



LAGRANGE
COLLEGE
Evening College

BULLETIN

2015 -2016

EVENING COLLEGE BULLETIN VOLUME X, Number I

PRESIDENT: DR. DAN MCALEXANDER

The *LaGrange Evening College Bulletin* is subordinate to the *LaGrange College Bulletin*. All policies not specifically addressed in this *Evening College Bulletin* are detailed in the *LaGrange College Bulletin*. Inquiries regarding policies not covered should be addressed to the Provost.

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."

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.

ABOUT LAGRANGE COLLEGE

MISSION STATEMENT

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

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

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

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

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

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

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

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

ACCREDITATION

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

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

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

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

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

EVENING COLLEGE

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

Evening College offers the Bachelor of Arts degree in Business Administration, and the Bachelor of Arts degree in Human Development and Family Studies. Minors in Psychology and Sociology are also offered. Evening College operates these programs on the semester system. The academic year consists of fall and spring semesters and a one-month Interim term during January. For those Evening College students who are full time students in the fall term, the subsequent January term courses, or "interim courses", will be offered at no additional cost.

In addition, courses are offered through online and on-campus sessions during the summer.

Accepted students may begin classes in any term during the year.

ADMISSION

FIRST YEAR ADMISSION

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

1. Apply online at lagrange.edu/evening. The simple application requires completion of personal and academic information, as well as a thoughtful written response to an essay question. You may also request an application form from the Evening College office or print the form from our website at lagrange.edu/evening and mail the completed application to Evening College, 601 Broad Street, Smith Hall 228, LaGrange, GA 30240.
2. Request official transcripts from all high schools and colleges attended, (see Admission Guidelines below). Official transcripts and SAT or ACT test scores must be signed, sealed and forwarded directly from the institution to the Evening College. Copies of transcripts **that a prospective student** has mailed, faxed, or delivered will not be considered official documents, and are therefore not acceptable. Students who earned a GED in lieu of a high school diploma must submit an official copy of the examination score, following the same procedure as noted above. Please note that applicants who completed high school or a GED over five years ago are not required to submit SAT or ACT scores as a part of the application.
3. Schedule an appointment for a conversation with the Director of Evening College. The conversation with the Director is an important part of the admission process, allowing the student to ask questions about the program, and to discuss his/her intended study program.

Each completed application is carefully evaluated for academic preparation, ability, experience and competencies as evidenced by the application, transcript(s), essay and interview. Applicants should allow a minimum of two weeks for completed applications to be processed. The admission decision will be communicated to the student by email or letter.

REGULAR ADMISSION

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

PROBATIONARY ADMISSION

May be extended to applicants who do not fully meet the standard admission criteria, but who possess the potential to be successful students, according to the Committee. Students accepted on probation will be limited to 6 semester hours their first term, and must earn at least a 2.0 in both courses in order to continue in Evening College.

TRANSFER ADMISSION

Students attending another institution may apply for transfer admission providing they are eligible to return to their current institution at the time of entry to LaGrange College. The College will evaluate course work from regionally accredited colleges and universities for LaGrange College academic credit. Normally, credit will be given for classes comparable to LaGrange College subjects for whom the applicant earned a grade of "C-" or above. When transfer applicants are accepted, the Registrar will review and evaluate all coursework taken at institutions outside of LaGrange College to provide the applicant with the maximum transfer credits allowed. Assignment of transfer credit is based on course descriptions from the submitting institutions, recommendations from the academic departments, and previously established equivalencies already in place. The report, indicating courses and credit hours for which transfer credit will be accepted by LaGrange College, will be mailed to the student prior to registration for the upcoming term.

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

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

TRANSIENT ADMISSION

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

READMISSION

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

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

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

ADMISSION GUIDELINES FOR ADULT PROGRAMS

(The below standards are guidelines. LaGrange College may consider other factors in the decision to offer admission to an applicant.)

1. First-Time, First-Year Learners:

a. High School Diploma:

- i. For students who completed high school within the last 5 years:
 1. Earned a minimum of a 2.25 or higher cumulative GPA (on a 4.0 scale) on all work completed from High School.
 2. Submit standardized test scores (ACT or SAT) for evaluation and placement.
- ii. For students who completed high school over 5 years ago:
 1. Earned a minimum of a 2.25 or higher cumulative GPA (on a 4.0 scale) on all work completed from High School.
 2. No standardized test scores need be submitted.

b. GED:

- i. For students who completed the Old Series GED:
 1. Earned a minimum of 35 on each subtest and a minimum 50 Average Standard Score.
- ii. For students who completed the New Series GED:
 1. Earned a minimum of 450 Standard Score Average on each subtest and a minimum 500 Battery Average.

2. Transfer Students:

a. For students with 29 hours of transferrable credit or less from a regionally accredited institution:

- i. Satisfies clear admission criteria for First-Time, First Year Learners.
- ii. Earned a minimum of a 2.00 or higher cumulative GPA on all work for which LaGrange College will or would award transfer credit at the post-secondary level.

b. For students with 30-63 hours of transferable credit from a regionally accredited institution:

- i. Earned a minimum of a 2.00 or higher cumulative GPA on all work for which LaGrange College will or would award transfer credit at the post-secondary level.

c. For students with more than 64 hours of transferrable credit from a regionally accredited institution or the completion of an Associate's Degree:

- i. Earned a minimum of a 2.00 or higher cumulative GPA on all work for which LaGrange College will or would award transfer credit at the post-secondary level.

3. Provisional Admission

Students, who wish to enroll in the program but whose academic records are incomplete (such as when official transcripts from other institutions have not been received), may be admitted on a provisional basis and allowed to register for their first semester of attendance provided their academic status can be determined from unofficial records. In order to be allowed to register on a provisional basis, students should have at least a 2.00 cumulative grade point average (on a 4.0 scale) in their previous work for which LaGrange would award transfer credit.

Enrollment in a subsequent semester is contingent upon the student's academic record being complete. Specifically, a student admitted provisionally will not be permitted to register for courses after the initial semester of enrollment unless all official transcripts have been received from all previously attended post-secondary institutions. In addition, no financial aid is available to students admitted on this basis until the academic record is complete.

4. Conditional Admission

Students, who wish to register for the program but do not meet the minimum grade point average requirement of at least a 2.00 from all work for which LaGrange College will or would award transfer credit at the post-secondary level, may be admitted on a conditional basis. In order to remain in the program for a subsequent semester, a student must achieve a grade of "C" or better in each course for the first 6 hours in which the student is enrolled.

5. Specific Program Recommendations:

- a. Business Administration
- b. Human Development and Family Studies
- c. Undeclared

ENROLLMENT

After an offer of admission is extended, applicants who intend to accept the offer will be asked to submit an enrollment deposit of \$100.00 to reserve a space in the class for the upcoming term. The deposit will be considered as a credit toward tuition due.

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

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

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

PAYMENT OF CHARGES

2015-2016 Academic Year:

Tuition per Semester hour:	\$630.00
Health Clinic Services:	\$150.00
Parking Permit:	\$30.00
Late Registration:	\$50.00
NSF (Non- sufficient funds) Return Items:	\$25.00

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

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

REFUND POLICY

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

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

See [Disbursement of Excess Financial Aid](#) for the refund policies for students receiving financial aid.

FINANCIAL AID

PHILOSOPHY

Recognizing the significant investment students and families make when choosing a private college, LaGrange College offers a variety of assistance and payment options. We expect students to use a combination of scholarships, grants, loans and work to meet college costs. These resources may come

from family, employers, state or federal sources. We encourage students to apply for financial aid as early as possible to maximize eligibility for all types of assistance.

