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AUGUST 2015

LAGRANGE COLLEGE

BULLETIN

LAGRANGE, GEORGIA

2015-2016

COMMUNICATIONS DIRECTORY

LaGrange College
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Director of Communications and Marketing	706.880.8246
Director of Financial Aid	706.880.8249
Director of Information Technology	706.880.8050
Vice President for External Relations	706.880.8223
Dean of Enrollment Management	706.880.8253
Vice President for Finance and Operations	706.880.8223

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

LaGrange College admits qualified students of any race, color, nationality, and ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of 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 BULLETIN, VOLUME CLXXII

PRESIDENT: DR. DAN MCALEXANDER

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

Challenging the mind. Inspiring the soul. Transforming lives.

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CHANGE OF REGULATIONS

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

BULLETIN EFFECTIVE DATE: August 19, 2015 for current (2015-2016) academic year

Note:

For information, regulations, and procedures for graduate study, see the *Graduate Bulletin*.

For information, regulations, and procedures for evening study, see the *Evening College Bulletin*.

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.

HISTORY AND DESCRIPTION

The history of LaGrange College is closely associated with the history of the City of LaGrange and Troup County. When the vast tract of land lying between the Flint and Chattahoochee Rivers was secured by the Indian Springs Treaty of 1825 and was opened for settlement in 1827, one of the five counties formed on the western border of the state was named Troup in honor of Governor George Michael Troup.

An act was passed by the Georgia Legislature on December 24, 1827, providing for the selection of a county seat. It was named "LaGrange" after the country estate of the Marquis de Lafayette, the American Revolutionary War hero who had visited the region in 1825 as the guest of Governor Troup. The site for the town of LaGrange was purchased in 1828, and the town was incorporated on December 18, 1828. On December 26, 1831, the charter for the LaGrange Female Academy was granted at the state capitol, then in Milledgeville.

In 1831 Andrew Jackson was president of the United States. Abraham Lincoln was 22 years old. The Creek Indians had been moved out of this area of the state only six years earlier. The only other college in the state was Franklin College, now the University of Georgia.

In 1847 the charter for the school was amended and the school became the LaGrange Female Institute with power to confer degrees. The name was changed to LaGrange Female College in 1851, and in 1934 it was changed to LaGrange College. The College became officially coeducational in 1953.

The first location of the school was in a large white building at what is now 406 Broad Street. The school moved to its present location on "the Hill," the highest geographical point in LaGrange, after the construction of the building now known as Smith Hall in 1842.

The College was sold to the Georgia Conference of the Methodist Episcopal Church South in 1856. Today it is an institution of the North Georgia Conference of the United Methodist Church.

LaGrange College offers the Bachelor of Arts degree with seventeen (17) majors, the Bachelor of Science degree in six (6) areas, the Bachelor of Music, the Bachelor of Business Administration, and the Bachelor of Science in Nursing degree. The graduate programs offered are the Master of Arts degree in Teaching, the Master of Education degree in Curriculum and Instruction, the Specialist in Education degree in Teacher Leadership, the Master of Arts in Clinical Mental Health Counseling, and the Master of Arts in Philanthropy and Development. The Evening program offers the Bachelor of Arts degree in two (2) areas.

LaGrange College operates on the modified (4-1-4) semester system. The summer session is composed of two (2) part-sessions and one full through-session. All credits earned are semester hour credits.

The College draws more than half of its student body from Georgia. However, students from at least one-third of the other states in the U.S. and from abroad nourish a rich cosmopolitan and international community that includes various religious and ethnic backgrounds.

Students also are provided diversity opportunities through travel courses, field study programs, service-learning, and internships. Students in the College's Education and Nursing departments receive supervised learning experiences in many area schools and medical facilities, respectively. Campus art

exhibitions, lectures, concerts, and varsity and intramural sports add to the cultural enrichment and recreational opportunities offered by the College.

The College is located in the town of LaGrange, Georgia, which has a population of 26,000. Nearby are Callaway Gardens, the Warm Springs Foundation, and Franklin D. Roosevelt's Little White House. The West Point Dam on the Chattahoochee River provides one of the largest lakes in the region, with waterfronts and a marina within the city limits of LaGrange.

ACCREDITATION

LaGrange College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award the degrees of Bachelor of Arts, Bachelor of Music, Bachelor of Science, Bachelor of Business Administration, Bachelor of Science in Nursing, Master of Education in Curriculum and Instruction, Master of Arts in Teaching, the Specialist in Education degree in Teacher Leadership, Master of Arts in Philanthropy and Development, and Master of Arts in Clinical Mental Health Counseling. Accreditation information is given in order for interested constituents to (1) learn about the accreditation status of LaGrange College, (2) file a third-party comment at the time of the institution's decennial review, or (3) file a complaint against the institution for alleged non-compliance with a standard or requirement. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia, 30033-4097, or call 404-679-4500 or visit www.sacscoc.org for questions about the accreditation of LaGrange College. Normal inquiries about the institution, such as admission requirements, financial aid, educational programs, etc. should be addressed directly to LaGrange College and not to the Commissions on College's Office.

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

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

The Bachelor of Science in Nursing (BSN) program is accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road, NE, Suite 850, Atlanta, GA 30326; Marsal Stoll, EdD, Chief Executive Officer; 404-975-5000, mstoll@acenursing.org

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

OTHER SESSIONS

EVENING COLLEGE

Recognizing the unique needs of the nontraditional learner, who may be managing personal, professional, and collegiate careers, the Evening College supports full-time or part-time evening study for qualified adult students interested in earning degrees in Human Development and Family Studies or Business Administration.

Evening students who are interested in degrees in Nursing or Education may complete the general education requirement in the Evening College before applying for transfer to the Day program. It should be noted that a separate application is required for admission to the Nursing or Education departments. Enrollment in Evening College does not guarantee admission to the Nursing or Education major. The Evening faculty advisor will work closely with students interested in either major to insure that the specific prerequisite courses are satisfied.

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

View the Evening College Bulletin online at www.lagrange.edu. Call 706.880.8298 or e-mail evening@lagrange.edu for additional information.

THE LAGRANGE COLLEGE CAMPUS

BANKS HALL

Originally built in 1963, the building served the campus as its library until the Frank and Laura Lewis Library opened in February 2009. Renovated in 2009, the building now houses Admissions, Financial Aid, the Business Office, the Registrar's Office, the Dean of Enrollment Management, the Provost, the Vice President for External Relations, the Vice President for Finance and Operations, and the President.

J. K. BOATWRIGHT HALL

Completed in 1962, this three-story brick building serves as a men's dormitory. J. K. Boatwright Hall is named in memory of a longtime member of the College's Board of Trustees and chairman of the board's executive committee from 1956-1962. New designs were incorporated in renovations to the building in 2003.

BROAD STREET APARTMENTS

Originally constructed in 1936 and fully renovated in 2012, the Broad Street Apartments, located two blocks east of the main campus, and presented to the College as a gift from the Callaway Foundation, Inc., now house the Servant Scholars Program.

FULLER E. CALLAWAY ACADEMIC BUILDING

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

CALLAWAY AUDITORIUM

Built in 1941, Callaway Auditorium was originally designed as a multipurpose venue, and it served ably in that capacity for well over half a century, hosting countless basketball games, volleyball matches, dances, children's recitals, luncheons, and other varied events. Though versatile, the facility was severely limited in its ability to provide an accommodation that was greatly needed by the community and LaGrange College: an acoustically pleasing music performance venue.

The demand for such a facility was satisfied in 2005 with the auditorium's transformation from a "gym with a stage" to a state-of-the-art concert hall. Funded jointly by LaGrange College and Callaway Foundation, Inc., the \$5.5 million renovation called for an almost complete internal makeover and a new roof. And while the hall's visual appearance has changed dramatically, the single most important improvement is the superior sound quality that the Auditorium now delivers.

CALLAWAY CAMPUS

Acquired by the College in 1992 as a gift from Callaway Foundation, Inc., the campus includes three buildings of brick and concrete construction. Callaway Foundation, Inc. donated funds to build a state-of-the-art lighted soccer field there in 1995. The Callaway Campus also includes a softball complex, tennis courts, swimming pools, and a football practice field.

CALLAWAY EDUCATION BUILDING

Built in 1965, renovated in 1994, and given a \$2 million, 17,000-square-foot addition in 2006, the building houses the Music program, offices of Intercollegiate and Intramural athletics, offices of Health and Physical Education, a weight room, an athletic training room, and a football locker room.

CASON J. CALLAWAY SCIENCE BUILDING

Built in 1972, this three-story brick building provides for instruction in biology, chemistry, math, and physics. The building is named in memory of a former member of the College's Board of Trustees.

WARREN A. CANDLER COTTAGE

Completed in 1929 as a home for the College president, Candler Cottage now houses offices in External Relations.

LEE EDWARDS CANDLER AND HAWKINS RESIDENCE HALLS

Lee Edwards Candler and Hawkins Residence Halls were completed in 2002. Each apartment-style hall houses 124 students. Arranged in either two- or four-bedroom floor plans with one bathroom per two students, the apartments are fully furnished and have a full kitchen. A community room also is located at the end of one wing in each building. Candler Hall is named in memory of Mrs. Lee Edwards Candler. Hawkins Hall is named in honor of Annie Carter Hawkins and in memory of Allen Willard Hawkins, Sr., parents of Scott Hawkins '74.

THE CHAPEL

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

CLEVELAND FIELD

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

HAWKES HALL

Completed in 1911, this four-story brick building is named in memory of Mrs. Harriet Hawkes, mother of College benefactor A.K. Hawkes. Following a \$1.4 million renovation, the building now houses women students on its second, third, and fourth floors. Faculty offices and classrooms for the Department of Education occupy the ground floor. Also on the second floor is the Nixon Parlor, named in honor of longtime College supporter Winifred Adams Nixon '33.

WAIGHTS G. HENRY, JR., RESIDENCE HALL

Completed in 1970, this five-story brick building provides student housing. The structure is named in honor of the late Dr. Waights G. Henry, Jr., who served as president of the College from 1948-1978 and as chancellor from 1978 until his death in 1989. The building also houses a 24-hour computer lab open to all students.

CHARLES D. HUDSON NATATORIUM

The swimming pool was constructed in 1947 as an oversized pool with dimensions of 80 by 150 feet. The cabana and bathhouse were built in 1956. Today, the oversized pool has been divided into an outdoor pool and a natatorium, and the complex is now equipped for a year-round aquatics program. The Natatorium is named in honor of Dr. Charles D. Hudson, longtime chair of the Board of Trustees and retired chair of the Board's Executive Committee.

LAMAR DODD ART CENTER

Completed in 1982 and fully renovated and modernized in 2011, this building provides a physical environment and the equipment needed for art instruction as well as gallery space for the College's outstanding art collection. The building is named in honor of the late Lamar Dodd, a Georgia artist who grew up in LaGrange and whose paintings won international recognition.

FRANK AND LAURA LEWIS LIBRARY

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

LOUISE ANDERSON MANGET BUILDING

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

ALFRED MARIOTTI GYMNASIUM

Built in 1959, the Mariotti Gymnasium houses the exercise science laboratory, physical education classrooms, and facilities for indoor athletics. The facility is named in memory of Coach Alfred Mariotti, the College's basketball coach from 1962 until 1974 and a member of the faculty until his retirement in 1979.

MITCHELL BUILDING

The Mitchell Building is located on the grounds of Sunny Gables Alumni House. It was named in memory of Evelyn Mitchell, a trustee of the Arthur Vining Davis Foundations.

MARGARET ADGER PITTS DINING HALL

Completed in 1962 and renovated most recently in 2012, this two-story brick building houses the dining area and kitchen on the main floor, and the College Bookstore, post office, and printing center on the bottom floor. The building is dedicated in honor of the late Margaret Adger Pitts, a former College trustee.

PITTS RESIDENCE HALL

Completed in 1941, this two-story brick women's dormitory was renovated in 1990. Pitts Hall was rededicated in memory of Mr. and Mrs. W. I. H. Pitts and in honor of their daughter, the late Margaret Adger Pitts, a former College trustee. The members of the Pitts family were longtime supporters of the College.

PRESIDENT'S HOME

Acquired by the College in 1964, this home originally was occupied by local attorney and former trustee Hatton Lovejoy. The first College family to live in the house was that of Dr. Waights G. Henry, Jr., who moved from the former president's residence in Candler Cottage. Designed in 1934, the home represents a combination of Georgian and Neoclassical elements.

PRICE THEATER

Completed in 1975, this building features a 280-seat proscenium theater with 36 fly lines, 8 electrics (including 4 beam positions over the auditorium), and a hydraulic orchestra pit. It also houses the Theatre Arts program, including faculty offices, a scenery workshop, dressing rooms, a costume shop, an actors' lounge, and a Black Box Theatre.

QUILLIAN BUILDING

Built in 1949 and named in memory of former president Hubert T. Quillian, who served from 1938-1948, this building currently provides offices for the Associate Provost for General Education and Global Engagement, the Associate Provost for Program Development and Assessment, and the Department of Information Technology.

SMITH HALL

Smith Hall is the oldest building on the campus. The main portion of the building was constructed in 1842 of handmade brick formed from native clay. An addition was built in 1887, and a major renovation was completed in 1989 at a cost of over \$2.5 million. The building now houses offices, classrooms, and seminar rooms. Smith Hall was named in memory of Mrs. Oreon Smith, wife of former College president Rufus W. Smith, who served from 1885 until his death in 1915. The building is listed in the National Register of Historic Places.

TURNER HALL

Built in 1958 (not long after the institution became co-educational), this three-story brick building was first used to provide campus housing for men, and later, women. In 2003, the structure was renovated and enlarged. The Mabry Gipson Student Center features large and small meeting rooms, a student grill, and the Jones Zone on the first two floors. Student housing on the third floor is known as the William H. Turner, Jr., Residence Hall. It is named in memory of Mr. Turner, a textile executive of LaGrange, who was a benefactor of the College, a longtime member of the Board of Trustees, and chairman of the board's executive committee from 1929 until 1950.

SUNNY GABLES ALUMNI HOUSE

Built by Mary and Julia Nix in 1925, Sunny Gables Alumni House is an outstanding example of early 20th century Tudor Revival architecture. Designed by P. Thornton Marye, it is now part of the National Register of Historic Places' Vernon Road Historic District. This multipurpose facility serves as the permanent home for alumni. The facility extends entertainment space to the College's constituents for specific programming purposes.

ADMISSION AND ENROLLMENT

LaGrange College welcomes applications from goal-centered students who embrace the challenge to learn and to serve others. The application and admission process at LaGrange College is selective and focuses on each applicant's interests, goals, academic readiness for college-level work, and college expectations. We seek applicants who have the potential to be successful academically and who will contribute to our community in meaningful ways.

Admission Counselors are available to advise prospective students and families about the admission process and requirements, financial aid and scholarships, and arranging a campus visit. The Office of College Access and Admission will also provide admission and financial aid publications and other pertinent information, as well as the appropriate application packet upon request.

Prospective students are strongly encouraged to visit the campus and to interview with an Admission Counselor. Campus visits and interviews may be scheduled Monday through Friday at 10:00 AM or 2:00 PM during the academic year. To arrange an appointment, call the Office of College Access and Admission at 800-593-2885 or 706-880-8005, e-mail the office at admission@lagrange.edu, or visit the College's website at www.lagrange.edu.

ADMISSION AS A NEW FIRST-YEAR STUDENT

Admission to LaGrange College operates on a rolling basis for the Fall and Spring Semesters. Prospective students are encouraged to apply as early as possible after completion of the junior year of high school. March 1st is the preferred deadline for best consideration for admission, financial aid, and housing for the Fall semester. Students interested in scholarship consideration should apply before January 1st or by the published deadline for the scholarship, whichever is earlier. Offers of admission for Fall 2016 are generated beginning October 1st. LaGrange College does not have an early admission policy.

BASIS OF SELECTION

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

ACADEMIC PREPARATION

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

A student should have a minimum of a 3.00 grade point average based on a 4.00 grading scale and rank in the top 50% of his or her graduating class. A student's grade point average will be recalculated by the Office of College Access and Admission and will be based solely on academic course work.

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

Applicants who have the General Educational Development (GED) diploma should have satisfied all standard scores on each sub-test and all average standard scores on all GED sub-tests. An official transcript of a prospective student's GED must be submitted for admission. Applicants who have completed the Old Series GED, should have a minimum standard score of 35 on each sub-test and an average standard score of at least 50 on all GED sections. Applicants who have completed the New Series GED should have a minimum 450 standard score average on each sub-test and a battery average score of at least 500 on all GED sections. The Office of College Access and Admission or the Faculty Admissions Committee will review the scores. The SAT or ACT requirement may be waived for students who are at least 24 years of age. An interview and/or other academic aptitude assessments, as well as letters of recommendation, may be required by the Committee.

COLLEGE ENTRANCE EXAMINATIONS

All First-Year applicants must complete the American College Test (ACT) or the Scholastic Assessment Test (SAT). The applicant should have an ACT composite score of at least 19 with a minimum English sub-score of 18, or a combined SAT score of at least 900 with a minimum SAT critical reading score of 450. The ACT Plus-Writing score or the SAT Writing score and sub-scores may be used for placement. A student should include the LaGrange College code when requesting test results to be sent to the College. The LaGrange College ACT code number is 0834; the SAT code number is 5362.

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

FIRST-YEAR APPLICATION PROCEDURE

Upon completion of the application sequence described below, a student's credentials will be evaluated, and a decision will be communicated to the applicant as quickly as possible. The Office of College Access and Admission reserves the right to request or waive documentation as appropriate. A student should submit the following items:

1. A completed application for admission. Applications must be signed and dated by the student, or students must electronically sign the application if they are completing the on-line application;

2. Two official transcripts, one transcript to be sent at the time of application, which should include the student's grades through the end of the junior year, or with a partial senior year class schedule, and a second transcript sent upon completion of the student's senior year certifying graduation. Applicants who have the General Educational Development (GED) diploma must submit an official score report in addition to the high school transcript;
3. Official standardized test scores (either SAT or ACT) sent directly from the agency unless the student's scores are presented on the official high school transcript;
4. An essay documenting a student's interest in attending LaGrange College in response to a prompt provided on the application for admission.
5. A campus visit, letters of recommendation, and interview are strongly recommended.

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

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

ADMISSION STATUS

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

Regular Admission: Most students offered admission to LaGrange College are accepted with no stipulations, other than successful completion of their current academic coursework and proof of high school graduation.

Provisional Admission: In some cases a candidate who appears to meet the standard requirements for admission may experience delays in obtaining required documents. At the discretion of the Admission Committee, a student may be granted Provisional Admission pending receipt of required documents. Upon submission of the documents, the student will be granted regular status. All documents must be submitted within 30 days of matriculation.

Conditional Admission: In some cases candidates for admission may meet most of the criteria for admission but still not qualify for regular admission. At the discretion of the Faculty Admission Committee, such students may be admitted on probation. Students admitted on probation must meet the minimum stated grade point average requirement based on their class level in order to be removed from probationary status.

Foundations Program: Students who are Conditionally Admitted to LaGrange College are eligible to attend the Foundations Program. The Foundations Program is a month-long, residential academic and

student engagement support program designed to facilitate a smooth and seamless transition into life at LaGrange College. During the summer Foundations Program, students are assigned two classes (6 credit hours) that will count towards their overall coursework at LaGrange College. Students are provided campus housing during the program, and will receive intensive academic support and student engagement support to further enhance their transition into LaGrange College for the Fall. Candidates, who successfully complete the summer Foundations Program with a minimum grade of at least a “C” in each of the two (2) courses taken will be granted clear and unconditional admittance to LaGrange College.

Joint Enrollment: LaGrange College encourages qualified twelfth-grade students to consider simultaneous enrollment in LaGrange College and their high school. Georgia high school seniors may also wish to consider participating in the Georgia Accel Program. Students wishing to apply for the joint enrollment program or Georgia Accel Program must submit the following materials:

- an application for admission
- application fee
- recommendation letter from the student's principal or headmaster
- SAT or ACT scores
- a high school average that indicates that the student has the academic ability to be successful in the program

ENROLLMENT VERIFICATION PROCEDURES—FRESHMEN (FIRST-YEAR)

An accepted freshman must acknowledge his or her decision to enroll at LaGrange by submitting an Enrollment Deposit in the amount of \$300. LaGrange College observes the National Candidates Reply Date Agreement by not requiring verification of enrollment or acceptance of financial aid prior to the date established by the National Association for College Admission Counseling (NACAC). Enrollment Deposits are due May 1st for Fall Semester and December 1st for Spring Semester, or thirty days from the date of acceptance if accepted after April 1st or November 1st, respectively. **Deposits are refundable if requested in writing before the May 1st or December 1st deadline, respectively.** Freshmen applicants should notify the Office of College Access and Admission as soon as a firm decision to enroll has been reached. Additional financial aid, housing information, and course registration information will follow as soon as The Office of College Access and Admission has been notified of the student’s decision to enroll.

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

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

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

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

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

ADMISSION AS A TRANSFER STUDENT

LaGrange College welcomes applications from qualified students who wish to transfer from other regionally accredited colleges and universities, provided that they are eligible to return to their current institution at the time of entry to LaGrange College. Accepted applicants may enroll at the beginning of any semester. Applications for admission are reviewed on a rolling basis and admission decisions are reached upon receipt of all official documents and transcripts.

BASIS OF SELECTION

For the purpose of admission, a transfer student is defined as one who has successfully completed at least 30 semester hours or 45 quarter hours of non-remedial courses at a regionally accredited college or university after having graduated high school or high school equivalency. Applicants who do not meet this definition must meet the same admission criteria as all other freshmen. In order to be eligible for regular admission to LaGrange as a transfer student, one must have earned a minimum of a 2.25 or higher GPA on all work attempted at the post-secondary level.

A transfer student must be in good academic standing at all previously attended institutions. Transfer applicants under academic or disciplinary suspension or dismissal from a previous institution cannot be admitted to LaGrange until such sanctions are lifted. Transfer applicants not meeting the requirements listed above will be reviewed by the Faculty Admission Committee. A student may be accepted conditionally under the standard criteria for conditional admission. Prior to the student's admission to LaGrange College, the Office of College Access and Admission must receive all necessary documents, including official transcripts of all college coursework. Any applicant who intentionally withholds information about college coursework previously attempted, either by failing to report that coursework or by failing to provide an appropriate transcript, will be subject to a revocation of any admission or scholarship offer(s) extended by LaGrange College.

TRANSFER APPLICATION PROCEDURES

To apply for admission as a transfer student, a student should submit the following:

1. A completed application for admission. Applications must be signed and dated by the student, or students must electronically sign the application if they are completing an online application;
2. An official final high school transcript demonstrating completion of the student's senior year and certifying graduation. Applicants who have the General Educational Development (GED) diploma must submit an official score report in addition to the high school transcript;

3. An official transcript from each college or university attended. If currently enrolled, a second transcript will be required indicating completion of the semester and eligibility to return to the institution. To be considered an official document, a transcript should be submitted directly to the Office of College Access and Admission at LaGrange College in a sealed envelope from the sending institution. Institutional records personally delivered to LaGrange College by a student must also be in a sealed envelope in order to be considered official. Photocopies, faxes, or transcripts in unsealed envelopes are not considered official.

ENROLLMENT VERIFICATION PROCEDURES—TRANSFERS

An accepted transfer student must acknowledge the decision to enroll by submitting an Enrollment Deposit of \$300. Policies and procedures relating to living on campus and options to live off campus can be found in the Student Handbook. It is very important that the completed Student forms and the Enrollment Deposit be sent as soon as a decision is made to enroll. Room assignments are made according to the date the forms and deposit are received.

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

During the New Student Orientation session(s), each student will meet with an academic advisor to discuss the remaining College core requirements, the curriculum, and course selections for the semester. If all official final college and university transcripts have not been received and evaluated by the College, a transfer student's first semester of enrollment may be affected.

Before classes begin, transfer students must finalize their financial arrangements with the Office of Financial Aid and Affordability in regard to tuition, room and board, and other fees.

ADMISSION OF INTERNATIONAL STUDENTS

LaGrange College is pleased to receive and review applications for admission from international students. Increasing international understanding is valued at LaGrange College. In promoting that understanding, LaGrange College seeks to enroll an internationally diverse student body. The College serves as a host or home base institution for short-term international visitors and has executed cooperative agreements with Seigakuin University in Tokyo, Japan; Instituto Laurens in Monterrey, Mexico; Study USA in Northern Ireland, and the Methodist International Student Exchange Network (MISEN), among others. Since correspondence for international admission can be extensive and time consuming, it is strongly recommended that students apply by May 15th for the Fall Semester, and by October 15th for the Spring Semester.

BASIS OF SELECTION

LaGrange is authorized under the United States Citizenship and Immigration Services (USCIS) to enroll non-immigrant alien students. Admission to LaGrange College requires submission of the international student application, application fee, and translated and certified documents attesting to the student's academic performance in secondary and/or university studies. These students are required to follow the prescribed admission procedures below and to take either the Test of English as a Foreign Language

examination (TOEFL), the SAT, or the ACT, and to provide an official statement of financial resources sufficient to support educational costs.

ACADEMIC PREPARATION

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

ENTRANCE EXAMINATIONS

LaGrange College does not offer English as a Second Language (ESL) courses and therefore requires evidence of English proficiency for consideration of admission. If the native language is not English, proficiency should be substantiated by a minimum score of at least 500 on the written Test of English as a Foreign Language (TOEFL), a minimum score of at least 173 on the computer-based TOEFL, or a minimum reading, listening, and writing score of at least 61 on the Internet-based TOEFL; an SAT combined score of 900 with a minimum SAT verbal score of 450; or an ACT composite score of at least 19, with a minimum English sub-score of 18. English proficiency may also be achieved with a minimum IELTS score of 6, a certificate of completion of level 112 from the ELS Centers, Inc.; or grades of "C" or better on G.C.E, G.S.C.E, or C.X.C. English examinations or equivalent tests.

FINANCIAL VERIFICATION

All international students must have sufficient funds to cover tuition, fees, textbooks, living expenses, transportation expenses, and other incidental expenses while attending college in the United States. An applicant should be realistic in determining the extent of his or her personal financial resources relative to the total cost. International students must submit an affidavit of support and financial statements demonstrating the ability to pay the cost of attendance for at least one (1) year of study. If the prospective student is in the United States, then an interview at the College is desirable. The Dean of Enrollment Management should be contacted for an appointment as well as for the current interpretation of regulations with regard to obtaining an F-1 student visa.

Federal and State financial aid is not available to international students. Institutional financial aid may be available to highly qualified students.

INTERNATIONAL STUDENT APPLICATION PROCEDURE

Upon completion of the application sequence described below, a student's credentials will be evaluated, and a decision will be communicated to the student as quickly as possible. An international student should submit the following items:

1. A completed Application for International Students form. Applications must be signed and dated by the student. **All sections, including financial information, must be completed, certified, and signed;**
2. A nonrefundable application fee of \$20.00 (U.S. Currency);
3. Official academic transcripts from all secondary schools (high schools) and, if applicable, post-secondary schools (colleges or universities) attended. Transcript(s) in languages other than English must include official, certified English translations, authentic verifying statements, and signatures. **Note: LaGrange makes every effort to evaluate the transcripts of international**

students. However, in some cases, it may be necessary to obtain a certified evaluation of the transcript(s). If such an evaluation is required as part of the admission process, transfer of credit evaluation, or athletic eligibility certification process, the student must bear the cost of this professional evaluation. Information regarding this process may be obtained by contacting the Office of College Access and Admission.

4. Official entrance examination scores (i.e. TOEFL, SAT, ACT) must be mailed directly to the Office of College Access and Admission.

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

ENROLLMENT VERIFICATION PROCEDURES—INTERNATIONAL STUDENTS

An accepted international student must acknowledge his or her decision to enroll at LaGrange College by submitting the following items:

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

Upon receipt of the above items a Certificate of Eligibility—Non-Immigrant F-1 Student Status (Form I-20) will be provided to the admitted student. At this point, the Office of Global Engagement will assume responsibility for communication with the accepted international student, will provide an academic advisor who can help the student plan a course of study, and will make all further necessary arrangements for a smooth transition to campus.

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

All new students participate in orientation activities organized by the Office of Global Engagement. Before classes begin, international students must finalize their financial arrangements with the Business Office in regard to tuition, room and board, and other fees. Information on Orientation will be sent from the Office of Global Engagement as plans are finalized.

ADDITIONAL RESPONSIBILITIES OF INTERNATIONAL STUDENTS

It is the student's responsibility to comply carefully with all non-immigrant alien requirements as stated in the United States Citizenship and Immigration Services laws and regulations.

Upon receipt of the Form I-20, the international student should apply for a student visa (F-1). Documented evidence of financial support must be attached to the Certificate of Eligibility when applying for the student visa at the United States Embassy or Consular Office. Passport processing can be quite lengthy. It is important to apply for the passport well in advance of the departure date.

A travel information form will be enclosed with the I-20. The completed form should be returned to the Office of Global Engagement when travel arrangements have been finalized.

INTERNATIONAL EXCHANGE

Students who wish to attend LaGrange College under the semester or year-long exchange programs available at specific colleges and universities in Northern Ireland through the General Board of Higher Education of the United Methodist Church should contact the Office of Global Engagement for further information regarding the application and applicable College policies. International Exchange Students who later wish to apply as degree-seeking International Students must follow the application procedures for International Admission and meet international admission requirements.

READMISSION TO LAGRANGE COLLEGE

Former students of LaGrange College who wish to return to LaGrange must submit an application for readmission to the Office of College Access and Admission. Following an absence from LaGrange College of three (3) or more semesters, or following any period of time during which a student was not in good standing during the last term in attendance at LaGrange College, or in the case of any student wishing to return to attempt additional coursework, submission of an Application for Readmission is required. This form is available in the Office of College Access and Admission. Students seeking readmission to LaGrange College must be cleared by the following Offices: Office of the Registrar, Business Office, Student Accounts, Office of Financial Aid and Affordability, Office of Student Engagement, Office of Residential Education and Housing. Any student absent from LaGrange College for 2 semesters or less, who was in good standing when he/she last attended LaGrange College, may re-activate his/her file in the Registrar's Office. These students do not need to apply for readmission.

In the event that a student seeking readmission has attended another institution as a transfer student (not transient) since he or she left LaGrange College, then the student, if readmitted, is treated as a new transfer student. Students fitting this description are subject to the Bulletin in force at the time of transfer back to LaGrange College. Students who have not attended another institution are generally governed by the Bulletin in force at the time of their initial admission. However, students who have been out of school for four (4) calendar years or more re-enter LaGrange College under the Bulletin in force at the time of readmission and resumption of study.

ADMISSION REQUIREMENTS FOR SPECIAL STUDENT ENROLLMENT (NON-DEGREE SEEKING)

Students not working toward a degree may register as non-degree undergraduate students in any course for which they have the necessary prerequisites. An application for non-degree undergraduate student status may be obtained through the Office of College Access and Admission. Students classified as non-degree undergraduate students may become regular, degree-seeking students by meeting requirements for regular admission. All non-degree seeking students, designated as special students,

may register for regular courses through the Office of the Registrar after being admitted through the Office of College Access and Admission. Registration is subject to the following restrictions:

1. All prospective special students must affirm completion of high school or the GED and provide all official college transcripts.
2. An individual denied admission to LaGrange College as a degree-seeking student is not eligible to register as a special student.
3. After completing four courses as a special student, a person must have a cumulative grade point average of 2.0 or higher to continue as a special student.
4. Exemptions from any of the above restrictions may be granted only by the Provost.
5. All payment arrangements for special students must be made in accordance with the policies set forth for regular students as defined in this document.
6. All special students will be charged at the same rate per credit hour as regular students.
7. Special students are not eligible to live in the residence halls, to participate in intercollegiate athletics, or to have fraternity or sorority membership.
8. Special students are not eligible for any LaGrange College scholarships, Title IV federal funds, or Veteran's Affairs (VA) benefits.
9. Should the special student subsequently meet regular admissions requirements and choose to become a degree seeking student, official transcripts from high school, and previous colleges and universities will be evaluated.
10. No more than six (6) credit hours earned while designated as a special student are applicable toward a degree sought at LaGrange College.
11. All special students will have to adhere to the same institutional academic policies (except as noted above) as regular students.

For further information on special student applications, contact the Office of College Access and Admission.

TRANSIENT STATUS

Transient status is available to students regularly enrolled and in good standing at another college or university who desire to attend LaGrange College. A transient student must submit a letter of good standing or a transient form indicating good standing and pre-approved courses from their home institution. Approval of coursework must be authorized by the primary institution on the Transient Application for Admission, which is available in the Office of College Access and Admission. A permission letter from the student's home institution certifying status and granting permission for specific transient coursework may also be sent. This information, and valid photograph identification, must be presented to the Office of the Registrar at LaGrange College at the time of enrollment.

ACADEMIC CREDIT POLICIES - INCOMING STUDENTS

ADVANCED PLACEMENT PROGRAM (AP)

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

comparable to LaGrange College courses. The passing score and the number of hours granted is determined by the corresponding academic program. Information regarding specific AP credit granted is available on the College's web site.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

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

INTERNATIONAL BACCALAUREATE PROGRAM (IB)

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

CREDIT THROUGH UNITED STATES ARMED FORCES AND SERVICE SCHOOLS

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

TRANSFER OF CREDIT FROM OTHER INSTITUTIONS

LaGrange College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (1866 Southern Lane, Decatur, Georgia 30033-4097, telephone: 404-679-4501) to award degrees of Bachelor of Arts, Bachelor of Music, Bachelor of Science, Bachelor of Business Administration, Bachelor of Science in Nursing, Master of Education in Curriculum and Instruction, Master of Arts in Teaching, Specialist in Education degree in Teacher Leadership, Master of Philanthropy and Development, and Master of Clinical Mental Health Counseling. Accordingly, the college accepts coursework from similarly regionally accredited colleges and universities.

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

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

When transfer applications are accepted, the Registrar will review and evaluate all coursework taken at institutions outside of LaGrange College. Assignment of transfer credit is based on course descriptions from the submitting institutions, recommendations from the academic departments, and previously established equivalencies already in place. The report, indicating courses and credit hours for which transfer credit will be accepted by LaGrange College, will be mailed to the student prior to registration for the upcoming term. If the student does not agree with the awarded credit for a particular course, he/she may petition the academic department offering the course.

4. Private Room

Private rooms are available at an additional charge
(per semester) \$820.00

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

Fees - Miscellaneous

Late Payment Fee	\$ 50.00
Personal checks failing to clear	\$ 25.00
Student Identification Card replacement fee	\$ 20.00
Document Fee (International Students)	\$175.00
Parking Permit	\$ 30.00
Enrollment Deposit (new students)	\$300.00
Housing Lottery Deposit (returning students)	\$200.00
Graduation Fee	\$150.00
Health Fee	\$150.00

Summary of Standard Charges Per Semester Per Year

Non-Dormitory Students:

Tuition (full-time with 12-16 hours) \$ 13,605 \$ 27,210

Dormitory Students:

Boatwright, Hawkes, Henry and Turner residents		
Tuition (full-time with 12-16 hours)	\$ 13,605	\$ 27,210
Semi-private Room	\$ 3,155	\$ 6,310
Board Plan (unlimited)	<u>\$ 2,465</u>	<u>\$ 4,930</u>
	\$ 19,225	\$ 38,450

Apartment Students:

Candler and Hawkins residents		
Tuition (full-time with 12-16 hours)	\$ 13,605	\$ 27,210
Apartment	\$ 3,610	\$ 7,220
Board Plan (10-meals)	<u>\$ 2,210</u>	<u>4,420</u>
	\$ 19,425	\$ 38,850

Fees relating to the Evening and Graduate Programs are included in separate bulletins. You may contact the college to receive a copy of these publications.

FEDERAL TAX CREDITS

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

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

MISCELLANEOUS

Depending upon individual requirements, a student may expect to spend \$1,000 per year on books. Textbook charges for the fall term are normally higher than for the spring term.

The above charges are applicable to an academic year of two semesters. Summer charges and Interim Term fees, and curriculum, are published in other college documents.

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

Official transcripts and diplomas are withheld for any student who owes a financial obligation to the college.

VEHICLE REGISTRATION

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

CREDIT BALANCES

Students who have a credit balance on their student accounts may obtain a credit balance refund within fourteen (14) calendar days, whichever is the latest of:

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

REFUND AND REPAYMENT POLICIES

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

RETURN TO TITLE IV REFUND AND LAGRANGE COLLEGE FEE REFUND POLICIES

Financial aid funds are awarded with the expectation that the student will attend classes for the entire term for which the assistance was awarded. In the event a student withdraws or ceases attendance in all registered classes in a term, 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, requires 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, Federal Direct Loan, Perkins Loan, Direct PLUS, and TEACH Grant. LaGrange College 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's Office, located on the second floor of Banks Hall. 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 academically-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, room and board 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 five 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 charges.

ROOM AND BOARD REFUND POLICY

There is no refund on campus housing (room charge) once the student has taken occupancy of campus owned residential housing. Board charges (meal plans) will be prorated at a rate of \$15 per calendar day of attendance.

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 five 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 Loan
2. Subsidized Direct 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
11. 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

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.

FINANCIAL AID

PHILOSOPHY

Recognizing the significant investment that students and families make when choosing a private college, LaGrange College offers a variety of assistance and payment options. We expect students and families to use a combination of scholarships, grants, loans, and work to meet college costs. These resources may come from family, college, community, and state or federal sources. Payment plans are available to distribute required payments over the course of an academic year or for longer terms using Federal loan programs. Students should apply for financial aid and scholarships as early as possible to maximize eligibility access to all available types of assistance.

FINANCIAL AID ELIGIBILITY REQUIREMENTS

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

- be a U.S. citizen or eligible non-citizen;
- be enrolled or accepted for enrollment in an eligible degree or certification program;
- have a high school diploma or a General Education Development (GED) certification, or have completed a high school education in a home school setting that is recognized as a home school or private school under state law;
- be making Satisfactory Academic Progress towards the completion of their degree program;
- not be in default on any federal educational loan or have made satisfactory arrangements to repay the loan;
- not owe a refund on a federal or state grant;
- not have borrowed in excess of federal loan limits;
- not have a drug conviction for an offense that occurred while receiving federal student aid (grants, loans, and work);
- be registered with Selective Service, if required.

FINANCIAL AID APPLICATION PROCEDURES

Applicants for financial aid must:

- complete and submit a Free Application for Federal Student Aid (FAFSA), available at www.fafsa.gov beginning January 1, annually by March 1;
- submit all required documents for verification, if selected.

VERIFICATION

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

Students selected for verification will be asked to verify specific data information as determined by the Department of Education annually, the following data information must be verified currently: adjusted

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

DETERMINING FINANCIAL NEED

Students seeking financial assistance must complete the federal need analysis form, the Free Application for Federal Student Aid (FAFSA). The FAFSA collects parental and student income and asset information needed to determine eligibility for financial aid. This information is used in a federal need-analysis formula to determine the Expected Family Contribution (EFC). The Expected Family Contribution (EFC) is deducted from the Cost of Attendance at LaGrange College to determine whether a need for financial assistance exists. If the family’s EFC is less than the Cost of Attendance, then a financial need is established. The Office of Financial Aid attempts to meet the demonstrated financial need of applicants with federal, state, and institutional grants and scholarships, work programs, and student loans.

The Financial Aid Office is required under federal regulations to establish Cost of Attendance Budgets annually that reflects an estimate of the cost of attending their institution for an academic year which includes an estimate of the following expenses--tuition, fees, room, board, books, supplies, and living expenses. Although a cost of attendance budget must include these specific expenses, this does not mean that you will be billed for these expenses. For most undergraduate students, LaGrange College will bill/invoice the student only for actual tuition and fees, required fees, a room and board charges only if the student resides in campus housing. A student’s cost of attendance budget can be impacted by their major, classification, and housing plans. Below are the average Cost of Attendance Budgets for undergraduate students residing on-campus, with parents, or off-campus for the 2015-2016 academic year:

	On-campus	With Parents	Off-campus
Tuition and fees*	\$27,210	\$27,210	\$27,210
Room and Board	11,240	6,270	13,840
Books and Supplies	1000	1000	1000
Student Loan Fees	72	72	120
Transportation	1,350	1,500	1,350
Personal	1,500	1,500	1,500
Health Fees	300	300	300
	\$42,672	\$37,852	\$45,320

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

Federal regulations require institutions of higher education to establish Satisfactory Academic Progress (SAP) standards for recipients of financial aid. The purpose of satisfactory academic progress standards is to measure a student's progress toward the completion of his or her educational program. The Office of Financial Aid is responsible for ensuring that all students receiving federal, state, and institutional financial aid are meeting these standards by conducting an evaluation at the end of each semester. The satisfactory academic progress standards established in this Policy apply to all financial aid programs including, but not limited to,

Federal aid programs—Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), TEACH Grant, Federal Direct Loan, Federal Direct Parent Loan for Undergraduate Students (PLUS), Federal Work Study;

State aid programs—HOPE Scholarship, Zell Miller Scholarship, and Georgia Tuition Equalization Grant (GTEG); and

LaGrange College institutional aid—LaGrange College grants, academic scholarships, and LaGrange College Work Aid.

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

QUALITATIVE STANDARD (GRADE POINT AVERAGE)

A student is expected to adhere to the Academic Standing and Probation grade point average (GPA) requirements outlined in this *Undergraduate Bulletin* in order to be considered in good academic standing and to qualify for financial aid. The cumulative grade point average is based on all courses taken at LaGrange College. LaGrange College defines good academic standing as follows:

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

The Provost monitors the grade point average component of the SAP policy each semester. Any student whose cumulative GPA is below the established minimum standard may be placed on academic probation or academic suspension.

QUANTITATIVE STANDARD (RATE OF PROGRESS / PACE)

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

maintaining an overall rate of progress of 67%. This standard applies to all financial aid recipients, regardless of full-time or part-time enrollment status.

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

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

Audited courses are not considered attempted or earned credit hours.

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

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

Example of Rate of Progress Calculation:

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

MAXIMUM TIME FRAME

By federal regulation, a student is expected to complete the degree program within 150% of the credit hours required to complete the degree program. For example, an undergraduate student pursuing a Chemistry degree, which has a total of 120 semester hours, as published in the *Undergraduate Bulletin*, could receive financial aid for no more than 180 semester hours. Frequent withdrawals from courses or school, changes of major, failed or repeated courses, or taking courses that are not related to the degree program could jeopardize financial aid eligibility. All attempted hours at LaGrange College and transfer credits accepted into the degree program will count toward the maximum time frame. A student's eligibility for financial aid will terminate at the time the student has completed the required coursework in the degree program or when it is determined that the student has exceeded the 150% maximum time frame, or it is determined that it is mathematically impossible for the student to complete the degree program within the maximum timeframe.

The following are considered when evaluating the time frame standard:

- A student pursuing two (2) bachelors' degree programs at the same time must adhere to the 150% time frame. The maximum attempted hours allowable for financial aid will be based on the degree that requires the most hours.

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

SATISFACTORY ACADEMIC PROGRESS EVALUATION

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

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

Financial Aid Warning—status assigned to a student who is deficient in the grade point average and/or rate of progress standards of the satisfactory academic progress policy. A student on —financial aid warning|| is eligible for financial aid for one (1) additional semester. The Office of Financial Aid will notify the student of his or her status and the area(s) of deficiency that must be resolved by the end of the next semester.

Financial Aid Suspension—status assigned to a student who remains deficient in grade point average and/or rate of progress standards after being placed on —financial aid warning|| or has exceeded the 150% time frame for complete his or her degree program. A student placed on —academic suspension|| by the 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 or her ineligibility for future financial aid and the appeal process (See —Appeal Procedures|| below.)

Financial Aid Probation—status assigned to a student who has failed to make satisfactory academic progress and who has appealed and had eligibility for financial aid reinstated. A student placed on financial aid probation is eligible for financial aid and has one (1) semester to comply with the satisfactory academic progress standards or meet the requirements of an academic plan developed by the student and 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 that there is a mitigating circumstance that affected the student's academic performance.

Mitigating circumstances are those events that are beyond the student's control, such as serious injury, illness or mental health condition involving the student or an immediate family member, death of an immediate family member, and other extenuating circumstances. An Appeals Form must be submitted to the Director of Financial Aid with a written statement detailing the mitigating circumstance, documentation of circumstance (i.e., letter from physician or health care provider detailing the onset and the duration of the illness, statement from a law enforcement agency or social services agency, etc.), and an explanation of the manner by which the deficiency was or will be resolved and of how that deficiency will not interfere with future terms of enrollment. Appeals without supporting documentation will not be considered. Appeals must be submitted within two (2) weeks of notification of ineligibility for financial aid.

The Director of Financial Aid will convene the Financial Aid Appeals Committee to review the request for reinstatement of financial aid eligibility. The Director of Financial Aid will notify the student in writing at the student's home address or campus e-mail account of the decision of the Committee and of any conditions associated with reinstatement within two (2) weeks of receiving the appeal. The decision of the Financial Aid Appeals Committee is final. A student whose appeal is approved will receive financial aid on —financial aid probation|| status for one (1) additional semester and his or her academic performance will be reviewed at the end of that next semester for continued financial aid eligibility.

REESTABLISHING FINANCIAL AID ELIGIBILITY

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

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

STUDENT FINANCIAL AID POLICIES

Students seeking financial aid must submit a Free Application for Federal Student Aid (FAFSA) annually. The application is available at www.fafsa.gov beginning January 1.

LaGrange College awards aid to eligible students on a first-come, first-served basis. In awarding, first priority is given to students pursuing their first undergraduate degree. Transient, non-degree seeking, and unclassified students are not eligible for financial assistance.

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

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

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

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

A student's enrollment status will be based on the credit hours for which the student is registered at the conclusion of late registration. All financial aid awards will be calculated using final registration information. If it is later determined that attendance in all or some courses cannot be documented, the financial aid awards will be adjusted. The student will be responsible for repaying any ineligible funds received.

Financial aid awards will be disbursed on the first day of classes, provided that all required documents and eligibility requirements are met.

SOURCES OF FINANCIAL AID

There are a variety of financial aid resources available to assist students with funding their college education. These resources are in the form of scholarships, grants, loans, or student employment and are made possible by funding from federal, state, and institutional sources. Although financial need is a primary factor in financial aid eligibility, there are financial aid programs available to students who do not demonstrate financial need. These programs may be awarded based on residency, merit, academic excellence, talent, and other criteria.

LAGRANGE COLLEGE ACADEMIC SCHOLARSHIPS

LaGrange College recognizes the academic excellence of outstanding entering new first-year and transfer students by awarding scholarships ranging from \$4,000 to full tuition, room, and board. These merit scholarships are made possible by generous gifts and endowments of alumni and supporters of LaGrange College. All entering new first-year students are evaluated for academic scholarships during the admission process. The top new first-year student applicants who are accepted for admission by January 15 are invited to compete for a Presidential Scholarship. Scholarships are awarded at the following levels:

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

The Presidential Learning Scholarship is a competitive four-year, renewable academic scholarship awarded to incoming first-year students on the basis of academic achievement in high school, SAT or ACT test scores, and participation in the Presidential Scholar Competition. Recipients of this prestigious

award receive full tuition. Presidential Scholarships of Georgia residents eligible for the HOPE Scholarship or Zell Miller Scholarship and Georgia Tuition Equalization Grant will be reduced by the value of these state programs. If a student is selected to receive a Presidential Scholarship, then it will supersede all other LaGrange College scholarship and aid. This scholarship is renewable with a LaGrange College GPA of 3.25 or higher.

The Fellows Scholarship is a four-year, renewable, \$14,000 academic scholarship awarded to entering first-year students who have a minimum SAT (combined Critical Reading and Math) score of 1200 or higher (or a minimum ACT composite score of 27 or higher) and a 3.81 recalculated high school GPA or higher in the college preparatory courses taken in English, foreign languages, social studies, mathematics, and laboratory sciences. Fellows Scholarship recipients may be eligible to compete for a Presidential or Dean's Scholarship. If a student is selected to receive one of the awards, then the scholarship will replace any previous scholarship award. This scholarship is renewable with a LaGrange College GPA of 2.5 or higher.

The Founders Scholarship is a four-year, renewable, \$13,000 academic scholarship awarded to entering first-year students who have a minimum SAT (combined Critical Reading and Math) score of 1100 or higher (or a minimum ACT composite score of 24 or higher) and a 3.7 recalculated high school GPA or higher in the college preparatory courses taken in English, foreign languages, social studies, mathematics, and laboratory sciences. This scholarship is renewable with a LaGrange College GPA of 2.5 or higher.

The Tower Scholarship is a four-year renewable, \$12,000 academic scholarship awarded to entering first-year students who have a minimum SAT (combined Critical Reading and Math) score of 1050 or higher (or ACT composite score of 23 or higher) and a 3.5 or higher recalculated high school GPA or higher in the college preparatory courses taken in English, foreign languages, social studies, mathematics, and laboratory sciences. This scholarship is renewable with a LaGrange College GPA of 2.5 or higher.

The Hilltop Scholarship is a four-year, \$10,000 renewable academic scholarship awarded to entering first-year students who have a minimum SAT (combined Critical Reading and Math) score of 1000 or higher (or a minimum ACT composite score of 21 or higher) and a cumulative college preparatory high school GPA of 3.2 or higher. This scholarship is renewable with a LaGrange College GPA of 2.0 or higher.

The Gateway Scholarship is a four-year, \$7,000 renewable academic scholarship awarded to entering first-year students. Eligibility is determined by a combination of grade point average and test scores. Typically, recipients of the Gateway Scholarship demonstrate above average academic achievement in college preparatory coursework during their high school career. This scholarship is renewable with a LaGrange College GPA of 2.0 or higher.

A Transfer Scholarship is awarded to students transferring to LaGrange College from a college or university with a minimum of 30 semester hours and a minimum grade point average of 2.5 or higher. Scholarship awards range from \$6,000 to \$11,000. This scholarship is renewable with a LaGrange College GPA of 2.0 or higher for scholarship awards of \$6,000 to \$7,000 and 2.5 for scholarship awards of \$8,500 to 11,000.

FINE AND PERFORMING ARTS AWARDS

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

GENERAL GRANTS AND SCHOLARSHIPS

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

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

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

The HOPE Scholarship is a State of Georgia merit-based, lottery-funded scholarship awarded to Georgia residents who graduate from an eligible high school with a minimum of a 3.0 cumulative grade point average in the college preparatory core-curriculum subjects or a 3.2 minimum grade point average in the career/technology core-curriculum subjects. Effective Fall 2011, HOPE Scholarship awards will be set annually based on lottery revenues and prior year expenditures. The anticipated HOPE Scholarship award for students attending a private college or university is \$1,910 per semester if full-time, and \$955 per semester if enrolled half-time. HOPE Scholars must maintain a 3.0 grade point average for continued eligibility. HOPE Scholars will be evaluated at increments of 30, 60, and 90 attempted hours and at the end of each Spring semester.

The Zell Miller Scholarship is a State of Georgia merit-based, lottery-funded HOPE Scholarship awarded to Georgia residents who graduate from an eligible high school in 2007 or later as the class Valedictorian or Salutatorian; or who graduated with a minimum of a 3.70 cumulative grade point average in the college preparatory core-curriculum subjects and earned a minimum score of 1200 (combined Critical Reading and Math) on a single administration of the SAT or a composite score of 26 on a single administration of the ACT on a test administered before the time of high school graduation. Students eligible for the Zell Miller Scholarship will receive the higher level HOPE Scholarship award of \$2,220 per semester if full-time, and \$1,110 per semester if enrolled half-time for students attending a private college or university. Zell Miller scholars must maintain a 3.30 grade point average for continued eligibility. If a Zell Miller Scholar falls below the required grade point average, then the student remains eligible for the HOPE Scholarship, provided the student has a 3.0 grade point average. Zell Miller Scholars will be evaluated at the same increments as other HOPE scholars: 30, 60, and 90 attempted hours and at the end of each Spring semester.

LaGrange College Grants offer a variety of need-based institutional grants made possible by the generosity of alumni, foundations, and individuals. These grants are available to undergraduate degree-

seeking students enrolled full time. Recipients must be in good academic standing. A list of LaGrange College grants and their eligibility requirements are available on our Website.

The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides grant assistance to full-time undergraduate and graduate students who intend to teach in a public or private elementary or secondary school that serves students from low-income families in a designated high-need field. In exchange for the TEACH Grant award, the recipient agrees to serve as a full-time teacher for four (4) academic years within in eight (8) calendar years of completing the program for which the TEACH Grant was received. For more information on this program, contact the Office of Financial Aid or the LaGrange College Department of Education.

LOANS

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

Subsidized loans are awarded on the basis of financial need, with the federal government paying interest on the loan while enrolled in school at least half-time, and has a fixed interest rate to be set on July 1, 2015 for loans disbursed between 07/01/2015 and 06/30/16. An unsubsidized loan is available to students regardless of financial need. However, interest accrues from the time the loan is disbursed until it is paid in full. Unsubsidized loans have a fixed interest rate to be set on July 1, 2015 for loans disbursed between 07/01/2015 and 06/30/2016. The borrower has the option to pay the accruing interest or to allow the interest to accrue and capitalize. Federal Direct Loans are subject to an origination fee of 1.073% that will be deducted from the loan amount.

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

Repayment of a Federal Direct Loan begins six (6) months after the borrower graduates, withdraws, or ceases enrollment as at least a half-time student. Although the standard repayment period for a Federal Direct Loan is ten (10) years, the Department of Education offers several repayment plans designed to make repayment affordable.

A Federal Direct Parent Loan for Undergraduate Students (PLUS) is available to the parents of a dependent student to defray remaining educational expenses after all other financial aid resources are exhausted. Eligible applicants may borrow up to the cost of attendance less other financial aid. The interest rate is a fixed rate of to be set on July 1, 2015 for loans disbursed between 07/01/2014 and 06/30/15, and interest accrues from the time of disbursement until the loan is paid in full. Unlike the Federal Direct Loan program, PLUS borrowers must be credit-worthy in order to qualify for this loan, and repayment begins within 60 days of the loan disbursement. Federal Direct PLUS Loans are subject to an origination fee of 4.292%, which will be deducted from the loan amount before disbursement.

STUDENT EMPLOYMENT

There are part-time job opportunities available to eligible students through the Federal Work-Study Program and LaGrange College's Work Aid Program. Jobs are available on campus and off-campus in community service activities. Funding in these programs is limited. Students interested in student employment must complete the FAFSA. The average student assignment is 8 to 10 hours per week. Student employment awards are made on a first-come, first-served basis until funds are depleted.

Federal Work-Study, a federally-funded student employment program, provides employment opportunities for undergraduate and graduate students with financial need to defray educational expenses through employment in on-campus departments or off-campus community service activities.

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

DISBURSEMENT OF FINANCIAL AID

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

Repeated Coursework

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

DISBURSEMENT OF EXCESS FINANCIAL AID

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

STUDENT FINANCIAL AID AND FEDERAL TAX IMPLICATIONS

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

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

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

SUSPECTED FRAUD

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

STUDENT ENGAGEMENT

Mission

The Office of Student Engagement supports the College's mission of challenging the minds and inspiring the souls of its students by providing opportunities for co-curricular learning that complement and enhance traditional classroom education. Student Engagement sponsors programming that is intentionally designed to support the College's four pillars of civility, diversity, service, and excellence.

Civility

Goals

- Students will be exposed to the College's mission and expectations for student conduct.
- Students whose behavior is not reflective of the College's expectations for appropriate conduct will receive individual mentoring designed to promote the personal and ethical development of the student.
- Targeted programming that offers opportunity for student interaction will be sponsored to stimulate community building and the development of interpersonal relationships.

Diversity

Goals

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

Service

Goals

- Direct opportunities for individual and group community service projects will be sponsored.
- Student Engagement will serve as a clearinghouse for the campus community on matters related to connecting students with opportunities to engage in service both on campus and in the surrounding community.

Excellence

Goals

- Based on the Greek concept of Areté, students will have opportunities to explore, discover, and reach their potential; these opportunities include programming and available individual mentoring targeting students' career aspirations, leadership, hobbies, identity, spiritual life, and personal choices.
- Student Engagement will serve as a clearinghouse for the campus community on co-curricular programming, student concerns, and personal development.

Student Engagement Units

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

Career Development Center
Counseling Center
Greek Life
Leadership Development
Multicultural Programming
Orientation
Residential Education & Housing
Service
Spiritual Life & Chaplain
Student Conduct
Student Government Association Advising
Student Organizations

STUDENT CONDUCT AND THE SOCIAL CODE

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

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

Although the College seeks to use the student conduct process as an educational experience that is grounded in promoting moral development, sanctions up to suspension and dismissal can be levied in appropriate situations. As a private institute, the College reserves the right to remove any student whose continued presence in the community is deemed detrimental to the student, the student body, or the College itself on either an interim or permanent basis.

A complete description of the Social Code, its policies, and its processes can be found in the Student Handbook. Copies of the Handbook are available in the Office of Student Engagement as well as on the College's PantherNet Web site under "Campus Resources."

ADMINISTRATIVE WITHDRAWAL POLICY

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

LaGrange College's Administrative Withdrawal Policy may be utilized in the following situations: (a) when the student engages in behavior or threatens to engage in behavior that poses a potential threat to self, others, or property; (b) when the impaired functioning of a student is sufficiently disturbing so as to interfere with the educational process of other constituents and/or the orderly operation of the College; and (c) when a student has failed to satisfy requirements of a prior Interim Disciplinary Action issued by the College.

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

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

1. Voluntary or Involuntary Referral for Evaluation – The student may be referred for clinical services by a licensed physician and/or mental health provider in the community. Any costs associate with the evaluation will not be covered by the College. If such occurs, the student must submit the identity and credentials of the professional to the Dean of Student Engagement for approval. The student must also authorize the College to have permission to speak with the professional prior to and following the evaluation and/or treatment. In the case of an evaluation, the student must permit the

professional to provide the College with a copy of the evaluation results as well as any treatment plan recommended. The College may mandate that the student follow any treatment plan recommended as a condition of continued enrollment. Any student who fails to complete the evaluation process as required is subject to withdrawal as noted below. After receiving the evaluation, the Dean of Student Engagement may at his discretion:

- a. Allow the student to continue with no mandated treatment.
 - b. Allow the student to continue pending on-going treatment (failure to comply with required treatment may result in withdrawal) or other accommodations deemed appropriate if applicable.
 - c. Allow the student to take a medical withdrawal from the College.
 - d. Implement an interim administrative withdrawal.
 - e. Dismiss the student from the College.
 - f. Determine other actions deemed appropriate under the circumstances.
2. Medical Withdrawals – A student who elects to take a medical withdrawal after being contacted with conditions under this policy may be required by Admissions to submit documentation from the Dean of Student Engagement or designee verifying that the student is eligible to reenroll.
3. Interim Administrative Withdrawal – The Dean of Student Engagement or designee may place a student on an interim administrative withdrawal at his/her discretion under this policy. The College may also place a student on an interim administrative withdrawal pending the completion of a referral for evaluation and corresponding decision by the institution and/or for failure to meet any conditions issued under a Disciplinary Interim Action. Notice of the withdrawal may be issued in person, over the phone, via certified mail, or an e-mail to the student’s College e-mail account. The Dean of Student Engagement or designee has the discretion to issue the interim administrative withdrawal for a designated period of time, until the completion of conditions issued, or a combination of the two. During the period of withdrawal, the student may be denied access to College property without written permission from the Dean of Student Engagement, access to the residence halls or academic classes, or privileges for which the student may be otherwise eligible.

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

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

from the Dean of Student Engagement or designee must be issued before the student can be considered for readmission from the College's admission staff.

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

SEXUAL HARASSMENT/SEXUAL VIOLENCE POLICY

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

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

On-Campus Resources

- Campus Security (706-880-8911): available 24 hours a day; can connect the student to resources and procure medical attention
- Dawn Coker (706-880-8267): as the College's Title IX Coordinator, Ms. Coker can connect the student to resources and procure medical attention as well as explain the institution's policies and procedures pertaining to reporting; the Title IX Coordinator may also take any immediate interim actions (no contact orders, alteration of academic or non-academic schedules, etc.)
- Pamela Tremblay (706-880-8313): as the Director of the Counseling Center, Ms. Tremblay can assist the student to seek resources and maintain a confidential relationship with the student following the incident
- Rev. Adam Roberts (706-880-8004): as the Chaplain, Rev. Roberts can assist the student to seek resources and maintain a confidential relationship with the student following the incident

Off-Campus Resources

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

- LaGrange Police Department (LaGrange, GA): dial 911 for emergencies or contact the domestic violence investigator, Investigator Brown at 706-883-2606 – the department can assist a student to seek medical treatment at the Health Clinic where the student can be seen by a Sexual Assault Nurse Examiner (SANE) as well as provide additional information about options moving forward (if a student visits West Georgia Health, the hospital will call the police for assistance)
- Sexual Assault Support Center, Inc. (Columbus, GA): Crisis line 706-571-6010 / General 706-221-1033
- West Georgia Rape Crisis Center (Carrollton, GA): Crisis line 770-834-7273 / General 770-834-8905
- National Domestic Violence Hotline: 1-800-799-7233 (SAFE)
- Domestic abuse Helpline for Men & Women: 888-7HELPLINE (888-743-5754)

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

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

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

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

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

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

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

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

- ✓ Clearly say "no" to the person whose behavior is unwelcome.
- ✓ Communicate either orally or in writing with the person whose behavior is unwelcome. The most effective communication will have three elements:
 - ✓ A factual description of the incident(s) including the time, place, date and specific behavior
 - ✓ A description of the complainant's feelings, including any consequences of the incident
 - ✓ A request that the conduct cease
- ✓ Speak with a department chair, Provost, director, counselor or chaplain who may speak to the person whose behavior is unwelcome. The name of the complainant need not be disclosed. The purpose of such conversation is the cessation of the unwelcome behavior.
- ✓ In the case of harassment of a student, it may be appropriate first to seek the advice of his or her advisor.

