



LAGRANGE
COLLEGE
Evening College

BULLETIN

2012 - 2013

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EVENING COLLEGE BULLETIN VOLUME X, Number I

PRESIDENT: DR. DAN MCALEXANDER

The Evening College Bulletin is published annually.

Evening 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 division. Such changes become effective as announced by the proper LaGrange College authorities.

All policies in this Handbook have been approved by the LaGrange College Board of Trustees through either a specific vote of the Board or through the delegation of authority to the administration and faculty of the College.

COMMUNICATIONS DIRECTORY

601 Broad Street
LaGrange, Georgia 30240-2999
(706) 880-8000
Fax: (706) 880-8072
www.lagrange.edu

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

(Area code 706)

Office of the President	880-8240
President, Dan McAlexander	
Academic Affairs	880-8236
Provost, David Garrison	
Bookstore.....	880-8068
Textbook Manager	880-8231
Business Department	880-8317
Chair, Lydia Rosencrants	
Business Office/Student Accounts	880-8278
Accounts Receivable Specialist, Becky Carter	
Career Development Center	880-8185
Director, Diana Goldwire	
Chaplain.....	880-8297
Rev. Dr. Quincy Brown	
Education Department.....	880-8202
Chair, Donald Livingston	
Evening College.....	880-8298
Director, Linda H. McMullen	
Financial Aid Office.....	880-8241
Director, Sylvia Smith	
Information Technology Support Manager, Tiffany Mixon	880-8049
Registrar's Office.....	880-8024
Registrar, Jimmy Herring	

EVENING COLLEGE ACADEMIC CALENDARS

EVENING COLLEGE 2012-2013

FALL QUARTER 2012

AUGUST

August	14	New Student Orientation 5:30pm
August	21	Fair on the Hill 6:00pm
August	22	Opening Convocation 7:00pm
August	23	Mathematics placement test 5:30pm
August	29-30	Registration for new and returning students not prepaid 10:00am - 6:00pm

SEPTEMBER

September	3	Labor Day Holiday; College Closed
September	4	Registration for new and returning students not prepaid 10:00am - 6:00pm Fall Quarter begins 5:50pm
September	5	Day of Record
September	11	Drop/add and late registration ends 5:00pm. No refund for individual classes dropped after this date. Graduation petitions due for Seniors completing requirements end of Fall Quarter. All Evening course syllabi due to Evening College Director.

OCTOBER

October	6	Homecoming
October	10-11	Midterm examinations
October	15-16	Fall Break; No classes; Administrative offices open
October	19	Alpha Sigma Lambda Honor Society induction ceremony 4:30pm
October	20	Service Saturday
October	30	Last day to withdraw from a Fall Quarter class

NOVEMBER

November	6-9	Pre-registration for Winter Quarter 2013
November	13	Final examinations for Tuesday/Thursday classes
November	14	Final examinations for Monday/Wednesday classes
November	17	Final examinations for Saturday classes
November	17	Fall Quarter ends
November	19	Fall Enrichment Term begins 5:50pm
November	21	Thanksgiving Holiday; No classes
November	22-23	Thanksgiving Holiday; College Closed
November	26	Fall Quarter grades due in Registrar's Office 12:00pm

DECEMBER

December	11	New Student Orientation 5:30pm
December	13	Fall Enrichment final examinations; Fall Enrichment Term ends
December	18	Mathematics placement test 5:30pm
December	20	Fall Enrichment grades due in Registrar's Office 12:00pm
December	24-31	Christmas Holiday; College Closed

WINTER QUARTER 2013**JANUARY**

January	1	New Year Holiday; College Closed
January	2	Registration for new and returning students not prepaid 10:00am - 6:00pm Winter Quarter begins 5:50pm
January	9	Winter Quarter Day of Record
January	9	Drop/add and late registration ends 5:00pm. No refund for individual classes dropped after this date. Graduation Petitions due for Seniors completing requirements end of Winter Quarter. All Evening course syllabi due to Evening College Director.
January	21	Martin Luther King, Jr. Holiday; College Closed

FEBRUARY

February	4-5	Midterm examinations
February	12-15	Pre-registration for Spring Quarter
February	22	Last day to withdraw from a Winter Quarter class
February	23	Snow day/Make-up class sessions if necessary
February	26	New Student Orientation 5:30pm
February	28	Mathematics placement testing 5:30pm

MARCH

March	1	Registration for new and returning students not prepaid 10:00am - 4:00pm
March	4	Registration for new and returning students not prepaid 10:00am - 6:00pm
March	2	Final examinations for Saturday classes
March	5	Final examinations for Tuesday/Thursday classes
March	6	Final examinations for Monday/Wednesday classes
March	6	Winter Quarter ends

SPRING QUARTER 2013

March	7	Registration for new and returning students not prepaid 10:00am - 6:00pm
March	7	Spring Quarter begins 5:50pm
March	11-15	Academic Integrity Week
March	13	Winter Quarter grades due in Registrar's Office 12:00pm
March	14	Drop/add and late registration ends 5:00pm. No refund for individual classes dropped after this date. Graduation Petitions due for Seniors completing requirements end of Spring Quarter. All Evening course syllabi due to Evening College Director.
March	15	Day of Record for Spring Quarter
March	29	Good Friday; College Closed

APRIL

April	1-5	Spring Break; No classes; Administrative offices open
April	10-11	Midterm examinations
April	23-26	Pre-registration for Fall 2013 Quarter
April	26	Honors Day Celebration
April	30	Last day to withdraw from a Spring Quarter class

MAY

May	14	Final examinations during class for Tuesday/Thursday classes
May	15	Final examinations during class for Monday/Wednesday classes
May	15	Spring Quarter ends
May	16	Grades due to Registrar for graduating seniors 12:00pm
May	17	Graduation rehearsal 9:30am Grades for those not graduating due 5:00pm Baccalaureate at First United Methodist Church 5:00pm
May	18	Commencement on the Residential Quadrangle 8:30am
May	27	Memorial Day Holiday; College Closed

PUBLIC HEALTH COHORT C

TERM 1	September	8	Introduction to Senior Studies
	September	10	Introduction to Public Health
	October	29	Contemporary Economic Issues
	November	19-23	Thanksgiving Holiday; No Classes
	December	8	Advanced Readings
	December	24-31	Christmas Holiday; College Closed
	January	1	New Year Holiday; College Closed
	January	7	Public Health Biology I
	January	21	Martin Luther King, Jr. Holiday; College Closed
TERM 2	March	4	Public Health Biology II
	April	1-5	Spring Break; No Classes
	April	13	Junior Seminar; Nutrition
	April	22	Epidemiology
	May	27	Memorial Day Holiday; College Closed
	June 24-July 6		Summer Break I
	July	8	Community Health Assessment and Development
	July	20	Junior Seminar; Administration and Policy
	August 26-Sept 7		Summer Break II
TERM 3	September	9	Bioethics
	October	28	Issues of Race, Ethnicity and Health; and Global Public Health Issues
	November	25-29	Thanksgiving Holiday; College Closed
	December	14	Advanced Readings
	December	23-31	Christmas Holiday; College Closed
	January	1	New Year Holiday; College Closed
	January	6	Biostatistics
	January	20	Martin Luther King, Jr. Holiday; College Closed
TERM 4	March	10	Environmental and Occupational Health
	March 31-April 5		Spring Break; No Classes (tentative)
	April	12	Senior Seminar; Cultural Competence
	May	5	Senior Capstone Project
	May	26	Memorial Day Holiday; College Closed
	June	16	Senior Seminar; Critical Issues
	June 30-July 5		Summer Break

ABOUT LAGRANGE COLLEGE

MISSION STATEMENT

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

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

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

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

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

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

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

(Adopted by Faculty, Administration, and Board of Trustees, 2010)

ACCREDITATION

LaGrange College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the degrees of Bachelor of Arts, Bachelor of Music, Bachelor of Science, Bachelor of Business Administration, Bachelor of Science in Nursing, Master of Education, Master of Arts in Teaching, the Specialist in Education degree in Curriculum and Instruction, and the Master of Arts in Organizational Leadership.

Accreditation information is given in order for interested constituents to (1) learn about the accreditation status of LaGrange College, (2) file a third-party comment at the time of the institution's decennial review, or (3) file a complaint against the institution for alleged non-compliance with a standard or requirement. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 or visit www.sacscoc.org for questions about the accreditation of LaGrange College. Normal inquiries about the institution, such as admission requirements, financial aid, educational programs, etc. should be addressed directly to LaGrange College and not to the Commissions of College's Office.

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

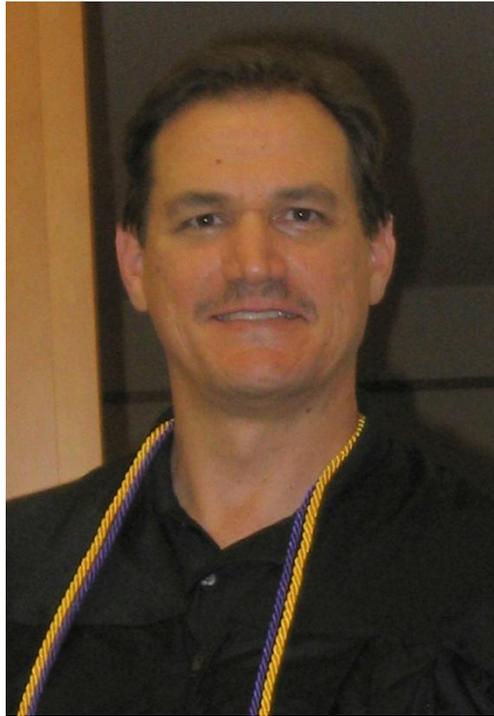
LaGrange College's teacher education (undergraduate and graduate) programs are accredited by the Georgia Professional Standards Commission to recommend candidates for certification in the areas of early childhood, middle grades, or secondary education.

The Bachelor of Science in Nursing program is accredited by the National League for Nursing Accrediting Commission, 3343 Peachtree Road, N.E., Suite 500, Atlanta, GA 30326; Sharon Tanner, Ed.D., RN, Executive Director; 404-975-5000; sjtanner@nlac.org.

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



Wanda Nelson, Senior;
Bachelor of Arts in Business Administration



James Odom, Senior
Bachelor of Arts in Business Administration

EVENING COLLEGE

Evening College supports the mission of LaGrange College through the provision of baccalaureate programs that meet the academic needs of adult learners in Troup and surrounding counties. Evening College offers an outstanding academic program in a supportive, encouraging environment. The liberal arts and science based program is designed to nurture a love of life-long learning and to prepare students for the future through a curriculum that facilitates mastery in a discipline and development of reasoning, decision-making and problem-solving abilities skills vital for career success. Recognizing that adult learners may be managing personal, professional, and collegiate careers, Evening College is structured to allow qualified students to earn an undergraduate degree at night, through full-time or part-time study, without sacrificing their professional and personal responsibilities.

Evening College offers the Bachelor of Arts degree in Business Administration, and the Bachelor of Arts degree in Human Development. Minors in Psychology, Sociology and Human Resource Management are also offered. Evening College operates these programs on the quarter system with 9-week terms beginning in September, January, and March. A seven-week summer session is also offered. Accepted students may begin classes during any quarter.

Evening College offers a degree completion program in Public Health and will begin a new degree completion program in Health and Human Services in 2013. Classes in this cohort model program are held one evening per week for 23 months. Students who have earned 60 transferable semester hours of credit are eligible for enrollment in the program.

