYC 1101 - Introduction to Psychology

Restrictions:

- Spring

PSYC 3380 - Special Topics in Psychology

A course offered at the sophomore/junior level, focusing on a specialized topic from the field of psychology.

Grade Basis: AL

Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- PSYC 1101 - Introduction to Psychology

Restrictions:

- On demand

PSYC 3390 - Advanced Research Methods: Survey Research

This course continues the content covered in PSYC 2299 with specific attention to the utilization of surveys.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- On Demand

PSYC 4000 - Internship in Psychology

Students majoring in Psychology may be eligible to enroll in a psychology internship in an applied setting. This course requires 120 hours of supervised experience (observation, work, etc.) in a local agency or office, selected readings, public presentation, and final portfolio containing essays, weekly journal, and supporting material. The internship must first be discussed with the student's Psychology advisor one semester prior to beginning the internship. Information from this meeting will then be transferred to the Career Development Center for placement. The application process is unique to each facility. Grading is on a Pass/No Credit basis. Credit ranges from 1-6 hours.

Grade Basis: P
Credit hours: 1.0
Lecture hours: 1.0

Restrictions:

- On demand
- Major in Psychology with junior/senior standing
- Permission of program coordinator
- Approval by the Internship Coordinator

PSYC 4400 - Guided Research

Under supervision of a faculty member, the student develops a project on a topic that is psychological in nature. The emphasis is on analyzing and synthesizing scientific literature, with the goal of producing a literature review and/or research proposal. A successful proposal may lead to data collection and analysis. The result of the project must be discriminated in some professional setting. Credit ranges from 1 to 6 hours.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- PSYC 2298 - Behavioral Statistics
- PSYC 2299 - Research Methods

Restrictions:

- Fall and Spring
- Major in Psychology with junior/senior standing
- Permission of program coordinator

PSYC 4405 - Sensation and Perception

Sensations and our perception of those sensations are examined using both physiological and psychological approaches. Sensory transduction, anatomy/physiology of sensory systems, and psychophysical measurement techniques are explored along with research advancements in the field.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- PSYC 2298 - Behavioral Statistics
- PSYC 2299 - Research Methods

Restrictions:

- Spring
- Consent of professor

PSYC 4455 - Cognitive Psychology

An information processing analysis of topics in perception, thinking, learning, and memory.

Grade Basis: AL

Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- PSYC 2298 - Behavioral Statistics
- PSYC 2299 - Research Methods

Restrictions:

- Fall
- Odd years
- Consent of professor

PSYC 4465 - Biological Psychology

Neuroanatomy and neurophysiology will be explored and will provide a foundation for examining biological aspects of various behaviors (e.g., sensory processes and sleep). Also, the psychopharmacology of selected drugs and genetic influences on behavior will be considered.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- PSYC 2298 - Behavioral Statistics
- PSYC 2299 - Research Methods

Restrictions:

- Fall
- Consent of professor

PSYC 4470 - Behavior Analysis

This course will go over the basics of the field of Behavior Analysis. We will answer questions like, “How can you stop a behavior?”, or, “How can I increase the appearance of a behavior?”. We will also investigate data collection and analysis along with completing a class project of actually changing a target behavior. Finally, we will learn about the career field of Applied Behavior Analysis.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- PSYC 2298 - Behavioral Statistics

- PSYC 2299 - Research Methods

Restrictions:

- Spring
- Consent of professor

PSYC 4480 - Special Topics in Psychology

A course offered at the junior/senior level, focusing on a specialized topic from the field of psychology.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- PSYC 2298 - Behavioral Statistics
- PSYC 2299 - Research Methods

Restrictions:

- On demand
- Major in Psychology with junior/senior standing
- Permission of program coordinator

PSYC 4901 - Psychological Science Capstone I

The purpose of this course is to allow the student to synthesize knowledge about the discipline of psychological science by providing opportunity for practical experience in developing a project. This project might be service-based or research-based. The student will conduct an extensive literature review on the topic before proposing and carrying out a research plan. This course is constructed as a two-course sequence, with the Spring semester course devoted to dissemination.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- PSYC 2298 - Behavioral Statistics
- PSYC 2299 - Research Methods

Restrictions:

- Fall
- Major in Psychology with junior/senior standing
- Permission of program coordinator

PSYC 4902 - Psychological Science Capstone II

The purpose of this course is to allow the student to synthesize knowledge about the discipline of psychological science by providing opportunity for practical experience in developing a project. This project might be service-based or research-based. The student will conduct an extensive literature review on the topic before proposing and carrying out a research plan. This course is constructed as a two-course sequence, with the Spring semester course devoted to dissemination.

Grade Basis: AL
Credit hours: 1.0
Lecture hours: 1.0

Prerequisites:

- PSYC 2298 - Behavioral Statistics
- PSYC 2299 - Research Methods

Restrictions:

- Spring
- Major in Psychology with junior/senior standing
- Permission of program coordinator

RLGN 1101 - Introduction to Christianity

An introduction to the Christian tradition of faith through a study of its central symbols, sacred texts, and practices.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

RLGN 1102 - Jewish Origins in Context

A study of the Hebrew bible, commonly called by Christians the Old Testament, in the context of the ancient near eastern world. The course asks students to reflect on the impact of the Hebrew bible on Western civilization and its implications for the contemporary world.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

RLGN 1103 - New Testament Writings in Context

A study of the New Testament writings in the context of Greco-Roman civilization. The course asks students to reflect on the impact of Christian scriptures on Western civilization and consider their implications for the contemporary world.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

RLGN 1104 - Dialogue with World Faith Traditions

The course places the insights of the Christian faith in dialogue with those of major living world religions, such as Buddhism, Hinduism, Islam, Judaism, Confucianism, and Daoism.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

RLGN 1105 - Christian Ethics and Contemporary Social Issues

A study of contemporary ethical issues in the light of the moral traditions central to the Christian faith. The course examines such issues as marriage and family, war and peace, racism, abortion, and the environment. Servant leadership component.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