Formal complaint process and procedure:

Upon receipt of a formal written complaint that alleges a violation of the College's policy against sexual harassment, the College's Title IX Coordinator, Deputy Title IX Coordinator, or designee shall begin an investigation of the charge(s). In cases of sexual violence involving students, the College may begin an investigation without a written complaint from the student. Upon beginning an investigation, the College may take any immediate interim actions deemed appropriate that may remain in effect until a decision is reached; these actions could involve the alteration of class schedules, extracurricular activities, or residential location; removal from classes; or restrictions from communicating with involved parties. Likewise, the College may work with a reporting student to provide additional academic support or even withdrawing from class(es) without penalty. An investigation shall include an interview with the person filing the complaint, the person(s) accused of violating the anti-harassment policies and any person designated by either of the principle parties as witnesses to the incident in question. Throughout the entire process, the College prohibits retaliation against any person involved in the investigation; as a separate violation of college policy, serious sanctions, including separation from the institution may result from any act that could be reasonably deemed retaliation for participation in the process. The investigation shall be completed within 30 days of the receipt of the complaint unless extraordinary circumstance arise that delay in the investigation. The matter shall then be presented to the President in the form of written recommendations. At the President's discretion, he may accept the recommendations, interview the

persons involved, direct further investigation by the investigator and/or hold formal hearings on the matter. Hearings will not be held for instances of student sexual violence. All evidentiary decisions made regarding the complaint will be based on a preponderance of evidence standard. If formal hearings are ordered, no party is allowed to be represented by legal counsel. If a hearing is held in a student sexual violence situation, both parties will have the same access to information to be presented in the hearing and the complainant in the case may elect to participate in the hearing by phone rather than in person. This process shall be completed and the President shall make a final decision on the merits of the complaint and communicate that decision simultaneously to both parties in writing within 60 days of receipt of the complaint by the College. In matters involving students, staff, or administration, the decision of the President shall be final; faculty may appeal a final decision regarding the complaint in writing within 10 days to the Executive Committee of the Board of Trustees. Throughout this process, the college will keep the identities of the complaining party and accused confidential. The College will not require a party to abide by a nondisclosure agreement, in writing or otherwise, that would prevent the redisclosure of information related to the outcome of the proceeding.

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

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

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

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

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

Reporting

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

Issues involving students: Dr. Marc H. Shook, Associate Provost & Dean of Student Engagement (Smith Hall, Room 125; 706-880-8269; mshook@lagrange.edu);

Issues involving faculty or staff: Dawn Coker, Director of Human Resources (Banks Hall, Room 225; 706-880-8267; dcoker@lagrange.edu)

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

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

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

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

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

Confidentially Disclosing Instances of Sexual Harassment or Sexual Violence

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

- Some are required to maintain near complete confidentiality; talking to them is sometimes called a “privileged communication.”
- Some employees are required to report all the details of an incident (including the identities of both the survivor and alleged perpetrator) to the Title IX Coordinator. A report to these employees (called “responsible employees”) constitutes a report to the College and generally obligates the College to investigate the incident and take appropriate steps to address the situation.
- It is also possible to report to a third-party counselor or advocate off campus who may maintain confidentiality and only inform the school that an incident has occurred. As reporting requirements vary, it is important to discuss confidentiality with the third party prior to speaking with that individual.

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

A. Privileged and Confidential Communications

- **Professional and Pastoral Counselors**

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

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

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

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

B. Reporting to "Responsible Employees."

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

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

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

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

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

- Members of the President's Cabinet
- Employees of the Human Resources Staff

- Employees of the Student Engagement Staff
- Head Athletic Coaches
- Student Resident Advisors
- Faculty Advisors

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

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

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

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

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

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

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

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

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

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

- The increased risk that the alleged perpetrator will commit additional acts of sexual or other violence, such as:
 - Whether there have been other sexual harassment or sexual violence complaints about the same alleged perpetrator;
 - Whether the alleged perpetrator has a history of arrests or records from a prior school indicating a history of violence;

- Whether the alleged perpetrator threatened further sexual violence or other violence against the victim or others;
- Whether the sexual harassment or sexual violence was committed by multiple perpetrators;
- Whether the sexual harassment or sexual violence was perpetrated with a weapon;
- Whether the victim is a minor;
- Whether the College possesses other means to obtain relevant evidence of the sexual harassment or sexual violence (e.g., security cameras or personnel, physical evidence);
- Whether the victim's report reveals a pattern of perpetration (e.g., via illicit use of drugs or alcohol) at a given location or by a particular group.

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

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

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

- Assist the student in accessing other available victim advocacy, academic support, counseling, disability, health or mental health services, and legal assistance both on and off campus (see portion of policy identifying these);
- Provide other security and support, which could include issuing a no-contact order, helping arrange a change of living or working arrangements or course schedules (including for the alleged perpetrator pending the outcome of an investigation) or adjustments for assignments or tests; and
- Inform the student of the right to report a crime to campus or local law enforcement – and provide the victim with assistance if the victim wishes to do so.

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

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

Miscellaneous

Take Back the Night and other public awareness events

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

Anonymous Reporting

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

Off-campus Counselors and Advocates.

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

Following is contact information for these off-campus resources:

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

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

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

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

DISABILITIES SERVICES

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

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

COLLEGE RESIDENCY REQUIREMENT

As a residential, liberal arts institution of higher education, LaGrange College supports student learning both inside and outside the classroom. Consistent studies have shown that students living in campus residence halls typically have higher graduation rates, grades, and connections with students, faculty, and staff. The firm conviction that residing on campus is a crucial component of a student's total educational experience supports the establishment of a campus residency requirement. The LaGrange College residency requirement dictates that all undergraduate day students taking twelve (12) or more academic class hours must live in college housing unless they meet and verify one of five established exceptions.

To receive an exemption to the College's residency requirement, you must receive written permission from the director of Residential Education and Housing. An exemption form can be obtained from the Office of Residential Education & Housing. The form must specify the reason why an exemption should be made and be signed by the student as well as her/his parent(s)/guardian(s). By signing this form, both student and parent(s)/guardian(s) verify that the information supplied is current, truthful, and accurate. If the College discovers that false information has been provided or that circumstances have changed without notice to the institution, the College reserves the right to bill for both room and board. Likewise, providing false information will be deemed to be a violation of the Honor Code and the student will be referred for a Honor Council hearing. Individuals failing to submit a form, even if an exemption is warranted, will have a hold placed on his/her account that will prevent class registration. Completion of this form and approval is necessary to receive a waiver from the Spring to Fall Room Hold Assessment of \$200.

Exemption determinations are made by the Director of Residential Education & Housing. Appeals to such decisions should be directed to the Dean of Students within 48 hours of receiving notification of the decision.

Exemptions listed on the form are below:

- The student is 23 years of age or older on the first date of semester classes (does not require parent signature).

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

ROOM DEPOSIT

Full-time undergraduate day students entering the college during and following the 2014 Fall semester will be required to pay a \$300 enrollment deposit to reserve their space in the incoming class. No deposit will be refunded after May 1. All students deposited by May 1 will be guaranteed campus housing pending space limitations. Campus housing assignments will be finalized and room/board charged will be applied by July 1. Students must have all required paperwork (including requests to live off campus) submitted by this date. Students who deposit after July 1 will be assigned housing, if available, on a first-come, first-served basis. Of this \$300 enrollment deposit, \$100 covers a residence hall damage deposit that may be refundable at the time that the student either graduates or receives permission to live off campus (less any assessed fees due to damages). The remaining \$200 is used by the College to cover many of the services provided during the first year. Students who entered the institution prior to the 2014 Fall semester and who have a residence hall damage deposit pending with the college will receive a reimbursement of those monies as noted above.

SPRING-TO-FALL ROOM HOLD ASSESSMENT

Beginning in the 2014 Spring semester, all full-time undergraduate day students will be required to pay a \$200 Spring to Fall Room Hold charge. To participate in the housing lottery and/or to register for upcoming Fall classes, students must either: (a) pay the \$200 charge to the college, or (b) submit the required documentation to the housing office and receive a waiver permitting that student permission to live off campus as directed by the college's residency requirement. Those students who pay the \$200 charge to reserve a campus residence hall room and who occupy that room during the Fall semester will have the monies credited to their account at the end of the first month of classes. The \$200 charge may be paid at the College's business office. Note that students graduating in May or the summer will not be required to pay the \$200 room hold fee and that the \$200 Spring to Fall Room Hold charge is not refundable if students choose not to return to the College in the Fall semester.

SPIRITUAL LIFE

The Office of Spiritual Life facilitates the college's mission of "challenging the mind and inspiring the soul." The college's historic connection to the United Methodist Church serves to strengthen this dual mission of rigorous academic pursuit, paired with a vibrant and maturing faith. Methodist pioneer and hymn writer Charles Wesley once spoke of our need to "unite the two so long disjointed, knowledge and vital piety." The Office of Spiritual Life fulfills this mission by providing opportunities for inspirational worship, community service, learning opportunities, theological reflection, leadership development, Bible study, prayer and relationship-building.

Chaplain, Director of Spiritual Life

The Chaplain and Director of the Office of Spiritual Life is an ordained United Methodist minister who serves as a spiritual advisor to students, faculty and staff of all faiths. The Chaplain is responsible for the overall spiritual health of the college, and supports and coordinates the activities of all student spiritual life groups on campus. The Director works closely with the Church Relations Coordinator to prepare and schedule student-led worship teams and groups to visit area United Methodist Churches.

The Chaplain and Director of Spiritual Life's office is located on the ground floor of Smith Hall.

Church Relations Coordinator

The primary responsibilities of the Church Relations Coordinator are to strengthen the college's relationship with the church, especially the United Methodist Church and its North Georgia Conference; to engage pastors and church leaders in the life of the college; and to facilitate the outreach of students, faculty, staff and administration with the church.

STUDENT GOVERNMENT AND OTHER ORGANIZATIONS

The Student Government Association exists to serve as a medium for student expressions, to coordinate campus activities, to promote good citizenship, and to govern within the parameters granted by the President of the College. The SGA is an important part of student engagement. Upon acceptance into the College, a student automatically becomes a member of the association. All students are encouraged to become active members, so that the association is a truly representative body of student thought and opinion, voicing the needs and concerns of the student body.

The SGA, as a voice of the student body, promotes diversity and involvement through activities, entertainment, and service at LaGrange College and in the surrounding community.

In addition, Student Engagement works with numerous on-campus organizations in order to foster student growth, leadership, and involvement.

STUDENT HEALTH SERVICES

LaGrange College offers students the ability to attend the WeCare clinic which is designed to provide urgent medical care and be a first stop for minor injuries and illness. Operated by WeCare TLC, Health Services is located at the corner of Forrest Avenue and Dallis Street (directly across from the College's soccer complex). The clinic provides urgent care office visits with a physician or nurse practitioner, urgent care prescriptions (antibiotics), and in-house lab work. A required fee of \$150 per semester is assessed for the use of the facility. Services do not include visits for chronic medical conditions or prescriptions for birth control or other maintenance medications. Because the staff is dedicated to serving a small population, doctor visits usually take up less time. And the clinic staff generally spends about 20 minutes with each patient, on average, compared to the seven minutes usually provided in other settings. The campus clinic offers a convenient health benefit to students. However, these services do not replace the need to carry a personal health insurance policy. The clinic is open from 8 a.m. to 5 p.m. on Monday and Wednesday, and 8 a.m. to 3 p.m. on Tuesday and Friday. (The clinic will be closed on Thursdays and weekends.) Students are encouraged to call for an appointment at (706) 298-4914 option 1. However a drop in is acceptable if the student is willing to wait and be worked into the schedule.

STUDENT APPEAL OF DECISIONS

Recognizing that decisions must be made and that some students may feel aggrieved by some decisions, LaGrange College provides the following procedures:

A student must first attempt to resolve an issue with the College staff member first rendering a decision. If this does not resolve the issue, then a decision rendered by a College staff member may be appealed by a student as follows:

I. Student Engagement

- A disciplinary decision rendered by the Social Council may be appealed according to the Social Code appellate procedure. The Social Code may be found in full in the *Student Handbook*.
- Any student who disagrees with a disciplinary decision reached by a member of the student engagement staff acting in their official capacity during a disciplinary conference may choose to have the disciplinary case sent to the Social Council for resolution.
- Other grievances in the area of Student Engagement may be appealed to the Dean of Student Engagement. If the grievance involves an original decision rendered by the Dean of Student Engagement, then the decision may be appealed to the Provost.

II. *Financial Aid*. See the "Financial Aid" section.

III. *Academic Matters*. See the "Academic Policies" section.

ATHLETIC PROGRAM

LaGrange College is a member of the NCAA Division III and the USA South Conference. The College colors are red and black. Intercollegiate teams compete in women's soccer, basketball, cross country, volleyball, softball, swimming, lacrosse, and tennis; and men's baseball, football, basketball, cross country, golf, soccer, swimming and tennis. It is the philosophy of LaGrange College that the team participants are attending college primarily for a quality education, and no athletic scholarships are offered. The coaching staff is a group of highly qualified teachers who stress the educational aims of the College.

LaGrange College is committed to a full program of non-scholarship athletics that encourages the student-athlete to reap the benefits of educationally sound activity that encourages and promotes a strong academic regime. Students are given the opportunity to participate fully in their given sport and to compete with other teams locally, statewide, and regionally.

LAGRANGE COLLEGE ATHLETICS MISSION STATEMENT

The LaGrange College athletic department supports the mission of the institution by encouraging student-athletes to challenge themselves mind, body, and soul. We are committed to the success of our student-athletes in both academics and athletics. All student athletes are expected to show respect, sportsmanship, commitment, and pride in the traditions of LaGrange College. Our aim is to transform the lives of our student-athletes, showing them there is a respectable balance between athletics and academics, and that both are important.

LAGRANGE COLLEGE ATHLETICS STATEMENT OF PHILOSOPHY

Intercollegiate athletics at LaGrange College provide students with an integral complement to their overall educational experience. Recognizing the importance of athletics to the individual student while seeking to strike an appropriate balance between the life of the mind (academics) and participation in co-curricular offerings the college is committed to providing a program of intercollegiate athletics that is student-centered for both participants and spectators. The college believes that the primary function of intercollegiate athletics at a church-related, liberal arts college is to provide a high quality co-curricular complement to its overall mission. As such, academics will always have priority over athletics or other co-curricular pursuits.

LaGrange College seeks to recruit and retain student-athletes who understand the balance of priorities between academics and co-curricular programs. The college employs coaches who understand that balance of priorities, and its coaches seek to recruit students who will be successful student-athletes. Because the college awards no financial aid based upon athletic ability, the aim of student-athlete recruitment by coaches is for both athletic success and academic achievement.

The college embraces a commitment to instill and develop the, values of superlative ethical conduct and fair play among its athletes, coaches, spectators, and other constituents. Further, LaGrange College recognizes that student-athletes are role models to their peers as well as representatives of the college, and the college actively encourages student-athletes to conduct themselves in a manner that befits those roles.

LaGrange College is committed to gender equity and values cultural diversity. The college invests sufficient resources to ensure that medical and athletic training services are available to all student-athletes at appropriate times. It strives to ensure that all individuals on all teams are treated with the same level of fairness, resources, and respect so that all athletes are afforded equal opportunity to develop their potential as student-athletes.

The LaGrange College Athletic Department uses the National Collegiate Athletic Association (NCAA) manual of rules and regulations as guide for conduct and action. The department follows and supports the USA South Conference and the LaGrange College policies and procedures as well.

INTRAMURAL SPORTS

Overseen by Athletics, intramurals provide opportunities for wholesome recreation and competition among members of the campus community. Teams representing campus organizations and independents compete in organized tournaments and events throughout the year. Competitive events include flag football, volleyball, basketball, softball, dodge ball, and Ultimate Frisbee. Special awards are presented to the men and women's groups with the highest participation rates and best records of the entire year. In addition, male and female "Athletes of the Year" are selected.

Many opportunities are available for recreational use of the facilities in the LaGrange College Aquatics Complex: recreational swimming and lap swimming all year round in the indoor pool, the Aquarius water work-out stations, water aerobics, aqua exercise, or aqua exercise class (non-credit).

The facilities and equipment of the Department of Physical Education also are available for student recreational use when these are not scheduled for instructional, athletic, or intramural sports use. The use of outdoor equipment (backpacks, tents, stoves, lanterns) requires the payment of a small deposit, which is refunded upon the safe return of the equipment. The fitness center, gymnasium, and pools are available for student/faculty/staff use during posted hours. A valid LaGrange College ID is necessary for admittance to all facilities.

INFORMATION TECHNOLOGY AND ACADEMIC SUPPORT

LAGRANGE COLLEGE POLICY FOR THE RESPONSIBLE USE OF INFORMATION TECHNOLOGY

The purpose of this policy is to ensure a computing environment that will support the academic, research, and service mission of LaGrange College. Simply stated, continued and efficient accessibility of campus computing and network facilities depends on the responsible behavior of the entire user community. The College seeks to provide students, faculty, and staff with the greatest possible access to campus information technology resources within the limits of institutional priorities and financial capabilities and consistent with generally accepted principles of ethics that govern the College community. To that end, this policy addresses the many issues involved in responsible use of the College's information technology resources, including systems, software, and data. Each authorized user of information technology assumes responsibility for his or her own behavior while utilizing these resources. Users of information technology at LaGrange College accept that the same moral and ethical behavior that guides our non-computing environments also guides our computing and networking environment. Any infraction of this policy may result minimally in loss of computer and network access privileges, or may result in criminal prosecution.

USE

All users of the College's information technology resources agree to abide by the terms of this policy. Information technology resources include, but are not limited to, College-owned computers and information technology hardware, the College Campus Network, information sources accessible through the Campus Network, and Internet access. When accessing any remote resources utilizing LaGrange College information technology, users are required to comply with both the policies set forth in this document and all applicable policies governing the use and access of the remote resource. The College, through a review and amendment process directed by the Instructional and Information Technology Round Table (IITR), reserves the right to amend this policy. For the most up-to-date version of this "Responsible Use" policy, see the Information Technology Helpdesk (helpdesk.lagrange.edu). As far as possible, changes will be made only after consulting with the user community. LaGrange College computing resources and associated user accounts are to be used only for the College activities for which they are assigned or intended. The computing systems are not to be used for any non-college-related commercial purpose, public or private, either for profit or non-profit. Unless placed in public domain by their owners, software programs are protected by Section 117 of the 1976 Copyright Act. It is illegal to duplicate, copy, or distribute software or its documentation without the permission of the copyright owner. Copyright protection of text, images, video, and audio must also be respected in all uses of College technology resources. The LaGrange College Campus Network must not be used to serve information outside of LaGrange College without written permission approved by the IITR.

USER ACCOUNTS

Many technology resources at LaGrange College are accessed through user accounts. No user accounts should be used to execute computer software or programs or attempt to gain access to resources other than software, programs, or resources specifically granted and offered for use by LaGrange College. All users are responsible for both the protection of their account passwords and the data stored in their user accounts. Sharing a password is prohibited. Users must change their password periodically to help prevent unauthorized access of their user account. When working on computers that are in general access areas (laboratories and public access), users must log off or lock the computer before leaving to protect the security of their data and the Network. Leaving the Web-based e-mail page open on an

accessible computer, especially outside of campus, leaves the account available to anyone who passes by, and allows the changing of the user's password, giving the passerby access to the LaGrange College Network. Before leaving a computer, users must log off the Web-based e-mail. If students become locked out of their accounts or for other reasons need to have their passwords reset, then they must make the request in person to an Information Technology staff member and present a valid LaGrange College ID. Any suspected unauthorized access of a user's account should be reported immediately to the Director of Information Technology or another College authority. User accounts will be deactivated when the user's affiliation with the College is terminated, and all files and other data will be removed from those accounts.

COLLEGE E-MAIL ACCOUNTS

The College provides e-mail accounts for students, faculty, and staff. All course- and advising-related e-mail and other official College electronic communication with students must be sent to the student's campus e-mail address or via on-line course management system (CMS). Official College e-mail communications with faculty and staff will use their College e-mail address. E-mail must not be used for purposes inconsistent with the mission of the College. Users may not conceal, mask, or misrepresent their identity when sending e-mail or other electronic messages. Transmission of abusive, harassing, or libelous electronic messages is forbidden. Deliberate transmission or propagation of malicious programs such as viruses, worms, Trojan Horses, or data mining programs or participation in denial of service attacks are subject to disciplinary and possible criminal action.

LaGrange College maintains faculty and staff mail groups (distribution lists or aliases) for the purposes of communications concerning the operation of the College. The College maintains a Community mail-list for communications of a less formal nature. Users must make appropriate use of the subject line in postings to all College-related mail groups (distribution lists or aliases) and mail-lists. Announcements to faculty and staff about campus events should be made through @lagrange. These announcements should be sent to the Communications and Marketing staff for inclusion in @lagrange. A single reminder close to the date of the event may be made to the faculty and staff mail groups. Exceptions to this policy may be made by approval of the Instructional and Information Technology Round Table. Daily reminders of an upcoming event are inappropriate. Examples of messages appropriate for the FYI/e-mail reminder procedure are Cultural Enrichment Events, Faculty Meetings, Staff Council Meetings, Faculty-Staff Coffees, and Sports Events. Messages not directly related to the operation of the College should be posted to the Community mail-list. For example, items for sale, contests, fund-raisers, sports scores, humorous items, and commentaries belong on the Community mail-list rather than being sent to the faculty and staff mail groups. Users can subscribe or unsubscribe to the Community mail list as they desire by submitting a request to the IT Helpdesk. Submissions to the Community mail list must be approved by Human Resources.

Posting of messages to the e-mail group containing all students must be cleared through the appropriate Vice President's Office or their delegates. Use of the electronic signs in the Dining Hall, posters, and flyers are suggested alternative means of reaching all students. Messages to the student body should not be made through the faculty mail group. Messages to faculty containing variations on "Please announce to your class" are ineffective in reaching all students.

CAMPUS COMPUTING FACILITIES

Computer labs on the LaGrange College campus are available for general use by students, faculty, and staff except during the periods when the rooms have been reserved for teaching purposes. Additional

computers are placed in public access areas for student, faculty, and staff use. It is the responsibility of every user to use lab and public access facilities in a responsible manner. Accidental damage or damage caused by other parties should be reported as soon as possible so that corrective action can be taken. Use of laboratory or public access facilities to view material that may be considered offensive to others—which includes, but is not limited to, racially hateful and sexually explicit material—is considered a form of harassment. The viewing of harassing material is inconsistent with the mission of LaGrange College. Viewing such harassing material in a lab or public access area may result in disciplinary action.

PERSONAL WEB PAGES

Any authorized user or group at the College may have a personal home page on a LaGrange College World Wide Web server, provided that the graphical images, multimedia information, text, or the intent of the home page do not refute the mission of LaGrange College. Users must sign a Registered Information Provider Agreement before Web pages are placed on the server. Groups must designate an individual as their Registered Information Provider, who is responsible for the content of their Web pages. Registered Information Provider Agreements must be renewed annually. Failure to renew will result in removal of content from the Web server. No individual user is authorized to create and serve a Web site on the World Wide Web utilizing College computer resources. Applications for personal Web pages should be made to the Director of Information Technology and reviewed by the Chief Information Officer.

STUDENT COMPUTER CONFIGURATIONS

Access to the LaGrange College Campus Network is available in dormitory rooms for students who bring to campus personal computers meeting the minimum specifications defined by Information Technology. These specifications are revised annually and will be made available to all new students. The Campus Network will allow students to access the World Wide Web (WWW) and e-mail. By accessing the College Network, students agree to abide by this usage policy. Students must not change Network configurations specified by Information Technology. The Information Technology staff will support only that software installed by Information Technology personnel, and do not provide support for personally owned computer equipment, other than verifying that the Network link is functional. Students are responsible for all Network traffic originating from their Network access. Students should employ appropriate and up-to-date antivirus software.

CAMPUS NETWORK

The College provides Network access in classrooms, laboratories, the library, offices, public access locations, and student dormitory rooms. While the College is committed to free speech and open access to information and communication, these must be tempered by the need to respect others' rights to speech, access, and communication. Each user is expected to balance their needs with the needs and expectations of the College community as a whole. The College reserves the rights to limit bandwidth to users and access to non-academic, resource-intensive applications if they threaten to interfere with academic uses of the Campus Network.

Users on the Network must not attempt to conceal, mask, or misrepresent their identity or the identity of computers when using the Network. Users shall not employ software or hardware that interferes with the operation or security of the Network. Users shall not interfere with the administration of the Campus Network, nor shall they attempt to breach any Network or resource security system. In administering the Network, Network activities of users may be monitored as to type and quantity.

Users are responsible for all Network activities originating from resources provided to them by the College.

WIRELESS NETWORK

Wireless networking provides many benefits to the College, but with these benefits comes unique security threats. In order to make a reasonable effort to prevent access to Network resources from unauthorized users via the Wireless Local Area Network (WLAN), the following policy and associated best practices exist.

An unsecured Wireless Access Point (WAP) has the potential to open a backdoor into an otherwise secure network. All WAPs located in academic and administrative buildings must be managed by IT. Faculty and staff are prohibited from installing a WAP without explicit permission from the Director of Information Technology. Requests for expansion of the wireless Network should be made to the Network Manager via the IT Helpdesk. In order to allow flexibility for students to utilize wireless networking in the residence halls, secured personal WAPs are allowed. IT must be notified of intent to install a WAP via the IT Helpdesk. WAPs must be physically located in the vicinity of the owner's conventional wired jack, and they must be secured in at least one (1) of two (2) ways: At least 40-bit Wired Equivalent Privacy (WEP) must be enabled on the WAP and client, and ideally the WAP's internal MAC address table should be set to allow access only from authorized clients. IT reserves the right to scan for and disable any unauthorized or unsecured WAPs.

WAP Best Practices:

- Activate WEP on the WAP and client.
- Change the default administrator password to a more secure password.
- Don't use the default Service Set Identifier (SSID).
- Don't broadcast the SSID, if possible.
- Use the lowest power radio output possible to minimize propagation outside the building.
- Disable the WAP in non-usage periods.

REMOTE ACCESS

LaGrange College provides very limited remote access to the Campus Network for College business. This service was created for technical and administrative access to the Network not available through a regular Internet connection, and is not intended to provide general Internet access to members of the LaGrange College community. In order to be granted remote access to the Campus Network, a user must submit a request to the IITR via their department chair/supervisor. The request should indicate the period of time for which this access is to be granted and indicate how this access is consistent with the technical and/or administrative purpose of the remote access resource.

DATA SECURITY

Within institutional priorities and financial capabilities, LaGrange College provides reasonable security against unauthorized intrusion and damage to data, files, and messages stored on its computer systems. The College maintains facilities for archiving and retrieving data stored in user accounts. If a user needs to recover data after an accidental loss, then Information Technology staff should be contacted, and

every reasonable attempt will be made to recover the lost or corrupted data. Neither the College nor any Information Technology staff can be held accountable for unauthorized access by other users, nor can they guarantee data protection in the event of media failure, fire, criminal acts, or natural disaster. Backing up critical files regularly is recommended.

INFORMATION RESOURCE USE BY GUESTS AND ALUMNI

Use of physical facilities for information technology by guests (individuals not currently enrolled as students or currently employed as faculty or staff members of LaGrange College) and alumni is allowed only within Frank and Laura Lewis Library and under the supervision of library staff. Additionally, such access is allowed only when existing resources are not being fully utilized by LaGrange College students, faculty, or staff. The use of technological resources may be extended to alumni and friends of LaGrange College without the imposition of a "user fee." A "per printed page" user fee established by Lewis Library will be assessed for use of College printing resources.

USER AWARENESS

Because information technologies change at so rapid a rate, updates to the Responsible Use Policy may be made between printings of College publications. It is the responsibility of the user to keep informed of the changes in this policy, which will be available on a LaGrange College Web site (<http://panther.lagrange.edu>).

LAGRANGE COLLEGE CELL PHONE AND PAGER POLICY

The carrying and use of cell phones, pagers, and other electronic communications devices are allowed on the LaGrange College campus. Users of these devices, however, must be attentive to needs and sensibilities of other members of the College community. Furthermore, the use of these devices must not disrupt the functions of the College.

Devices must be off or ringers silenced in classes, laboratories, the library, study spaces, and other academic settings and during events such as plays, concerts, speakers, and College ceremonies. The term "laboratories" explicitly includes computer laboratory spaces. Answering or operating the device during classes, laboratories, meetings, or events is appropriate only in case of emergency. If the device must be answered, then the user must move to a location where the class, laboratory, library patrons, etc. will not be disrupted before making use of the device.

ACADEMIC POLICIES

HONOR CODE

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

The Honor Code is the responsibility of every student, faculty member, and staff member at LaGrange College. The cooperation of all members of the College community is needed to promote an environment of academic integrity, scholarship, and discipline.

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

STUDENT RESPONSIBILITIES

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

STUDENT RIGHTS

- to be presumed innocent;
- to be granted a fair, impartial, and timely hearing;
- to face and question any witnesses at a hearing;
- to provide and share information on one's own behalf;
- to be granted a separate hearing upon request, when the incident involves more than one person;
- to be granted the right to subsequent appeal;
- to be accompanied by a silent observer in a hearing. The Council president must be made aware of this person's name and relationship to the student no less than twenty-four (24) hours before the hearing. The observer's role is one of support, and this person will not be allowed to speak.

EXAMPLES OF OFFENSES

- academic cheating, including but not limited to the unauthorized use of books or notes, copying, or collaboration on examinations or any graded coursework;
- unauthorized use of electronic devices and/or programs for or during examinations or any graded coursework;
- plagiarism—the misuse of another person's words or ideas, presenting them as one's own, regardless of intent;
- lying or presenting false information related to any academic matter;

- forgery or misuse of official college documents;
- theft of college property related to academic work;
- aiding another in any of the above;
- failure to report a violation of the Honor Code;
- failure to appear before the Honor Council as requested;
- failure to maintain confidentiality regarding a case;
- any dishonest conduct related to Cultural Enrichment requirements, including but not limited to, taking credit for attendance when one has not attended an event, either in whole or in part; or aiding another in attempting to take credit for attending an event one has not attended.

SANCTIONS

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

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

REMEDIATION

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

1. A contract will be signed by the student which requires a Remediation Program to be completed within a month of the date of the initiation of the contract. If the sanction is imposed late in a semester, the president of the Honor Council will determine a reasonable time for its completion at the beginning of the next semester. If the student does not complete the program as agreed within one month, he or she will not be able to register for the following semester, not including summer, effectively accepting a suspension for a semester. It will be the student's responsibility to make and keep all appointments named in the contract and to complete the program within the specified period.

2. The student must make and keep appointments, while dressed appropriately (item 3), to meet with the following groups or members of the college community *in person*: the Provost (or President of LaGrange College if Provost is not available) and the member or members of the faculty involved. In each of these discussions the student should be prepared to explain his or her violation, discuss its impact both personally and on the college community, and hear what others' thoughts and concerns may be about the violation. A minimum of thirty minutes is suggested for each meeting. The paper referred to in a following section (item 4) must be presented to the Provost prior to his or her meeting with the student.

3. Attire: Students meeting with the Provost (or the President) must be dressed in attire that would be appropriate for a job interview. If the student shows up wearing inappropriate clothing, he or she will be required to reschedule their meeting.

4. The student must write a typed paper, at least 750 words in length, reflecting on the experience of the violation and what he or she learned in the process of the meetings as reflected in the Honor Council's Learning Outcomes. These papers, rendered anonymous, will be made available for the Honor Council to use at its discretion in its efforts to educate the student body regarding academic integrity. When the paper has been submitted and read by the Honor Council, the final step in satisfying the Remediation Program will be a meeting with the Honor Council. This is an opportunity for members of the Council to ask questions of the student about the process and outcome.

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

GENERAL ACADEMIC POLICIES

REQUIREMENTS FOR BACHELOR'S DEGREES

A SUMMARY

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

To be eligible for the degree, a student must meet all requirements for the degree (Core Curriculum, Interim, major program, all necessary assessments, Cultural Enrichment, 120 semester hours (or more, depending on major) of coursework, residency, and a minimum 2.0 cumulative grade point average in all coursework taken at LaGrange College) and file a petition for the degree before the beginning of his or her final term. A student who does not earn a degree in ten full semesters or the equivalent may be denied further registration.

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

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

Unless otherwise specified in this Bulletin, grades of "C-" may be counted toward a major or minor, but the major or minor GPA must remain at or above 2.0 (or the departmental minimum) in order for a student to graduate with said major or minor. No grade below a "C-" in any course above the 1000 level may be applied toward a major or minor.

SPECIFIC DESCRIPTIONS OF GRADUATION REQUIREMENTS

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

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

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

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

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

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

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

Cultural Enrichment - Because the intellectual and cultural opportunities during one's college years are exceptionally rich, and because exposure to a variety of cultural experiences and participation in a lively collegial atmosphere during one's intellectually formative years is vital to the concept of a liberal education, LaGrange College is dedicated to assisting in this enrichment by requiring all students to accumulate a prescribed number of Cultural Enrichment (CE) credits over the course of their careers. Of the CE credits required for graduation, a student must include at least four (4) designated sustainability events. Each semester, a list of approved Cultural Enrichment programs, lectures, presentations, events, performances, recitals, etc., will be published on the College Web page. Many of these events will occur during the Contact Hour (from 11:15 a.m. until 12:00 p.m.) on Tuesdays and Thursdays, and some will double as required programs in the CORE classes.

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

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

CLASSIFICATION	EARNED HOURS UPON ENTRY TO LaGRANGE COLLEGE	CE CREDITS NEEDED TO GRADUATE	SUSTAINABILITY CE CREDITS NEEDED TO GRADUATE	MAXIMUM ATHLETIC CE CREDITS ALLOWED
NEW/TRANSFER FIRST-YEAR	0 – 14.99 SEM. HRS.	40	4	6
TRANSFER FIRST-YEAR	15 – 29.99 SEM. HRS.	35	4	5
TRANSFER SOPHOMORE	30 – 44.99 SEM. HRS.	30	3	4
TRANSFER SOPHOMORE	45 – 59.99 SEM. HRS.	25	3	4
TRANSFER JUNIOR	60 – 74.99 SEM. HRS.	20	2	3
TRANSFER JUNIOR	75 – 81 SEM. HRS.	15	2	2
TRANSFER SENIOR	≥ 81 SEM. HRS.	10	1	1

COMPONENTS OF ACADEMIC PROGRESSION

CREDIT HOUR POLICY

LaGrange College determines the number of semester credit hours to be awarded based on the amount of time the typical student is expected to commit to successful completion of a course. Under the semester system, the awarding of one semester credit hour implies the expectation that a typical student will commit at least 40 hours of time engaged with the course material during a term. Usually, this commitment of time will imply work divided between one hour in class and two hours out of class, but other combinations are possible, based on the level of the course, the nature of assignments, and other factors.

FIRST-YEAR ORIENTATION

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

PLACEMENT

Appropriate placement in certain courses is essential. Placement in mathematics and English is based on skills assessment or standardized test scores. Students who are not predicted to be successful in MATH 1101 are required to enroll in MATH 0100. This is a pre-Core Curriculum mathematics course, and credit in this course does not count toward the fulfillment of the 46 hours of Core requirements, but does count toward hours required for graduation. English placement is based on scores obtained on the Scholastic Aptitude Test (SAT). Based on scores obtained, students are placed in an appropriate section (standard or honors) of ENGL 1101 (see description of English program).

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

CLASSIFICATION OF STUDENTS

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

DECLARATION OF MAJOR REQUIREMENT

Under normal circumstances, a student must declare either a major or an area of interest by the time he or she has earned 45 semester hours of credit, or the equivalent. The Declaration of Major form and the Area of Interest Form are available in the Registrar's Office. Any student who fails to declare a major or name an area of interest by the time he or she has earned 45 semester hours, or the equivalent, will have a hold placed on his or her registration, marked "major declaration hold." Any exceptions to this requirement must be approved by the Provost. Each student is free to change his or her major at any time, but should do so only after consultation with an advisor. The Change of Major form is also available in the Registrar's Office. The Declaration of Major form, the Area of Interest form, and the Change of Major form all require the signature of the program coordinator and the department chair in the chosen major.

REGISTRATION AND ADVISING

All students should register on the dates specified. All registration procedures for all terms are under the direction of the Provost. Students have not completed registration until they have cleared the Registrar, the Office of Student Engagement, and the Business Office. Students enrolled for twelve or more hours must obtain a campus post office box. Communications to the student will be through campus e-mail or campus mail.

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

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

the primary advisor and the major advisor will continue in the secondary advisor role for the entire first academic year.

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

ATTENDANCE POLICY

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

- Medical reasons, when a medical professional has provided documentation indicating the date and time of an appointment, and/ or dates on which the student must not attend class related to the illness or condition.
- Participation in an official college event at which the student represents the college as a whole (e.g., athletic competitions and musical performances).

ACCELERATION AND ACADEMIC OVERLOAD

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

ALTERNATE METHODS OF OBTAINING ACADEMIC CREDIT

CREDIT BY EXAMINATION AND EXEMPTION

Students entering LaGrange College may earn college credit as a result of their participation in the College Board's Advanced Placement (AP) Program, the College-Level Examination Program (CLEP), or the International Baccalaureate (IB) Program. Advanced Placement credit is accepted for those students who present evidence from their high schools that Advanced Placement courses have been completed and appropriate scores earned on the advanced placement test. To determine the AP test scores that qualify for college credit and/or exemption, students should consult the Registrar or the college's admission website. A CLEP exam grade of "C" or better is needed to receive credit; only 6 CLEP credit hours will be accepted for courses below the 3000-level. IB credit is awarded for scores of 5, 6, or 7 on the Higher Level examinations, with the exception of English as a Second Language. No credit is awarded solely for earning an IB Diploma, for IB Standard Level exams, or for scores below 5 on any Higher Level examination.

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

Current students wishing to gain credit through CLEP for an elective must receive prior approval from their academic advisor and the Provost; for a major course, prior approval is required from the department chair, academic advisor, and the Provost. CLEP credit is not accepted for failed courses, for CORE classes, or for ENGL 1101 and ENGL 1102. CLEP credits do not count towards residency requirements and are not included in the cumulative GPA.

CREDIT FOR WORK EARNED AT A TWO-YEAR INSTITUTION

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

CREDIT THROUGH UNITED STATES ARMED FORCES INSTITUTE AND SERVICE SCHOOLS

Courses taken through the United States Armed Forces Institute and other recognized military educational programs are accepted in accordance with the policy governing transfer work when presented on official transcripts from accredited institutions. Nine (9) semester hours of elective credit will be allowed for military service credit, including USAFI correspondence courses and military service school courses as recommended by the American Council on Education. Academic credit for one activity course in physical education, up to a maximum of four, will be awarded for each two months served in the Armed Forces. The maximum credit possible, then, is thirteen (13) semester hours. The Registrar should be contacted in order to obtain appropriate credit. The telephone number for the Registrar is 706-880-8024.

ONLINE COURSES

LaGrange College may award credit for courses taken online from a regionally accredited institution. Any regularly enrolled LaGrange College student who desires to take coursework for transient credit must obtain prior approval through transient course petition (obtaining all necessary signatures) to the Provost. Online credit (grades of "C-" or better) may not exceed six hours, and no credits earned in this manner may be applied toward the fulfillment of courses with the subject code CORE or ENGL 1101 or 1102. Courses taken online must be completed with all grades recorded before the end of the student's final term in order to graduate in that term.

TRANSIENT WORK

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

Grades earned for transient work are not included in the cumulative grade point average. As stated in other sections of this Bulletin, a student will not be given permission to repeat any course at another institution in which a failing grade has been earned at LaGrange College.

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

specific discipline in which the course is being requested for credit, the department chair in that discipline retains the right to deny the request.

Basic parameters for transient work include:

1. Students who have failed a course at LaGrange College may not take the course elsewhere for credit.
2. Students who have earned a grade of "D" in a course, which may be considered unsatisfactory as defined by a student's major requirement, must have the approval of the department chair in the student's major in order to take the course elsewhere.
3. Students may not take ENGL 1101 and 1102 as transient students elsewhere.
4. Students may not take any CORE designated courses as transient students elsewhere.
5. Transient work with a grade of "C-" or better is acceptable. Grades earned for transient work are not included in the institutional grade point average.
6. After 60 semester hours have been completed, acceptable transient work from an institution that does not award the baccalaureate degree can be no more than 9 semester hours and courses must be below the 3000 level.

GRADES AND CREDIT

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

<u>Letter Grade</u>	<u>Evaluation</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	
P	pass	
NC	no credit or non-credit	
W	withdrawn	
AW	audit withdrawn	
AU	audit complete	
NR	grade not reported by instructor at the time the report issued.	

Non-credit

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

Course Audit

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

Incomplete Grade

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

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

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

WITHDRAWAL

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

A student who chooses to withdraw from a class on or before the "Last Day to Withdraw with a 'W'" will receive a "W" on his or her official transcript, regardless of standing in the class. The "Last Day to Withdraw with a 'W'" will normally occur two weeks prior to the last day of classes of a regular semester-length course. This date is adjusted proportionately for shorter terms.

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

Please note: This policy does not obviate the possibility of an "administrative" withdrawal (in the case, for example, of a student who is disruptive of the learning experience of others) or a medical withdrawal (see below).

To withdraw from an individual course, a student must confer with the Registrar's Office. Failure to withdraw officially through this office may result in the assignment of an "F." A student who wishes to withdraw completely from the College must confer with the Retention Coordinator.

MEDICAL WITHDRAWAL

Medical withdrawal is defined as complete withdrawal without academic penalty for reasons of health. Except in circumstances of emergency, a licensed health care provider or a qualified counselor must

provide a written recommendation for medical withdrawal to the Provost. This written recommendation must be on file prior to approval for withdrawal. Anytime medical withdrawal is initiated, the student's instructors, the Office of Financial Aid, and the Business Office will be notified by the Registrar. The re-entry of the student following medical withdrawal for medical reasons requires a clearance from the attending physician, a licensed health care provider, or a qualified counselor with an evaluation of the student's potential to resume study successfully at LaGrange College. The Provost will review this evaluation and make the decision concerning the student's re-entry.

GRADE POINT AVERAGE (GPA)

The grade point average is computed by multiplying the quality points earned in each course by the course credit-hour value, summing for all courses, and then dividing the sum by the total number of credit hours. If a student has received credit for a course and repeats that course, then he or she receives no additional credit toward the degree. In computing the student's average, GPA hours and quality points are counted on all attempts.

GRADE REPORTING

MID-TERM GRADE REPORTING

Mid-term grades for both fall and spring semester terms (except for summer and Jan Term) will be reported for all courses as either A-F or S/U (Satisfactory/Unsatisfactory).

FINAL GRADE REPORTING

Letter Grades are assigned and recorded for each course at the end of each term.

Both mid-term and final grades are available to students on the Web.

TRANSCRIPTS

Students are entitled to transcripts of their record; however, no transcripts will be issued for any student who is under financial obligation to the College or who have Honor Council or Provost's Holds. 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.

STUDENT GRADE APPEAL

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

The following procedures govern all student requests for grade changes:

- The student should first attempt to resolve the matter by discussing the question with the course instructor.
- If the student and the instructor are unable to reach a resolution, the student must then submit a written appeal to the Provost. The appeal must state the manner in which the course syllabus was violated.

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

COURSE REPETITION

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;
- earned a grade of "C-" or better in a course.

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

A student who has 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.

ACADEMIC HONORS

Upon graduation, students who have been in residence at LaGrange College for at least their last 60 hours and

1. have attained a quality point average of 3.50 to 3.74 may be granted the bachelor's degree *cum laude*

or

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

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

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

ACADEMIC STANDING AND PROBATION

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

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

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

When placed on academic probation, a student will have two semesters to remove probationary status. Failure to do so could result in suspension at the discretion of the Provost, who will evaluate the student's academic progress.

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

- failure to make at least a 1.0 GPA in any term
- failure to earn at least three credit hours in any term
- failure to successfully complete ENGL 1101 within the first 30 semester hours of enrollment at LaGrange College
- failure to pass the initial mathematics course into which the student is placed within the first 30 semester hours of enrollment at LaGrange College
- failure to successfully complete one core mathematics course (Math 1101 or higher) within the first 45 semester hours of enrollment at LaGrange College

Students may be suspended for other academic reasons, such as Honor Code violations. In the case of part-time students, the extent of application of these regulations will be at the discretion of the Provost. Normally, all applications of the regulations will be based upon a full academic load.

A letter from the Provost is sent to the student providing information on standing. "Probation One" means that the student's next term will be the first term on probation, etc. "Dean's Decision" means that the student's academic records have been given to the Provost for action.

ACADEMIC FORGIVENESS

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

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

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

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

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

STUDENT PETITION OF ACADEMIC POLICY

Students may petition for exception to published academic policy. The Provost's Council reviews the petition.

STUDENT RECORDS AND FERPA REGULATIONS

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, then the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- school officials with legitimate educational interest;
- other schools to which a student is transferring;
- specified officials for audit or evaluation purposes;
- appropriate parties in connection with financial aid to a student;
- organizations conducting certain studies for or on behalf of the school;
- accrediting organizations;
- to comply with a judicial order or lawfully issued subpoena;
- appropriate officials in cases of health and safety emergencies; and
- state and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information, such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information about FERPA, visit the following Website:

<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

INTERNATIONAL STUDENTS

A student who is on a student visa in the United States is subject to special regulations mandated by the U.S. Citizenship and Immigration Services (USCIS) of the United States Government. As the institution that issues documents certifying student status, LaGrange College is subject to USCIS regulations as a matter of law. USCIS regulations change from time to time, so students are encouraged to contact the Office of Global Engagement when questions about USCIS regulations arise. Under current guidelines, persons with student visas must be enrolled for a full academic load (at least 12 semester hours) at all times. Federal regulations concerning "status" for all international students on an F-1 visa state that any student who falls below 12 semester hours at any time will be considered out-of-status and must be reinstated by the U.S. Citizenship and Immigration Services (USCIS).

English proficiency is fundamental to a successful academic course at LaGrange College. Therefore, in addition to the minimum TOEFL or IELTS score required for admission, the Provost may require that a student attend a special, intensive English language course if it is apparent that a student's English continues to jeopardize a successful academic career.

ACADEMIC PROGRAMS

INTRODUCTION

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

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

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

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

CORE CURRICULUM

As a Methodist-related institution, LaGrange College offers an educational experience that emphasizes the inter-relatedness of knowledge and the importance of understanding and evaluating human experience. Via the Core Curriculum Integrative Studies courses (i.e., the CORE courses), the Core Curriculum uses an interdisciplinary approach to develop the students' creative, critical, and communicative abilities. The specific objectives of the Core Curriculum Integrative Studies are also noted elsewhere in this *Bulletin* (see "Core Curriculum Integrative Studies").

The Core Curriculum is designed to be integrated with other courses during the first three (3) years of the student's experience at LaGrange College. The forty-six (46) semester hours included in the Core Curriculum are dispersed in three (3) areas: foundation studies, integrative studies, and exploratory studies. The thirteen (13) hours of integrative studies, which bring an interdisciplinary focus to the humanities, the social sciences, and problem solving, are central to the entire Core Curriculum. No

transient credit will be allowed for any Rhetoric and Composition course (ENGL 1101 or 1102) or for the Integrative Studies courses (Problem Solving, Computer Applications, Humanities: Ancient through Medieval Age, Humanities: Renaissance to the Present, The American Experience).

Course	Min. Credit	Year Taken
<u>Foundation Studies: 27 Hours</u>		
Cornerstone I (CORE 1101)*	3	first year
Cornerstone II (CORE 1102)*	1	first year
Rhetoric and Composition (ENGL 1101, 1102)	6	first year
Mathematics (MATH 1101, 2105, or 2221) <i>(Entry level by placement)</i>	3	first year
World Languages and Culture <i>(2 sequential courses in one language: FREN, GERM, JAPN, KORN, SPAN, LANG)</i>	6	as best scheduled
Laboratory Science I and II (BIOL 1101-1102 and co-requisite lab courses; BIOL 1107-1108 and co-requisite lab courses; BIOL 2148-2149; CHEM 1101-1102; PHYS 1101-1102 or 2121-2122) (BIOL 2148 & 2149 are mandatory for BSN students)	8	as best scheduled
<u>Integrative Studies: 13 Hours</u>		
Problem Solving (CORE 1120)	3	as best scheduled
Computer Applications (CORE 1140)	1	as best scheduled
Humanities courses - a choice of two of these:		
Humanities: Ancient through Medieval Age (CORE 2001)	3	sophomore year
Humanities: Renaissance to the Present (CORE 2002)	3	sophomore year

Humanities Exploration 3 as best scheduled

(Choose from this list, if these courses are not used for another Core requirement such as Fine Arts or The American Experience)

ARTD 1109, 1110, 1111
ENGL 2204, 2205, 2206, 2207
HIST 1101, 1102, 1111, 1112
LAST 1104, 2000
MUSI 1112, 3301, 3302
PHIL 1410, 2440
POLS 1102, 2210, 2220
PSYC 1101
SOCI 1000
THEA 1101, 1102, 2352
WMST 1101

The American Experience (CORE 3001) 3 sophomore or junior year

Exploratory Studies: 6 Hours

Fine Arts 3 as best scheduled

[Any beginning-level classes in the Department of Fine and Performing Arts that satisfy this requirement are marked with an asterisk () in the Art, Music, and Theatre sections of this Bulletin.]*

Religion 3 as best scheduled
(Any 1000-level RLGN course)

Total Core Curriculum: 46 hours*

**Transfer students with 30 or more attempted hours will normally be exempted from the CORE 1101/1102 requirement.*

GENERAL EDUCATION

Each student is required to pass three (3) Interim-term courses [one (1) three-hour course per term] as part of the graduation requirements. First-year students are required to enroll in an Interim-term course. Students may elect to complete four (4) Interim-term courses and are encouraged to do so.

The Core Curriculum and the Interim Term comprise General Education at LaGrange College.

ASSESSMENT OF THE CORE CURRICULUM

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

CORE CURRICULUM: TIME RESTRICTIONS

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

THE INTERIM ("JAN-TERM") PROGRAM

The Interim is the class term held during the month of January for approximately four (4) weeks. Courses offered in the Interim are designed to encourage students to explore course content outside their majors. All first-year students must successfully complete three (3) of the four (4) Interim terms offered during a typical four-year course of study. For students who transfer to LaGrange College, reductions are made in this requirement based on the academic standing of the student at entry.

All first-year students are required to register for an Interim class during their first year at LaGrange College. First-year students not pre-registered for the Interim term following their first Fall semester must submit an Academic Petition to the Provost.

Due to the exploratory nature of the Interim term, other academic programs are encouraged to refrain from offering courses required in the major or courses that are restricted to certain small groups of students. With this intent, students can be exposed to opportunities of study, thought, and expression that are not available during the other semesters of the academic year. To preserve the uniqueness of the Interim program, Interim-term courses are not offered during other semesters, Core Curriculum courses are not offered during the Interim, and students may not repeat an Interim course.

To be eligible for any Interim course, all academic, procedural, financial, and other prerequisites must be met. Students who have been enrolled full-time during the preceding Fall semester may take an Interim course at no additional charge for tuition, room, or board. Individual courses may assess fees particular to the activities planned. The costs listed in the course descriptions in the annual Interim bulletin are the anticipated per-participant charges for that particular class. Students are responsible for purchasing their own textbooks; most are available through the College bookstore.

The primary Interim bulletin is distributed in early Fall semester, with registration in late September for the upcoming January. Students are encouraged to discuss any questions about courses with the indicated instructors during the week prior to registration. A separate preliminary travel bulletin is distributed during the prior Spring semester, with an early travel application period offered in March. If space is available in the courses, then it may be possible to register for travel courses during the Fall registration period also.

All Interim courses require a minimum of 120 clock-hours per term of student involvement. At the first class meeting in early January, the instructor will provide guidelines for successful completion of the course, as well as a schedule of class meetings, assignments, and other necessary information. Grading of Interim courses is based on the A-F scale or Pass/No Credit. Instructors may allow students to choose between these grading options.

During the Interim term, LaGrange College offers several opportunities for off-campus study that require travel, some of which include travel to other states or travel beyond the United States. Being allowed to travel as part of the curriculum of LaGrange College is a privilege; approval to travel is not automatic but may be granted through the Office of Global Engagement, based on a completed application, including instructor permission and references. Such travel inevitably involves risk—accident, injury, illness, civil unrest, and other unforeseen circumstances. These risks are ones that neither those who sponsor travel

nor those who travel can control. In recognition of these risks, a premium on a travel medical insurance policy is included with the fees assessed for travel courses. Participation in such an off-campus study program is purely voluntary on the student's part. As a condition for participation, LaGrange College requires that student travelers and their parents read and execute liability releases and other documents that acknowledge, accept, and assume all risks. LaGrange College expects that students and their parents will use their own due diligence in informing themselves of current global conditions and in determining whether they wish to engage in travel to given sites.

GLOBAL ENGAGEMENT

The LaGrange College Mission Statement emphasizes that the institution, in its focus on the liberal arts, the Wesleyan tradition of truth-seeking, and the preparation of students for professional success and responsible citizenship, will provide an educational experience that contributes to the formation of graduates who are not only capable of encountering difference, in people and in cultures, but also eager to be significant contributors to a complex world. Faculty and staff are committed to providing many opportunities for students to develop the necessary skills for informed thought and responsible decision-making, a commitment grounded in the College's three most fundamental student learning outcomes: creative problem solving, critical thinking, and effective communication. It follows naturally from this sense of mission and purpose that the College should foster the development of characteristics of globally engaged students who will one day be knowledgeable, involved citizens of the world.

The Study-Away program encourages students to participate in learning opportunities in other settings, both domestic and international. Students may do this through short-term, travel-embedded courses such as those offered during January in the Interim Term. Each spring, there is a specific application and enrollment period for travel courses which will operate during the upcoming year. All students are also encouraged to spend a semester or an academic year in an individual study abroad program. Information on these programs can be obtained through the Office of Global Engagement. All students who are interested in full-term Study Abroad should begin the process by requesting approval from the Office of Global Engagement.

A major commitment of the College is to provide all students with greater access for study-away opportunities. A significant component of this commitment is the student travel voucher program, whereby eligible students receive direct financial support of up to \$2500 to participate in an international or domestic study-away experience sponsored or approved by the College. The eligible student will have entered LaGrange College as a first-time, first-year student, been continuously enrolled during fall and spring semesters, have attained at least junior (60 semester hours) status by the award date of the voucher, and be in good standing. The voucher may be used in the third, fourth, or succeeding years of enrollment.

ONLINE LEARNING

Online learning at LaGrange College is an initiative that enjoys campus-wide support and participation. To remain true to the ideals of an ethical and caring community, the College focuses on improving the lives of students by continuing to offer rigorous coursework than can be taken with more consideration for their responsibilities and obligations.

Courses are offered through a variety of techniques which employ varying levels of digital delivery:

- Hybrid courses – use a lesser number of classroom sessions and an increased amount of digital delivery of content. The classes typically replace between twenty and eighty percent of all physical meetings with electronically delivered content. Success in a hybrid course requires that students are sufficiently motivated and benefit from strong instructor guidance. Dates of required class attendance are clearly noted on the syllabus.
- Synchronously distributed courses – Instructor meets in a regularly scheduled, primary classroom along with students and also have simultaneously scheduled satellite classrooms where synchronous, web-/telecom-based interaction transpires with remote students.
- Primarily online courses – are characterized by a minimum of eighty percent of all content being delivered electronically. However, these courses may also require a very small quantity of person, synchronous meetings (classroom and off-campus). Dates of required attendance are clearly marked on the syllabus.
- Fully online courses – have no required content-driven meetings and thereby eliminate location as a limiting factor for enrollment.

Students in online courses of any type may be required to take exams which are administered and proctored by a trusted, outside source. In some courses, there may be occasional required synchronous class sessions and additional, non-required help sessions, all of which would be available to students via the internet. Instructors will hold office hours in physical (office) locations and also through a digital presence.

Students enrolling in primarily or fully online, synchronously distributed, or hybrid courses at LaGrange College are responsible for meeting all college and course prerequisites, locating and obtaining privileges to use accepted testing centers (as needed), acquiring access to modern computing tools (computer, microphones, webcams, etc.) and broadband internet, addressing any fees specific to scheduled courses or programs, and maintaining skills necessary to properly operate instructional technologies. Students with questions or concerns should contact the course instructor for clarification of any prerequisites and conditions.

THE MAJOR PROGRAMS

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

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

Bachelor of Arts

Art and Design	History	Political Science
Biochemistry	Interdisciplinary Studies	Psychological Science
Biology	Mathematics	Religion and Philosophy
Chemistry	Music	Sociology
Education (Early Childhood)	Musical Theatre	Spanish
English	Non-Profit Leadership	Theatre Arts

Bachelor of Business Administration

Concentration in Accountancy, Entrepreneurship, or Sports Management

Bachelor of Science

Accountancy

Biology

Chemistry

Exercise Science

Mathematics

Bachelor of Science in Nursing**Bachelor of Music**

Composition and Music Technologies

Performance (voice, piano, organ, guitar, percussion)

Church Music

LaGrange College also offers graduate programs. In these programs, students may complete the Master of Arts in Teaching, the Master of Arts in Philanthropy and Development, the Master of Education in Curriculum and Instruction, Master of Arts in Clinical Mental Health Counseling, and the Specialist in Education in Teacher Leadership. Please refer to the *Graduate Bulletins* for more information about these programs.

INTERDISCIPLINARY MAJOR

The Interdisciplinary Major at LaGrange College allows highly motivated students to pursue a self-designed, individualized program leading to a Bachelor of Arts degree in Interdisciplinary Studies. To be eligible to pursue the interdisciplinary major, a student must exhibit a high-level of maturity and self-direction. A grade point average of 3.3 or permission of the Provost is required at the time of submission of the proposal. The major may be declared upon completion of 30 semester hours, but no later than 69 semester hours.

Policies and Procedures:

1. The proposed major must stem from at least two (2) separate disciplines, but no more than three (3), and must be supportable by the existing resources of the College.
2. The student must select an advisor in each discipline, with one agreeing to serve as the principal advisor.
3. The student must research and select classes totaling at least 36 semester hours that relate to the proposed major and justify the inclusion of each course. At least 30 semester hours must be from courses at the 3000 level or above.
4. The proposal must include a clear sense of where the interdisciplinary major would lead the student (graduate school or career possibilities). The proposal should also state why the Interdisciplinary Studies Major better suits the student's needs than existing majors/minors offered at LaGrange College.
5. The final major curriculum will be determined by the student in consultation with all advisors. All general education requirements must be met for graduation. The major must culminate in a capstone paper or project approved by all advisors and supervised by the principal advisor. The student must register for INDV 4499 during his or her senior year.
6. The student must complete the Interdisciplinary Studies Proposal Form, which may be acquired from the Registrar's office. The proposed major must be approved by all advisors, the

Academic Policies Committee, and the Provost. It must also be filed with the Registrar's office. Any changes to the approved curriculum must have the approval of all advisors, the Academic Policies Committee, and the Provost. An amendment form with these approvals must be submitted to the Registrar's office.

MAJOR REQUIREMENTS: TIME RESTRICTIONS

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

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

INDEPENDENT STUDY IN THE MAJOR

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

ADVICE AND COUNSELING IN THE MAJOR

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

MINORS

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

MAJORS, MINORS, CONCENTRATIONS, AND PROGRAMS OFFERED AT LAGRANGE COLLEGE

	Major/Concentration	Minor/Concentration	Program
Accountancy	X	X	
Art and Design	X	X	
Asian Studies		X	
Biology (B.A. or B.S.)	X	X	
Biochemistry	X		
Business	X	X	
Chemistry (B.A. or B.S.)	X	X	
Church Leadership	X	X	
Coaching		X	
Computational Math	X	X	
Dual Language		X	
Education	X		
English	X	X	
Entrepreneurship		X	
European Union Studies			X
Exercise Science	X		
French		X	
Gerontology		X	
History	X	X	
Interdisciplinary Studies	X		
Latin American Studies		X	
Literature		X	
Marketing Design		X	
Mathematics (B.A. or B.S.)	X	X	

Music (B.A. or B.M.)	X	X	
Musical Theatre	X		
Nursing	X		
Nonprofit Leadership	X		
Philosophy		X	
Physical Education		X	
Physics		X	
Political Science	X	X	
Psychological Science	X	X	
Public History		X	
Religion and Philosophy	X	X	
Servant Scholars			X
Sociology	X		
Social/Behavioral Sciences		X	
Spanish	X	X	
Sports Management		X	
Sustainability		X	
Theatre Arts	X	X	
Women's Studies		X	
Writing		X	

TEACHING FELLOWS PROGRAM

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

The Teaching Fellow is given a sphere of responsibility so that learning and teaching can be experienced as two aspects of the program. The student's role differs from that of teaching assistants utilized by many colleges and universities. Here the faculty sponsor is as involved as ever in all aspects of the

course. Involvement of a student in teaching/learning participation in a particular course happens only if the faculty sponsor feels that definite benefit to both the student and the course will result.

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

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

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

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

- a. The Teaching Fellows Agreement form shall be prepared by the faculty sponsor and the candidate Teaching Fellow, outlining expectations for both the student and faculty sponsor. A detailed syllabus must be attached.
- b. This statement shall be signed by the student, faculty sponsor, department chair, Provost's Council, and Provost and held on file by the faculty sponsor. A copy will be given to the student to keep.
- c. Students earning this credit shall be designated "Teaching Fellows."
- d. Teaching Fellows experience shall be evaluated only as pass/no credit.
- e. Should the participation in the "Teaching Fellows" program cause the student's credit hour load to exceed 16 credit hours for the semester enrolled, the additional tuition cost will be waived for those hours in excess of 16.
- f. Teaching Fellows will not prepare exams or assignments and will not grade student work.
- g. Students who serve as Teaching Fellows and faculty members participating as mentors for the first time shall attend an orientation session to review the need for confidentiality, sign a confidentiality statement, and discuss other pertinent college policies.
- h. Faculty participation in the Teaching Fellows Program is voluntary and will not be considered as part of the faculty load.
- i. Each Teaching Fellow, sponsoring faculty member, and all students enrolled in the courses will evaluate the effectiveness of the program (separate from the evaluation of the teaching fellow by the sponsoring faculty) at the end of the semester, using the evaluation form developed specifically for the Teaching Fellows Program.

j. A student shall be limited to earning no more than 6 semester hours of academic credit for serving as an assistant to faculty members. Currently these opportunities include TCHA 4001, 4010, 4492, and INTM 4010.

k. Credit will be given only for teaching assistant experiences through the TCHA series of courses (TCHA 4010, Teaching Fellow; TCHA 4001, Cornerstone Teaching Assistant ; TCHA 4492, On-Campus Tutoring Internship), and INTM 4010, Service Learning Teaching Assistantship.

l. A review for Honor Code or Social Code violation is at the discretion of the Provost or his designee.

