

LAGRANGE COLLEGE

GRADUATE BULLETIN

2015-2016

LAGRANGE, GEORGIA

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COMMUNICATIONS DIRECTORY

LaGrange College

601 Broad Street

LaGrange, Georgia 30240-2999

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www.lagrange.edu

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

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

LAGRANGE COLLEGE GRADUATE BULLETIN, VOLUME I

PRESIDENT: DR. DAN MCALEXANDER

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

Challenging the mind. Inspiring the soul. Transforming lives.

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The *LaGrange College Graduate Bulletin* is subordinate to the *LaGrange College Bulletin*. All policies not specifically addressed in this *Graduate Bulletin* are detailed in the *LaGrange College Bulletin*. 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.

Mission

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

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

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

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

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

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

Understanding the necessity of informed thought directed toward responsible decision making, the academic programs of the college provide opportunities for students to grow in their ability to communicate effectively, to encounter the world with critical insight, and to approach problems and opportunities with creativity.

Committed to the success of students as members of the college community and as alumni, the institution encourages students to see life and work as deeply related and to engage themselves in rich opportunities for meaningful service.

Aware of the global nature of 21st-century learning and living, the college provides multiple opportunities for students to experience distant cultures and diverse peoples through study-away options, language study, internships, and a wide exposure to cultural-enrichment events – all in the context of academic study and action that foster responsible, sustainable stewardship.

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

Accreditation

LaGrange College is accredited by the Southern Association of Colleges and Schools Commission on Colleges 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 Arts in Clinical Mental Health Counseling, Master of Education, Master of Arts in Teaching, the Education Specialist degree in Teacher Leadership, 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 SACS 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 on College's Office.

LaGrange College is 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 programs are accredited by the Georgia Professional Standards Commission to recommend candidates for certification in the areas of early childhood, middle grades, or secondary education.

The Bachelor of Science in Nursing program is accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 500, Atlanta, GA 30326; Sharon Tanner, EdD, MSN, RN, Chief Executive Officer; 404-975-5000.

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

FINANCIAL INFORMATION

Financial information and requirements are specific to each program and are outlined in each of the three graduate disciplines: Clinical Mental Health Counseling, Education, and Philanthropy and Development.

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

To insure efficient control of traffic and parking on campus and the safety of all persons and vehicles, every vehicle must be registered and must have a parking permit. These permits are issued to students, along with a copy of existing parking regulations. Failure to adhere to published policies may result in vehicles being ticketed and towed.

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

For additional financial information, contact the Business Office at 706 880-8034 or Financial Aid at 706 880-8249.

ACADEMIC POLICIES

Honor Code

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

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

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

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

The following are examples of violations of the Honor Code:

Lying in any academic matter;

Cheating by either giving aid to or receiving aid from a student or other source without the consent of the instructor;

Plagiarizing (using another's words or ideas without proper citation);

Failure to report a violation of the Honor Code;

Failure to appear before the Honor Council as requested by written notice;

Failure to maintain confidentiality regarding an Honor Council case.

Sanctions include the following:

Assigning a grade of zero to the related academic work (assignments, exams, reports, projects, case studies, etc.);

Lowering the final grade in the course by one letter, in a grade-related offense;

Assigning a grade of F in the course, in a grade-related offense;

Suspension for the next semester, either fall or spring; or suspension for the next semester and an F in the course, in a grade-related offense;

Dismissal from the College; or dismissal from the College and an F in the course, in a grade-related offense.

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

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

An investigation and hearing shall be confidential and those within the bounds of confidentiality shall not divulge anything that is said or done with regard to these proceedings to anyone outside the bounds of

confidentiality. Should anyone outside the bounds of confidentiality receive information which is considered to be confidential, he or she will automatically be bound by confidentiality. Those within the bounds of confidentiality include Council members, the faculty advisor to the Council, the Provost, the President, accusers, the accused, witnesses, persons interviewed during the investigation, and the College's attorney. In addition, the accused may include within the bounds of confidentiality his or her parents, faculty, staff, minister, personal or legal counsel.

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

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

Student Conduct / Social Code

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

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

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

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

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

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 associated with the evaluation will not be covered by the College. If such occurs, the student must submit the identity and credentials of the professional to the 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. 48

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.

Grades and Credits

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

<u>Grade</u>	<u>Description</u>	<u>Quality Points</u>
A+		4.0
A	superior	4.0
A-		3.75
B+		3.25
B	above average	3.0
B-		2.75
C+		2.25
C	average	2.0
C-		1.75
D+		1.25
D	below average	1.0
F	failing	0.0
I	incomplete	This grade is assigned in case a candidate is doing satisfactory work but for some reason beyond the candidate's control has been unable to complete the work during that term.
P	pass	
NC	no credit or non-credit	
W	withdrawn	A student who chooses to withdraw from a class on or before the "Last Day to Withdraw with a W" will receive a W on his or her official transcript, regardless of standing in the class. The "Last Day to Withdraw with a W" will normally occur two weeks prior to the last day of classes.
AW	audit withdrawn	
AU	audit complete	
NR	grade not reported by instructor at the time the report issued.	

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

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

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

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

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

Grade Appeals

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

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

The following procedures govern all candidate requests for grade changes:

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

If the candidate and the instructor are unable to reach a resolution, then the candidate must submit a written appeal to the Provost. The appeal must state the manner in which the course syllabus was violated.

The Provost shall then seek an informal conference between the candidate and the instructor to settle the grievance to the satisfaction of the two parties involved. If no resolution can be found, then the Provost will deliver the candidate's appeal, together with any other pertinent documents provided by the candidate and/or the instructor, to the Review Panel of the Academic Policies Committee for its determination.

The Review Panel shall then convene to conduct a preliminary review of the appeal, after which the Chair of the Review Panel will set times convenient to the candidate and the instructor for hearing both sides of the dispute.

Upon completion of its hearings, the Review Panel will report its findings to the Provost. The Provost will, in turn, inform the principal parties involved of whether the candidate's request for a change of grade or other decision was denied or approved.