RLGN 1106 - American Christianity

This course will be an investigation of the origins of denominationalism in America. The class will read a history of American Christianity, but will look further afield by analyzing some of the particularly American expressions such as Mormonism, Jehovah’s Witnesses, and Christian Science. The course will enable students to answer questions about their own denominations and the now global framework of movements such as Pentecostalism and Evangelicalism.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

RLGN 1108 - Earth Theology

This course explores the inherent value of the Earth, examines the human impact on the environment, and explores ways to address the present global environmental crisis with Biblical and theological resources. Students will become acquainted with some

prominent thinkers and theologians who are taking action regarding environmental concerns while discovering sustainable connections between theological reflection and ethical living.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

RLGN 2107 - Religious Faith in a Scientific Age

Contemporary debates over intelligent design, climate change, evolution, and stem cell research demonstrate the lively and sometimes contentious interactions between science and religious faith. Students will develop personal positions about the relationship of science and religion and develop ethical perspectives on such controversial biomedical practices as human reproduction, genetic engineering, and end-of-life care. Note: The lab science sequence is not a prerequisite, but is recommended.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

RLGN 2120 - Introduction to Hellenistic Greek I

A beginning course designed to teach the fundamentals of Hellenistic or Koine Greek, which includes the language of the New Testament. Completion of the two course sequence in Greek will fulfill the college's foreign language requirement.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

RLGN 2121 - Introduction to Hellenistic Greek II

A continuation of RLGN 2120.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- RLGN 2120 - Introduction to Hellenistic Greek I

RLGN 2215 - Global Christianity

A study of the growth of Christianity into a world-wide religion, highlighting Christianity in Asia, Latin America, and Africa.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

RLGN 2220 - Modern Church History

A history of the Christian Church from the reformation era to the modern period.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

RLGN 2230 - Ethnicity and Religion in America

This course examines the role that religion played and continues to play in American race relations and racial identities. The course will study the history and the theorists of the civil rights movement, but also dynamics of race and religion in America's newer immigrant communities.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ENGL 1102 - Rhetoric and Composition II

RLGN 2320 - Conflict and Peace-making

An examination of models of non-violent social change that are grounded in religious faith commitments. The course focuses on the Christian faith tradition but works comparatively with figures and movements from Hinduism, Buddhism, Judaism, and Islam. The course includes practice in the skills of peace-building that are guided by the principles of restorative justice.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ENGL 1102 - Rhetoric and Composition II

RLGN 3120 - The Prophets

A study of the prophets and prophetic movements in ancient Israel, as well as modern day prophets who continue this tradition in the contemporary context.

Grade Basis: AL

Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- RLGN 1103 - New Testament Writings in Context

Restrictions:

- Permission of course can be granted from instructor.

RLGN 3150 - The Apostolic Age

An examination of the origin and expansion of the early Christian Church, with studies in the Epistles and the Acts of the Apostles.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- RLGN 1103 - New Testament Writings in Context

Restrictions:

- Permission of course can be granted from instructor.

RLGN 3160 - The Gospels

An examination of one of the four canonical gospels with emphasis on the historical context, history of interpretation, and modern appropriations of the text.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- RLGN 1103 - New Testament Writings in Context

Restrictions:

- Permission of course can be granted from instructor.

RLGN 3200 - Early Church History

A survey of the history of the Christian Church from the close of the Apostolic age to the end of the Middle Ages.

Grade Basis: AL

Credit hours: 3.0
Lecture hours: 3.0

RLGN 3210 - United Methodist Studies

A survey of the history, theology, and polity of the United Methodist Church. A prerequisite for this course requires any one religion core course.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

RLGN 3310 - Contemporary Christian Thought

A survey of the development of Christian thought, with particular attention to the nineteenth and twentieth centuries. A prerequisite for this course is any one religion core course.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

RLGN 3320 - The Ethics of Sexuality, Marriage, and Gender

A study of the moral issues related to sexuality, gender roles, and family life. Topics vary per offering, but may include ethical reflection on such topics as the meaning and purpose of sexuality, gender roles, pre-marital and extra-marital sexuality, homosexuality, and family structure. We will compare the range of positions on these issues within Christianity, and also compare them with positions in other world faiths. A prerequisite for this course is any one religion core course. This course is also cross-listed as GNDR3320.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

RLGN 3340 - Sociology of Religion

A sociological analysis of the interplay between religion and culture. A prerequisite for this course is any one religion core course.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

RLGN 3360 - Missions: Theology and Practice

A study of the nature of missions and missional work through modern and historical texts, theory and theology, and practical, hands-on engagement. Students will explore the field of missions as both calling and career, as they embrace a servant leadership focus and sustainable practices.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- RLGN 2215 - Global Christianity

RLGN 3510 - Christian Education in the Local Church

A study of issues confronting those participating in a local church setting. Required of all students in the Internship. A prerequisite for this course is any one religion core course.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

RLGN 3520 - Christian Worship

The study and practice of Christian worship in its historical and contemporary contexts. Topics include the theology of worship, sacraments, liturgy, and the place of music in worship. A prerequisite for this course is any one religion core course.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

RLGN 3540 - Youth Ministry

The study and practice of ministry to persons from adolescence through young adulthood. A prerequisite for this course is any one religion core course.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

RLGN 3550 - Internship

Supervised participation in the local church setting. May be repeated for credit up to 6 hours. See Program Chair for permission to enroll.

Grade Basis: AL
Credit hours: 1.0

Lecture hours: 1.0

RLGN 3560 - Transformational Leadership

The study of the leadership styles and skills necessary for leadership of an institution. Topics may include institutional dynamics, leading institutional change, working with volunteers, avoiding burnout, and racial and gender issues in leadership. A prerequisite for this course is any one religion core course.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

RLGN 4610 - Selected Topics in Religion

A seminar course on a major subject of concern based on individual research and assigned readings.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Permission of course can be granted from instructor.