ACADEMIC PROGRAM RESOURCES

MOSHELL LEARNING CENTER

Located in the 24-hour study area on the main (2nd) floor of the Frank and Laura Lewis Library, this facility includes the Writing and Tutoring Center, which serves students currently enrolled at LaGrange College. Our staff consists of undergraduate work-study employees and tutoring interns who have been nominated for this program by professors in their respective disciplines. Although the subjects tutored may vary from semester to semester, the Moshell Learning Center typically provides at least one peer tutor in each of the following areas:

Biology (including Anatomy)	Psychological Science
Chemistry	Religion
French	Spanish
Math /Problem Solving (multiple tutors)	Statistics
Political Science	Writing (multiple tutors)

During the Fall and Spring semesters, these tutors are available Sunday through Thursday evenings, from 6:00 p.m. to 9:00 p.m. and, in some cases, by appointment as well.

Students who would like to serve as peer tutors but are ineligible for work-study funding may enroll in TCHA 4492 (On-Campus Tutoring Internship) and thus earn one to three (0-3) semester hours of academic credit for their service. Note that these hours do not count toward any major or minor program. This course may be repeated for credit. Grading is on a "Pass/No credit" basis. Prerequisites: Recommendation from a full-time faculty member in the subject to be tutored and approval by the Director of the Writing and Tutoring Center.

THE FRANK & LAURA LEWIS LIBRARY

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

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

ENDOWED LECTURESHIPS

The Jennie Lee Epps Memorial Lectureship was revived in 1997 by a gift from Dr. Grace Hadaway Boswell '49 and her husband, Dr. R. Dean Boswell. Ms. Kate Howard Cross, professor of Latin, donated the originating gift for the Epps Lecture in memory of her friend and colleague, who was a professor of English for 28 years. The lecture is usually delivered toward the end of the Spring semester.

The Waights G. Henry, Jr., Endowed Lectureship was established by a gift from the Neighbors Fund, Inc. in memory of Dr. Henry, president and chancellor of LaGrange College for a period of 42 years. Income from the endowment is used to fund the Waights G. Henry, Jr., lecture held during the Celebrate the Servant program in December.

Each Fall at the Opening Convocation, the Arthur H. Thompson Lectureship sponsors an award-winning faculty member to address the college community. The endowment was established by Ms. Mary Will Thompson, Class of 1898, in memory of her husband, who served as chair of the Board of Trustees of the College. He expressed his philosophy in this statement: "The greatest thing in life is the simple faith of an honest man."

PRE-PROFESSIONAL PROGRAMS

LaGrange College has a curriculum and environment that is well suited for preparation for further study in fields such as medicine and engineering. These programs include, but are not necessarily limited to, preparation for the following areas:

PRE-HEALTH PROFESSIONS ADVISING

For the pre-health professions (Dentistry, Medicine, Physician Assistant, Pharmacy, Physical Therapy, and Veterinary Medicine), the advising team is chaired by Dr. Melinda Pomeroy-Black and is composed of Dr. Nickie Cauthen and Dr. Melinda Pomeroy-Black. Students who are interested in one of these professions should consult with Dr. Pomeroy-Black for assignment to one of the team members.

PRE-DENTISTRY

Students should consult frequently with their advising team member in addition to their primary advisors for their majors. The pre-dental student should select a major as early as possible and work toward the B.S. degree.

The pre-dental student should be familiar with the specific requirements set by the dental schools to which he or she plans to apply. There is some variation in the requirements of the various schools, but the minimum requirements set by most schools of dentistry are:

- a minimum GPA of 2.8. All courses should be completed with a grade of C or better.
- a minimum score of 15 on the Dental Admissions Test (DAT) no later than September 30 preceding the year of entry.
- the following courses:

English	6 semester hours
Biology with Lab	8-12 semester hours
Physics with Lab	4-8 semester hours
General Chemistry with Lab	8 semester hours

Organic Chemistry with Lab	8 semester hours
Biochemistry	4 semester hours
Precalculus or Calculus	4 semester hours

- at least 50 hours of experience in the dental field, preferably with a single dentist. The student should keep records of dates, duration, and type of experience.

PRE-MEDICINE (M.D.)

Students should consult early and frequently with their advising team member in addition to their primary advisors for their majors. The pre-medicine student should select a major as soon as possible and seek the B.S. degree. Medical schools rarely accept candidates with less than the baccalaureate degree.

The student should be familiar with the requirements of the several medical schools to which he or she plans to apply. Requirements vary somewhat in the various medical schools, but the minimum requirements of most medical schools are:

Biology with Lab	8 semester hours
General Chemistry with Lab	8 semester hours
Organic Chemistry with Lab	8 semester hours
Physics	8 semester hours

Every applicant must take the Medical College Admission Test (MCAT). In 2015, the MCAT will expand to include topics in psychological science and sociology; thus, PSYC 1101 and SOCI 1101 are also recommended courses. It is preferable that applicants take the MCAT in the spring or early summer preceding the submission of his or her application to medical school, but no later than the early fall of that year. Students should take General Chemistry (CHEM 1101-1102) as a first- or second-year student to be on track for the MCAT exam. BIOL 1107-1108 with labs is also suggested for first- or second-year students. Either General Chemistry or Principles of Biology should be taken in the first year in order to stay on track for timely graduation and application to medical school. Medical schools also expect experience in the field of medicine. Students should keep records of dates, duration, and types of experience when participating in shadowing or volunteer or paid work in a hospital, doctor's office, or other medical facility. Consult your advisor and the Career Center for help setting up a shadowing experience.

PRE-PHYSICIAN ASSISTANT (P.A.)

Students should consult early and frequently with their advising team member in addition to their primary advisors for their majors. The pre-PA student should select a major as soon as possible and seek the B.S. degree. PA programs require completion of a baccalaureate degree.

The student should be familiar with the requirements of the several PA programs to which he or she plans to apply. Dr. Cauthen has a table of requirements for PA schools in Georgia that is available upon request. Requirements vary significantly in the various PA programs, but the common requirements of most PA programs are:

Biology with Lab	8 semester hours
General Chemistry with Lab	8 semester hours
Organic Chemistry with Lab	4 semester hours
Human Anatomy and Physiology	8 semester hours
Microbiology	4 semester hours

Every applicant must take the Graduate Record Examination (GRE), preferably 4 to 6 months preceding the submission of his or her application to PA programs. Students should take General Chemistry (CHEM 1101-1102) and Principles of Biology (BIOL 1107 and 1108 with lab) as a first- or second-year student. Either General Chemistry or Principles of General Biology should be taken in the first-year to stay on track for timely graduation. PA programs also expect extensive direct patient care experience. Students should begin acquiring this experience early and keep records of dates, duration and types of experience for their applications. Consult your advisor for suggestions on how to gain this type of experience.

PRE-PHARMACY ADVISING

Students should consult early and frequently with their advising team member in addition to their primary advisors for their majors. While the admission requirements vary between schools, the minimum requirements set by most schools of pharmacy are:

- a minimum GPA of 3.0, with a C or better in all courses.
- work experience as a pharmacy technician.
- the following courses:

English	6 semester hours
Principles of Biology with lab	8 semester hours
Advanced Biological Science*	12 semester hours
Physics	4 semester hours
Biochemistry	3 semester hours
General Chemistry with Lab	8 semester hours
Organic Chemistry with Lab	8 semester hours
Math**	6 semester hours
Economics	3 semester hours
Speech	3 semester hours

*Including Anatomy and Physiology I and II and Microbiology

**Including MATH 1114 and 2221

6 semester hours each of humanities and social/behavioral science.

Students should take the PCAT (Pharmacy College Admissions Test) as early as practical. Early admission applications are encouraged. Acceptance to a pharmacy program depends on a composite score of GPA, the PCAT and an interview.

PRE-PHYSICAL THERAPY

Physical therapists hold a Doctor of Physical Therapy (DPT) degree. These programs require a bachelor's degree as well as completion of the pre-physical therapy pre-requisite courses. The pre-requisite courses vary from school to school; you should select your courses after consulting the requirements for your schools of interest and speaking with your advisor. Typical prerequisite courses include chemistry, physics, anatomy and physiology, other biology or exercise science courses, statistics, psychological science, and sociology. Dr. Cauthen has a table of requirements for PT schools in Georgia that is available upon request. Most schools look for experience working with or observing a certified physical therapist. Students should keep records of dates and duration of such experience. Consult your advisor and the Career Center for help setting up a shadowing experience.

PRE-VETERINARY MEDICINE

Students should consult early and frequently with their advising team member in addition to their primary advisors for their majors. The pre-veterinary student should select a major as early as possible and work toward the B.S. degree.

The pre-veterinary student should be familiar with the specific requirements of the school to which he or she plans to apply as they vary widely between schools. The minimum requirements set by most veterinary medicine schools are as follows:

- A minimum GPA of 3.0. All courses should be completed with a grade of C or better.
- Completion of the Graduate Record Examination (GRE) General Test. This test should be taken no later than the September or December of the year preceding the year of desired entry, depending on the schools to which the student applies. The results should be received by a school by anywhere from October 1 to January 15. It should be noted that some schools also require GRE Subject Tests, such as the Biology and Analytical Writing Subject Tests.
- animal/veterinary experience (large and/or small).
- Completion of the following courses:

English	6 semester hours
Principles of Biology with Lab	8 semester hours
Advanced Biological Science*	8 semester hours
Physics	8 semester hours
Biochemistry	3 semester hours
General Chemistry with Lab	8 semester hours
Organic Chemistry with Lab	8 semester hours
Math 2105 (or higher)	3 semester hours

*Including Anatomy and Physiology I and II, Microbiology, Genetics, and Cell Physiology

DUAL-DEGREE ENGINEERING

LaGrange College has an engineering preparation program designed to provide a broad liberal arts background while preparing the student for a professional engineering program. Dual Degree Engineering Programs have been established with Georgia Institute of Technology and Auburn University. Students accepted in the Dual Degree program will attend LaGrange College for approximately three (3) years (90 semester hours if entering under this *Bulletin*) while they complete the Core Curriculum and the engineering preparatory courses listed at the end of this section. After satisfactorily completing these studies at LaGrange College, the student will then attend the engineering institution and complete a major in engineering, a process that generally takes two to three (2 to 3) additional years. After completion of the degree requirements for both institutions, the student will receive an engineering degree in the selected engineering discipline from the engineering institution and a Bachelor of Arts degree from LaGrange College.

All students considering the Dual Degree Engineering Program should contact the program adviser, Dr. Bill McCoy, prior to registration. Students must complete all components of the Core Curriculum, including the College's exit assessment exam before transferring to the engineering institution.

Dual Degree Engineering students must satisfactorily complete all of the following courses before attending the engineering institution:

Calculus I, II and III
Differential Equations
Linear Algebra (GA Tech.)
General Chemistry
General Physics I and II

Please note that calculus-based physics (General Physics PHYS 2121-2122) is required. Students must begin the study of calculus as early as possible in order to be prepared for the physics sequence.

PRE-JOURNALISM AND COMMUNICATIONS

Many students believe that in order to prepare for a career in journalism, they must earn an undergraduate degree in either journalism or communications. This simply is not true. Most publications and graduate professional programs do not require applicants to hold a bachelor's degree in those disciplines. What these employers and programs do insist upon is that their applicants hold a **liberal arts degree** that promotes their abilities to think, read, and write critically. Students at LaGrange College can prepare themselves for a career in journalism or communications (or for graduate studies in those fields) by

- 1) majoring in a humanities/social science discipline such as English, political science, or history and
- 2) completing an English minor with a writing concentration; or
- 3) designing an interdisciplinary major that blends courses from disciplines pertinent to journalism and communications (see "Interdisciplinary Major").

Students should also become actively involved in one or more of the following student publications:

The Hilltop News (our campus newspaper)

The Scroll (our fine arts magazine)

Citations (our scholarly journal of undergraduate research)

PRE-LAW

Students considering law school should consult with Dr. Tracy Lightcap, Program Coordinator for Political Science (tlightcap@lagrange.edu, 706.880.8226), beginning in their first year and should meet regularly with other students interested in pre-law at announced meetings of the Pre-Law Advising Committee during the school year. Students entering law school come from varied undergraduate backgrounds. It is not possible to say which major serves as the best preparatory background for law school. Almost every law school bulletin, however, suggests that entering students must have a strong background in political science, history, and English, as well as some elective preparation in either economics, business, sociology, psychological science, and or mathematics.

PRE-SEMINARY

The Church Leadership Concentration of the Religion program is designed to prepare students for future careers in church service. Many of our graduates take positions in Christian Education or Youth Ministry directly after graduation. Others enroll in seminaries as a preparation for ordained ministry.

LaGrange College is one of only nine (9) colleges in the nation that are authorized by the United Methodist Church to offer certification programs in Youth Ministry and Christian Education. United Methodist students who complete our Church Leadership program fulfill all of the educational requirements needed for professional certification in these fields.

ACADEMIC DEPARTMENTS, PROGRAMS, AND COURSES

BUSINESS:

Lydia Rosencrants, Chair
Jon Birkeli, Program Coordinator, Business

EDUCATION:

Don Livingston, Chair

EXERCISE SCIENCE AND PHYSICAL EDUCATION:

Arya Alami, Chair

FINE AND PERFORMING ARTS:

Marcia Brown (Art and Design), Chair
Toni Anderson, Program Coordinator, Music
Kim Barber Knoll, Program Coordinator, Theatre Arts

HISTORY AND THE SOCIAL SCIENCES:

Joe Cafaro (History), Chair
Tracy Lightcap, Program Coordinator, Political Science
Randall Adams, Program Coordinator, Sociology

HUMANITIES:

Laine Scott (English), Chair
David Ahearn, Program Coordinator, Religion and Philosophy
Amanda Plumlee, Program Coordinator, Modern Languages

MATHEMATICS AND COMPUTER SCIENCE:

Greg McClanahan (Mathematics), Chair

NURSING:

Celia Hay, Chair

SCIENCES:

Nickie Cauthen (Biology), Chair
Christi Hu, Program Coordinator, Psychological Science
Bill McCoy, Program Coordinator, Chemistry and Physics

COURSE NUMBERING SYSTEM AND ABBREVIATIONS

The projected schedule of course numbering will be followed insofar as possible, but is subject to change. The number in parentheses following the course title indicates the number of semester hours credit for the course.

- Courses beginning with 1 are intended primarily for first-year students and sophomores. These courses are introductory in nature and assume little or no college-level experience with the subject matter. These courses may also be introductory courses in general education.
- Courses beginning with 2 are intended primarily for sophomores. These courses are also introductory in nature and meant to broaden the student's experience. Many courses at this level contribute to the general education program.
- Courses beginning with 3 are intended primarily for juniors and seniors. In general, these courses are designed primarily for students pursuing a major or minor in the discipline. They assume completion of introductory coursework. Certain courses at this level contribute to the general education program.
- Courses beginning with 4 are intended primarily for seniors. In general, these courses are designed primarily for students pursuing a major or minor in the discipline. They assume completion of introductory coursework.
- Courses beginning with 5 or 6 are intended primarily for Master's-level students.
- Courses beginning with 7 are intended primarily for Education Specialists students.

PROGRAM ABBREVIATIONS

Accountancy	ACCT
Art and Design	ARTD
Biology	BIOL
Chemistry	CHEM
Core Curriculum (interdisciplinary)	CORE
Economics	ECON
Education	EDUC
English	ENGL
Exercise Science	EXCS
Finance	FNCE
French	FREN
German	GERM
Health and Physical Education	EXCS
History	HIST
Interim	INTM
Interdisciplinary Studies	INDV
Japanese Studies	JAPN
Korean	KORN
Languages	LANG
Latin American Studies	LAST
Library Science	LIBR
Management	MGMT
Marketing	MRKT
Mathematics	MATH

Music	MUSI
Musical Theatre	MUTH
Nursing	NURS
Philosophy	PHIL
Physical Education	PEDU
Physics	PHYS
Political Science	POLS
Psychology	PSYC
Religion	RLGN
Servant Scholar Program	SERV
Sociology	SOCI
Spanish	SPAN
Teaching Fellows / Internships	TCHA
Theatre Arts	THEA
Women's Studies	WMST

ART AND DESIGN

MISSION

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

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

PROGRAM OBJECTIVES

The program of Art and Design

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

STUDENT LEARNING OUTCOMES

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

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

ASSESSMENT OF LEARNING OUTCOMES

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

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

Participation in the Art History Forum or other presentation of research (art history and museum studies concentration students).

Completion of a pre-test and post-test in Art History Survey courses.

AWARDS

Art and Design presents several awards annually during the Honors Day program. Many are purchase awards that allow the college to acquire works of art by the award recipients. The faculty of Art and Design present these awards to students for superior performance and a proven commitment to their craft.

IN ADDITION TO COMPLETING THE CORE CURRICULUM REQUIREMENTS, STUDENTS PURSUING A MAJOR IN ART AND DESIGN MUST COMPLETE THE FOLLOWING MAJOR PROGRAM REQUIREMENTS:

CONCENTRATIONS

Art and Design offers major concentrations in animation, ceramics/sculpture, drawing/painting, graphic design, photography, art history, and in art history/museum studies. The courses required of the concentration are specific and scheduling should be determined in consultation with an art faculty advisor. A student may choose a studio concentration in more than one (1) area.

REQUIREMENTS FOR A STUDIO CONCENTRATION MAJOR IN ART AND DESIGN:

- 9 hrs. Art History – ARTD 1109, 1110, and 1111 (or an Art History elective)
- 9 hrs. Foundation Core – ARTD 1151, 1152, 1153
These courses should be taken during the first-year/sophomore year
- 12 hrs. Introductory Studio Courses: One (1) course from each of the following studio disciplines:
 - Painting or Drawing
 - Graphic Design or Printmaking
 - Photography
 - Ceramics or Sculpture
- 9 hrs. Major Concentration – Three (3) additional courses in one of the above disciplines.
- 3 hrs. Studio Concentration (minimum; animation concentration will require 2 senior level animation courses)
- 42 Total hours required

REQUIREMENTS FOR A CONCENTRATION IN ART HISTORY:

- 6 hrs. Art History Survey I and II – ARTD 1109, 1110
- 21 hrs. Art History courses – ARTD 1111, 3101, 3102, 3103, 3105, 3106, 3107, 3108
The Art of Greece and Rome, Art of the Renaissance, Art of the Baroque, Art of the Nineteenth Century in Europe and America, Modern and Contemporary Art, Art of the Non-Western World, Museum Studies I, Museum Studies II.
- 3 hrs. Studio Courses
- 3 hrs. Internship or Independent Study in Art History
- 3 hrs. Senior Seminar – ARTD 4353—A course in which senior art history and museum studies students work on research and writing skills. They also prepare a résumé and focus on applying for graduate school.
- 36 Total hours required

REQUIREMENTS FOR A CONCENTRATION IN ART HISTORY/MUSEUM STUDIES:

- 6 hrs. Art History Survey I and II – ARTD 1109, 1110
- 18 hrs. Art History electives – ARTD 1111, 3103, 3105, 3106, 3107, 3108
The Art of Greece and Rome, Art of the Renaissance, Art of the Seventeenth and Eighteenth Centuries in Europe and America, Art of the Nineteenth Century in Europe and America, Modern and Contemporary Art, Art of the Non-Western World.
- 3 hrs. Studio Coursework
- 6 hrs. Museum Studies I and II – ARTD 3101, 3102
- 3 hrs. Internship

3 hrs. Senior Seminar – ARTD 4353—A course in which senior art history and museum studies students work on research and writing skills. They also prepare a résumé and focus on applying for graduate school.

39 Total hours required

MINORS

Art and Design (Studio Art): This minor consists of 18 semester hours, six of which must be in 3000 level or above courses. The student must select at least one course in art history, at least one course at the 1000 level, and four other courses selected in consultation with the minor advisor. The courses selected must be approved by the coordinator of the program.

Art History/Museum Studies: This minor consists of 18 semester hours: ARTD 1109, ARTD 1110, and four additional courses selected in consultation with the minor advisor. Note that six of the 18 hours must be in 3000 level or above courses. The courses selected must be approved by the coordinator of the program.

Minor in Marketing Design: The minor in Marketing Design is available to students majoring in any area. Students will enhance their skills in technology, communication and business with this interdisciplinary minor from the Departments of Art and Design and Business. A minor in Marketing Design consists of the following 18 semester hours of coursework:

- ARTD 2201
- ARTD 2222
- ARTD 3222
- MGMT 3312
- MRKT 3380
- MRKT 4435

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

COURSE DESCRIPTIONS (ARTD)

*** Denotes ARTD courses that satisfy the Fine Arts requirements in the Core Curriculum.**

***ARTD 1109 Art History Survey I. (3) Fall**

This course surveys the history of Western Art and architecture from the Paleolithic period through the Gothic era.

***ARTD 1110 Art History Survey II. (3) Spring**

This course surveys the history of Western art and architecture from the early Renaissance to the beginning of the 20th century.

***ARTD 1111 Modern and Contemporary Art History. (3) Spring**

This course surveys the development of Western art from the beginning of the 20th through the early 21st century.

***ARTD 1151 Drawing I. (3) Fall**

A course in the fundamentals of perceptual drawing or drawing from observation. Topics include shading, line, perspective and composition.

***ARTD 1152 2-D Design. (3) Spring**

A study of the basic design elements and principles. Emphasis will be on creative problem solving and development of unified designs. A study of color theory and relationships is included.

***ARTD 1153 3-D Design. (3) Fall**

This course explores the fundamentals of three-dimensional form using various materials such as wood, clay, plaster, paper, etc. Craftsmanship, creative thought, and transformation of ideas into form while becoming familiar with proper use of tools and equipment is also emphasized.

ARTD 2201 Graphic Design Fundamentals.(3) Fall

An introduction to the fundamentals of graphic design, emphasizing typography and layout.

ARTD 2211 Drawing II: Life Drawing. (3) Spring

A course in the study of human anatomy and the expressive potential of the human form. Using a variety of drawing media, students will draw from the model, both nude and clothed, and from the skeleton.

Prerequisite: ARTD 1151 (Basic Drawing) or permission of instructor

ARTD 2222 Graphic Design Logos and Concepts. (3) Spring

A course exploring the development of graphic ideas through projects in advertising, layout, corporate identity, and magazine and poster design. Students will be exposed to basic concepts of logo design. In addition, they will study working with printers, fonts and file formats.

***ARTD 2223 Basic Photography. (3) Fall**

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

ARTD 2224 Documentary Photography.(3) Spring

A course in documentary photography in which the student is assigned projects to illustrate narrative issues relevant to contemporary social concerns utilizing both silver and digital-based materials. An introduction to the history of documentary photography and the study of the stylistic techniques of contemporary photojournalism will also be included.

No prerequisite

***ARTD 2227 Ceramics—Methods and Materials. (3) Fall**

This course is an introduction to ceramic methods and techniques. It will explore both wheelthrowing and hand building used in forming vessels and sculpture. This will include using the potter's wheel, slabs, coils, and textures to create form. Glazing, decoration, and firing methods will also be explored.

***ARTD 2229 Ceramics—Wheelthrowing. (3) Spring**

This course is an introduction to basic wheelthrowing techniques, beginning with centering and opening, then progressing to pulling basic forms such as bowls, cups and bottles. Glazing, decoration, and firing methods are also included.

ARTD 2271 Painting I. (3) Fall

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

Prerequisite: ARTD 1151 (Drawing I)

***ARTD 2272 Sculpture I. (3) Spring**

The projects in this class will address both traditional and contemporary issues in sculpture, such as figure modeling, carving, and narrative imagery.

***ARTD 2273 Printmaking I. (3) Fall**

A course in the basics of intaglio and relief printmaking techniques, exposure to selected print and book arts media, and the development of creative imagery.

ARTD 2281 Animation I. (3) Fall

In this exercise-based course the student will develop the skills to create compelling animation through traditional techniques within a digital format. Special emphasis will be placed on familiarity and execution of the 12 Basic Principles of Animation. Students will be introduced to various forms of animation, the history of the art form, the industry, and the language of animation and film.

Prerequisite: ARTD 1151 (Drawing I)

ARTD 2282 Animation II. (3) Spring

In this exercise-based course the student will build upon skills and concepts from Animation I to strengthen their mastery of the art of animation.

Prerequisite: ARTD 2281 (Animation I)

ARTD 3101 Museum Studies I. (3) Fall

In addition to textbook study, students are actively engaged in museum activities: cataloguing collections, organizing exhibitions, and serving as docents. Students visit area museums not only to view their collections and special exhibitions, but also to learn from museum personnel about the functioning of a museum.

ARTD 3102 Museum Studies II. (3) Spring

This course traces the history of museums, discusses contemporary practice in museums, and examines current issues in museology. It explores the museum's mission and its role in society through case studies and exhibitions in a variety of museums: art, living history, history, children's, and ethnographic.

ARTD 3103 The Art of Greece and Rome.(3) Spring

This course focuses on the art of Greece and Rome, emphasizing the historical and cultural context of the works studied.

Prerequisite: ARTD 1109 or consent of the instructor

ARTD 3105 Art of the Renaissance. (3) Fall

This course focuses on the painting, sculpture, and architecture of the Renaissance, considering works in their historical and cultural context.

Prerequisite: ARTD 1110 or consent of the instructor

ARTD 3106 Art of the Baroque.(3) Spring

This course examines works of painting, sculpture, and architecture created in Western Europe and in the United States during the seventeenth and eighteenth centuries and explores the cultural and historical circumstances of their creation.

Prerequisite: ARTD 1110 or consent of the instructor

ARTD 3107 Art of the Nineteenth Century in Europe and America.(3) Fall

This course focuses on the painting, sculpture, photography, and graphics of the nineteenth century in Europe and America.

Prerequisite: ARTD 1110 or consent of the instructor

ARTD 3108 Art of the Non-Western World.(3) Spring

This course treats the art of non-western cultures: South and Southeast Asia, China, Japan, Korea, Pre-Columbian America, Africa, and Oceania.

Prerequisite: ARTD 1109 or ARTD 1110 or consent of the instructor

ARTD 3222 Digital Imaging.(3) Fall

A course dealing with the art of computer technology, with emphasis on photographic image manipulation. Emphasis will be placed on developing creative personal imagery. Access to a digital camera is necessary.

ARTD 3281 Digital Ink and Paint. (3) Fall

The student will carry out exercises and develop a final project using Adobe Flash as a traditional animation coloring and animation system. Industry standards will be emphasized.

Prerequisites: ARTD 2281, ARTD 2282

ARTD 3282 Stop Motion Animation. (3) Spring

The student will study different forms, methods and techniques of Stop Motion animation while learning to design, build and animate armature based Stop Motion models.

Prerequisites: ARTD 1153 or ARTD 2272, ARTD 2223, ARTD 2281, ARTD 2282

ARTD 3301 Advanced Graphic Design. (3) Spring

This course explores advanced design principles in such areas as web design, applied surface design, and advanced topics in typography and layout. The course is designed to assist students in developing a portfolio of their work.

Prerequisites: ARTD 2201, ARTD 2222, preferably ARTD 3222

ARTD 3311 Drawing III.(3) Spring

Advanced work with the figure in projects exploring composition and subjective expression.

Prerequisite: ARTD 2211

ARTD 3323 Advanced Photography I. (3) Fall

Advanced work in image manipulation in which creative photographic techniques are employed using both silver and digital/pigment-based materials. Emphasis will be placed on expressive and technical elements that go into the making of a personal vision. Students may work digitally or with film using a variety of formats.

Prerequisite: ARTD 2223

ARTD 3324 Advanced Photography II. (3) Spring

Independent work in photographic concepts dealing with the student's interest in documentary, commercial, or expressive photography using either silver or digital media. A portfolio of twenty to thirty prints with a cohesive theme is required at the end of the semester.

Prerequisite: ARTD 2224

ARTD 3327 Ceramic Concepts.(3) Fall

This course will emphasize ceramic design using hand building and/or wheelthrowing techniques. Projects are flexible in their construction method in order to accommodate different ability levels and interests. Projects with commercial potential such as lamp bases, teapots, covered jars, and tile will be explored. Glazing, decoration, and firing methods are emphasized.

Prerequisite: ARTD 2227 or ARTD 2229 or consent of instructor

ARTD 3329 Ceramic Design.(3) Spring

This course is designed to allow the student to explore design, construction, and firing methods covered in previous ceramic classes.

Prerequisites: ARTD 2227 or ARTD 2229 or consent of instructor

ARTD 3341 Internship.(3-9) Fall, Interim, Spring

A supervised experience in an off-campus professional environment such as a photography studio, a surface or graphic design studio, or a museum or gallery administrative office.

Prerequisite: consent of the instructor

ARTD 3372 Sculpture Methods II.(3) Spring

This course is designed to allow the student to independently explore ideas, methods, and techniques covered in previous sculpture classes.

Prerequisite: ARTD 2272 or consent of the instructor

ARTD 3373 Printmaking II.(3) Fall

A continuation of ARTD 2273, including advanced exploration of color prints and other selected print and book arts media.

Prerequisite: ARTD 2273

ARTD 3375 Painting II.(3) Spring

A further exploration of either oils or acrylics. Students develop a series of paintings that explore specific imagery, materials, or techniques.

Prerequisite: ARTD 2271

ARTD 3380 Special Topics.(3)on demand

A special topics course designed to provide students with exposure to topics in either studio work or art history/museum studies not covered in the regular course offerings.

Prerequisite: Consent of instructor

ARTD 4351 – 4352 Studio Concentration.(3-6) Fall and Spring

This is an advanced intensive course in which art students bring into focus their studio interest and produce a body of work in one or two disciplines leading towards their exit exhibition their last semester. The course may include discussion and readings in contemporary art theory and criticism, field trips to museums and galleries, and the creation of a personal artist's statement and curriculum vitae. Students will be expected to produce a portfolio of their work that could be used to apply for a job application and for graduate study. This course requires that the student receive permission from the studio professor/professors in whose areas they plan to concentrate. This course may be repeated for credit, and a student may receive a maximum of 12 credit hours.

Prerequisite: Consent of instructor/ instructors

ARTD 4353 Art History Concentration. (3) Spring

This course is designed to hone students' research skills, to help them apply for internships and graduate school, and to enhance their knowledge of art historical theory and traditions. Because the course is designed to meet the specific needs of each student, the approach will vary slightly each year.

Prerequisite: Consent of instructor/ instructors

ARTD 4495 Independent Studies.(3)on demand

Prerequisite: consent of instructor

*** Denotes ARTD courses that satisfy the Fine Arts requirements in the Core Curriculum.**

ASIAN STUDIES MINOR

PROGRAM INTRODUCTION

Whether considering the dynamics of the global economy or the contours of local communities, familiarity with the languages, histories, and cultures of East Asia is essential to understanding the increasingly interconnected world in which we live. The interdisciplinary knowledge and skills students obtain in the Asian Studies minor serve as a foundation for travel, study, or work in East Asia as well as for employment with companies in the United States that do business in East Asia or for further study at the graduate level. Opportunities for graduates with an Asian Studies minor include work in the fields of business, government, health care, journalism, social work, and law.

MISSION STATEMENT

The Asian Studies minor is an interdisciplinary program that provides students with the opportunities to develop a basic facility in Korean or Japanese language and an understanding of the histories, cultures, religions, politics, and economies of East Asia.

PROGRAM OBJECTIVES

The Asian Studies minor is organized around three objectives. The first is to provide students with the opportunity to develop basic conversational ability and familiarity with the writing systems of either Korean or Japanese through a minimum of one year (six hours) of Korean or Japanese language study at LaGrange College. The second is to enable students to gain a grounding in and familiarity with the general dynamics of East Asian histories and cultures through the required courses HIST 2380 Introduction to the History of East Asia and RLGN 1104 Dialogue with World Faith Traditions. The third is to provide students the space to develop further Asian Studies expertise in areas of individual interest through at least six hours of elective courses in Art and Design, Business, History, Japanese language, Korean language, Political Science, or Religion.

PROGRAM OBJECTIVES ASSESSMENT

The assessment of program objectives are evidenced by the required and elective courses offered each semester by the respective programs.

STUDENT LEARNING OBJECTIVES

Students completing the Asian Studies minor will be able to 1) demonstrate basic conversational and reading ability in Korean or Japanese 2) describe and analyze the dynamics of the histories and cultures of East Asia and 3) show further Asian Studies expertise in areas of individual student interest.

STUDENT LEARNING ASSESSMENT

Student learning objectives are assessed through the written assignments, oral presentations, and written and oral exams completed in required and elective courses in the minor. Successful attainment of student learning objectives shall be understood to be a minimum grade of C in all courses counting toward the satisfaction of minor requirements.

PROGRAM REQUIREMENTS

Students in Asian Studies must complete a total of 18 credit hours. All minors must complete HIST 2380 and RLGN 1104. Students must choose either a Korea concentration or a Japan concentration. Those with a Korea concentration must complete a minimum of one year (six hours) of Korean language study. Those with a Japan concentration must complete a minimum of one year (six hours) of Japanese

language study. While not required, students are encouraged to continue their language study beyond the first year either at LaGrange College or abroad to enhance their conversational skills. To complete the minor, students must take a minimum of six hours of electives either at LaGrange College or while studying abroad. All classes must be completed with a minimum grade of C to count toward the successful completion of the minor.

Required Courses (six hours)

HIST 2380 Introduction to the History of East Asia
RLGN 1104 Dialogue with World Faith Traditions

Required Courses: Japan Concentration (six hours)

JAPN 1101 Beginning Japanese I
JAPN 1102 Beginning Japanese II

Required Courses: Korea Concentration (six hours)

KORN 1101 Beginning Korean I
KORN 1102 Beginning Korean II

Electives (six hours)

ARTD 3108 Art of the Non-Western World
ARTD 3327 Ceramic Concepts
ASIA 3000 Special Topics in Asian Studies
HIST 3380 History of China
HIST 3382 History of Korea
HIST 3384 History of Japan
JAPN 1101 Beginning Japanese I
JAPN 1102 Beginning Japanese II
JAPN 2103 Intermediate Japanese I
JAPN 2105 Intermediate Japanese II
KORN 1101 Beginning Korean I
KORN 1102 Beginning Korean II
LANG 1101 Beginning Chinese I
LANG 1102 Beginning Chinese II
MGMT 3392 International Business
MGMT 3393 Cultural Aspects of International Business
POLS 2210 Comparative Politics
POLS 2220 International Politics
POLS 3321 International Political Economy
POLS 3322 International Organizations
POLS 3323 International Conflict
POLS 3350 The Politics of Development
RLGN 2320 Religion, Violence, and Social Change

Students may count study abroad in Asia at accredited institutions toward elective credit. LaGrange College currently has an exchange agreement with Seigakuin University in Japan and will be developing similar agreements with institutions in South Korea. The College is a member of the Methodist International Student Exchange Network, providing additional enrollment opportunities in Taiwan and Japan. Students are strongly encouraged to plan their study abroad experience in consultation with the Asian Studies director after having received initial approval from the Office of Global Engagement. The director will determine the eligibility of courses and/or programs and then recommend appropriate credit to the Office of Global Engagement.

BIOLOGY

INTRODUCTION

The Biology curriculum provides a broad base of knowledge of biology while improving the creative, critical, and communicative abilities of students. Biology, the study of life, is intriguing to students on a fundamental level, because it is essentially the study of themselves, their bodies, and the living world around them. The Biology faculty works with their majors to help them develop an understanding and working knowledge of the life phenomenon at subcellular through organismal levels. Within the major, a student may elect to emphasize human biology, field-oriented biology, or biochemical and microscopic aspects of life science.

MISSION

The Biology Program provides students with the opportunity to explore, understand, and explain the unity, diversity, and complexity of life.

GOALS

The Biology Program

- provides opportunities for all students to understand the nature of science, to improve their scientific literacy, to develop a greater knowledge of living systems within a global perspective , and to do so using critical and creative thinking and effective communication;
- provides a broad-based biology curriculum for students who pursue degrees in biology, providing them with the content and skills needed for post-graduate study and the guidance to inform their choices;
- provides a supportive and nurturing environment for faculty in development of teaching expertise, collaboration in student-faculty research, and engagement in discipline-specific research and scholarship, with all supported by necessary equipment, space, and funding.;

LEARNING OBJECTIVES FOR THE MAJOR

The Biology Program offers a curriculum that will provide the basis for all students majoring in biology to be able to:

- demonstrate knowledge in major fields of biology;
- demonstrate effective skill mastery in communication and in basic laboratory and field study techniques;
- demonstrate use of the scientific method to critically analyze questions and creatively address local and global issues in the biological sciences..

METHODS OF ACCOMPLISHING THE OBJECTIVES

The student is presumed to have accomplished the specific collection of objectives by satisfactorily completing the courses that constitute his or her major. In addition to the Core Curriculum, all biology majors are required to successfully complete:

- Principles of Biology I and II (BIOL 1107 and 1108); Principles of Biology I and II Laboratory (BIOL 1107 L and BIOL 1108 L); each with a C- or better . These courses are included in Core Curriculum requirement
- General Chemistry I and II (CHEM 1101 and 1102)
- one course in mathematics in addition to the Core math requirement, chosen from

- MATH 1114 (Statistics)
- MATH 2105 (Precalculus), or
- MATH 2221 (Calculus I)
- one course in the cellular-level biology category
- one course in the organismal-level biology category, and
- the Senior Seminar (BIOL 4470).

Students may count no more than one accepted upper-level course taken as a transient student at another institution as one of the biology major courses. Pre-requisites for upper level (3000+) courses must be completed with a grade of C- or higher.

ASSESSMENT OF LEARNING OBJECTIVES

Students graduating with degrees in biology will complete the program comprehensive exit exam. Through this exam and the program exit survey, students will demonstrate their completion of the objectives of the major. The faculty in the Biology Program use these assessments and the success of graduates as a gauge of the applicability of its goals and the success of its students in attaining these goals.

DECLARATION OF MAJOR

Before declaring a major in biology, a student must successfully complete an Introductory Biology major sequence of BIOL 1107, BIOL 1107L, BIOL 1108 and BIOL 1108L with a C- or better in all courses.

IN ADDITION TO COMPLETING THE CORE CURRICULUM REQUIREMENTS, STUDENTS PURSUING A MAJOR IN BIOLOGY MUST COMPLETE THE FOLLOWING MAJOR PROGRAM REQUIREMENTS:

REQUIREMENTS FOR A MAJOR IN BIOLOGY

The program offers two (2) degree tracks beyond these basic courses: the Bachelor of Arts in Biology (B.A.) and the Bachelor of Science in Biology (B.S.). Additionally, the program offers a minor in biology. The requirements for each of these are as follows:

BACHELOR OF ARTS IN BIOLOGY

- Core Curriculum (including BIOL 1107, 1107 L, 1108, and 1108 L)
- CHEM 1101 and 1102
- choice of MATH 1114, MATH 2105, or MATH 2221 (in addition to the Core math requirement)
- choice of one (1) cellular-level biology course (BIOL 3321, 3322, 3360, 3370, 3372, 3373, 3374, 3376)
- choice of one (1) organismal-level biology course (BIOL 3334, 3335, 3336, 3340, 3351, 3353, 3384)
- BIOL 4470—Senior Seminar
- six (6) additional upper level biology courses (Biochemistry I, CHEM 4421, may be chosen as one of these courses. BIOL 2148 or 2149 may be counted as one of these courses.) BIOL 4470 and BIOL 4496 do not satisfy this requirement.

This represents 45 semester hours of coursework in addition to the Core requirements.

BACHELOR OF SCIENCE IN BIOLOGY

- Core Curriculum (including BIOL 1107, 1107 L, 1108, and 1108 L)
- CHEM 1101 and 1102
- choice of MATH 1114, MATH 2105, or MATH 2221 (in addition to the Core math requirement)
- choice of one (1) cellular-level biology course (BIOL 3321, 3322, 3360, 3370, 3372, 3373, 3374, 3376)
- choice of one (1) organismal-level biology course (BIOL 3334, 3335, 3336, 3340, 3351, 3353, 3384)
- Organic Chemistry I (CHEM 3201) and Organic Chemistry II (CHEM 3202)
- Introductory Physics I (PHYS 1101) and Introductory Physics II (PHYS 1102)
- BIOL 4470—Senior Seminar
- five (5) additional upper level biology courses (Biochemistry I, CHEM 4421, may be chosen as one of these courses. BIOL 2148 or 2149 may be counted as one of these courses.) BIOL 4470 and BIOL 4496 do not satisfy this requirement.

This represents 57 semester hours of coursework in addition to the Core requirements.

REQUIREMENTS FOR A MINOR IN BIOLOGY:

- BIOL 1107, 1107 L, 1108, and 1108 L or BIOL 2148 and 2149 as Laboratory Science requirement of the Core Curriculum
- choice of one (1) cellular-level biology course (BIOL 3321, 3322, 3360, 3370, 3372, 3373, 3374, 3376)
- choice of one (1) organismal-level biology course (BIOL 3334, 3335, 3336, 3340, 3351, 3353, 3384)
- two (2) additional upper-level biology courses (one of these courses may be CHEM 4421 or CHEM 4422). BIOL 4470 and BIOL 4496 do not satisfy this requirement.
- All courses must be completed with a C- or better

This represents 16 semester hours of coursework in addition to the Core requirements.

CAREER OPTIONS

Graduates of the College who have majored in biology typically pursue careers in teaching, pharmacy, medicine, dentistry, veterinary medicine, or physical therapy and other professional fields. In addition, many graduates find employment in industry—some in laboratories, some in management, and others in research and development. Most careers require further formal study in graduate or professional schools.

COMBINED B.A. AND M.A.T. PROGRAM OF STUDY

Undergraduate students who meet the admission requirements for the Master of Arts in Teaching [M.A.T.] (passing GACE Basic Skills or a combined SAT score of more than 1000) and those who have a GPA of 3.0 or higher in their undergraduate studies are eligible to participate in a combined B.A. and M.A.T. program of study after the completion of 90 semester hours. Once accepted, candidates may take entering cohort graduate courses during the Summer Semester following their junior year of study. Upon gaining senior status, candidates may take one (1) three-credit graduate course during the Fall, Interim, and Spring Semesters only if enrolled with twelve (12) undergraduate credits.

COURSE DESCRIPTIONS (BIOL)

BIOL 1101 General Biology I. (3) Fall

This is the beginning biology course for non-majors. General Biology deals with the phenomenon of life as is manifested in all types of living organisms. The origin of life, chemistry of life, cellular and tissue organization, metabolism, cell division, genetics, and gene action are among topics covered.

Prerequisite: none

Co-requisite: BIOL 1101 L

BIOL 1101 L General Biology I Laboratory. (1) Fall

This laboratory course is designed to complement and to provide experiential learning for General Biology I.

Prerequisite: none

Co-requisite: BIOL 1101

BIOL 1102 General Biology II. (3) Spring

This course is a continuation of General Biology I. General Biology deals with the phenomenon of life as is manifested in all types of living organisms. Evolution, diversity of life, ecology and the functioning of the organ systems are among topics covered.

Prerequisite: BIOL 1101

Co-requisite: BIOL 1102 L

BIOL 1102 L General Biology II Laboratory. (1) Spring

This laboratory course is designed to complement and provide experiential learning for General Biology II and is a continuation of General Biology I Laboratory.

Prerequisite: BIOL 1101

Co-requisite: BIOL 1102

BIOL 1107 Principles of Biology I. (3) Fall

An introductory biology course for science majors that includes biological chemistry, cell structure and function, energy transfer, cell cycle, mitosis, meiosis, Mendelian and molecular genetics.

Prerequisite: MATH 1101 placement or completion of MATH 1101

Co-requisite: BIOL 1107L

BIOL 1107 L Principles of Biology I Laboratory. (1) Fall

Laboratory experience for science majors to accompany topics from BIOL 1107. This course focuses on the scientific method, data acquisition, manipulation and analysis, and presentation of results.

Prerequisite: MATH 1101 placement or completion of MATH 1101

Co-requisite: BIOL 1107

BIOL 1108 Principles of Biology II. (3) Spring

A continuation of introductory biology for science majors. Topics include evolution, biodiversity, physiology, and ecology.

Prerequisite: BIOL 1107

Co-requisite: BIOL 1108L

BIOL 1108 L Principles of Biology II Laboratory. (1) Spring

Laboratory experience for science majors to accompany topics from BIOL 1108. This course focuses on the scientific method, data acquisition, manipulation and analysis, and presentation of results.

Prerequisite: BIOL 1107

Co-requisite: BIOL 1108

BIOL 2148 Human Anatomy and Physiology I. (4) Fall

A study of the structure and function of the human body. Designed for pre-nursing majors.

Prerequisite: none

BIOL 2149 Human Anatomy and Physiology II. (4) Spring

A continuation of Human Anatomy and Physiology I.

Prerequisite: BIOL 2148

BIOL 3320 Medical Microbiology. (4) Spring

A study of human disease caused by pathogenic microbes and helminthes. Designed for pre-nursing majors. Laboratory activities focus on bacteria as model organisms.

Prerequisites: BIOL 2148 and 2149 (may be concurrent) or permission of instructor

BIOL 3321 Microbiology. (4)

A study of the morphology, physiology, classification, ecology, and economics of microbial forms, especially bacteria and fungi.

Prerequisites: BIOL 1107, 1107 L, 1108, and 1108 L

BIOL 3322 Immunology. (4) Spring (even years)

A study of the fundamentals of immunology. Topics will include tissues and control of the immune system, including dynamics of B cell and T cell activation and function, inflammation and autoimmune disorders. Laboratory experiences include antigen-antibody interactions in gels, on membranes and in tissues, as well as complement-mediated cell lysis.

Prerequisites: BIOL 1107, 1107L, 1108, 1108L

BIOL 3334 General Ecology. (4) Spring (even years)

An introduction to the basic principles and concepts of ecology with emphasis on environmental sampling, analysis and characterization.

Prerequisites: BIOL 1107, 1107 L, 1108, and 1108 L

BIOL 3335 General Zoology. (4) Spring (odd years)

A phylogenetic approach to the Animal kingdom following cladistic principles. Emphasis will be placed upon representative animal groups and the position of *Animalia* within the domains of life. Studies of local faunae will be highlighted.

Prerequisites: BIOL 1107, 1107 L, 1108, and 1108 L

BIOL 3340 Conservation Biology. (4) Fall (even years)

An introduction to the principles and practices involved in the management of endangered species, communities and ecosystems. We will investigate how species natural history, ecology and population dynamics interact with human activities to impact the loss of species diversity.

Prerequisites: BIOL 1108/ 1108L.

BIOL 3336 General Botany. (4) Fall (odd years)

A phylogenetic and ecological survey of the kingdom *Plantae*. The focus will be on the general anatomy and physiology of plants as well as the natural history and ecology of plants. Lab work will be field based and strongly oriented toward the local flora.

Prerequisites: BIOL 1107, 1107 L, 1108, and 1108 L

BIOL 3351 Vertebrate Embryology. (4) (taught regularly on rotation with 3353 and 3384)

A study of the embryological development of representative vertebrates, with laboratory emphasis upon the frog and chick.

Prerequisites: BIOL 1107, 1107 L, 1108, and 1108 L or BIOL 2148 and 2149

BIOL 3353 Fundamentals of Evolutionary Theory. (4) (taught regularly on rotation with 3351 and 3384)

A balanced survey of the present-day concepts of evolution with emphasis on human evolution/paleoanthropology.

Prerequisites: BIOL 1107, 1107 L, 1108, and 1108 L or BIOL 2148 and 2149

BIOL 3360 Histology. (4) Fall (odd years)

A study of the microscopic features of mammalian cells, tissues, and organs. Lectures correlate cell structure with tissue function. Laboratory experiences include the microscopic identification of tissues and organs at the cellular level.

Prerequisites: BIOL 1107, 1107 L, 1108, and 1108 L or BIOL 2148, and 2148L

BIOL 3370 Toxicology. (4) Fall (even years)

An introduction to the basic principles of toxicology. Topics include the cellular sites of action of toxicants, their physiological absorption, distribution and excretion and their effects on tissues and in an ecosystem. The lab applies these principles by students' implementation and analysis of data of an original research project.

Prerequisites: BIOL 1107, 1107 L, 1108, and 1108 L

BIOL 3372 Molecular Biology. (4) (taught regularly on rotation in spring with 3376)

A molecular study of genes, their expression, the control of their expression, and the gene products that result. The lab uses molecular techniques to study questions involving genes and their gene products.

Prerequisites: CHEM 1102, CHEM 1102 L, and BIOL 3321 or BIOL 3322 or BIOL 3370 or BIOL 3373 or BIOL 3374 or permission of instructor

BIOL 3373 Genetics. (4) (fall every year)

This course includes topics in both classical and molecular genetics. Topics of study may include but are not limited to Mendelian and non-Mendelian transmission of genes, sex-linked traits, chromosomal genetics and genomes, DNA structure, replication, mutation and repair, gene expression and its regulation, recombinant DNA technology, cancer, and population genetics. The laboratory will evaluate

wild-type and mutant model organisms using classical and molecular genetic approaches.

Prerequisites: BIOL 1107, 1107 L, 1108, and 1108 L

BIOL 3374 Cell Physiology. (4) Spring (odd years)

An advanced study of the structure and functions of the eukaryotic cell. Topics include the structure and function of macromolecules, the plasma membrane, intracellular trafficking and cell signaling. The lab uses techniques to microscopically identify organelles and cells, examine the role of enzymes and identify specific proteins involved in cell death.

Prerequisites: BIOL 1107, 1107 L, 1108, and 1108 L

BIOL 3376 Virology. (4) Fall (taught regularly in spring on rotation with 3372)

This introduction to virology will focus on animal viruses that are important for basic science and human and animal diseases. The topics in this course may include viral taxonomy, structure, entry/exit, replication, quantitation, genetics, pathogenesis, and virus-host interaction. The laboratory will study nonpathogenic model viral systems.

Prerequisites: BIOL 3321 or BIOL 3322 or BIOL 3370 or BIOL 3372 or BIOL 3373 or BIOL 3374 or permission of instructor

BIOL 3384 Neurobiology. (4) (taught regularly on rotation with 3351 and 3353)

An integrated study of the human nervous system correlating neuroanatomy and neurophysiology with fundamentals of clinical neurology.

Prerequisites: BIOL 1107, 1107 L, 1108, and 1108 L or BIOL 2148 and 1149

BIOL 4470 Senior Seminar. (1) Spring

Senior seminar is a thematic capstone course that is a broad, integrative experience in biology. The course promotes independent thinking, develops analytical skills, and provides practice in group discussion and in written and oral presentation.

Prerequisites: senior standing, biology major

BIOL 4495 Independent Study. (1-4) on demand

Although not required as part of the biology major, this course provides an opportunity for students, on an individual basis, to pursue in-depth study of a particular biology topic. Up to 4 hours of BIOL 4495 may be counted toward the major.

Prerequisites: consent of the instructor, the department chair, and the Provost

BIOL 4496 Internship. (1-3) on demand

An opportunity for students to gain added experience and insight in approved off-campus settings. The internship cannot be counted as one of the courses required for the major or minor in biology.

Prerequisites: consent of the supervising instructor, department chair, and the Career Development Center

BUSINESS AND ACCOUNTANCY

INTRODUCTION

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

MISSION STATEMENT

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

LEARNING OUTCOMES

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

1. Students should demonstrate the ability to apply business concepts in creatively and critically solving complex problems.
2. Students should show the capacity to formulate and defend ethical judgments.
3. Students should demonstrate the ability to conduct research and communicate in a professional manner, using media appropriately.
4. Students should show the ability to work in teams and demonstrate an understanding of interpersonal relations.

PROGRAMS

The following programs are available:

Majors:

- Bachelor of Science (B.S.) in Accountancy
- Bachelor of Business Administration (B.B.A.) with concentrations in Accountancy, Entrepreneurship and Sports Management
- Bachelor of Arts (B.A.) in Business Administration (*See separate LaGrange Evening College Bulletin*)
- Bachelor of Arts (B.A.) in Nonprofit Leadership

Minors:

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

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

The Nonprofit Leadership degree is accredited by SACS. It is an interdisciplinary program, not a business program, and is not accredited by ACBSP.

ACCOUNTANCY AND BUSINESS MAJORS

Majors should note that the applicable requirements for the majors, including required courses, are those in effect when they declare their major, not those in effect at the time of their matriculation. In addition to the course requirements, students pursuing a bachelor's degree offered by the Business and Accountancy programs must participate in a comprehensive Departmental Assessment Program, as well as an exit interview with program faculty or Advisory Council members.

THE B.S. IN ACCOUNTANCY

The B.S. in Accountancy gives students the accounting foundation needed for effective decision-making in an organization. Today's accountants must be able to communicate, synthesize, and innovate. They not only provide the information upon which the business world depends, but also make crucial decisions and act as trusted advisors. The Accountancy major builds upon the liberal arts skill base to give students the business and accounting knowledge they need. Students planning to work in the accounting function will receive the necessary skills and knowledge to pursue the CMA and CFM professional designations and be prepared for the fifth year of study for the CPA.

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

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

To remain a major in Accountancy in good standing, the student must meet the following criteria:

1. Complete all other major requirements with a grade of "C-" or better;
2. Maintain an overall and major GPA of at least 2.50/4.00.

Any accountancy major whose overall GPA or major GPA falls below a 2.50/4.00 will be placed on probation and has one semester in which to remove the probationary status. Exceptions to the above criteria may be made at the discretion of the departmental faculty.

Students pursuing a Bachelor of Science degree in Accountancy must complete 65 semester hours of major coursework (above the general education requirements of 55 hours). Students will complete the total required 120 hours as follows:

Core Requirements	46 hours
Interim	9 hours
Common Business Core	33 hours
Accountancy Core	27 hours
General Electives	5 hours
Total	<hr/> 120 hours

The required courses in the Accountancy major are:

ACCT 2211	ACCT 3301	ACCT 3302
ACCT 3311	ACCT 4401	ACCT 4410
ACCT 4415	ACCT 4420	ACCT 4430
ACCT 4440	ACCT 4454	ECON 2200
FNCE 3353	MATH 1114	MGMT 2200
MGMT 3312	MGMT 3351	MGMT 3370
MGMT 3392	MRKT 3380	

Students planning to pursue licensure as a Certified Public Accountant (CPA) are required by Georgia law to complete 150 semester hours. The Accountancy Program Director will assist students in determining how they should acquire the final 30 semester hours needed. Students are eligible to sit for the uniform CPA examination upon graduation with the B.S. in Accountancy degree.

THE BACHELOR OF BUSINESS ADMINISTRATION (B.B.A.)

The Bachelor in Business Administration degree program is designed to help students develop ideals that are ethically sound and socially desirable, cultivate an awareness of the social, political, and economic developments to which businesses must adapt, develop sound judgment and effective communication skills, and develop individual interests and talents. Coursework provides both the theoretical and practical foundation needed for those entering businesses, as well as government and not-for-profit organizations.

There are three concentrations in the Business major: Accountancy, Entrepreneurship, and Sports Management. Students must choose at least one area in which to concentrate.

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

1. Have a GPA of 2.50/4.00 or better or permission of program faculty;
2. Complete MGMT 2200, ACCT 2211, and ECON 2200 with a grade of "C-" or better.

To remain a major in Business in good standing, the student must meet the following criteria:

1. Complete all other major requirements with a grade of "C-" or better;
2. Maintain an overall and major GPA of at least 2.50/4.00.

Any Business major who's overall or major GPA falls below a 2.50/4.00 will be placed on probation and has one semester in which to remove the probationary status. Exceptions to the above criteria may be made at the discretion of the departmental faculty.

Students pursuing a Bachelor of Business Administration degree must complete 51 semester hours of major coursework (above the general education requirements of 55 hours). Students will complete the total required 120 hours as follows:

MATRICULATION IN THE MAJOR

Core Requirements	46 hours
Interim	9 hours
Common Business Core	45 hours
Concentration Core	9 hours
General Electives	11 hours
Total	<hr/> 120 hours

Common Business Core

The required courses in the Common Business Core include the following:

ACCT 2211	ACCT 3311	ECON 2200
FNCE 3353	FNCE 3354	MATH 1114
MGMT 2200	MGMT 3312	MGMT 3351
MGMT 3370	MGMT 3385	MGMT 3392
MGMT 3393	MGMT 4440	MRKT 3380

Concentration Core

ACCOUNTANCY

Students choosing the Accountancy concentration must complete:

- ACCT 3301 Intermediate Financial Accounting I
- ACCT 3302 Intermediate Financial Accounting II
- ACCT 4430 Advanced Accounting

ENTREPRENEURSHIP

Students choosing the Entrepreneurship concentration must complete:

- MGMT 4401 Foundations of Entrepreneurship
- MGMT 4407 Entrepreneurship II
- MGMT 4410 Social Entrepreneurship

SPORTS MANAGEMENT

Students choosing the Sports Management concentration must complete:

- MGMT 3350 Introduction to Sports Management
- MGMT 4425 Leadership and Ethics in Sports
- MGMT 4450 Facility and Financial Management in Sports

THE B.A. IN NONPROFIT LEADERSHIP

The Nonprofit Leadership Program is an interdisciplinary program housed in the Business Department and is designed to prepare students for effective leadership in a wide variety of non-profit organizations. The program draws from a broad array of liberal arts and professional courses selected to equip students with the critical thinking, communication, and servant leadership skills needed for a successful professional career. The program includes an internship and capstone research experience that will provide students with focused, practical experience in a setting of their choosing.

The required courses for the B.A in Nonprofit Leadership include the following:

SOCI 1000 ENGL 3310 FNCE 3390
MGMT 2200 MGMT 3370 MGMT 4401
MGMT 4410 NPLD 4460 NPLD 4490
POLS 3310 or 3312 RLGN 2230 or 2320
RLGN 3560
Any SOCI 2000 level or above

MINORS

The department offers six minors: Accountancy, Business, Entrepreneurship, International Business, Marketing Design, and Sports Management. With the exception of the minors in International Business and Marketing Design, these are available to students who are not majoring in Business. The International Business and Marketing Design minors are available to all students, regardless of major.

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

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

MINOR IN ACCOUNTANCY

The department offers a minor in Accountancy for non-business majors. Accountants provide the information on which organizations run. Understanding how to access and analyze that information makes students in any field more marketable to employers and graduate schools.

A minor in Accountancy consists of the following 15 semester hours of coursework:

- ACCT 2211
- ACCT 3301
- ACCT 3302
- ACCT 3311
- One additional ACCT course of the student's choice approved by the Department Chair

MINOR IN BUSINESS

A Minor in Business is available to any non-business major. No matter what their major, most students will be working for a business someday. Students can make themselves more marketable to future employers by getting an overview of how businesses work and enhancing their communication, critical thinking and technology skills.

A Minor in Business consists of the following 15 semester hours of coursework:

- ACCT 2211
- ECON 2200
- MGMT 2200
- MRKT 3380
- MGMT 3370 or MGMT 4401

MINOR IN ENTREPRENEURSHIP

The department offers a minor in Entrepreneurship for non-business majors. Every profession needs innovation and creativity. Students will become more marketable to future employers or start their own business by developing these skills and more with a minor in entrepreneurship.

A minor in Entrepreneurship consists of the following 15 semester hours of coursework:

- ACCT 2211 or ACCT 3311
- MGMT 2200
- MGMT 4401
- MGMT 4407
- MGMT 4410

MINOR IN INTERNATIONAL BUSINESS

The minor in International Business is available to students majoring in any area. The business environment is increasingly global. The minor in International Business will prepare students for the work world they are entering.

A minor in Marketing Design consists of the following 18 semester hours of coursework:

- MGMT 2200
- MGMT 3392
- MGMT 3393
- MGMT 4492
- Travel or additional language course
- POLS 2220

MINOR IN MARKETING DESIGN

The minor in Marketing Design is available to students majoring in any area. Students will enhance their skills in technology, communication and business with this interdisciplinary minor from the Departments of Art and Design and Business.

A minor in Marketing Design consists of the following 18 semester hours of coursework:

- ARTD 2201
- ARTD 2222
- ARTD 3222
- MGMT 3312
- MRKT 3380
- MRKT 4435

MINOR IN SPORTS MANAGEMENT

The department offers a minor in Sports Management for non-business majors. This minor is for students who love sports but aren't going to play professionally. Many exciting careers await in the business side of sports. Students will develop the skills teams are looking for in their "behind the scenes" players with a minor in Sports Management.

A minor in Sports Management consists of the following 15 semester hours of coursework:

- ECON 2200
- MGMT 2200
- MGMT 3350
- MGMT 4425
- MGMT 4450

COURSE DESCRIPTIONS

Note that most courses have prerequisites and, generally, 2200-level courses are introductory. Prerequisites are shown after the course description.

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

ACCOUNTANCY (ACCT)

ACCT 2211 Principles of Financial Accounting. (3) Fall and Spring

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

ACCT 3301 Intermediate Financial Accounting I. (3) Spring

This course focuses on the decision-making implications of information provided to external stakeholders, including investors, creditors, customers, and regulators, and regulation theory and practice as applied to accountancy. Topics include regulation of accountancy procedures for external reporting, current problems in reporting financial position, income determination, and an integration of current professional pronouncements.

Prerequisite: ACCT 2211

ACCT 3302 Intermediate Financial Accounting II. (3) Fall

Continuation of Intermediate Financial Accounting I.

Prerequisite: ACCT 3301

ACCT 3311 Principles of Managerial Accounting. (3) Fall

A study of the uses of accounting for planning and control, including analysis and interpretation of data, and use of cost information for business policy implementation. Active learning projects will be emphasized.

Prerequisite: ACCT 2211

ACCT 4401 Auditing and Accounting Ethics and Liability. (3) Fall

This course focuses on the legal and ethical environment in which the accounting professional practices and in which financial statements are prepared and presented. Students will consider the conflict between profit motive and accurate and complete financial reporting, examining the participation in the financial reporting process by internal accountants, internal auditors, other business managers, and the independent auditors engaged to attest to the accuracy and completeness of management’s financial statements. These conflicts will be discussed in relation to the business’s responsibility to employees, investors, and other stakeholders. Traditional auditing practices will also be studied to determine the efficiency and the effectiveness of such methods.