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

GRADUATE PROGRAM IN CLINICAL MENTAL HEALTH COUNSELING

Introduction

The Master of Arts in Clinical Mental Health Counseling (CMHC) Program is a 60-semester-hour program designed to prepare students to be Licensed Professional Counselors (LPC) in the State of Georgia as well as in surrounding states, such as Alabama, Florida, and South Carolina. The program has been developed to be in complete compliance with the 2009 Standards outlined by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Students will be fully prepared to sit for the state-required licensure exam (e.g., the National Counseling Exam (NCE)). Upon completion of the program, graduates may apply for licensure and be employed as licensed professional counselors practicing in a variety of settings, including private practice and community agencies, such as mental health centers, hospitals, outpatient and residential drug treatment centers, and agencies serving children, adolescents, and families.

Mission of the Clinical Mental Health Counseling Program

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

Learning Outcomes

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

- 1. Dispositions for Counseling:** Graduates of the CMHC Program will demonstrate the following professional dispositions that are expected of a professional counselor:
 - a. Professional Identity
 - b. Self-Awareness and Continued Introspection
 - c. Commitment to Diversity
 - d. Ability to Express Empathy
 - e. Integrity

- 2. Counseling Skills:** Graduates of the CMHC Program will demonstrate appropriate counseling skills required of a professional counselor:
 - a. Interview Skills in Individual Counseling
 - b. Group Facilitation Skills
 - c. Skills in Recognizing and Adapting to Multicultural Issues
 - d. Skills in Assessment and Treatment Planning
 - e. Skills in Case Conceptualization

- 3. Technology:** Graduates will demonstrate a commitment to technology appropriate to the role of a professional counselor.

4. Service and Advocacy: Graduates of the CMHC Program will demonstrate a commitment to advocacy and service as professional counselors.

5. Overall Knowledge in Counseling: Graduates in the CMHC program will, based on results of the **Counselor Preparation Comprehensive Examination (CPCE)**, demonstrate knowledge and application in the following areas (based on 2009 CACREP Standards):

- a. Human Growth & Development
- b. Social & Cultural Foundations
- c. Helping Relationships
- d. Group Work
- e. Career & Lifestyle Development
- f. Appraisal
- g. Research & Program Evaluation
- h. Professional Orientation

Admission Requirements

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

- Earn a bachelor's degree from a regionally accredited institution in any field of study and submit official transcripts for all undergraduate work
- Complete an online application
- Provide a recent score (no more than 5 years old) for the GRE or the MAT
- Provide 3 letters of reference
- Complete an essay of 500 to 1000 words describing the students' journey to applying to a counseling program
- Provide a criminal background check

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

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

Financial Information

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

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

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

Expenses

1. Admission		
Application for admission (non-refundable)	\$	30.00
2. Tuition —per credit hour	\$	650.00
Housing/Activity fee—per summer sessions (3)	\$1,000.00	
3. Fees — Miscellaneous		
Late Payment Fee	\$	50.00
Personal checks failing to clear	\$	25.00
Graduation Fee	\$	200.00
Student Identification Card replacement fee	\$	20.00
Parking Permit	\$	30.00

Suggested Course Rotation

FIRST YEAR

Fall I

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

Interim Term I*

- Service Learning and/or Advocacy Project (1-3)

Spring I

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

Summer I (First Session)

- Multicultural Counseling (3)
- Individual Analysis (3)

Summer I (Second Session)

- Career Counseling (3)
- Life Span Development (3)

SECOND YEAR

Fall II

- Internship I (300 hours of clinical experience) (3)
- Assessment and Diagnosis (3)
- Advanced Techniques (3)

Interim Term II*

- Special Topics in Counseling (e.g., Agency Shadowing Experience, Cultural Immersion, et al) (1-3)

Spring II

- Internship II (300 hours of clinical experience) (3)
- Research and Program Evaluation (3)
- Family Counseling (3)

Summer II (First Session)

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

Summer II (Second Session)

- Principles of Management, Consultation, and Supervision (3)

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

Graduation Requirements

Students must satisfy the following:

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

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

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

Course Descriptions

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

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

COUN 5001 Theories of Counseling (3)

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

COUN 5002 Strategies and Techniques in Counseling (3)

Students in this course will begin to learn and practice new skills to be used in the counseling of individuals; they will practice these skills through role-playing and other experiential activities with other classmates. Sessions will be audio and/or videotaped to facilitate supervision and evaluation by faculty member(s) teaching the course.

(pre- or co-requisites: COUN 5001)

COUN 5003 Group Dynamics (3)

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

(pre- or co-requisites: COUN 5001, 5002)

COUN 5004 Professional Practice and Ethics (3)

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

COUN 5010 Multicultural Counseling (3)

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

(prerequisites: COUN 5001, 5002, 5003)

COUN 5011 Life Span Development (3)

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

(pre- or co-requisites: COUN 5000, 5001)

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

(prerequisites: COUN 5000)

COUN 5013 Individual Analysis (3)

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

COUN 5999 Practicum (3)

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

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

COUN 6000: Advanced Counseling Techniques (3) – This course will focus on techniques specific to various theories, such as Cognitive Behavioral Therapy, Brief Solution-Focused Therapy, and Motivational Interviewing. Students will practice new techniques in and outside of class with student partners. Sessions will be recorded for review in supervision sessions both individually and in groups.

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

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

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

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

COUN 6002 Addictions Counseling (3)

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

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

COUN 6003 Family Counseling (3)

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

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

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

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

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

COUN 6005 Research and Program Evaluation (3)

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

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

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

(prerequisites: COUN 5000, 5004, 5010, 5999)

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

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

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

COUN 5050: Advocacy in Counseling (1-3)

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

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

(prerequisite: COUN 5000)

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

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

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

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

GRADUATE PROGRAM IN PHILANTHROPY AND DEVELOPMENT

Description of the program

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

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

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

Learning outcomes

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

Admission Requirements

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

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

Financial Information

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

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

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

Expenses

1. Admission	
Application for admission (non-refundable)	\$ 30.00
2. Tuition —per credit hour	\$ 650.00
Housing/Activity fee—per summer sessions (3)	\$1,000.00
3. Fees — Miscellaneous	
Late Payment Fee	\$ 50.00
Personal checks failing to clear	\$ 25.00
Graduation Fee	\$ 200.00
Student Identification Card replacement fee	\$ 20.00
Parking Permit	\$ 30.00