FINANCIAL AID ELIGIBILITY REQUIREMENTS. In general, to be eligible for financial assistance, financial aid applicants must:

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

FINANCIAL AID APPLICATION PROCEDURES

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

DETERMINING FINANCIAL NEED

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

The Financial Aid Office establishes a Cost of Attendance (COA) Budget that discloses the annual costs for a student to attend LaGrange College. The COA budget includes tuition, fees, room, board, books, supplies, and living expenses. Other components of the COA, which are applied on an individual basis, include childcare expenses, loan fees, and computer costs. These items may require documentation from the student. The COA Budget for independent Evening College students for the 2015-2016 academic year is \$ 36,134. This COA Budget includes cost items such as room, board and living expenses which are not ordinarily considered additional costs for an Evening College student in the Adult Education program.

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

SATISFACTORY ACADEMIC PROGRESS POLICY

Federal and State regulations require institutions of higher education to establish Satisfactory Academic Progress (SAP) standards for recipients of financial aid. The purpose of satisfactory academic progress standards is to measure a student's progress toward the completion of their educational program.

The Financial Aid Office is responsible for ensuring that all students receiving federal, state, and institutional financial aid are meeting these standards by conducting an annual evaluation at the end of the spring semester.

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

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

QUALITATIVE STANDARD

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

QUANTITATIVE STANDARD COMPLETION RATE

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

Earned hours are successfully completed courses in which grades of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, or P are awarded, as long as credit is earned. Grades of F, W, WF, NC, NR, AU, AW, or I **do not** count as successful completion of a course. The formula for calculating a completion rate is: Earned hours divided by attempted hours. For example, the completion rate for a student who attempts 30 hours and successfully passed 21 credit hours is 70 percent--21 earned hours divided by 30 attempted hours.

The following are considered when evaluating the completion rate standard:

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

MAXIMUM TIME FRAME

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

The following are considered when evaluating the time frame standard:

- A student pursuing two bachelors' degree programs at the same time must adhere to the 150% time frames. The maximum attempted hours allowable for financial aid will be based on the degree that requires the most hours.
- All attempted hours from all degree programs sought are considered when reviewing the maximum time frame standard. Students who decide to change majors or degree programs are advised to do so early in their academic program so as not to jeopardize eligibility for financial aid.
- Students returning to school to pursue another bachelor's degree are allowed an additional 60 semester hours to complete the degree. All other standards established in the satisfactory academic progress policy apply to subsequent bachelor's degrees.
- A transfer student's compliance with the time frame component of the satisfactory academic progress policy will be based on the sum of the attempted hours at LaGrange College **plus** the credit hours accepted on transfer from previous institutions toward the student's degree program. For example, if a student has 70 credit hours acceptable towards their degree program, the student may receive financial assistance for up to 110 additional credit hours.

SATISFACTORY ACADEMIC PROGRESS EVALUATION PROCESS

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

APPEAL PROCEDURES

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

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

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

REESTABLISHING FINANCIAL AID ELIGIBILITY

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

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

STUDENT FINANCIAL AID POLICIES

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

FEDERAL FINANCIAL AID PROGRAMS

The U.S. Department of Education provides grant and loan assistance to eligible financial aid applicants. The **Federal Pell Grant** and **Federal Supplemental Educational Opportunity Grant** are awarded to undergraduate students pursuing a first bachelor's degree with exceptional financial need. In addition to grants, low interest loans with reasonable repayment options are available to students regardless of income.

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

on the basis of financial need with federal government paying interest on the loan until repayment begins and has a fixed interest rate. An **unsubsidized loan** is available to students regardless of financial need. However, interest accrues from the time the loan is disbursed until it is paid in full. The borrower has the option of paying the accruing interest or to allow the interest to accrue and capitalize.

GEORGIA STUDENT ASSISTANCE PROGRAMS

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

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

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

HOPE Scholarship Program has provided scholarship assistance for Georgia residents since 1993. Georgia residents who graduated from high school on or after June 1996 with a 'B' average are eligible for a scholarship to attend a Georgia private college or university. HOPE Scholars will be evaluated at increments of 30, 60 and 90 semester hours and at the end of each spring semester.

Students who did not graduate from high school as a HOPE Scholar may become eligible for the HOPE Scholarship after completing 30, 60, or 90 semester hours. This is provided the student's cumulative grade point average is a 3.0 or better; the student was a Georgia resident at the time of enrollment at a Georgia college or university and at the time the student becomes eligible for the HOPE Scholarship. The calculation of grade point averages for HOPE purposes must include all courses attempted since graduating from high school. Students who believe they qualify for this program should contact the Director of Financial Aid for more information.

Student Access Loans

The Student Access Loan (SAL) Program is a need-based, low interest loan program administered by the Georgia Student Finance Authority (GSFA). The SAL Program may be funded by state general funds, proceeds from the Georgia Lottery for Education and public and/or private donations. The purpose of the program is to assist with the affordability of a college education, encourage timely persistence to the

achievement of postsecondary credentials and incentivize loan recipients to work in public service. The loans or portions of the loans are forgivable for recipients who work in certain occupations.

DISBURSEMENT OF FINANCIAL AID

Financial aid funds are credited directly to the student's account by the Business Office at the beginning of each semester. The funds are applied towards current tuition, fees, room, board, and other charges as authorized by the student. Financial aid recipients should be aware that financial aid funds are for educational expenses only. Therefore, students who fail to enroll or attend classes are not eligible for their financial aid award. Disbursements will only be made to students who have submitted all required documents for disbursement, are registered, meeting satisfactory academic progress standards, and are enrolled for the appropriate number of credits hours to establish eligibility for individual financial aid.

DISBURSEMENT OF EXCESS FINANCIAL AID

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

STUDENT FINANCIAL AID AND FEDERAL TAX IMPLICATIONS

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

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

Please read IRS Publication 970, "Tax Benefits for Education" for more details on reporting requirements or consult a tax professional.

SUSPECTED FRAUD

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

ACADEMIC SUPPORT SERVICES

FRANK & LAURA LEWIS LIBRARY

January 2009 saw the opening of the new 45,000-square-foot Frank and Laura Lewis Library at LaGrange College. Named for two former librarians, the new library includes numerous small and large group study rooms; a 24-hour study center with a coffee and snack bar; an auditorium; a multi-media classroom; a media lounge with digital cable and Blu-Ray player; student and faculty research carrels; and state-of-the-art audio-visual equipment, including video and audio conferencing, three SMART boards, video-editing equipment and software, camcorders, two Scannx scanners, presentation projectors, document cameras, digital signage, a Skype room, laptops and headphones available for checkout, SMART clickers, and a portable projector. The Frank and Laura Lewis Library is located at the center of the campus in proximity to the dining hall, dorms, and classrooms.

The library's resources support the curriculum and general information needs of students and faculty. Included are approximately 500,000 print and electronic books, an extensive reference collection, a large DVD and CD collection, and numerous full-text databases for all academic disciplines. Notable electronic subscriptions include Education Source, Films on Demand, SPORTDiscus, JSTOR, Project Muse, the Archive of Americana, the Gale Virtual Reference Library, Newsbank, Science Direct, the London Times Digital Archives, LexisNexis, BizMiner Academic, PsycArticles, MathSciNet, ATLAS Religion Database, CINAHL, ReferenceUSA, Access World News, and many more.

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

ACADEMIC ADVISING

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

CAREER DEVELOPMENT CENTER

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

COMPUTER FACILITIES

In 1991, LaGrange College became committed to creating a fiber optic network of many computers that would allow students and faculty to access the network anywhere on campus. The college currently has

12 computer laboratories allowing students to access the World Wide Web from virtually any site on campus. Microcomputer labs on campus are available for general use except when the rooms have been reserved for class use. Evening College students may find the laboratory on the 3rd floor of Smith Hall (Room 322) most convenient for their use.

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

- LaGrange College computing resources and associated user accounts are to be used only for the College activities for which they are assigned or intended. The computing systems are not to be used for any non-college related commercial purposes, public or private, either for profit or non-profit.
- Many technology resources at LaGrange College are accessed through user accounts. All users are responsible for both the protection of their account passwords and the data stored in their user accounts. Sharing a password is prohibited. User accounts will be deactivated when the user's affiliation with the College is terminated and all files and other data will be removed from those accounts.
- The College provides email accounts for students, faculty and staff. All course information and other official College communication will only be sent to campus email addresses.
- Microcomputer labs on the LaGrange College campus are available for general use except during the periods the rooms have been reserved for teaching purposes. It is the responsibility of every user to use lab and public access facilities in a responsible manner. Use of laboratory or public access facilities to view material that may be considered offensive to others, which includes but is not limited to racially hateful and sexually explicit material, is considered a form of harassment. The viewing of harassing material is inconsistent with Mission of LaGrange College. Viewing such harassing material in a lab or public access areas can result in disciplinary action.