Prerequisite: ACCT 3301

ACCT 4410 Federal Income Taxation. (3) Fall

This course introduces students to U.S. federal income tax concepts and principles and the application of such concepts to business operating, investing, and financing activities. Ethical and legal issues confronting tax practitioners are discussed throughout the course. Students engage in tax research utilizing professional databases and gain expertise in technical writing.

Prerequisite: ACCT 2211

ACCT 4415 Cost Accounting. (3) Spring

This course focuses on the decision-making implications of information provided to organization managers. Concepts from economics, statistics, and psychological science emphasize the use of quantitative techniques to manage uncertainty and risk. Topics include planning and control techniques, construction of static and flexible budgeting, and product costing mechanisms.

Prerequisite: ACCT 3311

ACCT 4420 Advanced Federal Income Taxation. (3) Spring

This course examines continues the study of federal income taxation from ACCT 4410 and addresses more advanced federal taxation issues. Topics that will be covered include the taxation of entities and their owners, including the taxation implications of formations, distributions, reorganizations, liquidations and other business transactions. Return preparation, planning, research, and compliance issues are also integrated throughout the course.

Prerequisite: ACCT 4410

ACCT 4430 Advanced Accounting. (3) Spring

This is an intensive course that integrates the disciplines of accounting, finance, and taxation with respect to selected complex business transactions. Topics will include business combinations, goodwill, inventory costing, property exchanges and advanced stockholders' equity transactions.

Prerequisite: ACCT 3302

ACCT 4440 Accounting Information Systems. (3) Spring

This course is an introduction to the systems, procedures, and processes that management employs to control operating activities and information reporting systems.

Prerequisite: ACCT 2211

ACCT 4454 Financial Statement Analysis. (3) Spring

This course focuses on the structure and analysis of financial statements prepared in accordance with US GAAP, providing students with a framework for using financial statement data in a variety of valuation and business analysis contexts.

Prerequisite: ACCT 3301

ACCT 4460 Internship in Accounting. (1-6) on demand

This course represents a unique opportunity for a qualified student to expand his or her understanding of the practical applications of accounting concepts by entering into a specific "help-rendered learning accomplishment" contract with a cooperating area enterprise. The contract will specifically identify the student's obligations and duties, the nature and extent of the host enterprise's commitment to assist the student in further extending his or her knowledge of enterprise operations, and the basis on which the student's learning accomplishments will be measured. No more than **12** credit hours may be applied

toward the student's graduation requirements.

Prerequisites: Accountancy major with demonstrated superior capabilities and prior approval of the contract by the department faculty

ACCT 4480 Special Topics in Accounting. (3) on demand

A series of "special topic" courses will provide students with exposure to issues and concepts not covered in their regular coursework. Most topics will include work with "real-world" organizations.

Prerequisites: ACCT 2211 and consent of instructor

ECONOMICS (ECON)

ECON 2200 Principles of Economics. (3) Fall and Spring

An introduction to the science of economics and its analytical tools. This course is devoted to providing the student with a thorough understanding of the basic principles of

a) microeconomics: the study of the economic behavior of individual households and firms and the determination of factor prices, and b) macroeconomics: the study of the determination of the aggregate levels of income, output, employment, and prices and the examination of fiscal and monetary policy.

FINANCE (FNCE)

FNCE 3353 Corporate Finance. (3) Spring

Part I of this course looks at the management of existing resources, including the use of financial statements and ratio analysis in assessing the firm's financial health, its strengths and weaknesses, recent performance and future prospects. Emphasis is placed on the ties between a company's operating activities and its financial performance. Part II examines financial forecasting with emphasis on managing growth. Part III considers the financing of the firm's operations with a close look at financial leverage. And Part IV addresses the use of discounted cash flow techniques to evaluate investing opportunities.

Prerequisite: ACCT 2211

FNCE 3354 Business Performance Analysis. (3) Fall

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

Prerequisite: ACCT 2211

MANAGEMENT (MGMT)

MGMT 1101 Contemporary Business Issues. (3) On demand

Students will experience an introduction to current business topics using active learning and ethical reasoning skills. Students will be exposed to a variety of situations and cases that will encourage thinking like a business person.

MGMT 2200 Foundations in Business. (3) Fall and Spring

The course provides an introduction to the functional areas of business as students work through a series of situations in a computer simulation. Working in teams, students problem-solve and make decisions in management, accounting, operations, and marketing that affect the viability of the BizCafe

coffee shop, thereby gaining insights into the opportunities and challenges that confront business owners.

MGMT 3312 Business Communication. (3) Fall and Spring

This course provides an opportunity for students to practice all forms of business communication, including written documents and reports, oral presentations, phone, e-mail, and meetings. Particular consideration will be given to audience analysis, appropriate medium, cultural and gender issues, feedback, and biases affecting communication.

Prerequisites: MGMT 2200

MGMT 3350 Introduction to Sports Management. (3) Spring

This course will examine historical and philosophical aspects of sports management while giving an overview of current issues and career opportunities in sports management. The course will provide introductory exposure to: the historical evolution of sports, the role of media in sports, and legal and ethical issues in sports management. Students will formulate personal and career goals.

Prerequisites: ACCT 2211, ECON 2200, MGMT 2200

MGMT 3351 Legal and Ethical Environment of Business. (3) Fall

This course addresses the legal and ethical implications of business decisions. Topics may include business formation, employment discrimination, contracts, workplace safety, business torts, and antitrust issues. Cost-benefit analysis will be used as a tool to evaluate business decisions in light of existing legal rules and social responsibility. Ethical decision-making will be stressed in every part of the course. Students will further develop the mindset necessary to make decisions in an ethical manner.

Prerequisites: MGMT 2200, ECON 2200, ACCT 2211

MGMT 3370 Management and Organizational Behavior. (3) Spring

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

Prerequisites: MGMT 2200, ECON 2200, ACCT 2211

MGMT 3372 Operations Management. (3) On demand

A study of the application of the science of management in the operations management environment. Primary emphasis placed on the theories, principles, and tools that improve the efficiency and effectiveness of the operations manager.

Prerequisites: MGMT 2200, ECON 2200, ACCT 2211

MGMT 3392 International Business (3) Fall

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

Prerequisites: MGMT 2200, ECON 2200, ACCT 2211

MGMT 3393 Cultural Aspects of International Business (3) Fall

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

Prerequisites: MGMT 3370 or MGMT 3392

MGMT 4401 Foundations of Entrepreneurship. (3) Spring

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

Prerequisites: MGMT 2200

MGMT 4407 Entrepreneurship II (3) Fall

This course is a continuation of Foundations of Entrepreneurship.

Prerequisites: MGMT 4401

MGMT 4410 Social Entrepreneurship (3) Spring

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

Prerequisites: MGMT 4401

MGMT 4425 Leadership and Ethics in Sports. (3) Fall

The course examines classic and contemporary leadership theory and explores current leadership practice in sports management. The course also introduces ethics from duty, utilitarian, virtue, and justice perspectives and examines ethical decision-making at the individual, organization, and association level through the lenses of internal and external stakeholders.

Prerequisite: MGMT 3350

MGMT 4440 Management Simulation. (3) Spring

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

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

MGMT 4450: Facility and Financial Management in Sports. (3) Spring

This course will provide an introduction to the knowledge and skills necessary for managing sports facilities and the financial aspects of a team. It will include methodologies for planning and construction

of new sports facilities as well as guidelines for evaluating the adequacy of existing ones. It will also cover contract negotiations, the role of agents and sponsorships.

Prerequisite: MGMT 4425

MGMT 4460 Internship in Business. (1-3) on demand

This course represents a unique opportunity for a qualified student to expand his or her understanding of the practical applications of enterprise operations by entering into a specific “help-rendered learning accomplishment” contract with a cooperating area enterprise. The contract will specifically identify the student’s obligations and duties, the nature and extent of the host enterprise’s commitment to assist the student in further extending his or her knowledge of enterprise operations, and the basis on which the student’s learning accomplishments will be measured. No more than 6 credit hours may be applied toward the student’s graduation requirements.

Prerequisites: Business major with demonstrated superior capabilities and prior approval of the internship contract by department faculty.

MGMT 4483 Special Topics in Management. (3) on demand

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

Prerequisites: senior standing and consent of instructor

MGMT 4492 Seminar in Global Business. (3) Spring

The seminar is designed to allow a student to explore current business issues in a global context. Guided by the faculty sponsors, the students may choose topics, perform research, and present their final work to a faculty panel. The course will seek to help students grasp some of the essentials of doing business in a global economy – the opportunities and threats inherent in a fast-paced, cross-cultural environment and their impact on the individual manager, the transaction, and the business organization.

Prerequisites: MGMT 3392 and MGMT 3393

MARKETING (MRKT)

MRKT 3380 Principles of Marketing. (3) Fall

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

Prerequisites: MGMT 2200, ECON 2200, ACCT 2211

MRKT 4435 Social Media and Branding (3) Spring

Companies must develop effective branding strategies for their products and services. This course focuses on the strategic essentials of creating strong brands, brand management strategy, and strategies for using social media to build brands. The topics covered include: what constitutes a strong “brand” (from both marketing and legal perspectives); using brand personalities and cultures to create customer

value and loyalty; strategies for building brand equity through positioning and social media; brand leveraging strategies (e.g. brand extensions) and brand alliances (e.g. co-branding).

Prerequisite: MRKT 3380

MRKT 4484 Special Topics in Marketing. (3) on demand

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

Prerequisites: senior standing, MRKT 3380, and consent of instructor

NONPROFIT LEADERSHIP (NPLD)

NPLD 4460 Internship in Nonprofit Leadership. (3) Fall and Spring

This course represents a unique opportunity for a qualified student to expand his or her understanding of the practical applications of nonprofit operations by entering into a specific “help-rendered learning accomplishment” contract with a cooperating area enterprise. The contract will specifically identify the student’s obligations and duties, the nature and extent of the host enterprise’s commitment to assist the student in further extending his or her knowledge of enterprise operations, and the basis on which the student’s learning accomplishments will be measured. No more than 6 credit hours may be applied toward the student’s graduation requirements.

Prerequisites: Nonprofit Leadership major with demonstrated superior capabilities and prior approval of the internship contract by department faculty.

NPLD 4490 Senior Capstone. (3) Spring

A directed study normally taken in the spring of the senior year. The student should choose a project director from within the Nonprofit Leadership faculty and work with this director to refine a topic in the semester prior to which the student enrolls for the course.

Prerequisite: Senior Nonprofit Leadership major

CHEMISTRY

MISSION STATEMENT:

LaGrange College's Chemistry program exists to support student learning through studies in the field of chemistry, the application of the organized discipline knowledge they gain to solving complex problems and in communicating those solutions. Additional purposes of the program are to provide support to the College and the profession of chemistry through activity in faculty governance functions, professional organizations and scholarship. The program provides majors to prepare students for employment in a chemical field or for further studies in professional or graduate school. Courses provided by the department fulfill the General Education lab science requirement, are cognates for other majors, and meet admission requirements for many professional programs.

INTRODUCTION

Chemistry is often referred to as “the central science,” because chemical concepts are used throughout the other sciences. Therefore, in addition to being a major in its own right, the study of chemistry is a part of many curricula. The Department of Chemistry focuses its introductory Chemistry course as an element in a liberal education, a service to other departments, and the beginning of a comprehensive study of chemistry. The department offers B.A. and B.S. majors as well as a minor, which can lead to a variety of future occupations. Students with a major in Chemistry have gone on to traditional pursuits such as graduate school in chemistry or biochemistry, pharmacy, medical school, and law school (patent law and corporate law), as well as becoming laboratory technicians and salespersons for chemistry and related industries.

The **B.A.** degree offers a broad background in chemistry while allowing ample time for extensive coursework in other fields. The B.A. is appropriate for those interested in one of the medical or law-related professions, teaching, or for students desiring the broadest possible education with an emphasis in natural science. The **B.S.** program is designed for those going on to graduate school in a chemically-related field (chemistry, biochemistry, molecular biology, chemical physics, environmental science, or forensics) or those seeking employment as chemists after graduation. The B.S. degree is generally more highly valued at professional schools. While the B.S. degree is more demanding of a student’s time, there is sufficient time for electives outside the sciences.

Regardless of the degree pursued in the program, majors are expected to achieve an appropriate level of competency in four major objectives during their undergraduate studies: core topics in chemistry, the language of chemistry, laboratory skills and advanced studies. Each degree has specific outcomes under each of these objectives appropriate to that degree.

DECLARATION OF MAJOR

Before declaring a major in chemistry or biochemistry, a student must have completed the introductory sequence (CHEM 1101, 1102) at *LaGrange College* with a C or better in each course or demonstrated proficiency by achieving 40th percentile or higher on the ACS Standardized Examination in General Chemistry or the ACS Standardized Examination in Organic Chemistry.

LEARNING OBJECTIVES: BACHELOR OF SCIENCE DEGREE IN CHEMISTRY

Students who earn the B.S. degree with a major in Chemistry will be appropriately competent in: core topics in chemistry, the language of chemistry, and an appropriate selection of the following laboratory skills and advanced studies. :

Core Topics:

- atomic and molecular structure and chemical bonding
- equilibria and stoichiometry
- thermochemistry
- periodic relationships
- thermodynamics
- chemical dynamics
- quantum mechanics and spectroscopy
- recognition, structure, and reactivity of the major organic functional groups

Language of Chemistry:

- verbal, written, numerical and graphical communication of chemical concepts
- use of the chemical literature
- knowledge of the research process

Laboratory Skills:

- data organization and analysis
- use of analytical instrumentation
- volumetric and gravimetric analytical theory and practice
- techniques in biotechnology
- synthesis and characterization of organic compounds by physical and instrumental methods

Advanced Studies:

- analytical instrumentation theory and application
- advanced inorganic chemistry,
- advanced organic chemistry
- biochemistry: biological molecules and metabolism

ASSESSMENT OF LEARNING OBJECTIVES

Students who earn the B.S. degree will have demonstrated their attainment of the specific objectives by appropriate scores on the current American Chemical Society (ACS) Examinations on the following three (3) topics: General, Organic, and Physical. The students will additionally attain an appropriate score from one (1) of the following examinations: Analytical, Instrumental, Inorganic, or Biochemistry. The passing score will be at or above the 40th percentile of the national norms for these exams or at an appropriate level, as determined by the Department of Chemistry, based on the accumulated data of the performance of LaGrange College students on these exams. The results that are in the best interest of the students will be used. These exams will be given at the end of the appropriate courses and will be offered to students up to three (3) additional times prior to the time of the student's scheduled graduation. The student must attempt a retest at least once a semester until successful completion of the exam. In the event that a student needs to repeat an exam for the second, third, or final time, evidence of preparation must be presented. Reexamination cannot be scheduled earlier than two (2) weeks following a previous examination.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE IN CHEMISTRY

Students earn these competencies by pursuing the following Bachelor of Science curriculum in Chemistry:

CHEM 1101, 1102 General Chemistry	8 semester hours
CHEM 3201, 3202 Organic Chemistry	8 semester hours
CHEM 2251 Analytical Chemistry	4 semester hours
CHEM 3301, 3302 Physical Chemistry	8 semester hours
CHEM 3371 Junior Seminar	1 semester hours
CHEM 4471 Senior Seminar	2 semester hours
CHEM 4451 Instrumental Analysis	4 semester hours
CHEM elective (3000 or 4000 level)	3-4 semester hours

Additionally, a **research experience** is required. This should be taken between the junior and senior years or during the first semester or January Term of the senior year. This may be accomplished on campus, in industry, or in a research university summer program. Students may elect to earn CHEM 4900 credit for this required activity.

Supporting required courses include the following:

MATH 2221, 2222	8 semester hours
PHYS 2121, 2122	8 semester hours

Total: 56 semester hours + research experience

Students are urged to seek advisement from a faculty member in the chemistry program prior to or early in their first semester. The **scheduling** of the B.S. curriculum is important, as the Physical Chemistry sequence (CHEM 3301 and 3302) alternates years with Analytical Chemistry (CHEM 2251) and Instrumental Analysis (CHEM 4451). To be prepared to take the Physical Chemistry sequence, students should take Calculus during the first year and Physics during the sophomore year. It is highly recommended that students take General Chemistry during their first year. The following would be typical sequences of courses for the B.S. Chemistry degree:

	Fall	Spring
First year	CHEM 1101 MATH 2221	CHEM 1102 MATH 2222
Second Year	CHEM 3201 PHYS 2121	CHEM 3202 PHYS 2122
Junior- and senior-year sequence depends on which year Physical Chemistry and Analytical Chemistry are being offered.		
Third Year	CHEM 3301	CHEM 3302 CHEM 3371

Fourth Year	CHEM 2251	CHEM 4451 CHEM 4471
	CHEM elective or	CHEM elective
OR:		
Third Year	CHEM 2251	CHEM 4451 CHEM 3371
Fourth Year	CHEM 3301	CHEM 3302 CHEM 4471
	CHEM elective or	CHEM elective

LEARNING OBJECTIVES: BACHELOR OF ARTS DEGREE IN CHEMISTRY

Students who earn the B.A. degree with a major in Chemistry will be appropriately competent in: core topics in chemistry, the language of chemistry, and an appropriate selection of the following laboratory skills and advanced studies. :

Core Topics:

- atomic and molecular structure and chemical bonding
- equilibria and stoichiometry
- thermochemistry
- periodic relationships
- thermodynamics
- chemical dynamics
- quantum mechanics and spectroscopy
- recognition, structure, and reactivity of the major organic functional groups

Language of Chemistry:

- verbal, written, numerical and graphical communication of chemical concepts
- use of the chemical literature
- knowledge of the research process

Laboratory Skills:

- data organization and analysis
- use of analytical instrumentation
- volumetric and gravimetric analytical theory and practice
- techniques in biotechnology
- synthesis and characterization of organic compounds by physical and instrumental methods

Advanced Studies:

- analytical instrumentation theory and application
- advanced inorganic chemistry,
- advanced organic chemistry
- biochemistry: biological molecules and metabolism

ASSESSMENT OF LEARNING OBJECTIVES

Students who earn the B.A. degree will have demonstrated their attainment of the specific objectives by

appropriate scores on the current American Chemical Society (ACS) Exams for (1) General Chemistry and (2) Organic Chemistry. The passing score will be at or above the 40th percentile of the national norms for these exams or at an appropriate level, as determined by the Department of Chemistry, based on the accumulated data of the performance of LaGrange College students on these exams. The results that are in the best interest of the students will be used. These exams will be given at the end of the appropriate courses and will be offered to students up to three (3) additional times prior to the time of the student's scheduled graduation. The student must attempt a retest at least once a semester until successful completion of the exam. In the event that a student needs to repeat an exam for the second, third, or final time, evidence of preparation must be presented. Reexamination cannot be scheduled earlier than two (2) weeks following a previous examination.

REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE IN CHEMISTRY

Students earn these competencies by pursuing the following Bachelor of Arts curriculum in Chemistry:

CHEM 1101, 1102 General Chemistry	8 semester hours
CHEM 3201, 3202 Organic Chemistry	8 semester hours
CHEM 2251 Analytical Chemistry	4 semester hours
CHEM 3311, Elements of Physical Chemistry	3 semester hours
CHEM 3371 Junior Seminar	1 semester hours
CHEM 4471 Senior Seminar	2 semester hours
Chemistry electives	6-8 semester hours

Required supporting courses include the following:

PHYS 1101, 1102 or 2121, 2122	8 semester hours
MATH 2105	4 semester hours

Total: 44-46 semester hours

The **scheduling** of the courses for the B.A. in Chemistry can be somewhat flexible. Students are urged to seek advisement from a faculty member in the chemistry program prior to or early in their first semester. The following are possible sequences to fulfill the requirements for the major:

	Fall	Spring
First Year	CHEM 1101 MATH 2221	CHEM 1102
Second Year	CHEM 3201 PHYS 1101 or 2121	CHEM 3202 PHYS 1102 or 2122

Junior- and senior-year sequence depends on which years Analytical Chemistry (CHEM2251) and Elements of Physical Chemistry (CHEM3311) are being offered.

Third Year	CHEM elective	CHEM 3311 CHEM 3371
Fourth Year	CHEM 2251	CHEM elective

		CHEM 4471
OR:		
Third Year	CHEM 2251	CHEM elective CHEM 3371
Fourth Year	CHEM elective	CHEM 3311 CHEM 4471

Students may substitute CHEM3301 and CHEM3302 (Physical Chemistry) for CHEM3311 (Elements of Physical Chemistry) and one upper level elective.

LEARNING OBJECTIVES: BACHELOR OF ARTS DEGREE IN BIOCHEMISTRY

Students who earn the B.A. degree with a major in Biochemistry will be appropriately competent in: core topics in chemistry, the language of chemistry, advanced studies in biochemistry and laboratory skills. :

Core Topics:

- atomic and molecular structure and chemical bonding
- equilibria and stoichiometry
- thermochemistry
- periodic relationships
- thermodynamics
- chemical dynamics
- quantum mechanics and spectroscopy
- recognition, structure, and reactivity of the major organic functional groups

Language of Chemistry:

- verbal, written, numerical and graphical communication of chemical concepts
- use of the chemical literature
- knowledge of the research process

Laboratory Skills:

- data organization and analysis
- techniques in biotechnology
- synthesis and characterization of organic compounds by physical and instrumental methods

Advanced Studies:

- biochemistry: biological molecules and metabolism

ASSESSMENT OF LEARNING OBJECTIVES

Students who earn the B.A. with a major in Biochemistry will have demonstrated the attainment of the specific objectives by appropriate scores on the current American Chemical Society (ACS) Exams for (1) General Chemistry, (2) Organic Chemistry and/or (3) Biochemistry. The passing score will be at or above the 40th percentile of the national norms for these exams or at an appropriate level, as determined by the Department of Chemistry, based on the accumulated data of the performance of LaGrange College students on these exams. The results that are in the best interest of the students will be used. These exams will be given at the end of the appropriate courses and will be offered to students up to three (3) additional times prior to the time of the student's scheduled graduation. The student must attempt a

retest at least once a semester until successful completion of the exam. In the event that a student needs to repeat an exam for the second, third, or final time, evidence of preparation must be presented. Reexamination cannot be scheduled earlier than two (2) weeks following a previous examination.

REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE IN BIOCHEMISTRY

Students earn these competencies by pursuing the following Bachelor of Arts curriculum in Biochemistry:

CHEM 1101, 1102 General Chemistry	8 semester hours
CHEM 3201, 3202 Organic Chemistry	8 semester hours
CHEM 3311 Elements of Physical Chemistry	3 semester hours
CHEM 3371 Junior Seminar	1 semester hour
CHEM 4421, 4422 Biochemistry	8 semester hours
CHEM 4471 Senior Seminar	2 semester hours
MATH 2105 Pre-Calculus	4 semester hours
PHYS 1101, 1102	8 semester hours
Suggested but not required Biology	8 semester hours

Total: 42-50 semester hours

Students are urged to seek advisement from a faculty member in the chemistry program prior to or early in their first semester. The **scheduling** for the B.A. degree in Biochemistry is flexible. The following is a proposed schedule to meet the requirements for the degree. This degree provides a flexible yet strong program for the pre-health professional requirements.

	Fall	Spring
First Year		MATH 2105
	CHEM 1101	CHEM 1102
Second Year	CHEM 3201	CHEM 3202
Third Year	PHYS 1101	PHYS 1102
		CHEM 3311
		CHEM 3371
Fourth Year	CHEM 4421	CHEM 4422
		CHEM 3311
		CHEM 4471

Note that CHEM3311 is listed twice as it may only be offered in alternating years.

Pre-Professional Students should meet with the appropriate Pre-Professional Advisor as well as a faculty member of the Chemistry Program to plan their schedules.

For student not planning to attend graduate or professional school, the Biochemistry Major may be started in the sophomore year

	Fall	Spring
First Year		MATH 2105
Second Year	CHEM 1101	CHEM 1102
Third Year	CHEM 3201 PHYS 1101	CHEM 3202 PHYS 1102 CHEM 3311 CHEM 3371
Fourth Year	CHEM 4421	CHEM 4422 CHEM 3311 CHEM 4471

MINOR

A **minor** in Chemistry shall consist of General Chemistry I &II (CHEM 1101&1102) , Organic Chemistry I&II (CHEM3201&3202) and two (2) additional Chemistry courses from the following:

Analytical Chemistry (CHEM 2251), Physical Chemistry (CHEM3301, 3302 or 3311), Inorganic Chemistry (CHEM3331), Advanced Organic Chemistry (CHEM4201), Biochemistry (CHEM4421, 4422) or Instrumental Analysis (CHEM 4451)

Pre-professional students should consider Advanced Organic Chemistry, Instrumental Analysis and Biochemistry as their options.

Total: 22-24 semester hours

Students must also demonstrate proficiency in general chemistry by passing the ACS General Chemistry Examination as stated above.

AWARDS

The **CRC Freshman Chemistry Award** is awarded annually on Honors Day to the student with the most outstanding achievement in the CHEM 1101-1102 General Chemistry sequence.

The **A.M. Hicks Award** for outstanding achievement in **organic chemistry** is awarded annually on Honors Day to the student taking organic chemistry who has attained the most outstanding record. The award is made in honor of Dr. A. M. Hicks, who was a long-time faculty member and chair of the department.

COURSE DESCRIPTIONS (CHEM)

Chemistry is a laboratory science, and the department views the laboratory experience as an essential component of those courses with an associated laboratory. Consequently, students must achieve a passing grade in both the **lecture and laboratory** portions of the course to obtain a passing grade in the course.

CHEM 1005 Survey of Chemistry (3 hrs lec. per week) 3

Selected topics in General Chemistry, Organic Chemistry and Biochemistry are studied during this one semester course. Topics will include chemical equations, stoichiometry, chemical nomenclature, functional groups, and classification of biological molecules with a focus on enzymes. The course is appropriate for exercise science or allied health students where no further chemical study is anticipated.

Prerequisites: Math1101 or placement into Math2105 or higher

CHEM 1101 General Chemistry I. (3 hrs. lec., 3 hrs. lab per week) (4) Fall

A study of the foundations of chemistry, including stoichiometry, atomic structure and periodicity, molecular structure and bonding models, and thermochemistry.

Prerequisite: MATH 1101 (may be taken as co-requisite)
or placement in MATH 2105 or higher

CHEM 1102 General Chemistry II. (3 hrs. lec., 3 hrs. lab per week) (4) Spring

A continuation of CHEM 1101; a study of the gas, liquid, and solid phases, chemical thermodynamics, kinetics, equilibria, acid/base equilibria, oxidation-reduction reactions, and electrochemistry.

Prerequisites: CHEM 1101; MATH 1101 or placement in MATH 2105 or higher

CHEM 2251 Analytical Chemistry. (3 hrs. lec., 3 hrs. lab per week) (4) Fall (even years)

A study of the theory and practice of quantitative analysis. This course will cover methods that include gravimetric, titrimetric, compleximetric and redox methods for analysis of samples. It will also include topics on sampling, standardization and statistical treatment of data and error. A special emphasis will be placed on aqueous equilibria and acid-base methods. Laboratory exercises complimentary to these topics will be included.

Prerequisite: CHEM 1102

CHEM 3201 Organic Chemistry I. (3 hrs. lec., 3 hrs. lab per week) (4) Fall

A study of the fundamentals of organic chemistry with respect to the bonding, structure, nomenclature, and reactivity of various classes of organic compounds, including aromatic compounds.

Prerequisite: CHEM 1102

CHEM 3202 Organic Chemistry II. (3 hrs. lec., 3 hrs. lab per week) (4) Spring

A continuation of CHEM 3201, including spectroscopy, synthesis, carbonyls, and biomolecules.

Prerequisite: CHEM 3201

CHEM 3301 Physical Chemistry: Thermodynamics and Chemical Kinetics. (3 hrs. lec., 3 hrs. lab per week) (4) Fall (odd years)

A study of the basic principles of physical chemistry, including the properties of gases, kinetic theory of gases, thermodynamics, thermochemistry, changes of state, phase rules, electrochemistry, and chemical dynamics

Prerequisites: CHEM 3202 or permission of instructor,
MATH 2222, PHYS 1101 or PHYS 2121

CHEM 3302 Physical Chemistry: Chemical Dynamics and Quantum Mechanics. (3 hrs. lec., 3 hrs. lab per week) (4) Spring (even years)

The study of basic principles of physical chemistry, focusing on gas kinetics, chemical dynamics, quantum mechanics, and atomic and molecular spectroscopy.

Prerequisites: MATH 2222, PHYS 1102 or PHYS 2122

CHEM 3311 Elements of Physical Chemistry. (3 hrs. lec. per week) (3) Spring

An overview of thermodynamics, chemical dynamics, and quantum chemistry taught at the algebra level and including applications to biological systems.

Prerequisites: CHEM 3202 or permission of instructor,
MATH 2105 or placement in MATH 2221.
PHYS 1101 or PHYS2121.

CHEM 3331 Inorganic Chemistry. (3 hrs. lec. per week) (3) Spring of Odd Years

An in-depth examination of atomic and molecular structure with a focus on inorganic molecules and complexes. Point Group Symmetry concepts will be introduced and applied.

Prerequisite: CHEM3201 (Organic Chemistry I)

CHEM 3371 Junior Seminar. (1 hrs. class per week) (1) Spring

A course that acquaints the student with the chemical literature as well as presentation and discussion of scientific data and information. In addition, students explore career opportunities, prepare a portfolio, and develop career plans. **Note:** Course is graded on a **pass/no credit** basis.

Prerequisite: junior standing

CHEM 4421 Biochemistry I. (3 hrs. lec., 3 hrs. lab per week) (4) Fall

An introductory course in the principles of biochemistry, with emphasis on the structure and function of biomolecules, membrane structure and function, and an introduction to metabolism and bioenergetics.

Prerequisite: CHEM 3202 or permission of instructor

CHEM 4422 Biochemistry II. (3 hrs. lec., 3 hrs. lab per week) (4) Spring

A continuation of CHEM 4421, with emphasis on cellular metabolism, fundamentals of molecular genetics, and current topics in biochemistry.

Prerequisite: CHEM 4421

CHEM4201 Advanced Organic Chemistry. (3 hrs. lec. per week) (3) on demand

CHEM4201 is an extension of the study of organic chemistry as begun in the CHEM3201-3202 series, with the addition of special topics of interest for organic chemists not covered in that series.

Prerequisite: CHEM 3202

CHEM 4451 Instrumental Analysis. (3 hrs. lec., 3 hrs. lab per week) (4) Spring (odd years)

A study of the basic instrumentation used for the quantitative and qualitative analysis of organic and inorganic compounds. This course examines the major instrument types used for this purpose, highlighting instrument design and operation, sampling and the interpretation of output.

Prerequisite: CHEM 3201 or consent of the instructor

CHEM 4471 Senior Seminar. (2 hrs. class per week) (2) Spring

A capstone course that is thematic. Emphasis is on integration of the student's experience in chemistry and the presentation of chemical literature in seminar and written form.

Prerequisite: senior standing

CHEM 4800 Special Topics. (1-4 hours) on demand

A "special topic" course that may be designed to provide the student with exposure to topics and concepts not covered in the regular course offerings.

CHEM 4900 Independent Study. (1-4 hours) on demand

This course can vary and may be used to satisfy the research requirement for the B.S. major and provide research experience for B.A. majors.

CORE CURRICULUM FOUNDATION AND INTEGRATIVE STUDIES COURSES

MISSION OF THE CORE CURRICULUM

The Core Curriculum of LaGrange College offers an educational experience which emphasizes the interrelatedness of knowledge and the importance of understanding and evaluating human experience, leading toward improvement in students' creative, critical, and communication abilities.

STUDENT LEARNING OUTCOMES

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

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

ASSESSMENT OF STUDENT LEARNING OUTCOMES

Assessment of the outcomes is based on a triangulation of data from Collegiate Learning Assessment (CLA) subscale scores and value-added percentile rank, National Survey of Student Engagement (NSSE) means comparisons for targeted areas, and the locally produced Faculty Assessment of Core Skills (FACS), viewed within a context of successful course completion.

PROGRAM OBJECTIVE OF THE INTEGRATIVE STUDIES

PO 2 of the Core Curriculum: Through (Entry-level Foundation and) Integrative Studies (Cornerstone, First-Year Orientation, Problem Solving, Computer Applications, Humanities, and American Experience), the Core Curriculum provides students with the opportunity to experience the interconnectedness of knowledge from diverse disciplines.

ASSESSMENT OF PROGRAM OBJECTIVE 2

Assessment of the program objectives is accomplished by an examination of courses offered, enrollments, faculty involvement, successful course completion, and NSSE means comparisons of responses to targeted questions.

COURSE DESCRIPTIONS (CORE)

***CORE 1101 Cornerstone I. (3) Fall**

Cornerstone's primary goal is to introduce entering first-semester students to what LaGrange College values in an interdisciplinary liberal arts education. The course balances the instructor's field of study in small, medium, and large group settings as the group applies a global perspective to the four pillars of service, diversity, excellence, and civility. Together, these components are provided to enhance the creative, critical and communicative abilities of students while engaging a life of servant leadership and sustainability.

***CORE 1102 Cornerstone II. (1) Spring**

Drawing on the themes and discussions from CORE 1101, CORE 1102 focuses on a semester-long reading, project, performance or other substantial activity. Students remain with their Cornerstone professor for both courses, strengthening student/faculty relationships while further examining the principle pillars/values that underpin life at LaGrange College.

Prerequisite: CORE 1101

* Transfer students with 30 or more attempted hours may be exempted from the CORE 1101/1102 requirement.

CORE 1120 Problem Solving. (3) Fall and Spring

Individual and small-group problem solving geared toward real-life situations and nontraditional problems. The course focuses on a number of problem-solving strategies, such as drawing a diagram, eliminating possibilities, making a systematic list, looking for a pattern, guessing and checking, solving an easier related problem and sub-problems, using manipulatives, working backward, acting it out, unit analysis, using algebra and finite differences, and others. Divergent thinking and technical communication skills of writing and oral presentation are emphasized.

Prerequisite: MATH 1101 or higher

CORE 1140 Computer Applications. (1) Fall and Spring

Mathematical techniques and computer methods with spreadsheets are used in the development of quantitative reasoning skills. These techniques are examined in the contexts of business and economics and of sustainability through managing one's personal finances.

Prerequisite: MATH 1101 or higher

CORE 2001 Humanities: Ancient through Medieval Age. (3) Fall and Spring

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

Prerequisites: ENGL 1102

CORE 2002 Humanities: Renaissance to the Present. (3) Fall and Spring

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

Prerequisite: ENGL 1102

CORE 3001 The American Experience. (3) Fall and Spring

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

Prerequisites: CORE 2001 or CORE 2002.

EDUCATION

INTRODUCTION

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

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

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

LEARNING OBJECTIVES

Approved Program in Early Childhood

Candidates completing a B.A. in Early Childhood Education will:

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

Approved Program in Secondary Math

Candidates completing a B.A. in Secondary Mathematics Education should be able to demonstrate an understanding of key mathematical concepts in the following areas:

- Algebra and Number Theory

- Measurement, Geometry, and Trigonometry
- Functions and Calculus
- Data Analysis, Statistics, and Probability
- Matrix Algebra and Discrete Mathematics

Students completing a B.A. in Secondary Mathematics Education should be able to demonstrate an understanding of pedagogical knowledge so that they can:

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

Approved Program in Secondary History

Students completing a B.A. in Secondary History Education should be able to demonstrate an understanding of key concepts in the following areas:

- Important historical terms, concepts, and perspectives;
- Social science skills to locate, analyze, and synthesize information related to historical topics;
- The origins, structures, development, and interactions of ancient societies;
- The origins, important features, significant developments, and notable achievements of African, Asian, and Latin American societies from ancient times through the sixteenth century;
- The importance of the Byzantine Empire, the origins and expansion of
- Islam, characteristics of European medieval society, and the significance of the Renaissance and the Reformation;
- The importance of the Age of Discovery and Expansion, the effects of the Scientific Revolution and the Enlightenment, and major developments of the Age of Revolutions and Rebellions;
- The effects of industrialization, the rise of nationalism, major characteristics of imperialism, the causes and global effects of World War I, major developments of the interwar period, and the causes and consequences of World War II;
- Decolonization of Africa and Asia, the origins and course of the Cold War, major world developments since the 1960s, and the importance of globalization in the contemporary world.

Students completing a B.A. in Secondary History Education should be able to demonstrate an understanding of pedagogical knowledge so that they can:

- identify the nature of learning and behaviors involving adolescents;
- construct a curriculum appropriate to the needs of adolescents;
- utilize existing knowledge about parents and cultures in dealing effectively with adolescents;

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

Non-Certification Program in Educational Studies

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

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

ASSESSMENT OF LEARNING OBJECTIVES

The Georgia Professional Standards Commission requires that the Department of Education use technology to show that all candidates have met specific standards. To cover the cost of the software used for individual candidate performance, portfolio development, and data collection, a \$130 subscription fee is assessed in the spring sophomore course, EDUC 4459 Special Needs and Exceptional Children. While in the program, candidates will be assessed for knowledge of the content standards with Content Diagnostic Examinations during the fourth and fifth semesters of the program. If candidates obtain a passing score of 70% or more on each of the content diagnostic examinations, permission will be granted to take the GACE examination in their designated content area. Only two attempts are permitted for post content diagnostic examinations.

ADDITIONAL CHARGES INCURRED DURING PROGRAM OF STUDY

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

The Georgia Professional Standards Commission requires that each teacher candidate complete two Ethics assessments with Educational Testing Service (ETS). Each assessment has a \$30 fee, payable to ETS (online). The Ethics Entry Exam must be completed during EDUC 1199 (Foundations), and the Ethics Exit Exam must be passed before recommendation for certification.

Junior and Senior undergraduate early childhood candidates will use Advanced Feedback, a video observation platform, to receive feedback from professors and supervisors regarding classroom

instruction in the field. This technology will also be used in class as students will collaborate around video to enrich learning. Each year, a fee of \$99 will be assessed and is payable upon registration for the following courses EDUC 4360 and EDUC 4490 (subject to change).

During the final semester of the program of study, all teacher candidates must submit an edTPA portfolio and receive a passing score for recommendation for teacher certification. Each submission of the edTPA portfolio has a fee of \$300 (subject to change). This fee is assessed by Pearson and is payable upon submission of the portfolio.

ADMISSION TO UNDERGRADUATE TEACHER EDUCATION

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

The following are required for entrance into an undergraduate program:

- a passing score on the GACE Program Admissions Assessment or exemption;
- completion of the Georgia Educator Ethics Entry Assessment;
- a GPA of 2.5 or better;
- submission of an application to program;
- completion of a criminal background check showing no criminal record or a discharge from the armed services that would prevent teacher certification;
- a successful interview with Chair of the Education program.

All students must pass the Program Admissions Test before fall semester junior year in order to apply and receive the state-required pre-service certificate issued by the Georgia Professional Standards Commission. Any student who has not passed the Program Admissions Test before fall semester junior year will not be permitted to complete required program field experiences during fall semester.

If the Program Admissions Test has not been passed by spring course registration during the month of October (fall semester junior year), the student will be withdrawn from the Education Department.

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 Education program.*

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

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

TEACHER CERTIFICATION

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

Upon successful completion of an approved initial preparation program (B.A. Early Childhood, B.A. Secondary Math, B.A. Secondary History, and 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.

CORE PROGRAM REQUIREMENTS

All candidates planning to complete approved programs in Education must satisfy the LaGrange College CORE program requirements.

In addition to satisfying the core curriculum requirements, students pursuing a major in Education must complete the following major program requirements:

B.A. PROGRAM OF STUDY EARLY CHILDHOOD EDUCATION

Early Childhood majors begin their program of study during the spring semester of their sophomore year. Because Early Childhood Education is a cohort program, it is imperative that interested students declare their intent to become early childhood certification candidates by following the above admission to teacher education procedures before fall registration in the spring of their freshman year.

<i>Fall Sophomore</i>	EDUC 1199	Foundation in Education	3
<i>Spring Sophomore</i>	EDUC 4459	Special Needs/Exceptional Children	3
	EDUC 3342	Child Development	3
<i>Fall Junior</i>	EDUC 3354	Fundamental of Reading Instruction I	3
	EDUC 3356	Integrating Specialty Areas	3
	EDUC 4360	Curriculum & Accountability	3
	EDMA 3201	Teaching Mathematics in Grades K-2	3
	EDUC 4461	Diversity in Elementary Classroom I	1
<i>Spring Junior</i>	EDMA 3202	Teaching Mathematics in Grades 3-5	3
	EDUC 3355	Fundamentals of Reading Instruction II	3
	EDUC 4449	Classroom Technology	3
	EDUC 4457	Social Studies Methods	3
	EDUC 4462	Diversity in Elementary Classroom II	1
<i>Fall Senior</i>	EDUC 3317	Science Methods	3
	EDUC 4356	Fundamentals in Reading Instruction III	3
	EDUC 4463	Diversity in Elementary Classroom III	1
	EDUC 4490A	Clinical Practice I	6
<i>Spring Senior</i>	EDUC 4410	Approaches and Issues in Educational Assessment	3
	EDUC 4480	Senior Seminar	3
	EDUC 4490B	Clinical Practice II	6

Total 60 Semester Hours

<i>Fall/Spring</i>	EDUC 4490R	edTPA Remediation	1
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(Available to candidates who need to successfully complete certification requirements.)

B.A. PROGRAM OF STUDY SECONDARY MATHEMATICS EDUCATION

The Secondary Mathematics Education program at LaGrange College, based on a liberal arts foundation, provides students with a strong pedagogical and mathematics knowledge base. The program features solid mathematics preparation in addition to professional education course work and successively challenging and diverse school-based experiences under the supervision and guidance of College and K–12 faculty. Students who successfully complete the program in Secondary Mathematics Education and pass the GACE content exam in mathematics earn a BA in Secondary Mathematics Education and recommendation for induction certification to teach mathematics in grades 6 through 12 in Georgia.

All core classes and math electives must be completed prior to Fall semester of the senior year.

<i>Fall Sophomore</i>	EDUC 1199	Foundation in Education	3
	MATH 2221	Analytical Geometry and Calculus I	4
	MATH 1114	Intro to Statistics <i>or</i>	3
	MATH 3306	Geometry <i>or</i>	
	MATH 3340	History of Math (all three courses required)	
<i>Spring Sophomore</i>	MATH 2222	Analytical Geometry and Calculus II	4
	EDUC 4449	Classroom Technology <i>or</i>	3
	MATH 3316	Probability Theory (both required)	
<i>Fall Junior</i>	EDUC 4461 <i>or</i>	Diversity I or Diversity III (both required)	1
	EDUC 4463		
	MATH 1114	Intro to Statistics	3
	MATH 3306	Geometry <i>or</i>	
	MATH 3340	History of Math (only one required) (
<i>Spring Junior</i>	MATH 3335	Linear Algebra	3
	EDUC 4462	Diversity II	1
	EDUC 4470	Literacy in the 6-12 Classroom	3
	MATH 2223	Analytical Geometry and Calculus III	4
	MATH 3380	Discrete Mathematics <i>or</i>	3
	MATH 3382	Combinatorial Design (only one required)	
	EDUC 4449	Classroom Technology <i>or</i>	3
	MATH 3316	Probability Theory (both required)	
<i>Summer I</i>	EDUC 5000	Adolescent Development / Summer Field Experience	3
<i>Fall Senior</i>	EDUC 5030A	Research in Curriculum and Instruction	1.5
	EDUC 5020A	Teaching Math in Middle and Secondary School	1.5
	EDUC 4459	Special Needs/Exceptional Children	3
	EDUC 4461 <i>or</i>	Diversity I or Diversity III (both required)	1
	EDUC 4463		
<i>Spring Senior</i>	EDUC 4491A	Clinical Practice in Secondary Education	6
	EDUC 5030B	Research in Curriculum and Instruction	1.5
	EDUC 5020B	Teaching Math in Middle and Secondary School	1.5
	EDUC 4365	Assessment and Accountability	3
	EDUC 4491B	Clinical Practice in Secondary Education	6

	Total	63 Semester Hours	
<i>Fall/Spring</i>	EDUC 4491R	edTPA Remediation	1
	(Available to candidates who need to successfully complete certification requirements.)		
B.A. PROGRAM OF STUDY SECONDARY HISTORY EDUCATION			
The Secondary History Education program at LaGrange College, based on a liberal arts foundation, provides students with a strong pedagogical and knowledge base in history. The program features solid history preparation in addition to professional education course work and successively challenging and diverse school-based experiences under the supervision and guidance of College and K–12 faculty. Students who successfully complete the program in Secondary History Education and pass the GACE content exam in history earn a BA in Secondary History Education and recommendation for induction certification to teach history in grades 6 through 12 in Georgia.			
<i>Fall Sophomore</i>	EDUC 1199	Foundation in Education	3
	HIST 1111	US History to 1865	3
<i>Spring Sophomore</i>	HIST 1112	US History 1865 – Present	3
	EDUC 4449	Classroom Technology <i>or</i>	3
	HIST 3315	GA History (both required)	
<i>Fall Junior</i>	EDUC 4461 <i>or</i>	Diversity I or Diversity III (both required)	1
	EDUC 4463		
	HIST 1101	World Civilizations I	3
	EDUC 3500	Economics	3
<i>Spring Junior</i>	EDUC 4462	Diversity II	1
	EDUC 4470	Literacy in the 6-12 Classroom	3
	HIST 1102	World Civilizations II	3
	EDUC 4449	Classroom Technology <i>or</i>	3
	HIST 3315	GA History (both required)	
<i>Summer I</i>	EDUC 5000	Adolescent Development/Summer Field Experience	3
<i>Fall Senior</i>	EDUC 5030A	Research in Curriculum and Instruction	1.5
	EDUC 5021A	Teaching History in Middle and Secondary School	1.5
	EDUC 4459	Special Needs/Exceptional Children	3
	EDUC 4461 <i>or</i>	Diversity I or Diversity III (both required)	1
	EDUC 4463		
	EDUC 4491A	Clinical Practice in Secondary Education	6
<i>Spring Senior</i>	EDUC 5030B	Research in Curriculum and Instruction	1.5
	EDUC 5021B	Teaching History in Middle and Secondary School	1.5
	EDUC 4365	Assessment and Accountability	3
	EDUC 4491B	Clinical Practice in Secondary Education	6
<i>four (4) History Electives</i>			12
	Total	69 Semester Hours	
<i>Fall/Spring</i>	EDUC 4491R	edTPA Remediation	1
	(Available to candidates who need to successfully complete certification requirements.)		

No additional coursework can be taken during the senior year without approval from the Chair of the Department of Education.

ADMISSION TO CLINICAL PRACTICE

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

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

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

CERTIFICATION REQUIREMENTS

To be eligible for initial teacher certification recommendation, teacher candidates must have successfully completed all program requirements. In addition, candidates must have a passing score on the appropriate GACE Content Examination(s), plus having passed the edTPA and the Georgia Educator Ethics assessment.

POLICY FOR REMEDIATION OF INAPPROPRIATE DISPOSITIONS AND/OR INADEQUATE PERFORMANCE

Dispositions

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

Performance

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

COMBINED B.A. AND M.A.T. PROGRAM OF STUDY

Undergraduate students who meet the admission requirements for the M.A.T (passing GACE Program Admissions Assessment or a combined SAT score of more than 1000 and completing the Georgia Code of Ethics for Educators Assessment) and those who have a GPA of 3.0 or higher in their undergraduate studies are eligible to participate in a combined B.A. and M.A.T. program of study after the completion of 90 semester hours. Once accepted, candidates may take entering MAT cohort graduate courses the Summer Semester following their junior year of study. Upon gaining senior status, candidates may take one (1) three-credit graduate course during the Fall, Interim, and Spring semesters only if enrolled with twelve (12) undergraduate credits.

<i>First Summer I</i>	EDUC 6040	Foundations of Curriculum and Instruction (after 90 credit hours)	3
	EDUC 5000	Summer Field Experience	3
<i>First Summer II</i>	EDUC 6010	Assessment and Accountability	3
<i>First Fall</i>	EDUC 5060	Students with Special Needs	3
<i>Interim</i>	EDUC 5040	Affirming Diversity in the Classroom	3
<i>First Spring</i>			
<i>Second Summer I</i>	EDUC 6030	Problems of Reading	3
	EDUC 6020	Educational Technology	3
<i>Second Summer II</i>	EDUC 5070	Assessing and Improving Literacy	3
<i>Second Fall</i>	EDUC 5030A	Research in Curriculum and Instruction	1.5
	EDUC 5700A	Clinical Practice I (formal observations)	4
		<i>*Methods of Teaching and Learning (choose one)</i>	1.5
	EDUC 5020A	Teaching Mathematics in the Middle and Secondary Grades	
	EDUC 5021A	Teaching Social Studies and History in the Middle and Secondary Grades	
	EDUC 5022A	Teaching Science in the Middle and Secondary Grades	
	EDUC 5023A	Teaching English Language Arts in the Middle and Secondary Grades	
<i>Second Spring</i>	EDUC 5030B	Research in Curriculum and Instruction	1.5
	EDUC 5700B	Clinical Practice II (formal observations)	8
		<i>*Methods of Teaching and Learning (choose one)</i>	1.5
	EDUC 5020B	Teaching Mathematics in the Middle and Secondary Grades	
	EDUC 5021B	Teaching Social Studies and History in the Middle and Secondary Grades	
	EDUC 5022B	Teaching Science in the Middle and Secondary Grades	
	EDUC 5023B	Teaching English Language Arts in the Middle and Secondary Grades	
	Total	39 Semester Hours	

<i>Fall/Spring</i>	EDUC 5700R	edTPA Remediation	1
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(Available to candidates who need to successfully complete certification requirements.)

**GACE exemption- The candidate may choose to opt out of the specific teaching and learning content course(s) if a passing score on the GACE content examination is achieved.*

B.A. EDUCATIONAL STUDIES (Non-Certification Program)

Educational Studies major is intended for those who wish to work with children and families in a variety of settings, considering graduate school or desiring positions in education that do not require state teaching certification. The Educational Studies Foundational Curriculum includes coursework that examines educational issues, instruction, child development and cultural diversity. In consultation with an academic advisor, the student may choose among academic tracks that focus on English, mathematics, Science and social sciences. An early childhood concentration option is available with program coordinator or department chair's permission. Although Educational Studies is a non-certification program that does not lead directly to teacher certification, graduates may be eligible to enter post-baccalaureate, graduate or alternative certification programs. A student preparing for application to the Master of Arts in Teaching Middle Grades Education program should consult with the academic program coordinator to ensure that concentration area coursework satisfies the content requirements for Middle Grades Education.

Foundations in Educational Studies (12 credit hours required)

EDUC 1199 Foundation in Education. (3) Fall and Spring.

EDUC 4459 Special Needs and Exceptional Children. (1) Spring

EDUC 4461 Diversity in the Elementary Classroom I. (1) (every other fall)

EDUC 4462 Diversity in the Elementary Classroom II. (1) Spring

EDUC 4463 Diversity in the Elementary Classroom III.

EDUC 3342 Child Development Practicum. (3) Spring

Or

EDUC 3360 Adolescent Development Practicum. (3) Spring

Concentration Areas

Mathematics

MATH 1101 College Algebra. (3) Fall and Spring

CORE 1120 Problem Solving. (3) Fall and Spring

MATH 1114 Introduction to Statistics. (3) Fall

MATH 2105 Precalculus. (4) Fall and Spring

MATH 2221 Analytic Geometry and Calculus I. (4) Fall and Spring

EDUC 3201 Teaching Mathematics in Grades K-2. (3) Fall

EDUC 3202 Teaching Mathematics in Grades 3-5. (3) Spring

Science

BIOL 1101 General Biology I. (3) Fall

BIOL 1101 L General Biology I Laboratory. (1)

BIOL 1102 General Biology II. (3)

BIOL 1102 L General Biology II Laboratory. (1)

NURS 3305 Nutrition and Health.

GSC 101 Earth Science I (3 Credits)

CHEM 1005 Survey of Chemistry (3 Credits)

English

ENGL 1101 Rhetoric and Composition I. (3) every fall and spring

ENGL 1102 Rhetoric and Composition II. (3)

ENGL 2200 Introduction to Literary Studies. (1) every fall
ENGL 2204 British Literature I. (3) Fall 2014 (every other fall)
ENGL 2206 American Literature I. (3) Fall 2015 (every other fall)
ENGL 2207 American Literature II. (3) Spring 2016 (every other spring)

Social Studies

HIST 1101 World Civilization I. (3) Fall and Spring
HIST 1102 World Civilization II. (3) Fall and Spring
HIST 1111 History of the United States to 1865. (3) Fall
HIST 1112 History of the United States, 1865 to the Present. (3) Spring
HIST 3315 Georgia History. (3) Summer (on demand)
EDUC 3500 Economics for Educators
PSYC 1101 Introduction to Psychology. (3) Fall and Spring
SOC 1000 Introduction to Sociology. (3) Fall and Spring

Early Childhood (by permission)

EDUC 3356 Integrating Specialty Areas into Classroom Instruction. (3) Fall
EDUC 4350 Curriculum in Secondary Education. (3) Fall
EDUC 4356 Fundamentals in Reading III (Reading to Learn Skills. (3) Fall
EDUC 4360 Curriculum and Accountability in Elementary Grades. (3) Fall
EDUC 4365 Assessment and Accountability. (3) Fall
EDUC 4410 Approaches and Issues in Educational Assessment. (3) Fall
EDUC 4449 Classroom Technology for Elementary Grades. (3) Spring
EDUC 4457 Social Studies Methods. (3) Spring

EDUCATION SCHOLARSHIPS, AWARDS, AND GRANTS

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

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

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

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

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

Elizabeth Kelly Bradford Annual Scholarship was established by the Drs. Peter and Sarah Beth Mallory in memory of her mother, an elementary teacher for 35 years, to provide scholarship

assistance to a student demonstrating financial need and in good academic standing at LaGrange College. In awarding this scholarship, preference is given to students who indicate an intention to major in elementary education. The Financial Aid Office awards this scholarship.

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

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

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

COURSE DESCRIPTIONS (EDUC)

EDUC 1199 Foundation in Education. (3) Fall and Spring

An introduction to teaching and learning. This course addresses teacher behavior, teacher roles, teacher ethics and experiences, historical perspectives, philosophical foundations, approaches to curriculum development, the politics of education, school governance, school funding and legal issues, school environments, and living and learning in a diverse society. This course is a prerequisite for admission to the Education program and includes an initial school visitation experience.

Prerequisite: criminal background check

EDMA 3201 Teaching Mathematics in Grades K-2. (3) Fall

This course is framed by the Common Core Standards for Grades K-2 and is for future elementary school teachers. Teacher candidates enrolled in this course will review the mathematical concepts in Grades K-2 and master the material with enough success to effectively teach the curriculum. Teacher candidates will also learn about Common Core Standards and how to implement the standards in the classroom. Teacher candidates will also review mathematical concepts that will be covered on the Georgia Assessments for the Certification of Educators (GACE) for Early Childhood Education and take practice tests to help prepare for this exam.

EDMA 3202 Teaching Mathematics in Grades 3-5. (3) Spring

This course is framed by the Common Core Standards for Grades 3-5 and is for future elementary school teachers. Teacher candidates enrolled in this course will review the mathematical concepts in Grades 3-5 and master the material with enough success to effectively teach the curriculum. Teacher candidates will also learn about Common Core Standards and how to implement the standards in the classroom. Teacher candidates will also review mathematical concepts that will be covered on the Georgia Assessments for the Certification of Educators (GACE) for Early Childhood Education and take practice tests to help prepare for this exam.

EDUC 3317 Science Methods. (3) Fall

This course addresses science content, process skills, attitudes, and real-world applications that are developmentally appropriate for science and instruction. Effective teaching strategies that incorporate

integrated and interdisciplinary approaches, technology, literature, multicultural education, and the Georgia Performance Standards are combined with theories of learning. Field experience required.

EDUC 3342 Child Development Practicum. (3) Spring

A study of the principles of growth and development from conception through twelve (12) years of age. Specific attention will be given to the influences of family on physical maturation, cognitive development, social skills, and personality development. Major contributions from the leading authorities in the field will be emphasized during the study of each area of development. A nursery and preschool field experience is required.

EDUC 3354 Fundamentals of Reading Instruction I. (3) Fall

This course will serve as an introduction to reading instruction for teacher candidates. Topics included in this course will be: theories of reading development, children's literature appropriate for the young child and early literacy skills for Pre-K and Kindergarten students. IRA standards and Common Core Georgia Performance Standards will provide a basis for lessons and field experiences in local schools.

EDUC 3355 Fundamentals of Reading Instruction II. (3) Spring

This course will prepare teacher candidates for teaching reading in the early elementary years (1st-2nd grade). Topics included in this course will be: phonics instruction, word recognition strategies, beginning comprehension strategies, children's literature appropriate for 1st and 2nd grade students, and an introduction to children's writing and the writing process. IRA standards and Common Core Georgia Performance Standards are used in combination with various approaches to effective instruction and planning, including the use of technology, and will provide a basis for lessons and field experiences in local schools.

EDUC 3356 Integrating Specialty Areas into Classroom Instruction. (3) Fall

This course teaches the Early Childhood Certification candidate how to integrate the arts, health and physical education into instruction. Through collaboration with college faculty, elementary classroom teachers, and specialty area teachers, candidates will understand, and use the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students; use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health; and know, understand, and use human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

EDUC 3360 Adolescent Development Practicum. (3) Spring

A study of the principles of growth and development from thirteen (13) through eighteen (18) years of age. Specific attention will be given to the influences of family on physical maturation, cognitive development, social skills, and personality development. Major contributions from the leading authorities in the field are emphasized during the study of each area of development. A field experience is required.

EDUC 3500 Economics for Teachers. (3) Fall

This course will focus on the pedagogical content knowledge needed for teaching secondary economics. The course will include lecture, discussion and activities which prepare the student for the passage of the GACE exam in Secondary Economics. Particular attention will be paid to GACE content strands and

Georgia GPS standards in Secondary Economics. This course will be part of a larger social science minor being developed jointly by the History and Education departments.

EDUC 4350 Curriculum in Secondary Education. (1.5) Fall and (1.5) Spring

Research in Curriculum and Instruction (1.5) a & b 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 4356 Fundamentals in Reading III. (3) Fall

This course will prepare teacher candidates for teaching reading in the later elementary years (3rd-5th grade). Topics included in this course will be: comprehension strategies, integrating reading instruction in content area classes, identifying and correcting reading problems at the elementary level, children's literature appropriate for 3rd-5th grade students, and writing skills and processes appropriate for elementary students. IRA standards and Common Core Georgia Performance Standards are used in combination with various approaches to effective instruction and planning and will provide a basis for lessons and field experiences in local schools.

EDUC 4360 Curriculum and Accountability in Elementary Grades. (3) Fall

This course addresses the practical aspects of curriculum development, along with the role of preparation and its contribution to successful classroom management. A variety of assessment techniques, use of Georgia Performance Standards, differentiated instruction, and classroom management are among other key areas that are studied.

EDUC 4365 Assessment and Accountability. (3) Fall

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

EDUC 4410 Approaches and Issues in Educational Assessment. (3) Fall

This course is designed to introduce the teacher candidate to practices and current issues in educational assessment. Teacher candidates design formative and summative measures based on backward design assessment theories through the creation of an instructional unit. School district, community, state, national and international assessment data are analyzed and evaluated to illuminate the effects of social and economic variables on academic achievement. Measurement approaches are introduced to equip the teacher candidate with quantitative and qualitative skills needed for instructional assessment, standardized test interpretation, and classroom-level action research.

EDUC 4449 Classroom Technology. (3) Spring

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. This course aligns with ISTE Teacher standards.

EDUC 4457 Social Studies Methods. (3) Spring

The interdisciplinary nature of social studies is the focus for the study of curriculum, methods, technology, and professional sources. Emphasis is on planning for and developing resources for instruction, including the development of a unit with emphasis on the NCSS standards and Georgia Performance Standards for a chosen grade level. This course includes a field experience component.

EDUC 4459 Special Needs and Exceptional Children. (3) Spring

A study of identification and diagnostic techniques for teachers related to areas of exceptionality among students and of alternative styles of teaching to meet special needs. The introduction to the Student Support Team (SST) process and the writing of eligibility reports and Individual Education Plans (IEP) are explored. The psychological and behavioral characteristics of exceptional children are studied. The importance of transition and other forms found within the exceptional children's categories are identified. Weekly field experiences in the exceptional children's areas are provided.

EDUC 4461 Diversity in the Elementary Classroom I. (1) Fall

This course addresses a variety of diversity issues including psychological, physiological, and social conditions of different students as well as various strategies for working with children at risk. This section of the course will focus on the specific issues of poverty and social class. Reflections for the content of this course will be written in conjunction with the assigned field placement. Topics include diversity as it relates to poverty & social class.

EDUC 4462 Diversity in the Elementary Classroom II. (1) Spring

This course addresses a variety of diversity issues including psychological, physiological, and social conditions of different students as well as various strategies for working with children at risk. This section of the course will focus on the specific issues of race, gender, and sexual identity. Reflections for the content of this course will be written in conjunction with the assigned field placement. Topics include diversity as it relates to race, gender, and sexual identity.

EDUC 4463 Diversity in the Elementary Classroom III. (1) Fall

This course addresses a variety of diversity issues including psychological, physiological, and social conditions of different students as well as various strategies for working with children at risk. This section of the course will focus on the specific issues of culture and English Language Learners. Reflections for the content of this course will be written in conjunction with the assigned field placement. Topics include diversity as it relates to culture, and English language learners.

EDUC 4464A Survey of Social Studies and History Content in the Middle and Secondary Grades (1.5) Fall

This course requires competency in social studies and history content necessary for teaching social studies and history at the middle and secondary levels.

EDUC 4464B Survey of Social Studies and History Content in the Middle and Secondary Grades (1.5) Spring

This course requires competency in social studies and history content necessary for teaching social studies and history at the middle and secondary levels.

EDUC 4465A Survey of Mathematics Content in the Middle and Secondary Grades (1.5) Fall
This course requires competency in mathematics content necessary for teaching mathematics at the middle and secondary levels.

