

**VOLUME XIX**

**NUMBER 2**

**LAGRANGE COLLEGE**  
**DEPARTMENT OF EDUCATION**  
**GRADUATE BULLETIN**  
**LAGRANGE, GEORGIA**

**CATALOGUE ISSUE**

**2013-2014**

## College Communications Directory

**LaGrange College**  
 601 Broad Street  
 LaGrange, Georgia 30240-2999  
 706.880.8000      www.lagrange.edu

**For prompt attention, please address inquiries as indicated below:**

General Information	706.880.8000
Office of the President	706.880.8240
Office of the Provost	706.880.8236
Registrar	706.880.8997
Dean of Student Engagement	706.880.8976
Director of Career Development Center	706.880.8185
Director of Communications and Marketing	706.880.8246
Director of Financial Aid	706.880.8229
Chief Information Officer, Information Technology	706.880.8051
Vice President of External Relations	706.880.8223
Dean of Enrollment Management	706.880.8253
Vice President for Finance and Operations	706.880.8232
Business Office/Student Accounts	706.880.8278
Vice President of Spiritual Life and Church Relations	706.880.8340
Department of Education	706.880.8203

The administrative offices in Banks Hall are open 8:00 a.m. to 5:00 p.m. Monday through Friday. Saturday visits may be arranged by appointment. Visitors desiring interviews with members of the staff are urged to make appointments in advance.

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

### LAGRANGE COLLEGE DEPARTMENT OF EDUCATION GRADUATE BULLETIN, VOLUME XVIII

PRESIDENT: DR. DAN MCALEXANDER

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

*Challenging the mind. Inspiring the soul. Transforming lives.*

# TABLE OF CONTENTS

Academic Calendar, Graduate Education .....	6
About LaGrange College .....	11
General Information.....	11
Mission .....	11
Accreditation .....	13
Financial Information.....	14
Payment of Charges.....	14
Expenses .....	14
Refund Policy .....	15
Credit Balances.....	16
Federal Tax Credits.....	17
Miscellaneous .....	17
Financial Aid.....	18
Philosophy .....	18
General Information.....	18
Financial Aid Application Procedures .....	19
Verification .....	19
Financial Aid Eligibility Requirements .....	20
Candidate Financial Aid Rights and Responsibilities.....	21
Satisfactory Academic Progress Policy .....	22
Qualitative Standard .....	22
Quantitative Standard .....	23
Satisfactory Academic Progress Evaluation Process.....	24
Appeal Procedures.....	25
Re-Establishing Financial Aid Eligibility.....	26
Financial Aid Sources.....	26
LaGrange College Financial Assistance Programs.....	27
Disbursement of Financial Aid.....	28
Repeated Coursework.....	28
Disbursement of Excess Financial Aid.....	28
Candidate Financial Aid and Federal Tax Implications .....	29

Financial Aid (continued)	
Suspected Fraud.....	29
Academic Policies .....	30
Orientation and Advisement .....	30
Class Attendance Regulations .....	30
Children of Students .....	30
Academic Calendars .....	31
Probation.....	31
Dismissal .....	31
Policy for Remediation of Inappropriate Dispositions and/or Inadequate Performance .....	31
Honor Code.....	32
Student Conduct / Social Code .....	34
Statement of Policy on Harassment .....	35
Academic Appeals .....	36
Grade Appeals .....	37
Other Non-Academic Appeals.....	37
Grades and Credits.....	38
Graduate Education Programs.....	40
Introduction to Programs .....	40
Learning Outcomes.....	40
Guidance and Counseling .....	41
Transfer Credit.....	42
Transient Credit .....	42
Credit by Examination.....	42
Extension, Correspondence, and On-line Coursework .....	42
Grades .....	43
Probationary Status.....	43
Course Repetition .....	43
Withdrawal .....	43
Time Limitations .....	44
Applying for Graduation.....	44
Transcripts .....	45
Department Awards .....	45

Master of Arts in Teaching Program.....	45
Mission of the Department of Education.....	45
Admission Requirements.....	45
Conditional Admission .....	46
Field Experience .....	46
Certification .....	47
Graduation Requirements .....	49
Post Graduation .....	49
Program Course Plan, M.A.T. Secondary .....	50
Program Course Plan, M.A.T. Middle Grades .....	51
Program Course Plan, M.A.T. Concentration in Reading for Middle Grades .....	52
Master of Education in Curriculum and Instruction.....	54
Mission of the Department of Education.....	54
Admission Requirements.....	54
Conditional Admission .....	55
Graduation Requirements .....	55
14 Month Program Course Plan .....	55
23 Month Program Course Plan .....	56
Education Specialist Program .....	57
Mission of the Department of Education.....	57
Admission Requirements.....	57
Conditional Admission .....	57
Graduation Requirements .....	57
Program Course Plans.....	58
Ed.S. Cohort Starting in Summer .....	58
Ed.S. Cohort Starting in Fall.....	59
Course Descriptions .....	60
Graduate Faculty .....	69
Department of Education.....	69
Content Faculty and Advisors .....	70

# 2013 – 2014 Graduate Education ACADEMIC CALENDAR

## Summer I Term 2013

### June 2013

- 3 • Summer I Graduate Classes Begin
- 3 • MAT Content Diagnostic Examinations
- 4 • End drop/add at 5:00 p.m. No refund for individual classes dropped after this date.
- 12 • Mid-Term
- 20 • Last Day to Withdraw from Class with a “W”
- 28 • Summer I Classes End

## Summer II Term 2013

### July 2013

- 1 • Summer I Grades Due
- 8 • Summer II Classes Begin
- 9 • End drop/add at 5:00 p.m. No refund for individual classes dropped after this date.
- 26 • Summer II Classes End
- TBA • Certification of Teacher Candidates

**Fall Semester****August 2013**

- 7 • Summer II Grades Due
- 26-27 • Final registration for returning Day students. Advisors available.
- 28 • First Day of Classes; Convocation 7:00 p.m.

**September 2013**

- 2 • Labor Day—College Closed
- 5 • End drop/add at 5:00 p.m. No refund for individual classes dropped after this date.

**October 2013**

- 9 • Mid-Term
- 12 • Homecoming
- 24-25 • Fall Break—No Classes
- 24-25 • Pre-registration for spring semester completed. Faculty Advisors available for conferencing.

**November 2013**

- 20 • Last Day to Withdrawal from a class with a “W”
- 25-26 • Thanksgiving Break—No Classes
- 27-29 • Holiday for Administration and Staff—College Closed at Noon on Wednesday

**December 2013**

- 4 • Last Day of Classes
- 6-10 • Exams
- 16 • Fall Semester Grades Due by Noon
- 24-26 • Holiday for Administration and Staff—College Closed

**Interim-Term****January 2014**

- 1 • New Year's Holiday—College Closed
- 3 • First Day of Classes
- 6 • End drop/add at 5:00 p.m. No refund for individual classes dropped after this date.
- 14 • Mid-Term
- 17 • Last Day to Withdrawal from a Class with a "W"
- 20 • Martin Luther King, Jr. Day—College Closed
- 24 • Last Day of Classes
- 28 • Interim-Term Grades Due
- 31 • First Day of Classes

## Spring Semester

### February 2014

- 7 • End drop/add at 5:00 p.m. No refund for individual classes dropped after this date.

### March 2014

- 14 • Mid-Term
- 24-28 • Faculty Advisors available for conferencing
- 31 • Spring Break—No Classes

### April 2014

- 1-4 • Spring Break—No Classes
- 7-11 • Student completing degree requirements in Summer or Fall should file petitions for graduation with the SOURCE Center. Advisors available.
- 18 • Good Friday—College Closed
- 23 • Last Day to Withdrawal from a Class with a "W"

### May 2014

- 7 • Last Day of Classes
- 9-13 • Exams
- 16 • Graduation Rehearsal for Program Completers
- 16 • Baccalaureate at First United Methodist Church 5 p.m.
- 16 • Spring Semester Grades Due by 5:00 p.m.
- 17 • Graduation on Residential Quadrangle
- 26 • Memorial Day Holiday - College Closed
- 28 • Registration for Summer I & II Terms

**Summer I Term 2014****June 2014**

- 2 • Summer I Graduate Classes Begin
- 2 • MAT Content Diagnostic Examinations
- 3 • End drop/add at 5:00 p.m. No refund for individual classes dropped after this date.
- 13 • Mid-Term
- 20 • Last Day to Withdrawal from a Class with a "W"
- 27 • Summer I Classes End
- 30 • Summer I Grades Due by Noon

**Summer II Term 2014****July 2014**

- 7 • Summer II Graduate Classes Begin
- 8 • End drop/add at 5:00 p.m. No refund for individual classes dropped after this date.
- 18 • Last Day to Withdrawal from a Class with a "W"
- 25 • Summer II Classes End
- TBA • Certification of Teacher Candidates
- Aug 8 • Summer II Grades Due by Noon

# ABOUT LAGRANGE COLLEGE

## **General Information**

The *LaGrange College Graduate Bulletin* is subordinate to the *LaGrange College Bulletin*. All policies not specifically addressed in this *Graduate Bulletin* are detailed in the *LaGrange College Bulletin*. This *Graduate Education Bulletin* details policies, procedures, degrees, and courses that are unique to the graduate education program. Inquiries regarding policies not covered should be addressed to the Provost.