TUTORING CENTER

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

WRITING CENTER

The Department of English Language and Literature maintains a Writing Center, which serves the college community by providing advice and support for student writers. The Writing Center is on the ground floor

of the Lewis Library. The center is directed by Dr. Justin Thurman, who trains students to serve as peer writing consultants. The hours of the Center fluctuate each semester and are always posted at the Center.

STUDENT LIFE

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

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

STUDENT HANDBOOK AND LAGRANGE COLLEGE BULLETIN

While the Evening College Bulletin covers many specific policies and procedures of the Evening College, the Lagrange College Student handbook and the LaGrange College Bulletin are intended to be resource documents for all students to provide information about college policies and procedures. Students of LaGrange College should review these resource documents since all LaGrange College students will be held accountable for such policies outlined in both.

DEVELOPMENT AND WELL BEING

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

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

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

The facilities of the **Aquatics Complex** are available for recreational and lap swimming year-round. In addition, the facilities and equipment of the **Physical Education Department** are available for

recreational use when not otherwise scheduled for instructional, athletic, or intramural use. Hours for the fitness center, gymnasium, and pool, will be posted each term. A valid LaGrange College ID is required for admittance to all facilities.

EVENTS AND ACTIVITIES

The Theatre Arts Department sponsors a series of plays in Price Theatre and the Fine Arts Department hosts a variety of gallery exhibits in the Lamar Dodd Art Center throughout the year. Admission is free for students. Cultural Enrichment activities occur throughout the year. The events include Contact Hour lectures, presentations, performances, etc. Evening students are encouraged and welcomed to participate in both day and evening events as their schedules permit.

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

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

ASSOCIATIONS

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

Alpha Sigma Lambda is the national adult honor society, founded in 1945 and dedicated to honoring the achievement of adult undergraduates who model academic excellence in the midst of managing many other areas of their lives. From among those who meet the G.P.A. requirement (3.4 minimum cumulative average with at least 24 institutional semester hours), only 10% of nontraditional students are invited to join. New members are inducted into the **Kappa Iota** chapter each spring during a special ceremony.

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

ACADEMIC POLICIES

CLASS ATTENDANCE

Students are expected to attend all class sessions including labs, for all courses. Students are responsible for understanding the policy presented by the instructor in the syllabus for each course, including the

implications of the policy regarding successful performance in that course. For undergraduate students, absences are excused for two reasons. These absences shall have no direct penalty for the student; the student shall have the opportunity to make up any missed work occasioned by such excused absences:

1. Medical reasons, when a medical professional has provided documentation indicating the date and time of an appointment, and/or dates on which the student must not attend class related to the illness or condition.

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

COURSE REGISTRATION

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

CULTURAL ENRICHMENT

Because the intellectual and cultural opportunities during one’s college years are exceptionally rich, and because exposure to a variety of cultural experiences and participation in a lively collegial atmosphere during one’s intellectually formative years is vital to the concept of a liberal education, LaGrange College is dedicated to assisting in this enrichment for all students. While these programs are not required for Evening College student graduation, LaGrange College recommends that Evening College students take advantage of the Cultural Enrichment programs offered throughout the year. Each semester, a list of approved Cultural Enrichment programs, lectures, presentations, events, performances, recitals, etc., will be published on the College Web page. Many of these events will occur during the Contact Hour (from 11:15 a.m. until 12:00 p.m.) on Tuesdays and Thursdays.

GRADES AND CREDITS

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

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

F – failing

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

– no credit

W – withdrawn. An automatic ‘W’ is given if the student withdraws before or on the “Last Day to Withdraw”

AW – audit, withdrawn

AU – audit, complete

NR – grade not reported by the instructor

DECLARATION OF MAJOR

A student may declare his/her academic major after successfully completing 13 semester hours. Students *must* declare a major by the time they have completed 45 semester hours of course work. The declaration of major is initiated in the Evening College office, and must be signed by the student's academic advisor and by the appropriate department chair. The major requirements are based on the Bulletin in effect when the major is declared, not on the Bulletin of entry.

STUDENT CONDUCT AND THE SOCIAL CODE

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

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

Although the College seeks to use the student conduct process as an educational experience that is grounded in promoting moral development, sanctions up to suspension and dismissal can be levied in appropriate situations. As a private institute, the College reserves the right to remove any student whose continued presence in the community is deemed detrimental to the student, the student body, or the College itself on either an interim or permanent basis. A complete description of the Social Code, its policies, and its processes can be found in the Student Handbook. Copies of the Handbook are available in the Office of Student Engagement as well as on the College's PantherNet Web site under "Campus Resources."

ADMINISTRATIVE WITHDRAWAL POLICY

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

LaGrange College's Administrative Withdrawal Policy may be utilized in the following situations: (a) when the student engages in behavior or threatens to engage in behavior that poses a potential threat to self, others, or property; (b) when the impaired functioning of a student is sufficiently disturbing so as to

interfere with the educational process of other constituents and/or the orderly operation of the College; and (c) when a student has failed to satisfy requirements of a prior Interim Disciplinary Action issued by the College.

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

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

1. Voluntary or Involuntary Referral for Evaluation – The student may be referred for clinical services by a licensed physician and/or mental health provider in the community. Any costs associate with the evaluation will not be covered by the College. If such occurs, the student must submit the identity and credentials of the professional to the Dean of Student Engagement for approval. The student must also authorize the College to have permission to speak with the professional prior to and following the evaluation and/or treatment. In the case of an evaluation, the student must permit the professional to provide the College with a copy of the evaluation results as well as any treatment plan recommended. The College may mandate that the student follow any treatment plan recommended as a condition of continued enrollment. Any student who fails to complete the evaluation process as required is subject to withdrawal as noted below. After receiving the evaluation, the Dean of Student Engagement may at his discretion:

- a. Allow the student to continue with no mandated treatment.
- b. Allow the student to continue pending on-going treatment (failure to comply with required treatment may result in withdrawal) or other accommodations deemed appropriate if applicable.
- c. Allow the student to take a medical withdrawal from the College.
- d. Implement an interim administrative withdrawal.
- e. Dismiss the student from the College.
- f. Determine other actions deemed appropriate under the circumstances.

2. Medical Withdrawals – A student who elects to take a medical withdrawal after being contacted with conditions under this policy may be required by Admissions to submit documentation from the Dean of Student Engagement or designee verifying that the student is eligible to reenroll.

3. Interim Administrative Withdrawal – The Dean of Student Engagement or designee may place a student on an interim administrative withdrawal at his/her discretion under this policy. The College may also place a student on an interim administrative withdrawal pending the completion of a referral for evaluation and corresponding decision by the institution and/or for failure to meet any conditions issued under a Disciplinary Interim Action. Notice of the withdrawal may be issued in person, over the phone, via certified mail, or an e-mail to the student's College e-mail account. The Dean of Student Engagement or designee has the discretion to issue the interim administrative withdrawal for a designated period of time, until the completion of conditions issued, or a combination of the two. During the period of withdrawal, the student may be denied access to College property without written permission from the Dean of Student

Engagement, access to the residence halls or academic classes, or privileges for which the student may be otherwise eligible.

After an interim administrative withdrawal, re-enrollment may be requested after demonstrated evidence that the conditions stipulated have been met or after the expiration of any time limit imposed at the time of the withdrawal - whichever is longer. An on-campus interview with appropriate personnel may be required before authorization for re-admittance is issued to Admissions, if necessary.