Academic Calendar

2015 Summer Session

July 12, 2015: Orientation

July 13, 2015: First day of classes

July 24, 2015: Last day of classes

2015 Fall Semester

August 26, 2015: First day of classes

December 4, 2015: Last day of classes

2016 Spring Semester

February 3, 2016: Classes begin

May 10, 2016: Last day of classes

Course Sequence

SUMMER: ON CAMPUS LEARNING

PHDE 5101 - Foundations in Phil and Development (2)

PHDE 5109 - Annual Giving Concepts (2)

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

PHDE 6101 - Planned Giving Basics (2)

FALL: ONLINE LEARNING

PHDE 5105 - Focused Research I (1)

PHDE 5108 - The Ethics of Philanthropy (2)

SPRING: ONLINE LEARNING

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

PHDE 5107 - Focused Research II (1)

SUMMER: ON CAMPUS LEARNING

PHDE 5102 - Leadership and Role Development (2)

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

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

PHDE 5111 - Focused Research Seminar (2)

FALL: ONLINE LEARNING

PHDE 6102 - Focused Research III (1)

PHDE 5103 - Fundraising Analytics (2)

SPRING: ONLINE LEARNING

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

PHDE 6104 - Focused Research IV (1)

SUMMER: ON CAMPUS LEARNING

PHDE 6106 - Major Gifts (2)

PHDE 6107 - Campaign Strategies and Management (2)

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

PHDE 6109 - Capstone Seminar (2)

Course Descriptions

PHDE 5101 Foundations in Philanthropy and Development (2)

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

PHDE 5102 Leadership and Role Development (2)

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

PHDE 5103 Research Methods and Analytical Data (2)

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

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

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

PHDE 5105 Focused Research I (1)

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

PHDE 5106 Legal Issues in Philanthropy and Development (2)

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

PHDE 5107 Focused Research II (1)

A continuation of Focused Research I.

PHDE 5108 The Ethics of Philanthropy (2)

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

PHDE 5109 Annual Giving Concepts (2)

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

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

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

PHDE 5111 Focused Research Seminar (2)

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

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

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

PHDE 6101 Planned Giving Basics (2)

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

PHDE 6102 Focused Research III (1)

A continuation of Focused Research II.

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

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

PHDE 6104 Focused Research IV (1)

A continuation of Focused Research III.

PHDE 6106 Major Gifts (2)

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

PHDE 6107 Campaign Strategies and Management (2)

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

PHDE 6108 Contemporary Issues in Philanthropy and Development (2)

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

PHDE 6109 Capstone Seminar (2)

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

GRADUATE PROGRAMS IN EDUCATION

Introduction to Programs

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

FINANCIAL INFORMATION

Payment of Charges

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

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

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

Expenses

1. Admission

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

2. Tuition — Graduate Education Courses

(M.Ed., M.A.T., Ed.S.) per credit hour1,120.00

3. Fees — Miscellaneous

Late Payment Fee50.00

Personal checks failing to clear25.00

Graduation Fee.....200.00

Student Identification Card replacement fee.....20.00

Parking Permit..... 30.00

GACE (determined by individual needs, payable to GACE)

Subscription Fee—A one-time \$130 subscription fee is assessed to cover the cost of the TK20 software use for assessment, portfolio development, and data collection.

Additional Fees for M.A.T. Candidates

edTPA Portfolio (payable to ETS, per submission).....300.00

Ethics Entry and Exit (payable to GACE).....60.00

Credit Balances

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

the date the balance occurs;

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

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

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

Federal Tax Credits

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

Refund Policies

Return of Title IV Refund and LaGrange College Fee Refund Policies

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

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

LaGrange College Withdrawal Process and Effective Date

It is the responsibility of the student to initiate a complete withdrawal from the college. The withdrawal date for refund calculation purposes will be the date the student initiated or expressed his/her intention to withdraw from all courses by notifying the Registrar. It is recommended that the student consult with the Financial Aid Office to determine the impact a withdrawal may have on future financial aid eligibility. A student who receives grades of W or F in ALL classes and is determined to have ceased attendance before the end of the term will be considered an unofficially withdrawal. In the event of an unofficial withdrawal, the Financial Aid Office will contact the instructor to obtain a last date of attendance at an academic related activity. The withdrawal date will be the later of the last date of attendance documented by the instructor or the midpoint of the term, if a date cannot be determined.

LaGrange College Institutional Refund Policy

Based on the date of withdrawal, you may be eligible for a full or partial refund of your charges for the term. The Business Office will apply the college’s Refund Policy to determine if a refund is due—see refund details below. A student who completely withdraws from all classes can receive a refund up to the 60% point of the term which is measured in calendar days not business days. Any withdrawal after the 60% point will not result

in any adjustment to fee charges. This refund policy will not impact the Return of Title IV Refund calculation but does affect the amount of money a student may owe to the college as result of the withdrawal. The College's refund policies for the refund of tuition, fees, are described below.

Tuition and Fees Refund Policy

Tuition, course related fees, and books purchased through the college will be refunded on a prorated basis measured by the number of calendar days the student attended up to the date of withdrawal divided by the number of days in the term. Federal regulations require that any break of 5 days or more be excluded from the number of days in the term. The begin date of a term is defined by the academic calendar of the program, even if the student does not have a scheduled class on that date, and ends on the last day of final exams. Parking permits are non-refundable. The resulting percentage is used to determine the amount of tuition and fee charges the college earned. The difference in the original refundable tuition and fees less the amount earned by LaGrange College will be credited to the student's account as unearned fee charges.

