

VOLUME XII

AUGUST 2018

LAGRANGE COLLEGE

EVENING COLLEGE BULLETIN

LAGRANGE, GEORGIA

2018-2019

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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 29, 2018 for current (2018-2019) academic year

Note:

For information, regulations, and procedures for undergraduate studies, see the *Undergraduate Bulletin*.

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

COMMUNICATIONS DIRECTORY

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

For prompt attention, please address inquiries as indicated below:

LaGrange College (general information)	706.880.8000
Office of the President	706.880.8240
Vice President for Academic Affairs	706.880.8236
Registrar	706.880.8024
Vice President for Student Engagement	706.880.8976
Director of Career Development Center	706.880.8185
Director of Communications and Marketing	706.880.8246
Director of Financial Aid	706.880.8249
Senior Director of Information Technology	706.880.8050
Vice President for External Relations	706.880.8223
Vice President for 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 age, color, race, national or ethnic origin, disability, or sex, sexual orientation, gender identity, or gender expression 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.

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 nineteen (19) majors, the Bachelor of Science degree in FIVE (5) 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 Specialist in Education degree in Curriculum and Instruction, the Master of Arts in Clinical Mental Health Counseling, the Master of Arts in Philanthropy and Development, and the Master of Science and Master of Arts in Strength and Conditioning. The Evening program offers the Bachelor of Arts degree.

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 to award baccalaureate and master's degrees as well as the educational specialist degree. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of LaGrange College.

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 Independent College Association.

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 and accountancy 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.

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 Vice President for Academic Affairs (VPAA) 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 706.880.8005 (800.593.2885 toll free) 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, Business Office, Registrar's Office, Vice President for Enrollment, Vice President for Academic Affairs, Vice President for External Relations, Vice President for Finance and Operations and 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 Wilkinson Family Servant Scholars Program.

FULLER E. CALLAWAY ACADEMIC BUILDING

Completed in 1981 and renovated in 2000, the Fuller E. Callaway Academic Building houses 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 offices of Intercollegiate and Intramural athletics, offices of Exercise Science, a weight room, an athletic training room and a football locker room.

CASON J. CALLAWAY SCIENCE BUILDING

Built in 1972 and renovated in 2017, this three-story brick building primarily provides for instruction in Math and Physics. The building is named in memory of a former member of the college's Board of Trustees and houses the Charter Computational Mathematics Lab.

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.

CLEAVELAND 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.

WRIGHTS 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. Wrights 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.

IDA CALLAWAY HUDSON LAB SCIENCES BUILDING

Opened in February 2017, this state-of-the-art, 40,000-square foot facility, Hudson Lab Sciences Building, houses laboratories for instruction in anatomy/physiology, biology, chemistry, ecology, cell and molecular biology, microbiology and organic chemistry and designated space for undergraduate research. It includes a nuclear magnetic resonance machine and an atomic absorption spectrophotometer.

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 individual and 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 gift shop, 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 and renovated in 2013, this building features a 280-seat proscenium theater with 36 fly lines, eight electrics (including four 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, classroom and the Lab 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 Vice President for Human Resources 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.

WEST SIDE

Formerly a Troup County magnet school for the arts, West Side was purchased in 2014 and extensively renovated to house the college's Nursing, Music and Digital Creative Media (film) programs. The facility features state-of-the-art equipment for all areas, as well as a 150-seat recital hall, live recording studio and rehearsal space for chamber choir, percussion ensemble and marching and concert bands.

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 2018 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 1,000 with a minimum SAT Evidence-Based Reading and Writing score of 500. 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 sub-score is reported. The ACT and/or SAT combined score is factored from collating the combined highest scores from composite sub-scores 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.

Dual 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 Move on When Ready (MOWR) Program for a limited number of Spanish courses offered in the Summer Term. Students wishing to apply for the dual enrollment program or the Georgia Move on When Ready Program must submit the following materials:

- an application for admission
- application fee
- recommendation letter from the student's principal or headmaster
- an official High School transcript
- official SAT or ACT scores
- a high school average which indicates that the student is on track for graduation and 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 Residential Housing.
- 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 Vice President for Academic Affairs (VPAA).
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 are considered 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.

FINANCIAL INFORMATION

EXPENSES

PAYMENT OF CHARGES

All charges for the semester are due and payable at the beginning of the term, and each student is expected to make satisfactory arrangements at that time. Students who pre-register and pay in advance of the deadline each semester are not required to attend final registration. Students completing registration after the posted deadline will be assessed a Late Registration Fee as enumerated below. Realizing that some students prefer to pay on a monthly basis, the college has an arrangement with a third party vendor to offer this option. This plan is between the student and the vendor, and there is no involvement by LaGrange College in the agreement. For additional information on this plan, contact the Business Office. The college also offers a deferred payment option that allows students to make monthly payments to cover educational costs. Interest will be assessed to students utilizing this option.

The college accepts American Express, Discover, MasterCard, and VISA as payment on a student's account. Online payments are accessed through the Quick Links on the college's website.

CHARGES

Tuition

A. Undergraduate

(1) per semester hour \$ 696.00

(2) Nursing (RN to BSN)*

*For specific pricing, see the Business Office

B. Students may request information regarding course offerings and charges from the Registrar's Office.

C. Audit (per semester hour) \$ 696.00

Fees - Miscellaneous

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

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 half-time. 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 unofficial 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.

Any student who does not attend all of his or her classes for two weeks – without a medical reason – may be administratively withdrawn at the discretion of the Vice President for Academic Affairs.

LAGRANGE COLLEGE INSTITUTIONAL REFUND POLICY

Based on the date of withdrawal, the student may be eligible for a full or partial refund of their 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.

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 October 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 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 is the Cost of Attendance Budget for fulltime (12 hours) undergraduate students in the Evening College for the 2017-2018 academic year:

Tuition/fees* (direct fees)	\$16734
Books and Supplies	1000
Student Loan Fees	205
Transportation	1,350
Personal	1,500
Health Fees	300
Total	\$21089

**The tuition rate above is applicable to a full-time course load of 12 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 Vice President for Academic Affairs (VPAA) 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 Vice President for Academic Affairs (VPAA) 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 VPAA.

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 <https://www.fafsa.gov/> beginning October 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.

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 \$2089 per semester if full-time, and \$1044 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 \$2308 per semester if full-time, and \$1154 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.

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, 2016 for loans disbursed between 07/01/2016 and 06/30/17. 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, 2016 for loans disbursed between 07/01/2016 and 06/30/2017. 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, 2017 for loans disbursed

between 07/01/2017 and 06/30/17, 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
Chaplain, Spiritual Life & Church Relations
Counseling Center
Disability Services
Greek Life
Leadership Development
Multicultural Programming
New Student & Family 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 Vice President for Academic Affairs (VPAA), or any other appropriate College personnel. In the situation that the Dean of Student Engagement seeks to implement the Administrative Withdrawal Policy, one of the following actions may occur:

1. Voluntary or Involuntary Referral for Evaluation – The student may be referred for clinical services by a licensed physician and/or mental health provider in the community. Any costs associated with the evaluation will not be covered by the College. If such occurs, the student must submit the identity and credentials of the professional to the Dean of Student Engagement for approval. The student must also authorize the College to have permission to speak with the professional prior to and following the evaluation and/or treatment. In the case of an evaluation, the student must permit the professional to provide the College with a copy of the evaluation results as well as any treatment plan recommended. The College may mandate that the student follow any treatment plan recommended as a condition of continued enrollment. Any student who fails to complete the evaluation process as required is subject to withdrawal as noted below. After receiving the evaluation, the Dean of Student Engagement may at his discretion:
 - a. Allow the student to continue with no mandated treatment.
 - b. Allow the student to continue pending on-going treatment (failure to comply with required treatment may result in withdrawal) or other accommodations deemed appropriate if applicable.
 - c. Allow the student to take a medical withdrawal from the College.
 - d. Implement an interim administrative withdrawal.
 - e. Dismiss the student from the College.
 - f. Determine other actions deemed appropriate under the circumstances.
2. Medical Withdrawals – A student who elects to take a medical withdrawal after being contacted with conditions under this policy may be required by Admissions to submit documentation from the Dean of Student Engagement or designee verifying that the student is eligible to reenroll.
3. Interim Administrative Withdrawal – The Dean of Student Engagement or designee may place a student on an interim administrative withdrawal at his/her discretion under this policy. The College may also place a student on an interim administrative withdrawal pending the completion of a referral for evaluation and corresponding decision by the institution and/or for failure to meet any conditions issued under a Disciplinary Interim Action. Notice of the withdrawal may be issued in person, over the phone, via certified mail, or an e-mail to the student's College e-mail account. The Dean of Student Engagement or designee has the discretion to issue the interim administrative withdrawal for a designated period of time, until the completion of conditions issued, or a combination of the two. During the period of withdrawal, the student may be denied access to College property without written permission from the Dean of Student Engagement,

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

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

4. Administrative Withdrawal – If, based on the evidence available and/or submitted for consideration by the student, it is the opinion of the Dean of Student Engagement, in consultation with the Director of the Counseling Center, Vice President for Academic Affairs (VPAA), 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.

Additionally, any student who does not attend all of his or her classes for two weeks – without a medical reason – may be administratively withdrawn at the discretion of the Vice President for Academic Affairs (VPAA).

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, VPAA, 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, sexual harassment, sexual assault, dating violence, domestic/family violence, and stalking are 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 that impact students, faculty, staff, and visitors to campus if such activity occurs while on College property.

Prior to the articulation of the policy, it is important to note options for assistance following an incident of sexual violence. Whether or not an individual 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
- Brandi Cameron (706-880-8177): as a counselor, Ms. Cameron can assist the student 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 is unwelcome conduct of a sexual nature, including but not limited to unwelcome sexual advances; requests for sexual favors; or other verbal or nonverbal conduct of a sexual nature, including acts of sexual violence. Based on guidance from the Federal government, dating violence, domestic violence, and stalking may, depending on the facts, be forms of sexual harassment. Sexual harassment may take two forms: (1) quid pro quo, and (2) creating a hostile environment.

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.

A hostile, demeaning, or intimidating environment exists when sexual harassment is sufficiently serious to deny or limit an individual's full and free participation in the life of the College. A hostile environment can be created by anyone involved in a College's program or activities (e.g., administrators, faculty members, and campus visitors).

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, sexual coercion, and sexual exploitation. Other than “rape, definitions of the proceeding terms will be the State of Georgia definition governing at the time of the incident. By Federal dictate, the College will use the FBI definition of “rape” included in the most current version of the Uniform Crime Reporting (UCR) Summary Reporting System, which encompasses the categories of rape, sodomy, and sexual assault with an object; the current definition used therein is as follows, “Penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.”

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.

As noted above, Federal guidance has confirmed that, depending on the facts, dating violence, domestic/family violence, and stalking may also be forms of sexual harassment. While definitions of the proceeding terms are included in the definition section of this policy, the College will use the most current definition used by the State of Georgia governing on the date of the alleged incident.