4. Administrative Withdrawal – If, based on the evidence available and/or submitted for consideration by the student, it is the opinion of the Dean of Student Engagement, in consultation with the Director of the Counseling Center, Provost, or other appropriate medical personnel, that the student constitutes a potential risk, the student may be placed on an administrative withdrawal for a designated period of time (typically a period of semesters or years). Following an administrative withdrawal, authorization from the Dean of Student Engagement or designee must be issued before the student can be considered for readmission from the College’s admission staff.

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

SEXUAL HARASSMENT/SEXUAL VIOLENCE POLICY

All members of the College community have the right to be free from sex discrimination in the form of sexual harassment; as dictated by the Office for Civil Rights, acts of sexual violence are a form of sexual harassment. Sex discrimination, including sexual harassment and sexual assault, is prohibited by federal and state law as well as College policy. The College is committed to appropriately addressing alleged acts of sexual harassment and sexual violence.

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

On-Campus Resources

☒ Campus Security (706-880-8911): available 24 hours a day; can connect the student to resources and procure medical attention

☒ Dawn Coker (706-880-8267): as the College’s Title IX Coordinator, Ms. Coker can connect the student to resources and procure medical attention as well as explain the institution’s policies and procedures pertaining to reporting; the Title IX Coordinator may also take any immediate interim actions (no contact orders, alteration of academic or non-academic schedules, etc.)

☒ Pamela Tremblay (706-880-8313): as the Director of the Counseling Center, Ms. Tremblay can assist the student to seek resources and maintain a confidential relationship with the student following the incident

☒ Rev. Adam Roberts (706-880-8004): as the Chaplain, Rev. Roberts can assist the student to seek resources and maintain a confidential relationship with the student following the incident

Off-Campus Resources

☒ Harmony House: Domestic/Sexual Violence Shelter (LaGrange, GA): 24 hour hotline 706-885-1525 / General 706-882-4173 – an advocate can assist a student to seek medical treatment at the Health Clinic where the student can be seen by a Sexual Assault Nurse Examiner (SANE) as well as provide additional advocacy and support following the incident

☒ LaGrange Police Department (LaGrange, GA): dial 911 for emergencies or contact the domestic violence investigator, Investigator Brown at 706-883-2606 – the department can assist a student to seek medical treatment at the Health Clinic where the student can be seen by a Sexual Assault Nurse Examiner (SANE)

as well as provide additional information about options moving forward (if a student visits West Georgia Health, the hospital will call the police for assistance)

☒ Sexual Assault Support Center, Inc. (Columbus, GA): Crisis line 706-571-6010 / General 706-221-1033

☒ West Georgia Rape Crisis Center (Carrollton, GA): Crisis line 770-834-7273 / General 770-834-8905

☒ National Domestic Violence Hotline: 1-800-799-7233 (SAFE)

☒ Domestic abuse Helpline for Men & Women: 888-7HELPLINE (888-743-5754)

Sexual harassment may take two forms: (1) creating a hostile environment, and (2) quid pro quo.

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

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

These behaviors may range from the most egregious forms, such as sexual violence, to more subtle forms. The College defines acts of sexual violence as physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age or use of drugs or alcohol, or because an intellectual or other disability prevents the students from having the capacity to give consent). The College recognizes the following aspects regarding consent: (a) consent is a voluntary agreement to engage in sexual activity, (b) someone who is incapacitated cannot consent; (c) past consent does not imply future consent, (d) silence or an absence of resistance does not imply consent, (f) consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another; (g) consent can be withdrawn at any time, and (h) coercion, force, or threat of either invalidates consent. Sexual violence includes rape, sexual assault (both non-consensual sexual contact and non-consensual sexual intercourse), sexual abuse, and sexual coercion. Definitions of the proceeding terms will be the State of Georgia definition governing at the time of the incident.

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

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

Any member of the College community having a complaint of sexual harassment may raise the matter informally and/or file a formal complaint. The informal process is an attempt to mediate between the parties in order to reach a mutually agreeable solution without entering into the formal hearing process; the informal process will not be used in situations of sexual violence.

The following **informal** procedures may be followed:

- ✓ Clearly say "no" to the person whose behavior is unwelcome.
- ✓ Communicate either orally or in writing with the person whose behavior is unwelcome. The most effective communication will have three elements:
- ✓ A factual description of the incident(s) including the time, place, date and specific behavior

- ✓ A description of the complainant's feelings, including any consequences of the incident
- ✓ A request that the conduct cease
- ✓ Speak with a department chair, Provost, director, counselor or chaplain who may speak to the person whose behavior is unwelcome. The name of the complainant need not be disclosed. The purpose of such conversation is the cessation of the unwelcome behavior.
- ✓ In the case of harassment of a student, it may be appropriate first to seek the advice of his or her advisor.

Formal complaint process and procedure:

Upon receipt of a formal written complaint that alleges a violation of the College's policy against sexual harassment, the College's Title IX Coordinator, Deputy Title IX Coordinator, or designee shall begin an investigation of the charge(s). In cases of sexual violence involving students, the College may begin an investigation without a written complaint from the student. Upon beginning an investigation, the College may take any immediate interim actions deemed appropriate that may remain in effect until a decision is reached; these actions could involve the alteration of class schedules, extracurricular activities, or residential location; removal from classes; or restrictions from communicating with involved parties. Likewise, the College may work with a reporting student to provide additional academic support or even withdrawing from class(es) without penalty. An investigation shall include an interview with the person filing the complaint, the person(s) accused of violating the anti-harassment policies and any person designated by either of the principle parties as witnesses to the incident in question. Throughout the entire process, the College prohibits retaliation against any person involved in the investigation; as a separate violation of college policy, serious sanctions, including separation from the institution may result from any act that could be reasonably deemed retaliation for participation in the process. The investigation shall be completed within 30 days of the receipt of the complaint unless extraordinary circumstance arise that delay in the investigation. The matter shall then be presented to the President in the form of written recommendations. At the President's discretion, he may accept the recommendations, interview the persons involved, direct further investigation by the investigator and/or hold formal hearings on the matter. Hearings will not be held for instances of student sexual violence. All evidentiary decisions made regarding the complaint will be based on a preponderance of evidence standard. If formal hearings are ordered, no party is allowed to be represented by legal counsel. If a hearing is held in a student sexual violence situation, both parties will have the same access to information to be presented in the hearing and the complainant in the case may elect to participate in the hearing by phone rather than in person. This process shall be completed and the President shall make a final decision on the merits of the complaint and communicate that decision simultaneously to both parties in writing within 60 days of receipt of the complaint by the College. In matters involving students, staff, or administration, the decision of the President shall be final; faculty may appeal a final decision regarding the complaint in writing within 10 days to the Executive Committee of the Board of Trustees. Throughout this process, the college will keep the identities of the complaining party and accused confidential. The College will not require a party to abide by a nondisclosure agreement, in writing or otherwise, that would prevent the redisclosure of information related to the outcome of the proceeding.

Possible outcomes of the investigation are (1) that the allegation is not warranted and cannot be substantiated, (2) a negotiated settlement of the complaint or (3) that the allegation is substantiated requiring a recommendation to the President that disciplinary action be taken. In the case of students, disciplinary sanctions include those listed in the College's Social Code policy.

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

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

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

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

Reporting

The College's Title IX Coordinator is Dawn Coker, Senior Director of Human Resources (Banks Hall, Room 225; 706-880-8267; dcoker@lagrange.edu). The College encourages individuals to immediately consult with or report incidents of sexual discrimination, sexual harassment, or sexual violence to Ms. Coker, or to one of the institution's Deputy Title IX coordinators:

Issues involving students: Dr. Marc H. Shook, Associate Provost & Dean of Student Engagement (Smith Hall, Room 125; 706-880-8269; mshook@lagrange.edu); Issues involving faculty or staff: Dawn Coker, Director of Human Resources (Banks Hall, Room 225; 706-880-8267; dcoker@lagrange.edu)

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

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

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

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

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

Confidentially Disclosing Instances of Sexual Harassment or Sexual Violence

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

☐ Some are required to maintain near complete confidentiality; talking to them is sometimes called a "privileged communication."