Return of Title IV Refund Policy

In the event of a complete withdrawal, the Financial Aid Office must calculate the amount of Federal, State, and Institutional financial aid the student earned as of the date of withdrawal. Any financial aid that exceeds the earned amount must be returned as unearned aid to the respective federal program from which it originated. LaGrange College and the student are jointly responsible for returning the unearned aid. The college applies the same policy to state and institutional aid awarded. The amount of Federal aid earned is determined by dividing the number of calendar days the student attended prior to withdrawal by the number of calendar days in the term, excluding any break of 5 days or more. The number of days in the term begins on the first day of classes as indicated on the academic calendar of the program, even if the student does not have a scheduled class on the first day of the term, and ends on the last day of final exams. (The Return of Title IV Refund Policy applies to students that withdraw on or before the 60% point of the term. Therefore, if the resulting percentage is greater than 60%, the student is considered to have earned all disbursed aid and no adjustment to financial aid programs is required.) If the resulting percentage is less than or equal to 60%, the amount of federal aid awarded for the term will be multiplied by the percentage to determine the amount of aid earned. The earned amount will be subtracted from the original disbursed aid to determine the unearned aid that must be returned to the applicable financial aid programs. The portion of the unearned aid LaGrange College must return is determined by multiplying the original refundable institutional fee charges by the unearned percentage. LaGrange College must return the unearned aid, for which it is responsible, in the following order:

1. Unsubsidized Direct Stafford Loan
 2. Subsidized Direct Stafford Loan
 3. Perkins Loan
 4. Direct PLUS Loan (Graduate Student)
 5. Direct PLUS Loan (Parent)
 6. Federal Pell Grant
 7. SEOG
 8. TEACH Grant
 9. Other Title IV Aid
 10. State, Institutional, and private assistance programs
- Student

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

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

If the funds must be returned to a loan program, the student will repay those funds under the terms and conditions of the loan program when the student enters repayment. The student will not be billed for loan funds that must be returned as a result of a refund calculation upon withdrawal.

If funds are due to a federal grant program, the student will be responsible for repaying 50% of the refund due to the grant program. This adjustment is made in an effort to reduce the impact of withdrawing on students receiving grant assistance. LaGrange College will return these funds on the student's behalf but the student is responsible for reimbursing the College.

Refund of State and Institutional Grants

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

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

Withdrawals and Future Financial Aid Eligibility

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

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

Miscellaneous

Depending upon individual requirements, a candidate may expect to spend \$1,000 per year on books.

Bookstore charges for the fall term are normally higher than for the spring term.

All candidates must present the College with proof of health insurance at the time of Registration and complete a Waiver Form including provider name and policy number. If the candidate does not have insurance, the College will assess the candidate for limited coverage group sickness and accident insurance coverage.

Official transcripts and diplomas are withheld for any candidate who has a financial obligation owed to the College.

Vehicle Registration

To insure efficient control of traffic and parking on campus and the safety of all persons and vehicles, every vehicle must be registered and must have a parking permit. These permits are issued to students, along with a copy of existing parking regulations. A parking fee is included in tuition. Failure to adhere to published policies may result in vehicles being ticketed and towed.

FINANCIAL AID

Philosophy

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

General Information

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

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

	M.A.T.	M.Ed.	Ed.S.
Tuition*	\$26,880	\$13,440	\$13,440
Student Health Fees	300	300	300
Room and Board	13,634	13,634	13,634
Books and Supplies	500	300	250
Transportation	1,350	1,350	1,350
Personal	1,500	1,500	1,500
Student Loan Fees	220	220	220
	\$44,384	\$30,744	\$30,744

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

Financial Aid Application Procedures

Applicants for financial aid must:

Apply and be accepted as a regular degree-seeking candidate in an eligible program at LaGrange College.

Candidates conditionally accepted into a master's program are not eligible for financial assistance until all admission requirements are met for entry into their chosen program. This includes submission of GRE or GACE test scores.

Complete and submit a Free Application for Federal Student Aid (FAFSA) annually.

Submit all required documents for verification, if selected.

Verification

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

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

Financial Aid Eligibility Requirements

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

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

Candidate Financial Aid Rights and Responsibilities

Candidates have the right to know:

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

Completion and Graduation Rates.

Candidates have the responsibility to:

Submit complete and accurate financial aid applications;

Observe all deadlines for submission of financial aid documents;

Maintain regular class attendance in all courses for which financial assistance was awarded;

Maintain satisfactory academic progress towards the completion of their chosen degree or certification;

Notify the Financial Aid Office and lenders of any change in address or name;

Complete required Entrance and Exit Interviews for Federal Direct and for Federal Perkins Loan;

Respond to all communications regarding candidate loans and financial aid awards;

Comply with all eligibility requirements for financial aid award funds;

Repay student loan(s) received for education pursuits regardless of whether he/she graduates;

Notify the Financial Aid Office of any financial assistance to be received from an external source (VA Educational Assistance, Vocational Rehabilitation, Employer Reimbursement etc.).

Satisfactory Academic Progress Policy

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

The satisfactory academic progress standards established in this Policy apply to all financial aid programs including, but are not limited to, Federal aid programs-- TEACH Grant, Federal Perkins Loan, Federal Direct Loan, Graduate PLUS, Federal Work Study, and LaGrange College Teacher Discount.

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

Qualitative Standard

Grade Point Average

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

Quantitative Standard

Rate of Progress (Pace)

A student receiving financial aid is expected to progress through the degree program of study at a pace that ensures the completion within the maximum timeframe defined below. The rate of progress (pace) is computed by dividing the cumulative number of hours the student has successfully completed (earned credits) by the cumulative number of hours the student has attempted. A student is considered to be making

measurable progress toward the completion of their degree program by maintaining an overall rate of progress of 67%. This standard applies to all financial aid recipients, regardless of full-time or part-time enrollment status.

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

Withdrawals, incompletes, and failed courses are considered attempted hours but not earned hours. If an incomplete course impacts a student's satisfactory academic progress standing, it is the student's responsibility to notify the Financial Aid Office when a final grade is reported.

Audited courses are not considered attempted or earned credit hours.

Transfer credits, including courses taken as a transient student, **do not** count in the calculation of LaGrange College GPA, but are included in the attempted hours, earned hours, and maximum time frame standards.

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

Example of Rate of Progress Calculation

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

Maximum Time Frame

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

Satisfactory Academic Progress Evaluation Process

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

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

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

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

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

Appeal Procedures

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

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

Re-Establishing Financial Aid Eligibility

A student who is unsuccessful in appealing for reinstatement of his/her financial aid or a student who does not have a mitigating circumstance that warrants an appeal can only regain eligibility by complying with the satisfactory academic progress policy. The student is encouraged to take advantage of counseling, tutoring, and study skills resources available through the College’s Counseling Center.