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, Vice President for Academic Affairs (VPAA), 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 circumstances 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. 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 considered final unless there are grounds to grant an appeal. The only grounds upon which a student, staff, or member of the administration may appeal are: (a) denial of due process indicating that the institution has failed to follow articulated policy in reaching a decision; (b) presentation of significant and relevant evidence not made available during the investigation with a potential to alter the final decision – this does not include information that one voluntarily failed to present during the investigation; and (c) unduly harsh or arbitrary sanctions that are not consistent with case precedent. Student, staff, or member of the administration will make the appeal in writing to the college's Title IX coordinator within 72 hours of the time the final decision was communicated. The specific reason for the appeal and a detailed explanation should be included in the appeal. The Title IX coordinator will review only matters pertaining to the appeal justification as listed above. The Title IX coordinator will make a determination as to whether the appeal should be denied, reopen the internal investigation if new and relevant evidence exists, or refer the matter to an outside and neutral party. There is no definitive timeline for receiving an appeal response – it depends on the complexity of the case and the information mentioned in the appeal. 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, Vice President for Human Resources (Quillian Building; 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. Brian Carlisle, Vice President for Student Engagement (Smith Hall, Room 125; 706-880-8269; bcarlisle@lagrange.edu);

Issues involving faculty or staff: Dawn Coker, Vice President for Human Resources (Quillian Building; 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 students. 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 Vice President for 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:

- **Pamela Tremblay**, Ed.S., LPC - Director of the Counseling Center (706-880-8313; ptremblay@lagrange.edu)
- **Brandi Cameron**, Ed.S., LPCS – Counselor, Counseling Center (706-880-8177; bncameron@lagrange.edu)
- **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 whom 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**, Vice President for 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. The anonymous reporting link may be accessed 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: <http://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.

Clery Act and FERPA

In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), the College is required to post three years of data pertaining to instances of sexual assault, domestic violence, dating violence, and stalking. The College's compliance with the Clery Act does not constitute a violation of section 444 of the General Education Provisions Act (20 U.S.C. 1232g), commonly known as the Family Educational Rights and Privacy Act of 1974 (FERPA).

Definitions:

Coercion. Coercion is inappropriate pressure for sexual activity. Coercive behavior differs from seductive behavior based on the type of pressure someone uses to get consent from another. When a person makes clear that they do not want sex, wants to stop, or that going past a certain point of sexual interaction is unwanted, continued pressure beyond that point can be coercive.

Consent. Consent is clear, unambiguous, and voluntary agreement between participants to engage in specific sexual activity. Consent is active, not passive, and is given by clear actions or words. Consent may not be inferred from silence, passivity, or lack of active resistance alone. A current or previous dating or sexual relationship is not sufficient to constitute consent, and consent to one form of sexual activity does not imply consent to other forms of sexual activity. Being intoxicated does not diminish one's responsibility to obtain consent. In some situations, an individual may be deemed incapable of consenting to sexual activity because of circumstances or the behavior of another, or due to their age.* Examples of such situations include, but are not limited to, incompetence, impairment from alcohol and/or other drugs, fear, unconsciousness, intimidation, coercion, confinement, isolation, or mental or physical impairment.

* In Georgia, minors under the age of 16 years of are generally unable to provide consent, with narrow exceptions. See Georgia Code Ann. Section 16-6-3, Statutory Rape.

Dating violence. Violence committed by a person: who is or has been in a social relationship of a romantic or intimate nature with the victim; and where the existence of such a relationship shall be determined based on a consideration of the following factors: the length of the relationship; the type of relationship; and the frequency of interaction between the persons involved in the relationship.

Domestic violence. A felony or misdemeanor crime of violence committed by: a current or former spouse or intimate partner of the victim, a person with whom the victim shares a child in common, a person who is cohabiting with or has cohabitated with the victim as a spouse or intimate partner, a person similarly situated to a spouse of the victim under the domestic or family violence laws of the state of Georgia, or any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the state of Georgia.

Incapacitation. Incapacity can result from mental disability, sleep, involuntary physical restraint, or from intentional or unintentional taking of alcohol and/or other drugs. An incapacitated person does not have the ability to give knowing consent. Sexual activity with a person who one should know to be – or based on the circumstances should reasonably have known to be – mentally or physically incapacitated, constitutes a violation of this policy. The perspective of a reasonable person will be the basis for determining whether one should have known about the impact of the use of alcohol and/or drugs on another’s ability to give consent.

Sexual abuse occurs when a person employs, uses, persuades, induces, entices, or coerces a minor who is not that person's spouse to engage in any act that involves: (a) Sexual intercourse, including genital-genital, oral-genital, anal-genital, or oral-anal, whether between persons of the same or opposite sex; (b) Bestiality or masturbation; (c) Lewd exhibition of the genitals or pubic area of any person; (d) Flagellation or torture by or upon a person who is nude; (e) Condition of being fettered, bound, or otherwise physically restrained on the part of a person who is nude; (f) Physical contact in an act of apparent sexual stimulation or gratification with any person's clothed or unclothed genitals, pubic area, or buttocks or with a female's clothed or unclothed breasts; (g) Defecation or urination for the purpose of sexual stimulation; or (h) Penetration of the vagina or rectum by any object except when done as part of a recognized medical procedure.

Sexual Assault is a broad term and is used in Georgia to encompass any of the thirty one (31) individual offenses listed in Title 16 (Crimes and Offenses) Chapter 6 (Sexual Offences) of the Georgia Code.

Sexual Exploitation occurs when a student takes non-consensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of other sexual misconduct offenses. Examples of sexual exploitation include, but are not limited to the following:

- invasion of sexual privacy;
- prostituting another student;
- non-consensual video or audio-recording of sexual activity or circulation of such video and video or audio recording;
- going beyond the boundaries of consent;
- observing unsuspecting individuals who are partly undressed, naked, or engaged in sexual acts;
- knowingly transmitting an STI or HIV to another student;
- exposing one’s breasts, buttocks, groin, or genitals, in non-consensual circumstances; inducing another to expose their breasts, buttocks, groin, or genitals;
- sexually-based stalking and/or bullying may constitute a form of sexual exploitation, as well as a form of sexual harassment, as discussed above.

Stalking. Behavior where a person follows, places under surveillance, or contacts another person without the consent of that person for the purpose of harassing and intimidating him or her. The term “contact” means to make or attempt to make any communication, including, but not limited to, communication in person, by telephone, by mail, by broadcast, by computer or computer network, or by any other electronic device. “Harassing and intimidating” refers to a course of conduct or communications directed at a person that causes the person to suffer emotional distress that would cause a reasonable person to fear for personal safety or the safety of others, and which serves no legitimate purpose. It does not require that an overt threat of death or bodily injury be made.

Student. The term student means any person pursuing academic studies at the university. The term also includes: (1) a person not currently enrolled who was enrolled in the fall, spring, or summer term preceding the alleged violation, or (2) a person who, while not currently enrolled, was previously enrolled at LaGrange College and who is reasonably anticipated to seek enrollment at a future date, (3) a person who has applied to or been accepted for admission to LaGrange College and has accepted an offer of admission or may reasonably be expected to enroll, or (4) a person enrolled in an LaGrange College program on a credit or non-credit basis.

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. Brandi Cameron 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, verify one of the established exceptions, and receive approval to live off-campus from the director of housing.

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 (Smith Hall 215) and/or on the housing website: <http://www.lagrange.edu/campus-life/housing/index.html>. 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 Social Code and the student will be referred for disciplinary action. 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 a single 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 (Please type and 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 are 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.

Students that fail to check-out of their residence hall room at the end of the year will receive a fine and forfeit their \$100 deposit that will no longer be refundable based on the non-check-outs.

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 & CHURCH RELATIONS

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 disjoined, 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 and Church Relations

The Chaplain and Director of the Office of Spiritual Life and Church Relations 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 as Director of Spiritual Life, supports and coordinates the activities of all student spiritual life groups on campus.

As Director of Church Relations, the Chaplain schedules student-led worship teams for church visits, and preaches and teaches in United Methodist Churches throughout Georgia and beyond, and in local churches of all denominations.

The Chaplain and Director of Spiritual Life and Church Relations' office is located on the first floor of Smith Hall.

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. 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. 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*.
- B. 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.
- C. 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 Vice President for Academic Affairs (VPAA).

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 National Collegiate Athletic Association (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 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's 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 either make the request in person to an Information Technology staff member and present a valid LaGrange College ID, or use the self-service password reset tool at <http://lcid.lagrange.edu/>. Any suspected unauthorized access of a user's account should be reported immediately to the Senior 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 the on-line Learning Management System (LMS). 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 campus digital signage, 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.

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 Senior 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 on a case-by-case basis. 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 signal propagation.
- Disable the WAP in non-usage periods.

REMOTE ACCESS

LaGrange College provides 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 Senior Director of Information Technology 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.

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

EVENING COLLEGE ADVISORY COUNCIL

Convened by the Associate VPAA that oversees the Evening College, the Evening College Advisory Council (ECAC) is comprised of the Department Chairs and/or Program Coordinators of appropriate programs and the Vice President for Enrollment. The ECAC is focused on the resolution of issues facing students, faculty, and academic programs at LaGrange College that belong in the Evening College and serves to create opportunities for those same constituencies through policy and/or practice. Additionally, the ECAC may serve in matters of dispute when called upon.

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 Ethos curriculum, Interim terms, and the major.

To be eligible for the degree, a student must meet all requirements for the degree (the Ethos curriculum, major program, all necessary assessments, 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. Twelve (12) semester hours is considered full-time in a regular semester. 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 VPAA.

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 Ethos 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 may 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 Vice President for Academic Affairs (VPAA), 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 - 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 offering all students Cultural Enrichment (CE) events over the course of their careers.

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.

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-Ethos curriculum mathematics course, and credit in this course does not count toward the fulfillment of the 44 hours of Ethos 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 and the Chair of the Department of Humanities. 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 Vice President for Academic Affairs (VPAA). 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 VPAA. Students have not completed registration until they have cleared the Registrar, the Office of Student Engagement, and the Business Office. Communications to the student will be through campus e-mail and/or designated mailing address.

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.

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.

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

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.

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 VPAA; for a major course, prior approval is required from the department chair, academic advisor, and the Vice President for Academic Affairs (VPAA). 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).

The Ethos requirements will be considered fulfilled for students who have earned the Associate of Science degree at a SACSCOC accredited TCSG institution.

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.

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 VPAA 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:

Letter Grade	Evaluation	Quality Points
A+		4.00
A	Superior	4.00
A-		3.75
B+		3.25
B	Above Average	3.00
B-		2.75
C+		2.25
C	Average	2.00
C-		1.75
D+		1.25
D	Below Average	1.00
F	Failing	0.00
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 Vice President for Academic Affairs (VPAA).