ADMISSION

FIRST YEAR ADMISSION

LaGrange College seeks to admit students who demonstrate the ability to benefit from a quality liberal arts and sciences education. Applicants to Evening College are normally independent adults 24 years or older who reside off-campus; they may be married or have dependents. Prospective students are encouraged to call the Evening College Office at 706-880-8298 to discuss the programs available and to review the application process. Prospective students should:

- Request an application from the Evening College office, or download the appropriate application from our web site at www.lagrange.edu/evening. The application requires completion of both biographical and academic information, as well as a thoughtful written response to a Focus Question. Mail the completed application and the \$20.00 nonrefundable application fee to Evening College, 601 Broad Street, Smith Hall 228, LaGrange, GA 30240.
- Request official transcripts from all high schools and colleges attended. Official transcripts and test scores must be signed and sealed and forwarded directly from the agency to Evening College. Copies of transcripts mailed, faxed, or delivered by a prospective student are not considered to be official documents, and are therefore not acceptable. Students who earned a G. E. D. in lieu of a high school diploma must submit an official copy of the examination score, following the same procedure as noted above. Please note that applicants who are independent students, aged 24 or older, with a minimum of two years work experience are not required to submit SAT or ACT scores as a part of the application.
- Schedule an appointment for a conversation with the Director of Evening College. The conversation with the Director is an important part of the admission process, allowing the student to ask questions about the program, and to discuss his/her intended study program.

Each completed application is carefully and thoughtfully evaluated for academic preparation and ability as evidenced by the transcript(s) and essay. Applicants should allow a minimum of two weeks for completed applications to be processed. The admission decision will be communicated to the student in writing. Students admitted to the Business Administration or Human Development majors may begin in September, January or March. Successful applicants for the degree completion programs will begin in September only.

REGULAR ADMISSION

Will be extended to those applicants who meet all of the requirements for admission.

PROBATIONARY ADMISSION

May be extended to applicants who do not fully meet the standard admission criteria, but the Committee feels possess the potential to be successful students. Students accepted on probation will be limited to 10 quarter hours their first term, and must earn at least a 2.0 in both courses in order to continue in Evening College.

DEGREE COMPLETION PROGRAM ADMISSION

Applicants to the Degree Completion Program are those who have completed 60 semester hours of transferable college credit from a regionally accredited institution and who are prepared to move into the cohort model major with classes meeting one night per week for 23 months. (Students who are close to meeting the 60 hour requirement, but lack a few courses, should schedule an appointment with the Director of Evening College to discuss the possibilities for dual enrollment in the general education classes and the major.) The 60 hours must include at least one course from each of the following areas: humanities/ fine arts, social/behavioral sciences, and natural science/mathematics.

TRANSFER ADMISSION

Students attending another institution may apply for transfer admission providing they are eligible to return to their current institution at the time of entry to LaGrange College. The College will evaluate course work from regionally accredited colleges and universities for LaGrange College academic credit. Normally, credit will be given for classes comparable to LaGrange College subjects for whom the applicant earned a grade of "C" or above. If transferring from a two-year institution, credit may be earned for a maximum of 90 quarter hours of coursework. If transferring from a four-year college, normally 120 quarter hours of coursework may transfer. When transfer applicants are accepted, the Registrar will review and evaluate all coursework taken at institutions outside of LaGrange College. 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.

Transfer students who have earned a Baccalaureate Degree from a regionally accredited American institution and who are enrolling for a second undergraduate degree, will be awarded credit for the general education core upon their acceptance to Evening College.

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."

TRANSIENT ADMISSION

A student currently enrolled in good standing at another college may enroll in the Evening College as a transient student. Applicants for transient status must complete the Transient Application for Admission and forward to the Registrar's Office a permission letter from the home institution, verifying status and authorization to enroll for the course.

READMISSION

If a student has not attended Evening College for four quarters, or was not in good standing during the last quarter completed, s/he must submit an Application for Readmission (available in the Evening College office) before attempting to register for additional course work. Students who were absent for three quarters or less, and who were in good academic standing when they last attended, may re-activate their student file through the Registrar's Office without applying for readmission.

Students who have not attended another institution while absent from LaGrange College, and who have been absent for less than four calendar years, are generally governed by the Bulletin in force at the date of their initial enrollment. Students who have been out of school for four or more calendar years are subject to the Bulletin in force at the time of their readmission and resumption of study.

If a student seeking readmission has attended another institution since leaving LaGrange College, he/she will – if admitted – be considered as a transfer student. Transfer students will be subject to the Bulletin in force at the time of their transfer back to LaGrange College.

ENROLLMENT

After an offer of admission is extended, applicants who intend to accept the offer will be asked to submit an enrollment deposit of \$100.00 to reserve a space in the class for the upcoming term. The deposit will be considered as a credit toward tuition due. A student who expects to receive a tuition reimbursement scholarship from his/her employer may contact the Evening College office to request a waiver of the deposit.

The Evening College and the Registrar's offices will correspond with each student approximately one month before each term begins to provide details concerning course registration, placement testing, book purchases, and other subjects of importance to new students. Testing and registration activities are conducted during evening hours as a convenience for students.

Students should be advised that a mathematics placement test must be completed before initial course registration can be finalized.

All new students are encouraged to participate in the Evening College Orientation, held the week prior to the start of classes. In addition to providing a campus tour, the orientation is designed to provide new students with the opportunity to meet current students, to introduce the advising and academic support system and cover logistics of course registration, and to review the mission and overarching objectives of the Evening program.

PAYMENT OF CHARGES

2012-2013 Academic Year¹:

¹ Program fees for the DCP in Public Health are detailed in their program brochure.

Tuition per quarter hour:	\$340.00
Testing Fees:	\$ 60.00
Parking Permit:	\$ 30.00
Late Registration:	\$ 50.00
NSF (Non sufficient funds) Return Items:	\$ 25.00

All educational charges are due and payable before the beginning of each term. Students who pre-register will be billed in advance of each term by the Business Office with a due date specified on the invoice.

Students who fail to submit payment or make arrangements with the Business Office by the due date, will have their schedules voided by the Registrar, and will need to re-register in person after the account is settled. Students who receive employer tuition reimbursement should contact the Business Office to discuss options for billing and payment.

REFUND POLICY

Refunds for individual courses may only be granted in accordance with the deadline dates established by the Evening College calendar. Properly submitted refund requests will be processed within 10 days of notification from the Registrar's Office of withdrawal.

A student considering a complete withdrawal from all courses for the term should contact the Director of Evening College to begin the withdrawal process. The student should also consult with the Financial Aid and Business Offices to determine the financial impact of a complete withdrawal.

See page 21 (Disbursement of Excess Financial Aid) for the refund policies for students receiving financial aid.



FINANCIAL AID

PHILOSOPHY

Recognizing the significant investment students and families make when choosing a private college, LaGrange College offers a variety of assistance and payment options. We expect students to use a combination of scholarships, grants, loans and work to meet college costs. These resources may come from family, employers, state or federal sources. We encourage students to apply for financial aid as early as possible to maximize eligibility for all types of assistance.

FINANCIAL AID ELIGIBILITY REQUIREMENTS

In general, to be eligible for financial assistance, financial aid applicants must:

- Be a U.S. citizen or permanent resident alien of the United States.
- Be accepted for admission or currently enrolled in an approved degree-seeking program.
- Have a high school diploma or a General Education Development (GED) Certification, or pass an approved Ability-to-Benefit test.
- Be making satisfactory academic progress towards the completion of a degree program.
- Not be in default on any federal educational loan, or have made satisfactory arrangements to repay the loan.
- Not owe a refund on a federal or state grant.
- Not have borrowed in excess of federal loan limits.
- Be registered with Selective Service, if required.

FINANCIAL AID APPLICATION PROCEDURES

Applicants for financial aid must: 1) Complete and submit a Free Application for Federal Student Aid (FAFSA) annually, 2) Complete a Georgia Tuition Equalization Grant Application, if applicable, 3) Submit all required documents for verification, if selected.

DETERMINING FINANCIAL NEED

Students in need of financial assistance must complete a federal need analysis form, the Free Application for Federal Student Aid form (FAFSA). The FAFSA collects information concerning the student's family income, assets, and untaxed income, family size, and the number in college. This information is used in a federal need analysis calculation to determine what the family should be able to contribute towards educational expenses. This amount is referred as the Expected Family Contribution.

The Financial Aid Office establishes a Cost of Attendance (COA) Budget that discloses the annual costs for a student to attend LaGrange College. The COA budget includes tuition, fees, room, board, books, supplies, and living expenses. Other components of the COA, which are applied on an individual basis, include childcare expenses, loan fees, and computer costs. These items may require documentation from the student. The COA Budget for independent Evening College students for the 2012-2013 academic year is \$32,896.

The Expected Family Contribution (EFC) is deducted from the Cost of Attendance at LaGrange College to determine whether a need for financial assistance exists. If the family's EFC is less than the Cost of Attendance, a financial need is established, and the Financial Aid Office will work with the family to assist in meeting that need.

SATISFACTORY ACADEMIC PROGRESS POLICY

Federal and State regulations require institutions of higher education to establish Satisfactory Academic Progress (SAP) standards for recipients of financial aid. The purpose of satisfactory academic progress standards is to measure a student's progress toward the completion of their educational program. The Financial Aid Office is responsible for ensuring that all students receiving federal, state, and institutional financial aid are meeting these standards by conducting an annual evaluation at the end of the spring quarter.

The satisfactory academic progress standards established in this Policy apply to all financial aid programs including, but are not limited to, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Academic Competitiveness Grant, National SMART Grant, TEACH Grant, Federal Perkins Loan, Federal Stafford Loan, Federal Parent Loan for Undergraduate Students (PLUS), Federal Work Study, HOPE Scholarship, Georgia Tuition Equalization Grant (GTEG), Georgia LEAP, State Service Cancelable Loans, LaGrange College grants, academic scholarships, and LaGrange College Work Aid.

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

QUALITATIVE STANDARD

A student must be in "good academic standing" based on the cumulative grade point average of all courses taken at LaGrange College to meet the qualitative standard. Good academic standing is as follows: a student with less than 45 earned hours must maintain a minimum of a 1.75 cumulative GPA; a student with 45-89 earned hours must maintain a 1.90 cumulative GPA; a student with 90 or more earned hours must maintain a minimum cumulative GPA of 2.0. The Provost monitors the grade point average component of the SAP policy each quarter. Any student whose grade point average is below the established minimum standard may be placed on academic probation or academic suspension. It should be noted that these minimum GPA requirements do not apply to the renewal of HOPE Scholarship and other grant programs that have specific GPA renewal criteria.

QUANTITATIVE STANDARD COMPLETION RATE

A student receiving financial aid from any of the programs covered under this policy must demonstrate measurable progress toward the completion of their degree program by maintaining an overall completion rate of 67 percent. This standard applies to all financial aid recipients, regardless of full-time or part-time enrollment status. Attempted hours are those credit hours for which the student is registered on or after the conclusion of late registration (drop/add).

Earned hours are successfully completed courses in which grades of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, or P are awarded, as long as credit is earned. Grades of F, W, WF, NC, NR, AU, AW, or I **do not** count as successful completion of a course. The formula for calculating a completion rate is: Earned hours divided by attempted hours. For example, the completion rate for a student who attempts 45 hours and successfully passed 36 credit hours is 80 percent--36 earned hours divided by 45 attempted hours.

The following are considered when evaluating the completion rate standard:

- Withdrawals, incompletes, and failed courses are considered attempted hours but not earned hours. If an incomplete course impacts a student's satisfactory academic progress standing, it is the student's responsibility to notify the Financial Aid Office when a grade is reported.
- Audited courses are not considered attempted or earned credit hours.
- Transfer credits, including courses taken as a transient student, **do not** count in the calculation of LaGrange College GPA, but are included in the maximum time frame standard.
- Repeated courses, for which a passing grade was awarded, are included in attempted hours but not earned hours.

MAXIMUM TIME FRAME

Federal regulations allow a student to receive financial assistance for no more than 150 % of the credit hours required to complete the degree program. Most students pursuing a bachelor's degree may attempt up to a maximum of 270 quarter hours towards the completion of a 180 quarter hour program. Students in programs of study that require more than 120 hours will have their time frame extended proportionally based on the length of the program. Frequent withdrawals from courses or school, changes of major, failed or repeated courses, or taking courses that are not related to the degree program could jeopardize financial aid eligibility. All attempted hours at LaGrange College and those credits accepted on transfer toward the student's degree program will count toward the maximum time frame. Students who have completed sufficient hours to complete their degree program are no longer eligible for financial aid.

Also, if it is determined that a student will not be able to complete their degree within the maximum time frame, eligibility for student financial aid can be revoked.