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

Financial Aid Sources

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

Federal William D. Ford Direct Loan is a low interest, repayable loan available to undergraduate and graduate degree-seeking students made through the U.S. Department of Education. The interest rate is a fixed rate of 6.80% for loans disbursed after July 1, 2012. The Federal Direct Loan Program consists of a subsidized

and unsubsidized loan. Subsidized loans are awarded on the basis of financial need to undergraduate student with the federal government paying the accruing interest while in school. Effective July 1, 2012, graduate students are only eligible for an unsubsidized loan available to students regardless of financial need; however, interest accrues from the time the loan is disbursed until it is paid in full. The borrower has the option of paying the accruing interest or to allow the interest to accrue and capitalize.

The maximum Federal Direct Loan a graduate student may borrow each academic year is \$20,500. The Federal Direct Loan Program has a maximum aggregate (lifetime) limit on the amount of funds a student may borrow. The aggregate loan limit for graduate students is \$138,500, which includes loans received as an undergraduate student. Repayment of a Federal Direct Loan begins six months after the borrower graduates, withdraws, or ceases enrollment as at least a half-time student. Although the standard repayment period for a Direct Loan is 10 years, the Department of Education offers several repayment plans designed to make repayment affordable.

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

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

LaGrange College Financial Assistance Programs

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

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

Disbursement of Financial Aid

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

Repeated Coursework

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

Once a course is successfully passed for the second time, the course will not count in a student's enrollment status and aid will not be awarded for the course. A course that was previously failed may be repeated until a passing grade is earned.

Disbursement of Excess Financial Aid

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

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

Candidate Financial Aid and Federal Tax Implications

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

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

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

Suspected Fraud

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

ACADEMIC POLICIES

Orientation and Advisement

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

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

Class Attendance Regulations

A candidate is expected to attend all classes, including labs, for all courses for which he or she is registered.

The candidate is solely responsible for accounting to the professor for any absence. Since classroom participation is part of the final grade, the professor reserves the right to deduct up to 10% points for all absences and lack of preparation and participation.

Children of Students

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

Academic Calendars

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

Probation

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

Dismissal

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

Policy for Remediation of Inappropriate Dispositions and/or Inadequate Performance

Dispositions

Because appropriate dispositions enhance teaching and learning, LaGrange College's Department of Education believes that teachers should project positive and productive attitudes toward students, colleagues and professors. It is not the intent of LaGrange College's Department of Education to produce identical personalities. Rather, acceptable dispositions refer to positive attitudes, respect for the diverse characteristics of others and taking grievances to the appropriate person in a professional manner. In the pursuit of knowledge of learning, childhood and society, appropriate dispositions reflect the teachers abiding respect for the intellectual challenges set before them by their professors. Teachers are committed intellectuals who value rigorous inquiry, critique and informed skepticism as ways to expand their ethical, cultural and intellectual universes. To engage in professional exchanges, committed teachers must demonstrate constructive dispositions at all times. If a classroom professor observes or becomes aware of inappropriate dispositions, she or he will issue a written warning to the candidate. Upon the second time, the candidate will be required to attend a hearing of the LaGrange College's Department of Education Faculty for possible disciplinary action.

At the discretion of the faculty, disciplinary action may result in a reduction in grade or in severe situations, expulsion from the program. Appropriate dispositions are also expected and assessed during field and clinical experiences.

Performance

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

Other Non-Academic Appeals

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

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

Learning Outcomes

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

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

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

Candidates are able to manage and monitor student learning.

Candidates are able to think systematically about their practice.

Candidates are members of learning communities.

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

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

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

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

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

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

Program completers will demonstrate advanced knowledge of assessment and the ability to use multiple

sources of assessment for maximizing student learning;

Program completers will demonstrate high standards for professional practice.

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

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

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

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

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

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

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

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

Guidance and Counseling

Upon acceptance, the candidate is assigned an advisor.

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

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

Candidates are responsible for seeking advisement and meeting graduation requirements.

Transfer Credit

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

Transient Credit

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

Extension, Correspondence, and On-line Coursework

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

Grades

All graduate programs require the candidate to maintain a grade point of 3.0. No credit toward the degree will be awarded for any grade below 2.0 (C).

Probationary Status

No grades below a 2.0 (C) will be accepted. In the event a candidate's GPA falls below 3.0, the candidate will be placed on probationary status. The candidate has one semester in which to remove the probationary status. Failure to do so will result in being dropped from the program. All requests for exceptions must be addressed to the Provost.

Course Repetition

At times, a student may wish to repeat a course in which a grade has already been earned. This is likely to be because a student:

- earned a grade of “F” in a course;
- earned a grade of “D” in a course, which is often considered unsatisfactory;
- earned a grade of “C” or better in a course.

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

Students who have earned a grade of “D” in a course, which may be considered unsatisfactory as defined by a student’s major requirement, must have the approval of the department chair in the student’s major in order to take the course elsewhere.

A student is prohibited from repeating a course in which he has made a “C” or better (while enrolled at LaGrange College or any institution) without the approval of the Provost and the Provost’s Council. Should a student wish to repeat a course in which a grade of “C” or above was awarded, the student may petition to repeat the course.

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

Withdrawal

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

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

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

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

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

Medical Withdrawal

A “medical withdrawal” is defined as complete withdrawal without academic penalty for reasons of health. Except in circumstances of emergency, a licensed health care provider or a qualified counselor must provide a written recommendation for medical withdrawal to the Provost. This written recommendation must be on file prior to approval for withdrawal. Anytime medical withdrawal is initiated, the candidate’s instructors, the Office of Financial Aid, and the Business Office will be notified by the Registrar. The re-entry of the candidate following medical withdrawal for medical reasons requires a clearance from the attending physician,

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

Time Limitations

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

Applying for Graduation

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

Participation in Commencement

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

Request to Participate Conditions:

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

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

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

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

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

Transcripts

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

Master of Arts in Teaching Program

Mission of Department of Education

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

Admission Requirements

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

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

Present a completed application through the LaGrange College Admission's on-line application system with three references;

Have a cumulative undergraduate GPA of 2.5 on a 4.0 scale or higher;

Submit satisfactory official transcripts from each graduate and undergraduate institution attended for analysis;

Have a passing score for the GACE® Program Admission Test or exemption;

Complete the Georgia Educator Ethics Entry Assessment;

Provide criminal background check and verify that no criminal record or dishonorable discharge from the armed services will prevent teacher certification;

Meet verification of residency requirements;

Earn a minimum score on the TOEFL exam of at least 550 if English is not the applicant's primary language;

Receive approval from Department of Education Chair.