☐ Some employees are required to report all the details of an incident (including the identities of both the survivor and alleged perpetrator) to the Title IX Coordinator. A report to these employees (called "responsible employees") constitutes a report to the College and generally obligates the College to investigate the incident and take appropriate steps to address the situation.

☐ It is also possible to report to a third-party counselor or advocate off campus who may maintain confidentiality and only inform the school that an incident has occurred. As reporting requirements vary, it is important to discuss confidentiality with the third party prior to speaking with that individual.

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

A. Privileged and Confidential Communications

☒ *Professional and Pastoral Counselors*

Professional, licensed counselors and pastoral counselors who provide mental-health counseling to members of the school community (and including those who act in that role under the supervision of a licensed counselor) are not required to report any information about an incident to the Title IX Coordinator without a victim's permission. Following is the contact information for these individuals:

1. **Pamela Tremblay**, Ed.S., LPC - Director of the Counseling Center (706-880-8313; ptremblay@lagrange.edu)
2. **Rev. Adam Roberts** – Chaplain and Director of Spiritual Life (706-880-8004; aroberts@lagrange.edu)

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

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

B. Reporting to "Responsible Employees."

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

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

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

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

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

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

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

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

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

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

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

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

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

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

☑ **Dawn Coker**, Senior Director of Human Resources & Title IX Coordinator (706-880-8267; dcoker@lagrange.edu)

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

☑ The increased risk that the alleged perpetrator will commit additional acts of sexual or other violence, such as:

- Whether there have been other sexual harassment or sexual violence complaints about the same alleged perpetrator;
 - Whether the alleged perpetrator has a history of arrests or records from a prior school indicating a history of violence;
 - Whether the alleged perpetrator threatened further sexual violence or other violence against the victim or others;
 - Whether the sexual harassment or sexual violence was committed by multiple perpetrators;
- ☑ Whether the sexual harassment or sexual violence was perpetrated with a weapon;

☑ Whether the victim is a minor;

☑ Whether the College possesses other means to obtain relevant evidence of the sexual harassment or sexual violence (e.g., security cameras or personnel, physical evidence);

☑ Whether the victim's report reveals a pattern of perpetration (e.g., via illicit use of drugs or alcohol) at a given location or by a particular group.

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

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

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

☑ Assist the student in accessing other available victim advocacy, academic support, counseling, disability, health or mental health services, and legal assistance both on and off campus (see portion of policy identifying these);

☑ Provide other security and support, which could include issuing a no-contact order, helping arrange a change of living or working arrangements or course schedules (including for the alleged perpetrator pending the outcome of an investigation) or adjustments for assignments or tests; and

☑ Inform the student of the right to report a crime to campus or local law enforcement – and provide the victim with assistance if the victim wishes to do so.

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

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

Miscellaneous

Take Back the Night and other public awareness events

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

Anonymous Reporting

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

Off-campus Counselors and Advocates.

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

Following is contact information for these off-campus resources:

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

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

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

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

DISABILITIES SERVICES

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

The Counseling Center works to ensure that educational programs are accessible to all qualified students in accordance with the provisions of Section 504 of the Rehabilitation Act of 1973 and as expanded by Title III of the Americans with Disabilities Act of 1990. Reasonable and appropriate accommodations, academic adjustments, or auxiliary aids are determined on a case-by-case basis for qualified students who have a demonstrated need for these services. Pamela Tremblay is the Section 504 coordinator. She collects proper documentation for learning and attention disorders, psychiatric disorders, chronic health impairments, physical disabilities, and any other physical or mental condition that substantially limits a major life activity.

HONOR CODE

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

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

STUDENT RESPONSIBILITIES

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

STUDENT RIGHTS

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

SANCTIONS

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

- The final grade in the course lowered one letter grade;
- A zero on the related assignment;
- An F in the course;
- Suspension from the College for one term, excluding summer, and an F in the course in a grade related offense;
- Dismissal from the College, and an F in the course in a grade-related offense;
-

REMEDIATION

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

- A contract will be signed by the student which requires a Remediation Program to be completed within a month of the date of the initiation of the contract. If the sanction is imposed late in a semester, the president of the Honor Council will determine a reasonable time for its completion at the beginning of the next semester. If the student does not complete the program as agreed, he or she will not be able to register for the following semester, not including summer, effectively accepting a suspension for a semester. It will be the student's responsibility to make and keep all appointments named in the contract and to complete the program within the specified period.
- The student must make and keep appointments to meet with the following groups or members of the college community in person: the Provost, the Provost's Council or a member of the Provost's Council designated by the Provost; a member of the Honor Council designated by the president of the Honor Council; in a grade-related offense, the member or members of the faculty involved; and the President of the College. In each of these discussions the student should be prepared to explain his or her violation, discuss its impact both personally and on the college community, and hear what others' thoughts and concerns may be about the violation. A minimum of thirty minutes is suggested for each meeting. The paper referred to below (item 3.) must be presented to the President of the College prior to his or her meeting with the student.
- The student must write a five- to ten-page typed paper reflecting on the experience of the violation and what he or she may have learned in the process of the meetings. These papers, rendered anonymous, will be made available for the Honor Council to use at its discretion in its efforts to educate the student body regarding academic integrity. When the paper has been submitted and read by the Honor Council, the final step in satisfying the Remediation Program will be a meeting with the Honor Council. This is an opportunity for members of the Council to ask questions of the student about the process and outcome.

STUDENT STATUS

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

- **First Year:** 1- 30 hours
- **Sophomore:** 31-59 hours • **Junior:** 60-89 hours
- **Senior:** 90 or more hours

Students may declare their academic major after completion of 13 semester hours. Please note that no grade below C- in any course about the 100 level may be applied toward a major. Completion of the degrees in Business Administration and Human Development requires 120 semester hours.

TRANSCRIPTS

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

TRANSFER BETWEEN PROGRAMS

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

TRANSIENT WORK

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

- A student who fails a course at LaGrange College is not permitted to repeat the course elsewhere.
- A student may petition for a general education course only. Major courses may not be completed through transient work.
- Students who have completed more than 60 semester hours are normally ineligible to complete transient work at a 2-year institution, but must apply to an institution that awards the baccalaureate degree.

DEGREE REQUIREMENTS

Evening College offers the Bachelor of Arts degrees in Business Administration and Human Development and Family Studies. To obtain either degree, a student must complete 120 semester hours including the General Education core curriculum and major courses; a departmental assessment is also required.

Candidates for degrees must earn, at a minimum, a 2.0 quality point average. Note that grades of "C-" may be counted toward the major, but the major GPA must remain at or above 2.0 in order for the student to graduate.

Candidates must also meet the residency requirements for Evening College. Generally, B.A. candidates must accomplish the last 30 hours in Evening College. With the approval of the Provost, students may earn 9 hours of transient credit during their final 60 hours.

SPECIFIC DESCRIPTIONS OF GRADUATION REQUIREMENTS

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

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

Outcomes-Based Assessments - Students at LaGrange College will participate in evaluations to determine the extent to which institutional education goals are being achieved. These evaluation tests are a requirement for graduation. The evaluations will be in both the Core Curriculum and the student's major. College-wide assessments for seniors, or "senior assessment tests", are administered in October for December graduates and March for May graduates. Dates and times can be found in the Academic Calendar. For assessments in the students' major, consult those specific majors for details.

COURSE NUMBERING SYSTEM AND ABBREVIATIONS

The Evening College course numbering system has been changed to align, wherever applicable, with the numbering system used throughout the LaGrange College system. The projected schedule of course numbering is subject to change. The number in parentheses following the course title indicates the number of semester hours credit for the course.

Courses beginning with 1 are intended primarily for first-year students and sophomores. These courses are introductory in nature and assume little or no college-level experience with the subject matter. These courses may also be introductory courses in general education.

Courses beginning with 2 are intended primarily for sophomores. These courses are also introductory in nature and meant to broaden the student's experience. Many courses at this level contribute to the general education program.