EDUC 4465B Survey of Mathematics Content in the Middle and Secondary Grades (1.5) Spring
This course requires competency in mathematics content necessary for teaching mathematics at the middle and secondary levels.

EDUC 4466A Survey of Science Content in the Middle and Secondary Grades (1.5) Fall
This course requires competency in science content necessary for teaching science at the middle and secondary levels.

EDUC 4466B Survey of Science Content in the Middle and Secondary Grades (1.5) Spring
This course requires competency in science content necessary for teaching science at the middle and secondary levels.

EDUC 4467A Survey of English Language Arts in the Middle and Secondary Grades (1.5) Fall
This course requires competency in English Language Arts content necessary for teaching English Language Arts at the middle and secondary levels.

EDUC 4467B Survey of English Language Arts in the Middle and Secondary Grades (1.5) Spring
This course requires competency in English Language Arts content necessary for teaching English Language Arts at the middle and secondary levels.

EDUC 4470 Literacy in the 6-12 Classroom. (3) Spring
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 4480 Senior Seminar. (3) Spring
This course is designed to explore current issues in early childhood education. Teacher candidates choose topics, examine research, and present information in a workshop format. Another focus of the course is classroom management, lesson presentations, and peer critiques. In addition, teacher candidates have the opportunity to discuss field experiences in connection with Education's *Conceptual Framework* along with national and state standards.

EDUC 4490A Early Childhood Clinical Practice. (6) Fall
This course provides a co-teaching experience for a minimum of thirteen (13) weeks. Pre-service teachers will be assigned to diverse public schools and gradually assume responsibility for working with groups and individuals. They participate in classroom teaching and observation, planning and evaluation conferences, and other school-related experiences, with guidance provided by the clinical faculty, gradually assuming total responsibility for the class.

EDUC 4490B Early Childhood Clinical Practice. (6) Spring
This course provides a co-teaching experience for a minimum of thirteen (13) weeks. Pre-service teachers will be assigned to diverse public schools and gradually assume responsibility for working with groups and individuals. They participate in classroom teaching and observation, planning and evaluation

conferences, and other school-related experiences, with guidance provided by the clinical faculty and College supervisor, gradually assuming total responsibility for the class.

EDUC 4491A Clinical Practice in Secondary Education. (12) Fall and Spring

This course provides a co-teaching experience for a minimum of thirteen (13) weeks. Pre-service teachers are assigned to diverse public schools and gradually assume responsibility for working with groups and individuals. They participate in classroom teaching and observation, planning and evaluation conferences, and other school-related experiences, with guidance provided by the clinical faculty, gradually assuming total responsibility for the class.

EDUC 4491B Clinical Practice in Secondary Education. (12) Fall and Spring

This course provides a co-teaching experience for a minimum of thirteen (13) weeks. Pre-service teachers are assigned to diverse public schools and gradually assume responsibility for working with groups and individuals. They participate in classroom teaching and observation, planning and evaluation conferences, and other school-related experiences, with guidance provided by the clinical faculty, gradually assuming total responsibility for the class.

EDUC 4490R edTPA Remediation. (1) Fall and Spring

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

EDUC 4491R edTPA Remediation. (1) Fall and Spring

This class can be taken only once. This course is designed to allow secondary content (math, history, science, English) candidates an opportunity to complete field experience requirements necessary to successfully earn a passing score on the edTPA. Department chair permission is required.

ENGLISH

INTRODUCTION

Students of English Language and Literature can choose from a wide range of courses that meet a variety of needs and demands:

- introductory and advanced courses in composition and literary studies
- British and American literature survey and period courses
- genre studies, including works translated into English from other languages
- language and theory courses
- single-author courses
- creative writing and nonfiction writing courses

Objectives of Composition Courses

The primary goal of courses in composition and literature is to help students become competent readers and writers by providing them with challenging texts and ample opportunities to practice their skills of critical thinking and expression. Toward this end, the English faculty has set the following four objectives. All students completing the core curriculum will demonstrate:

- proficiency in expository writing with Standard American English grammar, punctuation, and usage
- proficiency in critical reading
- the ability to assimilate, organize, and develop ideas logically and effectively
- an understanding of the rudiments of research-based writing, including accurate and ethical citation and MLA documentation

OBJECTIVES OF ENGLISH MAJOR COURSES

All students completing the baccalaureate program in English will be prepared to pursue careers in which a broad knowledge of literature and a proficiency in critical reading, critical thinking, and expository writing are important. They also will be prepared to pursue graduate studies in English and in other professional areas, such as law, medicine, or journalism. In addition, students who wish to prepare for a career in teaching may do so by completing a major in English. For each of these endeavors, English majors will demonstrate:

- an extensive knowledge of the development of British literature and American literature from their origins to the present
- a capacity for interpreting literature, reading critically, and expressing literary ideas, both in oral discussion and in written work
- an ability to bring informed critical and analytical judgment to bear on the study of literary issues, both in oral discussion and in written work
- a mastery of the techniques of literary research and the use of MLA style
- a knowledge of Standard American English grammar, punctuation, and syntax
- a knowledge of Standard American English usage

ASSESSMENT OF LEARNING OBJECTIVES

Success in achieving the objectives of the English major will be demonstrated as follows:

- completion of each major course with a grade of C- or better
- satisfactory performance on the senior thesis and its presentation

Students preparing for graduate study in English or law are encouraged to take the GRE or the LSAT.

REQUIREMENTS FOR A MAJOR IN ENGLISH

Before declaring English as a major, students must

- a) complete the Core composition classes (ENGL 1101 and 1102) with no grade lower than a C.
- b) apply with the Chair of Humanities for an interview with members of the English faculty. This interview may be scheduled as convenient during any semester, and its purpose is to discern the student's interest in the major, answer questions the student may have, and clarify the requirements and goals of the major in English.
- c) visit the Registrar's office to complete the major declaration process.

English majors are required to take 40 hours in English language and literature above the 1000 level. For satisfactory completion of the major, students must complete each major course with a grade of C- or better.

Introductory Course (required)		(1 hour)
ENGL 2200	Introduction to English Studies	
Survey Courses (3 required)		(9 hours)
ENGL 2204, 2205	British Literature I, II	
ENGL 2206, 2207	American Literature I, II	
Language Courses (2 required)		(6 hours)
ENGL 3300	History of the English Language	
ENGL 3302	Advanced Grammar	
ENGL 3303	Advanced Composition	
Single-Author Courses (1 required)		(3 hours)
ENGL 4410	Chaucer	
ENGL 4420	Shakespeare	
ENGL 4430	Milton	
ENGL 4470	Special Topics	
English Electives 3000 level or above (6 required)		(18 hours)
Senior-Level Course (required)		(3 hours)
ENGL 4495	Senior Thesis	

REQUIREMENTS FOR A MINOR IN ENGLISH

Two (2) minor tracks are available in English:

- a) English Minor with Literature Concentration and
- b) English Minor with Writing Concentration.

Literature courses used to complete Core requirements may not be counted for the English Minor.

The requirements of each minor are as follows:

ENGLISH MINOR: LITERATURE CONCENTRATION

- Survey Courses: (2 required) ENGL 2204, 2205, 2206, 2207
- Language Courses: (1 required) ENGL 3300, 3302
- Electives: (3 required) ENGL 3315, 3320, 3330, 3335, 3340, 3345, 3350, 3355, 3360, 3375, 3380, 3385, 3390, 4410, 4420, 4430, 4440, 4450, 4460, 4470

Total: 18 hours

ENGLISH MINOR: WRITING CONCENTRATION

- Survey Courses: (1 required) ENGL 2204, 2205, 2206, 2207
- Language/Theory Courses: (2 required) ENGL 2210, 2212, 2215, 3300, 3302
- Creative Writing Courses: (1 required) ENGL 3306, 3308
- Nonfiction Writing/Genre Courses: (2 required) ENGL 3303, 3310, 3315

Total: 18 hours

AWARDS

Outstanding English majors may receive one of the following awards during the annual Honors Day program:

- the Walter D. Jones Award for Excellence in Composition and Scholarship
- the Murial B. Williams Award for Excellence in Literary Studies
- the Francis Marion Chalker Medlock Prize for Poetry

The Jones award is given to the student whose paper written for a major course is judged as outstanding by a panel of reviewers. The Williams award is given to the student who is deemed by the English faculty to demonstrate the highest standards of scholarship and who contributes the most to the advancement of literary studies among English majors at LaGrange College. The Medlock Prize is awarded to the student who has demonstrated a love of and appreciation for poetry and who shows great promise as an aspiring poet.

In addition, each spring at Honors Day, recognition goes to the most outstanding essay composed for a Rhetoric and Composition course (ENGL 1101 or 1102) during the current academic year. Each winning essay is published in the next year's edition of the *LaGrange College Handbook of Rhetoric & Composition*.

SIGMA TAU DELTA

Sigma Tau Delta is the international English honor society. The society strives to confer distinction upon students who have demonstrated high achievement in English language and literature. Qualifications for membership are as follows:

- formal declaration of English major or minor
- successful completion of ENGL 1101, 1102, and at least one English course at the 3000 level or above
- overall GPA of at least 3.0
- English GPA of 3.5.

WRITING CENTER

LaGrange College maintains a Writing Center, which serves the college community by providing advice and support for student writers. The Writing Center is directed by Dr. Justin Thurman, who trains students to serve as peer writing consultants. These tutors are available at regularly scheduled hours or by appointment.

Students who would like to serve as peer tutors but are ineligible for work-study funding may enroll in TCHA 4492 (On-Campus Tutoring Internship) and thus earn one to three (0-3) semester hours of academic credit for their service. Note that these hours do not count toward any major or minor program. This course may be repeated for credit. Grading is on a "Pass/No credit" basis. *Prerequisites:* Recommendation from a full-time faculty member in the subject to be tutored and approval by either the Director of the Writing Center or the Director of the Tutoring Center.

THE SCROLL AND LC WRITING CONTEST

Since 1922, *The Scroll* has been LaGrange College's journal of creative arts. Published each spring, the magazine features the best of fiction, drama, poetry, essays, and artwork by the students and faculty of the College.

The LC Writing Contest is an annual event sponsored by the English faculty, the Writing Center, and *The Scroll*. It is open to all LC students. First and second prizes are awarded to best entries in fiction/drama, poetry, and essay. Winning entries are published in *The Scroll*.

ADVANCED PLACEMENT

Most LaGrange College students will take Rhetoric and Composition I and II (ENGL 1101 and 1102) during their first year. Some students will receive credit for one of these courses based on their performance on the Advanced Placement Test.

- Students who earn a score of 4 or 5 on the AP Test in English Language and Composition will receive three hours of credit for Rhetoric and Composition I [English 1101].
- Students who earn a score of 4 or 5 on the AP Test in English Literature and Composition will receive three hours of credit for Rhetoric and Composition II [English 1102].
- Students who earn a score of 4 or 5 on both tests must choose which course they prefer to exempt. Only one exemption is allowed.
- Only the AP Tests in English Language or English Literature are accepted for credit in the LaGrange College English program.

HONORS ENGLISH

The honors sections of ENGL 1101 and 1102 are open to students whose standardized test scores and other placement criteria indicate they would benefit from more challenging readings and writing assignments. Enrollment in each honors section is limited to 15 students, and participation is based upon placement criteria or recommendation from the English faculty of LaGrange College. LC transcripts will reflect participation in an honors-level course.

TRANSIENT CREDIT

No transient credit will be accepted for courses in first-year Rhetoric and Composition (ENGL 1101 or 1102).

COMBINED B.A. AND M.A.T PROGRAM OF STUDY

Undergraduate students who meet the admission requirements for the Master of Arts in Teaching [M.A.T] (passing GACE Basic Skills or a combined SAT score of more than 1000) and those who have a GPA of 3.0 or higher in their undergraduate studies are eligible to participate in a combined B.A. and M.A.T. program of study after the completion of 90 semester hours. Once accepted, candidates may take entering cohort graduate courses the Summer semester following their junior year of study. Upon gaining senior status, candidates may take one (1) three-credit graduate course during the Fall, Interim, and Spring semesters only if enrolled with twelve (12) undergraduate credits.

COURSE DESCRIPTIONS (ENGL)

ENGL 0100 Basic Composition. (3) Foundations Program

Instruction and practice in the fundamentals of expository writing, including paragraph development, organization, logic, grammar, and mechanics.

ENGL 1101 Rhetoric and Composition I. (3) every fall and spring

Introduction to expository writing, emphasizing the essay form, the writing process, and rhetorical modes of thesis development. Some students may be invited to join an honors section of ENGL 1101.

Prerequisite to all higher-numbered English courses

ENGL 1102 Rhetoric and Composition II. (3) every fall and spring

Introduction to critical thinking and writing about literature, emphasizing reading strategies, analytic writing, research techniques, and modes of documentation. Some students may be invited to join an honors section of ENGL 1102.

Prerequisite: ENGL 1101

Prerequisite to all higher-numbered English courses

ENGL 2200 Introduction to Literary Studies. (1) every fall

Required of all English majors. Introduces students to the academic discipline of English. Focuses on critical issues (past and present) involved in literary studies. This course is a prerequisite (for English majors) for any 3000- or 4000-level course. This course does not count toward a minor in English.

Prerequisites: ENGL 1101 & 1102.

ENGL 2204 British Literature I. (3) Fall 2016 (every other fall)

A survey of British Literature from the Anglo-Saxon period through the eighteenth century. Short critical essays required, at least one with documentation.

ENGL 2205 British Literature II. (3) Spring 2017 (every other spring)

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

ENGL 2206 American Literature I. (3) Fall 2015 (every other fall)

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

ENGL 2207 American Literature II. (3) Spring 2016 (every other spring)

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

ENGL 2210 Introduction to Peer Tutoring. (3) in rotation

This course prepares undergraduates to work as peer tutors in a writing center. Students will practice tutoring as they learn about reading and responding to the writing of others.

Students from all majors, as well as undeclared majors, are encouraged to enroll.

Prerequisites: ENGL 1101 & 1102 and permission of the instructor

ENGL 2212 Rhetorical Theory. (3) in rotation

This course introduces undergraduates to the theory that informs the modern practice of teaching composition. Fundamentals of persuasion and human communication are presented as well.

Prerequisites: ENGL 1101 & 1102

ENGL 2215 Writing About Film. (3) in rotation

This course focuses on the critical viewing of film with critical writing in several modes.

Prerequisites: ENGL 1101 & 1102

Prerequisite to 3000-level or 4000-level courses:

ENGL 1101, 1102, and for English majors, ENGL 2200

ENGL 3300 History of the English Language. (3) in rotation

Introduction to principles of linguistics; a survey of the origins and development of English, and a study of its structure.

ENGL 3302 Advanced Grammar. (3) Spring 2015

A survey of the basic logic and grammatical structure of English, from morpheme to word, phrase and clause, to sentence.

ENGL 3303 Advanced Composition. (3) Fall 2015

This course is open to all students, regardless of major, who are interested in producing nonfiction prose that is exemplary for its clarity and finesse. Providing each other with feedback in classroom workshops, students write an interview; a critique of the fine arts; a humor piece; a travel piece; a piece on science, technology, or sports; and a memoir.

ENGL 3306 Creative Writing Workshop (poetry). (3) Spring 2017

An advanced course in imaginative writing. Professional models studied, but student writing is emphasized.

ENGL 3308 Creative Writing Workshop (fiction). (3) Spring 2016

An advanced course in imaginative writing. Professional models studied, but student writing is emphasized.

ENGL 3310 Art of Argumentation. (3) Spring 2017

This course presents the fundamentals of effective persuasion, including the three appeals (logical, emotional, ethical), logical fallacies, inductive and deductive reasoning, and evaluation of evidence. Students from all majors, as well as undeclared majors, are encouraged to enroll.

ENGL 3315 Readings in Literary Journalism. (3) Fall 2016

This course consists of a survey of literary journalism, a form of creative nonfiction that blends elements of fictional narrative and factual reporting.

ENGL 3320 Warriors, Lovers, and Poets: British Medieval Literature. (3) Spring 2016

A survey, mostly in Middle English, of English literature to about 1500.

ENGL 3330 Renaissance Literature. (3) in rotation

Renaissance English literature to about 1675, excluding Shakespeare.

ENGL 3335 Development of Drama. (3) in rotation

An examination of the development of drama, excluding Shakespeare, from its beginnings up through the 18th century.

ENGL 3340 Enlightenment Literature. (3) in rotation

Selected Restoration, Neoclassical, and Pre-Romantic English literature, excluding the novel.

ENGL 3345 The Rise of the Novel. (3) Spring 2016

A study of the rise of the novel with an emphasis on selected works of the late seventeenth-century and eighteenth-century, including novels in translation.

ENGL 3350 English Romanticism. (3) in rotation

A study of selected major nineteenth-century British prose and poetry, with emphasis on lyric verse.

ENGL 3355 Romance & Reform: Themes in the English Novel. (3) Fall 2015

A study of the selected 19th century novels, including novels in translation.

ENGL 3360 Tennyson, Browning, and Victoria's Best Secrets. (3) in rotation

A study of selected major Victorian prose and poetry, with emphasis on Tennyson, Browning, and the Pre-Raphaelites.

ENGL 3375 American Romanticism. (3) in rotation

Major American Romantic writers of the United States through Whitman and Dickinson.

ENGL 3380 American Realism and Naturalism. (3) in rotation

Major American writers of the Realistic and Naturalistic movements in the United States.

ENGL 3385 Southern Literature. (3) in rotation

A study of major Southern writers from about 1815 to the present.

ENGL 3390 Modern & Contemporary American Literature. (3) in rotation

A study of major American writers from 1900 to the present.

ENGL 4400 Contemporary Literary Theory. (3) in rotation

A survey of theoretical interpretive traditions of the 20th and 21st centuries.

ENGL 4410 Chaucer. (3) Fall 2016

A survey of Chaucer's work. Consideration will also be given to Chaucerian influence and criticism.

ENGL 4420 Shakespeare. (3) in rotation

The development of Shakespeare's art, as reflected in selected individual plays or groups of plays.

ENGL 4430 Milton. (3) in rotation

Selected poetry and prose of Milton.

ENGL 4440 Modern & Contemporary Fiction. (3) Fall 2016

A study of selected contemporary fiction writers and their novels or short stories, including works in translation.

ENGL 4450 Modern & Contemporary Poetry. (3) in rotation

A study of selected contemporary poets and their poems, including works in translation.

ENGL 4460 Modern & Contemporary Drama. (3) in rotation

A study of contemporary playwrights and their plays, including works in translation.

ENGL 4470 Single Author or Special Topic: William Faulkner. (3) Fall 2015

A course providing an in-depth study of a single author or a special topic in language or literature.

ENGL 4495 Senior Thesis and Presentation. (3) every spring

English majors will write and present orally an original research project based on a significant topic in language or literature. Required of all English majors.

Prerequisite: Senior standing.

ENGL 4496 Internship. (1-3) on demand

An opportunity for students to gain added experience and insight in approved off-campus settings. The internship **cannot** be counted as one of the courses required for the major or minor in English.

Prerequisites: Consent of the supervising instructor, the Department Chair, and the Career Development Center.

ENGL 4499 Independent Study/Research. (3) on demand

This is an opportunity for students to conduct an individual, in-depth exploration of an area in literature, writing, or theory.

Prerequisites: Consent of the instructor, the Department Chair, and the Provost.

EUROPEAN UNION STUDIES PROGRAM

The European Union Studies Program is offered by the University System of Georgia in collaboration with LaGrange College and other institutions. It delivers a common curriculum for European Union (EU) studies that allows students to be issued a certificate in European Union Studies. The goal of the certification program is to allow students to develop professional expertise in European Union affairs that can be used to enhance their opportunities for further study and employment.

OBJECTIVES

The goals of the certification program are:

- to foster interdisciplinary learning about the EU and encourage students to become global citizens.
- to contribute the institutional goal of increasing the internationalization of the curriculum by allowing students to take a much broader range of courses on the EU and EU topics than they would otherwise be able to.
- to enable students to globalize their educational experiences and to provide an additional educational credential that improves future employment and educational opportunities.

PROGRAM DESCRIPTION

To qualify for a certificate in EU Studies, students must take six (6) courses that total a minimum of 17 semester hours of academic credit. To earn the certificate, students must have a 3.0 cumulative GPA in program courses upon completion of the program. An official certificate is awarded by a student's home institution for satisfactory fulfillment of the curriculum. Most institutions also recognize the accomplishment on the permanent transcripts of students participating in the academic track. The program also has a study abroad option in conjunction with Georgia State University and the University of Strasbourg (see www.eustudiesprogram.eu for details).

The curriculum has four (4) mandatory components and one (1) option:

- A. Introduction to the EU. The first course that should be taken in the program.
- B. Multidisciplinary Menu. Four (4) courses selected from a menu of choices.
- C. Capstone Seminar. The last course taken that unifies the program's curriculum. (This course usually would be taken at LaGrange College in the student's major.)
- D. Practicum Experience. A hands-on internship or study abroad course.
- E. Areas of Distinction. Optional distinctions for foreign language training or an honors thesis.

The courses for the EU Studies program are offered online and at LaGrange College. Students must register with the program to take courses online. Courses in the program can be used to fulfill both general requirements and requirements for majors and minors in various disciplines. The following LaGrange College courses have been approved so far for EU Studies credit:

- HIST 3378 European Diplomatic History, 1890 to the Present
- POLS 3353 States and Politics of European and the European Union
- ARTD 1111 Modern and Contemporary Art History

Students can also achieve a notation of distinction on their certificate by taking two (2) European language courses at the 3000 or 4000 level. For a more complete description of the program, its requirements, and how the on-line courses work, go to the program website:

<http://www.eustudiesprogram.org>. For more information, contact the campus director, Dr. Tracy Lightcap, Program Coordinator of Political Science, to obtain further information.

EXERCISE SCIENCE

DESCRIPTION

At its core, Exercise Science is a multifaceted field of study in which the acute and chronic responses of movement and physical activity are the intellectual focus. The Exercise Science program is designed for students interested in fitness, sport performance and health-related fields. It is designed to prepare students for positions in the exercise and fitness industry, or for post-graduate study in exercise science or other health-related disciplines.

The Exercise Science program has two concentrations. The selection of the concentration depends on the educational and career goals of the student. The Allied Health concentration is directed at those students wishing to pursue graduate education in clinical allied health professions, such as physical therapy, occupational therapy, physician's assistant, or chiropractic. The Fitness and Wellness option is intended for those students wishing to pursue employment in coaching or the fitness industry. Either option will prepare the student for graduate study in Exercise Science. Students may choose to change concentrations during their course of study. The Exercise Science discipline provides numerous potential career opportunities. In consultation with an academic advisor, the student will be able to select the courses and create learning opportunities that will assist preparation for future endeavors.

In addition to the Exercise Science program, the Physical Education Activities Program (PEDU) offers a selection of physical skill classes designed to promote health and physical skill development. The activities program also strives to provide classes for students to gain technical and tactical skill in various physical activities for lifetime fitness.

MISSION STATEMENT

The mission of the Exercise Science program is to prepare leading entry-level professionals in health and human performance. Through a challenging interdisciplinary preparation focusing on practical application, students will acquire the knowledge, skills, and abilities to assess and improve the health, fitness, and performance of the population. In addition, through their social and spiritual development, graduates will inspire holistic, positive behavioral change.

PROGRAM OBJECTIVES

The objectives of the Exercise Science program are to:

1. Give students the opportunity to understand the importance of exercise on human performance and health.
2. Provide students the opportunity to practice and become proficient at assessing components of physical fitness and health.
3. Provide an opportunity for faculty and students to explore innovative ways to enhance human performance and health.
4. Encourage research opportunities between students and faculty.
5. Provide opportunities for students to develop communication skills.
6. Give students the curriculum, opportunities and guidance to be successful in post-graduate Studies and/or as a working fitness professional.
7. Promote physical activity and wellness.

LEARNING OUTCOMES

Upon completion of the program in exercise science students should be able to:

1. Demonstrate a fundamental knowledge of the acute and chronic physiological, mechanical and psychological responses of the body to exercise.
2. Demonstrate the knowledge and skills to assess characteristics of human performance in individuals from diverse populations.
3. Demonstrate the ability to construct progressive exercise programs for improving human performance in a wide range of applications.
4. Possess a holistic understanding of the factors related to health, fitness, and human performance.
5. Demonstrate an ability to understand and evaluate scientific literature related to exercise science.
6. Demonstrate effective communication skills.
7. Model a healthy lifestyle.

ASSESSMENT OF LEARNING OBJECTIVES

Success in achieving the objectives of the Exercise Science major will be demonstrated by:

1. Completion of each major course with a grade of C or better
2. Satisfactory performance on a senior thesis and its presentation
3. Sitting for a certification examination for either the American College of Sports Medicine or the National Strength and Conditioning Association

IN ADDITION TO COMPLETING THE CORE CURRICULUM REQUIREMENTS, STUDENTS PURSUING A MAJOR IN EXERCISE SCIENCE MUST COMPLETE THE FOLLOWING MAJOR PROGRAM REQUIREMENTS:

EXERCISE SCIENCE CORE COURSES

Sem. Hrs.

46	General Education - Core curriculum (The following courses are to be part of the Core curriculum) PSYC 1101 BIOL 2148 and 2149 and Labs
2	PEDU Activity Courses (2)
3	EXCS 1154 First Aid/CPR
1	EXCS 1160 Lab Rotation in Exercise Science (may be repeated)
2	EXCS 2000 Intro to Exercise Science
4	EXCS 3352/L* Physiology of Exercise and Lab
3	EXCS 3354* Applied Exercise Anatomy
3	EXCS 3360 Motor Behavior and Control
3	EXCS 4310* Biomechanics
4	EXCS 4320/L* Exercise Prescription and Lab
3	EXCS 4325* Exercise and Sports Nutrition
3	EXCS 4360* Research in Exercise Science
2	EXCS 4380 Seminar and Certification
3	EXCS 4400 Academic Internship (may be repeated)
3	MATH 1114* Statistics (Courses noted with an * have pre-requisites)

39 Semester Hours

ALLIED HEALTH CONCENTRATION (27 Semester Hours, 7 Courses)

- 4 CHEM 1101/L*^ General Chemistry I
 - 4 CHEM 1102/L* General Chemistry II
 - 4 CHEM 3201/L* Organic Chemistry I
 - 4 CHEM 3202/L* Organic Chemistry II
 - 4 CHEM 4421/L* Biochemistry I
 - 4 BIOL 1107/L* Principles of Biology I and Lab
 - 4 BIOL 3320/L* Medical Microbiology
 - 4 BIOL 3360/L* Histology
 - 4 BIOL 3384/L* Neurobiology
 - 4 PHYS 1101/L* Introductory Physics I
 - 4 PHYS 1102/L* Introductory Physics II
 - 3 PSYC 3302* Human Growth and Development
 - 3 PSYC 3350* Abnormal Psychology
 - 3 SOCI 1101 Introduction to Sociology
- (Courses noted with a ^ are required)*
*(Courses noted with an * have pre-requisites)*

66 Sem. Hrs. Beyond General Education

FITNESS/WELLNESS CONCENTRATION (14 Semester Hours, 5 Courses)

- 3 CHEM 1005*^ Survey of Chemistry
 - 2 EXCS 1160 Lab Rotation in Exercise Science (may be repeated twice)
 - 3 EXCS 2331 Personal Health Issues
 - 3 EXCS 3305 Sports Psychology
 - 3 EXCS 3310 Coaching Theory & Methods
 - 3 EXCS 3312*^ Principles of Strength and Conditioning
 - 3 EXCS 3332* Prevention and Care of Athletic Injuries
 - 3 EXCS 4312*^ Theory and Principles of Athletic Conditioning
 - 2 EXCS 4330*^ Techniques in Human Performance Assessment
 - 3 EXCS 4400 Academic Internship (may be repeated)
- (Courses noted with a ^ are required)*
*(Courses noted with an * have pre-requisites)*

53 Sem. Hrs. Beyond General Education

OPTIONAL RECOMMENDED COURSES

- 3 MGMT 2200 Foundations of Business
- 3 MGMT 3360* Sport Management
- 3 PSYC 3358* Psychology of Aging
- 3 SOCI 2200 Sociology of Sport

REQUIREMENTS FOR THE PHYSICAL EDUCATION MINOR

AND FOR THE COACHING MINOR

There are two (2) minor programs: one in Physical Education and one in Coaching. The faculty will guide the student in selecting courses that best meet the student's aims and plans. Fifteen (15) semester hours are required for each minor.

Physical Education minors must take EXCS 2251 (Introduction to Physical Education).

Coaching minors must take EXCS 3310 (Coaching Theory and Methods).

The remaining 12 semester hours for either minor may be selected from the following courses:

EXCS 1154	First Aid: Responding to Emergencies
EXCS 2202	Sports Statistics
EXCS 2251	Introduction to Physical Education
EXCS 3302	Organization and Administration of Physical Education and Recreation
EXCS 3305	Sports Psychology
EXCS 3310	Coaching Theory and Methods
EXCS 3312	Principles of Strength, Conditioning, and Nutrition for Athletes
EXCS 3313	Leadership in Physical Education and Athletics
EXCS 3332	Prevention and Care of Athletic Injuries/Illness
EXCS 3390	Seminar and Lab Practice in Physical Education
EXCS 4400	Internship in Physical Education

COURSE DESCRIPTIONS (EXCS)

EXCS 1154 First Aid: Responding to Emergencies. (3) Fall and Spring

This course focuses on the identification of emergency situations and selection of correct response. Certification in American Red Cross standard first aid and adult, child, and infant rescue breathing and cardiopulmonary resuscitation is earned upon successful completion of the course.

EXCS 1155 Lifeguard Training. (3) On demand

Competencies in swimming and life-guarding techniques, swimming speed, and endurance are developed in this course. American Red Cross lifeguard training and cardiopulmonary resuscitation for the professional rescuer certifications are the result of successful completion of this course.

Prerequisites: current standard First Aid Certification and passing of the following practical exams on the first day of class:

- 500-yd. continuous swim (crawl, breast stroke, and sidestroke)
- Treading water with legs only for two (2) minutes
- Retrieving a brick from the deep end of the pool

EXCS 1156 Water Safety Instructor. (3) On demand

A course that focuses on the development of competencies in swimming stroke and instructional techniques. Students who successfully complete this course earn certification in Red Cross WSI, enabling them to teach all levels of the Learn to Swim Program, as well as Basic and Emergency Water Safety courses.

EXCS 1160 Laboratory Rotation in Exercise Science (1) Fall and Spring

This class is designed to provide a practical learning experience in the evaluation and prescription of exercise for health and sport applications. Techniques for various tests of health related and skill related fitness will be introduced.

EXCS 2000 Introduction to Exercise Science (2) Fall and Spring

This course is an introduction to the various sub-disciplines of exercise science including, exercise physiology, biomechanics, exercise and sport psychology, and motor behaviour and control. Career and graduate school opportunities and preparations will be discussed.

EXCS 2251 Introduction to Physical Education. (3) On demand

A survey course of the career choices available in physical education. Opportunities to talk with and observe professionals in various sub-specializations.

EXCS 2331 Personal Health Issues. (2) Fall and Spring

This course allows students to explore basic health issues and principles in depth. Topics include fitness, diet and weight control, nutrition, human sexuality, stress management, death education, aging, and drug and alcohol education.

EXCS 3305 Sports Psychology. (3) Spring

A study of human behavior in the context of the sporting experience and how performance is affected by the interactions of the coach, athletes, and the environment. Emphasis is on motivation, personality, attributions, disengagement from sport, aggression, leadership, and communication patterns.

Prerequisites: PSYC 1101 or permission of instructor

EXCS 3310 Coaching Theory and Methods. (3) Fall

Theories and principles pertaining to effective coaching of amateur and experts athletes. Emphasis placed on examining and discussing concepts related to successful leadership, leading with a purpose, and creating positive learning/performance environments.

Prerequisites: Junior or Senior standing or permission of instructor

EXCS 3312 Principles of Strength Conditioning. (3) Fall and Spring

This course focuses on the examination of proper techniques, concepts, and applications of exercise science. Nutritional principles as these relate to athletic performance also are included.

Prerequisites: EXCS 3352 and 3352L or permission of instructor

EXCS 3313 Leadership in Physical Education and Athletics. (3) On demand

A study of the leadership skills necessary to implement and conduct physical activity programs and functions.

EXCS 3332 Prevention and Care of Athletic Injuries/Illnesses. (3) Fall and Spring

This course focuses on common injuries and illnesses occurring in athletics. Topics include, but are not limited to, heat exhaustion, heat stroke, abdominal injuries, injury management, emergency triage, anatomical instability, blood borne pathogens, and mechanics of injury.

Prerequisites: BIOL 2148 or permission of instructor

EXCS 3333 Yoga for Wellness. (2) Fall

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

EXCS 3334 Advanced Yoga. (2) Fall and Spring

This advanced course will build on the foundation that the “Yoga for Wellness” course established. “Advanced Yoga ” will emphasize mental focus, body organization, alignment, technique, and core development. This advanced yoga course with martial arts training is designed to bring the student eye to eye with their greatest obstacles, which are perceived physical and mental limitations. This course is one pathway to cultivating the mind/body clarity and power that lead to developing the will.

EXCS 3340 Karate: Techniques and Philosophy (3) On demand

A study of the interrelation between training and philosophy in karate. Students learn karate techniques and examine the philosophy of modern karate. Participants observe how the philosophy influences the essences of training and how the training affects the spirit of philosophy. Physical activity is required.

EXCS 3352, 3352L Physiology of Exercise and Lab (4) Fall

This course is a study of the acute and chronic physiological effects of exercise with primary emphasis on bioenergetics, neuromuscular functions, cardio-respiratory considerations and physical training.

Prerequisites: BIOL 2148 & 2149 and CHEM 1005 or 1101/L

EXCS 3354 Applied Exercise Anatomy (3) Fall

This course provides an investigation of the human skeletal and neuromuscular systems as they relate to exercise performance. Emphasis is on the application of gross human anatomy to exercise movements.

Prerequisites: BIOL 2148 or permission of instructor

EXCS 3360 Motor Behavior and Control (3) Fall

This course is a study of how individuals learn and perform motor skill with special emphasis on mental and psychological aspects of learning and practical applications to teaching and coaching. The control of movement considering inputs from the neurosensory system is included.

Prerequisites: Junior or Senior standing or permission of instructor

EXCS 4310 Biomechanics (3) Spring

This course provides a study of the material properties of musculoskeletal tissues. In addition, the effects of the internal and external forces acting on the tissues will be examined. The effects of external forces on human movement will be explored.

Prerequisites: EXCS 3354, 3354L or permission of instructor

EXCS 4312 Theories and Principles of Athletic Conditioning (3) Spring

This course focuses on research based training principles involved in athlete development and their application to both well established and more recent theoretical concepts. Discussions will focus on the practicality, feasibility, and the legitimacy of theoretical concepts. Concepts may include periodization, athlete monitoring methods, training techniques, training equipment and current trends in the training and fitness industry.

Prerequisite: EXCS 3312 or permission of instructor

EXCS 4320, 4320L Exercise Testing and Prescription and Lab (4) Spring

This class provides an examination of the considerations given to those with various chronic illnesses and diseases relative to exercise testing and participation. Proper application of fitness assessment and exercise prescription will be stressed. Guidelines recommended by the American College of Sports Medicine will be followed.

Prerequisites: EXCS 3352, 3352L or permission of instructor

EXCS 4325 Exercise and Sports Nutrition (3) Spring

This class study of the nutritional needs of strength, endurance and team sport athletes. Recommendations for carbohydrate, fat, and protein feeding will be covered. Aspects of nutrient timing relative to activity will be addressed. Strategies for hydration will be discussed. Information about sport supplements will be presented as will issues surrounding eating disorder and consequences in athletes.

Prerequisites: CHEM 1005 or CHEM 1101/L

EXCS 4330 Techniques in Human Performance Assessment (2) Fall

This course introduces procedures and protocols for laboratory and field tests used in assessing athlete conditioning. Tests for muscular strength and power, agility, speed, anaerobic capacity, lactate threshold, aerobic capacity, and other physiological measures will be addressed. Sport specific tests also will be covered. Test protocols, procedures, and interpretation will be covered with practical application.

Prerequisites: EXCS 3352, 3352L, and 4310 or permission of instructor

EXCS 4360 Introduction to Research in Exercise Science (3) Fall

This course examines current research trends in exercise science and addresses the research process in kinesiology. Emphasis is on learning techniques of research in the exercise sciences and the professional presentation of research and related aspects.

Co-requisites: MATH 1114 and Senior standing or permission of instructor

EXCS 4380 Seminar and Certification in Exercise Science (2) Spring

This course is designed to build upon all experiences from previous exercise science courses and prepare students for placement after graduation. As this course serves as a culmination of previous EXCS courses, it should not be taken until the senior year. Coursework will be focused around exercise science career preparation and possible certification exam preparation.

Prerequisites: Senior standing

EXCS 4400 Internship (3-6) Fall, Interim, Spring, Summer

An opportunity for students to gain added applied experience and insight in approved off-campus settings. Internships consist of a minimum of 120 hours (per 3 credits) of work in areas such as physical and/or occupational therapy offices, health clinics, fitness gyms, coaching assignments, etc. Assignments may also include selected readings, public presentation, and a final portfolio containing essays, weekly journal, and supporting material. The internship must first be discussed with the student's advisor prior to beginning the internship. Information from this meeting will then be transferred to the Career Development Center for placement. The application process is unique to each facility.

PHYSICAL EDUCATION ACTIVITIES (PEDU)

The physical education activity program is designed to provide opportunities for learning or enhancing those skills necessary to participate in leisure time activities throughout the life cycle. Special emphasis also is given to activities that improve one's physical fitness and condition. All courses carry one (1) semester hour of credit and count toward the hours needed for graduation.

PEDU 1102 Beginning Archery. (1) Spring

Basic competencies in archery techniques and safety with experiences in target shooting.

PEDU 1103 Badminton. (1) Fall and Spring

Introduction to the skills, strategies, and rules of badminton.

PEDU 1104 Basketball. (1) Fall

Basic competencies in the techniques, strategies, and rules of basketball.

PEDU 1105 Jogging. (1) Fall and Spring

Participation in progressive running programs designed to increase cardiovascular endurance.

PEDU 1106 Touch Rugby (1) Spring

Introduction to the skills, strategies, and rules of touch rugby.

PEDU 1108 Physical Conditioning. (1) Fall and Spring

Basic assessment, maintenance, and improvement of overall physical fitness.

PEDU 1109 Beginning Golf. (1) Fall and Spring

Introduction to the basic skills, strategies, and rules of golf. Field trips to city golf courses.

PEDU 1111 Softball. (1) Fall

Basic competencies and knowledge of rules and strategies of softball.

PEDU 1112 Beginning Tennis. (1) Fall and Spring

Introduction to the basic skills, strategies, and rules of tennis.

PEDU 1114 Volleyball. (1) Spring

Basic competencies in the techniques, strategies, and rules of volleyball.

PEDU 1116 Personal Fitness. (1) Spring

Introduction to diet and weight control techniques, as well as assessment and maintenance of personal fitness.

PEDU 1120 Karate. (1) On demand

Basic competencies and skills in karate techniques.

PEDU 1121 Bicycling. (1) On demand

Introduction to the basic equipment, safety, and techniques of cycling, including training and racing strategies. Weekend field trips.

PEDU 1122 Weight Training & Plyometrics. (1) Fall and Spring

Introduction to exercises that are geared toward increasing speed, power, and jumping ability. A basic overview of the physiological factors involved in the exercises.

PEDU 1123 Beginning Swimming. (1) Spring

Introduction to the aquatic environment, with emphasis on competence in primary swimming and safety skills and stroke readiness.

PEDU 1124 Intermediate/Advanced Swimming. (1) On demand

Development and refinement of key swimming strokes. Introduction to turns, surface dives, and springboard diving.

Prerequisite: PEDU 1123 or equivalent skills

PEDU 1125 Introductory Disc Golf. (1) Fall

This course is designed to teach fundamental skills of disc golfing including drives, mid-range, and putting. In addition, students will learn the basic rules and strategy of the game following PDGA (Professional Disc Golf Association) rules.

PEDU1126 Introductory Lacrosse. (1) Fall

This course is design to teach fundamental skills to include passing, catching, shooting, draw controls, and defense. In addition, the following concepts will be covered: rules/safety, basic strategy, and history.

PEDU 1130 SCUBA. (1) Fall and Spring

Competencies in safe diving techniques and practices, as well as safe use of SCUBA diving equipment. PADI Open Water Diver Certification available upon completion of course and optional trip for checkout dives.

PEDU 1156 Canoeing. (1) Fall and Spring

Fundamental canoeing skills emphasized. Field trips to lake facilities and overnight camping experience are provided to give extensive opportunities for recreational canoeing.

PEDU 1158 Backpacking. (1) Spring

Introduction to basic equipment, safety, and techniques of trail camping. Extensive field trips to state and national trails are provided.

PEDU 1159 Sailing. (1) Fall

Basic sailing competencies and understanding with experiences in fundamental racing strategy. Field trips to lake facilities are required.

PEDU 1161 Rhythmic Aerobics. (1) Spring

A conditioning course in which exercise is done to musical accompaniment for the purpose of developing cardiovascular efficiency, strength and flexibility.

PEDU 1162 Hiking, Orienteering, and Camping. (1) On demand
Introduction to basic techniques of tent camping, map, and compass work. Field trips to nearby campgrounds and forest lands.

PEDU 1164 Water Aerobics. (1) Fall and Spring
Development of cardio-respiratory endurance, flexibility, body composition, and muscle endurance/tone through vigorous water exercise. The resistance of the water makes this course an excellent choice for the beginner as well as the well-conditioned athlete, and for the swimmer as well as the non-swimmer.

PEDU 1166 Scottish Country Dance. (1) On demand
Introduction to and dancing of folk dances of Scotland. Learn figures and steps of reels, jigs, and strathspey. Opportunity to attend workshops sponsored by the Atlanta Branch of The Royal Scottish Country Dance Society.

PEDU 1167 Boxing Conditioning (1) Fall
Drills and exercises used to train for boxing are effective methods for enhancing cardiorespiration and anaerobic fitness, muscle endurance and strength, balance, and coordination. The class will utilize bodyweight exercises, jump ropes, medicine balls, various punching bags, target mitts and vests, and shadow boxing. There will be no contact sparring in the class.

PEDU 1168 Beginning Fencing (1) Spring
Through drills, exercise, and sparring, the course will introduce the student to the sport of fencing. The foil will be the weapon used in class, but the epee and the saber will be explained. All required protective gear will be provided.

HISTORY

INTRODUCTION

The faculty of the History program believes that all persons, whatever their selected role in life, require an understanding of their past in order to prepare for their future. The faculty firmly believes that the liberal arts preparation, which encompasses courses from the discipline of history, provides the student with the most appropriate educational background for lifelong learning by integrating knowledge from the broadest range of disciplines. It is the mission of the faculty in the History program at LaGrange College to facilitate the growth of students' critical, analytical, creative and communicative faculties through curricular and co-curricular methods in an ethical and caring environment.

The faculty of the department believes that students who select to complete a major course of study in History should have the foundation knowledge and understanding of the discipline, developed by classroom instruction and individual study, necessary to provide them with the opportunity to:

- pursue graduate study within the discipline;
- pursue a professional degree in a selected field of study;
- pursue employment as a teacher in pre-collegiate education;
- seek employment in a field such as government, entry-level historic documentation and preservation, social or historic entry-level research, or a field where their liberal arts preparation can be beneficially utilized.

Graduates of the History program may be found pursuing careers in business, law, education, politics and government, broadcasting, journalism, the ministry and other fields of endeavor. In all of these endeavors, our graduates have found that their education has provided a foundation for their careers and for their growth in life.

PROGRAM OBJECTIVES

The History Faculty strives to:

- Provide students opportunities through its curricular and co-curricular programming to develop their appreciation for and understanding of the complex nature of the human past.
- Provide students an opportunity to gain a deeper appreciation of the liberal arts and history's contribution to it.
- Provide students with opportunities to improve their creative, critical and communicative abilities through both curricular and co-curricular programs.
- Encourage student engagement within the discipline through curricular and co-curricular programming that occurs in an ethical and caring environment.

STUDENT LEARNING OBJECTIVES

To achieve the mission and objectives set forth above, all courses seek to help each student ultimately demonstrate:

- grounding in and familiarity with basic historical narratives;
- ability to master and analyze primary sources;
- awareness of historiography and the ability to critically assess it;
- capacity to creatively synthesize material from a variety of sources;
- mastery of oral, written, and electronic communication skills;
- facility in locating and critically assessing both digital and print source materials.

ASSESSMENT OF STUDENT LEARNING OBJECTIVES

Students graduating with degrees in history are required to successfully complete the capstone senior history seminar, research and defend a senior thesis, and pass a major field exit examination. Through these requirements, students must demonstrate their mastery of the major's objectives.

COURSE OF STUDY

The History program offers both a major and minor course of study in history. In addition, the following programs of study in Public History are offered: a Public History concentration for History majors and a Public History minor for non-majors.

Those wishing to major in History are encouraged to declare their major during the beginning of the Spring semester of their sophomore year.

IN ADDITION TO COMPLETING THE CORE CURRICULUM REQUIREMENTS, STUDENTS PURSUING A MAJOR IN HISTORY MUST COMPLETE THE FOLLOWING MAJOR PROGRAM REQUIREMENTS:

REQUIREMENTS FOR A MAJOR IN HISTORY

The History program offers the following major in History:

A. Prerequisite Courses:

HIST 1101 and 1102 World Civilization
HIST 1111 and 1112 United States History

These are prerequisite courses for the major.

Prerequisite courses can be met by AP, CLEP tests, or by transfer credit.

B. Two (2) courses from:

HIST 3305 Islamic World to 1500
HIST 3331 Colonial Latin America
HIST 3341 Russia to 1856
HIST 3370 Introduction to the History of East Asia

One (1) course from:

HIST 3317 Colonial America
HIST 3319 Nineteenth-Century America
HIST 3416 Twentieth-Century America

One (1) course from:

HIST 3301 The Greco-Roman World
HIST 3302 The Middle Ages
HIST 3320 The Renaissance and the Reformation

One (1) course from:

HIST 3372 Europe, 1660-1870
HIST 3374 Europe, 1870– Present

One (1) course from:

HIST 3380 History of China
HIST 3382 History of Korea

Two (2) required courses:

HIST 2000 Research Methods in History
HIST 4490 Senior History Seminar

- C. An additional nine (9) semester hours of 3000- and 4000-level History courses are required. The total major course requirements are 33 semester hours of credit beyond 1000-level courses (i.e., a total of 45 semester hours). Those majors seeking a concentration in Public History have slightly different requirements. Please see the section on the concentration/minor in Public History.

We strongly encourage the History major to pursue the widest possible liberal arts preparation by the careful selection of courses from the Core Curriculum structure.

Upper-level courses in history—those numbered 3000 or above (with the exception of HIST 4490)—are available to all students who have successfully completed the prerequisites.

REQUIREMENTS FOR A MINOR IN HISTORY

The minor in history consists of fifteen (15) semester hours of history courses successfully completed with no lower than a grade of C-. At least six (6) of those hours must be at or above the 3000 level.

PUBLIC HISTORY MINOR/ PUBLIC HISTORY CONCENTRATION

Introduction

The History program offers a Public History concentration for history majors as well as a Public History minor open to all students. These options are designed to offer interdisciplinary training to those interested in pursuing a career in public history. Both the concentration and the minor provide a strong basis in public history, focusing on research, critical issues in the field, and practical hands-on experience through the internship. These core history courses are supplemented with interdisciplinary electives designed to augment the student's proficiency in administration and communication in the public setting.

Graduates with a minor or concentration in Public History will have the foundation for pursuing a variety of careers, including those in archives, museums, historic sites, editing, corporate history, non-profit organizations, oral history, historical preservation, cultural resource management, and local, state, or national government agencies.

STUDENT LEARNING OBJECTIVES

Graduates with a minor or concentration in Public History should demonstrate:

- Competency in the basic components, knowledge, techniques, and practical application of public history;
- The ability to apply historical research techniques, analysis, and presentation in a public setting;
- An understanding of the contemporary issues facing public historians and the ability to critically respond to those issues;
- Practical, hands-on experience working within the field;
- Competency in the administrative methodology utilized at public history sites;
- Ability to creatively communicate information and implement historical presentations for a non-academic audience.

ASSESSMENT OF LEARNING OBJECTIVES

Students graduating with a concentration in public history are required to successfully complete the capstone senior history seminar, research and defend a senior thesis, pass a major field exit

examination, and be successfully evaluated during a hands-on public history internship. Through these requirements, students must demonstrate their mastery of the major's objectives.

REQUIREMENTS FOR A MINOR OR CONCENTRATION IN PUBLIC HISTORY

The requirements for the Public History concentration are in addition to the requirements for the History major (though some overlap). The requirements for both the concentration and the minor in Public History are as follows:

Required Courses (9 hours):

HIST 2000: Research Methods in History

HIST 3000: Public History

HIST 4485: Internship in Public History

Elective Courses (6 hours) Choose one (1) course from each area:

One course in Administration and Methods:

ARTD 3101 or 3102 (Museum Studies I or II)

POLS 3312 (Public Administration and Public Policy)

One course in Communication and Implementation:

ARTD 2201 (Graphic Design I), 2223 (Basic Photography), or
2224 (Documentary Photography)

ENGL 3303 (Advanced Composition), 3310 (Art of Argumentation), or
3315 (Readings in Literary Journalism)

THEA 2110 (Introduction to Design) or THEA 2360 (Costume Construction)

For a Public History minor, 15 semester hours are required, as outlined above. For a History major with a Public History concentration, a total of 48 semester hours is required:

- 12 hours of prerequisites (see Section A under "Requirements for a Major in History");
- 24 hours in accordance with Section B; and
- instead of "an additional nine (9) semester hours of 3000- or 4000-level History courses" as listed in Section C, History majors with a Public History concentration need twelve (12) additional credits:
 - HIST 3000
 - HIST 4485
 - one (1) Administration and Methods elective and
 - one (1) Communication and Implementation elective.

PHI ALPHA THETA

The history department is home to an active chapter of Phi Alpha Theta, the national history honor society. It is open to students of any major who meet the following requirements: a 3.0 GPA overall, a 3.1 GPA in history courses, and a minimum of 12 hours of history courses completed.

COMBINED B.A. AND M.A.T. PROGRAM OF STUDY

Undergraduate students who meet the admission requirements for the Master of Arts in Teaching [M.A.T.] (passing GACE Basic Skills or a combined SAT score of more than 1000) and those who have a GPA of 3.0 or higher in their undergraduate studies are eligible to participate in a combined B.A. and M.A.T. program of study after the completion of 90 semester hours. Once accepted, candidates may take entering cohort graduate courses the Summer semester following their junior year of study. Upon gaining senior status, candidates may take one (1) three-credit graduate course during the Fall, Interim, and Spring semesters only if enrolled with twelve (12) undergraduate credits.

COURSE DESCRIPTIONS (HIST)

***Denotes HIST courses that may substitute for a CORE Humanities course in the Core Curriculum.**

***HIST 1101 World Civilization I. (3)** Fall and Spring
Survey course on the development of world civilization up to 1660.

***HIST 1102 World Civilization II. (3)** Fall and Spring
Survey course on the development of world civilization from 1660 to the present.

***HIST 1111 History of the United States to 1865. (3)** Fall
Emphasis on the Colonial, Revolutionary, early national, and Civil War periods.

***HIST 1112 History of the United States, 1865 to the Present. (3)** Spring
Emphasis on Reconstruction, liberal nationalism, New Deal, and postwar periods.

HIST 2000 Research Methods in History. (3) Spring
This course is required of all sophomore history majors. It acquaints the student with the basic components of historical methodology and research.

HIST 3000 Public History. (3) on demand
This course provides an overview of public history, exploring the many arenas in which one can apply the practical use of historical research, analysis, writing, and presentation in non-teaching fields. Students learn what constitutes public history, understand the techniques and practices associated with it, and develop a critical assessment of the public history field and the contemporary issues facing public historians. The course also aims to improve students' abilities to apply historical skills and knowledge, especially in their presentation of information to general audiences outside of academia.

HIST 3301 The Greco-Roman World. (3) Fall
A study of Greco-Roman civilization from its birth in ancient Greece through the collapse of the western Roman Empire in the fifth century A.D.

HIST 3302 The Middle Ages, 350-1350. (3) Spring
This course offers a comprehensive study of the development of medieval civilization from the late fifth century to the late fourteenth century.

HIST 3305 The Islamic World to 1500. (3) on demand
This introductory survey course will examine the development of Islam, its growth and diversification from its birth in seventh century C.E. Arabia through the Ottoman conquest of Constantinople in 1453.

HIST 3306 History of the South. (3) on demand
Emphasis on the colonial, antebellum, Civil War, Reconstruction, and/or New South periods.

HIST 3310 Constitutional History of the United States to 1900. (3) on demand
An analysis of fundamental constitutional development from 1776 to present.
Prerequisites: HIST 1111 and HIST 1112

HIST 3311 Constitutional History of the United States, 1901 to the Present. (3) on demand
An analysis of fundamental constitutional development from 1901 to the present.

HIST 3315 Georgia History. (3) Summer (on demand)
A study of Georgia History from the pre-colonial period to the present, with emphasis on the historical, social, economic, and political development of the State.

HIST 3317 Colonial America. (3) on demand
This course examines the colonial history of British North America during the seventeenth and eighteenth centuries.

HIST 3319 Nineteenth-Century America. (3) on demand
This course examines the history of the United States over the course of the 1800s, tracing its developments from a fledgling nation, through internal divisions, to its rise as an industrial world power. Themes may include race, gender, Jeffersonian republicanism, popular democracy, territory and war, the frontier, expansion and imperialism, and industrialization.

HIST 3320 The Renaissance and the Reformation, 1350-1600. (3) Fall
This course offers a detailed study of the civilization of Renaissance and Reformation Europe. Primary focus is on the artistic and religious achievements of the period 1350 to 1600.

HIST 3330 The Medieval Church and Papacy. (3) Spring
This course examines the institutional and cultural history of the medieval church, with special emphasis on the role of the papacy and its impact on medieval civilization.

HIST 3331 Colonial Latin American History. (3) on demand
An introductory survey of the history of Latin America from the pre-Conquest era through the independence movements of the early nineteenth century.

HIST 3332 Comparative Colonization and Slavery. (3) on demand
This course offers a comparative examination of colonial contact in the Americas, including the interaction of Europeans, natives, and Africans within the French, Spanish, and British empires of the New World.

HIST 3341 Russia to 1856. (3) Fall
A comprehensive survey of the Russian historical development from the appearance of the Kievan State in the 9th century through the Crimean War.

HIST 3342 Russia, 1856 to the Present. (3) Spring
An examination of the Imperial Russian state.

HIST 3350 Renaissance and Renascences. (3) Spring
An examination of the great cultural revivals from the age of Charlemagne to the age of Michelangelo.

HIST 3361 History of England to 1689. (3) Fall
A political, economic, social, and cultural history of England from 55 B.C. to 1689.

HIST 3362 History of England, 1689 to the Present. (3) Spring
A political, economic, social, and cultural history of England from 1689 to the present.

HIST 3370 Intro to the History of East Asia. (3) on demand
This course is an introductory survey of East Asian history from the earliest historic periods to the close of the twentieth century and will cover a variety of topics throughout multiple periods in East Asian history from the origins of East Asian civilization, pre-imperial China, early Korean confederations, and Yamato Japan to the vicissitudes of East Asia in the twenty-first century.

HIST 3372 Europe, 1660-1870. (3) Fall
A comprehensive survey of European history from the reign of Louis XIV through the rise of the modern German state in 1870.

HIST 3374 Europe, 1870 to the Present. (3) Spring
A comprehensive survey of European history from the Bismarckian Era to the present.

HIST 3378 European Diplomatic History, 1890 to the Present. (3) on demand
A detailed examination of European international relations from 1890, the end of the Bismarckian system, to the present.

HIST 3380 History of China. (3) on demand
This course is a survey of Chinese history from the earliest historic periods to the close of the twentieth century and will cover a variety of topics throughout multiple periods in Chinese history including philosophies of Confucianism, Legalism, Daoism, and Buddhism, Chinese statecraft, political and economic history, the intersections of society and commerce, gender, technology, agriculture, institutional history, diplomacy, and trends in Anglophone China historiography.

HIST 3382 History of Korea. (3) on demand
This course provides an overview of the contending histories of Korean politics, thought, religion, and culture from legendary origins to contemporary states and societies. Course readings place a strong emphasis on historical sources in English translation.

HIST 3416 Twentieth-Century America. (3) on demand
An intensive study of the United States during the twentieth century.

HIST 4485 Internship in Public History. (1-6) on demand
This course allows students practical experience in the field of public history. Internships consist of a minimum of 120 hours (per 3 credits) of work in areas such as archival management, historical editing and publication, exhibit design, historical tourism, and collections processing. May be repeated for a maximum of six (6) credits, but only three (3) credit hours may apply to the major requirements.

HIST 4486 National History Day Service Seminar. (3) on demand
This service seminar combines a focused study of applied public history with service 'in the field.' Students will actively engage in public history by providing mentoring services to middle and high school students through the National History Day Program.

HIST 4490 Senior History Seminar. (3) Spring

A study of historiography and research methods and materials.

Prerequisites: Senior History Major or permission of the professor and the Chair of the Department. This course may be attempted only twice.

HIST 4499 Special Topics. (3) on demand

A course offered at the junior/senior level, focusing on a specialized topic in the field of history.

MATHEMATICS

INTRODUCTION

Today, many professions require employees to possess quantitative and analytical skills. In truth, employers are seeking applicants who have more than factual knowledge; instead, they want applicants who possess good problem-solving skills, the ability to think and reason analytically, and the ability to continue to learn on the job. Because mathematics is rooted in logic and is a fundamental tool for many other fields, particularly those in the natural and social sciences, it is the ideal discipline to study in an effort to acquire these necessary skills and prepare for successful careers in an ever-changing society.

A degree in Mathematics can provide the foundation needed to launch a career in teaching, industry, government agencies, insurance companies, and many other fields. Majors may also go on to graduate programs in mathematics, statistics, actuarial science, law, and other areas.

In particular, recent LC Mathematics graduates have secured positions

- teaching mathematics at various levels;
- working for the U.S. Census Bureau; and
- in mathematical-related industries, including supervisory positions in these industries.

LaGrange College Mathematics graduates have also successfully completed graduate programs in

- mathematics
- mathematics education
- statistics
- law school

MISSION STATEMENT

The Mathematics Program supports the College's commitment to the liberal arts education of its students by using mathematics as a means to improve students' critical thinking, communicative, and creative abilities, through the exploration of abstract and applied mathematics, in a caring and supportive environment.

PROGRAM OBJECTIVES

The Mathematics Program strives to provide

- opportunities for all students to increase their understanding of mathematics as a discipline, measured by individual course assessments in all Core Mathematics classes (Core Understanding of Mathematics); and
- a well-rounded curriculum that prepares the Mathematics majors for graduate study in mathematic-related fields or employment in a variety of related fields, measured by data on graduates and alumni survey (Future Endeavors).

LEARNING OUTCOMES

- 1) Students in Core classes will demonstrate the abilities to think critically and creatively and to communicate mathematics effectively.
- 2) Students completing a B.A. or B.S. in Mathematics should be able to
 - A) demonstrate an understanding of key mathematical concepts in the following areas:
 - i) Algebra and Number Theory
 - ii) Measurement, Geometry, and Trigonometry
 - iii) Functions and Calculus
 - iv) Data Analysis, Statistics, and Probability

- v) Matrix Algebra and Discrete Mathematics
- B) present a creative/original solution to a mathematics question that is new to the student and:
 - i) demonstrates effective communication skills,
 - ii) uses appropriate notation and terminology, and
 - iii) includes a valid and logical mathematical argument.
- 3) Students completing a B.S. in Mathematics with a concentration in Computational Mathematics should be able to
 - A) demonstrate the ability to program simple numerical algorithms in MATLAB or other programming environments.
 - B) obtain and utilize useful information from unrefined data, using mathematical and statistical techniques.
 - C) make appropriate assumptions to create a mathematical model that accurately represents a physical phenomenon, one that is amenable to solutions with a computer.

ASSESSMENT OF LEARNING OUTCOMES

- 1) At least 75% of students in Core Mathematics courses will demonstrate improvement on post-course exams (from pre-course exam scores).
- 2 A) At least 60% of graduating Mathematics majors will earn a score of 58% or higher on the Mathematics: Content Knowledge Praxis exam (Test Code: 0061 of the Praxis Series).
A score of 58% is the largest minimum score required by any state that administers the Praxis exam as part of the secondary teacher certification process.
- 2 B) The accomplishment of this outcome will be demonstrated by the satisfactory performance of the student in delivering the presentation at a mathematics conference seminar during the final semester of the student's senior year. The topic of this presentation will be assigned by the Mathematics faculty no later than the end of the student's penultimate semester at LaGrange College. At least four (4) faculty members will be present and will rate the student on a five-point scale for each of I – III above. A satisfactory score will be achieved if the student receives an average score of 3 or higher in each area.
- 3) A comprehensive exam that focuses on the three (3) Learning Outcomes will be administered at the end of each student's final Mathematics course associated with the Computational Mathematics concentration (either MATH 3092 or MATH 3185). This exam will be graded independently by at least two (2) members of the Mathematics faculty. At least 70% of the students completing the Computational Mathematics concentration will earn a score of 65% or higher on this exam.

In addition, a survey is sent to recent graduates of the program during the Fall term of each year. The results of these surveys are considered and may result in changes to improve the program.

DEGREES OFFERED

Students can pursue the following degrees in Mathematics:

- Bachelor of Arts degree
- Bachelor of Science degree
- Bachelor of Science degree with a concentration in Computational Mathematics

IN ADDITION TO COMPLETING THE CORE CURRICULUM REQUIREMENTS, STUDENTS PURSUING A MAJOR IN MATHEMATICS MUST COMPLETE THE FOLLOWING MAJOR PROGRAM REQUIREMENTS:

REQUIREMENTS FOR A MAJOR IN MATHEMATICS

To be accepted as a Mathematics major, a student must

- have completed MATH 2221
- have an overall GPA of 2.25 or better, and
- have a GPA of 2.5 or better in all Mathematics courses numbered 2221 or higher.

REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE

The Bachelor of Arts degree is the liberal studies degree in Mathematics. Students who pursue the Bachelor of Arts degree have more options in selecting their courses, and are likely to seek careers as teachers or enter graduate programs in Mathematics Education. This degree requires a minimum of 40 semester hours in Mathematics courses, as follows:

MATH 2221 Analytic Geometry and Calculus I (4)

MATH 2222 Analytic Geometry and Calculus II (4)

MATH 2223 Analytic Geometry and Calculus III (4)

MATH 2224 Differential Equations (3)

MATH 2241 Programming for the Sciences (4)

MATH 3316 Probability Theory (3)

MATH 3335 Linear Algebra (3)

*MATH 3380 Discrete Mathematics (3) OR MATH 3382 Combinatorial Design Theory (3)

**MATH 4333 Modern Algebra I (3) OR MATH 4343 Analysis I (3)

MATH 4350 Senior Capstone (3)

** One (1) of these courses must be taken.*

The other may be used to satisfy one of the additional courses in the next listing.

*** One (1) of these courses must be taken.*

The other may be used to satisfy one of the additional courses in the next listing.

PLUS two (2) additional courses selected from:

MATH 3225 Partial Differential Equations and Boundary Value Problems (3)

MATH 3305 Number Theory (3)

MATH 3306 College Geometry (3)

MATH 3317 Mathematical Statistics (3)

MATH 3340 History of Mathematics (3)

MATH 3342 Complex Variables (3)

MATH 3380 Discrete Mathematics (3)

MATH 3382 Combinatorial Design Theory (3)

MATH 4333 Modern Algebra I (3)

MATH 4334 Modern Algebra II (3)

MATH 4343 Analysis I (3)

MATH 4344 Analysis II (3)

MATH 4410 Numerical Analysis I (3) OR CSCI 4100 Numerical Analysis (3)

MATH 4411 Numerical Analysis II (3)

MATH 4495 Independent Study (3)

MATH 4496 Independent Study (3)

MATH 4499 Special Topics in Mathematics (3)

REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE

The Bachelor of Science degree is designed for those students who plan to enroll in graduate programs in pure or applied mathematics or pursue industrial positions. This degree requires a minimum of 46 semester hours in Mathematics courses, as follows:

MATH 2221 Analytic Geometry and Calculus I (4)
MATH 2222 Analytic Geometry and Calculus II (4)
MATH 2223 Analytic Geometry and Calculus III (4)
MATH 2224 Differential Equations (3)
MATH 2241 Programming for the Sciences (4)
MATH 3316 Probability Theory (3)
MATH 3335 Linear Algebra (3)
MATH 3342 Complex Variables (3)
MATH 3380 Discrete Mathematics (3)* OR MATH 3382 Combinatorial Design Theory (3)*
MATH 4333 Modern Algebra I (3)
MATH 4343 Analysis I (3)
MATH 4350 Senior Capstone (3)

**One (1) of these courses must be taken.*

The other may be used to satisfy one (1) of the additional courses in the next listing.

PLUS two (2) additional courses selected from:

MATH 3225 Partial Differential Equations and Boundary Value Problems (3)
MATH 3305 Number Theory (3)
MATH 3306 College Geometry (3)
MATH 3317 Mathematical Statistics (3)
MATH 3340 History of Mathematics (3)
MATH 4334 Modern Algebra II (3)
MATH 4344 Analysis II (3)
MATH 4410 Numerical Analysis I (3) OR CSCI 4100 Numerical Analysis (3)
MATH 4411 Numerical Analysis II (3)
MATH 4495 Independent Study (3)
MATH 4496 Independent Study (3)
MATH 4499 Special Topics in Mathematics (3)

PHYS 2121 and 2122 are recommended.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE WITH A CONCENTRATION IN COMPUTATIONAL MATHEMATICS

The B.S. in Mathematics with a concentration in Computational Mathematics helps prepare mathematics majors to meet the demands of ever-changing scientific computation in their future postgraduate work, whether in industry or academia. This degree requires a minimum of 58 semester hours, as follows:

MATH 2221 Analytic Geometry and Calculus I (4)
MATH 2222 Analytic Geometry and Calculus II (4)
MATH 2223 Analytic Geometry and Calculus III (4)
MATH 2224 Differential Equations (3)

MATH 2241 Programming for the Sciences (4)
 MATH 3092 Informatics/Data Mining (3)
 MATH 3185 Mathematical Modeling (3)
 MATH 3316 Probability Theory (3)
 MATH 3335 Linear Algebra (3)
 MATH 3342 Complex Variables (3)
 MATH 3380 Discrete Mathematics (3)* OR MATH 3382 Combinatorial Design Theory (3)*
 MATH 4333 Modern Algebra I (3)
 MATH 4343 Analysis I (3)
 MATH 4410 Numerical Analysis I (3)
 MATH 4411 Numerical Analysis II (3)
 MATH 4350 Senior Capstone (3)
 An additional MATH course, as approved by advisor and department chair (3)
 An additional 3000 or 4000-level MATH course, as approved by advisor and department chair (3)

**One of these courses must be taken. PHYS 2121 and 2122 are also recommended.*

REQUIREMENTS FOR A MINOR IN MATHEMATICS

A minor in Mathematics consists of the following courses:

- MATH 2221, plus five (5) additional courses selected from
- MATH 2222, 2223, 2224, 2241, 3092, 3185, 3225, 3305, 3306, 3316, 3317, 3335, 3342, 3380, 3382, 4333, 4334, 4343, 4344, 4350, 4410, 4411, 4495, 4496, and 4499.

At least two (2) of the six (6) courses must be at the 3000 or 4000 level.

Total: ranges from 19 to 22 semester hours, depending on courses selected

REQUIREMENTS FOR A MINOR IN COMPUTATIONAL MATHEMATICS

The Computational Mathematics minor gives students not majoring in Mathematics or Computer Science the opportunity to explore tools and techniques that might enhance their quantitative research endeavors. In short, the Computational Mathematics minor should allow students from areas outside Mathematics and Computer Science to be able to effectively collect and analyze data in their respective fields. Courses required for a Computational Mathematics minor are

- MATH 2221 Calculus I (4)
- MATH 2241 Programming for the Sciences (4)
- MATH 3092 Informatics/Data Mining (3)
- MATH 3185 Mathematical Modeling (3)
- An additional MATH course, as approved by advisor and department chair (3)
- An additional 3000 or 4000-level MATH course, as approved by advisor and department chair (3)

Total: 20 semester hours

COMPUTATIONAL MATHEMATICS INTERNSHIP/REU/RESEARCH

Students seeking the B.S. in Mathematics with a concentration in Computational Mathematics, the B.A. in Computer Science with a concentration in Computational Mathematics, or a minor in Computational Mathematics are encouraged to seek a Summer or Interim-term internship position in programs related to their majors that utilizes computational techniques. Students who are interested in graduate school could alternately consider attending a computational Research Experience for Undergraduates (REU), which is a National Science Foundation program offered at institutions throughout the country in a

variety of science fields. Alternatively, these students may wish to engage in an undergraduate research project focused on computational applications in their field of interest, which may be jointly supervised by a research advisor from the student's field and by a faculty member of the Department of Mathematics and Computer Science.

COMBINED B.A. AND M.A.T. PROGRAM OF STUDY

Undergraduate students who meet the admission requirements for the Master of Arts in Teaching [M.A.T.] (passing GACE Basic Skills or a combined SAT score of more than 1000) and those who have a GPA of 3.0 or higher in their undergraduate studies are eligible to participate in a combined B.A. and M.A.T. program of study after the completion of 90 semester hours. Once accepted, candidates may take entering cohort graduate courses the Summer semester following their junior year of study. Upon gaining senior status, candidates may take one (1) three-credit graduate course during the Fall, Interim, and Spring semesters only if enrolled with twelve (12) undergraduate credits.

COURSE DESCRIPTIONS (MATH)

MATH 0100 Basic Mathematics. (3) Fall and Spring

An introduction to algebra. Topics include instruction in real numbers, graphs, algebraic expressions, equations, and polynomials.

MATH 1101 College Algebra. (3) Fall and Spring

A study of sets, real numbers, operations, order, inequalities, polynomial factoring, functions, graphs, exponents, first- and second-degree equations, and systems of equations.

Prerequisite: MATH 0100 or satisfactory Mathematics placement recommendation

MATH 1114 Introduction to Statistics. (3) Fall and Spring

An introduction to probability and statistics. Topics include descriptive statistics, probability, normal probability, confidence intervals, hypothesis testing, and linear regression.

Prerequisite: MATH 1101, 2105, or 2221

MATH 2105 Precalculus. (4) Fall and Spring

A study of calculus-oriented algebra and trigonometry. Topics include simplifying algebraic expressions, solving equations, exponential and logarithmic functions, applications of functions, graphs, and the trigonometric functions.

Prerequisite: MATH 1101 or satisfactory Mathematics placement recommendation

MATH 2221 Analytic Geometry and Calculus I. (4) Fall and Spring

An introduction to differentiation and integral calculus. Topics include limits, differentiation and applications, integration, and the calculus of exponential and logarithmic functions.

Prerequisite: A grade of C- or better in MATH 2105 or 1121 (and permission of instructor) or satisfactory Mathematics placement recommendation

MATH 2222 Analytic Geometry and Calculus II. (4) Fall and Spring

A continuation of MATH 2221. Topics include the applications of integration, the calculus of inverse trigonometric functions, techniques of integration, indeterminate forms, improper integrals, sequence

and series, and the parametric equations, and the polar coordinates.

Prerequisite: A grade of C- or better in MATH 2221 or appropriate AP credit for MATH 2221.

MATH 2223 Analytic Geometry and Calculus III. (4) Spring

A continuation of MATH 2222. Topics include vectors and vector-valued functions of several variables, multiple integration, and vector analysis.

Prerequisite: A grade of C- or better in MATH 2222 or appropriate AP credit for MATH 2221 and MATH 2222.

MATH 2224 Differential Equations. (3) Fall

An introduction to differential equations. Topics include the study of first and second-order differential equations, first-order systems, linear systems, Laplace transforms, and numerical methods.

Prerequisite or Co-requisite: MATH 2223, 2241, or permission of instructor

MATH 2241 Programming for the Sciences. (4) Fall

A first course in mathematical programming in MATLAB that ranges from basic programming to the implementation of higher-level mathematics. Additional topics include learning a typesetting system (LaTeX) for producing technical and scientific documentation.

Prerequisite: MATH 2221

MATH 3092 Informatics/Data Mining. (3) Spring, odd years

A study of the storage of data and the procedures used to extract and organize valuable information.

Prerequisites: MATH 2221, CSCI 1990 or MATH2241, and CSCI 3250
(or permission of instructor)

MATH 3185 Mathematical Modeling. (3) Spring, even years

A thorough introduction to mathematical modeling techniques. Topics include the quantification of physical processes, model predictions and natural systems, and model comparisons and results.

Prerequisites: MATH 2221, CSCI 1990, and MATH 2241
(or permission of instructor)

MATH 3225 Introduction to Partial Differential Equations and Boundary Value Problems. (3) Spring on demand

Topics include Fourier Series, the Wave Equation, the Heat Equation, Laplace's Equation, Dirichlet Problems, Sturm-Liouville Theory, the Fourier Transform, and Finite Difference Numerical Methods.

Prerequisite: MATH 2224

MATH 3306 College Geometry. (3) Fall, odd years, beginning 2017

A study of the concepts of plane Euclidean geometry, with an introduction to coordinate geometry and non-Euclidean geometries.

Prerequisite: MATH 2221

MATH 3316 Probability Theory. (3) Spring, odd years

An Introduction to probability theory. Topics include random variables, method of enumeration, conditional probability, Baye's theorem, discrete distributions (binomial distribution, and Poisson

distribution), continuous distributions (uniform distribution, exponential distribution, gamma distribution, chi-square distribution, and normal distributions), Multivariate distributions.

Prerequisite: MATH 2222

MATH 3317 Mathematical Statistics. (3) on demand

An introduction to the mathematical theory of statistics. Topics include estimation and maximum likelihood estimates, sampling distributions, confidence intervals, and hypothesis testing.

Prerequisite: MATH 3316

MATH 3335 Linear Algebra. (3) Fall beginning 2016

An introduction to linear algebra and matrix theory. Topics include vectors, systems of linear equations, matrices, eigenvalues, eigenvectors, and orthogonality.

Prerequisite: MATH 1121, 2221, 2241, or permission of instructor

MATH 3340 History of Mathematics. (3) Fall, even years beginning 2016

An historical development of mathematical concepts.

Prerequisite: MATH 2221 or permission of instructor

MATH 3342 Complex Variables. (3) Spring, even years

An introduction to complex variables. Topics include complex numbers, analytic functions, elementary functions, complex integration, series representations for analytic functions, residue theory, and conformal mapping.

Prerequisite: MATH 2223

MATH 3380 Discrete Mathematics. (3) Spring, odd years

An introduction to discrete mathematics. Topics include set theory, combinatorics, recurrence relations, linear programming, and graph theory.

Prerequisite: MATH 2221

MATH 3382 Combinatorial Design Theory. (3) Spring, even years

A study of techniques used for constructing combinatorial designs. Basic designs include triple systems, Latin squares, and affine and projective planes.

Prerequisite: MATH 2221

MATH 4333 Modern Algebra I. (3) Fall, odd years

An introduction to modern abstract algebra.

Prerequisite: MATH 2222

MATH 4334 Modern Algebra II. (3) on demand

A continuation of Modern Algebra I.

Prerequisite: MATH 4333

MATH 4343 Analysis I. (3) Fall, even years

An introduction to Analysis.

Prerequisite: MATH 2223

MATH 4344 Analysis II. (3) on demand

A continuation of Analysis I.

Prerequisite: MATH 4343

MATH 4350 Senior Capstone. (3) Fall

A study of problem-solving techniques selected from the spectrum of Mathematics coursework required to complete a Mathematics major at LaGrange College. Topics come from a variety of areas, including algebra, trigonometry, geometry, calculus, discrete mathematics, probability and statistics, and mathematical reasoning and modeling.

Prerequisite: Senior standing and permission of instructor

MATH 4410 Numerical Methods I. (3) Spring on demand

An introduction to numerical analysis with computer solutions. Topics include Taylor series, finite difference, calculus, roots of equations, solutions of linear systems of equations, and least-squares.

Prerequisites: MATH 2222 and CSCI 1990

MATH 4411 Numerical Methods II. (3) on demand

A second course in numerical analysis with computational solutions. Topics include solutions to ordinary and partial differential equations, higher-order quadratures, curve-fitting, and parameter estimation.

Prerequisite: MATH 4410

MATH 4495 Independent Study in Mathematics I. (variable) on demand

This course allows students to pursue a special problem or topic beyond those encountered in any formal course.

Prerequisites: Minimum prerequisites are outlined in the *LaGrange College Bulletin*. Additional prerequisites will be determined by the instructor, based on the material to be studied.

MATH 4496 Independent Study in Mathematics II. (variable) on demand

This course allows students to pursue a second special problem or topic beyond those encountered in any formal course.

Prerequisites: Minimum prerequisites are outlined in the *LaGrange College Bulletin*. Additional prerequisites will be determined by the instructor, based on the material to be studied.

MATH 4499 Special Topics in Mathematics. (variable) on demand

A course offered at the junior/senior level focusing on a specialized topic from the field of mathematics. A prerequisite may be required.

MODERN LANGUAGES

STUDENT LEARNING OUTCOMES

1. The student will demonstrate effective communication skills in the target language.
2. The student will demonstrate cultural knowledge of the target language.
3. The student will demonstrate the ability to critically read and analyze a cultural or literary text in the target language.

PROGRAM OBJECTIVES

1. The program offers continual development of effective communication skills in the target language.
2. The program strives to develop cultural awareness and sensitivity.
3. The program develops the ability to critically read and analyze a cultural or literary text in the target language.
4. The program encourages internship experience using the target language in a variety of fields.

ASSESSMENT OF LEARNING OBJECTIVES

Success in achieving the objectives of all majors and minors in this program (except for the minor in Asian Studies, which has its own distinct learning objectives and assessment methods) will be demonstrated in the following ways:

- completion of each major/minor course with a grade of C or better;
- completion of an exit survey.

MODERN LANGUAGES

Courses are taught in French, German, Japanese, Korean, Spanish, and other modern or classical languages. (Additional languages, such as Conversational Chinese and Biblical Greek, are offered under the LANG label.)

FRENCH / MINOR IN FRENCH

For students wishing to develop their general understanding of French and the Francophone world and to concentrate in a particular area of French language study, we offer a minor in French.

REQUIREMENT FOR A MINOR IN FRENCH

The French minor consists of **18** semester hours (including 12 hours beyond the intermediate level).

Required courses:

- FREN 2103 Intermediate French I - 3 hours
- FREN 2105 Intermediate French II - 3 hours
- FREN 3000 French Conversation - 3 hours
- FREN 3001 Advanced Grammar and Composition - 3 hours
- either FREN 3002 French Civilization - 3 hours
- **or**
- FREN 3003 Introduction to French Literature - 3 hours

The remaining 3 hours can come from any 3000-level French course listed below:

- FREN 3004 Francophone Literature and Culture - 3 hours
- FREN 3110 Special Topics - 3 hours

Topics will change, so students may repeat this course for credit.

In the past, these topics have included the following:

- Translation and Reading in French
- Business French
- French Philosophers

Total credits: **18 hours**

FRENCH

COURSE DESCRIPTIONS (FREN)

FREN 1101 Beginning French I. (3) Fall

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

FREN 1102 Beginning French II. (3) Spring

A continuation of FREN 1101.

Prerequisite: FREN 1101 or permission of instructor

FREN 2103 Intermediate French I. (3) Fall

A continuation of FREN 1102 with additional readings.

Prerequisite: FREN 1102 or permission of instructor

FREN 2105 Intermediate French II. (3) Spring

A systematic and thorough review of French grammar, with emphasis on the production of speech. Not open to students fluent in French.

Prerequisite: FREN 2103 or permission of instructor

FREN 2199 Francophone Travel Seminar. (1-9) on demand

A travel-study seminar composed of preliminary academic preparation followed by contact with the culture through travel in the selected French-speaking country.

Prerequisite: FREN 1101, 1102, and 2103 or permission of instructor and program coordinator of Modern Languages

FREN 3000 French Conversation. (3) on demand

The goal of this course is to help students improve their (1) vocabulary, (2) aural comprehension / listening skills, and (3) oral production / speaking skills.

Prerequisite: FREN 2105 or permission of instructor

FREN 3001 Advanced Grammar and Composition. (3) on demand

The objective of this course is to allow the participants to improve their composition skills in French. The course has three major components: grammar review and refinement; reading and analysis of various kinds of texts, both literary and journalistic; a variety of composition assignments involving such techniques as description, analysis, persuasion, and managing complicated chronologies. Participants can expect to improve their command of French grammar, to increase their vocabulary, and to develop appropriate strategies for writing good compositions.

Prerequisite: FREN 2105 or permission of instructor

FREN 3002 French Civilization. (3) on demand

Concentrating on political and social history, rather than on “high culture,” this course is designed to introduce the moments and personages who have defined France and what it is to be French across the centuries. Some high points include Roman Gaul, the Carolingian Renaissance, St. Louis and the high Gothic Period, Jeanne d'Arc and the Hundred Years' War, Renaissance and Reform, Louis XIV and Versailles, the Revolution, Napoléon, Revolution and Restoration in the 19th century, and France at war in the 20th century.

Prerequisite: FREN 2105 or permission of the instructor

FREN 3003 Introduction to French Literature. (3) every other year

An introduction to representative writers from the Middle Ages to the Revolution. Attention is paid to the changing social and cultural contexts in which the literature was produced; emphasis is on enduring humanistic values.

Prerequisite: FREN 2105 or permission of instructor

FREN 3004 Francophone Literature and Culture. (3) on demand

This class seeks to improve the reading, writing, speaking, and listening skills of students studying French, particularly with the goal of preparing those students who wish to study upper-division French. These four skills are integrated into the body of the course and developed simultaneously.

Prerequisite: FREN 3002 or FREN 3003

FREN 3110 Special Topics. (3) on demand

Topics will change, so students may repeat this course for credit.

Prerequisite: FREN 2103 or permission of instructor

In the past, these topics have included the following:

Translation and Reading in French

Translation and Reading skills. This course concentrates exclusively on the cultivation of reading and translation abilities in the French language. Classes are in English, and all work is from French to English.

Business French

The trend of internationalizing business and services forces companies to cope with cultural differences inside a company and when sending executives and their families abroad. In a foreign country, there are more than language barriers to overcome. Methods that work at home can lead to failure abroad. Likewise, the most competent manager can damage an operation if not properly prepared for his or her stay in the host country. This course is designed to help you cross cultural boundaries, whether you are planning on living abroad as a student, an intern, or an employee. It is not meant to be a technical business course, but rather a course that will help you understand what culture shock is and how you can prepare yourself for it.

French Philosophers

An introduction to French philosophers and the different philosophical currents that have shaped French thought and the world at large.

GERMAN

COURSE DESCRIPTIONS (GERM)

GERM 1101 Beginning German I. (3) Fall

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

GERM 1102 Beginning German II. (3) Spring

A continuation of GERM 1101.

Prerequisite: GERM 1101 or permission of instructor

GERM 2103 Intermediate German I. (3) Fall

Continuation of the development of proficiency in listening and speaking, while expanding the reading and writing skills using materials of a literary or cultural nature; grammar review included.

Prerequisite: GERM 1102 or permission of instructor

GERM 2104 Intermediate German II. (3) Spring

A continuation of GERM 2103.

Prerequisite: GERM 2103 or permission of instructor

JAPANESE

COURSE DESCRIPTIONS (JAPN)

JAPN 1101 Beginning Japanese I. (3) Fall

A course for beginners, with intensive practice in listening and speaking, essentials of grammar, and writing of Japanese Kana and simple Kanji.

JAPN 1102 Beginning Japanese II. (3) Spring

A continuation of JAPN 1101.

Prerequisite: JAPN 1101

JAPN 2103 Intermediate Japanese I. (3) Fall

Study of advanced grammar, reading of texts, and more complex Kanji.

Prerequisites: JAPN 1101 and 1102

JAPN 2105 Intermediate Japanese II. (3) Spring

A continuation of JAPN 2103.

Prerequisites: JAPN 1101, 1102, 2103

JAPN 3000 Special Topics in Japanese Studies.(variable credit) on demand

Courses cover a broad range of topics, including Japanese language, history, culture, and economy.

Prerequisites: JAPN 1101 and 1102 with a grade of B or above

KOREAN

COURSE DESCRIPTIONS (KORN)

KORN 1101 Beginning Korean I. (3) Fall

This course will cover the fundamentals of the modern Korean language, including the Korean alphabet (Han'gŭl), oral communication skills, and basic grammar. Students are presumed to possess no prior knowledge of the Korean language. The course will also introduce students to elements of Korean etiquette, culture, and social norms essential to interacting with Korean people and to life, work, study, and travel in Korea.

KORN 1102 Beginning Korean II. (3) Spring

This course continues the study of the fundamentals of the modern Korean language started in Korean 1101, including elementary speaking, listening, reading, and writing skills.

Prerequisite: KORN 1101 or permission of the instructor.

KORN 2103 Intermediate Korean I. (3) Fall

This course will continue to cover the fundamentals of the modern Korean language, including written and oral communication skills and grammar. This course will also expose students to elements of Korean etiquette, culture, and social norms essential to interacting with Korean people and to live, work, study, or travel to Korea.

Prerequisite: KORN 1102 or permission of instructor.

KORN 2105 Intermediate Korean II. (3) Spring

A continuation of KORN 2103.

Prerequisite: KORN 2103 or permission of instructor.

SPANISH / MAJOR AND MINOR IN SPANISH

INTRODUCTION

The ability to speak Spanish is becoming an asset, if not a necessity, in the marketplace. This need is already occurring in such diverse fields as business, education, health care, law, and social work. In order to better prepare students to meet this growing need in their future fields, we offer a major and a minor in Spanish. While not required, study away is strongly encouraged for both majors and minors to improve language fluency and cultural awareness.

IN ADDITION TO COMPLETING THE CORE CURRICULUM REQUIREMENTS, STUDENTS PURSUING A MAJOR IN SPANISH MUST COMPLETE THE FOLLOWING MAJOR PROGRAM REQUIREMENTS:

REQUIREMENTS FOR A MAJOR IN SPANISH

A major in Spanish consists of a total of **36 semester hours**. Thirty (30) of these hours are in Spanish courses above SPAN 1102. Required courses are as follows:

SPAN 2103 Intermediate Spanish I - 3 hours

SPAN 2105 Intermediate Spanish II - 3 hours

SPAN 2106 Introduction to the Literature of Spain and Latin America - 3 hours

SPAN 3000 Spanish Conversation and Composition I - 3 hours

SPAN 3001 Spanish Conversation and Composition II - 3 hours

SPAN 3002 The Culture and Civilization of Spain and Latin America - 3 hours

SPAN 4000 Latin American Literature - 3 hours

SPAN 4001 The Literature of Spain – 3 hours

Plus:

Two (2) SPAN electives in at the 3000 level or above - 6 hours

The remaining six (6) hours of the major consist of two (2) Latin American Studies (LAST) electives.

REQUIREMENTS FOR A MINOR IN SPANISH

A minor in Spanish consists of **18 semester hours**, all in Spanish courses above SPAN 1102. Required courses are as follows:

SPAN 2103 Intermediate Spanish I - 3 hours

SPAN 2105 Intermediate Spanish II - 3 hours

SPAN 2106 Introduction to Hispanic Literature - 3 hours

SPAN 3000 Spanish Conversation and Composition - 3 hours

SPAN 3001 Spanish Conversation and Composition II - 3 hours

Plus:

One (1) SPAN elective at the 3000 level or above - 3 hours

SPANISH COURSE DESCRIPTIONS (SPAN)

SPAN 1101 Elementary Spanish I. (3)

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

SPAN 1102 Elementary Spanish II. (3)

A continuation of Spanish 1101.

Prerequisite: SPAN 1101 or permission of the instructor.

SPAN 1103 Elementary Spanish for Healthcare Professionals (3)

This course is a continuation of vocabulary, grammar, and culture mastered in SPAN 1101. This course will cover the same grammar topics as the traditional SPAN 1102 but will supplement course content with vocabulary and culture issues specific to the medical field.

Prerequisite: SPAN 1101 or permission of the instructor.

SPAN 2103 Intermediate Spanish I. (3)

A review of grammar and syntax with practice in reading selected texts.

Prerequisite: SPAN 1102 or permission of instructor

SPAN 2105 Intermediate Spanish II. (3)

A continuation of SPAN 2103.

Prerequisite: SPAN 2103 or permission of instructor

SPAN 2106 Introduction to the Literature of Spain and Latin America. (3)

An introductory course designed to introduce the intermediate level language student to reading and analyzing short literary works in Spanish.

Prerequisite: SPAN 2103 or permission of the instructor

SPAN 2199 Latin American Seminar. (1-9)

A travel-study seminar that provides valuable educational experience through close contact with the contemporary life and civilization of a selected Spanish-speaking country. Basic academic preparation in the history and customs of the culture is undertaken before departure.

Prerequisites: SPAN 1101, 1102, and 2103 or permission of instructor and program coordinator of Modern Languages

SPAN 3000 Spanish Conversation and Composition I. (3)

A course stressing practice in speaking and writing Spanish. Not open to students fluent in Spanish.

Prerequisite: SPAN 2105 or permission of instructor

SPAN 3001 Spanish Conversation and Composition II. (3)

A continuation of Spanish 3000. Not open to students fluent in Spanish.

Prerequisite: SPAN 3000 or permission of instructor

SPAN 3002 The Culture and Civilization of Spain and Latin America. (3)

This course provides an overview of Spain's and Latin America's cultures and civilizations.

Prerequisite: SPAN 2106 or permission of instructor

SPAN 3003 Introduction to Spanish Linguistics. (3) (pending faculty approval)

A course in traducing the basic concepts of Spanish linguistics, including pragmatics, semantics, syntax, morphology, phonology, and language processing and acquisition

Prerequisite: SPAN 2105 or permission of instructor.

SPAN 3110 Special Topics. (3)

The further development of Spanish language skills by focusing on a variety of professions or fields of study. Since the focus of this course changes frequently, this course may be repeated for credit.

Prerequisite: SPAN 2103 or permission of instructor

SPAN 4000 Latin American Literature. (3)

An advanced course designed to introduce the student to Latin America's major literary movements and writers.

Prerequisite: SPAN 2106 or permission of instructor

SPAN 4001 The Literature of Spain. (3)

An advanced course designed to introduce the students to Spain's major literary movements and writers.

Prerequisite: SPAN 2106 or permission of instructor

SPAN 4002 Latin American Women Writers. (3)

This course introduces the student to major contemporary Latin American and Latina women writers. Writers and works to be studied change periodically.

Prerequisite: SPAN 4000 or SPAN 4001 or permission of instructor

*OTHER LANGUAGES AND CULTURE**
COURSE DESCRIPTIONS (LANG)

LANG 1101 Beginning Language I. (3) on demand

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

LANG 1102 Beginning Language II. (3) on demand

A continuation of LANG 1101.

Prerequisite: LANG 1101 or equivalent

LANG 1199 Language Travel Seminar. (1-9) on demand

A travel-study seminar that provides further preparation in the language and culture through travel in a country which speaks the language. Academic work is determined by the course instructor.

Prerequisites: LANG 1101, 1102, and 2103 or consent of instructor and program coordinator of Modern Languages

LANG 2000 Culture and Civilization of a Selected Country. (3) on demand

A survey of the civilization and culture of one of the major societies of the world. The course examines the culture's social and political development, its customs and traditions, and its contributions to the global community in terms of art, music, and literature.

LANG 2103 Intermediate Language I. (3) on demand

A continuation of LANG 1102.

Prerequisite: LANG 1102 or equivalent

LANG 2105 Intermediate Language II. (3) on demand

An intensive review of the language's grammar, with emphasis on the production of speech. Not open to students fluent in the language.

* **NB:** These courses are available so that, from time to time, a language other than French, German, Japanese, Korean, or Spanish may be available.

DUAL LANGUAGE MINOR

The Dual Language Minor offers students the opportunity to develop communicative competence in two languages, including French, German, Japanese, Korean, and Spanish. This minor encourages students to become globally engaged citizens of an increasingly multilingual society by developing their knowledge of vocabulary, grammar, and culture in two different languages.

In addition to the specific requirements outlined below, students pursuing this minor will be strongly encouraged to study away during Interim, May-Away, or Summer terms.

REQUIREMENTS FOR A DUAL LANGUAGE MINOR

The Dual Language minor consists of **18** semester hours.

- Twelve hours (4 courses in sequence) will be in the primary language, beginning at the placement level of the student.

- Six hours (2 courses in sequence) will be in the secondary language, beginning at the placement level of the student.

The primary and secondary languages may be chosen from French, German, Japanese, Korean, or Spanish. This minor will allow students to extend their current language competence in two languages, regardless of their starting proficiency level.

LATIN AMERICAN STUDIES MINOR

Latin American Studies is an interdisciplinary program that introduces the student to the cultural diversity and richness of Latin America and its people. A minor in Latin American Studies enhances one's career opportunities and effectiveness in such fields as business, government, health care, journalism, law, and social work.

REQUIREMENTS FOR A MINOR IN LATIN AMERICAN STUDIES

While the minor in Latin American Studies currently requires six (6) hours of Spanish language study, students are encouraged to take more Spanish courses in order to develop basic conversational fluency. In addition, study away is strongly encouraged because it provides the student with total cultural immersion.

The minor in Latin American Studies consists of the following **18** semester hours of coursework:

1. SPAN courses - 6 hours
2. LAST 1104 (Introduction to Latin American Culture) - 3 hours
3. LAST 2000 (Introduction to Latin American Studies) - 3 hours
4. LAST 3110 (Special Topics) or SPAN 3110 - 3 hours
5. Elective in either LAST or SPAN (3000 level or above) - 3 hours

COURSE DESCRIPTIONS (LAST)

*Denotes LAST courses that may substitute for a CORE Humanities course in the Core Curriculum.

***LAST 1104 Introduction to Latin American Culture. (3)**

A study of the art, literature, history, and anthropology of Latin America. Emphasis will be placed on Spain's legacy in the region.

LAST 1199 Latin American Travel Seminar. (1-9)

A travel-study seminar that provides valuable educational experience through close contact with the contemporary life and civilization of a selected Latin American country. Basic academic preparation in the history and customs of the target culture is undertaken before departure.

Prerequisites: SPAN 1101, SPAN 1102, and SPAN 2103 or permission of instructor and program coordinator of Modern Languages

***LAST 2000 Introduction to Latin American Studies. (3)**

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

LAST 3001 Survey of Latin American Literature I. (3)

A general survey of contemporary Latin American literature.

LAST 3002 Survey of Latin American Literature II. (3)

Focuses on the works of a current major Latin American writer or writers.

LAST 3110 Special Topics. (3)

A study of selected topics from a specific discipline. Since the focus of this course changes frequently, this course may be repeated for credit. (HIST 3331: Colonial Latin America, SPAN 3110: Special Topics, or WMST 3110: Latin American Women Writers may be taken for LAST 3110 credit)

**LAST 3210 States and Politics in Latin America. (3)
or POLS 3352**

A comparative study of political systems in Latin America. Topics considered include basic comparative political theory, modern history of Latin American societies, politics of selected Latin American states, and the interaction of economic and political factors in Latin America.

**LAST 3331 Colonial Latin American History. (3)
or HIST 3331**

An examination of the history of Latin America from the pre-Conquest era through the independence movements of the early nineteenth century.

**LAST 3332 Comparative Colonization and Slavery. (3)
or HIST 3332**

This course offers a comparative examination of colonial contact in the Americas, including the interaction of Europeans, natives, and Africans within the French, Spanish, and British empires of the New World.

MUSIC

INTRODUCTION

The LaGrange College Music faculty is dedicated to the development of student musicians who are both creative and critical thinkers, and who are able to communicate in culturally engaging ways. We seek to integrate and extend liberal arts-based values through musical scholarship, presentation, and creative collaboration. Within a challenging and nurturing environment, we further seek to prepare competitive musicians whose personal development and artistry demonstrate intelligence, ethical values, and a lifelong pursuit of excellence.

Our program size allows us to focus attention on each student as an individual, helping each one grow into a well-rounded, intelligent, and confident musician. We offer the following degrees: Bachelor of Arts in Music; Bachelor of Arts in Musical Theatre (in collaboration with the Theatre Arts Program); and the Bachelor of Music. We also offer a minor in Music.

The Bachelor of Arts in Music provides a broad study of music while allowing ample time for extensive course work in a related minor. The Bachelor of Arts in Musical Theatre prepares students for professional careers by providing training in three essential elements of musical theatre: music, acting and dance. In addition to multiple performance opportunities, students study the history and literature of musical theatre. The Bachelor of Music, a professional music degree, demands more music courses and is offered in three areas of study: Composition & Music Technologies, Performance (Voice, Piano, Organ, Guitar, Percussion), and Church Music.

LAGRANGE COLLEGE MUSIC OBJECTIVES

The LaGrange College Music faculty strive to

- provide opportunities for all students to develop an awareness and understanding of music as an integral part of the liberal education and the human experience.
- provide a well-rounded music curriculum that prepares music majors for graduate study in music, employment in the music field, and/or vocational musical pursuits.
- provide collaborative opportunities for peer-to-peer as well as faculty-student research, including the necessary equipment, space, and funding.

STUDENT LEARNING OUTCOMES

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

- demonstrate basic musicianship and the ability to integrate musical knowledge.
- demonstrate the ability to synthesize musical ideas and technique in creative musical expression.
- demonstrate effective presentation of scholarship, artistry, and/or musical creativity.
- demonstrate appreciation of music that results in an ongoing commitment to artistic endeavors.

ENSEMBLES

Several musical ensembles are available by audition for both music majors and non-majors. To learn more about our various ensembles, and to set up an audition, please contact us at music@lagrange.edu.

FACILITIES AND RESOURCES

LaGrange College Music is located on the Callaway Campus and is housed in the Callaway Educational Building and the Callaway Auditorium. Our facilities include the Callaway Auditorium (a 740-seat concert

hall), the Callaway Recital Hall, instructional and rehearsal space, student practice rooms, a theory lab, a keyboard lab, a composition lab, an edit/mix suite, a video editing suite, and two (2) recording studios.

MUSIC AWARDS/SCHOLARSHIPS

Renewable talent-based awards and scholarships are available for incoming first-year students as well as for transfer students. Check the LaGrange College Music website for dates and specific audition requirements.

APPLIED LESSONS

Students pursuing a music degree will choose a primary instrument as early as possible in their program of study and will take applied lessons in this instrument throughout their matriculation. Applied lessons are individual weekly instruction in a student's choice of instrument. One hour of credit is awarded for MUSI 1105/1106, which represents a one-half hour lesson per week plus a weekly seminar. Two hours of credit are awarded for MUSI 3105/3106, which represents a one-hour lesson per week plus a weekly seminar. All students enrolled in applied lessons are required to perform a Jury at the end of each semester, an individual examination before a committee of the Music faculty that assesses performance progress.

In all applied music subjects, a fee for individual lessons is charged in addition to the regular tuition. This fee is \$250 per credit hour per semester.

ACADEMIC ADVISEMENT

Incoming freshmen students will be assigned a music advisor in addition to the Cornerstone advisor. As the Bachelor of Music degree is designed for students who are preparing for professional careers in music or graduate study in music, the curricula leading to this degree are based on a philosophy that recognizes the need for rigorous study in all aspects of music. Each program of study requires a heavy concentration of music courses and experiences, and many courses are sequential. Therefore, potential Music majors are strongly encouraged to begin taking music courses in their first year. During advisement, we will provide you with a four-year suggested course guideline, as well as the *Music Majors Handbook* outlining further details about requirements for Music majors.

ENTRY REQUIREMENTS FOR MUSIC MAJORS

In addition to fulfilling the general requirements for admission to LaGrange College, students desiring to major in Music must complete an audition/interview before the Music faculty prior to enrolling in music courses, and must also take the Music Theory Placement Exam. The results of this exam will be used to determine the appropriate level of music theory instruction. Incoming students who have not auditioned or interviewed before the committee prior to the beginning of the fall semester should contact the Music Chair before enrolling in Music courses. All students who intend to earn a degree in music will be assessed by the music faculty at the end of their second semester of study to determine the degree program of study for which they are best suited.

EXIT REQUIREMENTS FOR MUSIC MAJORS

- Students must earn a grade of "C-" or better in all music courses.
 - All Music majors, except Piano Performance majors, must successfully pass the Piano Proficiency. Details for this exam are included in the *Music Majors Handbook*.
 - All Music majors must take the Theory and Ear Training Exit Exam upon completion of MUSI

3311 and MUSI 2213 and must receive a minimum score of 80 percent in all sections. A detailed description of this exam is included in the *Music Majors Handbook*.

- All Music majors must present either a capstone presentation or a public recital featuring their talent (according to the degree requirements). Recital requirements vary between the different programs of study. Consult the *Music Majors Handbook* for specific guidelines. Bachelor of Music candidates must present both a Junior and Senior recital.
- All Music majors must attend at least 80 percent of program-sponsored concerts and events during each semester of study. Failure to meet this requirement may result in the loss of scholarship assistance.

IN ADDITION TO COMPLETING THE CORE CURRICULUM REQUIREMENTS, STUDENTS PURSUING A MAJOR IN MUSIC MUST COMPLETE THE FOLLOWING MAJOR PROGRAM REQUIREMENTS:

REQUIREMENTS FOR A BACHELOR OF ARTS DEGREE IN MUSIC

This program of study provides the student with a broad, liberal arts based music education. The major consists of coursework in four (4) areas of study: 1) academic, 2) performance, 3) music electives, and 4) capstone presentation. The academic areas include music theory and music history. The performance component is composed of Piano Class (1 & 2) and applied lessons and/or ensemble. The Music electives consist of MUSI courses and may not be counted in the academic or performance areas. MUSI 4486 (Special Topics) may be taken multiple times for credit. The capstone presentation should be a senior-level exploration of a topic approved by the Music faculty. The successful capstone project should bring together each facet of the student's music education, and thus should be completed in the student's final semester. The student is encouraged to choose a complementary minor area of study. The student must adhere to all entrance/exit requirements common to all Music majors.

In addition to the other degree requirements, students complete the following Music courses:

General Requirements:

CORE (40*)
Interim Term (9)
General Electives (20)

Music Requirements:

MUSI 0999 — Music Seminar (0) taken each semester
MUSI 1110 — Literature & Language of Music (3)
MUSI 1101*, 1102, & 2201 — Music Theory 1, 2, 3 (9)
MUSI 1113, 1114, & 2213 — Ear Training 1, 2, 3 (6)
MUSI 1105* (or 1106*) — Applied Lessons (2)
MUSI 3105 (or 3106) — Applied Lessons (4)
MUSI 1107* (or 1108*) — Ensemble (4)
MUSI 1103 & 1104 — Piano 1, 2 (4)
MUSI 3311 — Counterpoint & Chorale (3)
MUSI 3366 — Conducting (3)
MUSI 3301# & 3302# — Music History 1, 2 (6)

MUSI 4486 — Special Topics in Music OR approved electives (6)
MUSI 4488 — Capstone Presentation (1)

*May be used to fulfill the requirements of CORE Fine Arts elective.
‡MUSI 3301 or 3302 are CORE Humanities Exploration options.

Total: 120 semester hours

REQUIREMENTS FOR A BACHELOR OF MUSIC DEGREE IN COMPOSITION & MUSIC TECHNOLOGIES

This program of study prepares the student for study at the graduate and/or an entry-level position in the music industry. Students of this program typically come from backgrounds that include performance, composition, song writing, electronic and/or computer music. The coursework prepares students for a wide variety of activities, such as composition, film/video scoring, multimedia, electro-acoustic concert and studio applications, music printing, digital audio and video editing, 5.1 audio editing and mixing, and MIDI applications of every sort.

Internships allow students to tailor their academic work to their specific career goals and gain valuable experience with industry professionals. Internships may be repeated for credit. Students are expected to provide their own transportation to and from internship sites.

Students pursuing this degree must publicly present original compositions for both Junior recital (15 minutes) and Senior recital (30 minutes). The content requirements may be accumulated across several recitals, as approved by the applied professor.

In addition to the other degree requirements, students complete the following Music courses:

General Requirements:

CORE (40*)
Interim Term (9)

Music Requirements:

MUSI 0999 — Music Seminar (0) taken each semester
MUSI 1110 — Literature & Language of Music (3)
MUSI 1101*, 1102, & 2201 — Music Theory 1, 2, 3 (9)
MUSI 1113, 1114, & 2213 — Ear Training 1, 2, 3 (6)
MUSI 1105* (or 1106*) — Applied Lessons (5) (2 credits must be in Applied Piano)
MUSI 1105* (or 1106*) — Applied Composition (1)
MUSI 3105 (or 3106) — Applied Composition (10)
MUSI 1107* (or 1108*) — Ensemble (5)
MUSI 1103 & 1104 — Piano 1, 2 (4)
MUSI 2390 — Audio Engineering (3)
MUSI 3311 — Counterpoint & Chorale (3)
MUSI 3369 — New Media (3)
MUSI 3366 — Conducting (3)
MUSI 3301‡ & 3302‡ — Music History 1, 2 (6)
MUSI 3384 — Junior Recital (1)
MUSI 4470 — Internship (1)

MUSI 4484 — Senior Recital (1)

MUSI 4486 — Special Topics in Music OR Approved Electives (10)

*May be used to fulfill the requirements of CORE Fine Arts elective.

‡CORE Humanities Exploration options.

Total: 123 semester hours

*REQUIREMENTS FOR A BACHELOR OF MUSIC DEGREE IN PERFORMANCE
(VOICE, PIANO, ORGAN, CLASSICAL GUITAR, PERCUSSION)*

This program of study is designed for students seeking careers as professional performers and/or studio teachers. Students admitted to this program of study must possess exceptional talent in their principal applied area, and instrumental and keyboard majors must demonstrate previous training. The curriculum couples rigorous scholarship with numerous performance opportunities, thus adequately preparing students for graduate study in performance.

Students pursuing this degree present a 30-minute public recital during their junior year, and a 50-minute public recital during their senior year of classical literature chosen in conjunction with their applied professor.

In addition to the other degree requirements, students complete the following Music courses:

Vocal Majors Track:

General Requirements:

CORE (40*)

Interim Term (9)

Music Requirements:

MUSI 0999 — Music Seminar (0)

MUSI 1110 — Literature & Language of Music (3)

MUSI 1101*, 1102, & 2201 — Music Theory 1, 2, 3 (9)

MUSI 1113, 1114, 2213 — Ear Training 1, 2, 3 (6)

MUSI 1105* (or 1106*) — Applied Voice (2)

MUSI 3105 (or 3106) — Applied Voice (12)

MUSI 1107* (or 1108*) — Choral Ensemble (8)

MUSI 1103 & 1104 — Piano 1, 2 (4)

MUSI 2239 — Basics of Singing (3)

MUSI 2240 — Diction for Singers (3)

MUSI 3311 — Counterpoint & Chorale (3)

MUSI 3366 — Conducting (3)

MUSI 3301‡ & 3302‡ — Music History 1, 2 (6)

MUSI 4480 — Opera Experience (3)

MUSI 4486 — Special Topics in Music OR Approved Electives (5)

MUSI 3384 — Junior Recital (1)
MUSI 4484 — Senior Recital (1)

*May be used to fulfill the requirements of CORE Fine Arts elective.
‡CORE Humanities Exploration options.

Total: 121 semester hours

Piano Majors Track:

General Requirements:

CORE (40*)
Interim Term (9)

Music Requirements:

MUSI 099 — Music Seminar (0)
MUIS 1110 — Literature & Language of Music (3)
MUSI 1101*, 1102, & 2201 — Music Theory 1, 2, 3 (9)
MUSI 1113, 1114, & 2213 — Ear Training 1, 2, 3 (6)
MUSI 1105* (or 1106*) — Applied Piano (2)
MUSI 3105 (or 3106) — Applied Piano (12)
MUSI 1107* (or 1108*) — Ensemble (6)
MUSI 1107* (or 1108*) — Ensemble: Accompanying (2)
MUSI 2239 — Basics of Singing (3)
MUSI 2390 — Audio Engineering (3)
MUSI 3301‡ & 3302‡ — Music History 1, 2 (6)
MUSI 3311 — Counterpoint & Chorale (3)
MUSI 3366 — Conducting (3)
MUSI 4486 — Special Topics in Music OR Approved Electives (12)
MUSI 3384 — Junior Recital (1)
MUSI 4484 — Senior Recital (1)

*May be used to fulfill the requirements of CORE Fine Arts elective.
‡CORE Humanities Exploration options.

Total: 121 semester hours

Instrumental Majors Track:

General Requirements:

CORE (40*)
Interim Term (9)

Music Requirements:

MUSI 0999 — Music Seminar (0)
MUSI 1110 — Literature & Language of Music (3)
MUSI 1101*, 1102, & 2201 — Music Theory 1, 2, 3 (9)
MUSI 1113, 1114, 2213 — Ear Training 1, 2, 3 (6)
MUSI 1103 & 1104 — Piano 1, 2 (4)
MUSI 1105* (or 1106*) — Applied Instrument (2)
MUSI 3105 (or 3106) — Applied Instrument (12)

MUSI 1107* (or 1108*) — Ensemble (8)
 MUSI 2390 — Audio Engineering (3)
 MUSI 3311 – Counterpoint & Chorale (3)
 MUSI 3366 — Conducting (3)
 MUSI 3301‡ & 3302‡ — Music History 1, 2 (6)
 MUSI 4486 — Special Topics in Music OR Approved Electives (13)
 MUSI 3384 — Junior Recital (1)
 MUSI 4484 — Senior Recital (1)

*May be used to fulfill the requirements of CORE Fine Arts elective.
 ‡CORE Humanities Exploration options.

Total: 123 semester hours

REQUIREMENTS FOR A BACHELOR OF MUSIC DEGREE IN CHURCH MUSIC

The Bachelor of Music degree in Church Music prepares future leaders for music ministry in the church. The course of study affirms both the rich heritage of the sacred musical tradition and contemporary worship styles practiced in many churches today. This degree is also appropriate for those students pursuing study in church music at the seminary/graduate school level.

The required internship hours provide an opportunity for students to practice their craft in a real-world environment. Students are expected to provide their own transportation to and from the internship site. Because the internship experience offers valuable interaction with professionals and spiritual mentoring, students are encouraged to enroll for as many internship credit hours as their schedule permits. Internships may be repeated for credit.

In addition to the other degree requirements, students complete the following Music courses:

General Requirements:

CORE (40*)
 Interim Term (9)

Music Requirements:

MUSI 0999 — Music Seminar (0)
 MUSI 1110 — Literature & Language of Music (3)
 MUSI 1101*, 1102, & 2201 — Music Theory 1, 2, 3 (9)
 MUSI 1113, 1114, & 2213 — Ear Training 1, 2, 3 (6)
 MUSI 1105* (or 1106*) — Applied Lessons (2)
 MUSI 3105 (or 3106) – Applied Lessons (12)
 MUSI 1107* (or 1108*) — Ensemble (8)
 MUSI 1103 & 1104 — Piano 1, 2 (4)
 MUSI 2390 — Audio Engineering (3)
 MUSI 3311 – Counterpoint & Chorale (3)
 MUSI 3331 — Christian Hymnody (3)
 MUSI 3366 — Conducting (3)
 MUSI 3301‡ & 3302‡ — Music History 1, 2 (6)
 MUSI 4486 — Special Topics in Music OR Approved Electives (6)
 MUSI 2239 — Basics of Singing (3)

MUSI 4470 — Internship (3)
MUSI 4488 — Capstone Project (1)

*May be used to fulfill the requirements of CORE Fine Arts elective.
‡CORE Humanities Exploration options.

Total: 124 semester hours

REQUIREMENTS FOR A BACHELOR OF ARTS IN MUSICAL THEATRE

To earn a Bachelor of Arts degree in Musical Theatre students must complete the following:

General Requirements:

CORE (43*)
Interim Term (9)

THEA 1180 – Stagecraft (3)
THEA 1184 – Acting I (3)
THEA 1205 – Movement for the Actor (3)
THEA 2210 – Voice and Diction (3)
THEA 2285** – Practicum (8)
THEA 2351 – Acting II (3)
MUSI 1100* – Music Fundamentals or MUSI 1101* (3)
MUSI 1105*/1106* OR 3105/3106 – Applied Voice (8 hr. minimum)
MUSI 1107*/1108* – Choral Ensemble (4)
MUSI 2239 – Basics of Singing (3)
MUTH 2100/2101 – Dance for the Musical Stage (4)
MUTH 3200 – Musical Theatre Performance I (3)
MUTH 3201 – Musical Theatre Performance II (3)
MUTH 4352 – History of Musical Theatre (3)
THEA/MUSI or Approved 3000+ Electives (14)

*May be used to fulfill the requirements of CORE Fine Arts elective.
** THEA 2285 Practicum is taken every semester for 0-2 credits.
‡CORE Humanities Exploration options.

Total: 120 semester hours

REQUIREMENTS FOR A MINOR IN MUSIC

To obtain a minor in Music, students must complete the following courses:

MUSI 1100 and 1101	Music Fundamentals & Theory 1	6 hours
MUSI 1113	Ear Training 1	2 hours
MUSI 1110	Literature & Language of Music	3 hours
MUSI 1103	Piano 1	2 hours
MUSI 3301 (or MUSI 3302)	Music History 1 (or 2)	3 hours
Music Electives		3 hours
Total: 19 semester hours		

COURSE DESCRIPTIONS (MUSI/MUTH)

MUSI 0999 Music Seminar. (0) Fall and Spring

A weekly seminar/recital hour featuring student performances, master classes, and presentations by guest artists.

***MUSI 1100 Music Fundamentals. (3)** Fall

Provides an introduction to elementary music theory, including scales, key signatures, staff notation, clefs, rhythm, meter, intervals, triad types, seventh-chord types and general music terminology.

***MUSI 1101 Theory 1. (3)** Spring

This course focuses on Diatonic Harmony and is designed to provide the student with the basics of music theory, including scales, key signatures, intervals, triads, beginning voice leading, harmony, figured bass, basic reductive and hierarchic graphing techniques. Some lab time will be devoted to Internet music resources and notation using FINALE. Other topics will include basic MAC computer skills, especially as they pertain to music theory and CAI in music theory. Must be taken with MUSI 1113.

Prerequisite: MUSI 1100 or passing score on Theory Placement Exam

MUSI 1102 Theory 2. (3) Fall

Continuation of MUSI 1101. This course focuses on Chromatic Harmony and Form and is designed to provide the student experience with intermediate-level music theory topics, including: phrase structure, non-chord tones, voice leading, harmony, figured bass, modulations, and form (binary, ternary, variations, etc.). Some lab time will be devoted to Internet music resources and notation using FINALE. Other topics will include basic MAC computer skills, especially as they pertain to music theory and CAI in music theory.

Prerequisite: MUSI 1101

MUSI 1103 Piano 1. (2) Fall

Beginning instruction in piano for music majors with no previous keyboard training. Development of basic reading skills. Open to non-majors with the approval of the instructor.

MUSI 1104 Piano 2. (2) Spring

Continuation of Piano 1 with additional emphasis on sight-reading.

Prerequisite: MUSI 1103 or permission of instructor.

***MUSI 1105-1106 Applied Lessons. (1)** Fall and Spring

Individual instruction in the student's choice of instrument or voice to develop technical proficiency, repertoire knowledge, and performance skills. May be repeated for credit.

Prerequisite: audition and authorization by the chair

Section A – Voice

Section B – Piano

Section C – Organ

Section D – Guitar (Classical and Contemporary)

Section E – Percussion

Section F – Brass/Woodwinds

Section G – Composition

Section H – Strings

***MUSI 1107-1108 Ensemble. (0-1)** Fall and Spring

Performance organization(s) providing ensemble experience. May be repeated for credit. Performance ensembles may include LaGrange College Chamber Singers, LaGrange College Women's Chorus, LaGrange Symphony Chorus, Percussion Ensemble, and Guitar Ensemble.

Prerequisite: Audition or permission of Instructor.

***MUSI 1109 Beginning Class Instruction. (1)** as needed

Through classroom instruction and performance practice, this course will develop the student's creative and performance talent, as well as develop basic skills in music reading. No previous training is required.

Note: Students choosing Guitar should provide their own instrument.

Section A: Guitar – topics covered include guitar chords and basic accompaniment patterns

Section B: Voice – introduction to basic vocal technique, vocal literature, diction, interpretation, and presentation

Section C: Percussion – introduction to basic percussion techniques, rhythm patterns, and percussion literature

Section D: Composition – emphasis on basic song writing and/or composition using entry level music technology

MUSI 1110 Literature and Language of Music. (3) Spring

This course will acquaint students with the appropriate language needed for a precise discussion of music and the literature that corresponds to musical evolution since notation developed. The course will also have a strong listening component, thereby encouraging more discriminate listening.

***MUSI 1112 Music Survey. (3)** as needed

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

MUSI 1113 Ear Training 1. (2) Spring

This course is designed to provide the student with basic sight singing and listening skills. Some lab time will be devoted to Internet music resources and notation using FINALE. Other topics will include basic MAC computer skills, especially as they pertain to music theory and CAI in music theory and ear training.

Prerequisite: MUSI 1100 or passing score on Theory Placement Exam

MUSI 1114 Ear Training 2. (2) Fall

Continuation of MUSI 1113.

Prerequisite: MUSI 1113

MUSI 1211 Composition Seminar. (1) Fall and Spring

A weekly seminar hour for the presentation, discussion and critique of compositional and creative student works in progress. Guest lectures and topical presentations will also occur throughout the semester.

MUSI 2201 Theory 3. (3) Spring

Continuation of MUSI 1102. This course focuses on Form and 20th Century Techniques and is designed to provide the student with more advanced knowledge of music theory, including modulations, form (Sonata, Rondo, Concerto, etc.), introduction to pitch-class set theory, introduction to 12-Tone theory, and more recent musical trends. Some lab time will be devoted to Internet music resources and

notation using FINALE. Other topics will include basic MAC computer skills, especially as they pertain to music theory and CAI in music theory.

Prerequisite: MUSI 1102

MUSI 2213 Ear Training 3. (2) Spring

Continuation of MUSI 1114. This course is designed to provide the student with a more advanced knowledge, sight singing, and listening skills. Some lab time will be devoted to internet music resources and notation using FINALE. Other topics will include basic MAC computer skills, especially as they pertain to music theory and CAI in music theory and ear training.

Prerequisite: MUSI 1114

MUSI 2239 Basics of Singing (3) as needed

Topics covered include: basic vocal technique, vocal anatomy, breath management, maintaining vocal health, vocal registers, theatrics of singing, and basic score reading.

MUSI 2240 Diction for Singers (3) as needed

This course trains students in the use of the International Phonetic Alphabet to pronounce foreign language art songs and arias. Emphasis is on IPA symbols applied to English, Italian, German, and French.

MUSI 2310 Orchestration. (3) as needed

Techniques of scoring for string, brass, woodwind, percussion instruments, and MIDI instruments.

Prerequisites: MUSI 1102 and MUSI 1114

MUSI 2390 Audio Engineering. (3) Fall

Classroom instruction in digital and analog audio engineering. Recording console operation, microphone placement and usage, mixing, tape based and hard disc recording, mastering, CD burning and troubleshooting.

MUSI 3105 – 3106 Applied Lessons. (2) Fall and Spring

This course is a continuation of private instruction begun in MUSI 1105-1106 and may be repeated for credit. In most cases, the student will be majoring in this instrument (or area).

Prerequisite: Audition and authorization by the Program Coordinator.

Section A – Voice

Section B – Piano

Section C – Organ

Section D – Guitar (Classical and Contemporary)

Section E – Percussion

Section F – Brass/Woodwinds

Section G – Composition

Section H – Strings

MUSI 3210 Advanced Composition Seminar. (1) Fall and Spring

Advanced compositional study of large-scale forms and genres. Assigned and student-initiated composition projects that include brass quintet, string quartet, art song, mixed-voiced choir, and chamber orchestra. Students may also compose works that use live or pre-recorded elements and/or techniques, music for video or short film, or other nontraditional means. All completed compositions that meet the required criteria for these listed performing groups will be rehearsed and recorded.

‡MUSI 3301 Music History 1. (3) Fall

The study of the western classical tradition, from earliest antiquity through Haydn and Mozart. Course will emphasize historical analysis and criticism, aural identification, and research.

‡MUSI 3302 Music History 2. (3) Spring

Music of the Classical, Romantic, and Modern eras, beginning with Beethoven. Course will emphasize historical analysis and criticism, aural identification, and research.

MUSI 3311 Counterpoint and Chorale. (3) Spring

This course will cover the writing and analysis of Species Counterpoint in both 16th and 18th century styles. Units will address problems unique to two-, three-, and four-voiced textures. Chorale style units will cover writing in a 4-voice (SATB) style, the realization of a figured bass into a 4-voiced texture, and analysis of Bach's Chorale style.

MUSI 3331 Christian Hymnody. (3) as needed

A survey of Christian hymnody in the English-speaking world from its roots in the early Christian Church to present day practices in worship. The study of selected hymns and hymn writers associated with a number of different Christian traditions will be included.

MUSI 3352 Jazz Theory and Popular Practice. (2) as needed

Theoretical foundations of the Jazz tradition, and consideration of related contemporary style: blues, fusion, rock, gospel, and current popular idioms. Aural skills emphasized, with keyboard harmony studies oriented to realizing technical comprehension of the material.

Prerequisite: MUSI 2201

MUSI 3366 Basics of Conducting. (3) Fall or Spring

Conducting techniques, score reading, rehearsal techniques for choral and/or instrumental ensembles.

Prerequisite: MUSI 2201

MUSI 3369 New Media. (3) Fall

Advanced DAW operations for use in soundtrack development and manipulation, music for various contemporary and commercial media, and hybrid Analog/Digital music applications. Introductory work with video editing, video effects processing, and video presentation.

Prerequisite: MUSI 2390

(Audio Engineering)

MUSI 3384 Junior Recital. (1) Fall or Spring

A public performance of the student's creative work or talent presented during the Junior year. Please consult the *Music Majors Handbook* for specific recital requirements.

Prerequisite: Approval of instructor

MUSI 4413 Business of Music Industry. (3) as needed

The study of basic issues pertaining to the music industry: music copyrights, music synchronization, musical mechanical licensing, standard music contracts, royalties, artists' advances and contracts, buyouts. Introduction to the major licensing organizations, i.e., ASCAP, BMI, SESAC, and the National Academy of Recording Arts & Sciences, the professional society of musicians.

MUSI 4460 Production Project. (3) Interim

A special projects course with hands-on participation and teamwork required. Each project is unique; specific content will be publicized in the semester preceding the course offering.

MUSI 4470 Internship. (1) Fall, Interim, Spring

A supervised, practical “real world” experience in a professional off-campus environment. *May be repeated for credit.*

MUSI 4480 Opera Experience. (3) as needed

The study of selected operas and operatic excerpts that may result in staged performances.

MUSI 4484 Senior Recital. (1) Fall and Spring

A public performance of the student’s creative work or talent presented during the senior year. Please consult the *Music Majors Handbook* for specific recital requirements.

Prerequisite: Approval of instructor

MUSI 4486 Special Topics. (3) as needed

Class instruction for musical topics of a highly specialized nature. The content of this course will change based upon the expertise of the instructor and the needs of the students. *May be repeated for credit.*

MUSI 4495 Independent Study. (3) as needed

Prerequisite: Approval of instructor

MUSI 4488 Capstone Presentation. (1) Fall and Spring

The capstone presentation is a senior-level exploration of a faculty-approved music topic.

MUTH 2100/2101 Dance for the Musical Stage I-IV (0 – 1)

Introductory and Advanced jazz, tap, ballet & musical theatre dance including contemporary Musical Theatre (1950s, 60s & 70s, 80s and 90s) genres of Broadway. *May be repeated for credit.*

MUTH 3200 Musical Theatre Performance I (3)

A study of musical theatre performance techniques including song and text analysis and practical performance experience in the preparation of a music theatre repertory for performance.