RLGN 4620 - Senior Thesis or Project

A directed study normally taken in the fall of the senior year. The student should choose a project director from within the Religion & Philosophy faculty and work with this director to refine a topic in the semester prior to which the student enrolls for the course. Thus, most students should select a director and topic by the end of the spring semester of the junior year.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Application to Religion and Philosophy Program Coordinator

SERV 3000 - Introduction to Servant Leadership

This course, through texts, guest lecturers, and discussion, will introduce Servant Scholars to the philosophies of service learning and servant leadership. In addition, students will design and implement a class service project and present a semester-end research paper on a specific aspect of service.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

SERV 3200 - Scholars Forum I

This course continues to explore examples of community needs, community service, problem solving and servant leadership. It provides students opportunities to share Volunteer Experience and begin development of their Servant Scholars senior project. Forums may have a theme for the semester, such as team-building, community outreach, organizational leadership, etc.

Grade Basis: L
Credit hours: 2.0
Lecture hours: 2.0

SERV 3300 - Volunteer Experience I

Directed observation and participation in various service-learning opportunities in the LaGrange community.

Grade Basis: L
Credit hours: 2.0
Lecture hours: 1.0
Lab hours: 1.0

SERV 3400 - Volunteer Experience II

Directed observation and participation in various service-learning opportunities in the LaGrange community.

Grade Basis: L
Credit hours: 2.0
Lecture hours: 1.0
Lab hours: 1.0

SERV 4100 - Scholars Forum II

This course continues to expose the students, through texts, guest lecturers, and discussion, to the ideas of community outreach, community service and servant leadership. The course provides leadership development, project coordination, problem solving and team building skills as the Servant Scholars fulfill their roles in the senior project.

Grade Basis: L
Credit hours: 2.0
Lecture hours: 1.0
Lab hours: 1.0

SERV 4200 - Scholars Forum III

This course continues to expose the students, through texts, guest lecturers, and discussion, to the ideas of community outreach, community service and servant leadership. The course provides leadership development, project coordination, problem solving and team building skills as the Servant Scholars fulfill their roles in the senior project.

Grade Basis: L
Credit hours: 2.0
Lecture hours: 2.0

SERV 4300 - Volunteer Experience III

This course requires community engagement, community needs assessment, solutions research, and strategy implementation for the senior cohort service project in the LaGrange community.

Grade Basis: L
Credit hours: 2.0
Lecture hours: 1.0
Lab hours: 1.0

SERV 4400 - Volunteer Experience IV

This course requires community engagement, community needs assessment, solutions research, and strategy implementation for the senior cohort service project in the LaGrange community.

Grade Basis: L
Credit hours: 2.0
Lecture hours: 1.0
Lab hours: 1.0

SOCI 1000 - Introduction to Sociology

Introduction to Sociology is a study of the fundamental concepts and principles of the discipline, with emphasis on socialization, social institutions, social interaction, social stratification and inequality, as well as mechanisms of social control. Familiarization with the distinction between macro- and micro-level sociological processes will be emphasized.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Fall and Spring

SOCI 2000 - Social Issues and Policies in Global Perspective

Using a special topics approach, this course provides the most current assessment of social problems and the policies created in an attempt to remedy these social ills.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

SOCI 2300 - Sociology of Sports

Sports have made an enduring impact on the social world in which we all live and represent an important aspect of our everyday lives and our leisure time. The organization of sports is a reflection of the organization of society. By critically studying the relationship between sports and society we will gain a greater understanding of society as a whole. The goal of this course is to apply a sociological lens to the world of sports and athletics (a distinction that will be examined) through the incorporation of academic writing, popular media, and personal experiences. Using these tools, the student will explore the ways in which sports are entangled in social, cultural, political, and economic forces operating at many different levels (local and global).

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

SOCI 2350 - Death and Dying

Everything that is alive eventually dies, thus death is a part of life. Understanding death can help us to understand and experience life more fully, and it can help us to make appropriate, compassionate responses to death and dying. The question of death, with or without religious guidance, is essentially ethical – what to do in recognition of the fact that we, everyone we love, and everyone who loves us, is going to die. In order to better understand ourselves and others, and the diversity of loss experiences, this course examines how social, cultural, and historical factors influence individuals' coping responses during loss and the last stage of life. Difficult and controversial health care, end of life, care giving needs, and after life issues are also be explored.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

SOCI 2400 - Social Inequality & Stratification

Inequality and Stratification will examine social inequality, a topic which is at the core of sociological analysis and research. The classical perspectives on inequality will be examined, as well as the contemporary extensions of these approaches. Particular attention will be paid to class, race, and gender as separate and as intersecting axes of inequality.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

SOCI 2500 - Kinship and Families

Kinship and Families offers a multi-disciplinary perspective on contemporary marriages, families, and other intimate relationships. Students will become familiarized with competing models and theories on family relationships. In addition, the course explores cross-cultural variation in family systems as well as diversity and change within the American population. Topics to be covered include: mate selection, sexuality, marital structure, marital happiness, divorce, parenting, and alternative family forms.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

SOCI 3000 - Social Change & Social Movements

An analysis of the sources, patterns, and consequences of social and cultural change. The roles of socio-economic, political, technological and other factors in processes of change at institutional and societal levels are investigated.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

SOCI 3200 - Social Responsibility and Civil Society

Students of Social Responsibility and Civil Society will examine past social justice movements as well as the meaning of civil society. In addition, students will examine the 21st century idea of social entrepreneurship. Combining these approaches, students will determine the meaning of a civil society and its implications for social responsibility and policy.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

SOCI 3307 - Criminology

Criminology examines the nature and impact of crime in the United States. We will focus on the following topics: 1) historical foundations of crime; 2) theoretical perspectives of criminology; 3) characteristics of victims and offenders; 4) different types of crime; and 5) an analysis of policies concerning crime and control.