The following are considered when evaluating the time frame standard:

- A student pursuing two bachelors' degree programs at the same time must adhere to the 150% time frames. The maximum attempted hours allowable for financial aid will be based on the degree that requires the most hours.
- All attempted hours from all degree programs sought are considered when reviewing the maximum time frame standard. Students who decide to change majors or degree programs are advised to do so early in their academic program so as not to jeopardize eligibility for financial aid.
- Students returning to school to pursue another bachelor's degree are allowed an additional 90 quarter hours to complete the degree. All other standards established in the satisfactory academic progress policy apply to subsequent bachelor's degrees.

- A transfer student's compliance with the time frame component of the satisfactory academic progress policy will be based on the sum of the attempted hours at LaGrange College **plus** the credit hours accepted on transfer from previous institutions toward the student's degree program. For example, if a student has 70 credit hours acceptable towards their degree program, the student may receive financial assistance for up to 200 additional credit hours.

SATISFACTORY ACADEMIC PROGRESS EVALUATION PROCESS

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

APPEAL PROCEDURES

A student financial aid recipient who loses eligibility for financial aid may appeal to the Financial Aid Appeals Committee, except for loss of eligibility due to time frame. Appeals must be submitted in writing to the Director of Financial Aid outlining any mitigating circumstance(s) that influenced the student's academic performance. Mitigating circumstances are those events that are beyond the student's control such as serious injury, illness or mental health condition involving the student or an immediate family member, death of an immediate family member, and other extenuating circumstances beyond the student's control.

The appeal must include a description of the mitigating circumstance, documentation of circumstance, and the manner by which the deficiency will be resolved. Appeal without supporting documentation will not be considered.

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

REESTABLISHING FINANCIAL AID ELIGIBILITY

A student who is unsuccessful in appealing for reinstatement of their financial aid or a student who does not have a mitigating circumstance that warrants an appeal can only regain eligibility by complying with the satisfactory academic progress policy. It should be noted that taking courses at the student's expense, sitting out a quarter, or taking courses at another institution does not automatically restore a student's eligibility for financial aid.

If the student has resolved the satisfactory academic progress deficiencies that resulted in the termination of financial aid eligibility, the student should contact the financial aid office and request a satisfactory academic progress evaluation.

STUDENT FINANCIAL AID POLICIES

- Financial aid applications for the upcoming academic year are available beginning January 1 in the financial aid office or on the web at www.fafsa.ed.gov or www.gacollege411.org.
- Due to the demand for financial assistance, the Financial Aid Office awards aid to eligible students on a first-come, first-serve basis. In awarding, first priority is given to students pursuing their first undergraduate degree. Transient, non-degree seeking, and unclassified students are not eligible for financial assistance.
- All financial aid applications and documentation for verification must be submitted before an official financial aid award letter is mailed.
- In constructing a financial aid award, funding is awarded in this order: grants and scholarships, student loans, and student employment.
- External sources of financial aid available to a financial aid recipient must be considered in the awarding of Federal, State, and LaGrange College need-based financial aid programs. LaGrange College reserves the right to cancel or reduce financial aid awards in the event that these resources result in financial aid in excess of financial need.
- Financial aid awards are made assuming full-time enrollment. Most LaGrange College and state financial aid programs require full-time enrollment. However, financial assistance is available to students enrolled on at least a half-time basis in the form of Federal student loans (Perkins, Stafford, and PLUS) and Federal Pell Grant and Federal Supplemental Educational Opportunity Grants, if eligible. Students, who are HOPE eligible, whether enrolled on a full-time or part-time basis, may also qualify for assistance.
- 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.
- Financial aid awards will be disbursed on the first day of classes provided all required documents and eligibility requirements are met.

FEDERAL FINANCIAL AID PROGRAMS

The U.S. Department of Education provides grant and loan assistance to eligible financial aid applications. The **Federal Pell Grant** and **Federal Supplemental Educational Opportunity Grant** are awarded to undergraduate students pursuing a first bachelor's degree with exceptional financial need. In addition to grants, low interest loans with reasonable repayment options are available to students regardless of income. 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 unsubsidized. **Subsidized loans** are awarded on the basis of financial need with federal government paying interest on the loan until repayment begins and has a fixed interest rate.

An **unsubsidized loan** is available to students regardless of financial need. However, interest accrues from the time the loan is disbursed until it is paid in full. The borrower has the option of paying the accruing interest or to allow the interest to accrue and capitalize. The interest rate on an unsubsidized Direct is a fixed rate of 6.8%. **Federal Perkins Loan** is a low interest loan awarded to students with exceptional need with a fixed interest rate of 5% and no interest accrues on the loan while the borrower is enrolled half time and during the grace period. Repayment begins nine months after graduation or withdrawal from school. Funding in this program is limited.

GEORGIA STUDENT ASSISTANCE PROGRAMS

The State of Georgia provides several financial aid programs to assist residents of Georgia. Recipients of these programs must meet financial aid eligibility and Georgia residency requirements. For most State grants, a Georgia resident is one who has physically lived in the state for a minimum of 12 consecutive months for some purpose other than to attend school and intends to remain in the state indefinitely. An applicant for financial aid will be considered a resident of Georgia if he/she can demonstrate that he or she has physically resided in the state for twelve consecutive months prior to the first date of enrollment and can provide documentation of intent to remain indefinitely. Acceptable documentation of intent to remain indefinitely includes but is not limited to a Georgia driver's license, voter registration card, automobile registration or other definitive evidence.

Residency is established twelve months from the date the documentation was issued. *If the Evening College student is a dependent student, the residency of the supporting parent drives the residency of the student.* The Director of Financial Aid makes the final determination of residency.

Georgia Tuition Equalization Grant is a non-need-based grant from the state to Georgia residents attending a private college or university full-time. The annual amount is contingent upon funding by the Georgia Legislature.

HOPE Scholarship Program has provided scholarship assistance for Georgia residents since 1993. Georgia residents who graduated from high school on or after June 1996 with a 'B' average are eligible for a scholarship to attend a Georgia private college or university. HOPE Scholars attending a private college or university are eligible for \$1,167 per quarter if full-time, and \$583 per quarter 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 45, 90, and 135 quarter hours.

Students who did not graduate from high school as a HOPE Scholar may become eligible for the HOPE Scholarship after completing 45, 90, or 135 quarter hours. This is provided the student's cumulative grade point average is a 3.0 or better; the student was a Georgia resident at the time of enrollment at a Georgia college or university and at the time the student becomes eligible for the HOPE Scholarship. The calculation of grade point averages for HOPE purposes must include all courses attempted since graduating from high school. Students who believe they qualify for this program should contact the Director of Financial Aid for more information.

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

Law Enforcement Personnel Dependents Grants provides non-repayable grants of up to \$2,000 per year to eligible Georgia residents who are dependent children of Georgia law enforcement officers, prison guards, or firemen who were permanently disabled or killed in the line of duty.

DISBURSEMENT OF FINANCIAL AID

Financial aid funds are credited directly to the student's account by the Business Office at the beginning of each quarter. The funds are applied towards current tuition, fees, room, board, and other charges as authorized by the student. Financial aid recipients should be aware that financial aid funds are for educational expenses only. Therefore, 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, meeting satisfactory academic progress standards, and are enrolled for the appropriate number of credits hours to establish eligibility for individual financial aid.

DISBURSEMENT OF EXCESS FINANCIAL AID

Students with a residual financial aid funds after tuition and other authorized charges are paid will receive a refund of the remaining credit balance within 14 days of the beginning 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 require a picture ID before disbursement. If the student wishes to leave the credit balance on the account for subsequent terms, he/she may 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, book 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 you receive that is used for tuition, fees, books, supplies and equipment required for your 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.

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.



(Left: Wanda Nelson, senior welcomes first year student; Nicole Person)

ACADEMIC SUPPORT SERVICES

FRANK & LAURA LEWIS LIBRARY

Students at LaGrange College are able to access most library resources from anywhere in the world where there is an internet connection. Those resources include full-image electronic editions of daily newspapers including the **New York Times**, **The Evening Standard (UK)**, **Liberation (France)**, **El Pais (Spain)**, **The Boston Globe**, **The Sacramento Bee**, and many others. LaGrange College can boast that it is in the company of only six other colleges and universities in the U.S. having enrollments between 1,000 and 2,500 that have the entire digital **Archive of Americana** in their collections. **The Archive of Americana** includes historical newspapers from 1690-1920, Early American Imprints (1639-1819), and much, much more.

In addition to the many databases supplied through **GALILEO** the library subscribes to online reference databases such as **Credo Reference**, the **Gale Virtual Reference Library**, and **Oxford Reference Online**. Other databases that LaGrange provides include **Access World News**, **Classical Music Library**, **CQ Researcher**, **Grove Art Online**, **JSTOR** scholarly Journals, **Project Muse** scholarly journals, **Wilson OmniFile**, **PsycArticles**, **Business Source Complete**, and **Literature Resources Center**.

The librarians typically conduct over 150 library instruction sessions each year. A Multi-Media Center is located in the Library with computers, a printer, and a scanner for use by students. The new library facility includes a state-of-the-art Multi-Media Classroom and Auditorium; a Media Production Center; a Seminar Room; multiple group study rooms; the Writing & Tutoring Center; an Archives & Special Collections area; a Media Lounge; and a 24-Hour Study Room.

ACADEMIC ADVISING

The Director of Evening College will serve as the academic advisor for all incoming Evening College students. After a student declares a major, a departmental faculty advisor may be assigned to work with the student through the completion of his/her program. The advisor functions as a general resource for program information, policies and procedures, schedule planning, etc. While faculty advisors will work closely with students in the planning of schedules, *it is the student's responsibility* to insure that all program requirements are fulfilled.

CAREER DEVELOPMENT CENTER

Evening College students are encouraged to use the resources available in the Career Development Center. The Center maintains current career-related materials and computer-assisted guidance programs to allow students to complete self-assessments on skills and interests related to careers or to personal development. The Center also sponsors job fairs and skill-building workshops and coordinates internship opportunities. The Career Development Center staff is available, by appointment, to meet with interested students during evening hours.

COMPUTER FACILITIES

In 1991, LaGrange College became committed to creating a fiber optic network of many computers that would allow students and faculty to access the network anywhere on campus. The college currently has 12 computer laboratories allowing students to access the World Wide Web from virtually any site on campus. Microcomputer labs on campus are available for general use except when the rooms have been reserved for class use. Evening College students may find the laboratory on the 3rd floor of Smith Hall (room 322) most convenient for their use.

LaGrange College seeks to provide students with the greatest possible access to computer resources within the limits of institutional priorities and financial capabilities, and consistent with generally accepted principles of ethics that govern the College community. Access to computer and network facilities requires each student user to be accountable and responsible for appropriate use of computer facilities. Students should note the following, taken from the Policy for the Responsible Use of Information Technology. The complete Policy is printed in the *LaGrange College Bulletin* and is also available in the Evening College office.

- 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 purposes, public or private, either for profit or non-profit.
- Many technology resources at LaGrange College are accessed through user accounts. 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. 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.
- The College provides email accounts for students, faculty and staff. All course information and other official College communication will only be sent to campus email addresses.
- Microcomputer labs on the LaGrange College campus are available for general use except during the periods the rooms have been reserved for teaching purposes. It is the responsibility of every user to use lab and public access facilities in a responsible manner. 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 Mission of LaGrange College. Viewing such harassing material in a lab or public access areas can result in disciplinary action.

TUTORING CENTER

Provides one-on-one or group tutoring sessions in various subjects: Biology (including Anatomy); Chemistry; Computer Science & Applications; Math & Problem Solving; Physics; Psychology; Religion; Spanish; Statistics. The center located in the Lewis Library and is directed by Dr. Stacey Ernstberger, who trains undergraduate students (who have been nominated for this program by their professors) for service as peer tutors in their respective disciplines. The hours of the center - as well as the subjects offered - fluctuate each semester and are always posted at the Center.