Prerequisite: Consent of Instructor

MUTH 3201 Musical Theatre Performance II (3)

A continuation of MUTH 3200 with focus on advanced musical theatre selections and performances.

MUTH 4352 History of Musical Theatre I (3)

Intense study of musical theatre genres, composers, lyricists, performers, directors and choreographers and their contributions to this musical form in America from 1750 to the present. Includes consideration of how musical theatre developed and reflected the cultural, social and political landscape of its time.

***Denotes MUSI courses that satisfy the Fine Arts requirement in the Core Curriculum.**

‡Denotes MUSI courses that may substitute for a CORE Humanities course in the Core Curriculum.

NURSING

MISSION AND PURPOSE

The LaGrange College Nursing program provides a program of study that focusses on innovative learning, critical insight, and diversity. The nursing program is part of a caring community that emphasizes service learning to the local and global community.

Through this program of study, students will develop knowledge, skills, and attitudes that reflect responsible decision-making, communication, and nursing excellence. The Lagrange College Nursing program challenges the student to think critically, perform creatively, ethically, and with integrity and humility.

The Bachelor of Science in Nursing (BSN) curriculum consists of two plans of study. The basic program prepares graduates for entry into professional nursing practice and confers eligibility for initial licensure as a registered professional nurse (RN). A degree-completion option is designed for licensed RNs who wish to earn the BSN degree.

The BSN program is approved by the Georgia Board of Nursing and is accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326; Marsal Stoll, EdD, Chief Executive Officer; 404-975-5000, mstoll@acenursing.org.

The 122- semester hour BSN degree is based on a strong liberal arts foundation, national standards that include the AACN-BSN Essentials, the Quality and Safety Education for Nurses competencies (QSEN) and the Institute of Medicine (IOM) competencies for nursing. The curriculum is based on nine essential concepts: Patient-centered care, Teamwork and Collaboration, Evidenced-based practice, Quality Improvement, Safety, Informatics, Professionalism, Leadership, and Communication.

PROGRAM CONCEPTS AND STUDENT OUTCOMES

Program Concepts	Level 1 Student Outcomes	Level 2 Student Outcomes
Patient-centered care	Recognize that the practice of nursing is patient-centered, caring, culturally sensitive and based on the physiological, psychosocial and spiritual needs of patients.	Recognize that the practice of nursing is patient-centered, caring, culturally sensitive and based on the physiological, psychosocial and spiritual needs of patients.
Teamwork and Collaboration	Participate as a member of the interprofessional health care team in the provision of patient-centered care.	Collaborate with members of the interprofessional health care team to promote continuity of patient care and achievement of optimal outcomes.
Evidence based practice	Identify current evidence from scientific and other credible sources as a basis for nursing practice and clinical decision making.	Integrate use of current evidence, expert opinion, and clinical expertise as the basis for nursing practice and clinical judgment.

Safety	Practice safe and competent nursing care by identifying and minimizing safety risks.	Practice safe and competent nursing care by identifying and minimizing safety risks.
Informatics	Use information and patient care technology to support decision-making and mitigate error.	Use informatics and patient care technology to communicate information, manage care, mitigate error and support clinical judgments when providing patient care.
Professionalism	Practice nursing in a civil, professional, ethical, and legal manner while ensuring mutual respect in the delivery of optimal patient care.	Assimilate integrity and accountability into practices that uphold established regulatory, legal and ethical principles while providing optimal patient care.
Leadership	Use the leadership skills of time management, organization and priority setting when providing safe, quality patient care.	Integrate leadership and management skills into care when directing and influencing the behavior of individuals and/or groups to meet desired patient-related outcomes.
Communication	Use verbal and nonverbal communication that promotes an effective exchange of information, development of therapeutic relationships, and patient satisfaction.	Evaluate verbal and nonverbal communication that promotes an effective exchange of information, shared decision making, patient satisfaction, and achievement of optimal patient outcomes.

ADMISSION TO THE BSN PROGRAM

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

A completed Application for Admission to Nursing. An application form is available from the College Admissions office and in the office of the Department of Nursing.

Completion of a sufficient number of credits in Common Core and other required courses to permit an uninterrupted progression in the nursing major.

All applicants will be administered the Assessment Technologies Institute (ATI) Test of Essential Skills (TEAS) as part of the screening process for admission. The TEAS is an exam of academic preparedness that covers Reading, Math, Science and English Language Usage.

A grade of C or higher is required in Anatomy and Physiology, Microbiology, Introduction to Psychology, Human Growth and Development and the English Composition courses. A student is allowed one attempt to repeat one of these courses. A subsequent failure in this course or any other of these prerequisite courses will render the student ineligible to enter the nursing program. A limit of five years applies to completion of Anatomy and Physiology, and Microbiology courses.

A cumulative overall GPA of 2.5 or higher is required at the time of entry into the nursing program, including all courses completed or attempted at any institution.

An interview with a member of the nursing faculty will be required. Acceptance into the LaGrange College Nursing Program is based upon an Admission Score that ranks applicants based on GPA, TEAS Score, grades in science courses, English and psychological science with preference given to those who have been at LaGrange College since they were first year students.

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

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

ADMISSION TO THE BSN COMPLETION OPTION

The BSN Completion Option is open to Registered Nurses who have graduated from an Associate Degree or Diploma program in Nursing and who hold a valid license to practice as a Registered Nurse. Current Georgia RN licensure is required prior to entering a clinical nursing course.

In addition to RN licensure, the general admission requirements above apply to RN applicants, with the following exceptions:

- RN students who enter the nursing sequence on a full-time basis must have completed all Common Core requirements and all required non-nursing courses through the junior level.
- No time limit applies to the completion of anatomy, physiology, or microbiology courses.
- Thirty-six (36) previously earned Associate or Diploma nursing semester credits may be accepted toward the BSN degree, subject to the terms of the Georgia RN-BSN Articulation Agreement (the complete Agreement is available in the office of the Department of Nursing). These 36 semester credit hours represent previously completed nursing courses in Adult Health, Child Health, Maternal Health, and Mental Health and are not intended to equal the actual number of previously earned nursing credits.
- Twenty-five (25) additional nursing course credits must be earned at the upper division level (3000 and 4000 courses). Up to 9 of these credits may be earned through challenge examinations on a one-attempt basis. A minimum of one year of nursing practice experience is required for eligibility for challenge examinations.

MATRICULATION REQUIREMENTS

- An accepted student must possess a level of physical and emotional health sufficient to enable him/her to meet nursing program requirements and the standards of professional nursing practice.
- Prior to beginning the first clinical nursing course, a medical examination is required which documents the student's level of health and immunization including current documentation of the Hepatitis B series and TB skin test.
- Students are required to provide a current 11 panel urine drug screen and a criminal background check after acceptance. (Drug Screen Criteria to include: Marijuana, Cocaine, Amphetamines, Opiates, Oxycodone, Phencyclidine (PCP), Barbiturates, Benzodiazepine, Methadone, Propoxyphene, and Methaqualone)
- Professional liability insurance (purchased on a group basis through the College) and basic cardiopulmonary resuscitation (CPR) for healthcare professionals certification is required prior to beginning the first nursing course and must be continued throughout all clinical nursing courses.

IN ADDITION TO COMPLETING THE CORE CURRICULUM REQUIREMENTS, STUDENTS PURSUING A MAJOR IN NURSING MUST COMPLETE THE FOLLOWING MAJOR PROGRAM REQUIREMENTS:

CURRICULUM

Nursing courses are offered in a 4-1-4 semester sequence during the junior and senior years of study. The total BSN curriculum can be completed in four academic years (8 semesters) and includes 46 credit hours in the Common Core, 16 credit hours in other required and elective courses, and 60 credit hours in nursing courses. Included in these hours are two electives and one required interim course which compose 9 hours of required interim hours. Selected courses required for the BSN degree may fulfill certain Common Core Requirements; these and other required non-nursing courses are:

BIOL 2148 and BIOL 2149	Human Anatomy and Physiology*
MATH 1101	College Algebra*
PSYC 1101	Introduction to Psychology*
PSYC 3302	Human Growth and Development*
ENGL 1101, 1102	Rhetoric and Composition*
BIOL 3320	Microbiology *

**These courses must be completed prior to entering the nursing courses.*

Junior Year

Fall:

NURS 3305	Nutrition and Health (may be completed in advance)
NURS 3310	Nursing Care: A Focus on Aging
NURS 3311	Health Assessment
NURS 3312	Foundations of Nursing Practice
NURS 3400	Mental Behavioral Health Nursing

Interim:

NURS 3321	Introduction to Pharmacotherapeutics
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Spring:

NURS 3331	Pharmacology in Nursing
NURS 3330	Nursing Care of Childbearing and Childrearing Families
NURS 3350	Medical Surgical Nursing I

Senior Year**Fall:**

NURS 4430	Medical Surgical Nursing II
NURS 4431	Research in Nursing
NURS 4440	Nursing Care: A Community Focus

Spring:

NURS 4432	Senior Capstone in Nursing
NURS 4433	Medical Surgical Nursing III
NURS 4450	Leadership

PROGRESSION

1. A grade of C (75%) or higher is required for successful completion of all nursing courses. Course syllabi and the BSN Student Handbook detail requirements for achieving a passing grade of C or better. A grade of D, F, or WF is a failing grade.
2. A minimum cumulative GPA of 2.0 must be maintained throughout the period of enrollment in nursing courses. A nursing major whose GPA falls below 2.0 will be placed on program probation and has one semester in which to raise the GPA to 2.0 or higher. Failure to achieve a 2.0 in one semester will result in withdrawal from the nursing program. A 2.0 GPA is required for entrance into senior level courses.
3. Students earning a D or F in any nursing course may repeat the course one time. The course may be repeated, and if the student passes, he/she is eligible to continue the nursing program. However, any other failure in that or any other nursing course will result in dismissal from the program.
4. All Common Core and other required non-nursing courses, with the exception of American Experience, and an interim elective must be completed prior to beginning the senior level nursing courses.
5. Students who fail a course in the first semester of the program must compete for readmission with the next year's applicant pool.
6. Any student who fails clinically will not be allowed to continue in the nursing program.
7. Students must successfully complete all Junior-level clinical courses before proceeding to Senior-level clinical courses.
8. The faculty of the Nursing program reserve the right to dismiss at any time a student whose health, conduct (academic dishonesty, professional conduct), general attitude, clinical performance, or scholastic standing make it inadvisable to retain the student in the program. Students are expected to display qualities that are desirable in professional persons.

PROGRESSION IN BSN COMPLETION OPTION

In addition to the guidelines above, the following policies apply to progression in the BSN Completion Option:

- A valid Georgia RN license must be maintained throughout enrollment in clinical nursing courses.
- Credit for NURS 3331 (Pharmacology) and NURS 3305 (Nutrition) may be earned through successful completion of standardized examination. Should a passing score not be achieved on the first attempt the student is required to complete the course.
- All previously earned ADN or Diploma nursing credits will be placed in escrow when the RN student enters the nursing program. Upon satisfactory completion of 6 credit hours of BSN nursing courses, the escrowed credits will be transferred to the student's permanent academic record. Should the RN student not be successful in the initial 6 hours of nursing courses, the previously earned nursing credits will not be applied toward the BSN degree.

ASSESSMENT OF LEARNING OBJECTIVES IN THE MAJOR

In order for students and faculty to monitor learning progress and to provide for evaluation of the educational program, periodic assessment measures are used. All assessments are program, course, or College requirements. Students are provided information as to the scheduling and cost of each assessment.

- Senior Institutional Assessment. Prior to graduation, students are required to complete a senior institutional assessment that measures students' creative, critical, and communicative abilities. This assessment is designed to determine the extent to which students have achieved the objectives of the College curriculum.
- Standardized Exams. ATI achievement exams are administered at intervals throughout the nursing program. These tests are required within selected nursing courses.
- Assessment in the Major. Standardized testing through Assessment Technologies Institute (ATI) with course specific tests will be used in each course as a percentage of the course grade. Those students scoring below Level II for each test will be required to remediate using ATI study materials. The RN Comprehensive Predictor Exam will be used in the last semester as a predictor of NCLEX readiness. RN students complete an essay-type Exit examination.

COURSE DESCRIPTIONS GENERIC PROGRAM

Course credit hours and corresponding clock hours are shown in parentheses. One class clock hour/week equals one credit hour; three laboratory or practice clock hours/week equal one credit hour.

NURS 3305 Nutrition and Health. (2) Summer, Fall (On-Line course)

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

Prerequisite: None

**NURS 3310 A Focus on Aging. (1) Fall
(1 hr. class per week)**

This course provides an introduction to the care of older adults while focusing on their unique physiological and psychosocial needs. Emphasis is placed on promoting healthy aging and retaining functional ability within a home or residential environment. Common health alterations of the older adult as well as safety and end-of-life care are introduced.

Prerequisite: Admission to BSN program.

Corequisites: NURS 3311, NURS 3400, NURS 3312, NURS 3305

**NURS 3311 Health Assessment (4) Fall
(3 hr. class, 3 hrs. lab per week)**

This course provides the framework for preparing students to perform comprehensive health assessments on patients. Emphasis is placed on taking a thorough nursing history, performing physiological, psychological, sociological, cultural, and spiritual assessments, as well as identification of stressors and health risks. Laboratory experiences provide an opportunity to practice assessment skills.

Prerequisite: RN status or admission to the BSN program

Corequisites: NURS 3310, NURS 3400, NURS 3312, NURS 3305

**NURS 3312 Foundations of Nursing Practice. (4) Fall
(3 hrs. class 3 hrs. lab/clinical per week)**

This course provides an introduction to the professional roles of the nurse in micro- and macrosystems, as well as profession-related and patient care concepts. The nursing process provides a decision-making framework to assist students in developing effective clinical judgment skills. Emphasis is placed on the knowledge and skills needed to provide safe, quality care while developing in the role of a professional nurse. The student is given an opportunity to demonstrate these skills in a clinical laboratory setting.

Prerequisite: Admission to BSN program.

Corequisites: NURS 3305, NURS 3310, NURS 3311, NURS 3400

NURS 3321 Introduction to Pharmacotherapeutics (3) Interim

This course provides an introduction to the pharmacologic concepts and skills essential for nursing practice including the basic science of drugs, dosage calculations, and medication administration techniques. It also introduces the nursing process as it relates to drug therapy.

Prerequisite: NURS 3311, NURS 3310, NURS 3312, NURS 3400

**NURS 3330 Nursing Care of Childbearing and Childrearing Families
(4 hrs. class, 6hrs. lab/clinical per week) (6) Spring**

This course provides an integrative, family-centered approach to the care of mothers, newborns, and children. Emphasis is placed on normal and high risk pregnancies, normal growth and development, family dynamics, common pediatric disorders and the promotion of healthy behaviors in patients. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe patient care to mothers, newborns, and children in selected settings.

Prerequisites: NURS 3310, NURS 3311, NURS 3312, NURS 3400, NURS 3321

Corequisites: NURS 3331, NURS 3350

**NURS 3331 Pharmacology in Nursing. (4) Spring
(4 hrs. class per week)**

This course provides an introduction to the principles of pharmacology, including: pharmacokinetics, pharmacodynamics, medication interactions and potential adverse medication reactions. Emphasis is placed on drug classifications and nursing care related to the safe administration of medication to patients across the life span

Prerequisite: NURS 3310, NURS 3311, NURS 3312, NURS 3400, NURS 3321

Corequisites: NURS 3330, 3350

**NURS 3350 Medical Surgical Nursing I (5) Spring
(3 hrs. class, 6 hrs. lab/clinical per week)**

This course focuses on the care of adult patients with health alterations that require medical and/or surgical intervention. Emphasis is placed on the care of patients with alterations in selected body functions. Concepts of patient centered care, cultural sensitivity, informatics, safe practice, and professionalism are integrated throughout the course. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe patient care to adults in a variety of settings.

Prerequisite: NURS 3310, NURS 3311, NURS 3312, NURS 3400, NURS 3321

Corequisites: NURS 3331, NURS 3330

NURS 3400 Mental Behavioral Health Nursing (4) Fall

This course focuses on the care of patients across the lifespan experiencing cognitive, mental and behavioral disorders. Emphasis is placed on management of patients facing physical, sociocultural, intellectual, spiritual, and emotional and psychological stressors as well as promoting and maintaining the mental health of individuals and families. Concepts of crisis intervention, therapeutic communication, anger management, and coping skills are integrated throughout the course. The community as a site for care and support services is addressed. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe patient care to patients in selected mental health settings.

Prerequisites: Admission to BSN Program

Corequisites: NURS 3310, NURS 3311, NURS 3312, NURS 3305

**NURS 4430 Medical Surgical Nursing II (7) Fall
(3 hrs. class, 12 hrs. lab/clinical per week)**

This course focuses on the care of adult patients with complex medical/surgical health problems. Emphasis is placed on helping patients and their families cope with alterations in body functions. Concepts of pharmacology, health promotion and education, evidence based practice, and

interdisciplinary collaboration will be integrated throughout the course. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe care to patients and selected groups in a variety of settings.

Prerequisites: All junior level nursing courses

Corequisites: NURS 4431, NURS 4440

**NURS 4431 Research in Nursing. (3) Fall
(3 hrs. class per week)**

This course is designed to assist students in developing a sense of inquiry as well as an increased understanding of research strategies. The course will introduce students to the research process with exploration of research designs, sampling strategies, and data analysis methods. Evaluation of research findings and use of nursing research as the basis for evidence-based practice will be emphasized.

Prerequisites: All junior level nursing courses

**NURS 4432 Senior Capstone/NCLEX Synthesis (3) Spring
(3 hrs. class per week)**

A seminar to assist students in synthesizing learning related to the roles and practices of professional nurses, exploring the health care system and the legal-ethical, sociopolitical, cultural, and professional issues influencing contemporary nursing. A research project is completed and presented from a proposal developed in NURS 4431.

Prerequisites: All Junior-Level Nursing & Senior Fall Courses

Corequisites: NURS 4450, NURS 4460

**NURS 4433 Medical Surgical Nursing III (4) Spring
(4 hrs. class per week)**

This course focuses on advanced concepts of nursing care as they relate to patients across the lifespan with complex, multisystem alterations in health. Emphasis is placed on implementing time management and organizational skills while managing the care of patients with multiple needs and collaborating with the interdisciplinary team. Complex clinical skills, as well as priority setting, clinical judgment, and tenets of legal and ethical practice, are integrated throughout the course.

Prerequisites: All Junior level courses; NURS 4430, NURS 4431, NURS 4440

Corequisites: NURS 4432, NURS 4450

**NURS 4440 Nursing Care: A Community Focus. (4) Fall
(3 hrs. class, 3 hrs. lab/clinical per week)**

This course is intended to introduce students to nursing care of individuals, families, aggregates, communities, and populations. Principles and practices of community health are discussed. Emphasis is placed on assessing factors that influence the health of populations and the use of evidence-based practices in the delivery of spiritually and culturally appropriate health promotion and disease prevention interventions. The role of the nurse as advocate for social justice is explored.

Prerequisites: All Junior-level Nursing courses

Corequisites: NURS 4430, NURS 4431

**NURS 4450 Leadership (6) Spring
(2 hrs. class per week, 180 total hours of clinical practice per student)**

This course focuses on the knowledge and skills needed to be a nursing leader who can function as a contributing member of the interprofessional team. The development of transformational leadership

skills and management techniques needed to coordinate the provision of safe, quality patient patient-centered care are highlighted. Emphasis is placed on professional behaviors, communication that supports information exchange, collaboration and conflict mediation, ethical comportment and establishment and provision of evidenced based practice. Students will develop the skills of delegation and conflict management. Legal and ethical issues are discussed with a focus on personal accountability and responsibility. Students will be given the opportunity to work one-on-one with a professional nurse in their preceptorship to provide care for a caseload of patients where they can demonstrate professional behaviors, communication skills, collaboration with healthcare team members and ability to use conflict mediation skills and ethical comportment.

Prerequisites: All Junior-Level Nursing Courses and NURS 4430, NURS 4440, NURS 4431

Corequisites: NURS 4432, NURS 4433

NURS 4495 Independent Study in Nursing. (Variable) On demand

For students meeting requirements, the opportunity to pursue special interests beyond those in the formal course of study.

Prerequisite: Completion of 2/3 nursing major courses, 3.0 GPA, and permission.

RN-BSN COURSE DESCRIPTIONS

NURS 3411 Health Assessment for RNs (4)

This course provides the practicing nurse with theory and skills needed to successfully conduct a comprehensive health history and cephalocaudal assessment on persons throughout the lifespan, with emphasis on building knowledge and skill in data acquisition.

NURS 3413 Transition to Professional Nursing (3)

A course focusing on the transition from technical to professional nursing. It addresses the scope and standards of professional nursing practice, the theoretical basis of practice, the ethical and legal components of practice, information management and application of patient care technology, and inter professional communication and collaboration for improving patient health outcomes.

NURS 3440 Theories and Policy Perspective (3)

A course designed to enhance knowledge of the relationship between health care policy and professional nursing. This course will explore the broader context of health care including how patient care services are organized and financed, and how reimbursement is structured. Regulatory agencies define boundaries of nursing practice and students need to understand the scope and role of these agencies. There will be discussion how health care issues are identified, how health care policy is both developed and changed, and how that process can be influenced through the efforts of nurses, other health care professionals, and lay and special advocacy groups. Students are introduced to nursing theorists and their theories of nursing with an emphasis on developing an understanding of how it is used in evidence-based practice.

NURS 3432 Evidenced Based Practice/Research (3)

A course that focuses on professional nursing practice that is grounded in the translation of current evidence into practice. It is designed to assist students in developing a sense of inquiry, including the research process, designs, sampling strategies, data and analysis methods, protection of human subjects and patients, and the dissemination of nursing knowledge to improve patient outcomes.

Interim Course Students have the opportunity to take a course offered during the interim period, but Nursing will be offering the following on-line course.

NURS 4405 Complementary and Alternative Medicine and Therapy (3)

This course explores complementary and alternative therapies that are a group of health care systems, practices, and products that are not commonly considered part of conventional medicine. These may be used in conjunction with or in place of conventional medicine practices. Some therapies that will be examined are aromatherapy, herbs, massage, joint manipulation, Reiki, reflexology, Rolfing, special diets, meditation, acupuncture, biofeedback, and bioelectromagnetics.

NURS 4431 Pharmacology (4)

The purpose of this course is to examine pharmacotherapeutic agents used in the treatment of illness and the promotion, maintenance and restoration of wellness in diverse individuals across the lifespan. It focuses on drug classification, concepts and principles of pharmacology with special consideration for the nursing role in developing a comprehensive approach to the clinical application of drug therapy through the use of the nursing process. Nursing implications relative to the utilization of drug therapy are examined. Safety and legal implications of drug administration are discussed.

** This course may be challenged by exam*

NURS 4441 Community Health (4)

A course directed toward the nursing care of aggregate systems within a community. Topics include community health nursing roles and basic concepts of community health. Addresses the implementation of population-focused care through the nursing process, collaboration, and interdisciplinary skills. Includes the importance of health promotion, along with disease and injury prevention, throughout the lifespan and the assistance of individuals, families, groups, communities, and populations to prepare for and minimize consequences of emergencies, including mass casualty disasters, infectious and communicable disease, and bioterrorism.

The course includes a practicum where the student integrates concepts from theory within a health care environment. Theory and practicum are designed to build on the student's professional experience and to prepare them for population-focused practice in community public health settings where they can meet the health needs of the community. The practicum is overseen by the instructor and developed and designed in collaboration with the student.

NURS 4460 Leadership in Nursing (5)

Focuses on nursing leadership including developing and refining knowledge, skills, and attitudes in working within organizational and community arenas. Also focuses on the actual provision of care and/or supervising care provided by other licensed and non-licensed assistive personnel. Examines nursing leadership and management through use of a systems approach with a focus on quality and safety of client care. Discusses leadership models, behavior, and strategic planning at various organizational levels. Focus is on use of outcome data to evaluate nursing care delivery systems and propose quality improvement initiatives, consider enduring practice issues, social justice/diversity issues, as well as, address personal/professional development.

Leadership and management roles assumed in clinical practice and increasing autonomy in patient care are guided through preceptorial experiences.

NURS 4461 Capstone: Global Health Care Issues, Trends, and Informatics (3)

This course provides an introduction to the concepts and issues related to global health promotion. Special consideration will be given to infectious and communicable diseases, environmental issues, nutrition, and vulnerable populations. International health organizations and governmental policy will also be analyzed. Informatics in healthcare will cover the design, development, implementation, and support of computer-based information systems. With innovations in healthcare technology, unique opportunities and challenges for the end-user will be considered and carefully addressed. This course will provide students with a thorough understanding of confidentiality issues surrounding information management. Additionally, participants will gain an understanding of the impact information management systems have on the healthcare team, delivery of care, efficiency and productivity, patient safety, and health outcomes.

PHYSICS

INTRODUCTION

Why study physics? Physics is crucial to understanding the world around us, the world inside us, and the world beyond us. It is the most basic and fundamental science. Physics encompasses the study of the universe, from the largest galaxies to the smallest subatomic particles. Physics challenges our imaginations and leads to great discoveries that change our lives. The computer that you are using and the laser that reads your CDs were developed as a result of basic physics research. Are you curious about how the world works?

The Physics curriculum at LaGrange College serves two (2) basic purposes:

- an introduction to the physical sciences, oriented towards transforming critical thinking by developing problem solving, analytical reasoning skills, and data collection and analysis skills suitable for the Core requirements of the College;
- courses that support programs in mathematics, chemistry, biology, computer science, dual-degree in engineering, education, and preparation for health professional schools, including medicine, dentistry, veterinary science, pharmacy, and physical therapy.

REQUIREMENTS FOR THE MINOR CONCENTRATION IN PHYSICS

A minor in Physics requires at least 15 semester hours, with at least a C average. The required courses include

PHYS 2121 and 2122 General Physics I and II 8 semester hours

PHYS 3201 Introduction to Modern Physics 4 semester hours

PHYS 3302 Introduction to Quantum Mechanics 3 semester hours

Prerequisites and co-requisites include

MATH 2222 Analytic Geometry and Calculus II 4 semester hours

MATH 2223 Analytic Geometry and Calculus III 4 semester hours

COURSE DESCRIPTIONS (PHYS)

PHYS 1101 Introductory Physics I. (3 hrs. lec., 3 hrs. lab per week) (4) Fall

A non-calculus-based introduction to elementary kinematics, dynamics, energy, momentum, fluids, and thermodynamics. Physics is a science of measurement, testing, and experimentation—inquiry-based laboratories make Physics come to life!

Prerequisite: MATH 2105

PHYS 1102 Introductory Physics II. (3 hrs. lec., 3 hrs. lab per week) (4) Spring

A continuation of PHYS 1101 and an introduction to sound and waves, electric and magnetic fields, electric circuits, light and optics, and nuclear physics. Physics is a science of measurement, testing, and experimentation—inquiry-based laboratories make Physics come to life!

Prerequisite: PHYS 1101

PHYS 2121 General Physics I. (3 hrs. lec., 3 hrs. lab per week) (4) Fall

A calculus-based introduction to particle dynamics, energy and momentum conservation, rotational dynamics, fluid mechanics, thermodynamics, and kinetic theory of gases. Physics is a science of measurement, testing, and experimentation—inquiry-based laboratories make Physics come to life!

Prerequisite: MATH 2222

PHYS 2122 General Physics II. (3 hrs. lec., 3 hrs. lab per week) (4) Spring

A continuation of PHYS 2121, covering wave mechanics, electricity and magnetism, electric circuits, light and optics. Physics is a science of measurement, testing, and experimentation—inquiry-based laboratories make Physics come to life!

Prerequisite: PHYS 2121

PHYS 3201 Introduction to Modern Physics. (3hrs. lec., 3 hrs. lab per week) (4) Fall

During the early twentieth century, two momentous theories were proposed: **the theory of relativity** and **the quantum theory**. This course introduces these theories and supporting experimental evidence, as well as many of the theories developed in the twentieth century. Topics to be studied include the Birth of Modern Physics, Special Relativity, Quantum Theory, Atomic Physics, General Relativity, and Cosmology. An undergraduate research project explores the quantum nature of matter and energy.

Prerequisite: PHYS 2122 with a grade of C or higher

Co-requisite: MATH 2223

PHYS 3302 Introduction to Quantum Mechanics. (3 hrs. lec.) (3) Spring (odd years)

A study of basic principles of quantum mechanics, including the origins of quantum mechanics, the Schrodinger Equation (one and three dimensional time-independent), angular momentum, and solution approximation methods (variational principle and perturbation theory). CHEM 3302 may be substituted for this course.

Prerequisites: MATH 2222, PHYS 3201

POLITICAL SCIENCE

INTRODUCTION

The Political Science program is designed to provide students with the knowledge and skills they need to become active, useful citizens in modern democratic polities. For students who concentrate in Political Science or who take only occasional courses, this means that the Political Science program develops capacity to understand political organizations and political processes, to analyze the forces affecting political decisions, and to form judgments about obligations and rights as a citizen. It also means that the Political Science program will provide the skills necessary to begin a career in business, public service, consulting, and other areas of private endeavor, or to continue education in graduate studies or law school.

LEARNING OBJECTIVES

Students majoring in Political Science at LaGrange College will acquire basic knowledge of these areas:

- the values, processes, institutions and global influences that affect collective decision-making and contemporary politics in the United States;
- the comparative analysis of the values, processes, institutions and global influences that affect collective decision-making and contemporary politics in other countries;
- the relations between and among states, especially those affecting international conflict and international cooperation;
- the ethical dimensions of public policy issues, political practices, and constitutional and legal questions.

Students majoring in Political Science at LaGrange College will also acquire the basic skills necessary to comprehend and perform modern political analysis. These include:

- the ability to analyze the foundations of and differences between normative, quantitative, and qualitative inquiry;
- knowledge of the basic elements of research design and methods in quantitative and qualitative studies of politics;
- knowledge of basic data management and analysis and of the use of computers in quantitative and qualitative studies of politics;
- the ability to convey findings in both written and oral presentations.

ASSESSMENT OF LEARNING OBJECTIVES

Assessment of the objectives of the program in Political Science is based on demonstration of mastery of the skills the program requires students to acquire. This demonstration is based to an assessment by the faculty of student performance in completing a research project for POLS 4430: Senior Seminar in Political Science or in completing a research project associated with their internship during a full semester term in the Capital Hill Internship Program. Evaluation of the projects is determined by instruments ranking students according to their proficiency in each required skill. In special circumstances, these requirements may be waived or altered by permission of the faculty of the program.

COURSE OF STUDY

The program in Political Science offers both a major and a minor course of study in Political Science.

In addition to completing the core curriculum requirements, students pursuing a major in Political

Science must complete the following major program requirements:

REQUIREMENTS FOR A MAJOR IN POLITICAL SCIENCE

Required sequence for the major program in Political Science (POLS):

Fifteen (15) semester hours, consisting of

POLS 1101 U.S. Government in Global Perspective

or

POLS 1102 Introduction to Political Science

POLS 2210 Comparative Politics in Global Perspective

POLS 2220 International Relations: States in the Global System

POLS 3300 Research Methods in Political Science

POLS 4430 Senior Seminar in Political Science

Students majoring in Political Science must also complete an additional 18 semester hours of elective courses chosen from among the three- and four-thousand-level courses listed for the program in this Bulletin (for a total of 33 semester hours).

At least one (1) of these additional elective courses must be in the field of American politics and public policy (POLS 3310, 3311, 3312, 3313, 3314, or 3315) and one (1) in the fields of international relations (POLS 3320, 3321, 3322, 3323) or comparative politics (POLS 3350, 3351, 3352, 3353).

Political Science internships (POLS 4400) can earn up to a full semester (12 hours) of credit toward graduation, but usually only three (3) hours will be credited toward completion of the major. This limit can be waived by the program's faculty under special circumstances. Completing the full semester program in the Capital Hill Internship Program can be substituted for the required completion of POLS 4430 with approval of the program's faculty. Completion of the Interim-term Capital Hill Internship Program earns elective credit (3 hours) only.

REQUIREMENTS FOR A MINOR IN POLITICAL SCIENCE

Required sequence for the minor program in Political Science (POLS):

Nine (9) semester hours, consisting of

POLS 1101 U.S. Government in Global Perspective

or

POLS 1102 Introduction to Political Science

POLS 2210 Comparative Politics in Global Perspective

POLS 2220 International Politics: States in the Global System

Students minoring in Political Science must also complete an additional six (6) semester hours of elective courses chosen from among the three- and four-thousand-level courses listed for the program in this Bulletin (for a total of 15 semester hours). In the minor course of study, political science internships cannot substitute for elective course credit.

SPECIAL OPPORTUNITIES

LaGrange College is a charter member of the United Methodist College Washington Consortium that sponsors the Capital Hill Internship Program (CHIP) in Washington, D.C., for students of political science and other disciplines. The program in Political Science also supervises a variety of internships in local and state government and in Georgia's legal community. Students interested in pursuing one of these

opportunities should consult with the program faculty. The program also includes service learning opportunities in several of its courses. Again, students should consult with program faculty concerning these courses prior to registration. Students may also earn credit for courses taken in conjunction with the European Union Certificate Program. See the entry for the program in this Bulletin for details.

COMBINED B.A. AND M.A.T. PROGRAM OF STUDY

Undergraduate students who meet the admission requirements for the Master of Arts in Teaching [M.A.T.] (passing GACE Basic Skills or a combined SAT score of more than 1000) and those who have a GPA of 3.0 or higher in their undergraduate studies are eligible to participate in a combined B.A. and M.A.T. program of study after the completion of 90 semester hours. Once accepted, candidates may take entering cohort graduate courses the Summer semester following their junior year of study. Upon gaining senior status, candidates may take one (1) three-credit graduate course during the Fall, Interim, and Spring semesters only if enrolled with twelve (12) undergraduate credits.

COURSE DESCRIPTIONS (POLS)

***Denotes POLS courses that may substitute for a CORE Humanities course in the Core Curriculum.**

POLS 1101 United States Government in Global Perspective. (3)

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

***POLS 1102 Introduction to Political Science. (3)**

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

***POLS 2210 Comparative Politics in Global Perspective. (3)**

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

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

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

POLS 2320 Seminar on Ecological Sustainability and Policy. (3)

A survey of sustainability as a political, economic and socio-cultural part of our lives. The course is divided into three (3) major segments. First, it assays how our lives are conducted and considers the ecological cycles and processes that make life possible. Second, it examines the ground solutions to the issue of a sustainable lifestyle and attempts to implement this goal. Finally, it surveys the arena of ecological politics in order to engage the issue of how can we achieve this as a society.

POLS 3300 Research Methods in Political Science. (3)

A study of basic social science research methods as applied in political science. Topics considered

include research design and data collection, measurement and causality, fitting models to data with various methods, graphic analysis, and the use of statistical software.

POLS 3310 State and Local Government. (3)

A study of state and local government in the United States. Topics considered include the political cultures and social environments of American states and communities, political processes in states and communities, the structure of state and local political institutions, and policy issues facing states and communities.

POLS 3311 Congress and the Presidency. (3)

A study of the institutional interactions of the executive and legislative branches of the United States government. Topics considered include the President and policymaking, Congress and policymaking, institutional constraints on executive and legislative policymaking, foreign policy, civil rights policy, economic policy and budgeting, and social welfare policy.

POLS 3312 Public Administration and Public Policy. (3)

An introduction to the study of public administration and public policy. Topics considered include theoretical approaches to the study of public administration; the historical and constitutional basis for public administration in the United States; the organization and management of public institutions; the social, political, and legal environments of public institutions; the role of political processes in public administration; the analysis and evaluation of public policy; and the ethical basis of public administration.

POLS 3313 American Judicial Institutions. (3)

A study of judicial institutions in the United States. Topics considered include the functions of legal and judicial institutions, the structure and powers of national and state court systems, the legal profession, judicial selection, judicial procedure, court administration, and policy formation by judicial institutions.

POLS 3314 American Constitutional Law: Institutions. (3)

An introduction to the study of constitutional law as it applies to government institutions in the United States. Topics considered include basic concepts of constitutional analysis, historical development of present legal institutions and regimes, judicial policy decisions in different areas of law, and the social, political, and economic factors affecting those decisions.

POLS 3315 American Constitutional Law: Civil Liberties and Civil Rights. (3)

An introduction to the constitutional liberties and rights accorded American citizens. Topics considered include basic concepts of constitutional analysis; historical development of present legal interpretations and regimes; judicial decisions in different areas of law; the social, political, and economic factors affecting those decisions; and their effect on governing in the United States.

POLS 3320 Analysis of Foreign Policy. (3)

An introduction to how structures, institutions, outside actors, and political culture produce American foreign policy. Topics covered include recent history of U.S. foreign relations; the roles played by both the President and the Congress; the roles, functions and structures of U.S. State Department, the Defense Department, intelligence agencies, and the National Security Council; the policy making process and the measurement of outcomes; roles played by the public, interest groups, and other actors. Current major foreign policy issues will be discussed and examined as case studies.

POLS 3321 International Political Economy. (3)

A study of international economics and trade through the analysis of the factors influencing past and present changes. Topics covered include current and past international finance systems and mechanisms of exchange; the role of the state and other actors; an examination of comparative advantage; various strategies states employ, such as import substitution or export promotion; the nature and impact of formal and informal barriers to trade; the GATT and WTO; the problems, failures, successes, and prospects of the international economic system; and its impact on domestic politics.

POLS 3322 International Organizations. (3)

A study of the current international system. Topics covered include the nature of “systems”; the recent history of global affairs and the evolution of the international system to its present state; selected theoretical analyses of international systems; the nature, roles, and functions of the various actors in the system; how advances in technology have fundamentally changed the world; and the evolving roles of both states and supranational institutions.

POLS 3323 International Conflict. (3)

A study of the conditions that produce war and peace in international relations. Topics considered include an examination of recent conflicts in the international system, theories concerning the potential sources and determinants of war (with an emphasis on the theory of realism and competing theories), and theories of war settlement and potential sources of future interstate tension.

POLS 3340

or **Themes in Political Philosophy. (3)**

PHIL 3420

An introduction to the basic ideas of political philosophy. Topics considered include the social and historical context of political theory; the development of major ideas in political philosophy; critical analysis of theoretical arguments; and the relation of political theory to contemporary politics.

POLS 3341 Modern Political Theory. (3)

An overview of liberalism, communism, and fascism, the three primary political ideologies that have shaped contemporary history.

POLS 3350 The Politics of Development. (3)

A comparative study of the political systems in developing countries. Topics considered include basic comparative political theory, modern history of developing societies, and an overview of theories explaining economic and political change in developing countries.

POLS 3351 States and Politics of Europe and the European Union(3)

A comparative study of the political systems of developed societies. Topics considered include basic comparative theory, modern history of developed societies, political systems of selected states, and the interaction of political and economic factors in developed societies. (This course can be taken for credit toward the European Union Certificate.)

POLS 3352
or **States and Politics in Latin America. (3)**
LAST 3210

A comparative study of political systems in Latin America. Topics considered include basic comparative political theory, modern history of Latin American societies, politics of selected Latin American states, and the interaction of economic and political factors in Latin America.

POLS 3353 States and Politics in Africa. (3)

A comparative study of political systems in Africa. Topics considered include basic comparative political theory, modern history of African societies, politics of selected African states, and the interaction of economic and political factors in Africa.

POLS 4400 Political Science Internship. (credit may vary)

A supervised internship opportunity for students to work for approved public or private organizations.

POLS 4410 Selected Topics in Political Science. (3)

This course examines particular issues related to topics in political science selected by program faculty.

POLS 4420 Directed Study in Political Science. (3)

A supervised course of independent study available to selected students. The course provides an opportunity for close cooperation between program faculty and students on research projects and presentations.

POLS 4430 Senior Seminar in Political Science. (3)

A seminar course on a major subject of national or international concern, based on individual research and assigned readings.

PSYCHOLOGICAL SCIENCE

INTRODUCTION

The primary goal of this program is to teach effectively the science of psychology. Students will develop skills relevant to a variety of careers. Students intending to pursue graduate study in psychology or a related area will be prepared to succeed in this endeavor.

LEARNING OBJECTIVES

Students in the Psychological Sciences Program should achieve outcomes focused on four different aspects:

Knowledge in the Field

1. Demonstrate an understanding of major concepts, theoretical perspectives, and empirical findings in all areas of psychological science.

Research and Internship

2. Display the skills required to correctly utilize research design and statistical methods to answer experimental questions, using both critical thinking and problem solving skills.
3. Participate in research and internship opportunities, which require you to apply classroom lessons to real-life problems.

Writing Skills

4. Demonstrate the ability to write clearly and concisely on a variety of psychological topics, all done while utilizing scholarly resources and meeting APA standards of formatting and referencing.

Ethics and Diversity

5. Demonstrate high ethical standards in social interaction and empirical research.
6. Demonstrate knowledge about and exhibit sensitivity to individual and cultural differences.

ASSESSMENT OF LEARNING OBJECTIVES

The accomplishment of the Psychological Science objectives by students majoring in Psychology will be demonstrated by (1) obtaining an acceptable score on the Area Concentration Achievement Test (ACAT) in psychology, (2) and the Collegiate Learning Assessment (CLA) given during the student's final semester at LaGrange College, and (3) successfully completing an internship or IRB-approved research project.

CAREER OPTIONS

Students who complete the major in Psychology have a wide variety of career options. Psychology is a very broad field that overlaps many different areas. Some of the jobs taken by recent Psychology graduates include management and supervisory positions in business and industry and positions in community and state service agencies. A Psychology major also serves as good preparation for advanced study in law, social science, counseling, neuroscience research, and psychological research.

IN ADDITION TO COMPLETING THE CORE CURRICULUM REQUIREMENTS, STUDENTS PURSUING A MAJOR IN PSYCHOLOGY MUST COMPLETE THE FOLLOWING MAJOR PROGRAM REQUIREMENTS:

REQUIREMENTS FOR A MAJOR IN PSYCHOLOGY

A major in Psychology consists of 37 semester hours (12 courses) beyond the introductory course (PSYC 1101) (See Note 1 below). Twenty-five (25) of these hours come from the following categories:

Methods (both required—See Note 2 below.)

PSYC 2298, PSYC 2299

Experimental Content [Select two (2).]

PSYC 4455, PSYC 4465, PSYC 4470

Social/Personality/Development Content [Select three (3)—See Note 3 below.]

PSYC 3321, (PSYC 3302 or PSYC 3358), PSYC 3350, PSYC 4460

Advanced Special Topics (required—See Note 4 below.)

PSYC 4480 Senior Capstone

Notes:

1. PSYC 1101, Introduction to Psychology, is the prerequisite or co-requisite to all 2000-level and above Psychology courses. Some courses also have additional prerequisites.
2. Since the program faculty views psychology as a research-based discipline, these courses provide the foundation for much of the upper-level coursework. It is strongly recommended that the student complete PSYC 2298 and PSYC 2299 as soon as possible after beginning the major.
3. Students may take either PSYC 3302 or PSYC 3358—but not *both*—in order to satisfy this requirement. If a student takes both, then one (1) course counts toward the 12 hours of major electives.
4. PSYC 4480 will be offered once per year during the Interim term and will involve advanced study of a specialized topic. Topics will vary from year to year.

MAJOR ELECTIVES

An additional 12 hours of major courses will be selected by the student. A student may select any 3000- or 4000-level Psychology course beyond those counted in the required areas. A maximum of two (2) of the following courses— SOCI 2500, SOCI 3500, BIOL 2148, BIOL 3373, BIOL 3374, BIOL 3384, and EXCS 3305—may be applied toward the major with the approval of the advisor.

MISCELLANEOUS

No course with a grade below “C-” may be applied toward the major in Psychology. The only exception is PSYC 4000, in which a grade of Pass must be obtained. Additionally, a student must maintain a “C” average (2.0) in the major in order to graduate.

REQUIREMENTS FOR A MINOR IN PSYCHOLOGY

A minor in Psychology consists of PSYC 1101 and five (5) additional courses (18 semester hours in total) with the approval of the program coordinator. Any Psychology (PSYC) course that is listed in the current bulletin counts toward the minor. A maximum of two (2) of the following courses—SOCI 2500, SOCI 3500, BIOL 2148, BIOL 3374, BIOL 3384, and EXCS 3305—may be applied towards the minor with the approval of the advisor. Students majoring in nursing will also gain credit towards a minor for completion of NURS 3400 (Psychiatric Mental Health).

Path to Art Therapy

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

COURSE DESCRIPTIONS (PSYC)

***Denotes PSYC courses that may substitute for a CORE Humanities course in the Core Curriculum.**

***PSYC 1101 Introduction to Psychology. (3) Fall and Spring**

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

Prerequisite to all other PSYC courses.

PSYC 2298 Behavioral Statistics. (3) Fall

Introduction to the measurement of behavior and quantitative methods of data analysis, emphasizing parametric statistics and their application to the behavioral sciences. May be taken simultaneously with PSYC 1101.

PSYC 2299 Research Methods. (4) Spring

A survey of various types of research design, including the strengths and weaknesses of each. The laboratory includes practice in designing and conducting experiments, as well as analysis and reporting of results.

Prerequisites: PSYC 2298 and PSYC 1101

PSYC 3302 Human Growth and Development. (3) Fall and Spring

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

PSYC 3304 Educational Psychology. (3) Fall

Application of psychological principles and research to the teaching/learning process. Major topics include behavioral and cognitive approaches to learning, classroom management, and test construction and interpretation.

PSYC 3321 Social Psychology. (3) Fall

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

PSYC 3341 Human Sexuality. (3) Fall

This course involves a multidisciplinary examination of human sexual behavior and intimate relationships. Typical topics considered include male and female sexual response, gender roles, sexual disorders and dysfunctions, gender identity, legal and cross-cultural aspects of human sexuality, sexual orientation, and relationship issues related to sexuality. May be taken simultaneously with PSYC 1101.

PSYC 3350 Abnormal Psychology. (3) Spring

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

PSYC 3351 Introduction to Counseling. (3) Fall

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

PSYC 3358 Psychology of Aging. (3) Spring

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

PSYC 3380 Special Topics in Psychology. (3) On Demand

A course offered at the sophomore/junior level, focusing on a specialized topic from the field of psychology.

Prerequisites: A prerequisite may be required.

PSYC 4000 Internship in Psychology. (1-3) On Demand

Students majoring in Psychology may be eligible to enroll in a psychology internship in an applied setting. This course requires 120 hours of supervised experience (observation, work, etc.) in a local agency or office, selected readings, public presentation, and final portfolio containing essays, weekly journal, and supporting material. The internship must first be discussed with the student's Psychology advisor one semester prior to beginning the internship. Information from this meeting will then be transferred to the Career Development Center for placement. The application process is unique to each facility. Grading is on a Pass/No Credit basis.

Prerequisites: major in Psychology with junior or senior standing and permission of program coordinator

PSYC 4400 Individual Research. (3) Fall and Spring

Under supervision of a faculty member, the student develops a project on a topic that is psychological in nature. The emphasis is on analyzing and synthesizing scientific literature, with the goal of producing a literature review and/or research proposal. A successful proposal may lead to data collection and analysis. The result of the project is a paper written in APA style.

Prerequisites: major in Psychology with junior or senior standing, PSYC 2298, PSYC 2299, and permission of program coordinator

PSYC 4405 Sensation and Perception. (3) Spring

Sensations and our perception of those sensations are examined using both physiological and psychological approaches. Sensory transduction, anatomy/physiology of sensory systems, and psychophysical measurement techniques are explored along with research advancements in the field.

Prerequisites: PSYC 2298 and PSYC 2299 or consent of professor

PSYC 4455 Cognitive Psychology. (3) Spring

An information processing analysis of topics in perception, thinking, learning, and memory.

Prerequisites: PSYC 2298 and PSYC 2299 or consent of professor.

PSYC 4460 Psychology of Personality. (3) Spring

A critical study of major personality theories, principles and instruments of assessment, and relevant empirical research.

Prerequisites: PSYC 2298 and PSYC 2299 or consent of professor

PSYC 4465 Biological Psychology. (3) Fall

Neuroanatomy and neurophysiology will be explored and will provide a foundation for examining biological aspects of various behaviors (e.g., sensory processes and sleep). Also, the psychopharmacology of selected drugs and genetic influences on behavior will be considered.

Prerequisites: PSYC 2298 and PSYC 2299 or consent of professor

PSYC 4470 Behavior Analysis and Its Applications. (3) On Demand

A survey of principles, research findings, and applications of classical, operant, and observational learning.

Prerequisites: PSYC 2298 and PSYC 2299 or consent of professor

PSYC 4480 Special Topics in Psychology: Senior Capstone. (3) Interim

A course offered at the junior/senior level, focusing on a specialized topic from the field of psychology.

Prerequisites: major in Psychology with junior/senior standing or consent of professor

RELIGION AND PHILOSOPHY

MISSION STATEMENT

The faculty of the Religion and Philosophy program is dedicated to challenge and support students to think critically and creatively and to enhance their communication skills as they deal with fundamental issues of self, world, and God. We seek to provide a safe, caring, and ethical community where our students grow and mature as global citizens.

LEARNING OBJECTIVES

The overall learning objectives of the Religion and Philosophy program are that students are enabled to do the following:

- Students will demonstrate an ability to think critically about religious traditions by being informed by a variety of perspectives. These perspectives include not only the range of positions within Christian history and theology, but also where appropriate inter-faith perspectives as well.
- Students will demonstrate an ability to respond creatively to these received traditions by approaching issues from a first person perspective and making personal responses to them, informed by insights they have gained from other academic disciplines.
- Students will demonstrate an ability to explore their own faith commitment in a complex global world and enlarge their perspectives of the world, as well as be prepared for leadership in a pluralistic and increasingly international context.
- Students will demonstrate an ability to communicate effectively in writing and speaking and to conduct undergraduate research.
- Students will demonstrate that they are prepared for graduate studies in Religion or Philosophy and/or to work effectively in church settings by gaining competence in these areas: (1) biblical studies, (2) history, (3) theology, ethics, and social scientific study of religion, (4) philosophy, (5) church leadership.

ASSESSMENT OF LEARNING OBJECTIVES

Success in achieving the objectives of the Religion and Philosophy major will be measured by the following assessments:

- Course papers evaluated by a common grading rubric
- Senior Thesis/Project
- Performance on the NSSE and CLA assessment instruments
- Performance evaluations in internships, where applicable
- Exit Interviews of graduating seniors
- Graduate School Acceptance, where applicable
- Success in church ministry settings, where applicable
- Periodic review of the program by an outside evaluator

THE RELIGION AND PHILOSOPHY MAJOR

The Religion and Philosophy Major is a traditional liberal arts study of the field. It is especially suited for those with a general interest in religion and philosophy or those who wish to prepare for graduate study of religion.

IN ADDITION TO COMPLETING THE CORE CURRICULUM REQUIREMENTS, STUDENTS PURSUING A MAJOR IN RELIGION MUST COMPLETE THE FOLLOWING MAJOR PROGRAM REQUIREMENTS:

The major consists of 11 courses in addition to the exploratory course in religion that is taken as part of the core (RLGN 1101-08), yielding a total of 12 courses. The religion major must include at least 2 courses in each of these areas: Biblical Studies, Historical Studies, and Ethics and Theological Studies. The major also requires at least one course in the area of Philosophy. In addition, all Religion and Philosophy majors will complete a senior thesis or project. Thus, of the 12 courses required for a religion major, at least 8 courses must conform to the following guidelines:

- Biblical Studies (2 courses). At least one course must be at the 2000-level or above. Courses: 2110, 2111, 2120, 2121, 3110-3160.
- Church Leadership and Youth Ministry (1 course). Courses: 3510-3560.
- Historical Studies (1 course). Courses: 1104 or 1106 (if not taken for the core), 2210-2230, 3210-3220.
- Ethics and Theological Studies (2 courses). Courses: 1105, 1107, or 1108 (if not taken for the core), 2310, 3310-3350.
- Philosophy (1 course). Courses: any of the philosophy courses, which are listed under Area IV in the course listing below.
- Senior Thesis or Project (1 course). Course 4620 is normally taken in the fall of the senior year. The student should choose a project director from within the Religion & Philosophy faculty and work with this director to refine a topic in the semester prior to which the student enrolls for the course. Thus, most students should select a project director by the end of the spring semester of the junior year and present a proposed topic to the faculty at the beginning of the next fall term.

Students are free to choose any other religion or philosophy offering for the remaining 4 courses. Internships may be taken for up to 1 full course of credit, with permission of the program coordinator. *At least 6 courses in the major must be numbered at the 2000-level or above.*

THE RELIGION AND PHILOSOPHY MAJOR WITH A CONCENTRATION IN CHURCH LEADERSHIP

The Church Leadership Concentration is designed to prepare students for future careers in church service. Many of our graduates take positions in Christian Education or Youth Ministry directly after graduation. Others enroll in seminaries as a preparation for ordained ministry.

LaGrange College is one of only nine colleges in the nation that is authorized by the United Methodist Church to offer certification programs in Youth Ministry and Christian Education. United Methodist students who complete our Church Leadership program fulfill all of the educational requirements needed for professional certification in these fields.

The major consists of 11 courses in addition to the exploratory course in Religion that is taken as part of the core, yielding a total of 12 courses. The Church Leadership concentration requires successful completion of the following courses:

- Biblical Studies (1 course). Courses: 1102 or 1103 (if not taken for the core requirement), 2110, 2111, 2120, 2121, 3110-3160.
- Historical Studies (1 course). Courses: 1104 or 1106 (if not taken for the core), 2210-2230, 3210-3220.
- Ethics and Theological Studies (1 course). Courses: 1105, 1107, or 1108 (if not taken for the core), 2310, 3310-3350.

- Philosophy (1 course). Courses: any of the philosophy courses, which are listed under Area IV in the course listing below.
- Church Leadership and Youth Ministry (4 courses). Courses: 3510-3560.
- Internship (1 course). Course: 3550, scheduled in consultation with the Church Leadership Program Director.
- Senior Thesis or Project (1 course). Course 4620 is normally taken in the fall of the senior year. The student should choose a project director from within the Religion & Philosophy faculty and work with this director to refine a topic in the semester prior to which the student enrolls for the course. Thus, most students should select a topic and project director by the end of the spring semester of the junior year.

At least two of the courses in Areas I-III must be at the 2000-level or above. In addition, students seeking certification in Christian education by the United Methodist Church must complete United Methodist Studies (3210). Students who do not seek United Methodist certification may choose any religion course to fulfill the remaining course requirement for the major.

THE RELIGION AND PHILOSOPHY MAJOR WITH HONORS

Students who maintain a 3.5 grade point average in Religion and Philosophy courses and who receive A-grades or better on their senior theses or projects may graduate with program honors.

THE RELIGION AND PHILOSOPHY MINOR

A minor in religion requires completion of 3 courses in addition to the exploratory religion core requirement: 4 courses in all. At least 2 courses must be at the 3000-level or above.

THE CHURCH LEADERSHIP MINOR

A minor in Church Leadership consists of 4 courses in addition to the exploratory religion core requirement: 5 courses in all. The minor includes at least two courses taken at the 3000-level or above in Area I, II, III, IV, or VI. In addition, the minor includes at least 2 courses taken in Area V (Church Leadership).

THE PHILOSOPHY MINOR

No major program currently is offered in philosophy. A minor consists of 4 courses in Area IV, of which at least 2 courses must be taken at the 2000-level or above.

THE CHURCH MUSIC PROGRAM

The church music program is administered through the Music program in cooperation with the Religion and Philosophy program. See the Music section of the *Bulletin* for a program description.

COURSE DESCRIPTIONS (RLGN AND PHIL)

Core Exploratory Courses:

Explorations of the Christian Faith

Completion of any course in this area (1000-level courses) will meet the college's Core requirement for an Exploratory Studies course in Religion. These courses have *no* prerequisites.

RLGN 1101 Introduction to Christianity. (3)

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

RLGN 1102 Jewish Origins in Context. (3)

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

RLGN 1103 New Testament Writings in Context. (3) Fall 2012, Spring 2013

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

RLGN 1104 Dialogue with World Faith Traditions. (3)

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

RLGN 1105 Christian Ethics and Contemporary Social Issues. (3) Fall 2012

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

RLGN 1106 American Christianity. (3) Spring 2013

This course will be an investigation of the origins of denominationalism in America. The class will read a history of American Christianity, but will look further afield by analyzing some of the particularly American expressions such as Mormonism, Jehovah's Witnesses, and Christian Science. The course will enable a students to answer questions about their own denominations and the now global framework of movements such as Pentecostalism and evangelicalism.

RLGN 1107 Religious Faith in a Scientific Age (3) Spring 2013

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

RLGN 1108 Earth Theology. (3) Fall 2012

This course explores the inherent value of the Earth, examines the human impact on the environment, and explores ways to address the present global environmental crisis with Biblical and theological resources.

Students will become acquainted with some prominent thinkers and theologians who are taking action regarding environmental concerns while discovering sustainable connections between theological reflection and ethical living.

Religion and Philosophy Courses

Area I: Biblical Studies

RLGN 2120 Introduction to Hellenistic Greek I. (3) Fall 2012

A beginning course designed to teach the fundamentals of Hellenistic or Koine Greek, which includes the language of the New Testament. Completion of the two course sequence in Greek will fulfill the college's foreign language requirement.

RLGN 2121 Introduction to Hellenistic Greek II. (3) Spring 2013

A continuation of RLGN 2120.

Prerequisite: RLGN 2120

***RLGN 3120 The Prophets (3)**

A study of the prophets and prophetic movements in ancient Israel, as well as modern day prophets who continue this tradition in the contemporary context.

Prerequisite: RLGN 1103, or permission of professor

RLGN 3150 The Apostolic Age. (3)

An examination of the origin and expansion of the early Christian Church, with studies in the Epistles and the Acts of the Apostles.

Prerequisite: RLGN 1103, or permission of professor

RLGN 3160 The Gospels. (3)

An examination of one of the four canonical gospels with emphasis on the historical context, history of interpretation, and modern appropriations of the text.

Prerequisite: RLGN 1103, or permission of professor

Area II: Historical Studies

RLGN 2210 Early Church History. (3)

A survey of the history of the Christian Church from the close of the Apostolic age to the end of the Middle Ages.

RLGN 2220 Modern Church History. (3)

A history of the Christian Church from the reformation era to the modern period.

***RLGN 2230 Ethnicity and Religion in America. (3)**

This course examines the role that religion played and continues to play in American race relations and racial identities. The course will study the history and the theorists of the civil rights movement, but also dynamics of race and religion in America's newer immigrant communities.

Prerequisite: English 1102

RLGN 3210 United Methodist Studies. (3)

A survey of the history, theology, and polity of the United Methodist Church.

Prerequisite: A religion core course

Area III:

Theology, Ethics, and the Social Scientific Study of Religion

***RLGN 2320 Conflict and Peace-making. (3)**

An examination of models of non-violent social change that are grounded in religious faith commitments. The course focuses on the Christian faith tradition but works comparatively with figures and movements from Hinduism, Buddhism, Judaism, and Islam. The course includes practice in the skills of peace-building that are guided by the principles of restorative justice.

Prerequisite: English 1102

RLGN 3310 Contemporary Christian Thought. (3)

A survey of the development of Christian thought, with particular attention to the nineteenth and twentieth centuries.

Prerequisite: A religion core course

**RLGN 3320 or The Ethics of Sexuality, Marriage, and Gender. (3) Spring 2013
WMST 3320**

A study of the moral issues related to sexuality, gender roles, and family life. Topics vary per offering, but may include ethical reflection on such topics as the meaning and purpose of sexuality, gender roles, pre-marital and extra-marital sexuality, homosexuality, and family structure. We will compare the range of positions on these issues within Christianity, and also compare them with positions in other world faiths.

Prerequisite: A religion core course

RLGN 3340 Sociology of Religion. (3) Fall 2012

A sociological analysis of the interplay between religion and culture. *Prerequisite:* A religion core course

Area IV: Philosophy

‡ PHIL 1410 Introduction to Philosophy. (3)

A survey of major philosophical themes and figures that were formative in Western civilization.

PHIL 2410 Moral Philosophy. (3)

A study of the major philosophical understandings of morality and the good life.

‡ PHIL 2440 Elementary Logic. (3)

An introduction to the logic of propositions with attention to the structure and evaluation of informal arguments. The rhetoric of persuasion and its use of logic and emotions are discussed.

PHIL 3410 Philosophy of Religion. (3)

An investigation of problems related to philosophical reflection on religious thought and experience.

Prerequisite: At least one prior course in philosophy or permission of professor

***PHIL 3420**

or Themes in Political Philosophy. (3)

POLS 3340

An introduction to the basic ideas of political philosophy. Topics considered include the social and historical context of political theory, the development of major ideas in political philosophy, critical analysis of theoretical arguments, and the relation of political theory to contemporary politics.

PHIL 3430 Bioethics. (3) Fall 2012

A study of the ethical issues raised by the practice of nursing, medicine, and biomedical research.

Prerequisite: English 1102

PHIL 4410 Selected Topics in Philosophy. (3)

A seminar course on a major subject of concern in philosophy based on individual research and assigned readings.

Prerequisite: At least one prior course in philosophy or permission of professor

*Denotes additional courses that may fulfill the Core Exploratory religion requirement.

‡ Denotes courses in Philosophy that may fulfill the requirement for a second Humanities course in the CORE Curriculum.

Area V: Church Leadership Courses

RLGN 3510.Christian Education in the Local Church. (3)

A study of issues confronting those participating in a local church setting. Required of all students in the Internship.

Prerequisite: A religion core course

RLGN 3520 Christian Worship. (3) Spring 2013

The study and practice of Christian worship in its historical and contemporary contexts. Topics include the theology of worship, sacraments, liturgy, and the place of music in worship.

Prerequisite: A religion core course

RLGN 3540 Youth Ministry. (3) Fall 2012

The study and practice of ministry to persons from adolescence through young adulthood.

Prerequisite: A religion core course

RLGN 3560 Transformational Leadership. (3)

The study of the leadership styles and skills necessary for leadership of an institution. Topics may include institutional dynamics, leading institutional change, working with volunteers, avoiding burnout, and racial and gender issues in leadership.