Grade Basis: AL
Credit hours: 3.0

Lecture hours: 3.0

Restrictions:

- Spring

SOCI 3340 - Sociology of Religion

A sociological analysis of the interplay between religion and culture.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

SOCI 3352 - Essentials of Human Behavior: Social Work and Applied Sociology

An examination of the lifecourse of human populations with an emphasis on at-risk members within the population. Using Applied Sociology concepts and Social Work best practices, students will examine processes#for engaging at risk individuals and to provide services that might lessen or remove risk and hardships#from their lives. Students will also develop a lifespan approach to biopsychosocial examination of behavior and early development through old age emphasizing social influences.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

SOCI 3360 - Globalization in the 21st Century

Globalization in the 21st Century focuses on the social structure, economics, politics, and culture of the United States in a global context. It examines many of the common assumptions about American society, especially global influence, relationships. An overview of current and past theory is examined at an interdisciplinary level.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

SOCI 3400 - Deviance and Criminology

Deviance and criminology is a multi-disciplinary examination of deviant behavior and corrections, with an emphasis on competing theories regarding the origins and incidence of deviance. Special attention will be given to the social forces underlying criminal and deviant behavior.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Spring

SOCI 3430 - Bioethics

A study of the ethical issues raised by the practice of nursing, medicine, and biomedical research.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

SOCI 3500 - Race/Ethnicity and Gender in Society

Students will become aware of the impacts of race, ethnicity and gender in a global society. The norms, values, and patterns of communication associated with each category and how these affect personal life choices and social status will be examined. Specifically, students will become aware of how our basic social institutions, such as the economy, the family, education, religion, and the political system are biased institutions with differing ideals and expectations for women and men as well as different race and ethnic groups.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

SOCI 3550 - Drugs and Society

Drugs and Society focuses on drug use and abuse as a social phenomenon. This course will examine the following: 1) The history behind drug laws; 2) The relationship between drugs and race/gender/class; 3) Use patterns related to specific drugs; 4) Drug policy, legislation, and enforcement; and 5) Drug use subcultures

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Fall

SOCI 3600 - Sociology of Education

Sociology of Education examines the structure and process of education in contemporary society and the effects on society. The primary focus will be on U.S. public education. An examination of current controversies in education will also be

covered. These controversies include but are not limited to school funding, curriculum approaches, violence, bullying and educational reform movements.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

SOCI 3700 - Medical Sociology

This course will provide an introduction to central topics in the sociology of medicine while also suggesting how that field is being redefined and reinvigorated by science and technology studies. Students will seek to understand health, health care, and biomedicine by exploring multiple domains: (1) the work sites in which health professionals interact with one another and with their clients; (2) the cultural arenas within which ideas of health and disease circulate; (3) the market relations that produce health care as a commodity; the institutions that transform social inequalities into health disparities; and (4) the social movements that challenge biomedical practices and the authority of experts.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

SOCI 3800 - Special Topics in Sociology

Special Topics will involve in-depth exploration into a unique topic in Sociology. The course content will rotate from year to year. Students may repeat the course for credit so long as the topic changes and with departmental approval.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- SOCI 1000 - Introduction to Sociology

Restrictions:

- On demand

SOCI 3850 - Corrections and Society

Corrections and Society examines the history and background of the American corrections system. Specific attention will be placed on law, policies, issues, and controversies, as well as an examination of how race, class, and gender intersect within the criminal justice system. Alternatives to incarceration, capital punishment, and community based treatment plans will be discussed.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Fall

SOCI 3900 - Methods I: Introduction to Methodology

Methods I is a study of basic social science research methodology. Topics considered include: research design and data collection, writing a literature review, measurement and causality, fitting models to data with various methods, graphic analysis, and the use of statistical software. An emphasis is placed on designing a research project.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- SOCI 1000 - Introduction to Sociology

Restrictions:

- Fall

SOCI 3950 - Methods II: Understanding Data Analysis

Methods II expands on the concepts, techniques, and interpretation of quantitative methods. Includes, but not limited to: measurement, hypothesis testing, bivariate and multivariate techniques, and application with SPSS.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- SOCI 3950 - Methods II: Understanding Data Analysis

Restrictions:

- Spring

SOCI 3975 - Methods of Program Evaluation

This course provides an introduction to the basic tools of program evaluation thereby allowing students to assess and build higher quality programs and policies. An overview of the theoretical foundations and techniques of program evaluation including

need assessments, outcome evaluations, surveys, program outcomes and impact evaluations. Topics covered include reasons for and uses of evaluations, evaluation design, comparisons of qualitative, quantitative and mixed method approaches, practical challenges in data collection and analysis, estimation of program impacts, dissemination of findings, and integration of findings into policy and organizational strategy as well as cost estimations for quality evaluations. Students will analyze the evaluations of a variety of programs and policy instruments through exercises and case studies.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

SOCI 4000 - Theory I

Theory I is an introduction to the development of sociological theory. It focuses on the most influential figures in the development of sociological theory and their legacy in contemporary sociology. Major schools of social thought are covered.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- SOCI 1000 - Introduction to Sociology

Restrictions:

- Junior Status Preferred

SOCI 4475 - Theory II

Theory II is an introduction to classical, 20th century, and current social theorists. It focuses on the most influential figures in the development of sociological theory and their legacy in contemporary sociology.]

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

SOCI 4500 - Sociology Internship

This course requires 120 hours of supervised experience (per 3 credit hours) in a local agency or office, selected readings, as well as an oral presentation given in one of the SOCI courses. Applications for internships must be submitted to the department chair in the term or semester prior to placement. Students may select a graded or Pass/No Credit option. Course may be repeated twice (for 3 hours credit) for a maximum of 6 hours credit.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- SOCI 1000 - Introduction to Sociology

Restrictions:

- Grade C or higher in SOCI1000
- On demand
- Two other SOCI courses with grades of C or higher

SOCI 4950 - Senior Seminar

The Senior Seminar is designed to access the student's mastery of the discipline and to determine their ability to use Mills' sociological imagination. Students are required to complete a research project and make a public presentation.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Spring

SPAN 1101 - Elementary Spanish I

A course for beginners, with intensive practice in pronunciation, essentials of grammar, and reading of simple prose.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

SPAN 1102 - Elementary Spanish II

A continuation of SPAN 1101.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- SPAN 1101 - Elementary Spanish I

Restrictions:

- Permission of course can be granted from instructor.