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

Conditional Admission

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

Admission decisions may be appealed to the Provost.

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

Field Experience and Clinical Practice

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

Progress in the Program

MAT candidates must meet requirements to receive a preservice certificate issued by the Georgia Professional Standards Commission prior to starting Internship I, and have a GPA of 2.75 or higher. Content diagnostic examinations are internal instruments that assess knowledge of the content standards prescribed by the related Specialty Professional Association. If the candidate obtains a passing score of 70% or more on each required content diagnostic examination, permission will be granted to take the GACE examination in that content area. MAT students must pass diagnostic tests prior to attempting the GACE examinations and before enrolling for Summer II courses. To enroll in Internship II, candidates must have an overall GPA of 3.0 or above and an approved application for Internship II.

Graduation Requirements

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

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

Certification

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

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

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

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

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

Semester	Course	Title	Credit Hours
<i>First</i>	EDUC 6040	Foundation in Curriculum and Instruction	3
<i>Summer I (June)</i>	EDUC 5000	Adol Dev/Summer Field Exp	3
<i>First</i>	EDUC 6010	Assessment and Accountability	3
<i>Summer II</i>			
<i>Fall</i>	EDUC 5030a	Research in Curriculum and Instruction	1.5
	EDUC 5060	Students with Special Needs	3
	EDUC 5700a	Clinical Practice I	4
	<i>Methods of Teaching and Learning (choose one)</i>		1.5
	*EDUC 5020a	Teaching Mathematics in the Middle and Secondary Grades	
	*EDUC 5021a	Teaching Social Studies and History in the Middle and Secondary Grades	
	*EDUC 5022a	Teaching Science in the Middle and Secondary Grades	
	*EDUC 5023a	Teaching English Language Arts in the Middle and Secondary Grades	
<i>Interim</i>	EDUC 5040	Affirming Diversity in the Classroom	3
<i>Spring</i>	EDUC 5030b	Research in Curriculum and Instruction	1.5
	EDUC 5700b	Clinical Practice II	8
	<i>Methods of Teaching and Learning (choose one)</i>		1.5
	*EDUC 5020b	Teaching Mathematics in the Middle and Secondary Grades	
	*EDUC 5021b	Teaching Social Studies and History in the Middle and Secondary Grades	
	*EDUC 5022b	Teaching Science in the Middle and Secondary Grades	
	*EDUC 5023b	Teaching English Language Arts in the Middle and Secondary Grades	
<i>Second</i>	EDUC 6020	Educational Technology	3
<i>Summer I (June)</i>	EDUC 6030	Problems of Reading	3
	Total Credit Hours		39
	* GACE exemption permitted		
Fall/Spring	EDUC 5700R	edTPA Remediation	1
(available to candidates who need to successfully complete certification requirements)			

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

Semester	Course	Title	Credit Hours
<i>First Summer I (June)</i>	EDUC 6040	Foundation in Curriculum and Instruction	3
	EDUC 5000	Adol Dev/Summer Field Exp	3
<i>First Summer II</i>	EDUC 6010	Assessment and Accountability	3
<i>Fall</i>	EDUC 5030a	Research in Curriculum and Instruction	1.5
	EDUC 5060	Students with Special Needs	3
	EDUC 5700a	Clinical Practice I	4
	<i>Methods of Teaching and Learning (choose one concentration area)</i>		1.5
	*EDUC 5020a	Teaching Mathematics in the Middle and Secondary Grades	
	*EDUC 5021a	Teaching Social Studies and History in the Middle and Secondary Grades	
	*EDUC 5022a	Teaching Science in the Middle and Secondary Grades	
	*EDUC 5023a	Teaching English Language Arts in the Middle and Secondary Grades	
<i>Interim</i>	EDUC 5040	Affirming Diversity in the Classroom	3
<i>Spring</i>	EDUC 5030b	Research in Curriculum and Instruction	1.5
	EDUC 5700b	Clinical Practice II	8
	<i>Methods of Teaching and Learning (choose second concentration area)</i>		1.5
	*EDUC 5020b	Teaching Mathematics in the Middle and Secondary Grades	
	*EDUC 5021b	Teaching Social Studies and History in the Middle and Secondary Grades	
	*EDUC 5022b	Teaching Science in the Middle and Secondary Grades	
	*EDUC 5023b	Teaching English Language Arts in the Middle and Secondary Grades	
<i>Second Summer I (June)</i>	EDUC 6020	Educational Technology	3
	EDUC 6030	Problems of Reading	3
	Total Credit Hours		39
	*GACE exemption permitted		
Fall/Spring	EDUC 5700R	edTPA Remediation	1
(available to candidates who need to successfully complete certification requirements)			

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

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

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

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

The five courses for the reading concentration are as follows:

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

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

Semester	Course	Title	Credit Hours
<i>First Summer I</i> (June)	EDUC 6040	Foundation in Curriculum and Instruction	3
	EDUC 5000	Adol Dev/Summer Field Exp	3
<i>First Summer II</i>	EDUC 5070	Assessing and Improving Literacy	3
<i>Fall</i>	EDUC 5030a	Research in Curriculum and Instruction	1.5
	EDUC 5060	Students with Special Needs	3
	EDUC 5700a	Clinical Practice I	4
	<i>Methods of Teaching and Learning</i> (choose one concentration area)		1.5
	*EDUC 5020a	Teaching Mathematics in the Middle and Secondary Grades	
	*EDUC 5021a	Teaching Social Studies and History in the Middle and Secondary Grades	
	*EDUC 5022a	Teaching Science in the Middle and Secondary Grades	
	*EDUC 5023a	Teaching English Language Arts in the Middle and Secondary Grades	
<i>Interim</i>	EDUC 5050	Affirming Diversity in the Classroom: 3 Teaching Reading for Success in Changing Times	3
<i>Spring</i>	EDUC 5090	Foundations of Reading Theories	3
	EDUC 5700b	Clinical Practice II	8
<i>Second Summer I</i> (June)	EDUC 6020	Educational Technology	3
	EDUC 6030	Problems of Reading	3
<i>Second Summer II</i>	EDUC 5080	Essentials of Adolescent Literature	3
	Total Credit Hours		42

* GACE exemption permitted

Fall/Spring EDUC 5700R edTPA Remediation 1
(available to candidates who need to successfully complete certification requirements)

Master of Education in Curriculum and Instruction

Mission of the Department of Education

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

Admission Requirements

Candidates apply for admission to the M.Ed. program through the LaGrange College Department of Education. At the time of admission, all candidates are advised by the Department Chair. There are two course plans available for M.Ed. candidates: a 13 month and a 23 month plan. The LaGrange College Department of Education will maintain records of admission and supporting documents, a checklist of entry requirements, and candidacy status.