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

## **Mission**

*LaGrange College 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 21<sup>st</sup> -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](http://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 Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 500, Atlanta, GA 30326; Sharon Tanner, EdD, MSN, RN, Chief Executive Officer; 404-975-5000.

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

# FINANCIAL INFORMATION

## **Payment of Charges**

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

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

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

## **Expenses**

### **1. Admission**

Application for admission (non-refundable).....30.00

### **2. Tuition — Graduate Education Courses**

(M.Ed., M.A.T.) per credit hour .....1,035.00

(Ed.S.) per credit hour .....1,045.00

### **3. Fees — Miscellaneous**

Late Payment Fee .....50.00

Personal checks failing to clear .....25.00

Graduation Fee.....150.00

#### **Miscellaneous Fees continued**

Student Identification Card replacement fee.....15.00

Parking Permit..... 30.00

### **4. Subscription Fee**

A one-time \$100 subscription fee is assessed to cover the cost of the TK20 software use for assessment, portfolio development, and data collection.

## **Refund Policy**

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

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

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

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

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

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

In the event of a Complete Withdrawal, refunds of institutional charges will be calculated using the number of days attended. The College will calculate the dollar amount of federal grant and loan funds the candidate has earned during the term by dividing the number of days a candidate actually completed by the total number of days within the term (excluding breaks of five days or more). The resulting percentage is then multiplied by the amount of federal funds that were applied to the candidate's account. This is the amount of Title IV funding the candidate actually earned. The remainder is returned to the originating program. If the resulting percentage exceeds 60 percent, the candidate would be entitled to 100 percent of the federal funds. Refunds of tuition will be applied to the candidate's account in the same manner as the return of federal funds. After the candidate has completed 60 percent of the term, there will be no refund of institutional charges.

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

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

- Unsubsidized Federal Direct Loan Program
- Subsidized Federal Direct Loan Program
- Federal Perkins Loan Program
- Federal PLUS Program
- Federal Pell Grant Program
- Academic Competitiveness Grant Program
- National SMART Grant Program
- Federal SEOG Program
- TEACH Grant Program
- Other Title IV Programs
- Other State, private, or institutional assistance programs
- Candidate

### **Credit Balances**

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

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

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

## **Federal Tax Credits**

The Tax Reform Act of 1997 provided two tax credits for higher education. The “Hope Scholarship Credit” provides up to a \$1,800 tax credit for the first two years of postsecondary education in a program that leads to a degree, certificate, or other recognized educational credential. The candidate must be enrolled at least halftime. Qualified expenses are for tuition and fees and do not include room, board, books, insurance, and other similar expenses.

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

## **Miscellaneous**

- Depending upon individual requirements, a candidate may expect to spend \$1,000 per year on books. Bookstore charges for the fall term are normally higher than for the spring term.
- All candidates must present the College with proof of health insurance at the time of Registration and complete a Waiver Form including provider name and policy number. If the candidate does not have insurance, the College will assess the candidate for limited coverage group sickness and accident insurance coverage.
- Official transcripts and diplomas are withheld for any candidate who has a financial obligation owed to the College.

## **FINANCIAL AID**

### **Philosophy**

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

### **General Information**

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

The Financial Aid Office is required under federal regulations to establish a Cost of Attendance Budget annually that reflects an estimate of the cost of attending their institution for an academic year, which includes an estimate of the following expenses tuition, fees, room, board, books and supplies, and living expenses. Although a cost of attendance budget must include these specific expenses, this does not mean that you will be billed for these expenses. For most graduate students, LaGrange College will bill/invoice the student only for actual tuition and fees. Room and board charges are only invoiced if the student resides in campus housing. Below is the estimated Cost of Attendance for the 2013-2014 academic year for our graduate programs for the fall and spring semesters.

	M.A.T.	M.Ed.	Ed.S.
Tuition*	\$24,840	\$12,420	\$15,675
Student Health Fees	200	200	200
Room and Board	13,634	13,634	13,634
Books and Supplies	500	300	250
Transportation	1,350	1,350	1,350
Personal	1,500	1,500	1,500
Student Loan Fees	205	205	205
	\$42,229	\$29,609	\$32,814

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

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

## Financial Aid Application Procedures

*Applicants for financial aid must:*

- Apply and be accepted as a regular degree-seeking candidate in an eligible program at LaGrange College. ***Candidates conditionally accepted into a master's program are not eligible for financial assistance until all admission requirements are met for entry into their chosen program. This includes submission of GRE or GACE test scores.***
- Complete and submit a Free Application for Federal Student Aid (FAFSA) annually.
- Submit all required documents for verification, if selected.

## Verification

Verification is the process of evaluating the accuracy of financial information provided on the Free Application for Federal Student Aid. The U.S. Department of Education randomly selects financial aid applications for verification. The Financial Aid Office may select additional applications for verification if conflicting or incomplete information exists.

A financial aid award cannot be provided until the verification process is completed.

Candidates selected for verification will be asked to verify specific data information as determined by the Department of Education annually, the following data information must be verified currently: adjusted gross income, federal income tax paid, family size, number of family members in college, - untaxed income, and child support paid. Most candidates will be asked to complete a verification worksheet and provide an IRS tax transcript or complete IRS Data Retrieval through FAFSA on the Web. IRS Data Retrieval allows financial aid applicant to import actual tax information from the IRS into their FAFSA, which satisfies verification requirements if the IRS data is not modified. If discrepancies are found during verification, the Financial Aid Office will transmit the corrected information to the Central Processing System (CPS). The results are usually received within 3-4 days. Once the corrected financial aid information is received and provided all other eligibility requirements are met, an official financial aid award letter will be sent.

### **Financial Aid Eligibility Requirements**

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

- Be a U.S. Citizen or eligible non-citizen;
- Be admitted or currently enrolled in an approved degree-seeking or teacher certification program;
- Be making Satisfactory Academic Progress towards the completion of their degree program;
- Not be in default on any federal educational loan or have made satisfactory arrangements to repay the loan;
- Not owe a refund on a federal or state grant;
- Not have borrowed in excess of federal loan limits;
- Be registered with Selective Service, if required.
- Not have a ***drug conviction*** for an offense that occurred while receiving federal student aid (grants, loans, and work).

## **Candidate Financial Aid Rights and Responsibilities**

*Candidates have the right to know:*

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

*Candidates have the responsibility to:*

- Submit complete and accurate financial aid applications;
- Observe all deadlines for submission of financial aid documents;
- Maintain regular class attendance in all courses for which financial assistance was awarded;
- Maintain satisfactory academic progress towards the completion of their chosen degree or certification;
- Notify the Financial Aid Office and lenders of any change in address or name;
- Complete required Entrance and Exit Interviews for Federal Direct and for Federal Perkins Loan;
- Respond to all communications regarding candidate loans and financial aid awards;
- Comply with all eligibility requirements for financial aid award funds;

- Repay student loan(s) received for education pursuits regardless of whether he/she graduates;
- Notify the Financial Aid Office of any financial assistance to be received from an external source (VA Educational Assistance, Vocational Rehabilitation, Employer Reimbursement etc.).

## **Satisfactory Academic Progress Policy**

Federal regulations require institutions of higher education to establish Satisfactory Academic Progress (SAP) standards for recipients of financial aid. The purpose of satisfactory academic progress standards is to measure a student's progress toward the completion of 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 evaluation at the end of each semester. The satisfactory academic progress standards established in this Policy apply to all financial aid programs including, but are not limited to, Federal aid programs-- TEACH Grant, Federal Perkins Loan, Federal Direct Loan, Graduate PLUS, Federal Work Study, and LaGrange College Teacher Discount.

A satisfactory academic progress policy is comprised of a **qualitative (grade-based) and quantitative (pace and time frame) standard**. The qualitative standard assesses the quality of the academic work as measured by an overall grade point average. The quantitative standard establishes the pace at which the student must progress to ensure completion of the degree program within the allowable maximum timeframe. Financial aid recipients must meet all of these standards to be making satisfactory academic progress and to receive financial aid.