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 VPAA. 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 preclude 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 Vice President for Academic Affairs (VPAA). 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 VPAA 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 Interim) 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 VPAA's Holds. Transcript requests can be made online at

<https://www.lagrange.edu/academics/registrar.html>. 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 Vice President for Academic Affairs (VPAA). The appeal must state the manner in which the course syllabus was violated.
- The VPAA 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 VPAA 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 VPAA. The VPAA 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 VPAA and the Academic 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 VPAA's List.

Upon graduation, students who have been in residence at LaGrange College 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 Vice President for Academic Affairs (VPAA), who will evaluate the student's academic progress.

In addition, a student may be placed on probation or suspended, at the discretion of the VPAA, 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 Vice President for Academic Affairs (VPAA). Normally, all applications of the regulations will be based upon a full academic load.

A letter from the VPAA 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 VPAA 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 Academic 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 Academic 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 Vice President for Academic Affairs (VPAA) 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 Ethos curriculum, which serves as the foundation of the academic experience at the college. Baccalaureate majors share Ethos, which represents approximately forty percent of a student's formal study at the college. Specific courses within Ethos 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, and connective 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.
- Students will demonstrate connectivity between the Ethos curriculum and their major coursework.

FOR STUDENTS WHO MATRICULATED BEFORE THE FALL 2018 TERM

For students who enrolled at LaGrange College before the Fall 2018 term, the foundational curriculum in force is known as the Core Curriculum. Validated and refined through years of research and offering, the Core Curriculum represents a strong, foundational, and integrative education. Students seeking information regarding requirements and opportunities under the Core Curriculum can locate that content in previous versions of the [LaGrange College Bulletin](#).

Courses associated with the Core Curriculum (often designated with prefix CORE) will still be available for up to two years as part of the Bridge program (as listed in the section on the Ethos curriculum) so that students entering prior to Fall 2018 can still meet all necessary requirements.

ETHOS CURRICULUM

In Ancient Greek, “ethos” was the word for an informed citizen’s character. The ideal was to become an individual of courageous aspiration and sound moral judgment. Much later, ethos referred to a speaker’s authority, trustworthiness, and capacity for civic excellence. And today, one of the great aims of a comprehensive liberal education might be said to be the development of student ethos, the disposition and habits of mind essential to living a meaningful life. LaGrange College’s Ethos program endeavors to be the foundation in every student’s search for that meaningful life. Students will refine their intellectual skills, explore multiple modes of inquiry, and interrogate the values of thoughtful global citizenship. Dedicated to LaGrange College’s roots in the Wesleyan tradition and implemented across every year of an undergraduate degree program, the Ethos curriculum values high-impact learning practices and culminates with integrated, project-based senior capstone experiences unique to each student’s major area of study. The Ethos program is the soul of LaGrange College’s commitment to the liberal arts tradition. It is our promise to prepare students to be curious and creative global citizens.

Ethos Curriculum For Students Matriculating in the Fall Semester of 2018

PROGRAMMATIC GOAL ONE: INTELLECTUAL SKILLS	12 Hours
Writing and Information Literacy	6 Hours
ENGL 1101, ENGL 1102	
Logical and Quantitative Reasoning	6 Hours
<ul style="list-style-type: none">• CORE 1120• MATH 1101, MATH 1114 (PSYC 2298 also satisfies this Programmatic Goal for students in the Nursing program)	
PROGRAMMATIC GOAL TWO: MODES OF INQUIRY	25 Hours
Diverse Cultures, Human Behavior, and Human Relationships	3 Hours
PSYC 1101; GNDR 1101; SOCI 1000; LAST 1104, 2000; POLS 1101, 2210, 2220; PHIL 2440; CORE 3001;RLGN 1104, 2230, 2320; HIST 1101, 1102, 1111, 1112	
Modern Languages	6 Hours
<ul style="list-style-type: none">• Two sequential courses FREN, GERM, SPAN, KORN, LANG or• One foreign language course and a culture course from FREN, GERM, JAPN, SPAN, KORN, LANG• SPAN 1101 and SPAN 1102M satisfy this requirement for	

students in the Nursing program.

Laboratory Science and the Natural World Seven hours of any BIOL, CHEM, or PHYS classes. GSCI 1101 and any PSYC 1000-2000 course will also count toward this requirement.	7 Hours
World Civilization and Humanities RLGN 2215; CORE 2001, 2002; HIST 1101, 1102, 1111, 1112; POLS 2210, 3340 (PHIL 3420); PHIL 1410, 3420 (POLS 3340); ARTD 1109, 1110, 1111; THEA 1101, 1102, 2352; MUSI 3301, 3302, 1112; ENGL 2204, 2205, 2206, 2207	6 Hours
Artistic Expression ARTD 1151, 1152, 1153, 2272, 2223, 2227, 2229, 2273; THEA 1180, 1184, 1205, 1286, 2272, 2360, 2370, 2380; MUSI 1101, 1100, 1105, 1106, 1107, 1108, 1109, 3105, 3106	3 Hours
PROGRAMMATIC GOAL THREE: GLOBAL CITIZENSHIP	7 Hours
Values Cornerstone 1101, 1102	4 Hours
Faith Traditions RLGN 1101, 1103, 1104, 1105, 1106, 1107, 1108, 3120, 2215	3 Hours
TOTAL REQUIRED ETHOS HOURS	44 Hours

GENERAL EDUCATION

Students may elect to complete four (4) Interim term courses and are encouraged to do so.

In November 2016, the LaGrange College faculty voted to implement a new curricular program named Ethos that serves as a replacement to the Core Curriculum. The Ethos Curriculum and the Interim Term comprise General Education at LaGrange College.

ASSESSMENT OF THE ETHOS 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 Ethos Curriculum. Participation in this testing program is a requirement for graduation with a baccalaureate degree.

Students will be responsible for assembling an Ethos Portfolio with which the programs and the Ethos Council can perform course-embedded assessment. All Ethos courses will include authentic assessments that are designed and administered by the courses' instructors. For the

most part, these assessments will be written artifacts, but multimedia artifacts including recorded presentations and/or performances, photography, and sound files may also be appropriate.

While often adequate for assessing student learning within certain courses, student results on standardized and/or computer scored midterm and final exams are not recommended artifacts for programmatic portfolios. Rather, students are encouraged to design signature assignments that may function as transactional discourse outside of the classroom.

The Ethos Portfolio will be comprised of nine (9) artifacts that students will collect and upload electronically over their time as students at LaGrange College. Artifacts must demonstrate gains made within each of the student learning outcomes: creativity, critical thinking, communication, and connection. Senior theses/capstone projects should be, with some rare exceptions, uploaded by all graduating seniors.

In each instance, students will be prompted to write brief self-assessments of no more than a paragraph that explain the inclusion of their work and how it demonstrates its respective student learning outcome. This reflective work—and all assessment—will be reviewed by the Ethos Council. Students transferring to LaGrange College with at least thirty (30) transfer credits may have certain artifacts waived from their Ethos Portfolios depending on which courses were transferred.

Students transferring to LaGrange College with at least sixty (60) transfer credits will not have to complete an Ethos Portfolio as part of the graduation requirements. The Ethos Council will annually conduct assessment of artifacts associated with a limited number of learning outcomes. This cyclic, systematic process will focus on distinct sets of learning outcomes in succeeding assessment periods until all learning outcomes are evaluated. With some exception, many of these assessments are already being administered across LaGrange College's curriculum.

THE ETHOS PORTFOLIO PRESENTS THE OPPORTUNITY FOR FACULTY TO REVIEW IT IN THE INTEREST OF IMPROVING STUDENT LEARNING, AND FOR STUDENTS—AND THEIR FAMILIES—TO SEE MEANINGFUL BENCHMARKS IN THEIR EDUCATIONS.

ETHOS CURRICULUM: TIME RESTRICTIONS

There is no time limit on the credit or validity of coursework in the Ethos 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.

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 in on-campus courses but travel courses may only be taken on the A-F scale.

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. 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 undergraduate 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.

THE MAY AWAY PROGRAM

May Away, an academic travel-only term, features a three-semester-hour travel course which requires 120 hours of student engagement. Pre-travel and course preparation will likely begin during the preceding spring semester, with a sufficient number of faculty/student hours to fully prepare students for the travel component. This preparation may include on-campus and on-line sessions. Even though students will begin coursework, the official start of the May Away term is the day after the last scheduled final exam day for spring semester. Graduating seniors may enroll in a May Away course. These seniors will be able to walk for graduation, but will not receive their diploma until after successfully completing the May Away course. Graduating seniors will have to file a graduation petition and a pre-completion request with the VPAA.

May Away travel will begin within a few days after graduation; no on-campus housing will be provided for May Away students (faculty and students will meet at the airport or another pre-arranged place). Students eligible for May Away free tuition will be those who are fulltime students in the preceding spring semester. Exceptions would be those students who have already used the annual allotment for the January Interim term because of their fulltime status the preceding fall semester and are therefore not eligible for free tuition in May. Students are able to take advantage of the free tuition only one time during an academic year. Travel vouchers and transfer student travel scholarships may be used for May Away courses.

A student may take both a January Interim term course and a May Away course during the same academic year.

May Away courses will follow the same calendar path as travel courses taught during the January Interim term. These new travel courses are available for student application beginning in February for the upcoming academic year. In this way, all travel courses (January and May) are offered to the current year's students at one time.

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 that 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 – These 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.

For detailed information on the institutional and legal protection of students who are enrolled in distance courses at LaGrange College, please reference the Protection of Students Enrolled in Distance Education Courses policy.

THE MAJOR PROGRAMS

An Evening College 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 three (3) baccalaureate degrees: the Bachelor of Business Administration, the Bachelor of Science in Nursing, or the Bachelor of Arts in Sociology.

Bachelor of Business Administration

Concentration in Professional Sales

Bachelor of Science in Nursing

Bachelor of Arts in Sociology

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, Master of Science and Master of Arts in Strength and Conditioning, and the Specialist in Education in Teacher Leadership. Please refer to the *Graduate Bulletin* for more information about these programs.

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 Vice President for Academic Affairs (VPAA). 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 an appointed member of the faculty or 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	Minor/Concentration	Program
Business	X		
Nursing	X		
Psychological Science		X	
Sociology	X	X	

INTERNSHIP

Offered by several major programs, these opportunities allow students to gain added applied experience and insight in approved off-campus settings. Internships (termed Shadowing in some disciplines) consist of a minimum of 120 hours (per 3 credits) of work. Assignments in addition to off-campus work may include selected readings, public presentation, and a final portfolio containing essays, weekly journal, and supporting material. The internship should first be discussed with the student’s advisor and the Career Development Center, which will provide placement. The application process is unique to each facility.

All students registering for an academic internship in an allied health field will be charged a \$25 fee to provide them comprehensive liability insurance coverage. This fee will be included as part of the student bill. Students cannot begin an internship and no credit hours will be issued until the fee is paid.