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

Program specific requirements:

Hold a current or renewable teaching certificate;

Hold an undergraduate degree from an accredited college or university;

Earn a minimum score on the TOEFL exam of at least 550 if English is not the applicant's primary language;

Verification that no criminal record or discharge from the armed services will prevent continuing teacher certification;

Three letters of recommendation from individuals knowledgeable of your professional and academic abilities;

Completion of an admission application; and

Approval from the Department Chair.

Conditional Admission

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

Graduation Requirements

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

The Master of Education program offers candidates a diverse educational background and prepares them for a future as creative educational leaders. This program consists of 30 semester hours comprised of ten courses that can be completed over 13 or 23 months.

13 Month Program Course Plan—Master of Education in Curriculum and Instruction

(30 Credit Hours)

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

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

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

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

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

M.Ed. & Ed.S. Dual Degree Program

Mission of the Department of Education

The dual program is designed to allow those seeking a Master of Education degree in Curriculum and Instruction to seamlessly transition into the Education Specialist in Teacher Leadership program.

Admission Requirements

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

26 Month Program Course Plan—Master of Education in Curriculum and Instruction and Education Specialist in Teacher Leadership (60 Credit Hours)

This plan requires nine academic semesters to complete. Courses are to be taken in the prescribed sequence as listed below. EDUC 7300 Specialist Project Seminar is taken during the last semester of academic coursework.

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

Ed.S. Program Begins

Semester	Course	Title	Credit Hours
<i>Second</i>	EDUC 7090	Research Methods	3
<i>Summer II</i>	EDUC 7035	Leadership in Curriculum and Instruction	3
<i>Fall</i>	EDUC 7100	Research Topics and Methodology	3
	EDUC 7020	Leading Professional Learning Communities	3

<i>Interim</i>	EDUC 7070	Internship in Teacher Leadership	3
<hr/>			
<i>Spring</i>	EDUC 7015	Management and Analysis of Educational Data	3
	EDUC 7XXX	Collaborating and Communication in a School Environment	3
<hr/>			
<i>Third Summer I</i>	EDUC 7060	Comparative Education	3
<hr/>			
<i>Third</i>	EDUC 7040	Adult Learning: Theory and Practice	3
<i>Summer II</i>	EDUC 7300	Specialist Seminar	3
	Total Ed.S. Credit Hours		30

Education Specialist (Ed.S.) in Teacher Leadership

Mission of the Department of Education

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

Admission Requirements

A graduate degree in education or a content field approved for certificate upgrade from an accredited institution and level 5 certification;

A cumulative minimum graduate GPA of 3.0;

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

Completed admission application; and

Approval of Department Chair.

Conditional Admission

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

Graduation Requirements

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

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

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

Provide for the advanced knowledge in classroom, departmental and school-wide assessment.

Extend the candidate's content knowledge.

Prepare candidates as inquiry-based teacher leaders through an extensive faculty reviewed action research graduate project that prepares them to affect instructional and school improvements as well as the acquisition of skills necessary for future doctoral work.

Increase pedagogical knowledge and skills.

Promote dispositions that result in observable professional behaviors such as effective peer collaboration and teacher leadership qualities.

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

Ed.S. Cohort Starting in the Summer

Semester	Course	Title	Credit Hours
<i>First</i>	EDUC 7090	Research Methods	3
<i>Summer I</i>	EDUC 7035	Leadership in Curriculum and Instruction	3
<i>First</i> <i>Summer II</i>	EDUC 7040	Adult Learning; Theory and Practice	3
<i>Fall</i>	EDUC 7100	Research Topics and Methodology	3
	EDUC 7020	Leading Professional Learning Communities	3
<i>Interim</i>	EDUC 7070	Internship in Teacher Leadership	3
<i>Spring</i>	EDUC 7015	Management and Analysis of Educational Data	3
	EDUC 7XXX	Collaborating & Communication in a School Environment	3
<i>Second</i> <i>Summer I</i>	EDUC 7050	Comparative Education	3
<i>Second</i> <i>Summer II</i>	EDUC 7300	Specialist Seminar	3
	Total Credit Hours		30

Ed.S. Cohort Starting in the Fall

Semester	Course	Title	Credit Hours
<i>First</i> <i>Fall</i>	EDUC 7020	Leading Professional Learning Communities	3
<i>First</i> <i>Spring</i>	EDUC 7015	Management and Analysis of Educational Data	3
<i>First</i> <i>Summer I</i>	EDUC 7090	Research Methods	3
	EDUC 7035	Leadership in Curriculum and Instruction	3
<i>First</i> <i>Summer II</i>	EDUC 7040	Adult Learning: Theory and Practice	3
<i>Second</i> <i>Fall</i>	EDUC 7100	Research Topics and Methodology	3
<i>Interim</i>	EDUC 7070	Internship in Teacher Leadership	3
<i>Second</i> <i>Spring</i>	EDUC 7XXX	Collaborating and Communicating in a School Environment	3

<i>Second Summer I</i>	EDUC 7050	Comparative Education	3
<i>Second Summer II</i>	EDUC 7300	Specialist Seminar	3
	Total Credit Hours		30

COURSE DESCRIPTIONS

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

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

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

Fall (a) and Spring (b)

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

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

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

Fall (a) and Spring (b)

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

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

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

Fall (a) and Spring (b)

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

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

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

Fall (a) and Spring (b)

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

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

EDUC 5030 a & b Research in Curriculum and Instruction (1.5) Fall (a) and Spring (b)

This course sequence focuses upon theory related to instructional planning, assessment, and decision making. The role of preparation and its contribution to successful classroom management will be examined. Candidates will research best practices in teaching and learning and evaluate models of effective lesson plan design and its impact on the classroom environment.