### **Qualitative Standard**

#### **Grade Point Average**

A student 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. Graduate students are required to maintain a cumulative grade point average (GPA) of 3.0 to remain in good academic standing. The Chair of the Department of Education monitors the grade point average of degree candidates each semester. A student whose grade point average falls below the required 3.0 will be placed on academic probation. If a student's grade point average remains below a 3.0 for two consecutive semesters, the student is subject to dismissal from the program.

## Quantitative Standard

### Rate of Progress (Pace)

A student receiving financial aid is expected to progress through the degree program of study at a pace that ensures the completion within the maximum timeframe defined below. The rate of progress (pace) is computed by dividing the cumulative number of hours the student has successfully completed (earned credits) by the cumulative number of hours the student has attempted. A student is considered to be making measurable progress toward the completion of their degree program by maintaining an overall rate of progress of 67%. This standard applies to all financial aid recipients, regardless of full-time or part-time enrollment status.

**Attempted hours** are those credit hours for which the student is registered on or after the conclusion of late registration (drop/add). **Earned hours** are successfully completed courses in which grades of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, or P are awarded, as long as credit is earned. Grades of F, Incomplete (I), withdrawal (W), No credit (NC), Not Reported (NR), Audit (AU), or Audit withdrawn (AW) **do not** count as successful completion of a course. In evaluating the rate of progress, please note the following:

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

#### *Example of Rate of Progress Calculation*

At the end of the Fall semester, Evelyn had attempted 12 semester hours and passed (earned) 9 credit hours. Evelyn's rate of progress (pace) would be determined by dividing the 9 credit hours he has earned by the total hours attempted, which is 12. Her rate of progress is 75% (9/12). Evelyn would be considered to be meeting the quantitative standard.

### **Maximum Time Frame**

By Federal regulation, a student is expected to complete the degree program within 150% of the credit hours required to complete the degree program. For example, a graduate student pursuing a Master of Education, which has a total of 30 semester hours, as published in the Graduate Bulletin, could receive financial aid for no more than 45 semester hours. Frequent withdrawals from courses or school, changes of major, failed or repeated courses, or taking courses that are not related to the degree program could jeopardize financial aid eligibility. All attempted hours at LaGrange College and transfer credits accepted into the degree program will count toward the maximum time frame. A student's eligibility for financial aid will terminate at the time the student has completed the required course work in the degree program or when it is determined that the student has exceeded the 150% maximum time frame, or it is determined that it is mathematically impossible for the student to complete the degree program within the maximum timeframe.

### **Satisfactory Academic Progress Evaluation Process**

After final grades are reported for the semester, the academic history from all periods of enrollment, regardless of full-time or part-time enrollment status, will be reviewed to determine if the student is maintaining the standards established in the Satisfactory Academic Progress Policy. This includes all courses attempted regardless of whether financial aid was received. *Transfer grade point averages are not considered in either of the standards;* however, accepted transfer credit hours will be included in attempted hours, earned hours, and the maximum time frame. Once evaluated, the student will be placed into one of the following Satisfactory Academic Progress statuses and notified, if applicable:

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

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

**Financial Aid Suspension**—status assigned to a student that remains deficient in grade point average and/or rate of progress standards after being placed on “financial aid warning” or has exceeded the 150% time frame for complete his/her degree program. A student placed on “academic suspension” by the Provost is also placed on financial aid

suspension regardless of actual satisfactory academic progress status. A student on “financial aid suspension” will be notified of his/her ineligibility for future financial aid and the appeal process--(See Appeal Procedures below.)

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

### **Appeal Procedures**

A financial aid recipient who is placed on financial suspension loses eligibility for financial aid. The student can appeal to the Financial Aid Appeals Committee for reinstatement of financial aid eligibility provided there is a mitigating circumstance that affected the student’s academic performance. Mitigating circumstances are those events that are beyond the student’s control such as serious injury, illness or mental health condition involving the student or an immediate family member, death of an immediate family member, and other extenuating circumstances. An Appeals Form must be submitted to the Director of Financial Aid with a written statement detailing the mitigating circumstance, documentation of circumstance (i.e. letter from physician or health care provider detailing the onset and the duration of the illness, statement from a law enforcement agency or social services agency, etc.) and the manner by which the deficiency was/will be resolved and not interfere with future terms of enrollment. **Appeals without supporting documentation will not be considered.** Appeals must be submitted within **2 weeks** of notification of ineligibility for financial aid.

The Director of Financial Aid will convene the Financial Aid Appeals Committee to review the request for reinstatement of financial aid eligibility. The Director of Financial Aid will notify the student in writing at the student’s home address or campus e-mail account of the decision of the Committee and any conditions associated with reinstatement within two weeks of receiving the appeal. **The decision of the Financial Aid Appeals Committee is final.** A student whose appeal is approved will receive financial aid on “financial aid probation” status for **one** additional semester and their academic performance will be reviewed at the end of that next semester for continued financial aid eligibility.

## **Re-Establishing Financial Aid Eligibility**

A student who is unsuccessful in appealing for reinstatement of his/her 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. The student is encouraged to take advantage of counseling, tutoring, and study skills resources available through the College's Counseling Center and the Source Center.

It should be noted that taking courses at the student's expense, sitting out a semester, or taking courses at another institution does not automatically restore a student's eligibility for financial aid. If the student has resolved the satisfactory academic progress deficiencies that resulted in the termination of financial aid eligibility, the student should contact the financial aid office and request a satisfactory academic progress review.

## **Financial Aid Sources**

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

**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 interest rate is a fixed rate of 6.80% for loans disbursed after July 1, 2012. The Federal Direct Loan Program consists of a subsidized and unsubsidized loan. Subsidized loans are awarded on the basis of financial need to undergraduate student with the federal government paying the accruing interest while in school. Effective July 1, 2012, graduate students are only eligible for an unsubsidized loan 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 maximum Federal Direct Loan a graduate student may borrow each academic year is \$20,500. The Federal Direct Loan Program has a maximum aggregate (lifetime) limit on the amount of funds a student may borrow. The aggregate loan limit for graduate students is \$138,500, which includes loans received as an undergraduate student. Repayment of a Federal Direct Loan begins six months after the borrower graduates, withdraws, or ceases enrollment as at least a half-time student. Although the standard repayment period for a Direct Loan is 10 years, the Department of Education offers several repayment plans designed to make repayment affordable.

**Graduate PLUS Loan** is a new Federal loan program available to graduate students beginning July 1, 2006. The Graduate PLUS Loan allows eligible graduate students to borrow up to their cost of attendance minus other financial assistance. Unlike the Federal Direct Loan, borrowers of a Graduate PLUS Loan are subject to a credit check to qualify for this loan program. The interest rate is fixed at 7.9% and repayment begins on the date of the last disbursement of the loan. Students must complete a FAFSA and apply for their maximum annual loan limit under the Federal Direct Loan Program before applying for a Graduate PLUS Loan.

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

**Teacher Education Assistance for College and Higher Education (TEACH) Grant Program** provides grants assistance of up to \$2000 per semester (with an \$8000 maximum for graduate study) to full-time graduate students pursuing a Master of Arts in Teaching (M.A.T.) or Master of Education degree (M.Ed.) who intend to teach in a public or private elementary or secondary school that serves students from low-income families in a designated high-need field as a highly qualified teacher. In exchange for the TEACH Grant award, the recipient agrees to serve as a full-time teacher for four academic years within in eight calendar years of completing the program for which the TEACH Grant was received. For more information on this program, contact the Financial Aid Office or the LaGrange College Department of Education.

### **LaGrange College Financial Assistance Programs**

LaGrange College Teacher Discount is available to teachers pursuing Master of Education in Curriculum and Instruction or Education Specialist degrees. The discount is 31% of assessed tuition only. This discount cannot be received in conjunction with any other discount offered by LaGrange College.

Master of Art in Teaching candidates admitted for Summer 2011 and beyond are eligible for a 6% discount on assessed tuition. This discount cannot be received in conjunction with any other discount offered by LaGrange College.

## **Disbursement of Financial Aid**

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

## **Repeated Coursework**

Federal regulations now limit the number of times a student may repeat a course that was previously passed and receive financial aid to cover the cost of the class. Effective July 1, 2011, a previously passed course may be repeated only once and be counted in a student's enrollment status, full-time, part-time, for financial aid. Once a course is successfully passed for the second time, the course will not count in a student's enrollment status and aid will not be awarded for the course. A course that was previously failed may be repeated until a passing grade is earned.