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, Academic Council, and Vice President for Academic Affairs (VPAA) 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 Vice President for Academic Affairs (VPAA) or his designee.

ACADEMIC PROGRAM RESOURCES

TUTORING CENTER

The LaGrange College Tutoring Center serves LaGrange College students who could benefit from additional help in many general education courses through peer tutoring. The tutors have been nominated by professors in their respective disciplines, typically including: Accounting, Biology (including Anatomy and Physiology), General and Organic Chemistry, Mathematics, Physics, Problem Solving, Psychology, Spanish, Statistics, and in other languages and fields as the needs arise.

Located in the 24-hour study area on the main floor of the Lewis Library, the walk-in hours are Monday - Thursday 5-10 pm during the spring and fall semesters. If students are unable to meet during those times, they may instead schedule an appointment through the Tutoring Center website: <http://home.lagrange.edu/tutoring> or by e-mailing Dr. Stacey Ernstberger, the director of the Tutoring Center, at tutoring@lagrange.edu.

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 (1-3) 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.

WRITING CENTER

Located in the third floor research room of the Lewis Library, the Writing Center gives writers of all levels, in all disciplines, at any stage of the writing process a space to explore the potential of their ideas. The peer consultants in the Writing Center endeavor to ensure each student's writing is focused, organized, and supported with sufficient content. Students are encouraged to visit with all of their writing from any class, specifically the early drafts.

Its hours are **Monday-Thursday 6-9 p.m. and by special appointment**. Students may schedule an appointment by contacting Dr. Justin Thurman, director of the LaGrange College Writing Center, at jthurman@lagrange.edu.

PACE – PANTHER ACADEMIC CENTER FOR EXCELLENCE

Located on the 1st floor of the Callaway Academic Building, PACE offers a variety of collaborative academic support services aimed at promoting academic success, student retention, and degree completion. PACE serves all of LaGrange College's faculty and currently enrolled students, with the following initiatives:

Faculty Led Study Halls

Cornerstone Activities

Academic Coaching

Faculty Development Events

Testing Center for Students Needing
Accommodations

PACE is open Monday-Friday 8:00-5:00pm with some evening events as well. More information regarding services in PACE can be found by e-mailing PACE@lagrange.edu.

THE FRANK & LAURA LEWIS LIBRARY

The library's resources support the curriculum and general information needs of students and faculty. Included are approximately 336,000 print and electronic books, an extensive reference collection, a large DVD and CD collection, and approximately 200 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.

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."

ACADEMIC DEPARTMENTS AND PROGRAMS

BUSINESS:

Lydia Rosencrants, Chair

EDUCATION:

Margaretta Milam, Chair

EXERCISE SCIENCE AND PHYSICAL EDUCATION:

Chris Bellon, Chair

FINE AND PERFORMING ARTS:

Marcia Brown (Art and Design), Chair

Toni Anderson, Program Coordinator, Music

Kim Barber Knoll, Program Coordinator, Theatre Arts

Lee Johnson, Program Coordinator, Digital Creative Media and Film

HISTORY AND THE SOCIAL SCIENCES:

Lisa Crutchfield (History), Chair

John Tures, Program Coordinator, Political Science

Bobby Jo Otto, Program Coordinator, Sociology and Anthropology

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
Digital Creative Media and Film	DCMF
Economics	ECON
Education	EDUC
English	ENGL
Exercise Science	EXCS
Finance	FNCE
French	FREN
Gender Studies	GNDR
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	TCHA
Teaching English as a Second Language	TESL
Theatre Arts	THEA

ART AND DESIGN

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.

ARTD111 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 is an introduction to making objects occupying a three-dimensional space. Students will become proficient with the terminology, methodology, tools, and techniques, used in art making. Various materials will be introduced and used to construct forms, which will function both aesthetically and structurally. Craftsmanship, creative thought, and the transformation of ideas into form will be emphasized.

ARTD 2272 Sculpture I. (3) Spring

This course is an introduction to the making of three-dimensional sculptural objects. Students will become proficient with a variety of materials, terminology, methodology, tools, and techniques, used in art making. Projects in this course will address both traditional and contemporary approaches to making sculpture, such as figure modeling, carving, assemblage, and narrative imagery.

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 2227 Ceramics–Methods and Materials. (3) Fall

This course is an introduction to ceramic methods and techniques. Students will explore different hand-building and wheel throwing techniques used to create both vessels and sculpture. This will include using the potter's wheel, coils, slabs, and mold-making to create form. Students will be introduced to the materials technical properties, glazing, decorating, and firing methods.

ARTD 2229 Ceramics–Wheel throwing. (3) Spring

This course is an introduction to basic wheel throwing techniques. Students will learn the basic mechanics of wheel throwing to create a variety of functional pottery forms such as mugs, bowls, bottles, and jars. An emphasis is placed on the technical properties of clay, decorating, glazing, and firing methods.

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.

BIOLOGY

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 1101L

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 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 higher Co-requisite: BIOL 1107L

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

CHEMISTRY**CHEM 1005 Fundamentals of Chemistry** (3)

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

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 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.

FOUNDATION AND INTEGRATIVE STUDIES COURSES (CORE)*COURSE DESCRIPTIONS (CORE)****CORE 1101 Cornerstone I.** (3)

CORE1101 Cornerstone (3) This orientation course uses discussion of directed readings, journal writing, and group activities to develop strategies for effective reading, writing, critical thinking, and related skills necessary for successful college study. The course must be completed within the first two terms after enrollment and is required of all students who enter with less than 30 semester hours from a regionally accredited institution.

CORE 1140 Computer Applications. (1) 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

The following courses do not count for Ethos requirements but may be taken as electives:

CORE 1130 Introduction to Distance Learning. (1)

A brief introduction to all things pertinent to distance learning for students matriculating through LaGrange College. Topics include: the LaGrange College course management system; Google Drive, calendar, basic time/task management practices; the CMS messaging tool, electronic communication protocols, instant messaging, and Google chat videoconferencing tools; minimum hardware and software requirements; and elements of LaGrange College life (athletics, the Library, advising, tutoring, the registrar, and spiritual life).

CORE 1135 Introduction to Computing Technology. (1)

A brief introduction to all things pertinent to computing for students matriculating through LaGrange College. Topics include: basic computing topics including operating systems and basic commands; use of MS Office (Word and PowerPoint) and Google Drive; basic video (YouTube, webcams, and video-conferencing); malicious software; and basic computing hardware requirements.

ENGLISH

ENGL 1101 Rhetoric and Composition I. (3)

Introduction to expository writing, emphasizing the essay form, the writing process, and rhetorical modes of thesis development.

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.

Prerequisite: ENGL 1101, 1101J, or 1101S

Prerequisite to all higher-numbered English courses

ENGL 2204 British Literature I. (3) Fall 2018 (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 2019 (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 2017 (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 2018 (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.

GENERAL SCIENCE

GSCI 1101 Earth Science I (3)

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

GSCI 1102 Earth Science II (3)

A continuation of Earth Science I with elements.

Prerequisite GSCI 1101

HISTORY

***Denotes HIST courses that may substitute for a CORE Humanities course in the Core Curriculum.**

***HIST 1101 World Civilization I.** (3) Fall

Survey course on the development of world civilization up to 1660.

***HIST 1102 World Civilization II.** (3) 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.

MATHEMATICS

MATH 0100 Basic Mathematics. (3)

An introduction to algebra. Topics include instruction in real numbers, graphs, algebraic expressions, equations, and polynomials.

MATH 1101 College Algebra. (3)

A study of sets, real numbers, operations, order, inequalities, polynomial factoring, functions, graphs, exponents, first- and second-degree equations, and systems of equations.

Prerequisite: MATH 0100 or satisfactory Mathematics placement recommendation

MATH 1114 Introduction to Statistics. (3)

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

MODERN LANGUAGES

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

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

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

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

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 SPAN 1101.

Prerequisite: SPAN 1101 or permission of the instructor.

SPAN 1102M 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

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 KORN 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.

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.

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 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.

GNDR 1101 Introduction to Gender Studies. (3)

This course provides an understanding of gender and the evolution of gender roles within one's own culture and that of others. In developing this understanding, emphasis is placed on the great diversity of gender roles in individual lives by considering such factors as race, age, marital, and class status.

MUSIC

***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.

***MUSI 1100 Music Fundamentals. (3)**

Provides an introduction to elementary music theory to build basic music competency. Topics include scales, key signatures, staff notation, clefs, rhythm, meter, intervals and general music terminology.

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

Section I - Saxophone

Section J – Flute

Section K - Trombone

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 Choir, LC Marching Band, LC Concert Band, LC 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

Section E: Beginning Piano - basic piano with emphasis on reading melodic lines and elementary harmony

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.

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

Section I - Saxophone

Section J – Flute

Section K - Trombone

***‡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 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.

PHYSICS

PHYS 1105 The Solar System (3)

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

POLITICAL SCIENCE

POLS 1101 United States Government Global Perspective (3)

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

POLS 1102 Introduction to Political Science (3)

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

POLS 2210 Comparative Politics in Global Perspective (3)

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

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

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

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.

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 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.

PSYCHOLOGICAL SCIENCE

PSYC 1101 Introduction to Psychology (3)

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

PSYC 2298 Behavioral Statistics. (3) Fall and Spring

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.

Prerequisite or Corequisite: PSYC 1101

PSYC 2299 Research Methods. (4) Fall and 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

RELIGION

RLGN 1101 Introduction to Christianity (3)

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

RLGN 1103 New Testament Writings in Context (3)

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

RLGN 1104 Dialogue with World Faith Traditions. (3)

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

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

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

RLGN 1106 American Christianity (3)

This course will be an investigation of the origins of denominationalism in America. The class will read a history of American Christianity, but will look further afield by analyzing some of the particularly American expressions such as Mormonism, Jehovah's Witnesses, and Christian Science.

RLGN 1107 Religious Faith in a Scientific Age (3)

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

RLGN 1108 Earth Theology (3)

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

RLGN 2215 Global Christianity. (3)

A study of the growth of Christianity into a world-wide religion, highlighting Christianity in Asia, Latin America, and Africa.

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 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 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: RLG 1103, or permission of professor

SOCIOLOGY

SOCI 1000 Introduction to Sociology (3)

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

THEATRE ARTS

THEA 1101 Drama Survey I. (3)

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

THEA 1102 Drama Survey II (3)

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

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 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 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 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. (3)

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. (3)

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.

BACHELOR OF ARTS IN BUSINESS ADMINISTRATION

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

MISSION STATEMENT

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

LEARNING OUTCOMES

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

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

The 120-hour Bachelor of Business Administration in Professional Selling requires completion of the general education courses, the 42-hour major courses listed below, an 18-hour minor in Psychology and elective hours. In addition to the course requirements, students must complete the comprehensive Department Assessment Program (DAP) and an exit interview prior to graduation. Students must complete ENGL 1102 and MATH 1101 prior to entering 3000-level business courses.