Courses beginning with 3 are intended primarily for juniors and seniors. In general, these courses are designed primarily for students pursuing a major or minor in the discipline. They assume completion of introductory coursework. Certain courses at this level contribute to the general education program.

Courses beginning with 4 are intended primarily for seniors. In general, these courses are designed primarily for students pursuing a major or minor in the discipline. They assume completion of introductory coursework.

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

PROGRAM ABBREVIATIONS

Accountancy ACCT
Art and Design ARTD
Biology BIOL Chemistry CHEM
Core Curriculum (interdisciplinary) CORE
Economics ECON
Education EDUC
English ENGL
Exercise Science EXCS
Finance FNCE
French FREN
German GERM
Health and Physical Education EXCS
History HIST
Interim INTM
Interdisciplinary Studies INDV
Japanese Studies JAPN
Korean KORN
Languages LANG
Latin American Studies LAST
Library Science LIBR
Management MGMT
Marketing MRKT
Mathematics MATH
Music MUSI
Musical Theatre MUTH
Nursing NURS
Philosophy PHIL
Physical Education PEDU
Physics PHYS
Political Science POLS
Psychology PSYC
Religion RLG
Servant Scholar Program SERV
Sociology SOCI
Spanish SPAN
Teaching Fellows / Internships TCHA
Theatre Arts THEA
Women's Studies WMST

ACADEMIC PROGRAMS

Within an ethical and caring community, the total LaGrange College program is designed to challenge and support students in their search for truth. This program is centered around the liberal arts curriculum, which provides engagement in a breadth of scholarly disciplines and a foundation for a lifetime of learning.

Because of this orientation, students are given opportunities to interpret and evaluate the influence of historical, cultural, artistic, mathematical, scientific, and religious developments.

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

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

GENERAL EDUCATION CORE CURRICULUM

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

<u>REQUIRED COURSES:</u>	<u># OF COURSES</u>	<u>SEMESTER HOURS</u>
CORE 1101	1	3
English 1101, 1102	2	6
Mathematics 1101, 1114	2	6
Modern Language/Global Culture (Any LANG or LAST 1000-2000 level)	1	3
Science (Any combination of BIOL, CHEM, GSCI, PHYS, or PSYC 1000-2000 level)	2	6
Computer Applications 1140	1	1
History (Any combination of HIS 1101, 1102, 1111, 1112, CORE 2001 or CORE 2002)	2	6
Religion (Any RLGN 1000-level course)	1	3
Speech 1105	1	3
Humanities/Fine Arts (Any combination of ARTD 1109-1110, ENGL 2204-2208, MUSI 1112, THEA 1101-1102, CORE 2001, or CORE 2002)	2	6
Social/ Behavioral Science	1	3

Courses may not be used to satisfy more than one of the core curriculum requirements.

GENERAL EDUCATION COURSE DESCRIPTIONS

ART AND DESIGN

ARTD 1109 Art History Survey I (3)

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

ARTD 1110 Art History Survey II (3)

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

CHEMISTRY

CHEM 1105 Fundamentals of Chemistry (3)

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

CORE

CORE 1101 Cornerstone (3)

This orientation course uses discussion of directed readings, journal writing, and group activities to develop strategies for effective reading, writing, critical thinking, and related skills necessary for successful college study. The course must be completed within the first two terms after enrollment and is required of all students who enter with less than 30 semester hours from a regionally accredited institution.

CORE 1140 Computer Applications (1)

Mathematical techniques and computer methods with spreadsheets are used in the development of quantitative reasoning skills. These techniques are examined in the contexts of business and economics and of sustainability through managing one's personal finances. Pre-requisite: MTH 101 or higher

CORE 2001 Humanities I: Ancient through Medieval age. (3)

This course focuses on our cultural heritage with an emphasis on the impact of the Judeo-Christian tradition as it relates to all knowledge. The course balances the instructor's selected academic theme with

a common set of assignments and academic skill sets. The period from the emergence of human history to 1660 is covered in this course. Students confront primary and secondary source materials in order to gain a historical consciousness. Pre-requisite: ENG 102

CORE 2002 Humanities II: Renaissance to Present. (3)

This course focuses on our cultural heritage with an emphasis on the impact of the Judeo-Christian tradition as it relates to all knowledge. The course balances the instructor's selected academic theme with a common set of assignments and academic skill sets. The period from 1660 to the present is covered in this course. Students confront primary and secondary source materials in order to gain a historical consciousness. Pre-requisite is ENG 102.

CORE 3001 The American Experience. (3)

This course focuses on the social structure, economics, politics, and culture of the United States. It examines many of the common assumptions about American society, especially meritocracy, freedom, and "justice for all." In addition, the course considers issues of sustainability and how they have shaped America's past and present and will continue to shape its future. Pre-requisite: CORE 2001 or CORE 2002

ENGLISH

ENGL 1101 Composition I (3)

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

ENGL 1102 Composition II (3)

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

ENGL 2204 British Literature I (3)

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

ENGL 2205 British Literature II (3)

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

ENGL 2206 American Literature I (3)

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

ENGL 2207 American Literature II (3)

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

ENGL 2208 World Literature (3)

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

GENERAL SCIENCE

GSCI 1101 Earth Science I (3)

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

GSC 102 Earth Science II (3)

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

HISTORY

HIST 1101 World Civilization I (3)

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

HIST 1102 World Civilization II (3)

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

HIST 1111 History of the United States to 1865 (3)

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

HIST 1112 History of the United States, 1865 to the Present (3)

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

MATHEMATICS

MATH 0100 Basic Math (3)

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

MATH 1101 College Algebra (3)

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

MATH 1114 Statistics (3)

A study of problems related to statistical procedures as applied to economics, education, the social sciences, and the life sciences. Prerequisite: MATH 1101 or higher.

MODERN LANGUAGE/CULTURE

(LANG may refer to French, German, Korean, or Spanish)

LANG 1101 Beginning Language I (3)

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

LANG 1102 Beginning Language II (3)

A continuation of Spanish 101.

LAST 1104 Introduction to Latin American Culture (3)

A study of the art, literature, history, and anthropology of Latin America.

LAST 2000 Introduction to Latin American Studies (3)

An interdisciplinary approach to the people, culture, development, and identity of Latin America. Attention will be given to such topics as art, class, economics, gender, history, literature, music, politics, race, and religion.

MUSIC

MUSI 1100 Music Fundamentals

Provides an introduction to elementary music theory, including scales, key signatures, staff notation, clefs, rhythm, meter intervals, and general music terminology

MUSI 1112 Music Survey (3)

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

PHYSICS

PHYS 1105 The Solar System (3)

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

POLITICAL SCIENCE

POLS 1101 United States Government Global Perspective (3)

An introduction to political science through an analysis of the political system of the United States. Topics considered include: basic concepts of political science, federalism, civil liberties and civil rights, basic governmental institutions, elections and public opinion, political parties and groups, and domestic and foreign public policy.

POLS 1102 Introduction to Political Science (3)

An introductory course that focuses on the nature of the discipline of political science and deals with the way political scientists study politics through an overview of the major topics of the discipline.

POLS 2210 Comparative Politics in Global Perspective (3)

An introduction to comparative analysis of political systems. Topics considered include basic concepts of comparative theory, modern political history in developed and developing areas, the interactions of political and economic factors in developed and developing areas, politics and state institutions in selected countries, and comparative aspects of domestic and foreign public policy.

POLS 2220 International Politics: States in the Global System (3)

An introduction to the interaction of nation-states in the global system. Topics considered include war and power, economic and social interdependence, and problems specifically associated with developing nations.

PSYCHOLOGICAL SCIENCE

PSYC 1101 Introduction to Psychology (3)

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

PSYC 3302 Human Growth and Development (3)

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

RELIGION

RLGN 1101 Introduction to Christianity (3)

An introduction to the Christian tradition of faith through a study of its central symbols, sacred texts, and practices.