WRITING CENTER

The Department of English Language and Literature maintains a Writing Center, which serves the college community by providing advice and support for student writers. The Writing Center is on the ground floor of the Lewis Library. The center is directed by Dr. Justin Thurman, who trains students to serve as peer writing consultants. The hours of the Center fluctuate each semester and are always posted at the Center.



Back Row, Left to Right: Catherine Hanson, Dianne Childs and Cokeithia Hill
Front Row: Courtney Pope; All seniors at the 2012 Opening Convocation.

STUDENT LIFE

Evening College is committed to providing a positive environment that attends to a student's intellectual, emotional, spiritual and social development. LaGrange College sponsors a variety of cultural events and recreational activities for the enjoyment of students and their families. The College also provides programs designed to support every dimension of students' well-being. We welcome and encourage student participation in all campus programs.

In addition to providing a positive climate for growth and development, LaGrange College is committed to fostering an honorable standard of conduct for all within our community. The college regulations are formulated to meet changing student needs within the framework of college policy. These regulations are effective when the student enrolls. The specific policies with regard to student conduct are reviewed with all new students during orientation. In addition, the statement of conduct is published in the *LaGrange College Bulletin* and the *Student Handbook and Panther Planner*.

DEVELOPMENT AND WELL BEING

All new students are invited to the Evening College **Orientation**. This event introduces students to campus policies, procedures, and resources and to the staff who are available to support and advise throughout the course of the program. Small group sessions allow new and returning students to meet and share in order to encourage discussion of the transition to college life.

The Director of Student Ministries coordinates regular chapel services when college is in session. These spirited worship services provide opportunity for celebration, for reflection, and for fellowship with other students. Rev. Blair Tolbert is also available for individual counseling in her office in Smith Hall.

The **Counseling Office** located on the first floor of Smith Hall offers counseling in a variety of areas. Students needing a confidential resource for short-term counseling should contact Director Pamela Tremblay. Areas in which counseling is offered include stress reduction, conflict resolution, substance abuse, and interpersonal relations.

Evening students are encouraged to utilize the services of the **Career Development Center**. The counselors are available to assist with resume preparation, interview skills development, and graduate school applications. Meetings are by appointment and evening appointments may be arranged.

The facilities of the **Aquatics Complex** are available for recreational and lap swimming year-round. In addition, the facilities and equipment of the **Physical Education Department** are available for recreational use when not otherwise scheduled for instructional, athletic, or intramural use. Hours for the fitness center, gymnasium, and pool, will be posted each term. A valid LaGrange College ID is required for admittance to all facilities.

EVENTS AND ACTIVITIES

The Theatre Arts Department sponsors a series of plays in Price Theatre and the Fine Arts Department hosts a variety of gallery exhibits in the Lamar Dodd Art Center throughout the year. Admission is free for students. Cultural Enrichment activities occur throughout the year. All students who matriculated in September 2011 are required to attend two events per year.

The events include Contact Hour lectures, presentations, performances, etc. Evening students are encouraged and welcomed to participate in both day and evening events as their schedules permit.

Evening students have the opportunity to apply for participation in the **Servant Leadership Program** administered by, Rev. Dr. Quincy Brown. The Servant Leadership program encourages participants to engage in a journey of self-discovery through which they may learn how they might model, in their interaction with others, the philosophy of committed service to the world community.

Students with an interest in writing are encouraged to contribute to **The Hilltopper**, the campus student newspaper, or to **The Scroll**, the annual literary magazine. Interested students should contact the English department chair for further information.

Honors Day is an annual spring event highlighting outstanding student achievement. Dean's List students are recognized, and departmental honors are awarded. Evening student inductees into **Alpha Sigma Lambda** Academic Honor Society are announced during this celebration.

ASSOCIATIONS

LaGrange College chartered a student chapter of the **Society for Human Resource Management** in 2005. Student SHRM is an organizational model after national SHRM, an association created to both advance and support professionals in the human resource field. The student chapter, hosted by West Georgia SHRM, is designed to supplement classroom education with real-world knowledge and hands-on HR experience through guest speakers, site visits, and monthly networking opportunities.

Alpha Sigma Lambda is the national adult honor society, founded in 1945 and dedicated to honoring the achievement of adult undergraduates who model academic excellence in the midst of managing many other areas of their lives. From among those who meet the G.P.A. requirement (3.4 minimum cumulative average with at least 40 institutional quarter hours), only 10% of nontraditional students are invited to join. New members are inducted into the **Kappa Iota** chapter each spring during a special ceremony.

The **Evening College Student Advisory Council** is the appointed leadership body for the Evening student community. The Council's mission is to represent the best interests of the student body. This is accomplished through addressing individual student concerns with the Director of Evening College, advocating for consideration of academic programmatic changes, developing opportunities for leadership, and encouraging involvement in on-campus programs and activities.

ACADEMIC POLICIES

CLASS ATTENDANCE

Students are expected to attend all class sessions including labs, for all courses. If a student must be absent, all matters related to student absence, including makeup work must be arranged with the professor. Each course syllabus makes a clear statement about policies related to absence.

Students are expected to be present for all quizzes and examinations on the days scheduled, unless approval for alternate testing has been arranged with the professor.

COURSE REGISTRATION

Pre-registration is conducted several weeks before the onset of each new term. While students are encouraged to register online via PantherNet, they are **required** to contact their advisor first to discuss their academic progress and their intended schedule. The advisor hold will be removed – allowing the student to self-register – only after the conversation with the advisor has occurred.

As a general policy, Evening students may not register for classes offered on the Day schedule. The Evening College is a separate and distinct program whose academic calendar and tuition schedules differ from that of the day program. A student with a compelling need to request enrollment in a Day course must meet with the academic advisor and complete an Academic Petition form for review and consideration by the Provost.

FALL ENRICHMENT TERM

The 3 ½ week mini-term is designed to enrich students' learning experience through elective study of significant topics not included in the regular general education or major curriculum. Course offerings will vary each year, but have included such topics as *Southern Women: Fact and Fiction*, *Global Food Production and World Hunger*, *Social Inequality*, and *The Short Story*.

All new students who enrolled after fall 2004 must include two fall enrichment courses in their schedule; students are encouraged to enroll during their freshman and sophomore years. Students who matriculated prior to fall 2004 and transfer students are required to complete one fall enrichment course in their academic experience. The term runs from mid-November through early December, and, for financial aid purposes, is considered to be included as a part of the fall quarter. Degree Completion Program students do not participate in Fall Enrichment.

GRADES AND CREDITS

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

A+	4.00	A	4.00	A-	3.75
B+	3.25	B	3.00	B-	2.75
C+	2.25	C	2.00	C-	1.75
D+	1.25	D	1.00	F	Failing

F – failing

I – incomplete. This is a temporary grade, assigned by the instructor if a student is doing satisfactory work and, for reasons beyond the student’s control, cannot complete the work for the quarter.

NC – no credit

W – withdrawn. An automatic ‘W’ is given if the student withdraws after the end of drop and add but before the completion of three weeks of class. After the deadline for automatic withdrawal passes, the instructor will assign a ‘W’ or a ‘WF’ depending upon the student’s status.

WF – withdrawn, failing

AW – audit, withdrawn

AU – audit, complete

NR – grade not reported by the instructor

DECLARATION OF MAJOR

A student may declare his/her academic major after successfully completing 22 quarter hours. Students *must* declare a major by the time they have completed 75 quarter hours of course work. The declaration of major is initiated in the Evening College office, and must be signed by the student’s academic advisor and by the appropriate department chair. The major requirements are based on the Bulletin in effect when the major is declared, not on the Bulletin of entry.

HONOR CODE

As a member of the student body of LaGrange College, I confirm my commitment to the ideals of civility, diversity, service, and excellence. Recognizing the significance of personal integrity in establishing these ideals within our community, I pledge that I will not lie, cheat, steal, or tolerate these unethical behaviors in others.

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

STUDENT RESPONSIBILITIES

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

STUDENT RIGHTS

- To be presumed innocent;
- To a fair, impartial, and timely hearing;
- To face and question any witnesses at a hearing;

- To testify and present material on one's own behalf;
- To a separate hearing upon request;
- To subsequent appeal;
- To be accompanied by a silent observer in a hearing. The Council president must be made aware of this person's name and relationship to the student twenty-four (24) hours before the hearing. The observer's role is one of support, and this person will not be allowed to speak.

SANCTIONS

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

- The final grade in the course lowered one letter grade;
- A zero on the related assignment;
- An F in the course;
- Suspension from the College for one term, excluding summer, and an F in the course in a grade-related offense;
- Dismissal from the College, and an F in the course in a grade-related offense;
- In a case related to Cultural Enrichment credit, the addition of five (5) credits required for graduation. This does not disqualify the possible sanction of suspension or expulsion.

REMEDIATION

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

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

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

STUDENT STATUS

Student status is determined based on successful completion of quarter hours, per the following.

- **First Year:** 1- 45 hours
- **Sophomore:** 46-89 hours
- **Junior:** 90-134 hours
- **Senior:** 135 or more hours

Students may declare their academic major after completion of 22 quarter hours. Please note that no grade below C- in any course about the 100 level may be applied toward a major. 180 hours are required for completion of the degrees in Business Administration and Human Development.

TRANSCRIPTS

Students are provided transcripts of their academic record free of charge. Requests should be made in writing to the Registrar's Office well in advance of the date needed. No transcript will be issued to a student under financial obligation to the College.

TRANSFER BETWEEN PROGRAMS

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

TRANSIENT WORK

Evening College may petition to complete a course at another institution as a transient student, within the following parameters.

- A student who fails a course at LaGrange College is not permitted to repeat the course elsewhere.
- A student may petition for a general education course only. Major courses may not be completed through transient work.
- Students who have completed more than 90 quarter hours are normally ineligible to complete transient work at a 2-year institution, but must apply to an institution that awards the baccalaureate degree.

DEGREE REQUIREMENTS

Evening College offers the Bachelor of Arts degree in Business Administration and Human Development; and the Degree Completion Program in Public Health and Health and Human Services (Fall 2013). To obtain the Business Administration or Human Development degree, a student must complete 180 quarter hours including the General Education curriculum and major courses; a departmental assessment is also required. The Public Health and Health and Human Services majors require 120 semester hours. The normal path is 60 hours accepted in transfer and 60 hours completed in the Degree Completion cohort. Candidates for degrees must earn, at a minimum, a 2.0 quality point average. Note that grades of "C-" may be counted toward the major, but the major GPA must remain at or above 2.0 in order for the student to graduate.

Candidates must also meet the residency requirements for Evening College. Generally, B.A. candidates must accomplish the last 60 hours in Evening College. With the approval of the Provost, students may earn 15 hours of transient credit during their final 90 hours.



Seniors (Left) Courtney Pope and (Right) Cokeithia Hill offer words of wisdom to first year student, Nicole Person. 2012 Opening Convocation

COURSES

The courses available through Evening College are listed following each program description; General Education courses begin on page 36; Business Administration page 44; Human Development page 49; Public Health page 52 and Health and Human Services page 56.

Following each course number is the anticipated term in which the course will be taught. The schedule will be followed insofar as possible, but is subject to change. The course list is accurate and complete at the time of publication of this Bulletin. Courses may be added to/deleted from the program at the discretion of the College.

COURSE NUMBERING SYSTEM AND ABBREVIATIONS

Courses numbered 100 through 199 are intended primarily for first year students and sophomores. Courses numbered 200 to 299 are intended primarily for sophomores. Courses numbered 300 through 399 and above are intended primarily for juniors and seniors. Courses numbered 400 through 499 (with the exception of the 480 Special Topics courses) are intended primarily for seniors. The number in parentheses following the course title indicates the number of quarter hours credit awarded for the course. If a course has a prerequisite, it will be so noted following the course description.

FAIR ON THE HILL 2012



First year student, Nicole Person with sons; Ja' Myan and Malique



First year student Daniel Lynd with son Aiden.