## **Disbursement of Excess Financial Aid**

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

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

## **Candidate Financial Aid and Federal Tax Implications**

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

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

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

## **Suspected Fraud**

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

# ACADEMIC POLICIES

## **Orientation and Advisement**

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

The Chair of the LaGrange College Department of Education serves as the academic advisor for graduate candidates. Prior to the beginning of each academic term, academic progress is assessed and classes are scheduled for the coming term. The faculty in the Education program utilizes exit surveys during the last semester of the program to assess the effectiveness of their advising and orientation programs and to revise these efforts as needed.

## **Class Attendance Regulations**

A candidate is expected to attend all classes, including labs, for all courses for which he or she is registered. The candidate is solely responsible for accounting to the professor for any absence. Candidates will be required to withdraw from the class when 25% or more of classes are missed. Since classroom participation is part of the final grade, the professor reserves the right to deduct up to 10% points for all absences and lack of preparation and participation.

## **Children of Students**

LaGrange College is committed to providing an environment conducive to teaching and learning for all enrolled students. To maintain that atmosphere of learning, in general, children of students are not permitted in the classroom or on campus while the parent is attending class. The presence of children in a college classroom presents a distraction to engaged learners and may lead to the modification of content to exclude information inappropriate for children. Unsupervised children create a liability for both the parent and the college. Any temporary exception to this policy due to extraordinary circumstances is at the discretion of the instructor.

## **Academic Calendars**

The Graduate programs in Education follow the academic calendar of the Day program, with slight variation to the Summer I and II semester schedules. The calendar is printed at the front of this *Bulletin*.

## **Probation**

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

## **Dismissal**

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

## **Policy for Remediation of Inappropriate Dispositions and/or Inadequate Performance**

### **Dispositions**

Because appropriate dispositions enhance teaching and learning, LaGrange College's Department of Education believes that teachers should project positive and productive attitudes toward students, colleagues and professors. It is not the intent of LaGrange College's Department of Education to produce identical personalities. Rather, acceptable

dispositions refer to positive attitudes, respect for the diverse characteristics of others and taking grievances to the appropriate person in a professional manner. In the pursuit of knowledge of learning, childhood and society, appropriate dispositions reflect the teachers abiding respect for the intellectual challenges set before them by their professors. Teachers are committed intellectuals who value rigorous inquiry, critique and informed skepticism as ways to expand their ethical, cultural and intellectual universes. To engage in professional exchanges, committed teachers must demonstrate constructive dispositions at all times. If a classroom professor observes or becomes aware of inappropriate dispositions, she or he will issue a written warning to the candidate. Upon the second time, the candidate will be required to attend a hearing of the LaGrange College's Department of Education Faculty for possible disciplinary action. At the discretion of the faculty, disciplinary action may result in a reduction in grade or in severe situations, expulsion from the program. Appropriate dispositions are also expected and assessed during field and clinical experiences.

### **Performance**

Candidates who exhibit poor content knowledge, content pedagogical knowledge, professional skills and/or fail to demonstrate a positive effect on student learning based on specific criteria stated in the *Field Experience Handbook* (FEH) may be required to complete a remedial Professional Development Plan (PDP). Dismissal from the program is possible if the candidate fails to meet the minimum scores on the PDP. Specific procedures, instruments and scoring criteria used to assess dispositions and performance are described in the FEH.

### **Honor Code**

Students at LaGrange College abide by the Honor Code, which states,

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

The Honor 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.

The Honor Council is selected each spring by the outgoing President of the Honor Council, the outgoing President of the SGA, the Provost, the President of the Faculty Assembly, and the Advisor to the Honor Council. A member of the faculty serves as advisor to the council. Both members of the faculty and the student body are expected to report any suspected violation of the Honor Code to the Honor Council, either to the Provost or to the President of the Honor Council. Students who suspect a violation may, in a course-related case, first report the suspected violation to the course instructor. (For a complete description of the Honor Code and policies, please refer to the *Honor Code Student Handbook*.)

*The following are examples of violations of the Honor Code:*

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

*Sanctions include the following:*

- Assigning a grade of zero to the related academic work (assignments, exams, reports, projects, case studies, etc.);
- Lowering the final grade in the course by one letter, in a grade-related offense;
- Assigning a grade of F in the course, in a grade-related offense;
- Suspension for the next semester, either fall or spring; or suspension for the next semester and an F in the course, in a grade-related offense;
- Dismissal from the College; or dismissal from the College and an F in the course, in a grade-related offense.

When a student accused of a violation does not appear for a preliminary interview when notified to do so, a hold will be placed on the student's transcript. A hold will also be placed on the transcript when the President of the Honor Council and the Provost determine that the case will proceed

to a hearing. This hold will be removed when the case has been resolved. If a case cannot be heard before the end of a grading period, the instructor will submit the grade of "I" until the Honor Council acts on the case. The Honor Council reserves the right to conduct a hearing in absentia when a party to the case fails to appear as directed.

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

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

Work prepared out of class should be that of the individual. Any assistance from fellow students, books, periodicals, or other materials should be carefully acknowledged. Instructors should give specific guidance regarding what constitutes a violation of the Honor Code. If any doubts about plagiarism arise, a question should be raised by the instructor.

As early as possible in the term, the instructor should make clear to his or her classes how the specifications of the Honor Code apply to class requirements. For example, what constitutes a legitimate use of source material, especially material on the Internet, should be made clear.

### **Student Conduct / Social Code**

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

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

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

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

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

### **Statement of Policy on Harassment**

All members of the college community have the right to be free from discrimination in the form of harassment. Harassment may take two forms: (1) creating a hostile environment, and (2) quid pro quo. A hostile, demeaning, or intimidating environment created by harassment interferes with an individual's full and free participation in the life of the College.

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

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

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

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

### **Academic Appeals**

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

## **Grade Appeals**

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

*The following procedures govern all candidate requests for grade changes:*

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

## **Other Non-Academic Appeals**

The College and the Department of Education at LaGrange College are committed to mutual respect among all constituents of the college and departmental community. This commitment includes students, faculty, staff, and administration. In all concerns about fair treatment, we seek to work together to understand and address those concerns without

having to resort to formal grievance procedures. When that is not possible, we are at all levels committed to a fair and reasonable resolution of issues through a formal grievance process guided by the information and documentation provided in the process. The regulation described on the Department of Education's Website describes an orderly procedure of grievance and attempts at resolution. A complete explanation of procedures to follow when making a non-academic grade grievance can be found online at: <http://home.lagrange.edu/educate/grievance.htm>

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

### **Grades and Credits**

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

A+		4.0
A	superior	4.0
A-		3.75
B+		3.25
B	above average	3.0
B-		2.75
C+		2.25
C	average	2.0
C-		1.75
D+		1.25
D	below average	1.0
F	failing	0.0
I	incomplete	This grade is assigned in case a candidate is doing satisfactory work but for some reason beyond the candidate's control has been unable to complete the work during that term.
P	pass	
NC	no credit or non-credit	

W	withdrawn	A student who chooses to withdraw from a class on or before the “Last Day to Withdraw with a W” will receive a W on his or her official transcript, regardless of standing in the class. The “Last Day to Withdraw with a W” will normally occur two weeks prior to the last day of classes.
AW	audit withdrawn	
AU	audit complete	
NR	grade not reported by instructor at the time the report issued.	

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

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

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

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

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

# GRADUATE EDUCATION PROGRAMS

## Introduction to Programs

LaGrange College's Department of Education offers two master degree programs and a specialist in education degree program. The Master of Arts in Teaching (M.A.T.) induction program is an alternative route to certification designed for those with a four-year degree who wish to become secondary teachers in high schools or middle schools. The Master of Education in Curriculum and Instruction (M.Ed.) is an advanced degree for practicing educators. The Education Specialist Degree (Ed.S.) in Teacher Leadership is designed for experienced teachers who desire to increase their content knowledge, improve their teaching skills and become teacher leaders in schools. Candidates entering the Ed.S. program would be expected to hold a Masters degree and already hold teacher certification.

## Learning Outcomes

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

- Candidates are able to demonstrate a commitment to students and their learning.
- Candidates are able to demonstrate a knowledge of their content and how to teach their content.
- Candidates are able to manage and monitor student learning.
- Candidates are able to think systematically about their practice.
- Candidates are members of learning communities.