SPAN 1102M - Elementary Spanish for Healthcare Professionals

This course is a continuation of vocabulary, grammar, and culture mastered in SPAN 1101. This course will cover the same grammar topics as the traditional SPAN 1102 but will supplement course content with vocabulary and culture issues specific to the medical field.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- SPAN 1101 - Elementary Spanish I

Restrictions:

- Permission of course can be granted from instructor
- Nursing major required

SPAN 2103 - Intermediate Spanish I

A review of grammar and syntax with practice in reading selected texts.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- SPAN 1102 - Elementary Spanish II

Restrictions:

- Permission of course can be granted from instructor.

SPAN 2105 - Intermediate Spanish II

A continuation of SPAN 2103.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- SPAN 2103 - Intermediate Spanish I

Restrictions:

- Permission of course can be granted from instructor.

SPAN 2199 - Latin American Seminar

A travel-study seminar that provides valuable educational experience through close contact with the contemporary life and civilization of a selected Spanish-speaking country. Basic academic preparation in the history and customs of the culture is undertaken before departure.

Grade Basis: AL
Credit hours: 1.0
Lecture hours: 1.0

Prerequisites:

- SPAN 1101 - Elementary Spanish I
- SPAN 1102 - Elementary Spanish II
- SPAN 2103 - Intermediate Spanish I

Restrictions:

- Permission of course can be granted from instructor and program coordinator of Modern Languages

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SPAN 3000 - Spanish Conversation and Composition I

A course stressing practice in speaking and writing Spanish. Not open to students fluent in Spanish.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- SPAN 2105 - Intermediate Spanish II

Restrictions:

- Permission of course can be granted from instructor.

SPAN 3001 - Spanish Conversation and Composition II

A continuation of SPAN 3000. Not open to students fluent in Spanish.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- SPAN 3000 - Spanish Conversation and Composition I

Restrictions:

- Permission of course can be granted from instructor.

SPAN 3002 - The Culture and Civilization of Spain and Latin America

This course provides an overview of Spain's and Latin America's cultures and civilizations.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

SPAN 3110 - Special Topics

The further development of Spanish language skills by focusing on a variety of professions or fields of study. Since the focus of this course changes frequently, this course may be repeated for credit.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- SPAN 2103 - Intermediate Spanish I

Restrictions:

- Permission of course can be granted from instructor.

SPAN 4000 - Latin American Literature

An advanced course designed to introduce the student to Latin America's major literary movements and writers.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Permission of course can be granted from instructor.

SPAN 4001 - The Literature of Spain

An advanced course designed to introduce the students to Spain's major literary movements and writers. Notice: This course will not be taught after Spring 2022.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

SPAN 4002 - Latin American Women Writers

This course introduces the student to major contemporary Latin American and Latina women writers. Writers and works to be studied change periodically.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- SPAN 4000 - Latin American Literature
- SPAN 4001 - The Literature of Spain

Restrictions:

- Permission of course can be granted from instructor

SPMG 3000 - Introduction to Sports Management

This course will examine historical and philosophical aspects of sports management while giving an overview of current issues and career opportunities in sports management. The course will provide introductory exposure to: the historical evolution of sports, the role of media in sports, and legal and ethical issues in sports management. Students will formulate personal and career goals.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ACCT 2211 - Principles of Financial Accounting
- ECON 2200 - Principles of Economics
- MGMT 2200 - Foundations in Business

Restrictions:

- Offered in spring semester

SPMG 3100 - Sports Marketing

This course examines the world of sports as a business and will focus on attracting the ultimate customer—sports fans—in an increasingly competitive, fragmented and global service. The course will discuss the management of sports at professional, collegiate and special event levels focusing on the role marketing plays in planning and decision making in attracting fans and the other major customer—sponsors. Other topical areas will include: sports branding; athlete management; globalization; event sponsorship and marketing; media involvement; fantasy sports; sports vendors; sports innovations and the value and ROI of investing in sports. Students will study current opportunities and threats facing sports and entertainment properties and trends that may impact the future of sports and its various audiences. Guest experts will lecture in various classes giving students a firsthand opportunity to ask questions of sports marketing and management leaders.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ACCT 2211 - Principles of Financial Accounting
- ECON 2200 - Principles of Economics
- MGMT 2200 - Foundations in Business
- MRKT 3380 - Principles of Marketing

Restrictions:

- Offered in Spring terms

SPMG 4000 - Sports Law

This course will examine selected legal, financial, and policy issues and disputes that arise in the business of sports. The course will also include (to the maximum degree possible) discussions about new landmark judicial decisions, as well as, significant NCAA infractions cases and Olympic sports arbitration awards. Students are also provided an opportunity to debate complex issues related to the application of antitrust, labor, and intellectual property law to sports. Prerequisite: SPMG 3000

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in fall semester

SPMG 4200 - Facilities and Events Management

This course will provide students with the skills necessary to effectively manage sport and fitness facilities and events. This course will examine all of the facets of public assembly facility management as they relate to sports arenas, ballparks, stadiums and other venues. Among the topics to be presented and explored will be: event booking, finance, marketing, operations, scheduling, staffing and ticketing.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- SPMG 3000 - Introduction to Sports Management

Restrictions:

- Offered in spring semester

SPMG 4460 - Internship in Sports Management

All Sport s Management majors are required to complete an internship during the fall, spring, or summer session. The course presents a valuable learning opportunity for a student to work in a professional environment and expand his or her understanding of the practical applications of the business of sports. After the internship application is approved by the Career Center and the grading faculty instructor, the student will develop a learning contract to specify the site supervisor's expectations, what the student anticipates learning, and how that learning will be assessed. It is possible for a student to repeat an internship (at the same or a different site) upon the approval of the grading faculty instructor.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in fall, spring, and summer terms
- must have junior status and be in good academic standing

TESOL 4495 - Clinical Practice Internships

This field-based course is intended to provide students aspiring to be teachers of English as a second language a clinical experience in domestic or foreign educational settings. Students will participate in classroom teaching and observation, planning and evaluation of instruction and other school-related experiences with guidance provided by the course instructor and/or approved international cooperating agencies. With approval of the Chair/program coordinator, the clinical experience can be structured

as a variable credit hour course to meet the professional objectives of the TESOL candidate and may be repeated as requested to provide various clinical teaching experiences.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