RLGN 1102 Jewish Origins in Context (3)

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

RLGN 1103 New Testament Writings in Context (3)

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

RLGN 1104 Dialogue with World Faith Traditions. (3)

The course places the insights of the Christian faith in dialogue with those of major living world religions, such as Buddhism, Hinduism, Islam, Judaism, Confucianism, and Daoism.

RLGN 1105 Christian Ethics and Contemporary Social Issues. (3)

A study of contemporary ethical issues in the light of the moral traditions central to the Christian faith. The course examines such issues as marriage and family, war and peace, racism, abortion, and the environment. Servant leadership component.

RLGN 1106 American Christianity (3)

This course will be an investigation of the origins of denominationalism in America. The class will read a history of American Christianity, but will look further afield by analyzing some of the particularly American

expressions such as Mormonism, Jehovah's Witnesses, and Christian Science.

RLGN 1107 Religious Faith in a Scientific Age (3)

Contemporary debates over intelligent design, climate change, evolution, and stem cell research demonstrate the lively and sometimes contentious interactions between science and religious faith. Students will develop personal positions about the relationships of science and religion and develop ethical perspectives on such controversial biomedical practices as human reproduction, genetic engineering, and end-of-life care.

RLGN 1108 Earth Theology (3)

This course explores the inherent value of the Earth, examines, the human impact on the environment, and explores ways to address the present global environmental crisis with Biblical and theological resources. Students will become acquainted with some prominent thinkers and theologians who are taking action regarding environmental concerns while discovering sustainable connections between theological reflection and ethical living.

SOCIOLOGY

SOCI 1000 Introduction to Sociology (3)

A study of the fundamental concepts and principles of the discipline, with emphasis on socialization, social institutions, social interaction, social stratification and inequality, as well as mechanisms of social control. Familiarization with the distinction between macro- and micro-level sociological processes will be emphasized.

SOCI 2500 Kinship and Families (3)

An analysis of contemporary marriage and family experiences.

SOCI 3500 Race/Ethnicity and Gender in Society.

(3) As needed

Prerequisite: SOCI 1000

Students will become aware of the impacts of race, ethnicity and gender in a global society. The norms, values, and patterns of communication associated with each category and how these affect personal life choices and social status will be examined. Specifically, students will become aware of how our basic social institutions, such as the economy, the family, education, religion, and the political system are biased institutions with differing ideals and expectations for women and men as well as different race and ethnic groups.

SPEECH

SPCH 1105 Speech Fundamentals (3)

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

THEATRE ARTS

THEA 1101 Drama Survey I (3)

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

THEA 1102 Drama Survey II (3)

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

MINORS

PSYCHOLOGY

A minor in Psychology consists of PSYC 1001 and five (5) additional courses (18 semester hours in total) with the approval of the program coordinator. Any Psychology (PSYC) course that is listed in the current bulletin counts toward the minor. A maximum of two (2) of the following courses – SOCI 2500, SOCI 3500, BIOL 2148– may be applied towards the minor with the approval of the advisor. Students majoring in nursing will also gain credit towards a minor for completion of NURS 3400 (Psychiatric Mental Health).

SOCIOLOGY

A minor in Sociology consists of SOCI 1000, SOCI 3200, and three (3) additional courses (15 semester hours in total) with the approval of the program coordinator. Any Sociology (SOCI) course that is listed in the current bulletin counts towards the minor. In addition, select courses in Psychology will also count as electives (PSYC 1101, 3302, and 3321).

BACHELOR OF ARTS IN BUSINESS ADMINISTRATION

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

MISSION STATEMENT

The Department of Business integrates and extends faith and liberal arts-based values through discovery, civil discourse, and reflection based on contemporary business content.

LEARNING OUTCOMES

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

1. Students should demonstrate the ability to apply business concepts in creatively and critically solving complex problems.
2. Students should show the capacity to formulate and defend ethical judgments.
3. Students should demonstrate the ability to conduct research and communicate in a

professional manner, using media appropriately.

4. Students should show the ability to work in teams and demonstrate an understanding of interpersonal relations.

The 120-hour B.A. in Business Administration requires completion of the general education courses, the 39-hour major courses listed below and elective hours. In addition to the course requirements, students must complete the comprehensive Department Assessment Program (DAP) and an exit interview prior to graduation. Students must complete ENGL 1102 and MATH 1101 prior to entering 3000-level business courses.

REQUIRED COURSES

ACCT 2211 Principles of Financial Accounting ECON 2200 Principles of Economics

FNCE 3354 Business Performance Analysis

MGMT 2200 Foundations in Business

MGMT 3351 Legal and Ethical Environment

MGMT 3370 Management and Organizational Behavior

MGMT 3385 Management Information Systems

MGMT 3392 International Business

MGMT 4401 Foundations of Entrepreneurship

MGMT 4410 Social Entrepreneurship

MGMT 4440 Senior Capstone

MRKT 3380 Principles of Marketing

MATH 1114 Statistics

COURSE DESCRIPTIONS

ACCT 2211 Principles of Financial Accounting (3) Fall

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

ECON 2200 Principles of Economics (3) Fall

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

FNCE 3354 Business Performance Analysis (3) Spring

A comprehensive survey of the basic tools and models used in contemporary financial statement analysis. Prerequisite ACCT 2211

MGMT 2200 Foundations in Business (3) Spring

The course provides an introduction to the functional areas of business as students work through a series of situations in a computer simulation. Working in teams, students problem-solve and make decisions in management, accounting, operations, and marketing that affect the viability of the BizCafe coffee shop, thereby gaining insights into the opportunities and challenges that confront business owners.

MGMT 3351 Legal and Ethical Environment of Business (3) Spring

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

Prerequisites: MGMT 2200, ECON 2200, ACCT 2211

MGMT 3370 Management and Organizational Behavior (3) Fall and Spring

The course explores the art and science of management and examines behaviors at the individual, group, and enterprise levels that advance or hinder work in organizations. The focus will be on understanding how to effectively manage performance and change in today's complex business environment.

Prerequisites: MGMT 2200, ECON 2200, ACCT 2211

MGMT 3385 Management Information Systems (3) Spring

This course is designed for future managers who need to understand and critically evaluate the role and potential contribution of information technology for their organizations, and understand and effectively apply various computerized support systems to make better decisions.

Prerequisites: MGMT 2200, ECON 2200, ACCT 2211

MGMT 3392 International Business (3) Spring

This course is a comprehensive study of the economic forces affecting global commerce and the socioeconomic complexity in which the international manager live and work. The course is designed to provide the student with an understanding of both the global macro-economic environment as well as grasp some of the essentials of managing the micro-economic variables in a global context.

Prerequisites: MGMT 2200, ECON 2200, ACCT 2211

MGMT 4401 Foundations of Entrepreneurship (3) Fall

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

Prerequisites: MGMT 2200

MGMT 4410 Social Entrepreneurship (3) Spring

The course builds on the principles of entrepreneurship studied in MGMT 4401. It explores the ways to couple business acumen with vision and creativity to solve problems through the development of mission-based enterprises. Field work with a community agency and development of a Concept Proposal for a social enterprise are significant components of the course.

Prerequisites: MGMT 4401

MGMT 4440 Senior Capstone (3) Spring

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

Prerequisites: Senior standing, completion of all course requirements in major,
or consent of instructor

MGMT 4483 Special Topics (2 - 5) On Demand

A series of "special topic" courses providing students with exposure to issues and concepts not covered in their regular coursework.

Prerequisites: senior standing and consent of instructor

MRKT 3380 Principles of Marketing (3) Fall and Spring

This course is an introduction to the principles of marketing management and the role of marketing in a contemporary society, in business enterprises, and in a non-profit organization. Considers the planning, operation, and evaluation of marketing and promotional efforts necessary to the effective marketing of consumer and industrial offerings. During the course, the students will be tasked with the assignment of developing and presenting a marketing plan for a local business.