For the Master of Education degree in Curriculum and Instruction, the expected learning outcomes are as follows:

- Program completers will demonstrate advanced ability to design, implement, and evaluate curriculum that promotes student learning;
- Program completers will demonstrate advanced ability to plan, implement, and evaluate instruction to facilitate student learning;
- Program completers will demonstrate advanced depth and breadth of knowledge and skills in their academic discipline and pedagogy;

- Program completers will demonstrate advanced knowledge of the student as influenced by cognitive, physical, emotional, social, cultural, environmental, and economic factors;
- Program completers will demonstrate the ability to use research to promote student learning and to contribute to the teaching profession;
- Program completers will demonstrate advanced knowledge of assessment and the ability to use multiple sources of assessment for maximizing student learning;
- Program completers will demonstrate high standards for professional practice.

For the Education Specialist degrees in Teacher Leadership, the expected learning outcomes are as follows:

- Candidates will facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs;
- Candidates will work with stakeholders to promote the development of a school culture that fosters excellence and equity in teaching and learning and focuses on continuous improvement creating a sense of belonging and building a collaborative work environment;
- Candidates will demonstrate a comprehensive understanding of curriculum and apply this knowledge to the alignment of curriculum, instruction, and assessment to standards;
- Candidates will model best practices in pedagogy and serve as a mentor and coach for other educators;
- Candidates will work with others to design and implement assessment practices and analyze data for monitoring and improving teaching and learning through data-informed decision making;
- Candidates will access and conduct research, and apply research findings to improve teaching and learning;
- Candidates will demonstrate the ability to collaborate with stakeholders to improve student learning and to guide positive change.

### **Guidance and Counseling**

- Upon acceptance, the candidate is assigned an advisor.
- With the help of the advisor, each candidate plans a program of study to satisfy the requirements of the selected masters program.

- In order to establish definite goals as well as intermediate objectives, a periodic checklist and definite timetable will be mutually agreed upon by the candidate and advisor.
- Candidates are responsible for seeking advisement and meeting graduation requirements.

### **Transfer Credit**

With the approval of the Department Chair, up to 6 semester hours of credit in appropriate courses taken within the last five years from a regionally accredited degree program may be applied toward a degree as transfer credits at admission. Petitions for approval of transfer credit should be made to the Department Chair. The final 12 hours of study must be completed at LaGrange College.

### **Transient Credit**

Transient credits are not typically permitted. Any requests for transient credit must be made to the Department Chair.

### **Credit by Examination**

Applicants entering LaGrange College Education program as well as current students may earn college credit as a result of their participation in the College-Level Examination Program (CLEP). A CLEP exam grade of “C” or better is needed to receive credit; only 6 CLEP credit hours will be accepted for courses. CLEP credits do not count towards residency requirements and are not included in the cumulative GPA.

Consultation with and approval from the Department Chair is required before credit is awarded. If a waiver of requirements is granted, the score on the examination used will be recorded on the student’s record in lieu of a letter grade.

### **Extension, Correspondence, and On-line Coursework**

Graduate credit is not allowed for work done in extension, correspondence, or on-line coursework to meet program requirements. With the approval of the Department Chair in consultation with the content area chair or liaison, Master of Arts in Teaching (M.A.T.) candidates may apply on-line coursework from a regionally accredited institution to satisfy content requirements for their certification area.

## Grades

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

## Probationary Status

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

## Course Repetition

A student is prohibited from repeating a course in which he has made a "C-" or better (while enrolled at LaGrange College or any institution) without the approval of the Provost, and the Academic Council. Should a case arise in which counting "C-" grades means the student's average drops below a 3.0, the student could petition to repeat a course in which a "C-" or lower was awarded. All courses in which a student receives an unsatisfactory grade must be repeated at LaGrange College. A student may not remove from the transcript an unsatisfactory grade earned at LaGrange College or elsewhere even if the course is repeated.

## Withdrawal

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

A candidate who chooses to withdraw from a class **on or before the "Last Day to Withdraw with a 'W'"** will receive a "W" on his or her official transcript, regardless of standing in the class. The "Last Day to Withdraw with a 'W'" will normally occur two weeks prior to the last day of classes.

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

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

To withdraw from an individual course, a candidate must confer with the SOURCE Center. Failure to withdraw officially through this office may result in the assignment of an “F.” A candidate who wishes to withdraw completely from the College must confer with the Director of Counseling.

### **Medical Withdrawal**

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

### **Time Limitations**

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

### **Applying for Graduation**

Candidates in their last year of college work must have an audit of their course credits and planned courses examined upon pre-registration for their final semester in residence. This is called a **“graduation petition.”** The major advisor and the SOURCE Center assist the candidate in completing this petition. No candidate may participate in Commencement exercises if he or she has not completed a graduation petition.

## **Transcripts**

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

## **Department Awards**

The Department of Education presents several awards annually at the Department's Graduation Reception in recognition to graduate candidates who demonstrate exemplary performance and commitment in the following areas:

M.A.T. Field Experience; Ed.S. Research; Ed.S. Leadership;  
M.Ed. Research; and M.Ed. Leadership.

# **Master of Arts in Teaching Program**

## **Mission of Department of Education**

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

## **Admission Requirements**

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

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

- Submit satisfactory official transcripts from each graduate and undergraduate institution attended;
- Supply three recommendations using the on-line application system;
- Complete an interview with the Chair of LaGrange College's Department of Education;
- Provide criminal background check and verify that no criminal record or dishonorable discharge from the armed services will prevent teacher certification;
- Earn a minimum score on the TOEFL exam of at least 550 if English is not the applicant's primary language;
- Have a cumulative undergraduate GPA of 2.5 on a 4.0 scale or higher (or an SAT® score of 1000 or higher (Verbal/Critical Reading and Math), or an ACT® score of 43 (English and Math));
- Provide a passing score for the GACE® Basic Skills Tests - Reading (test code 200), Writing (test code 202), and Math (test code 201) or be exempted from GACE with a GRE Verbal and Quantitative composite score of 1030 (before 08/01/11) or 297 (on or after 08/01/11). Scores from different test titles may not be combined.
- Present a completed application through the LaGrange College Admission's on-line application system.

### **Conditional Admission**

If one or more of the admission requirements is not completed, candidates may be admitted on a conditional basis. The candidate must remove the conditional status within 9 semester hours of coursework. Failure to do so will result in being dropped from the program.

### **Field Experience**

School attendance is an essential factor in the professional development of a teacher. It is a main factor of consideration as Cooperating Teachers, Supervising Faculty, and School Principals offer references to prospective employers. Attendance for all field experiences is mandatory. Therefore, there are no excused absences. The teacher candidate must sign in and sign out during each visit to the cooperating school. Tardiness, or leaving the assigned school early, will not be tolerated as part of the teaching assignment. The teacher candidate is to function as a member of the staff of the cooperating school, and keep the same hours as other faculty

members, particularly your cooperating teacher. Attendance at faculty and PTO meetings, teacher-parent conferences, and other after school and evening activities is expected.

The teacher candidate will be required to make up any missed field experience time. After two absences (or a pattern of late arrivals/early departures) during any field experiences course, the Supervising Faculty contacts the Director of Field Placement regarding the school attendance problem. Then the Director of Field Placement will issue a Field Experience Probation Letter to the Teacher Candidate. A third absence may result in the termination of the Teacher Candidate's field experiences for the semester. The submission of documentation of absences for any reason, particularly illness or family emergency, is the choice of the Teacher Candidate. Specific procedures for addressing absences are described in the *Field Experience Handbook [FEH]*.

During both Internships I and II,, candidates who exhibit poor content knowledge, content pedagogical knowledge, professional skills and/or fail to demonstrate a positive effect on student learning based on specific criteria stated in the Field Experience Handbook may be required to complete a remedial Professional Development Plan [PDP]. Dismissal from the program is possible if the candidate fails to complete or meet the minimum scores on the PDP. Candidates must successfully complete Internships I and II within three attempts. If a candidate fails to successfully complete Internships I and II in three attempts, the candidate may be dismissed from the program. Specific procedures, instruments and scoring criteria used to assess dispositions and performance are described in the FEH.

Before participating in required field experiences, MAT candidates must show proof of liability insurance obtained through the Student Professional Association of Georgia Educators [SPAGE].

## **Certification**

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

Because certification requires that specific standards be satisfied, an applicant seeking certification through the Master of Arts in Teaching program must take a Content Diagnostic Examination during the first semester of the program. An applicant who does not possess a degree from an accredited institution of higher learning in the field of certification must have approval from the Chair of the Department of Education to pursue secondary education certification.

The candidate will be assessed for content knowledge with a Content Assessment Analysis and a Content Diagnostic Examination. The Content Assessment Analysis is a transcript evaluation by the Data Assessment Manager and the Department of Education Chair in consultation with the content area chair or liaison to determine if the candidate has sufficient academic credit for the certification area. Additional content coursework deemed necessary by the Chair of the Department must be completed before the candidate will be recommended for certification. No content grades below a 1.75 (C-) will be accepted.