TESOL 4496 - Clinical Practice Internships

This field-based course is intended to provide students aspiring to be teachers of English as a second language a clinical experience in domestic or foreign educational settings. Students will participate in classroom teaching and observation, planning and evaluation of instruction and other school-related experiences with guidance provided by the course instructor and/or approved international cooperating agencies. With approval of the Chair/program coordinator, the clinical experience can be structured as a variable credit hour course to meet the professional objectives of the TESOL candidate and may be repeated as requested to provide various clinical teaching experiences.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

THEA 1101 - Drama Survey I

A survey of theatre beginning with ancient Greece continuing through Romanticism. Students will study theatre as a developed art form through reading, viewing, and discussing plays representing diverse eras of history. Drama Survey I may be taken independently of Drama Survey II. This course fulfills one of the course requirements in PG2: World Civilizations and Humanities in the Ethos curriculum.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

THEA 1102 - Drama Survey II

A survey of theatre from the rise of Realism through contemporary drama. Students will study theatre as a developed art form through reading, viewing, and discussing plays representing diverse eras of history. Drama Survey II may be taken independently of Drama Survey I. This course fulfills one of the course requirements in PG2: World Civilizations and Humanities in the Ethos curriculum.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

THEA 1180 - Stagecraft

A course designed to provide the student with theoretical and working knowledge of technical theatre. An emphasis is placed on the fundamental techniques and processes used in theatre productions. Students work on a departmental production. This course fulfills one of the course requirements in PG2: Artistic Expression in the Ethos curriculum.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

THEA 1184 - Acting I

A course designed to introduce students to the fundamentals of acting for the stage. The course includes achievement of a simple objective, self and sensory awareness, relaxation, concentration, and beginning scene and text analysis. This course fulfills one of the course requirements in PG2: Artistic Expression in the Ethos curriculum.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

THEA 1205 - Movement and Conditioning

A course designed to develop body awareness and physical expression by exploring movement connected to impulse and instinct. This course fulfills one of the course requirements in PG2: Artistic Expression in the Ethos curriculum.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

THEA 1286 - Makeup for the Stage

A study in the theories and application of stage makeup. Topics may include corrective, old age, and character makeup, as well as prosthetics.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

THEA 2110 - Introduction to Design

This course introduces students to the fundamental elements of the design process including basic scenic, lighting and costume design.

Grade Basis: AL
Credit hours: 3.0

Lecture hours: 3.0

THEA 2210 - Voice and Diction

To introduce students to the process of voice production, methods of Linklater's freeing the voice with emphasis on relaxation and breathing, and applicable techniques for working with text.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

THEA 2272 - Creative Dramatics

A course that introduces methods of creating, designing, and utilizing drama to enhance teaching skills and fosters the educational development of students. Highly recommended for Early Childhood and Secondary Education majors.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

THEA 2283 - Stage Management

A course designed to provide students with introduction to, and basic training in, the area of stage management.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

THEA 2330 - Script Analysis

A study of major genres of dramatic literature designed to provide the director, actor, designer, dramaturge, and/or technician with basic guidelines for text analysis. Students develop and utilize skills to thoroughly analyze text.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

THEA 2351 - Acting II

A continuation of THEA 1184 that explores further character development through advanced scene work and improvisational exercises.

Grade Basis: AL
Credit hours: 3.0

Lecture hours: 3.0

Prerequisites:

- THEA 1184 - Acting I

THEA 2352 - History of Fashion and Style

A survey of Western clothing, ornament, architecture, and style that will examine roughly 3000 years. Beginning with the Ancient Greeks and continuing to contemporary style, students will be introduced to a wide range of designers and architects.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

THEA 2360 - Costume Construction

This course introduces students to the basic and advanced techniques of costume construction for the stage. Students will engage in hand and machine sewing, learn how to alter and create patterns, and identify costume styles.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

THEA 2370 - Properties Design and Construction

This course is designed to explore a myriad of processes involved in researching, designing and building props for the stage. Possible projects will include: sculpting, carving, casting, furniture maintenance, food for the stage and blood & gore effects.

Grade Basis: AL
Credit hours: 1.0
Lecture hours: 1.0

THEA 2380 - Scenic Painting

This course is designed to be an exploration of the scenic painting process. Through practical application students will interact with the materials and apply the techniques required for painting scenery.

Grade Basis: AL
Credit hours: 1.0
Lecture hours: 1.0

THEA 3285 - Practicum

Designed for students to gain practical experience in and outside of their areas of focus. Students will engage in production assignments; performance, stage management or technical/design assignments each semester to earn credit for this course. May be repeated for credit. Course may be taken for 1-3 credit hours.

Grade Basis: AL
Credit hours: 1.0
Lecture hours: 2.0
Lab hours: 2.0

Restrictions:

- Theatre majors, minors and production casts.
- Permission of course can be granted from instructor

THEA 3305 - Period Styles of Acting

An advanced acting course which introduces students to period styles of acting and movement including Greek, Elizabethan, Comedy of Manners, Farce, and the Theatre of the Absurd.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- THEA 1184 - Acting I
- THEA 2351 - Acting II

THEA 3350 - Theatre History I

This course examines theatrical traditions, styles, and practices from ancient Greece through the mid-17thcentury.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

THEA 3351 - Theatre History II

This course examines theatrical traditions, styles, and practices from the Restoration to contemporary theatre.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

THEA 3360 - Scenic Design

A study of the scenic design process. Students will apply the principles of design to scenery through intense practical assignments. Emphasis is placed on communication through drafting, rendering, and modeling.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ARTD 1151 - Drawing I
- THEA 2110 - Introduction to Design

THEA 3381 - Lighting Design

A study of the lighting design process. Students will apply the principles of design to lighting through intense practical assignments.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ARTD 1151 - Drawing I
- THEA 2110 - Introduction to Design