REQUIRED BUSINESS COURSES

ACCT 2200 Accounting for Decision Makers
ECON 2201 Principles of Microeconomics
FNCE 3354 Business Performance Analysis
MATH 1114 Introduction to Statistics
MGMT 2000 Introduction to Business and Online Learning
MGMT 3370 Management and Organizational Behavior
MGMT 3385 Management Information Systems
MGMT 3392 International Business
MGMT 4451 Legal and Ethical Environment
MRKT 3380 Principles of Marketing
PRSL 3000 Communications for Selling Professionals
PRSL 4000 Introduction to Professional Selling
PRSL 4100 Consumer Behavior
PRSL 4200 Advanced Sales

COURSE DESCRIPTIONS

ACCT 2200 Accounting for Decision Makers (3) Fall

This course focuses on business events and examines these events from both an external financial reporting perspective and an internal management decision-making perspective. It provides an introduction to the use of accounting information in the operation of a business.

ECON 2201 Principles of Microeconomics (3) Fall

An introduction to the science of economics and its analytical tools. This course is devoted to providing the student with a thorough understanding of the basic principles of microeconomics: the study of the economic behavior of individual households and firms and the determination of factor prices.

FNCE 3354 Business Performance Analysis (3) Fall

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

Prerequisite ACCT 2200 or ACCT 2211

MGMT 2000 Introduction to Business and Online Learning (3) Fall

The course provides an introduction to the functional areas of business, needed business skills and online learning. Students will examine finance, marketing, management, team building, ethical decision making and other topics, in addition to learning to navigate the LaGrange College learning management system.

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

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

Prerequisites: MGMT 2000, ECON 2201, ACCT 2200

MGMT 3385 Management Information Systems (3) Fall and Spring

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

Prerequisites: MGMT 2000, ECON 2201, ACCT 2200

MGMT 3392 International Business (3) Spring

This course is a comprehensive study of the economic forces affecting global commerce and the socioeconomic complexity in which the international manager lives and works. 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 2000, ECON 2201, ACCT 2200

MGMT 4451 Legal and Ethical Environment of Business (3) Spring

This course addresses the legal and ethical implications of business decisions. Topics may

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

Prerequisites: MGMT 2000, ECON 2201, ACCT 2200

MGMT 4483 Special Topics (2 - 5) On Demand

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

Prerequisites: senior standing and consent of instructor

MRKT 3380 Principles of Marketing (3) Spring

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

Prerequisites: MGMT 2000, ECON 2201, ACCT 2200

PRSL 3000 Communications for Selling Professionals (3) Fall

This course is designed to equip selling professionals with the communication skills they need to be successful. Written and oral communication will be emphasized. Students will practice writing effective emails, making convincing sales calls and presentations, and learn about business etiquette.

Prerequisites: MGMT 2000, ECON 2201 and ACCT 2200

PRSL 4000: Introduction to Professional Selling

This course is an introduction to the role of sales in organizations as well as selling strategies such as transaction-based strategies and problem-solving strategies. The use of social media and customer relationship management systems will also be covered. Students will engage in simulations and role plays to develop strategic selling approaches.

Prerequisites: Senior standing, PSYC 1101

PRSL 4100: Consumer Behavior

This course will teach students to analyze consumer behavior to develop appropriate selling strategies and marketing programs. Case studies will be used to help students understand consumer behavior factors and their impact on professional selling techniques. Theories from the required minor in Psychology will be used.

Prerequisites: PRSL 4000

PRSL 4200: Advanced Sales

This course is a capstone building on all previous coursework. Students will develop the skills necessary to participate in the strategic selling processes used by businesses and individuals. Students will be allowed to focus on a particular area of sales of interest to them (i.e. real estate, insurance, pharmaceuticals, retail) in a final project helping them to hone in on the strategies that work and to develop innovative new ones themselves.

Prerequisites: PRSL 4100

HUMAN DEVELOPMENT AND FAMILY STUDIES

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

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

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

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

STUDENT LEARNING OBJECTIVES

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

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

REQUIRED COURSES

A major in HDFS consists of 46 semester hours (16 courses)

1. Core Requirements – 18 hours consisting of the following classes. Substitutions are not allowed.

PSYC 1101 Introduction to Psychology

PSYC 3321 Social Psychology

PSYC 3350 Abnormal Psychology
SOCIO 1000 Introduction to Sociology
SOCIO 2500 Kinship and Marriage
SOCIO 3500 Race/Ethnicity and Gender in Society

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

*Possible areas of concentration within the major

CHILD DEVELOPMENT AND FAMILY STUDIES CONCENTRATION

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

- PSYC 3202 Human Growth and Development
- HDFS 4411 Child Development Internship
- Two (2) additional courses associated with child development with approval of the program coordinator

ADULT DEVELOPMENT AND FAMILY STUDIES CONCENTRATION

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

- PSYC 3358 Psychology of Aging
- HDFS 4412 Adult Development Internship
- Two (2) additional courses associated with adult development with approval of the program coordinator

COURSE DESCRIPTIONS PSYCHOLOGY

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

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

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

Prerequisite:None

PSYC 3202 Human Growth and Development. (3) Spring

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

Prerequisite: PSYC 1101

PSYC 3304 Educational Psychology. (3) Fall Odd Years

Application of psychological principles and research to the teaching/learning process. Major topics include behavioral and cognitive approaches to learning, classroom management, and test construction and interpretation. [online only]

Prerequisite: PSYC 1101

PSYC 3321 Social Psychology. (3) On Demand

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.

Prerequisite: PSYC 1101

PSYC 3350 Abnormal Psychology. (3) Spring and Summer

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

Prerequisite: PSYC 1101

PSYC 3351 Introduction to Counseling. (3) On Demand

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

Prerequisite: PSYC 1101

PSYC 3358 Psychology of Aging. (3) Spring and Summer

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

Prerequisite: PSYC 1101

SOCIOLOGY

SOCI 1000 Introduction to Sociology (3) Fall

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

Prerequisite:None

SOCI 2500 Kinship and Families (3) Spring

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

Prerequisite: SOCI 1000

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.

Prerequisite: SOCI 1000

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

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

Prerequisite: SOCI 1000

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

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

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

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

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

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

HEALTH AND NUTRITION

NURS 3305 Nutrition and Health (2) Fall

An introduction to nutrition concepts and current dietary trends, focusing on health promotion.

Nutrients are explored with regard to sources, dietary requirements, and health implications.

[online only]

Prerequisite: None

HPED 3333 Yoga for Wellness (2) Fall

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

Prerequisite: None

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 THREADS 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	Integrate use of current evidence, expert opinion, and

	credible sources as a basis for nursing practice and clinical decision making.	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 or it can be filled-out as an on-line document from the nursing webpage at www.lagrange.edu/academics/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 RN-BSN COMPLETION ON-LINE 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 will 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.

- Thirty-Three (33) additional nursing course credits must be earned at the upper division level (3000 and 4000 courses). Four of these credits may be earned through a challenge examination on a one-attempt basis. A minimum of one year of nursing practice experience is required for eligibility for challenge examinations.

Curriculum Outlines for Full-time and Part-time Options for On-line RN-BSN

Full-Time Curriculum		
Fall	Interim (January)	Spring
Health Assessment for RNs (4) Transition to Professional Nursing (3) Theories and Policy Perspectives (3) **Pharmacology (4) ** Course may be challenged by exam	Any course offered by LaGrange College	Evidence-Based Practice [Research] (3) Community Health (4) Leadership in Nursing (5) Capstone: Global Health Care Issues, Trends and Informatics (4)
Part-Time Curriculum		
Fall I	Interim (January)	Spring I
Transition to Professional Nursing (3) Theories and Policy Perspectives (3)	Any course offered by LaGrange College and could be taken either Interim term for the part-time student.	Pharmacology (4) ** Health Assessment for RNs (4) ** Course may be challenged by exam
Fall II		Spring II
Community Health (4) Evidence-Based Practice [Research] (3)		Leadership in Nursing (5) Capstone: Global Health Care Issues, Trends and Informatics (4)

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 FOR THE TRADITIONAL PROGRAM

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 major courses. 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 3311	Health Assessment
NURS 3312	Foundations of Nursing Practice
NURS 3400	Mental Behavioral Health Nursing

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. Should a student decide to withdraw from a nursing course at any time with a failing grade that failing grade will be recorded as the final course grade and the student will not be allowed to reenter the nursing program.
5. All Common Core and other required non-nursing courses, with the exception of an interim elective, must be completed prior to beginning the senior level nursing courses.
6. Students who fail a course in the first semester of the program must compete for readmission with the next year's applicant pool.
7. Any student who fails clinically will not be allowed to continue in the nursing program.
8. Students must successfully complete all Junior-level courses before proceeding to Senior-level courses.
9. 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.

Refer to the BSN Handbook for further details of all nursing major policies.

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 3431 (Pharmacology) may be earned through successful completion of a 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 and a Portfolio.

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, Spring (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 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: Admission to the BSN program

Corequisites: NURS 3400, NURS 3312, NURS 3305

NURS 3312 Foundations of Nursing Practice. (5) Fall
(4 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 and laboratory setting.

Prerequisite: Admission to BSN program.

Corequisites: NURS 3305, NURS 3310, NURS 3311, 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 introduction to the professional roles of the nurse in micro- and macrosystems, as well as profession-related and patient-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.

Prerequisites: 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 3311, NURS 3312, NURS 3400,

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 3311, NURS 3312, NURS 3400

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 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 (4) Spring
(4 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 and Senior Fall courses

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-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 Senior level Fall courses
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.

IV. 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 head-to-toe 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 of 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 theories of nursing with an emphasis on developing an understanding of how they are used in evidence-based practice.

NURS 3431 – 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 4444 – 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 [month of January - Students have the opportunity to take any course offered during the interim period, but Nursing will be offering online course:

NURS 4441 – Community Health (4)

This course is directed toward the nursing care of aggregate systems within a community. Topics include community health nursing roles and basic concepts of community health. The course addresses the implementation of population-focused care through the nursing process, collaboration, and interdisciplinary skills. It 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 him or her for population-focused practice in community public health settings where he or she 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)

This course focuses on nursing leadership including developing and refining knowledge, skills, and attitudes in working within organizational and community arenas. It also focuses on the actual provision of care and/or supervising care provided by other licensed and non-licensed assistive personnel. This course examines nursing leadership and management through use of a systems approach with a focus on quality and safety of client care. Leadership models, behavior, and strategic planning will be discussed at various organizational levels. Focus is on use of outcome data to evaluate nursing care delivery systems and to proposed quality improvement initiatives. The examination of current practice issues, social justice/diversity issues, and the process of personal/professional development will be included.

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 include how computer-based information systems are designed, developed, and implemented. 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.

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

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. This can be done in a group or individually.

Experiential Learning

3. Participate in research/professional conferences, internships, and travel abroad which all require you to apply classroom lessons to real-life problems.
4. Demonstrate an understanding of ethics and diversity through hands-on experience with community internships or travel-abroad.