GENERAL EDUCATION CURRICULUM

LaGrange College is first and foremost a liberal arts and sciences college. The underlying philosophy of liberal learning is found throughout the curriculum, but is most obvious in the structure of the General Education Curriculum that provides the foundation for all studies. The curriculum is distributed as follows:

REQUIRED COURSES:

College 101	2 hours	
English ¹ 101, 102 and, 103	15 hours	
¹ Students transferring from an institution for which credits in ENG 101 and 102 constitute a complete English sequence are exempt from the ENG 103 course requirement.		
History 101 and 102 or 111 and 112	10 hours	
Mathematics 101	5 hours	
Computer Science 170	5 hours	
Religion 101, 103, 104 or 106	5 hours	
Speech 105	5 hours	
Health, Physical Education and Recreation	4 hours	Total: 51 hours

ELECTIVE COURSES:

Humanities/Fine Arts	15 hours	
Modern ² Language/Culture	5 hours	
² Students who declare a major in Human Development may not use LAS 104 to satisfy the modern language/culture requirement. Human Development majors must complete the SPN 101 and 102 sequence. The following courses are all options for the completion of the elective courses within the general education curriculum.)		
Science/Mathematics	15 hours	
Social/ Behavioral Science	15 hours	Total: 50 hours

The following courses are all options for the completion of the elective courses within the general education curriculum:

HUMANITIES/FINE ARTS

- ART 109** Art History I
- ART 110** Art History II
- ART 151** Basic Drawing
- ART 223** Basic Photography
- ENG 204** British Literature I
- ENG 205** British Literature II
- ENG 206** American Literature I
- ENG 207** American Literature II
- ENG 208** World Literature
- MUS 112** Music Survey
- THA 101** Drama Survey I
- THA 102** Drama Survey II
- THA 184** Acting I

MODERN LANGUAGE/CULTURE

- SPN 101** Elementary Spanish I
- SPN 102** Elementary Spanish II

SCIENCE/ MATHEMATICS

- CHM 105** Basic Chemistry
- GSC 101** Earth Science I
- GSC 102** Earth Science II
- MTH 114** Statistics
- MTH 118** Quantitative Reasoning
- MTH 120** Problem Solving
- PHY 105** The Solar System

SOCIAL/ BEHAVIORAL SCIENCE

- PSY 149** Introduction to Psychology
- PSY 202** Human Growth and Development
- SOC 146** Introduction to Sociology
- SOC 247** The Family
- SOC 253** Social Problems
- SOC 299** Introduction to Human Services



Welcome - Janice Murphy – Evening College Student
Degree Completion Program in Public Health

COURSE DESCRIPTIONS

ART AND DESIGN

ART 109 Art History Survey I (5) Fall

A course in the visual arts of western civilization from the Paleolithic period through the 16th century. Cultures surveyed will include Egyptian, Mesopotamian, Greek, Roman, Early Christian, Byzantine, Medieval, Gothic and the Italian and Northern Renaissance.

ART 110 Art History Survey II (5) Spring

This course will survey the history of Western art and architecture from the Baroque period to the beginning of the 20th century, including the stylistic movements of the Baroque, Rococo, Neoclassicism, Romanticism, Realism, Impressionism, Expressionism and Cubism.

ART 151 Basic Drawing (5) On Demand

A course in drawing fundamentals, including line, composition, perspective, and chiaroscuro. A variety of drawing media will be explored.

ART 223 Basic Photography (3) Fall

An introductory course in photography in which both silver (film and paper) and digital (pixel and pigment) based materials are used. The course begins with the mechanics of the camera, exposure of film and digital file, darkroom procedures of film, and printing processes from the negative as well as pigment printing and manipulation from digital files. Students are required to have a digital camera with manual control of focus, f-stops and shutter speeds.

ART 227 Ceramics-Methods and Materials (5) On Demand

This introduction to ceramic methods and techniques explores both wheel throwing and hand building used in forming vessels and sculpture. This will include using the potter's wheel, slabs, coils, textures to create form. Glazing, decoration and firing methods such as raku, pitfire and standard reduction will also be emphasized.

ART 271 Painting I (5) On Demand

An introduction to painting with acrylics or oils. Projects will explore the fundamentals of composition and modeling with color and light

CHEMISTRY

CHM 105 Fundamentals of Chemistry (5) On Demand

Fundamental concepts in chemistry will be discussed in the context of the world around us. Concepts will include the scientific method, atoms, molecules, compounds, mixtures and chemical reactions. These topics will, however, be introduced in the context of topics of current interest such as water quality, air pollution and global warming. This course will include a laboratory component that will be incorporated into the regular class period.

COMPUTER SCIENCE

CSC 170 Microsoft Office and Information Systems (5) Fall

An introduction to information systems software. Microsoft Office Professional will be the primary software utilized.

ENGLISH

ENG 101 Composition I (5) Fall

Introduction to expository writing, emphasizing the essay form, the writing process, and rhetorical modes of thesis development. Students use conference days for peer editing and consultation with instructors. Prerequisite to all higher-numbered English courses.

ENG 102 Composition II (5) Winter

Introduction to critical thinking and writing about literature, emphasizing reading strategies and analytic writing.

ENG 103 Composition III (5) Spring

Introduction to interdisciplinary writing, emphasizing research techniques and methods of documentation. Students use conference days for library research, peer editing and consultation. Prerequisite to all higher-numbered English courses.

ENG 204 British Literature I (5) On Demand

A survey of British literature from the Anglo-Saxon Period through the Eighteenth Century. Short critical essays required, with at least one entailing documentation.

ENG 205 British Literature II (5) On Demand

A survey of British literature from the Romantics through the Modern/Postmodern Period. Short critical essays required, with at least one entailing documentation.

ENG 206 American Literature I (5) On Demand

A survey of American Literature from the Colonial period through American Romanticism. Short critical essays required, with at least one entailing documentation.

ENG 207 American Literature II (5) On Demand.

A survey of American literature from Realism and Naturalism through the Modern/Postmodern Period. Short critical essays required, with at least one entailing documentation.

ENG 208 World Literature (5) On Demand

A survey of classical works in translation, emphasizing the Greek, Roman, and Medieval periods. Short critical essays required, with at least one entailing documentation.

FRESHMAN SEMINAR

COL 101 Gateway to Success (2) Fall, Spring

This orientation course uses discussion of directed readings, journal writing, and group activities to develop strategies for effective reading, writing, critical thinking, and related skills necessary for successful college study. The course must be completed within the first two terms after enrollment and is required for all freshmen and for transfer students with less than 45 quarter hours of earned credits.

GENERAL SCIENCE

GSC 101 Earth Science I (5) On Demand

An introduction to the concepts, principles, and processes of Physical Geology with a brief consideration of Historical Geology.

GSC 102 Earth Science II (5) On Demand

A continuation of Earth Science I with elements. Prerequisite: GSC 101

HEALTH, PHYSICAL EDUCATION AND RECREATION

HPR 154 Community First Aid/CPR (2) On Demand

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.

HPR 200 Community Health (2) On Demand

An investigation of various health care programs available in the community and various health-related issues.

HPR 201 Community Recreation (2) On Demand

An investigation of various recreation programs available in the community, state, and nation.

HRP 210 Fitness for Life (2) On Demand

A study of basic principles of physical conditioning, weight control, relaxation, and stress management. Students will have the opportunity to devise and implement a personalized fitness/weight control program tailored to individual needs and levels of fitness.

HPR 333 Nutrition and Health (2) Fall

An introduction to nutrition concepts and current dietary trends, focusing on health promotion. Nutrients are explored with regard to sources, dietary requirements, and health implications. Student interests are incorporated.

HISTORY

HIS 101 World Civilization I (5) Winter, alternate years

A survey course on the development of world civilization up to 1660.

HIS 102 World Civilization II (5) Spring, alternate years

A survey course on the development of world civilization from 1660 to present.

HIS 111 History of the United States to 1865 (5) Winter, alternate years

Emphasis on the Colonial, Revolutionary, early national, and Civil War periods.

HIS 112 History of the United States, 1865 to the Present (5) Spring, alternate years

Emphasis on Reconstruction, liberal nationalism, New Deal, and postwar periods.

HIS 203 Lives of Illustrious Men and Women (2) On Demand

A study of the men and women whose deeds and ideas shaped history.

HIS 205 Men and Movements that Shaped American History (2) On Demand.

A biographical study of American History.

HIS 315 Georgia History (5) On Demand

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.

HIS 480 Special Topics (2) On Demand Courses designed to broaden student's general knowledge of the discipline through exploration of topics including women's history and the civil rights movement.

MATHEMATICS

MTH 100 Basic Math (5) Summer, Winter

An overview of basic skills in mathematics including ratios and proportion, percent use of fractions and decimals, systems of measurements and linear equations.

MTH 101 College Algebra (5) Fall, Spring

A study of sets, real numbers, operations, order, inequalities, polynomial factoring, functions, graphs, exponents, first- and second-degree equations, and systems of equations. Prerequisite: Mathematics 100 or satisfactory score on mathematics placement test.

MTH 114 Statistics (5) Winter

A study of problems related to statistical procedures as applied to economics, education, the social sciences, and the life sciences. Prerequisite; MTH 101 or higher.

MTH 118 Quantitative Reasoning (5) On Demand

Mathematical techniques and computer methods will be used in the development of quantitative reasoning skills. This core focuses on answering questions and solving problems that require quantitative reasoning. These techniques and methods will be examined in the context of examples taken from the social sciences, business, economics and other disciplines. The applications of spreadsheets, graphing and statistical methods will be used. Prerequisite: Mathematics 101 or higher.

MTH 120 Introduction to Problem Solving (2) Spring

This course will provide an introduction to the following problem solving strategies: draw a diagram, make a systematic list, eliminate possibilities, use matrix logic, look for a pattern, and guess and check. Divergent thinking and technical communication skills of writing and oral presentation will be emphasized.

MUSIC

MUS 112 Music Survey (5) Spring

A broad survey of music from the Western classical tradition aimed at developing aesthetic awareness and critical analysis of music from diverse styles and genres.

PHILOSOPHY

PHL 149 Introduction to Philosophy (5) On Demand

A survey of the major fields of thought involving those principles which are basic in the making of man's culture and history.

PHYSICS

PHY 105 The Solar System (5) On Demand

A descriptive overview of the solar system and its place in the Milky Way Galaxy and the universe. Topics covered include the celestial coordinate system, time keeping, cycles of the sun and moon, astronomical influences on Earth's climate, gravity, light and telescopes, ancient astronomy, origin of the solar system, comparative planetology of the planets, and meteors and asteroids.

POLITICAL SCIENCE

PSC 101 United States Government (5) On Demand

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.

PSYCHOLOGY

PSY 149 Introduction to Psychology (5) Fall

A survey of major topics in psychology including basic neuroanatomy, motivation, learning perception, personality and abnormal behavior. *This course is a prerequisite for all other psychology courses.*

PSY 202 Human Growth and Development (5) Winter

A study of normal life beginning with conception. Important developmental phenomena are considered in the light of major theories of development.

PSY 321 Social Psychology (5) Spring

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.

PSY 350 Abnormal Psychology (5) Spring

A survey of the causes, characteristics, current theories, and treatments of deviant behavior.

RELIGION

REL 102 Jewish Origins in Context (5) Fall, alternate years

A study of the Hebrew bible, commonly called by Christians the Old Testament, in the context of the ancient Near Eastern world. The course also will ask students to reflect on the impact of the Hebrew bible on Western civilization and its implications for the contemporary world.

REL 103 New Testament Writings in Context (5) Fall, alternate years

A study of the New Testament writings in the context of Greco-Roman civilization. The course also will ask students to reflect on the impact of Christian scriptures on Western civilization and consider their implications for the contemporary world.

REL 106 American Christianity (5) On Demand

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.

SOCIOLOGY

SOC 146 Introduction to Sociology (5) Fall

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.

SOC 247 The Family (5) Spring

An analysis of contemporary marriage and family experiences.

SOC 253 Social Problems (5) Spring

This course surveys different approaches/theoretical perspectives to the study of social problems and social trends in contemporary American society. The course features a comparative analysis of social problems across cultures, nations, social classes, genders, races, ages, and historical periods.