Prerequisite: A religion core course

RLGN 3550 Internship. (1-6) Scheduled individually on demand

Supervised participation in the local church setting. May be repeated for credit up to 6 hours.

Prerequisite: Two courses from Area V

Area VI: Capstone and Other Courses

RLGN 4610 Selected Topics in Religion. (3)

A seminar course on a major subject of concern based on individual research and assigned readings.

Prerequisite: Permission of professor

RLGN 4620 Senior Thesis or Project. (3) Scheduled individually on demand

A directed study normally taken in the fall of the senior year. The student should choose a project director from within the Religion & Philosophy faculty and work with this director to refine a topic in the semester prior to which the student enrolls for the course. Thus, most students should select a director and topic by the end of the spring semester of the junior year.

Prerequisite: Application to Religion and Philosophy Program Coordinator

SERVANT SCHOLARS

INTRODUCTION

The LaGrange College Servant Scholars Program is designed to recognize students in the junior and senior years who have distinguished themselves through academic achievement, campus leadership, and demonstrated commitment to service.

Students chosen for the program will live in the Servant Scholars Residence Hall (the Broad Street Apartment Building), engage in 20 hours of study that supports the program, and participate in a large-scale problem-solving service project in collaboration with an agency or agencies in the surrounding region, most frequently in LaGrange itself or Troup County. Students are chosen for the program by a selection committee that reviews such factors as cumulative GPA, record of leadership, record of service to the college and community, and evidence of innovative thinking.

MISSION STATEMENT

The mission of the LaGrange College Servant Scholars program is to enhance the student's personal growth of leadership and integrity by forming a community of servant scholars who engage in active learning both within and outside the classroom.

STUDENT LEARNING OUTCOMES

Students will:

1. demonstrate, through both academic discipline and volunteer experiences, a broad familiarity with the concepts of service learning and servant leadership.
2. engage in genuine servant leadership (i.e., they will work, through academic discipline and volunteer experiences, to understand the roots and causes of community problems and engage in transformation of the community through outreach and service to that community).
3. demonstrate the ability to communicate their service experiences, both orally and in writing.

PROGRAM OBJECTIVES

Focusing on interdisciplinary courses and an extended community service-learning project, the Servant Scholars program provides opportunities for:

1. fostering active, creative learning both within and outside of the traditional classroom.
2. encouragement and support of students who have been, through academics, campus leadership, and service, challenged and inspired by their LaGrange College experience.
3. students to gain experience while providing service to community partners.

ASSESSMENT OF OUTCOMES AND OBJECTIVES

Mastery of the Servant Scholars Program curriculum is demonstrated by the following:

1. Completion of each course with a P.
2. Successful completion, presentation, and defense of the senior cohort community service project through an academy-wide presentation, the Servant Scholars Colloquium, in the spring semester of the senior year. This project will be evaluated by the Servant Scholars Implementation Committee and the Servant Scholars director.

PROGRAM REQUIREMENTS

Courses:	Introduction to Servant Leadership (SERV 3000)	3 hours
	Scholars Forum (SERV 3200, 4100, and 4200)	3 hours (1 hour each)
	Volunteer Experience (SERV 3300, 3400, 4300, 4400)	8 hours (2 hours each)
	2 Interim courses	6 hours (3 hours each)

COURSE DESCRIPTIONS (SERV)

SERV 3000 Introduction to Servant Leadership. (3)

This course, through texts, guest lecturers, and discussion, will introduce Servant Scholars to the philosophies of service learning and servant leadership. In addition, students will design and implement a class service project and present a semester-end research paper on a specific aspect of service.

SERV 3200, 4100, and 4200 Scholars Forum. (1)

This series introduces the students, through texts, guest lecturers, and discussion, to the ideas of community service, service learning, and servant leadership. It provides students opportunities to share Volunteer Experience and begin development of their Servant Scholars senior project. Forums may have a theme for the semester, such as team-building, community outreach, organizational leadership, etc.

SERV 3300, 3400, 4300, and 4400 Volunteer Experience. (2)

Directed observation and participation in various service-learning opportunities in the LaGrange community.

SOCIOLOGY

INTRODUCTION

The Department of Sociology is committed to the principles of a liberal education and to assisting students in learning to "utilize the sociological imagination" in order to define, analyze, and understand human behavior. The Sociology faculty brings the intellectual traditions of our discipline to the LaGrange curriculum and we teach students the various skills needed to conduct theoretically sound, methodologically rigorous and multifaceted analyses of human social phenomena at both the local and global levels. The department focuses on diversity and inequality while seeking to transform students into adults committed to civility, diversity, service, and excellence. The faculty encourages students to critically evaluate their community, to effectively communicate with fellow community members and to propose creative ways to establish a better society. These goals are reflected in the Department's course offerings. Sociology majors demonstrate an understanding and mastery of:

- the difference between micro- and macro-level groups and processes, and the interconnections among them;
- the importance and necessity of theory in the process of learning;
- the strengths and weaknesses of various research methods, and the appropriateness of each for various research questions;
- the opportunities as well as constraints that are imposed on us by social structure.

Student accomplishments are assessed according to the requirements for each course and finally by completing a Senior Seminar.

Requirements for the Sociology Major

Sociology majors are required to complete the following courses, totaling **33** semester hours. All courses for the major must be completed with a grade of "C" or higher. The only exception is as follows:

One grade of "C-" will be allowed to count toward the major so long as it does not occur with any of the following four courses:

SOCI 1000 Introduction to Sociology
SOCI 3200 Social Responsibility & Civil Society
SOCI 3900 Methods I: Research Methods in Social Science
SOCI 3950 Methods II: Understanding Data Analysis
SOCI 4000/4475 Development of Sociological Thought
SOCI 4950 Presenting Social Analysis (Senior Seminar)

These courses must be satisfied with a grade of "C" or higher. Furthermore, under no circumstances will a "D" grade count toward the major.

Sociology Minor

Sociology minors are required to complete the following courses, totaling 15 semester hours

SOCI 1000 Introduction to Sociology (3)

SOCI 3200	Social Responsibility & Civil Society	(3)
SOCI Electives		(9)

These courses must be satisfied with a grade of "C" or higher. Furthermore, under no circumstances will a "D" grade count toward the minor.

Gerontology Minor

Gerontologists study the cultural, physical, social, and economic conditions of older adults. Gerontology differs from Geriatrics in that geriatrics is concerned with the clinical and medical aspects of aging, whereas gerontology is concerned with more social aspects of how aging affects populations. In recent years, issues in minority aging have received particular attention. The Sociology department offers a minor in Gerontology.

The minor curriculum combines two basic kinds of expertise: (1) increased knowledge of the sociological processes of aging, and (2) the development of in-service skills to address the social needs which accompany these processes.

Students electing this minor do so to accomplish different goals: (1) training for a service career in the field of aging; (2) preparation for a specialized graduate program; or, (3) personal enrichment and development in understanding the aging process. The gerontology minor is an asset to students seeking employment in such fields as health care, counseling, recreation, nutritional service, education, business, welfare services, and private and public administration.

Minor Requirements: 15 hours (Four required courses plus one elective)

Required Courses: Students must make a "C" or better

- ❖ SOCI 1000 Introduction to Sociology
- ❖ SOCI 2250 Introduction to Gerontology
- ❖ SOCI 2350 Death and Dying
- ❖ SOCI 3450 Social Policy and Aging

Electives:

- ❖ SOCI 3200 Civil Society and Social Responsibility
- ❖ SOCI 3360 Globalization in the 21st Century
- ❖ SOCI 3500 Race, Ethnicity and Gender in Society
- ❖ SOCI 4200 Social Inequality & Stratification
- ❖ SOCI 4500 Sociology Internship (3-6 hours)

- ❖ PSYC 3351 Introduction to Counseling
- ❖ PSYC 3358 Psychology of Aging

Gerontology Concentration (Sociology)

The Sociology program offers a Gerontology concentration for Sociology majors as well as a Gerontology minor open to all students. These options are designed to offer training to those interested in pursuing a career in serving the aging. Both the concentration and the minor provide a strong basis in critical issues

of the field, and practical hands-on experience through the internship. Graduates with a minor or concentration in gerontology will have the foundation for pursuing a variety of careers.

STUDENT LEARNING OBJECTIVES Graduates with a minor or concentration in Gerontology should demonstrate:

- Competency in the basic components and knowledge involving the services needed for an aging population in the U.S.
- An understanding of the contemporary issues facing an aging population and the social issues involved
- An awareness of global issues facing an aging population

ASSESSMENT OF LEARNING OBJECTIVES: Sociology majors graduating with a concentration in gerontology are required to successfully complete the capstone senior seminar, research and defend a senior paper as well as pass a major field exit examination. Through these requirements, students must demonstrate their mastery of the major's objectives.

For *Gerontology minor*, 15 semester hours are required, as outlined above.

For *Sociology major with a Gerontology concentration*, a total of 36 semester hours is required:

9 hours of Gerontology courses

- ❖ SOCI 2250 Introduction to Gerontology
- ❖ SOCI 2350 Death and Dying
- ❖ SOCI 3450 Social Policy and Aging

18 hours required for a Sociology Major

- ❖ SOCI 1000 Introduction to Sociology
- ❖ SOCI 3200 Social Responsibility & Civil Society
- ❖ SOCI 3900 Methods I: Research Methods in Social Science
- ❖ SOCI 3950 Methods II: Understanding Data Analysis
- ❖ SOCI 4000/4475 Development of Sociological Thought
- ❖ SOCI 4950 Presenting Social Analysis (Senior Seminar)

9 hours in Sociology electives

These courses must be satisfied with a grade of "C" or higher

Foundation (18 hours)

SOCI 1000	Introduction to Sociology	(3)
SOCI 3200	Social Responsibility & Civil Society	(3)
SOCI 3900	Methods I: Research Methods in Social Science	(3)
SOCI 3950	Methods II: Understanding Data Analysis	(3)
SOCI 4000/4475	Development of Sociological Thought	(3)
SOCI 4950	Presenting Social Analysis (Senior Seminar)	(3)

Major Electives (15 hours)

Students may complete their major by electing three other courses from the following list:

SOCI 2000	Social Issues and Policies in Global Perspective	(3)
SOCI 2200	Social Work: Introducing Theory and Practice	(3)
SOCI 2250	Introduction to Gerontology	(3)
SOCI 2300	Sociology of Sports	(3)
SOCI 2350	Death and Dying	(3)
SOCI 2500	Kinship and Families	(3)
SOCI 3250	Cinema and Society	(3)
SOCI 3307	Criminology	(3)
SOCI 3350	Culture and Music	(3)
SOCI 3360	Globalization in the 21 st Century	(3)
SOCI 3400	Deviance	(3)
SOCI 3450	Social policy and Aging	(3)
SOCI 3500	Race, Ethnicity and Gender in Society	(3)
SOCI 3600	Sociology of Education	(3)
SOCI 3800	Special Topics in Sociology	(3)
SOCI 4000	Development of Sociological Thought (Classical)	
SOCI 4200	Social Inequality & Stratification	(3)
SOCI 4100	Visual Sociology	(3)
SOCI 4300	Disasters: American & Global Experience	(3)
SOCI 4475	Development of Sociological Thought (Contemporary)	(3)
PSYC 1101	Introduction to Psychology	(3)
PSYC 3302	Human Growth and Development	(3)
PSYC 3321	Social Psychology	(3)
HIST 3000	Public History	(3)
HIST 3416	Twentieth Century America	(3)

One (1) Interim course taught by Sociology faculty may be counted as electives if approved by Discipline Coordinator.

Sociology Progression

Freshman

- (1) SOCI 1000 principles of Sociology
- (2) SOCI Electives

Sophomore

- (3) SOCI 3200 Social Responsibility and Civil Society
- (4) SOCI Elective
- (5) SOCI Elective

Junior

- (6) SOCI 3900 Research Methods in Social Science
- (7) SOCI 4000 Development of Social Thought
Or SOCI 4475 Development of Social Thought
- (8) SOCI 3950 Qualitative Research Method or
POLS 3300 Research Methods in Political Science.
- (9) SOC Elective

Senior

- (10) SOC Elective
- (11) SOCI 4950 Senior Seminar

COURSE DESCRIPTIONS (SOCl)

***SOCl 1000 Introduction to Sociology (3) Fall and Spring**

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

SOCl 2000 Social Issues and Policies in Global Perspective (3) As needed

Using a special topics approach, this course provides the most current assessment of social problems and the policies created in an attempt to remedy these social ills.

SOCl 2200 Social Work: Introduction to Theory and Practice (3) as needed

The purpose of the course is to introduce the perspective social worker to underlying theories associated with the field and to provide an overview of the history and practice of social work.

SOCl 2250 Introduction to Gerontology (3) as needed

The course explores the sociological aspects of aging including how the elderly affect society and how society affects the elderly. We examine the interaction of the elderly with society and with many of our social institutions such as religion, healthcare, government, and the economy. We look at the issues associated with our aging population and how those issues affect people of all ages as well as examining several current controversies associated with our changing population structure. Current theories, policies, and practices in gerontology are introduced and provide exploration of the field as a possible career choice.

SOCl 2300 Sociology of Sports (3) as needed

Sports have made an enduring impact on the social world in which we all live and represents an important aspect of our everyday lives and our leisure time. The organization of sports is a reflection of the organization of society. By critically studying the relationship between sports and society we will gain a greater understanding of society as a whole.

The goal of this course is to apply a sociological lens to the world of sports and athletics (a distinction that will be examined) through the incorporation of academic writing, popular media, and personal experiences. Using these tools, the student will explore the ways in which sports are entangled in social, cultural, political, and economic forces operating at many different levels (local and global).

SOCl 2350 Death and Dying (3) as needed

Everything that is alive eventually dies, thus death is a part of life. Understanding death can help us to understand and experience life more fully, and it can help us to make appropriate, compassionate responses to death and dying. The question of death, with or without religious guidance, is essentially ethical – what to do in recognition of the fact that we, everyone we love, and everyone who loves us, is going to die. In order to better understand ourselves and others, and the diversity of loss experiences, this course examines how social, cultural, and historical factors influence individuals' coping responses during loss and the last stage of life. Difficult and controversial health care, end of life, caregiving needs, and after life issues are also explored.

SOCI 2500 Kinship and Families (3) as needed

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

***SOCI 3200 Social Responsibility and Civil Society (3) Fall**

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

SOCI 3250 Cinema and Society (3) as needed

Film is often a reflection of current culture and used to comment of social structures. Many views are accurate portrayals of society but on occasion, film is used to reinforce and maintain the structural status quo of a society. Film is also used to enlighten a public on social issues or the stimulation of critical thought. Since the late 1800s and especially in the 20th century, film has been a prime socializer of the individual. This course examines various social issues reflected in film.

SOCI 3350 Culture and Music (3) as needed

Music represents one of George Murdock' "cultural universals" or a phenomenon found in all cultures. We pay for it, steal it, spend hours of the day listening to it and argue about it. This course is an historical, theoretical, and ultimately, sociological exploration of music. Students will be invited to explore the socio-cultural aspects reflected in and affected by popular music including race, class, and gender relationships as well as some of the ways that institutions help to reinforce and shape musical genres. Students will also examine the role of music in initiating and reflecting social change.

The sociology of music has a long history. Its initial development benefited from the work of scholars who played central roles in the sociological discipline, including Max Weber and Theodor Adorno. Along the way, we address a number of important questions, which include the following: How do people use music in their everyday lives? What types of environments foster innovative music and musical diversity? Why some types of music such as the works of Mozart are deemed as "high culture" while other types such as jazz are classified as "popular culture?"

SOCI 3360 Globalization in the 21st Century (3) As needed

This course focuses on the social structure, economics, politics, and culture of the United States in a global context. It examines many of the common assumptions about American society, especially global influence and relationships. It also examines the effects of the globe on U.S society and culture. In addition, the course considers issues of global sustainability and how they have shaped America's past and present and will continue to shape its future. An overview of current and past theory is examined at an interdisciplinary level. Students interact with community leaders, members, and activists in order to understand local implications of the global experience.

SOCI 3400 Deviance (3) As needed

A multi-disciplinary examination of deviant behavior and corrections, with an emphasis on competing

theories regarding the origins and incidence of deviance.. Special attention will be given to the social forces underlying criminal and deviant behavior.

Prerequisite: SOCI 1000

SOCI 3450 Social Policy and Aging (3) As Needed

This course examines aging-related social policy topics in more depth than Introduction to Gerontology. We begin the class by looking at some of the important contexts in which aging policy occurs - social, economic, and political. We also look at the relationship between policy and diversity of the older population both as domestic and global issues. We then turn to specific policy areas, including employment, retirement, housing, health care and long-term community and family care. We also study the debate about generational equity - are older people benefitting at the expense of the young?

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

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

Prerequisite: SOCI 1000

SOCI 3800 Special Topics in Sociology or Anthropology (3) on demand

This course will involve in-depth exploration into a unique topic in Sociology. The course content will rotate from year to year. Students may repeat the course for credit so long as the topic changes and with departmental approval.

Prerequisite: SOCI 1000

***SOCI 3900 Methods I: Introduction to Methodology (3) Fall**

A study of basic social science research methodology. Topics considered include: research design and data collection, writing a literature review, measurement and causality, fitting models to data with various methods, graphic analysis, and the use of statistical software. An emphasis is placed on designing a research project.

Prerequisite: SOCI 1000

***SOCI 3950 Methods II: Understanding Data Analysis (3) Spring**

Concepts, techniques, and interpretation of quantitative methods. Includes, but not limited to: measurement, hypothesis testing, bivariate and multivariate techniques, and application with SPSS.

Prerequisite: SOCI 3900

***SOCI 4000 Development of Sociological Thought (Classical) (3) Fall**

This course is an introduction to the development of sociological theory. It focuses on the most influential figures in the development of sociological theory and their legacy in contemporary sociology.

Prerequisites: SOCI 1000; junior status preferred.

SOCI 4100 Visual Sociology (3) As needed

Visual sociology involves the study of visual artifacts of a society and employs photographs, film, and documentary. The course is a reflection of the interest and knowledge of the instructor, the time available in a semester, and the fact that images have reflected the culture in which they are created. Students will employ both sociological theory and methodology to interpret and analyze visual artifacts as well as examine the current social conditions that influence the creation, distribution, and interpretation of various media. We will examine still images (photographs), sequential images (comics) and moving images (films and television).

SOCI 4200 Social Inequality & Stratification (3) as needed

This course will examine social inequality, a topic which is at the core of sociological analysis and research. The classical perspectives on inequality will be examined, as well as the contemporary extensions of these approaches. Particular attention will be paid to class, race, and gender as separate and as intersecting axes of inequality.

SOCI 4300 Disasters: American & Global Experience (3) as needed

As populations increase and populated area become denser, many people around the globe and domestically are affected by both natural and man-made disasters. The ways in which communities deal with disaster are as numerous as the form of disasters. The purpose of this course is to examine current approaches to understanding disasters as well as examine community and societal responses.

***SOCI 4475 Development of Social Thought (Contemporary)**

This course is an introduction to current and 20th century sociological theory. It focuses on the most influential figures in the development of sociological theory and their legacy in contemporary sociology
Prerequisites: SOCI 1000; junior status preferred.

***SOCI 4950 Senior Seminar (3) Spring**

The Senior Seminar is designed to assess the student's mastery of the discipline and to determine their ability to use Mills' *sociological imagination*. Students are required to complete a research project and make a public presentation.

SOCI 4500 Sociology Internship (3-6 hours) on demand

This course requires 120 hours of supervised experience (per 3 credit hours) in a local agency or office, selected readings, as well as an oral presentation given in one of the SOCI courses. Applications for internships must be submitted to the department chair in the term or semester prior to placement. Students may select a graded or Pass/No Credit option. Course may be repeated twice (for 3 hours credit) for a maximum of 6 hours credit. This course will not count towards the major in Sociology.
Prerequisites: Completion of SOCI 1000 with a grade of "C" or higher, as well as two other SOCI courses with grades of "C" or higher.

Prerequisite: SOCI 1000

**Denotes required course*

SOCIAL/BEHAVIORAL SCIENCES MINOR

INTRODUCTION

LaGrange College offers an interdisciplinary Social Science minor that is open to all students. This program is designed to enhance the academic and professional qualifications of LaGrange students who are considering careers in secondary education, particularly in public High Schools in Georgia. The course work that constitutes this minor will prepare students to pursue professional certification in the areas of Behavioral Science (Psychology, Sociology) Political Science and Economics. These are high demand areas and the students carrying certification in them strengthen both their professional preparation and competitiveness.

LEARNING OBJECTIVES

Graduates with a minor in Interdisciplinary Social Sciences will demonstrate:

- A grounding in and familiarity with the fundamental concepts associated with the study of Economics, Political Science and Behavioral Science (Psychology and Sociology)
- Critical thinking through the acquisition, interpretation, synthesis and evaluation of information within and across the disciplines of study
- Proficiency in communication skills indicating the ability to articulate discipline specific material to a student audience

ASSESSMENT OF LEARNING OBJECTIVES

- Successful completion of each course with a minimum grade of C- or better
- Successful passage of the GACE certification examination in at least TWO areas: (Economics, Behavioral Science and/or Political Science)

REQUIREMENTS

The successful completion of 15 semester hours of credit divided between the following required and elective courses:

Required Courses (12 hours):

- PSYC 1101
- SOCI 1000
- POLS 1101
- EDUC xxxx – Economics for Educators course under development

Elective Courses (Choose one):

- ECON2200
- POLS1102
- SOCI 2000
- SOCI 2500
- PSYC3302
- PSYC3321
- PSYC 3341
- PSYC 3350

Recommendation: students consider at least one additional (3 hour) elective from the list above.

SUSTAINABILITY MINOR

The minor program in Sustainability will allow students to focus on the broad issues related to sustainability and relate these issues to their major fields of study. Sustainability broadly is concerned with how we might build a just, peaceful, and ecologically sustainable world. Full exploration of this theme must then include theology and philosophy, ecology, social justice, and global issues. The minor program will include courses that allow students to explore all of these areas.

LEARNING OBJECTIVES

- Using the expertise unique to each academic discipline, students explore the root causes of injustice, ecological degradation, and social conflict.
- Students explore creative responses to these realities and imagine possibilities for future social policy.
- Students from various disciplines form a coherent learning community around a common theme.
- Students engage in genuine *servant leadership*: i.e., they work to understand the systemic roots of social problems and engage in transformation of the world in which they live.

ASSESSMENT OF LEARNING OBJECTIVES

Mastery of the Sustainability curriculum is demonstrated by the following:

- Completion of each course with a grade of C- or better and a GPA of 2.0 or better in the minor.
- Successful completion and defense of a senior research project that explores in depth a sustainability theme and relates that theme to the students major field of study. This project will be evaluated by the student's major advisor and the program director.

The Sustainability minor requires 6 courses (18-19 hours). All students must take Earth Theology (RLGN 1106) as a common foundation for the program. This course also may count towards the Religion Core requirement. Students will take 1 course each in Ecology Studies, Social Justice Studies, and Global Issues. Students will take one additional elective course from any of these areas. All of these courses may count also toward college Core or major/minor requirements. All students are required to complete a senior research project in consultation with the Sustainability Program Coordinator and the student's major advisor.

A list of eligible courses is set forth below. Courses either must have sustainability issues in Ecology, Social Justice, and Global Studies as the major focus of the course, or be structured in such a way that students can focus course assignments on Sustainability themes. In the latter case, students will set forth a research plan with professors before the course begins.

Foundation: RLGN 1106, Earth Theology (3)

Ecology Studies: Choose 1 Course from this list:

BIOL 1102:	Section on Ecological Science (4)
BIOL 3334:	General Ecology (4)
BIOL 3370:	Toxicology (4)
BIOL 3335:	General Zoology (4)
BIOL 3336:	General Botany (4)
BIOL 3340:	Conservation Biology (4)

Social Justice:	Choose 1 Course from this list:
MGMT 4410:	Social Entrepreneurship (3)
RLGN 2320:	Religion, Violence, and Social Change (3)
SOCI 1320:	Seminar on Social Justice (3)
SOCI 2000:	Social Problems and Policy (3)
SOCI 3000:	Social Change (3)
SOCI 4200:	Social Inequality (3)
POLS 2320 or SOCI 2320:	Seminar on Ecological Sustainability and Policy (3)
English 3310:	Art of Argumentation (3)
WMST 1101:	Intro to Women's Studies (3)
PSYC 3321:	Social Psychology (3)
HIST 3000:	Public History

Global Issues: Choose 1 Course from this list:

LAST 2000:	Intro to Latin American Studies (3)
LAST 3001, 3002:	Survey of Latin American Literature (3)
LAST1104:	Intro to Latin American Culture (3)
LAST/WMST 3110:	Special Topics class on Latin American Women Writers
POLS 3321:	International Political Economy (3)
POLS 3322:	International Organizations (3)
POLS 3350:	The Politics of Development (3)
SPAN 4000:	Latin American Literature (3)
SPAN 3002:	Hispanic Culture and Civilization (3)
SOCI 3360:	Globalization in the 21st Century (3)

Capstone Research Project (OIKS 4000): 1 Course (3)

Students will develop an individual research project that integrates Sustainability studies with the student's major field of studies. Courses are taken as directed studies, normally led by a professor in the student's major. The course number will become SUST 4000.

Elective: 1 Course (3-4 hours)

Students may fulfill the elective requirement in one of three ways:

- (1) Students may take one additional course from any of the above areas.
- (2) Students may take an international internship for elective credit. The internship must be approved by the Sustainability Program Director and the student's major advisor.
- (3) Students may count one sustainability-themed travel course for elective credit. The course must be approved by the Sustainability program director.

Service: (10 hours)

All students are required to complete 10 hours of documented service to the community with a sustainability theme. Appropriate service hours will be approved ahead of time with consultation with the Sustainability Program Coordinator and the student's major advisor.

THEATRE ARTS

INTRODUCTION

Theatre Arts offers a pre-professional training program emphasizing the practical aspects of theatre/musical theatre, and the importance of process. It is the belief of the faculty that the training process must prepare students for the real world of theatre. Faculty teaching in the Theatre Arts and Musical Theatre programs are experienced working professionals. Based on the belief that theatre is both an art form and a business, the curriculum provides a strong undergraduate foundation in theatre and musical theatre performance, design, production, and literature.

Theatre Arts offers a Bachelor of Arts degree in Theatre Arts with an emphasis in performance, technical theatre or design. In collaboration with Music we also offer a Bachelor of Arts degree in musical theatre to prepare students for professional careers in musical theatre. Housed in a liberal arts environment, this course of study trains students in the three essential elements of musical theatre: music, acting and dance. In addition to multiple performance opportunities, students study the history and literature of musical theatre.

MISSION STATEMENT

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

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

PROGRAM OBJECTIVES

The faculty of Theatre Arts strive to:

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

LEARNING OBJECTIVES

Upon completion of a degree in Theatre Arts, a student should be able to:

- demonstrate a thorough knowledge of the components of the theatrical process

- demonstrate the ability to critically interpret and communicate the cultural, social, and historical relevance of dramatic works
- demonstrate growth in creativity and self-expression through coursework and the realization of theatrical productions

ASSESSMENT OF LEARNING OBJECTIVES

Learning objectives are assessed in the following manner:

- Examinations, critiqued performances, auditions, and critiqued projects assigned within each track
- Critiques for all departmental assignments
- Upperclassmen scholarship audition interviews
- Sophomore Review

DEPARTMENTAL REQUIREMENTS AND EXPECTATIONS

A student pursuing a major in Theatre Arts must meet all of the following criteria on an ongoing basis:

- satisfactory completion of all degree requirements as outlined in this catalogue;
- participation in all departmental productions and activities, including auditions, production crews, work calls, and production strikes as assigned by faculty;
- enrollment in THEA 2285, Practicum, every semester
- attendance at all scheduled departmental meetings, activities, and productions;
- writing proficiency – a grade of “C” or better in ENGL 1101 & 1102;
- theatrical proficiency – a grade of “C” or better in all Theatre Arts courses; and
- a professional work ethic

A student who does not meet all of the above criteria each semester may be placed on probation. After the probationary period, the student will be reevaluated by the Theatre Arts faculty. If it is determined that the student has failed to meet the above criteria satisfactorily, then the student will be advised to choose another major.

IN ADDITION TO COMPLETING THE CORE CURRICULUM REQUIREMENTS, STUDENTS PURSUING A MAJOR IN THEATRE ARTS MUST COMPLETE THE FOLLOWING MAJOR PROGRAM REQUIREMENTS:

REQUIREMENTS FOR A MAJOR IN THEATRE ARTS

To earn a Bachelor of Arts degree in Theatre Arts, students will choose to specialize in one (1) of two (2) concentrations: 1) Performance or 2) Design and Technical Production. The major requires a total of 53 semester hours taken within the major. Of those hours, 32 are part of the THEA Core Requirements, while the other 21 are in the student’s chosen concentration.

THEATRE ARTS CORE COURSE REQUIREMENTS

THEA 1180	Stagecraft	3
THEA 1184	Acting I	3
THEA 2110	Introduction to Design	3
THEA 2283	Stage Management	3
THEA 2330	Script Analysis	3
THEA 3350	Theatre History I	3
THEA 3351	Theatre History II	3

THEA 4484	Senior Thesis	3
THEA 2285	Theatre Arts Practicum	<u>8</u>
Total Core:		32 semester hours

THEATRE ARTS TRACK COURSE REQUIREMENTS

Performance Track

THEA 1205	Movement for the Actor	3
THEA 1286	Stage Makeup	3
THEA 2210	Voice and Diction	3
THEA 2351	Acting II	3
THEA 3305	Period Styles of Acting	3
THEA 3451	Auditioning	3
one (1) Theatre Arts elective		<u>3</u>
Total Performance Track:		21 semester hours

Design and Technical Production Track

ART 1151	Basic Drawing	3
Choose from the following courses for a total of 15 hours:		
THEA 1286	Stage Makeup	3
THEA 2360	Costume Construction	3
THEA 2370	Properties Design and Construction	
THEA 2380	Scenic Painting	3
THEA 2402	History of Fashion and Style	3
THEA 3385	Costume Design	3
THEA 3360	Scenic Design	3
THEA 3381	Lighting Design	3
THEA 3586	Advanced Stage Makeup	3
THEA 3390	Advanced Stagecraft	3
and:		
one (1) Theatre Arts elective		<u>3</u>
Total Design/Technical Track:		21 semester hours

REQUIREMENTS FOR A MAJOR IN MUSICAL THEATRE

To earn a Bachelor of Arts degree in Musical Theatre students must complete the following:

MUSICAL THEATRE DEGREE REQUIREMENTS

THEA 1180	Stagecraft	3
THEA 1184	Acting I	3
THEA 1205	Movement for the Actor	3
THEA 2210	Voice and Diction	3
*THEA 2285	Practicum	8
THEA 2351	Acting II	3
MUSI 1100	Music Fundamentals or MUSI 1101	3
MUSI 1105/6 or 3105/3106	Applied Voice	8 hr. minimum
MUSI 1107/8	Choral Ensemble	4

MUSI 2239	Basics of Singing	3
MUTH 2100/2101	Dance for the Musical Stage	4
MUTH 3200	Musical Theatre Performance I	3
MUTH 3201	Musical Theatre Performance II	3
MUTH 4352	History of Musical Theatre	3
14 hours of approved electives in THEA/MUSI or 3000+ electives		<u>14</u>
		68

*THEA 2285, Practicum is taken every semester for 0-2 credits.

REQUIREMENTS FOR A MINOR IN THEATRE ARTS

For a minor in Theatre Arts, students are required to take a minimum of 18 semester hours, which must include a minimum of THEA 2330 and 2 hours of practicum credit.

COURSE DESCRIPTIONS (THEA/MUTH)

***Denotes THEA courses that satisfy the Fine Arts requirement in the Core Curriculum.**

***THEA 1101 Drama Survey I. (3)**

A survey of theatre beginning with ancient Greece continuing through Romanticism. Students will study theatre as a developed art form through reading, viewing, and discussing plays representing diverse eras of history. *Drama Survey I may be taken independently of Drama Survey II.*

***THEA 1102 Drama Survey II. (3)**

A survey of theatre from the rise of Realism through contemporary drama. Students will study theatre as a developed art form through reading, viewing, and discussing plays representing diverse eras of history. *Drama Survey II may be taken independently of Drama Survey I.*

***THEA 1180 Stagecraft. (3)**

A course designed to provide the student with theoretical and working knowledge of technical theatre. An emphasis is placed on the fundamental techniques and processes used in theatre productions. Students work on a departmental production

***THEA 1184 Acting I. (3)**

A course designed to introduce students to the fundamentals of acting for the stage. The course includes achievement of a simple objective, self and sensory awareness, relaxation, concentration, and beginning scene and text analysis.

***THEA 1205 Movement for the Actor. (3)**

A course designed to develop body awareness by exploring movement connected to impulse and instinct, focusing on integration of the mind, body, and spirit.

***THEA 1286 Makeup for the Stage. (3)**

A study in the theories and application of stage makeup. Topics may include corrective, old age, and character makeup, as well as prosthetics.

THEA 2110 Introduction to Design. (3)

This course introduces students to the fundamental elements of the design process, with emphasis on script analysis, visual communication, and creative expression.

THEA 2210 Voice and Diction. (3)

To introduce students to the process of voice production, methods of Linklater's freeing the voice with emphasis on relaxation and breathing, and applicable techniques for working with text.

***THEA 2272 Creative Dramatics. (3)**

A course that introduces methods of creating, designing, and utilizing drama to enhance teaching skills and foster the educational development of students.

Highly recommended for Early Childhood and Secondary Education majors

THEA 2283 Stage Management. (3)

A course designed to provide students with introduction to, and basic training in, the area of stage management.

THEA 2285 Practicum. (0-2)

Designed for students to gain practical experience in and outside of their areas of focus. Students will engage in production assignments each semester to earn credit for this course. *May be repeated for credit.*

THEA 2330 Script Analysis. (3)

A study of major genres of dramatic literature designed to provide the director, actor, designer, dramaturge, and/or technician with basic guidelines for text analysis. Students develop and utilize skills to thoroughly analyze text.

THEA 2351 Acting II. (3)

A continuation of THEA 1184 that explores further character development through advanced scene work and improvisational exercises.

Prerequisite: THEA 1184

***THEA 2352 History of Fashion and Style. (3)**

A survey of Western clothing, ornament, architecture, and style that will examine roughly 3000 years. Beginning with the Ancient Greeks and continuing to contemporary style, students will be introduced to a wide range of designers and architects.

***THEA 2360 Costume Construction. (3)**

This course introduces students to the basic and advanced techniques of costume construction for the stage. Students will engage in hand and machine sewing, learn how to alter and create patterns, and identify costume styles.

***THEA 2370 Properties Design and Construction.** This course is designed to explore a myriad of processes involved in researching, designing and building props for the stage. Possible projects will include: sculpting, carving, casting, furniture maintenance, food for the stage and blood & gore effects.

***THEA 2380 Scenic Painting.** This course is designed to be an exploration of the scenic painting process. Through practical application students will interact with the materials and apply the techniques required for painting scenery.

THEA 3305 Period Styles of Acting. (3)

An advanced acting course which introduces students to period styles of acting and movement including Greek, Elizabethan, Comedy of Manners, Farce, and the Theatre of the Absurd.

Prerequisites: THEA 1184, THEA 2351

THEA 3350 Theatre History I. (3)

This course examines theatrical traditions, styles, and practices from ancient Greece through the mid-17th century.

THEA 3351 Theatre History II. (3)

This course examines theatrical traditions, styles, and practices from the Restoration to contemporary theatre.

THEA 3360 Scenic Design. (3)

A study of the scenic design process. Students will apply the principles of design to scenery through intense practical assignments. Emphasis is placed on communication through drafting, rendering, and modeling.

Prerequisite: THEA 2110 or ART 1151.

THEA 3381 Lighting Design. (3)

A study of the lighting design process. Students will apply the principles of design to lighting through intense practical assignments.

Prerequisite: THEA 2110 or ART 1151.

THEA 3385 Costume Design. (3)

A course that acquaints students with the basic skills needed to design theatrical costumes. Students will focus on research methods and rendering techniques to create a diverse portfolio of work.

Prerequisite: THEA 2110 or ARTD 1151

THEA 3390 Advanced Stagecraft. (3)

Students will apply the principles of stagecraft to rigorous practical assignments intent on developing fine craftsmanship skills. This project-based course will provide opportunities for woodworking, metal work, and technical design.

Prerequisite: THEA 1180

THEA 3451 Auditioning. (3)

A course designed for developing audition techniques and examining guidelines for audition procedures with emphasis on practical auditions, résumés, headshots, selection of audition material, and compilation of an audition portfolio.

Prerequisite: THEA 1184, THEA 2351

THEA 3586 Advanced Stage Makeup (3)

Advanced study in the theories and application of stage makeup. Students will design for a variety of genres including fantasy, period and post-modern. Students will experiment with advanced techniques such as air-brushing, casting. Advanced topics may include casting, moulage, and full body projects.

Prerequisite: THEA 1286

THEA 4370 Directing. (3)

This course introduces students to the fundamentals of directing, including the director's role in interpreting, choosing, rehearsing, and staging a play. The course culminates in realized One Act productions.

Prerequisites: THEA 1184, THEA 2110, THEA 2330

THEA 4470-2 Special Topics. (1-3)

A series of courses designed to provide students with advanced material/study in either performance or design tracks.

Prerequisite: consent of instructor

THEA 4484 Senior Thesis. (3)

A course in which senior Theatre Arts majors bring their training and emphasis into focus. Senior thesis projects must be track-specific.

All proposals must be approved by the department chair and are subject to scheduling and faculty supervisory commitments.

THEA 4495 Independent Studies. (3) on demand.

Prerequisite: consent of instructor

MUTH 2100/2101 Dance for the Musical Stage I-IV (0 – 1)

Introductory and Advanced jazz, tap, ballet & musical theatre dance including contemporary Musical Theatre (1950s, 60s & 70s, 80s and 90s) genres of Broadway. *May be repeated for credit.*

MUTH 3200 Musical Theatre Performance I (3)

A study of musical theatre performance techniques including song and text analysis and practical performance experience in the preparation of a music theatre repertory for performance.

Prerequisite: Consent of Instructor

MUTH 3201 Musical Theatre Performance II (3)

A continuation of MUTH 3200 with focus on advanced musical theatre selections and performances.

MUTH 4352 History of Musical Theatre (3)

Intense study of musical theatre genres, composers, lyricists, performers, directors and choreographers and their contributions to this musical form in America from 1750 to the present. Includes consideration of how musical theatre developed from, and reflected the cultural, social and political landscape of its time.

WOMEN'S STUDIES

INTRODUCTION

Women's Studies is an interdisciplinary field of study that complements a liberal arts education by drawing upon a variety of disciplines to gain a critical awareness of the female experience. In developing this awareness and in presenting its diversity, courses explore gender as well as race, ethnicity, culture, age, and social class as categories of analysis. While exploring these issues, the courses also promote the development of skills in critical thinking, speaking, and writing. Courses focus on women's past and present roles in culture, politics, the family, the arts and sciences, health care, business, and religion.

LEARNING OBJECTIVES

A minor in Women's Studies consists of **twelve (12) semester hours**, three (3) of which must be WMST 1101 (Introduction to Women's Studies). Of the remaining nine (9) hours, six (6) must be taken at the 3000 level. This flexibility, coupled with the interdisciplinary nature of the field, permits students to design a minor that best reflects their academic and future career interests. (Only cross-listed courses taken during or after Fall 2000 may be applied to the minor in Women's Studies.)

COURSE DESCRIPTIONS (WMST)

***WMST 1101 Introduction to Women's Studies. (3)**

This course provides an understanding of the female experience and the evolution of women's roles within one's own culture and that of others. In developing this understanding, emphasis is placed on the great diversity of women's individual lives by considering such factors as race, age, marital, and class status.

CROSS-LISTED COURSES

WMST 2500

or **Marriages and Families. (3)**

SOCI 2500

WMST 3110

or **Special Topics: Latin American Women Writers. (3)**

LAST 3110

WMST 3320

or **The Ethics of Sexuality, Marriage, and Gender. (3)**

RLGN 3320

WMST 3340

or **Enlightenment Literature. (3)**

ENGL 3340

WMST 3345

or **The Rise of the Novel. (3)**

ENGL 3345

WMST 3500
or **Gender and Society. (3)**
SOCI 3500

WMST 4002
or **Latin American Women Writers. (3)**
SPAN 4002

WMST 4499
or **Special Topics: American Women. (3)**
HIST 4499

Interim-term courses are offered in Women's Studies. In addition, internships are available and encouraged.

***Denotes WMST courses that may substitute for a CORE Humanities course in the Core Curriculum.**

FACULTY

Randall Adams (2011)

Assistant Professor of Sociology and Program Coordinator

B.S., M.A., Middle Tennessee State University; Ph.D., University of Tennessee

David Oki Ahearn (1995)

Professor of Religion and Program Coordinator

B.A., Austin College; M.Div., Southern Methodist University; Ph.D., Emory University

Arya Alami (2013)

Assistant Professor of Exercise Science, Department Chair, Exercise Science

B.S., University of California at Davis; M.S., California Polytechnic State University;

Ph.D., University of Tennessee

Toni P. Anderson (1999)

Professor of Music and Program Coordinator

B.M., Lamar University; M.M., New England Conservatory of Music;

Ph.D., Georgia State University

Elizabeth Appleby (2006)

Associate Professor of French

B.A., Seton Hill College; J.D., M.A., University of Pittsburgh;

Ph.D., Ohio State University

Kim Barber Knoll (1995)

Professor of Theater and Program Coordinator

B.S., University of Tennessee; M.F.A., University of California at Los Angeles

Christopher A. Bailey (2014)

Assistant Professor of Exercise Science

B.S., M.Ed., Georgia College and State University; Ph.D., East Tennessee State University

Charlene Baxter (1976)

Librarian for Public and Technical Services, Co-Director of the Library

A.B., West Georgia College; M.L.S., George Peabody College for Teachers

Cindi Bearden (2001)

Associate Professor of Business and Accountancy

B.S., Jacksonville State University; Master of Accountancy, University of Alabama;

Certified Public Accountant

Jon Birkeli (1987)

Ely R. Callaway, Sr., Professor in International Business and Program Coordinator

A.B., Lenoir-Rhyne College; Ph.D., University of South Carolina

Sandra Blair (2000)

Associate Professor of Nursing

B.S.N., LaGrange College; M.S.N., Georgia State University

Marcia Langham Brown (1996)

Professor of Art and Design; Department Chair, Fine and Performing Arts

B.F.A., Guilford College; M.F.A., University of Georgia

Joseph J. Cafaro (1984)

Professor of History; Department Chair, History and the Social Sciences

A.A., Manatee Junior College; B.A., Florida Atlantic University;

M.A., Ph.D., Florida State University

Brenda G. Callahan (2014)

Assistant Professor of Psychology

B.A., Lenoir-Rhyne College; M.A., University of North Carolina at Charlotte;

Ph.D., University of North Carolina at Charlotte

Alicia Campbell (2011)

Assistant Professor of Spanish

B.A., Flagler College; M.A., Ph.D., Florida State University

Angela N. Cauthen (2006)

Associate Professor of Biology; Department Chair, Sciences

B.S., Shorter College; Ph.D., University of Georgia

Randy William Colvin (2008)

Assistant Professor of Biology

B.S., Colorado State University; M.S., Oregon State University

John Granger Cook (1994)

Professor of Religion

B.A., Davidson College; M.Div., Union Theological Seminary;

Ph.D., Emory 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

Nina Dulin-Mallory (1989)

Professor of English

B.A., Clemson University; M.Ed., LaGrange College; Ph.D., Auburn University

Jon M. Ernstberger (2008)

Associate Professor of Mathematics; Director of Online Instruction

B.S., M.S., Murray State University; Ph.D., North Carolina State University

- Stacey L. Ernstberger (2010)
Assistant Professor of Mathematics
B.S., Murray State University; M.S., Ph.D., North Carolina State University
- Beth Everett (2014)
Associate Professor of Music, Director of Choral Ensembles
B.M., Palm Beach Atlantic University; M.M., Southern Methodist University;
D.M.A., University of Southern Mississippi
- Luke Foco (2014)
Assistant Professor of Theatre
B.F.A., Virginia Commonwealth University; M.F.A., Carnegie Mellon University
- David L. Garrison (2010)
Provost; Professor of English
B.A., Appalachian State University; M.A., Baylor University;
Ph.D., University of Minnesota
- Gordon Jeffrey Geeter (1990)
Assistant Professor of Health and Physical Education
A.S., Andrew College; B.S., Tennessee Wesleyan College;
M.S.S., United States Sports Academy
- Melvin H. Hall (2002)
Professor of Chemistry
B.S., Cuttington University College; M.A., University of California at Berkeley;
Ph.D., Auburn University
- Celia G. Hay (1996)
Professor of Nursing; Department Chair, Nursing
A.D., Piedmont Hospital School of Nursing; M.S., Ph.D., Georgia State University
- Christi Perkins Hu (2011)
Assistant Professor of Psychological Science and Program Coordinator
B.S., Samford University; Ph.D., University of Alabama at Birmingham
- Seok Hwang (2005)
Associate Professor of Mathematics
B.S., Yeungnam University; M.A., Ph.D., University of Wisconsin
- Lee E. Johnson (1990)
Fuller E. Callaway Associate Professor of Music
B.A., Auburn University; M.M., Indiana University
- Dorothy M. Joiner (2001)
Lovick Corn Professor of Art History
B.A., St. Mary's Dominican College; M.A., Ph.D., Emory University

- Charles P. Kraemer (1978)
Professor of Psychological Science
B.A., LaGrange College; M.S., Ph.D., University of Georgia
- John D. Lawrence (1970)
Fuller E. Callaway Professor of Art and Design
B.F.A., Atlanta College of Art; M.F.A., Tulane University
- Tracy L. R. Lightcap (1991)
Professor of Political Science and Program Coordinator
A.B., University of the South; M.A., University of South Carolina;
Ph.D., Emory University
- Alvin B. Lingenfelter (2003)
Assistant Professor of Religion
B.A., Mississippi College; M.Div., Duke Divinity School
- Donald R. Livingston (2001)
Professor of Education; Department Chair, Education
B.S., Drexel University; M.Ed., West Chester University;
Ed.D., Georgia Southern University
- Sharon M. Livingston (2006)
Assistant Professor of Education; Director of Assessment for the Education Department
B.S., Drexel University; M.S.A., West Chester University;
Ph.D., Georgia State University
- Lindsey Lowry (2014)
Assistant Professor of Library Science
B.A., University of West Georgia; M.S., Florida State University
- Sarah Beth Mallory (1993)
Associate Provost for General Education and Global Engagement;
Professor of Biology
B.S., M.S., University of Georgia; Ph.D., Auburn University
- Joe Marciniak (2013)
Assistant Professor of Library Science, Co-Director of the Library
B.A., Earlham College; M.F.A., University of California, Los Angeles;
M.L.I.S., University of Alabama
- Greg A. McClanahan (1988)
Professor of Mathematics; Department Chair, Mathematics and Computer Science
B.S., M.S., Auburn University; Ph.D., Clemson University

Beth McClanahan (2011)

Assistant Professor of Mathematics

B.S. Birmingham-Southern College; M.S. Columbus State University;

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William J. McCoy, IV (1991)

Professor of Chemistry and Physics and Program Coordinator

B.S., Yale University; Ph.D., University of North Carolina

Tim McInnis (2014)

Assistant Professor of Exercise Science

B.S., Louisiana State University; M.S., Appalachian State University;

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Linda H. McMullen (1999)

Associate Professor of Management

B.S., M.S., Geneva College

Angela McSpadden (2013)

Assistant Professor of Nursing

B.S.N., Georgia Regents University (MCG); M.S.N., University of West Georgia

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)

Director of Field Experiences

B.A., M.A., University of North Carolina at Charlotte

Anna Odom (2007)

Associate Professor of Nursing

A.D.N, LaGrange College; M.S.N., Georgia State University;

C.F.N.P., American Academy of Nurse Practitioners

Bobette Jo Otto (2014)

Assistant Professor of Sociology

B.A., Eastern Illinois University; M.A., East Tennessee State University;

Ph.D., Georgia State University

Richard Hank Parker (2008)

Assistant Professor of Chemistry

B.S., M.S., Auburn University; Ph.D., University of Florida

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

Kenneth Passmore (2011)
Instructor of Music
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Jayne Pauley (2012)
Assistant Professor of Nursing
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Vicki T. Pheil (2007)
Assistant Professor of Education; Field Experience Consultant
B.A., M.Ed., LaGrange College

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

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

Rebekah Ralph (2014)
Instructor of Education Technology
B.S., Wingate University; M.Ed., Ed.S., LaGrange College

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

Tracy Clahan Riggs (2011)
Instructor of Theatre Arts
B.F.A., Catholic University, M.F.A., Florida Atlantic University

Arthur Robinson (1998)
Assistant Professor of Library Science; Public Services Librarian
B.A., Trinity College; M.L.S., Ph.D., Indiana University

Lydia W. Rosencrants (1999)
Professor of Accountancy; Department Chair, Business
B. S., University of Richmond; Ph.D., Michigan State University

Maranah A. Sauter (1983)

Associate Provost for Program Development and Assessment; Professor of Nursing
A.A., B.S., Georgia Southwestern College; M.S., Georgia State University;
Ph.D., Medical College of Georgia

Laine Allison Scott (1998)

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

Kevin L. Shirley (1998)

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

Jack C. Slay, Jr. (1992)

Director, Servant Scholars Program; Professor of English
B.A., M.A., Mississippi State University; Ph.D., University of Tennessee

Justin Thurman (2010)

Assistant Professor of English, Director of Writing Center
B.A., M.A., University of Nevada, Reno; Ph.D., University of Louisiana at Lafayette

Ginger Truitt (2006)

Associate Professor of Nursing, Assistant Chair, Nursing
B.S.N., LaGrange College; M.S.N., University of West Georgia

John A. Tures (2001)

Professor of Political Science
B.A., Trinity University; M.S., Marquette University; Ph.D., Florida State University

Mitchell Turner (2002)

Professor of Music; Director of Undergraduate Research
B.S., Georgia Southern University; M.M., Ph.D., University of Georgia

Joshua Van Lieu (2011)

Assistant Professor of History
B. A., Vassar College; M.A., University of Kentucky;
M.A., Ph.D., University of Washington

Mariangela Vecchiarini (2014)

Assistant Professor of Entrepreneurship
B.S., University of Naples Suor Orsola Benincasa; M.S., University of Rome La Sapienza;
Ph.D., Second University of Naples

Anthony Wilson (2004)

Associate Professor of English
B.A., Oglethorpe University; M.A., Ph.D., Vanderbilt University

Margaretta Howard Wright (2013)

Assistant Professor of Education

B.S., M.A., LaGrange College; Ed.S., Troy State University;

Ed.D., University of West Georgia

Mark D. Yates (2011)

Assistant Professor of Biology

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

Carol M. Yin (1991)

Director of Institutional Effectiveness; Professor of Mathematics

B.S., M.A.M., Ph.D., Auburn University

Kuo-chuan Yin (1994)

Professor of Mathematics

B.S., National Chung Hsing University; M.S., Ph.D., Auburn University

REGULAR ADJUNCT FACULTY

Ethyl L. Ault
Instructor of Education
B.S., M.S., Ed.S., Georgia State University

Christiane B. Price
Instructor of French and German
M.A., Freie Universität; Ph.D., Emory University

PRESIDENT EMERITUS

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

PROFESSORS EMERITI

Professors Emeriti

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

Associate Professors Emeriti

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

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Carol Cook, LaGrange, Georgia Ex Officio
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H. Jackson Daniel, Forsyth, Georgia Ex Officio
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Brian Germano, LaGrange, Georgia Ex Officio
Garnett J. Giesler, LaGrange, Georgia 2018
Shearon Wiggins Glover, Atlanta, Georgia 2018
Scott D. Hawkins, Atlanta, Georgia 2018
William M. Hodges, Atlanta, Georgia 2019
Tim Irwin, Atlanta, Georgia 2018
John M. Jackson, Jr., LaGrange, Georgia..... 2017
Curt M. Johnson, Valley, Alabama..... 2018
Jared T. Jones, Point Clear, Alabama 2016
T. Scott Malone, LaGrange, Georgia..... 2018
Michael McCord, Carrollton, Georgia..... Ex Officio
Marie T. Moshell, Columbus, Georgia 2019
Mary Katherine Nix, SGA President Ex Officio
William T. Plybon, Atlanta, Georgia 2018
Joe Frank Ragland, Jr., LaGrange, Georgia..... 2016
Peggy Cobb Schug, Charlotte, North Carolina 2019
Edward D. Smith, LaGrange, Georgia 2017
Nancy K. Stevens, LaGrange, Georgia..... 2016

B. Michael Watson, Atlanta, Georgia Ex Officio
George F. Wheelock, III, Birmingham, Alabama 2016
Jerry Wilkinson, Atlanta, Georgia..... 2019
Deedee G. Williams, West Point, Georgia 2016
Richard C. Wolfe, LaGrange, Georgia 2017
James M. Wood, III, Chamblee, Georgia..... 2017
Greg W. Wright, Newnan, Georgia Ex Officio

CONSULTANTS

Jon Birkeli, Faculty Representative
David L. Garrison, Provost
William Andrew Jones, Vice President for External Relations
Dan K. McAlexander, President
Walter Y. Murphy, President Emeritus
Martin E. Pirrman, Jr., Vice President for Finance and Operations

LEGAL COUNSEL

James C. Thornton, LaGrange, Georgia

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Clifford C. Glover, West Point, Georgia
Edmund C. Glover, West Point, Georgia
William G. Griffin, Jr., Rome, Georgia
G. Sanders Griffith III, Columbus, Georgia
Elizabeth C. Harris, Cartersville, Georgia
L. Bevel Jones III, Decatur, Georgia
C. Stephen Lynn, Nashville, Tennessee
Charles M. Miller, Cornelia, Georgia
Walter Y. Murphy, LaGrange, Georgia
Howard R. Park, Columbus, Georgia
S. Cliff Rainey, LaGrange, Georgia
Charles W. Smith, LaGrange, Georgia
James L. Waits, Atlanta, Georgia
Almonese Brown Clifton Williams, Decatur, Georgia

PRESIDENT'S CABINET

Dan K. McAlexander (2009) – President

B.A., University of Kansas; M. M., The Julliard School; D.M.A., University of Cincinnati

David L. Garrison (2010) –Provost

B.A., Appalachian State University; M.A., Baylor University; Ph.D., University of Minnesota

William Andrew Jones (2010) – Vice President for External Affairs

B.A., Berea College, M. A., St. Mary's University

Martin E. Pirrman (1999) - Vice President for Finance and Operations

B.A., Midway College

ADMINISTRATIVE STAFF

EFFECTIVE JULY 2015

Becky Anderson (2000)	Administrative Assistant, History and Social Sciences
Michael Anderson (2011)	Major Gift Officer, Development
Chip Aplin (2014)	Aquatics Director and Head Swim Coach
Debby Baker (2009)	News and Feature Writer
Patricia Barrett (2008)	Archives and Circulation Assistant, Lewis Library
Terri Bassett (2012)	Administrative Assistant, Evening College
Charlene Baxter (1976)	Co-Director, Lewis Library
David Beard (2005)	Assistant Director, Communications and Marketing
Jackie Belcher (2000)	Assistant Director, Financial Aid
James Blackwood (1997)	Director of Information Technology; Chief Security Officer, Informational and Instructional Technology
Dawn Briggs (2000)	Administrative Assistant, Art and Design
Steven Brown (2013)	Assistant Coach, Baseball
Lee Buchanan (2013)	Head Coach, Women's Basketball
Becky Carter (1999)	Student Accounts Specialist, Business Office
Earl Chambers (2014)	Defensive Coordinator, Football
Jennifer Claybrook (1999)	Director of Athletics, Head Softball Coach
Dawn Coker (2009)	Senior Director, Human Resources
Pamela Cox (2012)	Payroll Administrator, Human Resources
Nathaniel Crawford (2015)	Gift Officer, Development
Brandon Crosby (2015)	Assistant Coach, Football
Lee Davis (2008)	Recruitment Writer
Mark Davis (2014)	Major Gift Officer, Development
Stacey Davis (2005)	Serials and Cataloging Assistant, Lewis Library
Rob Dicks (2001)	Athletic Trainer
Matthew Donnett (2010)	Head Coach, Tennis
Lindsey Bray Elkins (2010)	Assistant to the Provost
Jon Ernstberger (2008)	Director of Online Instruction
Matthew Evans (2014)	Head Coach, Men's Soccer
Vickie Evans (2005)	Administrative Assistant, Humanities

Lisa Farrow (1991)	Circulation Manager, Lewis Library
Laura Faulkner (2008)	Administrative Assistant, Development
David Garrison (2010)	Provost/Chief Academic Officer
G. Jeffrey Geeter (1990)	Strength and Conditioning Coordinator
Siobhan Gehrs (2015)	Development Communication Specialist, Communications and Marketing
Sean Hansen (2013)	Head Coach, LaCrosse
Chastity Hargrett (2003)	Help Desk Technician, Information Systems
Dean Hartman (2000)	Senior Director of Communications and Marketing
Melissa Herrington (2013)	Administrative Assistant, Business and Accountancy
Emma Higgins (2014)	Admission Counselor
Patti Hoxsie (2000)	Director of Finance
Karley Huddleston (2014)	Human Resources Specialist
Felton Huggins (2013)	Assistant Coach, Football
Janet Hughes (2004)	Assistant to VP for External Relations and VP for Finance and Operations
John Hughes (2002)	Sports Information Director
Stacy Jackson (2000)	Publications Manager
Vernon James (2012)	Director of Residential Education and Housing
Jenna Jones (2012)	Athletic Program Coordinator
Rebecca Jones (2013)	Assistant Athletic Trainer
Val Jones (2012)	Assistant Coach, Women's Basketball
William Jones (2010)	Vice President for External Relations
David Kelton (2009)	Head Coach, Baseball
Susan A. Laforet (1994)	Administrative Assistant, Callaway Science Building
Lindsey Lowry (2013)	Librarian, Lewis Library
Jeff Lukken (2013)	Director, Graduate and Degree Completion Program
Willie Maddox (2013)	Major Gift Officer, Development
Sarah Beth Mallory (1993)	Associate Provost, Global Engagement and General Education
Susan Mansour (2014)	Manager, Panther Prints and Postal Services
Stephanie Marcellini (2014)	Accounts Payable Specialist, Business Office
Joe Marciniak (2012)	Co-Director, Lewis Library
Cynthia Mayfield (2006)	Administrative Assistant, Communications and Marketing

Dan K. McAlexander (2009)	President
April McArdle (2010)	Manager, Circulation Desk, Library
Kirby McCartney (1983)	Administrative Assistant, Residential Education and Housing
David McGreal (2011)	Director of Admission and Assistant Coach, Men's Basketball
Patricia McKay (1998)	Administrative Assistant, Student Engagement
Heather Miller (2013)	Admission Counselor
Joseph Miller (2012)	Dean of Enrollment Management
Tiffany Mixon (1999)	Support Manager, Information Technology
Brandon Mobley (2000)	Database Administrator I, Information Technology
Jack Morman, Sr. (1992)	Pool Operations Assistant
Katie Mosley (2014)	Director of Student Involvement and Services
Fayedra Mumme (2014)	Admission Coordinator for Graduate and Degree Completion Program
Matthew Mumme (2013)	Head Coach, Football
Martha Pirkle (1994)	Director of Alumni and Community Relations
Marty Pirrman (1999)	Vice President for Finance and Operations
Todd Prater (2010)	Assistant Registrar and Retention Coordinator
Karen Pruettt (2015)	Director, Career Development Center
Michele Raphoon (2005)	Program Coordinator, General Education and Global Engagement
Melissa Reeves (2010)	Accounting Assistant, Business Office
Michelle Reeves (1998)	Director, Financial Aid
Carla Rhodes (2005)	Executive Assistant to the President
Lee Richter (1993)	Head Coach, Golf
Adam Roberts (2014)	Chaplain and Director of Spiritual Life
Arthur Robinson (1998)	Public Services Librarian, Lewis Library
Tammy Rogers (1992)	Director of Special Events and Conferences
Imann Rollins (2013)	Assistant Athletic Trainer
Rebecca Roth (2006)	Senior Director of Development
Cynthia Saines (2006)	Registrar
Maranah Sauter (1983)	Associate Provost, Program Development and Assessment
Leslie Sebaugh (2015)	Administrative Assistant, Alumni and Community Relations
Ann Sellman (2002)	Administrative Assistant, Music

Jennifer Shaw (2014)	Store Manager, Campus Exclusives
David Shonts (2005)	Director of Football Operations
Marc Shook (2012)	Associate Provost, Dean of Student Engagement
Mary Skandalakis (2014)	Assistant, Panther Prints and Postal Services
Jack Slay (1992)	Director, Servant Scholars Program
Beth Spencer (2008)	Advancement Services Coordinator
Ronald Stafford (2005)	Network Manager, Information Technology
Eva Stephen (2005)	Data Assessment Manager, Department of Education
Joseph Strickland (2014)	South Quad Area Manager, Coordinator of Leadership Development & Service, Interim Head Coach for Cross Country
Caitlin Sutton (2015)	Internship Coordinator and Career Advisor
Jamie Thomas (2013)	Head Coach, Volleyball
Cara Thornton (2015)	Gift Officer, Development
Kendall Todd (2014)	Assistant Coach, Football
Emma Trammell (1992)	Information Specialist, Office of Admission
Leslie Traylor (2014)	Admission Services Coordinator
Pamela Tremblay (1998)	Director of Counseling
Christy Vanhooose (2010)	Administrative Assistant, Department of Nursing
Fred Wagenaar (2014)	Head Coach, Women's Soccer
Kendal Wallace (2011)	Head Coach, Men's Basketball
Kayla Watson (2015)	Area Manager, Residential Education & Housing
Jan Webb (2015)	Financial Aid Counselor
Gail Whatley (2010)	Administrative Assistant, Department of Education
David Wiggins (2003)	Acquisitions Assistant, Lewis Library
Gerri Lynn Wiker (2014)	Administrative Assistant, Registrar's Office
Carol Yin (2012)	Director, Institutional Effectiveness