The Content Diagnostic Examination is an internal instrument that assesses knowledge of the content standards prescribed by the related Specialty Professional Association. The determination of what coursework and/or experiences will be made by appropriate college content faculty.

Admission decisions may be appealed to the Provost.

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

To ensure that content knowledge and pedagogical content knowledge meets state and professional standards, extensive internships are required at certain transition points in the program.

Candidates must successfully complete fieldwork assignments and receive satisfactory ratings on all Teacher Performance Observation Instruments (TPOI) and Dispositions Evaluations or show evidence of successfully completing a Professional Development Plan.

In addition, candidates must take and pass appropriate GACE tests to be recommended for teacher certification in Georgia. GACE scores are collected from all candidates seeking initial certification. Permission to take the GACE in the field for which the candidate was prepared is granted by the Chair of the Department based upon evidence of proficiency in content area(s). Candidates may schedule to take examinations used to determine content proficiency through the Director of Assessment.

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

## **Graduation Requirements**

To be eligible for graduation from LaGrange College, candidates must complete an approved program and satisfy other criteria as indicated in this *Bulletin*. All candidates shall successfully complete 30—42 hours of coursework (depending upon program ) with a 3.0 (B) average or better. Artifacts collected at this time include transcripts, GPA, Lesson Plan Rubrics, Documentation of Student Learning: Internship II, Teacher Work Sample, Professional Logs, Teacher Performance Observations, Disposition Evaluations, PDPs (if needed), and Content Portfolios.

## **Post Graduation**

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

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

<b>Semester</b>	<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
<i>First Summer I</i>	EDUC 6040	Foundation in Curriculum and Instruction	3
	EDUC 5000	Summer Field Experience	3
<i>First Summer II</i>	EDUC 6010	Assessment and Accountability	3
<i>Fall</i>	EDUC 5030a	Research in Curriculum and Instruction	3
	EDUC 5060	Students with Special Needs	3
	EDUC 5700a	Internship I (formal observations)	4
		<i>Methods of Teaching and Learning (choose one)</i>	1.5
	EDUC 5020a	Teaching Mathematics in the Middle and Secondary Grades	
	EDUC 5021a	Teaching Social Studies and History in the Middle and Secondary Grades	
	EDUC 5022a	Teaching Science in the Middle and Secondary Grades	
	EDUC 5023a	Teaching English Language Arts in the Middle and Secondary Grades	
<i>Interim</i>	EDUC 5040	Affirming Diversity in the Classroom	3
<i>Spring</i>	EDUC 5030b	Research in Curriculum and Instruction	3
	EDUC 5700b	Internship II (formal observations)	8
		<i>Methods of Teaching and Learning (choose one)</i>	1.5
	EDUC 5020b	Teaching Mathematics in the Middle and Secondary Grades	
	EDUC 5021b	Teaching Social Studies and History in the Middle and Secondary Grades	
	EDUC 5022b	Teaching Science in the Middle and Secondary Grades	
	EDUC 5023b	Teaching English Language Arts in the Middle and Secondary Grades	
<i>Second Summer</i>	EDUC 6030	Problems of Reading	3
		<b>Total Credit Hours</b>	<b>39</b>

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

<b>Semester</b>	<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
<i>First</i>	EDUC 6040	Foundation in Curriculum and Instruction	3
<i>Summer I</i>	EDUC 5000	Summer Field Experience	3
<i>First</i>	EDUC 6010	Assessment and Accountability	3
<i>Summer II</i>			
<i>Fall</i>	EDUC 5030a	Research in Curriculum and Instruction	3
	EDUC 5060	Students with Special Needs	3
	EDUC 5700a	Internship I (formal observations)	4
		<i>Methods of Teaching and Learning</i>	1.5
		<b>(choose one concentration area)</b>	
	EDUC 5020a	Teaching Mathematics in the Middle and Secondary Grades	
	EDUC 5021a	Teaching Social Studies and History in the Middle and Secondary Grades	
	EDUC 5022a	Teaching Science in the Middle and Secondary Grades	
	EDUC 5023a	Teaching English Language Arts in the Middle and Secondary Grades	
<i>Interim</i>	EDUC 5040	Affirming Diversity in the Classroom	3
<i>Spring</i>	EDUC 5030b	Research in Curriculum and Instruction	3
	EDUC 5700b	Internship II (formal observations)	8
		<i>Methods of Teaching and Learning</i>	1.5
		<b>(choose second concentration area)</b>	
	EDUC 5020b	Teaching Mathematics in the Middle and Secondary Grades	
	EDUC 5021b	Teaching Social Studies and History in the Middle and Secondary Grades	
	EDUC 5022b	Teaching Science in the Middle and Secondary Grades	
	EDUC 5023b	Teaching English Language Arts in the Middle and Secondary Grades	
<i>Second Summer</i>	EDUC 6030	Problems of Reading	3
		<b>Total Credit Hours</b>	<b>39</b>

## **Program Course Plan – Master of Arts in Teaching with a Concentration in Reading for Middle Grades (42 Credit Hours)**

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

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

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

The five courses for the reading concentration are as follows:

EDUC 5050	Affirming Diversity: Teaching Reading for Success in Changing Times	3
EDUC 5070	Assessing and Improving Literacy	3
EDUC 5080	Essentials of Adolescent Literature	3
EDUC 5090	Foundations of Reading Theories	3
EDUC 6030	Problems in Reading	3

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

<b>Semester</b>	<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
<i>First Summer I</i>	EDUC 6040	Foundation in Curriculum and Instruction	3
	EDUC 5000	Summer Field Experience	3
<i>First Summer II</i>	EDUC 5070	Assessing and Improving Literacy	3
<i>Fall</i>	EDUC 5030a	Research in Curriculum and Instruction	3
	EDUC 5060	Students with Special Needs	3
	EDUC 5700a	Internship I (formal observations)	4
		<i>Methods of Teaching and Learning (choose one concentration area)</i>	1.5
	EDUC 5020a	Teaching Mathematics in the Middle and Secondary Grades	
	EDUC 5021a	Teaching Social Studies and History in the Middle and Secondary Grades	
	EDUC 5022a	Teaching Science in the Middle and Secondary Grades	
	EDUC 5023a	Teaching English Language Arts in the Middle and Secondary Grades	
<i>Interim</i>	EDUC 5050	Affirming Diversity in the Classroom: 3 Teaching Reading for Success in Changing Times	
<i>Spring</i>	EDUC 5030b	Research in Curriculum and Instruction	3
	EDUC 5090	Foundations of Reading Theories	3
	EDUC 5700b	Internship II (formal observations)	8
<i>Second Summer I</i>	EDUC 6030	Problems of Reading	3
<i>Second Summer II</i>	EDUC 5080	Essentials of Adolescent Literature	3
	<b>Total Credit Hours</b>		<b>42</b>

## **Master of Education in Curriculum and Instruction**

### **Mission of the Department of Education**

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

### **Admission Requirements**

Candidates apply for admission to the M.Ed. program through the LaGrange College Department of Education. At the time of admission, all candidates are advised by the Department Chair. There are two course plans available for M.Ed. candidates: a 14 month and a 23 month plan. The LaGrange College Department of Education will maintain records of admission and supporting documents, a checklist of entry requirements, and candidacy status.

Before an applicant can be admitted as a regular candidate qualifying for financial aid, the college must have received copies of official undergraduate transcripts, GRE or M.A.T. scores (if required), three letters of recommendation from supervisors, fellow teachers, parents of former students or others who can attest to the candidate's potential in the program, and other information required of the applicant by the LaGrange College Department of Education. The candidate should have a cumulative undergraduate GPA of **2.5** on a 4.0 scale or higher or a GPA of 3.0 in the last 60 semester hours. If an applicant does not have a **2.75** GPA or higher at the time of admission, she or he is required to take the GRE or MAT within the first 12 credit hours of the program. Test scores must not be more than five years old.

Program specific requirements:

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

## Conditional Admission

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

## Graduation Requirements

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

The Master of Education program offers candidates a diverse educational background and prepares them for a future as creative educational leaders. This program consists of 30 semester hours comprised of ten courses that can be completed over 14 or 23 months.

## 14 Month Program Course Plan—Master of Education in Curriculum and Instruction (30 Credit Hours)

This plan requires five academic semesters to complete, beginning in June of one year and completing in July of the following year. Courses are to be taken in the prescribed sequence as listed below. EDUC 6300 Graduate Thesis Seminar is taken in the exiting second summer session or during the last semester of academic coursework.