Writing Skills

5. 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.

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, (3) successfully completing an internship, attending a professional conference, or IRB-approved research project, and (4) obtaining graduate school acceptance or entering preferred industry.

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 counseling, law, social work, clinical psychology, and psychological research.

IN ADDITION TO COMPLETING THE CORE CURRICULUM REQUIREMENTS, STUDENTS PURSUING A

MINOR IN PSYCHOLOGY MUST COMPLETE THE FOLLOWING MAJOR PROGRAM REQUIREMENTS:

REQUIREMENTS FOR A MINOR IN PSYCHOLOGY

A minor in Psychology consists of six (6) courses, one of which must be PSYC 1101. 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 in order to complete the number of student credit hours required of most graduate programs. Then they should either minor in Psychological science or pursue a double major. Regardless, students interested in this path should take the following courses: PSYC 1101, PSYC 3302, PSYC 3358, PSYC 3350, and PSYC 4460. It would be helpful to also take PSYC 2298 and PSYC 2299, as the graduate program will have research requirements.

Path to School Counseling

School Counseling utilizes counseling techniques in school settings. Professionals also have training in planning for college and student success. Students wanting to pursue this path should major in Educational Studies and minor in Psychological Science. Suggestions for courses within the minor are PSYC 1101, PSYC 3302, PSYC 3304, PSYC 3321, PSYC 3351, and PSYC 3341.

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: None

PSYC 2298 Behavioral Statistics. (3) Fall and Spring

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.

Prerequisite or Corequisite: PSYC 1101

PSYC 2299 Research Methods. (4) Fall and 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.

Prerequisite: PSYC 1101

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.

Prerequisite: PSYC 1101

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.

Prerequisite: PSYC 1101

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.

Prerequisite: PSYC 1101

PSYC 3350 Abnormal Psychology. (3) Spring

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

Prerequisite: PSYC 1101

PSYC 3351 Introduction to Counseling. (3) Fall

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

Prerequisite: None

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.

Prerequisite: PSYC 1101

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.

Prerequisite: PSYC 1101

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/senior standing, permission of program coordinator, and approval by the Internship Coordinator

PSYC 4400 Guided 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 must be discriminated in some professional setting.

Prerequisites: major in Psychology with junior/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

Sociology Major

Online Sociology majors are required to complete the following courses, totaling **33** (five (5) required and six (6) electives) semester hours. All courses for the major must be completed with a grade of "C" or higher. Under no circumstances will a "D" grade count toward the major.

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 five required courses:

SOCI 1000Z Introduction to Sociology

SOCI 3900Z Methods I: Introduction to Methodology

SOCI 3975Z Methods of Program Evaluation or SOCI 3950* Methods II: Understanding Data Analysis

SOCI 4000Z or 4475Z Theory I or Theory II

SOCI 4950Z Senior Thesis

* Offered in-seat only

Electives:

SOCI 2200Z	Social Work: Introducing Theory and Practice	(3)
SOCI 2250Z	Introduction to Gerontology	(3)
SOCI 2300Z	Sociology of Sports	(3)
SOCI 2350Z	Death and Dying	(3)
SOCI 2500Z	Kinship and Families	(3)
SOCI 3200 Z	Social Responsibility and Civil Society	(3)
SOCI 3360Z	Globalization in the 21st Century	(3)
SOCI 3430 (Phil 3430)	Bioethics	(3)
SOCI 3450Z	Social policy and Aging	(3)
SOCI 3500Z	Race, Ethnicity and Gender in Society	(3)
SOCI 3700Z	Medical Sociology	(3)
SOCI 3800Z	Special Topics in Sociology	(3)
SOCI 4200Z	Social Inequality & Stratification	(3)
SOCI 4475Z	Theory II	(3)

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 *Sociology major with a Gerontology concentration*, a total of 36 semester hours is required:

9 hours of Gerontology courses

- ❖ SOCI 2250Z Introduction to Gerontology
- ❖ SOCI 2350Z Death and Dying
- ❖ SOCI 3450Z Social Policy and Aging

15 hours required courses for a Sociology Major

- ❖ SOCI 1000Z Introduction to Sociology
- ❖ SOCI 3900Z Methods I: Introduction to Methodology
- ❖ SOCI 3975Z Methods of Program Evaluation or SOCI 3950* Methods II: Understanding Data Analysis
- ❖ SOCI 4000Z or 4475Z Theory I or Theory II
- ❖ SOCI 4950Z Presenting Social Analysis (Senior Seminar)

12 hours in Sociology electives

These courses must be satisfied with a grade of "C" or higher

Health and Medicine Concentration (Sociology)

The Sociology program offers a **Health and Medicine** concentration for Sociology majors. 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 concentration in Health and Medicine should demonstrate:

- Competency in the basic components and knowledge involving the services involving medical care, research and health issues for a global population and the population in the U.S.
- An understanding of the contemporary issues in healthcare facing the population and the social issues involved
- An awareness of global healthcare issues facing a world 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 *Sociology major with a Health and Medicine concentration*, a total of 36 semester hours is required:

15 hours of *Health and Medicine* courses

- ❖ SOCI 2000Z Social Issues and policy
- ❖ SOCI 2350Z Death and Dying
- ❖ SOCI 3700Z Medical Sociology
- ❖ SOCI 3975Z Program Evaluation
- ❖ SOCI 3430Z (Phil 3430*) Bioethics

15 hours of required Sociology major courses

- ❖ SOCI 1000Z Introduction to Sociology
- ❖ SOCI 3900Z Methods I: Introduction to Methodology
- ❖ SOCI 3975Z Methods of Program Evaluation or SOCI 3950* Methods II: Understanding Data Analysis
- ❖ SOCI 4000Z or 4475Z Theory I or Theory II
- ❖ SOCI 4950Z Presenting Social Analysis (Senior Seminar)

6 hours in Sociology electives

These courses must be satisfied with a grade of "C" or higher

Sociology Minor

Sociology minors are required to complete the following courses, totaling **15** semester hours

SOCI 1000Z	Introduction to Sociology	(3)
SOCI 4000Z or 3900Z	Option of Theory or Methodology	(3)
SOCI Electives		(9)

These courses must be satisfied with a grade of "C" or higher. Under no circumstances will a "D" grade count toward the minor.

Electives:

SOCI 2000Z	Social Issues and policy	(3)
SOCI 2200Z	Social Work: Introducing Theory and Practice	(3)
SOCI 2250Z	Introduction to Gerontology	(3)
SOCI 2300Z	Sociology of Sports	(3)

SOCI 2350Z	Death and Dying	(3)
SOCI 2500Z	Kinship and Families	(3)
SOCI 3200Z	Social Responsibility and Civil Society	(3)
SOCI 3360Z	Globalization in the 21st Century	(3)
SOCI 3430Z	Bioethics	(3)
SOCI 3450Z	Social policy and Aging	(3)
SOCI 3500Z	Race, Ethnicity and Gender in Society	(3)
SOCI 3700Z	Medical Sociology	(3)
SOCI 3800Z	Special Topics in Sociology	(3)
SOCI 4200Z	Social Inequality & Stratification	(3)
SOCI 4475Z	Theory II	(3)

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 1000Z Introduction to Sociology
- ❖ SOCI 2250Z Introduction to Gerontology
- ❖ SOCI 2350Z Death and Dying
- ❖ SOCI 3450Z Social Policy and Aging

Electives:

- ❖ SOCI 2000Z Social Issues and policy
- ❖ SOCI 2200Z Social Work: Introducing Theory and Practice
- ❖ SOCI 2500 Kinship and Family
- ❖ SOCI 3200Z Civil Society and Social Responsibility
- ❖ SOCI 3700Z Medical Sociology
- ❖ SOCI 3430 Bioethics
- ❖ SOCI 3500Z Race, Ethnicity and Gender in Society

- ❖ SOCI 4200Z Social Inequality & Stratification
- ❖ SOCI 4500 Sociology Internship (3-6 hours)
- ❖ PSYC 3351 Introduction to Counseling*
- ❖ PSYC 3358 Psychology of Aging*

SOCI 1000Z Introduction to Sociology (3) Fall and Spring

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

SOCI 2000Z Social Issues and Policies in Global Perspective (3)

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.

SOCI 2200Z Social Work: Introduction to Theory and Practice (3)

Social Work introduces the perspective social worker to underlying theories associated with the field and to provide an overview of the history and practice of social work.

SOCI 2250Z Introduction to Gerontology (3)

Introduction to Gerontology 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.

SOCI 2300Z Sociology of Sports (3)

Sports have made an enduring impact on the social world in which we all live and represents a 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).

SOCI 2500Z Kinship and Families (3)

Kinship and Family 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 3200Z Social Responsibility and Civil Society (3)

Students of Social Responsibility and Civil Society 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 3430/Phil 3430 Bioethics (3)

A study of the ethical issues raised by the practice of nursing, medicine, and biomedical research.

SOCI 3450Z Social Policy and Aging (3)

Social Policy and Aging 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 3500Z Race/Ethnicity and Gender in Society. (3)

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.

SOCI 3700Z Medical Sociology (3)

This course will provide an introduction to central topics in the sociology of medicine while also suggesting how that field is being redefined and reinvigorated by science and technology studies. Students will seek to understand health, health care, and biomedicine by exploring multiple domains: (1) the work sites in which health professionals interact with one another and with their clients; (2) the cultural arenas within which ideas of health and disease circulate; (3) the market relations that produce health care as a commodity; the institutions that transform social inequalities into health disparities; and (4) the social movements that challenge biomedical practices and the authority of experts.

SOCI 3800Z Special Topics in Sociology (3)

Special Topics 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.

SOCI 3900Z Methods I: Introduction to Methodology (3) Fall

Methods I is 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.

SOCI 3950 Methods II: Understanding Data Analysis (3) Spring

Methods II expands on the concepts, techniques, and interpretation of quantitative methods. Includes, but is not limited to: measurement, hypothesis testing, bivariate and multivariate techniques, and application with SPSS.

SOCI 3975Z Methods of Program Evaluation (3)

This course provides an introduction to the basic tools of program evaluation thereby allowing students to assess and build higher quality programs and policies. An overview of the theoretical foundations and techniques of program evaluation including need assessments, outcome evaluations, surveys, program outcomes and impact evaluations. Topics covered include reasons for and uses of evaluations, evaluation design, comparisons of qualitative, quantitative and mixed method approaches, practical challenges in data collection and analysis, estimation of program impacts, dissemination of findings, and integration of findings into policy and organizational strategy as well as cost estimations for quality evaluations. Students will analyze the evaluations of a variety of programs and policy instruments through exercises and case studies.

SOCI 4000Z Theory I (3)

Theory I 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. Major schools of social thought are covered.

SOCI 4950Z Senior Thesis (3) Spring

The Senior Thesis 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 produce a potentially publishable paper.