THEA 3385 - Costume Design

A course that acquaints students with the basic skills needed to design theatrical costumes. Students will focus on research methods and rendering techniques to create a diverse portfolio of work.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ARTD 1151 - Drawing I
- THEA 2110 - Introduction to Design

THEA 3390 - Advanced Stagecraft

Students will apply the principles of stagecraft to rigorous practical assignments intent on developing fine craftsmanship skills. This project-based course will provide opportunities for woodworking, metal work, and technical design.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- THEA 1180 - Stagecraft

THEA 3451 - Auditioning

A course designed for developing audition techniques and examining guidelines for audition procedures with emphasis on practical auditions, résumés, headshots, selection of audition material, and compilation of an audition portfolio.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- THEA 1184 - Acting I

THEA 3586 - Advanced Stage Makeup

Advanced study in the theories and application of stage makeup. Students will design for a variety of genres including fantasy, period and post-modern. Students will experiment with advanced techniques such as air-brushing, casting. Advanced topics may include casting, moulage, and full body projects.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- THEA 1286 - Makeup for the Stage

THEA 4370 - Directing

This course introduces students to the fundamentals of directing, including the director’s role in interpreting, choosing, rehearsing, and staging a play. The course culminates in realized One Act productions.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- THEA 1184 - Acting I

- THEA 2110 - Introduction to Design
- THEA 2330 - Script Analysis
- THEA 2351 - Acting II

Restrictions:

- Permission of course can be granted from instructor

THEA 4470 - Special Topics

A series of courses designed to provide students with advanced material/study in elements of Theatre Arts.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0
Lab hours: 3.0

Restrictions:

- Permission of course can be granted from instructor.

THEA 4471 - Special Topics

A series of courses designed to provide students with advanced material/study in elements of Theatre Arts.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0
Lab hours: 3.0

Restrictions:

- Permission of course can be granted from instructor.

THEA 4472 - Special Topics

A series of courses designed to provide students with advanced material/study in elements of Theatre Arts.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0
Lab hours: 3.0

Restrictions:

- Permission of course can be granted from instructor.

THEA 4484 - Senior Thesis

A course in which senior Theatre Arts majors bring their training and emphasis into focus. All proposals must be approved by the department chair and are subject to scheduling and faculty supervisory commitments.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

THEA 4495 - Independent Studies

Prerequisite: Consent of instructor.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- On demand

WRPS 2200 - Introduction to Literary Studies

Introduces students to the academic discipline of English. Focuses on critical issues (past and present) involved in literary studies.

Grade Basis: AL
Credit hours: 1.0
Lecture hours: 1.0

Prerequisites:

- ENGL 1101 - Rhetoric and Composition I
- ENGL 1102 - Rhetoric and Composition II

Restrictions:

- Offered in Fallterms

WRPS 2210 - Introduction to Peer Tutoring

This course prepares undergraduates to work as peer tutors in a writing center. Students will practice tutoring as they learn about reading and responding to the writing of others.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ENGL 1101 - Rhetoric and Composition I
- ENGL 1102 - Rhetoric and Composition II

Restrictions:

- In rotation
- Students in all majors, as well as undeclared majors, are encouraged to enroll

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WRPS 2500 - Introduction to Creative Writing

This course introduces undergraduates to the fundamentals of imaginative writing. Analysis of professional models, but emphasis upon student work, especially poetry and fiction.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ENGL 1101 - Rhetoric and Composition I
- ENGL 1102 - Rhetoric and Composition II

Restrictions:

- Offered in Spring Terms

WRPS 3003 - Script Writing

This course is designed to introduce students to the fundamentals of writing for visual media. Students will concentrate on developing concepts and scripts for a variety of specific audiences and formats including film, television, online, advertising and educational media. [cross-listed as FILM 3003]

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

WRPS 3300 - History of the English Language

Introduction to principles of linguistics; a survey of the origins and development of English, and a study of its structure.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ENGL 1101 - Rhetoric and Composition I

- ENGL 1102 - Rhetoric and Composition II

Restrictions:

- In rotation

WRPS 3302 - Advanced Grammar

A survey of the basic logic and grammatical structure of English, from morpheme to word, phrase and clause, to sentence.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ENGL 1101 - Rhetoric and Composition I
- ENGL 1102 - Rhetoric and Composition II

Restrictions:

- In rotation

WRPS 3303 - Advanced Composition

This course is open to all students, regardless of major, who are interested in producing nonfiction prose that is exemplary for its clarity and finesse. Providing each other with feedback in classroom workshops, students write an interview; a critique of the fine arts; a humor piece; a travel piece; a piece on science, technology, or sports; and a memoir.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ENGL 1101 - Rhetoric and Composition I
- ENGL 1102 - Rhetoric and Composition II

Restrictions:

- offered every other year

WRPS 3306 - Creative Writing Workshop (Poetry)

An advanced course in imaginative writing. Professional models studied, but student writing is emphasized.

Grade Basis: AL

Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ENGL 1101 - Rhetoric and Composition I
- ENGL 1102 - Rhetoric and Composition II

Restrictions:

- In rotation

WRPS 3308 - Creative Writing Workshop (Fiction)

An advanced course in imaginative writing. Professional models studied, but student writing is emphasized.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ENGL 1101 - Rhetoric and Composition I
- ENGL 1102 - Rhetoric and Composition II

WRPS 3310 - Art of Argumentation

This course presents the fundamentals of effective persuasion, including the three appeals (logical, emotional, ethical), logical fallacies, inductive and deductive reasoning, and evaluation of evidence. Students from all majors, as well as undeclared majors, are encouraged to enroll.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ENGL 1101 - Rhetoric and Composition I
- ENGL 1102 - Rhetoric and Composition II

WRPS 3315 - Readings in Literary Journalism

This course consists of a survey of literary journalism, a form of creative nonfiction that blends elements of fictional narrative and factual reporting.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ENGL 1101 - Rhetoric and Composition I
- ENGL 1102 - Rhetoric and Composition II

WRPS 3320 - Warriors, Lovers, and Poets: British Medieval Literature.