Semester	Course	Title	Credit Hours
<i>First</i>	EDUC 6090	Research and Thesis Preparation	3
<i>Summer I</i>	EDUC 6035	Social Foundations	3
<i>First</i> <i>Summer II</i>	EDUC 6050 *	Historical Perspectives in Education	3
<i>Fall</i>	EDUC 6015	Educational Assessment and Decision Making in the Content Areas	3
	EDUC 6100	Theories of Constructivist Learning	3
<i>Interim</i>	EDUC 6080	Education of Culturally Diverse Students in the Content Areas	3
<i>Spring</i>	EDUC 6065	Reading in the Content Areas	3
	EDUC 6200	Internship in the Content Areas	3
<i>Second</i>	EDUC 6300	Graduate Thesis Seminar	3
<i>Summer</i>	EDUC 6066 *	Issues in Curriculum and Instruction	3
	<b>Total Credit Hours</b>		<b>30</b>

\* choice of switching these courses for the first or the second summer

**23 Month Program Course Plan—Master of  
Education in Curriculum and Instruction  
(30 Credit Hours)**

This plan requires seven academic semesters to complete. There is more flexibility in the course plan as to when courses to be taken, although a prescribed sequence as listed below. EDUC 6300 Graduate Thesis Seminar is taken in the exiting semester or during the last semester of academic coursework.

<b>Semester</b>	<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
<i>First Fall</i>	EDUC 6015	Educational Assessment and Decision Making in the Content Areas	3
<i>Interim</i>	EDUC 6080	Education of Culturally Diverse Students in the Content Areas	3
<i>First Spring</i>	EDUC 6065	Reading in the Content Areas	3
<i>First Summer I</i>	EDUC 6090 EDUC 6035	Research and Thesis Preparation Social Foundations	3 3
<i>First Summer II</i>	EDUC 6050 *	Historical Perspectives in Education	3
<i>Second Fall</i>	EDUC 6100	Theories of Constructivist Learning	3
<i>Second Spring</i>	EDUC 6200	Internship in the Content Areas	3
<i>Second Summer</i>	EDUC 6300 EDUC 6066 *	Graduate Thesis Seminar Issues in Curriculum and Instruction	3 3
<b>Total Credit Hours</b>			<b>30</b>

\* choice of switching these courses for the first or the second summer

## **Education Specialist (Ed.S.) in Teacher Leadership**

### **Mission of the Department of Education**

The LaGrange College Education Specialist Program is designed for experienced teachers who desire to increase their content knowledge, improve their teaching skills and become teacher leaders in schools. Through an international comparative education perspective, candidates learn how countries around the globe teach their children.

### **Admission Requirements**

- A graduate degree in education from an accredited institution and level 5 certification;
- A cumulative minimum graduate GPA of 3.0;
- Target composite GRE score of at least 900 or a target MAT score of 388. Applicants with a score less than suggested target score will be subject to review by the Education Faculty;
- Three letters of recommendation from individuals knowledgeable of your professional and academic abilities; one of the three recommendations must be submitted by your most recent principal;
- Applicants must have three years public/ private school experience with clear-renewable certification;
- Successful interview with Department Chair.

### **Conditional Admission**

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

### **Graduation Requirements**

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

## Program Course Plans— Education Specialist in Teacher Leadership (30 Credit Hours)

The Education Specialist program offers candidates a diverse educational background that meets five specific teacher leader curricular objectives:

- Provide for the advanced knowledge in classroom, departmental and school-wide assessment.
- Extend the candidate's content knowledge.
- Prepare candidates as inquiry-based teacher leaders through an extensive faculty reviewed action research graduate project that prepares them to affect instructional and school improvements as well as the acquisition of skills necessary for future doctoral work.
- Increase pedagogical knowledge and skills.
- Promote dispositions that result in observable professional behaviors such as effective peer collaboration and teacher leadership qualities.

*Two cohorts are offered—one beginning in the summer and one in the fall.*

### Ed.S. Cohort Starting in the Summer

Semester	Course	Title	Credit Hours
<i>First</i>	EDUC 7090	Research Methods	3
<i>Summer I</i>	EDUC 7035	Leadership in Curriculum and Instruction	3
<i>First</i>	EDUC 7050	Comparative Education I	3
<i>Summer II</i>			
<i>Fall</i>	EDUC 7100	Research Topics and Methodology	3
	EDUC 7080	Theories and Models of Leadership	3
<i>Interim</i>	EDUC 7070	Internship in Teacher Leadership	3
<i>Spring</i>	EDUC 7015	Management and Analysis of Educational Data	3
	EDUC 7200	Directed Research Seminar	3
<i>Second</i>	EDUC 7060	Comparative Education II	3
<i>Summer</i>	EDUC 7300	Specialist Project Seminar	3
<b>Total Credit Hours</b>			<b>30</b>

**Ed.S. Cohort Starting in the Fall**

<b>Semester</b>	<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
<i>First Fall</i>	EDUC 7080	Theories and Models of Leadership	3
<i>First Spring</i>	EDUC 7015	Management and Analysis of Educational Data	3
<i>First Summer I</i>	EDUC 7035	Leadership in Curriculum and Instruction	3
	EDUC 7090	Research Methods	3
<i>First Summer II</i>	EDUC 7050	Comparative Education I	3
<i>Second Fall</i>	EDUC 7100	Research Topics and Methodology	3
<i>Interim</i>	EDUC 7070	Internship in Teacher Leadership	3
<i>Second Spring</i>	EDUC 7200	Directed Research Seminar	3
<i>Second Summer</i>	EDUC 7060	Comparative Education II	3
	EDUC 7300	Specialist Project Seminar	3
<b>Total Credit Hours</b>			<b>30</b>

## COURSE DESCRIPTIONS

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

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

### **EDUC 5020\*    Teaching Mathematics in the Middle and Secondary Grades (3) Fall and Spring**

This course explores what mathematics content is necessary to know, what methods are available to teach mathematics, how to create healthy classroom environments conducive to high levels of academic achievement and how to design and create instructional experiences based on mathematics content and curriculum, students learning environments and assessment. This course consists of two parts each of which are weighted at 1.5 semester hours. Both the content part and the pedagogical part of the course must be passed with a "C-" or above to receive 3 semester hours of credit. If both portions are not passed with a "C-" or above, candidates will have to reenroll for 1.5 semester hours for the part that they failed. \*This course is not required for candidates who have passed the GACE examination in this content area.

**EDUC 5021\* Teaching Social Studies and History in the Middle and Secondary Grades (3) Fall and Spring**

This course explores what social studies and history content is necessary to know, what methods are available to teach social studies and history, how to create healthy classroom environments conducive to high levels of academic achievement and how to design and create instructional experiences based on social studies and history content and curriculum, students learning environments and assessment. This course consists of two parts each of which are weighted at 1.5 semester hours. Both the content part and the pedagogical part of the course must be passed with a "C-" or above to receive 3 semester hours of credit. If both portions are not passed with a "C-" or above, candidates will have to reenroll for 1.5 semester hours for the part that they failed. \*This course is not required for candidates who have passed the GACE examination in this content area.

**EDUC 5022\* Teaching Science in the Middle and Secondary Grades (3) Fall and Spring**

This course explores what science content is necessary to know, what methods are available to teach science, how to create healthy classroom environments conducive to high levels of academic achievement and how to design and create instructional experiences based on science content and curriculum, students learning environments and assessment. This course consists of two parts each of which are weighted at 1.5 semester hours. Both the content part and the pedagogical part of the course must be passed with a "C-" or above to receive 3 semester hours of credit. If both portions are not passed with a "C-" or above, candidates will have to reenroll for 1.5 semester hours for the part that they failed.\*This course is not required for candidates who have passed the GACE examination in this content area.

**EDUC 5023\* Teaching English Language Arts in the Middle and Secondary Grades (3) Fall and Spring**

This course explores what English language arts content is necessary to know, what methods are available to teach English language arts, how to create healthy classroom environments conducive to high levels of academic achievement and how to design and create instructional experiences based on English language arts content and curriculum, students learning environments and assessment. This course consists of two parts each of which are weighted at 1.5 semester hours. Both the content part and the pedagogical part of the course must be passed with a "C-" or above to receive 3 semester hours of credit. If both portions are not passed with a "C-" or above, candidates will have to reenroll for 1.5 semester hours for the part that they failed. \*This course is not required for candidates who have passed the GACE examination in this content area.