SOC 299 Introduction to Human Services (5) On Demand

An introduction to generalist human services. Emphasis is placed on the historical development of the profession as well as exposure to various career opportunities in the helping profession.

SOC 306 America's Children (5) Winter

This course serves as an introduction to the study of America's Children in our society, as a science. In this course, the class will look at our current adolescent and juvenile development theories, attitudes and perspectives regarding juvenile, the deviant juvenile and how that happens in the justice system.

SOC 307 Criminology (5) Summer

A multi-disciplinary examination of criminal behavior and corrections, with an emphasis on competing theories regarding the origins and incidence of criminality and the social forces underlying criminal and deviant behavior.

SPANISH**SPN 101 Beginning Spanish I (5) Fall**

A course for beginners with intensive practice in oral communications, pronunciation, essentials of grammar, and where possible, reading of simple prose.

SPN 102 Beginning Spanish II (5) Winter

A continuation of Spanish 101.

SPEECH**SPC 105 Speech Fundamentals (5) On Demand**

A course emphasizing development of organizational and delivery skills through individual speaking exercises in a variety of formats including informative, demonstrative and persuasive.

THEATRE ARTS**THA 101 Drama Survey I (5) On Demand**

A survey of the discovery of theatre, beginning in ancient Greece and continuing through the rise of Realism. Students will study theatre as a developed art form through the reading, viewing and discussion of plays representing diverse eras of history.

THA 102 Drama Survey II (5) On Demand

A survey of the discovery of theatre from the rise of Realism through contemporary drama. Students will study theatre as a developed art form through the reading, viewing & discussion of plays representing diverse eras of history.

THA 184 Acting I (5) On Demand

A course designed to introduce students to the fundamentals of acting for the stage. Course will include achievement of self and sensory awareness, relaxation, concentration and beginning scene and text analysis.

MINORS

HUMAN RESOURCE MANAGEMENT

REQUIRED COURSES:

- BUA351** Legal and Ethical Environment
- BUA370** Management and Organizational Behavior
- BUA374** Interpersonal Relations in Organizations
- BUA480A** Performance Management
- BUA480B** Legal Implications of Human Resources

PSYCHOLOGY

REQUIRED COURSES:

- PSY149** Introduction to Psychology
- PSY202** Human Growth and Development
- PSY321** Social Psychology
- PSY350** Abnormal Psychology
- SOC247** The Family
- SOC299** Introduction to Human Services

SOCIOLOGY

REQUIRED COURSES:

- SOC 146** Principles of Sociology
- SOC 247** The Family
- SOC 253** Social Problems

ELECTIVE COURSES (SELECT 2 OF 3):

- SOC 306** America's Children
- SOC 307** Criminology
- PSY 321** Social Psychology



Leroy Holland
First Year



LaToya Scott
First Year



Daniel Lynd
First Year

BACHELOR OF ARTS IN BUSINESS ADMINISTRATION

Within the context of a liberal arts environment, the Business Administration curriculum is designated to aid the student in developing a fundamental understanding of the nature, purposes and interdependencies of business systems and the socioeconomic environments in which they operate.

The LaGrange College Department of Business will be viewed by both employers and graduates who are morally and ethically responsible individuals with the capability to understand and solve complex problems while possessing excellent teamwork, interpersonal and communication skills.

LEARNING OUTCOMES

A student who successfully completes the B.A. in Business Administration degree requirements should be able to:

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

The 180-hour B.A. in Business Administration requires completion of the general education courses, the 50-hour major courses listed below and 29 elective hours. In addition to the course requirements, students must complete the comprehensive Department Assessment Program (DAP) prior to graduation. Students must complete ENG 102 and CSC 170 prior to entering 300-level business courses.

REQUIRED COURSES

BUA 200 Principles of Economics

BUA 260 Principles of Financial Accounting

BUA 351 Legal and Ethical Environment

BUA 354 Business Performance Analysis

BUA 370 Management and Organizational Behavior

BUA 380 Principles of Marketing

BUA 393 Cultural Aspects of International Business

BUA 440 Management Simulation

MTH 114 Statistics

COURSE DESCRIPTIONS

BUA 101 Contemporary Economics/Business Issues (5) On Demand

Basic economics course for non-majors and is designed to provide students with an understanding of introductory economic principles to analyze, from an economic perspective, issues such as the population explosion, poverty, pollution, unemployment, and inflation.

BUA 200 Principles of Economics (5) Fall

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.

BUA 260 Principles of Financial Accounting (5) Fall

introduction to accounting as a device for reporting business activity. The underlying principles of accounting are studied, in addition to the preparation and use of financial statements.

BUA 322 Business Ethics (5) On Demand

A study of current social problems faced by business with particular attention paid to the background factors giving rise to those problems, various proposed solutions, and the approach that is currently being followed. Prerequisite; Junior standing or consent of instructor.

BUA 351 Legal and Ethical Environment of Business (5) Fall

This course addresses the legal and ethical implications of business decisions. Topics may include legal organization, employment, discrimination, contracts, workplace, safety, product liability and antitrust issues. Cost-benefit analysis will be used as a tool to evaluate business decisions in light of existing legal rules and social responsibility.

BUA 353 Corporate Finance (5) On Demand

The first half of this course focuses on various methods used by corporate managers to evaluate alternative investment opportunities, including discounted payback, internal rate of return, discounted cash flow and "economic value added" analyses. The second half of the course focuses on the methods used to finance corporate investments in assets, including capital structure, cost of capital, bankruptcy risk, informal workout and Chapter 11 reorganization issues. Relevant legal, accounting and tax issues are integrated throughout the course content. Prerequisite BUA200, 260

BUA 354 Business Performance Analysis (5) On Demand

A comprehensive survey of the basic tools and models used in contemporary financial statement analysis. Prerequisite; CSC170

BUA 357 Investments (5) On Demand

This course provides students with an introduction to the tools for analyzing the potential returns and risks of individual securities and how to combine them efficiently into portfolios. The course will also examine the equilibrium pricing of capital assets, risk-adjusted evaluations of portfolio performance, efficiency of the capital allocation process in security markets, the formulation of investment policies and strategies, and other investment-related topics. Prerequisite; BUA200

BUA 370 Management and Organizational Behavior (5) Winter

This course will introduce the principles undergirding classical, behavioral and contingency approaches to management; explore organizational challenges surrounding key issues including ethics, management of diversity, and change; and examine a range of strategies for motivating and leading individuals and groups within organizations. Prerequisite: BUA 260 or consent of instructor

BUA 374 Interpersonal Relations in Organizations (5) On Demand

A study of human interaction in the organizational context. Topics to be covered include self-concept, frames of reference, values and attitudes, barriers and breakdowns in communications. Prerequisite: BUA 370 or consent of instructor

BUA 376 Managing Human Resources (5) On Demand

Basic principles and functions of effective personnel administration and human resource management. Extensive use is made of the case method of study. Students gain experience looking at personnel problems, individually and as members of groups. Prerequisite: BUA 370 or consent of instructor

BUA 380 Principles of Marketing (5) Fall

An introduction to the important principles of marketing management and the role of marketing in a contemporary society, in business enterprises and in the nonprofit organization. Considers the planning, operation and evaluation of marketing and promotional efforts necessary to the effective marketing of consumer and industrial offerings. Prerequisite: BUA 200 or consent of instructor

BUA 393 Cultural Aspects of International Business (5) Spring

Operating in today's global environment, effective business professionals must learn to work comfortably with people whose communication practices and behaviors are informed by cultural traditions that may differ from those of the Western world. This course is designed as an introduction to those cultural and communicative differences. Students will consider strategies that promote effective managements in the cross-cultural arena.

BUA 401 Entrepreneurship (5) On Demand

A study of the application of the science of management to the development and management of the small business enterprise. Opportunities, characteristics, and problems with the small business will be evaluated. Students will be required to develop a business plan for a small business and when possible students will be given an opportunity to work on special projects with small businesses in the community. The class requires active participation by students in and out of the classroom. Prerequisites: BUA 370, 380, or consent of instructor

BUA 440 Management Simulation (5) Spring

This is the capstone course for majors in Business. It incorporates the use of a computer-based simulation in an effort to integrate all of the functional areas of business into one comprehensive course. Students are required to work in groups as managers of a simulated company and make the necessary marketing, finance, economic, accounting, and management decisions to run their company effectively. The students' grades are a function of individual and group performance. Prerequisites: Senior standing, completion of all course requirements in major or permission of inst.

BUA 470 Research in Business (5) On Demand

Research project or paper in business or economics. A student must present a course description/project proposal in writing to the faculty member chairing the research for approval by the end of pre-registration during the quarter prior to enrolling for the course. No more than 5 credit hours per quarter and a maximum of 10 credit hours may be taken.

BUA 480 Special Topics (2 - 5) On Demand

A series of special topic courses providing students with exposure to issues and concepts not covered in their regular course work. Prerequisites: Junior standing or consent of instructor



(Left: Catherine Hanson (Senior), Mrs. Hanson (Mom), Dianne Childs (Senior);
2012 Opening Convocation Ceremony)

BACHELOR OF ARTS IN HUMAN DEVELOPMENT

The Human Development major explores both theoretical and practical issues of human development, with a special focus on early childhood issues. The major is grounded in the disciplines of education, psychology and sociology. Students will explore patterns of behavior in learning, examine models for teaching within early childhood settings, and study dimensions of individual development within the framework of historical, social, and cultural foundations.

Graduates of the program are well prepared to work in Head Start or other pre-school environments. The Human Development major is not a teacher certification program, based on the standards established by the Georgia Professional Standards Commission (GPSC). According to GPSC guidelines, graduates may be eligible for hire in elementary classrooms provided they have achieved a 2.5 cumulative GPA as well as passing scores on the GACE Basic Skills test and appropriate GACE Content tests, and are enrolled in an approved masters program. Having met these requirements, graduates may be recommended for a 5-year nonrenewable certificate until the master's degree is successfully completed.

Graduates interested in pursuing middle grades certification may wish to apply to the LaGrange College Master of Arts in Teaching program; upon successful completion, they will hold a clear, renewable Georgia Certificate. Students who desire to teach special education must pass the GACE Professional Pedagogy Test and complete a 1-year supervised internship through Georgia RESA. All students are encouraged to consult the Professional Standards Commission website (www.gapsc.com) for current requirements and to discuss approved options for obtaining a clear, renewable Georgia certificate with the Director of Evening College.

LEARNING OUTCOMES

A student who successfully completes the B.A. in Human Development degree requirements should be able to:

1. Demonstrate understanding of the intersections of social, physical, emotional, and intellectual factors on young children's development.
2. Exhibit the ability to effectively connect learning across disciplines.
3. Show evidence of the ability to think critically and creatively in applying knowledge gained to hypothetical classroom scenarios.
4. Demonstrate competence in written and oral communication, including proficiency in appropriate technology.
5. Show evidence of ability to apply multiple strategies in developing age-appropriate activities for early reading, mathematics and creative arts classrooms.

REQUIRED COURSES

EDU 319 Math Methods

EDU 342 Child Development

EDU 354 Introduction to Reading and Literature

EDU 366 Creative Arts and Movement

HIS 315 Georgia History¹

PSY 149 Introduction to Psychology

PSY 202 Human Growth and Development

PSY 321 Social Psychology

PSY 350 Abnormal Psychology

SOC 146 Principles of Sociology

SOC 247 The Family

SOC 253 Social Problems

SPECIAL TOPICS²

¹ Or other upper level HIS course at discretion of the Education Department Chair

² A senior-level course chosen from Sociology, History, or Education department with approval of the EC Office.



Dianne Childs; Senior; Bachelor of Arts in Human Development

COURSE DESCRIPTIONS

EDU 199 Foundations in Education (5) Fall

An introduction to teaching and learning, the course addresses issues including INTASC standards, curriculum, professionalism, accountability, code of ethics, and certification requirements. This course must be completed prior to admission to the Human Development major, and is a prerequisite for all other EDU courses.

EDU 319 Math Methods (5) Winter

The course focuses on a constructivist, inquiry approach to learning and teaching in the early childhood and elementary classroom. There is an emphasis on pre-number concepts and problem solving and regular practice using mental mathematical exercises and activities with manipulatives.