A survey, mostly in Middle English, of English literature to about 1500.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ENGL 1101 - Rhetoric and Composition I
- ENGL 1102 - Rhetoric and Composition II

Restrictions:

- In rotation

WRPS 3330 - Renaissance Literature

Renaissance English literature to about 1675, excluding Shakespeare

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ENGL 1101 - Rhetoric and Composition I
- ENGL 1102 - Rhetoric and Composition II

Restrictions:

- In rotation

WRPS 3335 - Development of Drama

An examination of the development of drama, excluding Shakespeare, from its beginnings up through the 18th century.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ENGL 1101 - Rhetoric and Composition I
- ENGL 1102 - Rhetoric and Composition II

Restrictions:

- In rotation

WRPS 3345 - The Rise of the Novel

A study of the rise of the novel with an emphasis on selected works of the late seventeenth-century and eighteenth-century, including novels in translation.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ENGL 1101 - Rhetoric and Composition I
- ENGL 1102 - Rhetoric and Composition II

Restrictions:

- In rotation

WRPS 3350 - English Romanticism

A study of selected major nineteenth-century British prose and poetry, with emphasis on lyric verse.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ENGL 1101 - Rhetoric and Composition I
- ENGL 1102 - Rhetoric and Composition II

Restrictions:

- In rotation

WRPS 3355 - Romance & Reform: Themes in the English Novel

A study of the selected 19th century novels, including novels in translation.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ENGL 1101 - Rhetoric and Composition I
- ENGL 1102 - Rhetoric and Composition II

Restrictions:

- In rotation

WRPS 3360 - Hail Britannia! The Victorians Rule

A study of selected major Victorian prose and poetry.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ENGL 1101 - Rhetoric and Composition I
- ENGL 1102 - Rhetoric and Composition II

Restrictions:

- Offered in Spring Terms

WRPS 3375 - American Romanticism

Major American Romantic writers of the United States through Whitman and Dickinson.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ENGL 1101 - Rhetoric and Composition I
- ENGL 1102 - Rhetoric and Composition II

Restrictions:

- In rotation

WRPS 3380 - American Realism and Naturalism

Major American writers of the Realistic and Naturalistic movements in the United States.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ENGL 1101 - Rhetoric and Composition I
- ENGL 1102 - Rhetoric and Composition II

Restrictions:

- In rotation

WRPS 3385 - Southern Literature

A study of major Southern writers from about 1815 to the present.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ENGL 1101 - Rhetoric and Composition I
- ENGL 1102 - Rhetoric and Composition II

Restrictions:

- In rotation

WRPS 3390 - Modern & Contemporary American Literature

A study of significant works, themes, and figures in American literature, 1900s to present. Themes or emphases might include African American Literature, Literature and Landscape, Genre Conventions and Evolution, or a variety of others.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ENGL 1101 - Rhetoric and Composition I
- ENGL 1102 - Rhetoric and Composition II

Restrictions:

- In rotation

WRPS 3375 - Writing about Film

This course focuses on the critical viewing of film with critical writing in several modes.

Grade Basis: AL

Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ENGL 1101 - Rhetoric and Composition I
- ENGL 1102 - Rhetoric and Composition II

Restrictions:

- Offered in Spring Terms

WRPS 3473 - Writing about Sports

Students will write a variety of sports-related pieces, including coverage of a recent sporting event, a profile of an athlete, an argumentative piece, and a personal sports memoir. We will also read some of the finest sports writing published in the U.S. and draw inspiration from those writers. If possible, we will attend a LaGrange College athletic event and write about that experience.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

WRPS 4400 - Contemporary Literary Theory

A survey of theoretical interpretive traditions of the 20th and 21st centuries.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ENGL 1101 - Rhetoric and Composition I
- ENGL 1102 - Rhetoric and Composition II

Restrictions:

- In rotation

WRPS 4410 - Chaucer

A survey of Chaucer's work. Consideration will also be given to Chaucerian influence and criticism.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ENGL 1101 - Rhetoric and Composition I
- ENGL 1102 - Rhetoric and Composition II

Restrictions:

- Offered in Fall terms

WRPS 4420 - Shakespeare

The development of Shakespeare's art, as reflected in selected individual plays or groups of plays.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ENGL 1101 - Rhetoric and Composition I
- ENGL 1102 - Rhetoric and Composition II

Restrictions:

- Offered in Fall terms

WRPS 4430 - Milton

Selected poetry and prose of Milton.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ENGL 1101 - Rhetoric and Composition I
- ENGL 1102 - Rhetoric and Composition II

Restrictions:

- In rotation

WRPS 4440 - Modern & Contemporary Fiction

A study of selected contemporary fiction writers and their novels or short stories, including works in translation.

Grade Basis: AL

Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ENGL 1101 - Rhetoric and Composition I
- ENGL 1102 - Rhetoric and Composition II

Restrictions:

- In rotation

WRPS 4460 - Modern & Contemporary Drama

A study of contemporary playwrights and their plays, including works in translation.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ENGL 1101 - Rhetoric and Composition I
- ENGL 1102 - Rhetoric and Composition II

Restrictions:

- In rotation

WRPS 4470 - Single Author or Special Topic

A course providing an in-depth study of a single author or a special topic in language, literature, or writing.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- ENGL 1101 - Rhetoric and Composition I
- ENGL 1102 - Rhetoric and Composition II

Restrictions:

- Offered in Spring Terms

WRPS 4495 - Senior Thesis and Presentation

Each English majors will write and present orally an original research project developed or derived from a project created for a major English course, based on a significant topic in language or literature. Required of all English majors.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered in Spring Terms
- Senior Standing

WRPS 4496 - Internship

An opportunity for students to gain added experience and insight in approved off-campus settings.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered on Demand
- Consent of the supervising instructor, the Department Chair, and the Career Development Center

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WRPS 4499 - Independent Study/Research

This is an opportunity for students to conduct an individual, in-depth exploration of an area in literature, writing, or theory.

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Offered on Demand
- Prerequisites: Consent of the instructor, the Department Chair, and the Vice President for Academic Affairs

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Last updated: February 10, 2023