Advising*

The purpose of advising is to enable the sociology faculty to provide the highest quality advice to the student regarding his/her academic career so that he/she can make meaningful progress toward a Bachelor's Degree in Sociology in the shortest possible time. Good advising requires teamwork and cooperation between faculty members and students. The advising system for Sociology majors and minors is as follows:

1. Students come to the Sociology Department Office, 104/105 CAB, to register officially as a sociology major. Students may indicate their preference for an advisor on this form.
2. It is the responsibility of the student to become familiar with requirements for the Bachelor's degree that are in the LaGrange College Catalog.

3. It is in the student's best interest to become acquainted with his/her advisor and have the advisor review the student's schedule before registration to ensure that no mistakes occur.

The "Non-Traditional" Student*

The Sociology Department welcomes students who are returning to the University after raising children, working for a few years, or who are changing careers. They may have responsibilities for families, and often are juggling several roles such as parent, spouse, student, and part or full time employee. They may be concerned about adapting to college life and some are uncomfortable about the quality of their previous college work. The Sociology Department has a number of majors who fit this description. The faculty offers attention and support to these students.

**Portions provided by MTSU Sociology Department Handbook*

A Final Note on the Social Science Advantage

The changes in the 21st century job market are becoming more apparent with each passing year. Jobs of interest to you were most likely non-existent when your parents started their careers. Some of the sought after skills in this new era include: creativity, innovation, critical thinking, analytic problem-solving, excellent communication skills (both verbal and written), collaboration, multi-cultural and global understandings, and strength in mathematics and science. As these changes shape the job market, continual change, diversity, and higher educational requirements are making it more difficult to find and retain a career.

For sociology majors, these insights need not instill fear of those changes in the job market. Sociologists study social change, diverse communities and their interactions, and employ scientific methods to answer difficult social questions. Sociology will serve to provide those in demand skills outlined above and prepare you for success in your future career. Sociology, being the study of social life, social change, and the social causes and consequences of human behavior, uses scientific approaches to address these core areas, while the humanities and the arts do not offer this scientific base.

Eight key skills of graduating sociology majors are as follows:

- ❖ Identify ethical issues in research
- ❖ Develop evidence-based arguments
- ❖ Evaluate different research methods
- ❖ Write a report understandable by non-sociologists
- ❖ Form causal hypotheses
- ❖ Use computer resources to develop reference list
- ❖ Interpret the results of data gathering
- ❖ Use statistical software
- ❖ Discuss percentages and significance in a two variable table

Starting to see the connection to those in-demand skills employers are looking for? Whether you are seeking a career in social services, counseling, administrative support, management, teaching, services, sales and marketing, social science research, or many other areas, sociology

offers a competitive edge for new graduates entering the 21st century job market and provides valuable skills for both your personal and professional life.

**This career information is paraphrased from "21st Century Careers with an Undergraduate Degree in Sociology", American Sociological Association, 2009, pp1-12*

FACULTY

Randall Adams (2011)

Associate Professor of Sociology

B.S., M.A., Middle Tennessee State University; Ph.D., University of Tennessee

David Oki Ahearn (1995)

Professor of Religion; Program Coordinator, Religion and Philosophy

B.A., Austin College; M.Div., Southern Methodist University; Ph.D., Emory University

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

Jana Austin (2016)

Director of Field Experiences, Department of Education

B.A., LaGrange College; M.Ed., Columbus State University

Kim Barber Knoll (1995)

Professor of Theater; Program Coordinator, Theatre

B.S., University of Tennessee; M.F.A., University of California at Los Angeles

Charlene Baxter (1976)

Librarian, 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

Christopher Bellon (2016)

Assistant Professor of Exercise Science; Department Chair, Exercise Science and Health; SPEED Center Director of Sports Performance

B.S., M.A., Montclair State University; Ph.D., East Tennessee State University

Sandra Blair (2000)

Associate Professor of Nursing; Program Coordinator, Online RN to BSN Program

B.S.N., LaGrange College; M.S.N., Georgia State University

Marcia Brown (1996)

Professor of Art and Design; Department Chair, Fine and Performing Arts

B.F.A., Guilford College; M.F.A., University of Georgia

Brenda G. Callahan (2014)

Assistant Professor of Clinical Mental Health Counseling; Graduate Program Coordinator, Clinical Mental Health Counseling

B.A., Lenoir-Rhyne College; M.A., University of North Carolina at Charlotte;

Ph.D., University of North Carolina at Charlotte

Alicia Campbell (2011)

Associate 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

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; Department Chair, History and the Social Sciences; Co-Coordinator of Cornerstone

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; Associate Vice President for Academic Affairs

B.S., M.S., Murray State University; Ph.D., North Carolina State University

Stacey L. Ernstberger (2010)

Associate Professor of Mathematics; Director of the Tutoring Center

B.S., Murray State University; M.S., Ph.D., North Carolina State University

Timothy Fitz-Gerald (2018)

Assistant Professor of Musical Theatre

B.F.A., Syracuse University; M.F.A., Virginia Commonwealth University

Gordon Jeffrey Geeter (1990)

Assistant Professor of Health 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

Cody Haun (2018)

Assistant Professor of Exercise Science

B.S., M.A., East Tennessee State University

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

Sarah Holden (2016)

Assistant Professor of Nursing

B.S.N., LaGrange College; M.S.N., Gonzaga University

Luke Hopper (2017)

Technical Director, Theatre Arts

B.A., Hastings College; M.F.A., University of Missouri – Kansas City

Christi Perkins Hu (2011)

Associate Professor of Psychological Science; Program Coordinator,

Psychological Science; Director of Undergraduate Research

B.S., Samford University; Ph.D., University of Alabama at Birmingham

Brian Hunter (2018)

Assistant Professor of Entrepreneurship and Marketing

B.S., M.S., Ph.D., Purdue University

Seok Hwang (2005)

Associate Professor of Mathematics

B.S., Yeungnam University; M.A., Ph.D., University of Wisconsin

Preston James, IV (2016)

Assistant Professor of Sports Management and Business Law

B.F.A., Emporia State University; M.B.A., J.D., University of Kansas

Lee E. Johnson (1990)

Fuller E. Callaway Professor of Music and Program Coordinator, Digital Creative
Media and Film

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

Robert Colby Jones (2016)

Assistant Professor of Education

B.S.Ed, Ph.D., Auburn University; M.Ed., LaGrange College

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

Amber Leiker (2018)

Assistant Professor of Exercise Science
B.A., University of North Carolina at Chapel Hill; M.Ed, Auburn University;
Ph.D, Auburn University

Alvin B. Lingenfelter (2003)

Assistant Professor of Religion; Director of Church Leadership Program;
Co-coordinator of Cornerstone
B.A., Mississippi College; M.Div., Duke Divinity School

Donald R. Livingston (2001)

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

Sharon M. Livingston (2006)

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

Lindsey Lowry (2014)

Electronic Resources Librarian
B.A., University of West Georgia; M.L.I.S., Florida State University

Kevin Ludwick (2015)

Assistant Professor of Physics
B.S., University of South Carolina; Ph.D., University of North Carolina

Walter J. Lukken (2016)

Assistant Professor of Political Science; Pre-Law Advisor; Co-Director, Servant
Scholar Program
B.A., Notre Dame; J.D., University of Georgia

Patricia Marchesi (2015)

Assistant Professor of English

B.A., Hamilton College; M.A., University of Delaware; Ph.D., University of Colorado, Boulder

Greg A. McClanahan (1988)

Professor of Mathematics; Department Chair, Mathematics

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;

Ph.D., Auburn University

William J. McCoy, IV (1991)

Professor of Chemistry and Physics; Program Coordinator, Chemistry and Physics

B.S., Yale University; Ph.D., University of North Carolina

Linda H. McMullen (1999)

Associate Professor of Management

B.S., M.S., Geneva College

Gus McMurray (2017)

Assistant Professor of Taxation and Information Systems

B.S., University of Alabama; M.S., University of Virginia

Angela McSpadden (2013)

Assistant Professor of Nursing

B.S.N., Georgia Regents University (MCG); M.S.N., University of West Georgia

Margaretta Milam (2013)

Assistant Professor of Education; Department Chair, Education;

Graduate Program Coordinator, Education

B.S., M.A., LaGrange College; Ed.S., Troy State University;

Ed.D., University of West Georgia

Justin Muller (2018)

Assistant Professor of Clinical Mental Health Counseling

B.S., University of South Carolina; M.S., Valdosta State University;

Ph.D., University of South Carolina

Andrea Mueller (2017)

Instructor of Music

B.M., Louisiana State University; M.M., Ph.D., Louisiana State University

Molli Newman (2016)

Assistant Professor of Biology

B.S., Columbus State University; Ph.D., Auburn University

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; Program Coordinator, Sociology and
Anthropology

B.A., Eastern Illinois University; M.A., East Tennessee State University;

Ph.D., Georgia State University

William G. Paschal (1994)

Professor of Biology

B.S., Saint Joseph's College; Ph.D., Indiana University School of Medicine

Kenneth Passmore (2011)

Assistant Professor of Music

B.M.E., Lamar University; M.M. Georgia State University

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; Program Coordinator, Modern Languages

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; Graduate Program

Coordinator, Philanthropy and Development

B. S., University of Richmond; Ph.D., Michigan State University

Laura Russell (2017)

Technical and Public Services Librarian

B.A., Sweet Briar College; MLIS, University of Alabama

Maranah A. Sauter (1983)

Professor of Nursing; Associate Vice President for Academic Affairs;

Interim Director of PACE

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; Coordinator, National History Day

B.A., M.A. (history), M.A. (religion), Ph.D., Florida State University

- Jack C. Slay, Jr. (1992)
Professor of English
B.A., M.A., Mississippi State University; Ph.D., University of Tennessee
- Brandon Slocumb (2018)
Assistant Professor of Music and Director of Bands
B.M.E., Samford University; M.M. University of North Texas;
D.M.A., University of North Carolina at Greensboro
- Stephanie Smith (2017)
Assistant Professor of Psychological Science
B.S., Appalachian State University; M.S., Ph.D., Ohio University
- Justin Thurman (2010)
Associate 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; Program Coordinator, Political Science
B.A., Trinity University; M.S., Marquette University; Ph.D., Florida State University
- Mitchell Turner (2002)
Professor of Music
B.S., Georgia Southern University; M.M., Ph.D., University of Georgia
- Joshua Van Lieu (2011)
Associate Professor of History
B. A., Vassar College; M.A., University of Kentucky;
M.A., Ph.D., University of Washington
- Kelly Veal (2016)
Assistant Professor of Clinical Mental Health Counseling
B.S., M.S., Columbus State University; Ph.D., Auburn University

Austin Wieland (2015)

Assistant Professor of Art

B.F.A., Miami University; M.F.A., Edinboro University of Pennsylvania

Anthony Wilson (2004)