EDUC 5040 Affirming Diversity in the Classroom (3)

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

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

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

EDUC 5060 Students with Special Needs (3)

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

EDUC 5070 Assessing and Improving Literacy (3)

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

EDUC 5080 Essentials of Adolescent Literature (3)

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

EDUC 5090 Foundations of Reading Theories (3)

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

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

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

Pre-requisite: Proof of SPAGE liability insurance.

EDUC 5700R edTPA Remediation (1)

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

EDUC 6010 Assessment and Accountability (3)

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

EDUC 6015 Educational Assessment and Decision Making (3)

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

EDUC 6020 Educational Technology (3)

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

EDUC 6030 Problems in Reading (3)

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

EDUC 6035 Social Foundations (3)

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

EDUC 6040 Foundations of Curriculum and Instruction (3)

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

EDUC 6050 Historical Perspectives in Education (3)

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

EDUC 6065 Reading in the Content Areas (3)

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

EDUC 6066 Issues in Curriculum and Instruction (3)

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

EDUC 6080 Education of Culturally Diverse Students (3)

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

EDUC 6090 Research Preparation (3)

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

EDUC 6100 Theories of Constructivist Learning (3)

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

Pre-requisite: EDUC 6090

EDUC 6200 Internship in the Content Areas (3)

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

Pre-requisite: EDUC 6100

EDUC 6300 Graduate Seminar (3)

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

EDUC 7015 Management and Analysis of Educational Data (3)

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

EDUC 7020 Leading Professional Learning Communities (3)

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

Candidates will conduct a needs assessment within their own schools and develop a professional learning plan to address identified needs.

EDUC 7035 Leadership in Curriculum and Instruction (3)

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

EDUC 7040 Adult Learning: Theory and Practice (3)

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

EDUC 7050 Comparative Education (3)

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

EDUC 7070 Internship in Teacher Leadership (3)

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

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

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

Pre-requisite: EDUC 7070

EDUC 7080 Theories and Models of Leadership (3)

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

EDUC 7090 Research Methods (3)

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

EDUC 7100 Research Topics and Methodology (3)

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

EDUC 7300 Specialist Seminar (3)

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

2015 – 2016 Graduate Education ACADEMIC CALENDAR

Summer I Term 2015

June 2015

- | | |
|----|---|
| 1 | Summer I Graduate Classes Begin |
| 1 | MAT Content Diagnostic Examinations |
| 2 | End drop/add at 5:00 p.m. No refund for individual classes dropped after this date. |
| 10 | Mid-Term |
| 25 | Last Day to Withdraw from Class with a “W” |
| 26 | Summer I Classes End |
| 29 | Summer I Grades Due by Noon |

Summer II Term 2015

July 2015

- | | |
|-------|---|
| 13 | Summer II Classes Begin |
| 14 | End drop/add at 5:00 p.m. No refund for individual classes dropped after this date. |
| 24 | Summer II Classes End |
| TBA | Certification of Teacher Candidates |
| Aug 7 | Summer II Grades Due by Noon |

**Fall
Semester**

August 2015

- 7 Summer II Grades Due
- 24-26 Final registration for returning students. Advisors available.
- 26 First Day of Classes; Convocation 7:00 p.m.

**September
2015**

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

October 2015

- 22-23 Fall Break—No Classes
- 26-30 Faculty Advisors available for conferencing.

**November
2015**

- 18 Last Day to Withdraw from a class with a “W”
- 23-27 Thanksgiving Break—No Classes
- 25-27 Holiday for Administration and Staff—College Closed at Noon on Wednesday

**December
2015**

- 4 Last Day of Classes
- 7-10 Exams
- 15 Fall Semester Grades Due by Noon
- 24-25 Holiday for Administration and Staff—College Closed

Interim-Term

January 2016

- 1 New Year's Holiday—College Closed
- 4 First Day of Classes
- 6 End drop/add at 5:00 p.m. No refund for individual classes dropped after this date.
- 13 Mid-Term
- 18 Martin Luther King, Jr. Day—College Closed
- 20 Last Day to Withdraw from a Class with a "W"
- 27 Last Day of Classes
- 29 Interim-Term Grades Due

Spring Semester

February 2016

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

March 2016

- 17 Mid-Term
- 24-25 Easter Break—No Classes
- 28-31 Spring Break—No Classes

April 2016

- 1 Spring Break—No Classes

11-15 Student completing degree requirements in Summer or Fall should file petitions for graduation with the Registrar. Advisors available.

26 Last Day to Withdraw from a Class with a "W"

May 2016

10 Last Day of Classes

12-17 Exams

20 Graduation Rehearsal for Program Completers

20 Baccalaureate at First United Methodist Church 5 p.m.

20 Spring Semester Grades Due by 5:00 p.m.

21 Graduation on Residential Quadrangle

25 Registration for Summer I & II Terms

30 Memorial Day Holiday—College Closed

Summer I Term 2016

June 2016

6 Summer I Graduate Classes Begin

6 MAT Content Diagnostic Examinations

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

9 Last Day to Withdraw from a Class with a "W"

17 Mid-Term

Summer II Term 2016

July 2016

1 Summer I Classes End

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

GRADUATE FACULTY for EDUCATION PROGRAMS

Department of Education

Don Livingston (2001)

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

Sharon Livingston (2006)

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

Beth McClanahan (2011)

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

Adam Myers (2014)

Assistant Professor of Education
B.A., State University of New York at Fredonia; M.A., Winthrop University; Ed.D., Gardner-Webb University

Bethany Myers (2014)

Coordinator of Field Experiences
B.A., M.A, UNC Charlotte

Vicki T. Pheil (2007)

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

Rebekah Ralph (2014)

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

Gretta H. Wright (2013)

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

Content Faculty and Advisors

Ethyl Ault (1981)

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

Joseph J. Cafaro (1984)

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

Randall William Colvin (2008)

Assistant Professor of Biology
B.S., Colorado State University; M.S., Oregon State University; ABD, Auburn University

Lisa Crutchfield (2008)

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

Laine Allison Scott (1998)

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

Kevin L. Shirley (1998)

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

John A. Tures (2001)

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