Prerequisites: MGMT 2200, ECON 2200, ACCT 2211

BACHELOR OF ARTS IN HUMAN DEVELOPMENT AND FAMILY STUDIES

The Human Development and Family Studies (HDFS) major incorporates interdisciplinary views to explore issues related to the individual, family, and community across the lifespan, with four different areas of focus. While students can study HDFS across the lifespan, there are also concentrations in *Child Development and Family Studies* and *Adult Development and Family Studies*. There is a third that incorporates education-based courses in a *Child Development in Education* concentration. The major consists of 50 hours.

Students will be prepared for several service-oriented careers such as adult care manager, before/after school program coordinator, child care center owner, school admissions counselor, patient advocate/education, Head Start administration, tutoring center administration, non-profit program management, pre-school instructor, independent living assistant, human resource manager, youth recreation program director, adult recreation program director, senior center activities director, adult service provider, social work tech, or youth case manager.

Further study at the Master's level will open other careers such as Licensed Social Worker (LMSW), crisis center clinician/manager, Licensed Professional Counselor (LPC), Marriage and Family Therapist (MFT), school psychologist, rehabilitation psychologist, middle school teacher, or occupational/physical/speech therapy.

Possible work environments include non-profit organizations, school districts, child care facilities, senior care facilities, state and local government, colleges, hospitals, crisis centers, family shelters.

Student Learning Objectives

1. Demonstrate an understanding of major concepts, theoretical perspectives, and empirical findings in several areas of human development including contributions from psychology, sociology, and education.
2. Participate in research and internship opportunities, which require you to apply classroom lessons to real-life problems.
3. Demonstrate the ability to write clearly and concisely on a variety of topics related to human development, all done while utilizing scholarly resources and meeting APA standards of formatting and referencing.
4. Demonstrate high ethical standards in social interaction and empirical research.
5. Demonstrate knowledge about and exhibit sensitivity to individual and cultural differences.

REQUIRED COURSES

1. Core Requirements – 18 hours consisting of the following classes. Substitutions are not allowed.
 - PSYC 1101** Introduction to Psychology
 - PSYC 3321** Social Psychology
 - PSYC 3350** Abnormal Psychology
 - SOCI 1000** Introduction to Sociology
 - SOCI 2500** Kinship and Marriage
 - SOCI 3500** Race/Ethnicity and Gender in Society

2. Health and Nutrition – 4 hours consisting of a combination of any EXCS, PEDU course or NURS 3305 (Nutrition and Health),
 3. Culture and Global Literacy – 6 hours consisting of any combination of language or culture-based course. Sequential courses not required.
 4. Elective Courses – 18 hours of any PSYC (PSY), SOCI (SOC), or HDFS (HDV) course not used above, along with BIOL 2148.
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*Possible areas of concentration within the major

Child Development and Family Studies Concentration

Students wishing to concentrate their major to child issues should take the electives listed below in addition to the core requirements.

PSYC 3202 Human Growth and Development

HDFS 4411 Child Development Internship

Two (2) additional courses associated with child development with approval of the program coordinator

Adult Development and Family Studies Concentration

Students wishing to concentrate their major to adult issues should take the electives listed below in addition to the core requirements.

PSYC 3358 Psychology of Aging

HDFS 4412 Adult Development Internship

Two (2) additional courses associated with adult development with approval of the program coordinator

COURSE DESCRIPTIONS

PSYCHOLOGY

***Denotes PSYC courses that may be completed as a science in the General Education Curriculum.**

***PSYC 1000 Introduction to Psychology. (3)** Fall and Spring

A survey of major topics in psychological science, including research methods, basic neuroanatomy, learning, perception, personality and abnormal behavior. [online only]

Prerequisite to all other PSY or PSYC courses.

PSYC 3202 Human Growth and Development. (3) Spring

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

PSYC 3304 Educational Psychology. (3) Fall

Application of psychological principles and research to the teaching/learning process. Major topics include

behavioral and cognitive approaches to learning, classroom management, and test construction and interpretation. [online only]

PSYC 3321 Social Psychology. (3) Fall

A course dealing with behavior as affected by social influences. Major topics include social perception, social communication (verbal and nonverbal), altruism, attitudes, aggression, and prejudice. Also, applied areas such as forensic psychology are considered.

PSYC 3350 Abnormal Psychology. (3) Spring

A survey of the causes, characteristics, current theories, and treatment of psychological disorders.

PSYC 3351 Introduction to Counseling. (3) Fall

An introduction to counseling approaches, methods, and assessment techniques. Emphasis is placed on individual counseling.

PSYC 3358 Psychology of Aging. (3) Spring

Human aging is examined from physiological (e.g., sensory and cardiovascular changes), psychological (e.g., memory and intellectual changes), and sociological (e.g., adjusting to retirement) perspectives. Also, death and disorders associated with aging (such as Alzheimer's Disease) are explored. [online only]

SOCIOLOGY

SOCI 1000 Introduction to Sociology (5) Fall

A study of the fundamental concepts and principles of the discipline, with emphasis on socialization, social institutions, social interaction, social stratification and inequality, as well as mechanisms of social control. Familiarization with the distinction between macro- and micro-level sociological processes will be emphasized. [online only]

Prerequisite to all other SOC or SOCI courses.

SOCI 2500 Kinship and Families (5) Spring

This course offers a multi-disciplinary perspective on contemporary marriages, families, and other intimate relationships. Students will become familiarized with competing models and theories on family relationships. In addition, the course explores cross-cultural variation in family systems as well as diversity and change within the American population. Topics to be covered include: mate selection, marital structure, marital happiness, divorce, parenting, and alternative family forms. [online only]

SOCI 3200 Social Responsibility and Civil Society (3) Fall

Students will examine past social justice movements as well as the meaning of civil society. In addition, students will examine the 21st century idea of social entrepreneurship. Combining these approaches, students will determine the meaning of a civil society and its implications for social responsibility and policy.

SOCI 3500 Race/Ethnicity and Gender in Society (3) Spring

Students will become aware of the impacts of race, ethnicity, and gender in global society. The norms, values, and patterns of communication associated with each category and how these affect personal life choices and social status will be examined. Specifically, students will become aware of how our basic social

institutions, such as economy, the family, education, religion, and the political system are biased institutions with differing ideals and expectations for women and men as well as different race and ethnic groups. [online only]

HUMAN DEVELOPMENT

HDFS 4411 Child Development Internship (3-6) On Demand

Students majoring in Human Development and Family Studies may be eligible to enroll in an internship dealing with children or children's issues. This course requires 120 hours of supervised experience (observation, work, etc.) in a local agency or office, selected readings, public presentation, and a final portfolio containing reflective essays, weekly journal, and supporting material. The internship must first be discussed with the student's primary advisor one semester prior to enrolling in the course. Information from this meeting will then be transferred to the Career Development Center for placement. The application process might be different depending on the student's placement.

Prerequisites: Major in Human Development and Family Studies with junior or senior standing, minimum 3.0 GPA, and permission of the program coordinator.

HDFS 4412 Adult Development Internship (3-6) On Demand

Students majoring in Human Development and Family Studies may be eligible to enroll in an internship dealing with adults or adult issues. This course requires 120 hours of supervised experience (observation, work, etc.) in a local agency or office, selected readings, public presentation, and a final portfolio containing reflective essays, weekly journal, and supporting material. The internship must first be discussed with the student's primary advisor one semester prior to enrolling in the course. Information from this meeting will then be transferred to the Career Development Center for placement. The application process might be different depending on the student's placement.

Prerequisites: Major in Human Development and Family Studies with junior or senior standing, minimum 3.0 GPA, and permission of the program coordinator.

HEALTH AND NUTRITION

NURS 3305 Nutrition and Health (2) Fall

An introduction to nutrition concepts and current dietary trends, focusing on health promotion. Nutrients are explored with regard to sources, dietary requirements, and health implications. [online only]

HPED 3333 Yoga for Wellness (2) Fall

A study of the effects that yoga has on all aspects of the human body, including physical, mental, and spiritual. Topics will include breathing techniques, *asanas*, fasting, meditation, and different disciplines of yoga.