EDU 342 Child Development (5) Fall

The course involves study of the principles of growth and development from conception through twelve years of age. Specific attention will be given to the influences of family on physical maturation, cognitive development, social skills, and personality development. Major contributions from leading authorities in the field will be emphasized during the study of each area of development.

EDU 354 Introduction to Reading and Literature (5) Fall

The course covers theories and principles of reading instruction, the reading process, and emergent literacy. There will be a focus on children's literature and its role in elementary reading programs.

EDU 366 Creative Arts and Movement (5) Spring

The course explores theories and practices that promote intellectual, language, physical, social and emotional development, and school readiness for pre-school and elementary aged children. The course suggests ways to facilitate learning through a differentiated curriculum incorporating music, art, and movement, which reflects the child's community, cultural, linguistic, and individual characteristics.

THE COURSE DESCRIPTIONS for the history, psychology, and sociology courses that are required for this interdisciplinary major are listed on pages 38, 40, and 41, respectively, in this Bulletin.



Brandon Hanner; First Year Fall 2012

DEGREE COMPLETION PROGRAM IN PUBLIC HEALTH

Public Health is a discipline focused on community-wide health education and promotion, disease prevention, and improved quality of life. Health education strategies, chronic disease prevention and intervention programs, and environmental influences on health are studied. Global health is examined through the lens of national cultures, geographical constraints, and human rights policies and practice. Students will examine target populations and systematic disparities that may exist among the elderly, the very young, and other underserved populations. The curriculum follows the recommendations for the evidence-based approach to the discipline as outlined by the Association of American Colleges and Universities.

Graduates will be well-prepared for work in the public, non-profit, or government sectors in positions including public health educators, managed care coordinators, project analysts, and environmental health program coordinators.

LEARNING OUTCOMES

A student who successfully completes the B.A. in Public Health degree requirements should be able to:

1. Demonstrate the ability to frame appropriate questions, design a community assessment instrument and interpret public data to properly evaluate health status.
2. Show evidence of understanding indicators of morbidity and mortality as influenced by ecology.
3. Demonstrate understanding of quantitative and qualitative research methods and the strengths and limitations of each.
4. Explain the role of biology in the ecological model of population based health.
5. Exhibit knowledge of the ethical framework that must ground all public health activities.
6. Explain the impact of global trends on public health systems and problems.



Fall 2012 Evening College Orientation; New students; Daniel Lynd, LaToya Scott and Nicole Person listen to welcoming comments by Joseph Miller; Dean of Enrollment Management at LC.

COHORT C (2012-2014) REQUIRED COURSES:

- TERM 1 **PBH 3301** Introduction to Senior Studies
PBH 3303 Introduction to Public Health
PBH 3101 Contemporary Economic Issues
PBH 4360 Advanced Readings I
PBH 3311 Public Health Biology I
- TERM 2 **PBH 3313** Public Health Biology II
PBH 3380A Junior Seminar I
PBH 3305 Epidemiology
PBH 3307 Community Health Assessment and Development
PBH 3380B Junior Seminar II
- TERM 3 **PBH 4302** Bioethics
PBH 4304 Race, Ethnicity and Health
PBH 4308 Global Health Issues
PBH 4360 Advanced Readings II
PBH 3309 Biostatistics
- TERM 4 **PBH 4306** Environmental and Occupational Health
PBH 4370 Senior Seminar
PBH 4380 Senior Seminar
PBH 4400 Senior Capstone
-



COURSE DESCRIPTIONS

PBH 3101 Contemporary Economic Issues (3)

This introductory economics course will provide students with an understanding of the relationship between economic conditions and, from an economic perspective, issues such as the population explosion, poverty, pollution, unemployment, and inflation. Students use conference days for peer editing and consultation with instructors. Prerequisite to all higher-numbered English courses

PBH 3301 Introduction to Senior Studies (3)

This course will introduce students to the collaborative learning model, effective study strategies for successful management of the major, and campus resources that will undergird the DCP. Using a contemporary leadership text and case studies, students will explore the challenges and opportunities of leadership from a servant leader perspective.

PBH 3303 Introduction to Public Health (3)

The course will provide the student with an overview of the context and scope of public health. Included are the history, discussion of current trends and issues, and examination of essential services and current policy and practice. Students will be introduced the health care delivery methods and tools available for disease prevention and control.

PBH 3305 Epidemiology (3)

The course will explore the historical contributions and the modern uses of epidemiology. Students will learn the basic tools for epidemiologic analysis, undertake basic study designs approached through ecologic or population comparison perspective, and develop evidence-based recommendations for interventions based on benefit and cost analyses.

PBH 3307 Community Health Assessment and Development (3)

The course provides instruction on developing appropriate community based assessment tools to from which to analyze data including health status, attitudes and perceptions, and motivation. Analysis and presentation of public data are emphasized.

PBH 3309 Biostatistics (4)

The course involves theory and application of statistical sciences in public health for research and problem resolution. Topics include descriptive statistics, probability distribution, association, and life tables. There is a lab requirement for the course.

PBH 3311 Public Health Biology I (3)

This course will cover the biology of infectious diseases, inherited diseases, and cancer, as well as understand how these diseases affect populations in terms of public health. The course will also emphasize intervention strategies including treatment, behavior change, vaccination, and other disease prevention measures. We will pay particular attention to current issues in public health biology including obesity, reproductive health, and factors affecting disease susceptibility during development.

PBH 3313 Public Health Biology II (3)

This course is a continuation of PBH 3311 and covers the biology of infectious diseases, inherited diseases, and cancer, as well as understand how these diseases affect populations in terms of public health.

PBH 3380A & B Junior Seminar (3)

Students will study selected special topics in areas such as nutrition, public health administration and policy, and emergency event management.

PBH 4302 Bioethics (3)

This course investigates ethical issues raised by the practice of medicine and biomedical research.

PBH 4304 Issues of Race, Ethnicity and Health (3)

The course investigates social economic, and institutional factor that contribute to disparities in health status among ethnic and racial minorities in comparison to the general U.S. population. Specific indicators such as diabetes, AIDS, and infant mortality will be examined.

PBH 4306 Environmental and Occupational Health (3)

Using contemporary case studies and current real-world situations, students will examine environmental and occupational factors that impede populations' wellness. Students will define various agents, examine the ways in which agents are transported through the environment and interact with humans, and study risk assessment and management procedures. Topics will include physical, chemical, and biological agents, and hazardous waste.

PBH 4308 Global Health (3)

The course explores the pathology of socio-economic factors as they relate to health and the relationships/patterns between national culture and health status. A comparative analysis of selected health care systems in emerging nations and technological innovations impacting the global community will be examined. Case studies of milestones in global health interventions will be reviewed.

PBH 4360 Advanced Readings I & II (2)

The independent study course provides students with the opportunity to engage in in-depth study with a faculty member on a specific topic within the discipline.

PBH 4370 Senior Seminar - Cultural Competence (3)

The course is designed to build students' competence in interacting with people representing diverse cultures, as it examines the role of culture in communication patterns and behaviors.

PBH 4380 Senior Seminar - Critical Issues in Health Education (3)

Students will examine a current high priority issue, such as Emergency Preparedness, and explore strategies for education and intervention to impact public health outcomes.

PBH 4400 Senior Capstone (6)

This 13-week seminar and independent research project will build on learning in all previous classes. Work will include both in-class and field components as students collaboratively design and complete a public surveillance assessment instrument and research project for an instructor-approved environmental health indicator. The research project will be presented orally and as a final course paper.

PBH 1151/PSY 149 Introduction to Psychology¹ (3)

A survey of major topics in psychology including research methods, basic neuroanatomy, learning, perception, personality and abnormal behavior.

¹Note: Students who did not complete the equivalent of PSY 149 prior to enrolling in the degree completion program will need to complete the course prior to graduation.

DEGREE COMPLETION PROGRAM HEALTH AND HUMAN SERVICES (FALL 2013)

The degree completion program in health and human services is a competency-based program designed to prepare students to become ethical and compassionate professionals who will work effectively with individuals, groups, institutions and agencies, to identify and address systemic community issues.

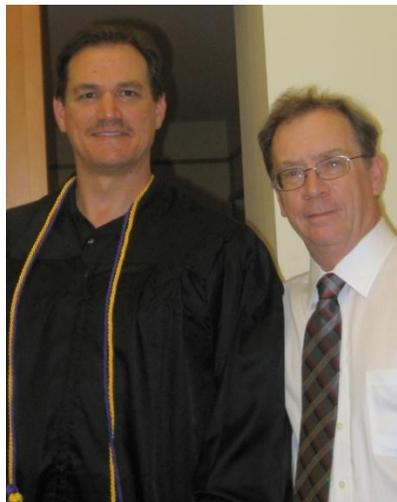
Graduates may expect **TO** work with individuals or families in government or non-profit agencies, in occupations including case workers, family service coordinators, agency managers or program developers. Graduates will also be academically well-prepared for graduate programs in social work, marriage and family therapy, public health, and related fields.

LEARNING OUTCOMES

A student who successfully completes the B.A. in Health and Human Services degree requirements should be able to:

1. Students will demonstrate knowledge of the historical development of human services and of the current characteristics of human service delivery, including legislation impacting the field.
2. Students will demonstrate ability to apply ethical problem-solving strategies to a range of issues typically confronted by human service professionals.
3. Students will show evidence of mastery of theories involving interaction of human systems, including individual, small group, community, and societal.
4. Students will demonstrate ability to communicate effectively with diverse populations (diversity includes, but is not limited to age, race, socio-economic status, gender, sexual orientation)
5. Students will demonstrate evidence of mastery in specific skills including research and correct interpretation of data, and oral and written presentation of findings.
6. Students will demonstrate ability to design and perform a community needs assessment.
7. Students will demonstrate knowledge of theory and skills required to effectively manage both projects and organizations.

Dr. Garrison, Provost congratulates James Odom, Senior, following his speech titled "Goals" at the 2012 Opening Convocation Ceremony



COHORT A (2013-2015) REQUIRED COURSES:

- TERM 1 **HHS 3003** Foundations in Human Services
 HHS 3206 Interpersonal Communication
 HHS 3204 Ethics in the Helping Professions
 HHS 3208 Social Change
 HHS 3310 Human Sexuality: Marriage and Families
- TERM 2 **HHS 3301A** America’s Children, Pre-teen Years
 HHS 3302 Human Growth & Development
 HHS 3307 Community Health Assessment and Development
 HHS 3304 Counseling Strategies and Interventions
 HHS 3301B America’s Children, Teen Years
- TERM3 **HHS 3101** Survey of Economic Issues
 HHS 3400 Senior Seminar on Gerontology
 HHS 3370 Management and Organizational Behavior
 HHS 4370 Cultural Competence
 HHS 4410 Research Design and Program Evaluation
- TERM 4 **HHS 4380** Senior Seminar, Non-profit Administration and Project Management
 HHS 4420 Behavioral Statistics
 HHS 4430 Senior Seminar, Funding and Grant Writing
 HHS 4440 Senior Capstone
-



2012 Opening Convocation – Evening College Seniors pose for a group photo!

COURSE DESCRIPTIONS

HHS 3003 Foundations in Human Services (3)

A study of the history and development of health and human services, with an emphasis on the current state of the profession. Students will receive an overview of the major fields of practice and the competencies required. Major theoretical perspectives will be examined.

HHS 3101 Survey of Economic Issues (3)

This is an introduction to the basic principles of economics. The course will cover these principles both as they relate to individual members of society and as they apply to society as a whole. Since we are all economic beings and are in situations daily that require economic choices, knowing the bases of economic behavior is fundamental to being an effective administrator, a discerning consumer, and a contributing global citizen. The overriding objectives of the course then, are for the student to come to an understanding of: Why do we make the choices we do? And how are we affected by the choices individual consumers, organizations, and governments make?

HHS 3204 Ethics in the Helping Professions (3)

A study of the ethical responsibilities that ground interactions and relationships between HHS professionals, clients, and agents. Students will apply decision-making strategies through analysis of case studies and investigation of contemporary social practice and policy scenarios.