**EDUC 5030 Research in Curriculum and Instruction (3)**

Fall and Spring

Course focuses upon historical, descriptive, and experimental inquiry. Emphasis on interpretation of research, particularly in curriculum and instruction. Overview of the inquiry process, fundamental statistics, issues of reliability and validity, and landmark research impacting educational practice.

**EDUC 5040 Affirming Diversity in the Classroom (3)**

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

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

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

**EDUC 5060 Students with Special Needs (3)**

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

**EDUC 5070 Assessing and Improving Literacy (3)**

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

**EDUC 5080    Essentials of Adolescent Literature (3)**

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

**EDUC 5090    Foundations of Reading Theories (3)**

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

**EDUC 5700    Internship I (4) and II (8)**

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

*Pre-requisite: Proof of SPAGE liability insurance.*

**EDUC 6010    Assessment and Accountability (3)**

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

**EDUC 6015 Educational Assessment and Decision Making (3)**

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

**EDUC 6030 Problems in Reading (3)**

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

**EDUC 6035 Social Foundations (3)**

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

**EDUC 6040 Foundations of Curriculum and Instruction (3)**

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

**EDUC 6050 Historical Perspectives in Education (3)**

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

**EDUC 6065 Reading in the Content Areas (3)**

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

**EDUC 6066 Issues in Curriculum and Instruction (3)**

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

**EDUC 6080 Education of Culturally Diverse Students (3)**

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

**EDUC 6090 Research and Thesis Preparation (3)**

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

**EDUC 6100 Theories of Constructivist Learning (3)**

This course explores scholarship that centers on the developmental, social and cultural constructivist theories in educational practice. In addition to the development of the methodology chapter, candidates will use scholarship in constructivism to complete the theoretical framework and literature review portions of the thesis. *Pre-requisite: EDUC 6090.*

**EDUC 6200 Internship in the Content Areas (3)**

Designed to meet individual needs of the graduate student who is preparing his/her thesis. This course is generally taken during the spring semester. Course prerequisite is successful completion of EDUC 6100. Candidates implement, evaluate and synthesize theoretically-based instruction through a structured critique based on their own applied classroom action research. A field visit by the professor at the M.Ed. candidate's study site school is required to review the study's design, setting, and data collection procedures. *Pre-requisite: EDUC 6100.*

**EDUC 6300 Graduate Thesis Seminar (3)**

Working under the guidance of the candidate's advisor, this course is taken during the semester in which the candidate plans to defend her/his thesis. *Pre-requisite: EDUC 6200.*

**EDUC 7015 Management and Analysis of Educational Data (3)**

This course explores current methods for collecting, organizing, synthesizing, analyzing, and reporting qualitative data derived from sources at the classroom, school, and district level. Candidates will use data for decision-making purposes to plan for a data driven framework for learning communities. The candidate will investigate instructional strategies needed to close the achievement gap for diverse populations in the United States. International assessments will also be analyzed and critically reviewed.

**EDUC 7035 Leadership in Curriculum and Instruction (3)**

This course is designed to strengthen and enhance competency levels for candidates to serve as classroom teacher leaders. The course is designed to provide candidates with knowledge of factors and processes related to teacher leadership roles within schools. Topics such as mentoring, peer coaching, community relations, organizational change, and advocacy will be addressed. Candidates will be introduced to Team Based Improvement techniques as advocated by Georgia's Leadership Institute for School Improvement (GLISI).

**EDUC 7050 Comparative Education I (3)**

Through a national and international comparative education perspective, candidates learn how other geographical regions in the United States and countries around the globe teach their children subject content. Through a holistic comparative study of different backgrounds, ethnicities and languages, candidates will learn to consider many contextual factors that influence instructional delivery. Candidates prepare and defend a thorough bibliography of international and US literature resources that can be used in the graduate project.

**EDUC 7060 Comparative Education II (3)**

This is a researched base course in which candidates are challenged to critically evaluate educational systems, traditions and policy in other nations and compare those systems to practices in the United States. Travel outside of the United States may be a part of the course.

**EDUC 7070 Internship in Teacher Leadership (3)**

This course focuses on the development of applicable knowledge, skills and dispositions that teacher leaders must possess for successful school improvement. Students will work under the supervision of a field mentor within the local school or system that agrees to assist the student with conceptualizing and completing their field experience. The basis for this course is performance based assignments which integrate student knowledge, skills and dispositions with applicable issues and problems in their school or system. Assignments will demonstrate that candidates show proficiency in Georgia's standards for Teacher Leaders and best practices.

**EDUC 7080 Theories and Models of Leadership (3)**

This course examines both classic and contemporary theories and models of leadership. Candidates will analyze various perspectives, assumptions, strengths, and weaknesses of leadership theories. Candidates will research the connection between theory and practice in leadership settings.

**EDUC 7090 Research Methods (3)**

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

**EDUC 7100 Research Topics and Methodology (3)**

This course requires an extensive literature review of content, international and domestic pedagogical practices and school improvement theory. Following the literature review, the completion of the first four subsections of the methodology chapter for the graduate project is also expected. Specific instruction is given for conducting, analyzing and evaluating quantitative and qualitative data gathered through mixed methods.

*Pre-requisite: EDUC 7090.*

**EDUC 7200 Directed Research Seminar (3)**

Directed Research Seminar is designed to meet individual needs of the education specialist candidate to prepare for collecting and reporting on his/her project's data. Final completion of the methodology chapter of the Graduate Project is satisfied in this course through a discussion of validity and reliability variables as well as a section that describes how results will be analyzed and discussed. The candidate's fieldwork is typically conducted at this time. All requisite permissions will be secured prior to conducting research. *Pre-requisite: EDUC 7100.*

**EDUC 7300 Specialist Project Seminar (3)**

Working under the guidance of the candidate's advisor, this course is taken during the semester in which the candidate plans to defend her/his project. The Graduate Project in its entirety is analyzed, evaluated and thoroughly edited in this course. An oral defense of the candidate's project is required to satisfy the research component of the specialist program. *Pre-requisite: EDUC 7200.*

# GRADUATE FACULTY

## Department of Education

**Becky Alexander (2010)**

Assistant Professor of Education;  
B.S., Florida State University;  
M.Ed., Virginia Commonwealth University;  
Ed.D., Virginia Polytechnic Institute and State University

**David Cason (2008)**

Assistant Professor of Education;  
A.A., Gordon College; B.A., LaGrange College;  
M.S.Ed., Troy State University; Ph.D., Georgia State University

**Joyce Hillyer-Nowakowski (1995)**

Professor of Education;  
B.S., M.Ed., Ed.D., Auburn University

**Beth McClanahan (2011)**

Assistant Professor of Mathematics;  
B.S., Birmingham Southern; M.Ed., Columbus State University;  
Ph.D., Auburn University

**Don Livingston (2001)**

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

**Sharon Livingston (2006)**

Assistant Professor of Education and Director of Assessment;  
B.S., Drexel University; M.S.A., West Chester University;  
Ph.D., Georgia State University

**Vicki T. Pheil (2007)**

Director of Field Placement of Education; Assistant Dept. Chair;  
B.A., M.Ed., LaGrange College

**Gretta H. Wright (2013)**

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

## **Content Faculty and Advisors**

### **Ethyl Ault (1981)**

Instructor of Education;  
B.S., Georgia State University; M.S., Georgia State University;  
Ed.S., Georgia State University

### **Joseph J. Cafaro (1984)**

Professor of History;  
A.A., Manatee Junior College; B.A., Florida Atlantic University;  
M.A., Ph.D., Florida State University

### **Lisa Crutchfield (2008)**

Assistant Professor of History;  
B.A., James Madison University; M.A., University of Georgia;  
Ph.D., College of William and Mary

### **Laine Allison Scott (1998)**

Professor of English;  
B.A., The College of William & Mary; M.A., Middlebury College;  
M.A., Salisbury State University; Ph.D., University of Alabama

### **Kevin L. Shirley (1998)**

Associate Professor of History; Chair, Division of Humanities and  
Social Sciences;  
B.A., M.A. (history), M.A. (religion), Ph.D., Florida State  
University

### **Mark D. Yates (2011)**

Assistant Professor of Biology;  
B.S., Furman University; M.S., Clemson University;  
Ph.D., University of Missouri

### **Carol M. Yin (1991-1994, 1996)**

Associate Professor of Mathematics;  
B.S., M.A.M., Ph.D., Auburn University

**LEARN 2 SERVE  
SERVE 2 LEARN**

**LAGRANGE COLLEGE**

**Summer Camp**

**for rising 5th-8th graders**

**June 10th—June 28th**

**Contact**

**Lindsey Lingenfelter**

**for more information!**

**404-769-4243**

**llingenfelter@lagrange.edu**