HHS 3206 Interpersonal Communication (3)

A study of the dynamic of interpersonal relationships in an organization through an exploration of organizational communication theory and practice. Students will learn strategies for working effectively with individuals and groups. Topics include conflict resolution and mediation. Group exercises, and simulations will provide opportunity for practice and strengthening of students' communicative ability.

HHS 3208 Social Change (3)

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.

HHS 3301 (A) America's Children, Pre-teen Years (3)

A study of issues and problems of concern to young children and pre-teens. Examination will include foster care and adoption systems and interaction with law enforcement and juvenile court. Models for positive interventions at the individual, family, and systems levels will be explored.

HHS 3301 (B) America's Children, Teen Years (3)

An examination of the topics introduced in HHS 3301 with the focus on youth ages 13 and above.

HHS 3302 Human Growth & Development (3)

The course is a study of normative human development throughout the lifespan; beginning with conception and proceeding through late adulthood and death. Development is examined in the context of the major theories of the field, as well as in the context in which development occurs.

HHS 3304 Counseling Strategies and Interventions (3)

An upper division course examining the various strategies associated with primary, secondary, and tertiary interventions with an introductory focus on applying therapeutic interventions to problems encountered with families and communities. Effects and outcomes associated with establishing and maintaining proper client relationships via a client centered model in Health and Human Services. Focus will also be made with respect to when referrals should be made in the best interest of the client.

HHS 3307 Community Health Assessment and Development (3)

The course provides instruction on developing appropriate community based assessment tools from which to analyze data including health status, attitudes and perceptions, and motivation. Analysis and presentation of public data are emphasized.

HHS 3310 Human Sexuality: Marriage and Families (3)

This course is a study of normative development and maintenance of marital and familial relationships from an ecological theoretical perspective across the lifespan. Development of marital and familial relationships will be: (1) examined in the context of the major theories of the field, (2) rooted in current research, (3) and emphasize those factors that influence and impact development. These factors include the context of close relationships, as well as those involving inter- and intrapersonal development.

HHS 3370 Management and Organizational Behavior (3)

An examination of management issues including change, motivation, working with groups and teams, and management of diversity, with a particular focus on management in the non-profit arena. In addition to the text, case studies, simulations, and analysis of current management issues will be utilized as students study the major theories undergirding management practice.

HHS 3400 Senior Seminar on Gerontology (3)

An examination of the physical, social, and psychology aspects of aging and at education and intervention targeting both individuals and families. Topics include an overview of policies and programs designed to improve or maintain the economic and emotional health of seniors.

HHS 4370 Cultural Competence (3)

The course will build competence in communicating effectively with people of diverse cultures and ethnic orientations, as students examine the relationship between culture and communication behaviors. Through lecture, review of current journal articles, and case study analysis, students will develop strategies for working more effectively as health and human service professionals.

HHS 4380 Senior Seminar, Non-profit Administration and Project Management (3)

A study of effective project management in organizations, including aligning project activities with agency strategic objectives, evaluating value and risk of potential projects, and managing personnel through the work process.

HHS 4410 Research Design and Program Evaluation (3)

An introduction to research design involving both quantitative and qualitative methodologies used in health and human services, as well as program evaluation. The course will include strengths and limitations of various methodologies with an emphasis given to evaluating published research in the field.

HHS 4420 Behavioral Statistics (3)

An introduction to quantitative and qualitative data analyses associated with research and problem resolution in the health and human services field. The course will include strategies for aligning statistics with various methodologies and hypothesis testing. Emphasis will also be given to evaluating published research in the field.

HHS 4430 Senior Seminar, Funding and Grant Writing (3)

Students will develop skills related to fund development in a community setting. The course covers research strategies to identify federal, state, and private funding opportunities. Students will write a grant proposal for research into an HHS practice area.

HHS 4440 Senior Capstone (6)

Students will apply the theories learned in the preceding courses by completing a 100-hour field project involving the collaborative design and completion of a public surveillance assessment instrument for a HHS field of practice. Bi-weekly in-class meetings for discussion, guidance, and feedback will also be scheduled with the local faculty member who will supervise the projects at each campus. Student will be required to interpret and present their findings orally to college faculty and HHS community practitioners and to submit a final course paper. Note: Submission, evaluation, and acceptance of the electronic portfolio by the Health and Human Services faculty is a requirement for this course.



LaGrange College Campus Quadrangle on the Hill

LAGRANGE COLLEGE CAMPUS

CASON J. CALLAWAY SCIENCE BUILDING

Built in 1972, this three story brick building is supplied with the latest equipment for instruction in general science, biology, chemistry, math, and physics. The building is named in memory of a former member of the College's Board of Trustees.

FULLER E. CALLAWAY ACADEMIC BUILDING

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

LAMAR DODD ART CENTER

Completed in 1982, this building provides a physical environment and the equipment needed for art instruction as well as gallery space for the College's outstanding art collection. The building is named in honor of the late Lamar Dodd, a Georgia artist who was reared in LaGrange and whose paintings won international recognition.

LOUISE ANDERSON MANGET BUILDING

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

PRICE THEATRE

Completed in 1975, this dramatic arts building seats 280 and houses classrooms for the Department of Theatre Arts, faculty offices, scenery workshop, dressing rooms, costume room, actors' lounge, and a black box theatre.

QUILLIAN BUILDING

Built in 1949, this facility is named in memory of a former president, Hubert T. Quillian, who served from 1938-1948.

SMITH HALL

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. Ready for the 21st century, the building now houses classrooms, seminar rooms, and offices including Evening College. Smith Hall was named in memory of Mrs. Oreon Smith, wife of a former president of the College, Rufus W. Smith, who served from 1885 until his death in 1915. The building is on the National Register of Historic Places.

SUNNY GABLES ALUMNI HOUSE

Built by Mary and Julia Nix in 1924, Sunny Gables Alumni House is an outstanding example of early twentieth century Tudor Revival architecture designed by P. Thornton Marye and is now part of the National Register of Historic Places' Vernon Road Historic District.

THE CHAPEL

Built in 1965; the materials used in the construction of the Chapel link it with Christian worship in LaGrange and other parts of the world. Included in the structure are two stained glass windows made in Belgium more than 100 years ago; a stone from the temple of Apollo at Corinth, Greece; a stone from the Benedictine Monastery, Iona, Scotland; and a stone from St. George's Chapel, Windsor, England. Regular worship services are held when the College is in session.

HAWKES HALL

Completed in 1911, this four-story brick building is named in memory of Mrs. Harriet Hawkes, mother of College benefactor, the late A.K. Hawkes. The building houses women students on second, third, and fourth floors. Faculty offices and classrooms for the Education Department occupy the ground floor. Also on the second floor is the Nixon Parlor, named in honor of long-time supporter of the College, Winifred Adams Nixon '33.

CALLAWAY EDUCATIONAL BUILDING

Built in 1965 and renovated in 1994, the building houses on the Callaway Campus the Music Department, offices of Intercollegiate and Intramural Athletics, and offices of the Department of Health and Physical Education. The facility includes state-of-the-art electronic music equipment, a recording studio, a fitness center, a gymnasium, and faculty offices.

THE BANKS BUILDING

Originally built in 1963, the building served the campus as its library until Frank & Laura Lewis Library opened in February 2009. The building reopened in September 2009 housing the Executive offices, admissions, financial aid, business office, and the Registrar.



FACULTY

Adams, Randall (2011)

Assistant Professor of Sociology
B.S., M.A., Middle Tennessee State University;
Ph.D., University of Tennessee-Knoxville

Bearden, Cindi (2001)

Associate Professor of Business
B.S. Jacksonville State University;
M.Acc. University of Alabama;
Certified Public Accountant

Birkeli, Jon (1987)

Ely R. Callaway, Sr. Professor in International
Business
A.B. Lenoir-Rhyne College;
Ph.D. University of South Carolina

Blair, Sandra (2000)

Associate Professor of Nursing
B.S.N. LaGrange College;
M.S.N. Georgia State University

Cafaro, Joseph (1984)

Professor of History
Department Chair History and the Social
Sciences
A.A., Manatee Junior College;
B.A., Florida Atlantic University;
M.A., Ph.D., Florida State University

Cook, John (1994)

Professor of Religion
B.A., Davidson College;
M.Div., Union Theological Seminary;
Ph.D., Emory University

Geeter, Jeff (1990)

Assistant Professor
Health and Physical Education
A.S., Andrew College;
B.S., Tennessee Wesleyan College;
M.S.S., United States Sports Academy

Harris, Chad (2012)

Professor of Exercise Science,
Department Chair,
Exercise Science and Physical Education
B.S., Cal Poly State University;
M.S., Kansas State University;
Ph.D., Oregon State University

Holland, Neila (2011)

Assistant Professor of Business
Program Coordinator
B.B.A., Faculdade Moraes Junior/
Mackenzie Rio;
M.B.A., Sul Ross State University;
D.B.A., Robert Gordon University

Johnson, Lee (1990)

Fuller E. Callaway Associate Professor of Music
B.A., Auburn University;
M. M., Indiana University

Livingston, Donald R. (2001)

Associate Professor of Education
Interim Department Chair, Education
B.S., Drexel University;
M.Ed., West Chester University;
Ed.D., Georgia Southern University

McCoy, William (1991)

Professor of Chemistry and Physics
Program Coordinator
B.S., Yale University;
Ph.D., University of North Carolina

McClanahan, Greg (1988)

Professor of Mathematics
Department Chair
Mathematics and Computer Science
B.S., M.S., Auburn University;
Ph.D., Clemson University

McMullen, Linda (1999)

Assistant Professor of Business
Director of Evening College
B.S., M.S. Geneva College;
M.A. Fielding Graduate University

O'Connor, Francis (1997)
Associate Professor of Sociology and
Anthropology
Program Coordinator
B.A., University of Pennsylvania;
M.A., Idaho State University;
Ph.D., University of Iowa

Rauch, Eric (2011)
Assistant Professor of Education
B.A., Cornell University; M.S.Ed. (English),
M.S. (reading), Ph.D., Hofstra University

Riggs, Tracy Clahan (2011)
Assistant Professor, Speech and Theatre Arts
B.F.A., Catholic University;
M.F.A., Florida Atlantic University

Scott, Laine (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

Shirley, Kevin (1998)
Professor of History
B.A., M.A. (history), M.A. (religion),
Ph.D., Florida State University

ADJUNCT FACULTY

Barry, Robert J.
Instructor, Business Administration
B.S., Coker College;
M.A., Pepperdine University

Barrientos, Obed
Instructor, Spanish
B.A., Nuevo Leon State University;
M.Ed., LaGrange College;
Ph.D., Nova Southern University

Bittick, Louise
Instructor, Mathematics
B.S., College of Charleston;
M.Ed., West Georgia College

Brown, Katherine
Instructor, Human Development
B.A., M.Ed., LaGrange College

Clark, Wendell
Instructor, Business
J.D., Akron College of Law

Darden, John G.
Instructor, Public Health
B.S., M.S., Auburn University

Flor, Douglas L.
Instructor, Psychology
B.A., M.S., North Dakota State University;
Ph.D., University of Georgia

Giddens, Chance
Instructor, History & Human Development
B.A., Auburn University;
M.Ed. National Louis University;
Ed.S., LaGrange College

Hupp, John
Instructor, Computer Science and
Information Systems
M.S., Georgia State

Jones, Matthew
Instructor, Photography
M.F.A. Louisiana State University

Ofielu, Lazarus
Instructor, Public Health
B.S., Anambra State University of Technology;
MPH, Emory University

Neal, Sarah
Instructor, English
B.A. University of Georgia;
M.A. Texas A&M University

Williams, Janice
Instructor, Psychology and Public Health
B.A., University of Rochester;
M.A., Ph.D., University of Maryland

Williams, Misty
Instructor, English
B.S. Athens State University;
M.Ed., Ed.S., University of West Georgia

Wood, Vivienne
Instructor, Sociology
B.A., Mississippi State University
M.S., University of West Georgia

(Revised: 01.14.2013)