Associate Professor of English

B.A., Oglethorpe University; M.A., Ph.D., Vanderbilt University

Caleb Williams (2018)

Assistant Professor of Exercise Science

B.S., University of North Florida; M.A., University of Pittsburgh;

Ph.D., University of Mississippi

Mark D. Yates (2011)

Associate Professor of Biology

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

Carol M. Yin (1991)

Professor of Mathematics; Director of Institutional Effectiveness

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

PRESIDENT EMERITUS

Walter Y. Murphy (1980-1996 (deceased), 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)
Tracy L. R. Lightcap, A.B., M.A., Ph.D. (1976-2016)
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)
Tim N. Taunton, B.A., M.F.A. (1984-2016)

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)

BOARD OF TRUSTEES

OFFICERS

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Vice Chairman James F. Bruce, Jr.
Second Vice Chairman Dan K. McAlexander
Secretary Nancy K. Stevens
Treasurer... .. Deborah P. Hall

MEMBERS

George W. Baker, Jr., LaGrange, Georgia.....2019
John A. Beyers, LaGrange, GeorgiaEx Officio
J. Kennerly Boatwright, III, LaGrange, Georgia2019
James F. Bruce, Jr., LaGrange, Georgia2021
H. Speer Burdette, III, LaGrange, Georgia2019
Robert L. Carmichael, Jr., LaGrange, Georgia2022
Linda Cole, Cumming, Georgia.....2020
Betsy W. Covington, Columbus, Georgia2019
Caitlyn Deal, SGA PresidentEx Officio
Laura Dean, Atlanta, GeorgiaEx Officio
Nancy N. Durand, LaGrange, Georgia2019
L. C. Evans, Forsyth, Georgia.....2020
Sonya Gaither, Hampton, Georgia.....Ex Officio
Shearon Wiggins Glover, Atlanta, Georgia2022
Sue Hauptert-Johnson, Atlanta, Georgia.....Ex Officio
William M. Hodges, Atlanta, Georgia2019
Tim Irwin, Atlanta, Georgia2022
Curt M. Johnson, Valley, Alabama.....2022
Kim Barber Knoll, Faculty Rep., LaGrange, GA.. Ex Officio
Susan Landry, LaGrange, Georgia.....Ex Officio
Beverly Y. Langford, Atlanta, Georgia2020
T. Scott Malone, LaGrange, Georgia.....2022
Kathy R. McCollum, Macon, Georgia.....2020
Michael McCord, Carrollton, Georgia.....Ex Officio
Anil R. Modi, LaGrange, Georgia2020
Edward A. Montag, Atlanta, Georgia2020
Olugbenga O. Obasanjo, LaGrange, Georgia2020
James I. Pace, Jr., Fayetteville, Georgia2021
Paul S. Penn, Thomaston, Georgia2020
Eunjae Kim Peralta-Ramos, Atlanta, Georgia2022
William T. Plybon, Atlanta, Georgia2022

Joe F. Ragland, Jr., LaGrange, Georgia	2021
Peggy Cobb Schug, Charlotte, North Carolina	2019
Richard S. Simmons, LaGrange, Georgia	2021
Edward D. Smith, LaGrange, Georgia	2022
Nancy K. Stevens, LaGrange, Georgia	2021
George F. Wheelock, III, Birmingham, Alabama	2021
Jerry C. Wilkinson, Atlanta, Georgia	2019
Deedee G. Williams, West Point, Georgia	2021
Richard C. Wolfe, LaGrange, Georgia	2021
James M. Wood, III, Chamblee, Georgia	2022

CONSULTANTS

Karen Aubrey, Vice President for Academic Affairs
 James H. Blackwood, Chief Information Officer
 Brian A. Carlisle, Vice President for Student Engagement, Dean of Students
 Jennifer L. Claybrook, Vice President for Athletics
 Dawn C. Coker, Vice President for Human Resources, Federal and State Compliance, and
 Diversity
 Deborah P. Hall, Vice President for Finance and Operations
 Dan K. McAlexander, President
 Joseph C. Miller, Vice President for Enrollment
 Rebecca Roth Nicks, Vice President for External Relations

LEGAL COUNSEL

James C. Thornton, LaGrange, Georgia

PRESIDENT'S ADVISORY COUNCIL

Carolyn M. Bernard Becker, Athens, Georgia

David E. Boyd, Atlanta, Georgia

Hal N. Brady, III, Atlanta, Georgia

Samuel G. Candler, Atlanta, Georgia

Robert B. Copeland, LaGrange, Georgia

E. Malone Dodson, Alpharetta, Georgia

Edmund C. Glover, West Point, Georgia

William G. Griffin, Jr., Rome, Georgia

G. Sanders Griffith III, Columbus, Georgia

Elizabeth C. Harris, Cartersville, Georgia

C. Stephen Lynn, Nashville, Tennessee

Charles M. Miller, Cornelia, 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

Karen Aubrey (2017) – Vice President for Academic Affairs

B.S.E., University of Central Arkansas; M.A., University of Central Arkansas;
Ph.D., University of Southern Mississippi

James H. Blackwood (2018) – Chief Information Officer

B.S., Computer Science, LaGrange College

Brian A. Carlisle (2018) – Vice President for Student Engagement & Dean of Students

B.S., The University of Alabama; M.A., The University of Alabama;
J.D., Southwestern Law School

Jennifer L. Claybrook (1999) – Vice President for Athletics

B.A., M.Ed., LaGrange College

Dawn C. Coker (2009) – Vice President for Human Resources, Federal and State
Compliance, and Diversity

B.A., LaGrange College

Deborah P. Hall (2018) – Vice President for Finance and Operations

B.S., University of North Carolina

Dan K. McAlexander (2009) – President

B.A., University of Kansas; M. M., The Julliard School;
D.M.A., University of Cincinnati

Joseph C. Miller (2012) – Vice President for Enrollment

B.A., Austin Peay State University; M.L.A., Auburn University

Rebecca Roth Nicks (2006) – Vice President for External Relations

B.S., Lambuth University; M.B.A., Columbus State University

ADMINISTRATIVE STAFF

EFFECTIVE AUGUST 2018

Becky Anderson (2000)	Administrative Assistant, History and Social Sciences
Michael Anderson (2011)	Major Gift Officer, Development
Karen Aubrey (2017)	Vice President for Academic Affairs
Debby Baker (2009)	News and Feature Writer
Charlene Baxter (1976)	Director, Lewis Library
Nicholas Beamenderfer (2016)	Assistant Coach, Baseball
Jackie Belcher (2000)	Assistant Director, Financial Aid
James Blackwood (1996)	Chief Information Officer
Christopher Blocker (2018)	Assistant Athletic Trainer
Tiffani Bray (2016)	Human Resources Coordinator
Dale Brown (2018)	Assistant Coach, Tennis
Lee Buchanan (2013)	Head Coach, Women's Basketball
April Butler (2010)	Manager, Circulation Desk, Lewis Library
Brandi Cameron (2016)	Counselor
Brian Carlisle (2018)	Vice President, Dean of Students
Earl Chambers (2014)	Head Coach, Football
Ryan Chamblee (2018)	Major Gift Officer, Development
Jennifer Claybrook (1999)	Vice President, Athletics, Head Softball Coach
Dawn Coker (2009)	Vice President, Human Resources
Ryan Cook (2018)	Associate Dean of Campus Life
Pamela Cox (2012)	Payroll Administrator, Human Resources
Janet Craft (2017)	Assistant Athletic Trainer
Katie Daniel (2015)	Assistant Athletic Trainer
Lee Davis (2008)	Recruitment Writer
Mark Davis (2014)	Director of Development
Rob Dicks (2001)	Director, Athletic Trainer & Compliance
Ryan Dickson (2017)	Head Coach, Soccer
Matthew Donnett (2010)	Head Coach, Tennis
Jon Ernstberger (2008)	Associate Vice President for Academic Affairs
Vickie Evans (2005)	Administrative Assistant, Humanities
Lisa Farrow (1991)	Circulation Associate, Lewis Library
Laura Faulkner (2008)	Administrative Assistant, Chaplain's Office
Braxton Ford (2017)	Admission Counselor
G. Jeffrey Geeter (1990)	Strength and Conditioning Coordinator
Christy Gresley (2018)	Graphic Designer
Deborah Hall (2018)	Vice President for Finance and Operations
Lori Harding (2017)	Administrative Support, Student Engagement & Counseling Center
Chastity Hargrett (2003)	IT Support Specialist
Bethany Harris (2016)	Post Office Assistant
Dean Hartman (2000)	Senior Director of Communications and Marketing

Trinity Lynn Hightower (2018)	Administrative Support, Residential Education & Housing
Lauren Hill (2017)	PACE Office Coordinator, Academic Affairs
Carlie Hinson (2018)	Area Manager, Residential Education & Housing
Patti Hoxsie (2000)	Director of Finance & Business Services
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
Magdalene Hull (2017)	Science Laboratory Technician, Biology
AnaBeth Ivey (2017)	Gift Officer, Development
Stacy Jackson (2000)	Assistant Director for Digital Media and Design, C&M
Devin James (2018)	Aquatics Director and Head Swim Coach
Forrest Johnson (2016)	Admission Counselor/Marketing Specialist
Jennifer Jones (2017)	Administrative Assistant, Business & Accountancy
Jasen Jonus (2015)	Associate Head Coach, Men's Basketball
	Head Coach, Cross Country
	Head Coach, Baseball
David Kelton (2009)	Head Coach, Lacrosse
Kaitlyn Kimball (2018)	Administrative Assistant, Callaway Science Building
Susan A. Laforet (1994)	Gift Officer, Development
Rebekah Lee (2018)	Database & Administrative Assistant, Development
Lauren Lovin (2016)	Electronic Resources Librarian, Lewis Library
Lindsey Lowry (2013)	Co-Director, Servant Scholars Program
Jeff Lukken (2013)	Head Coach, Volleyball
Madison Machurek	Manager, Panther Prints and Postal Services
Susan Mansour (2014)	Accounts Payable Specialist, Business Services
Stephanie Marcellini (2014)	Assistant, The Panther Connection
Cynthia Mayfield (2006)	President
Dan K. McAlexander (2009)	Accounting Assistant, Business Services
Rachel Messerly (2018)	Vice President, Enrollment Management
Joseph Miller (2012)	Pool Operations Assistant
Jack Morman, Sr. (1992)	Archives Assistant, Lewis Library
Felecia Moore (2015)	Admission Counselor
Elissa Morman (2018)	Database & Administrative Assistant, Development
Vickie Morton (2018)	Assistant Coach, Baseball
D. Scott Mularz (2016)	Vice President, External Relations
Rebecca Roth Nicks (2006)	Assistant to the Vice President for Academic Affairs
Brandy Offenback (2016)	Admission Counselor
Justyn Olson (2018)	Assistant Athletic Trainer
Margaret Peterson (2016)	Administrative Assistant, Theater
Lydia Phelps (2017)	Admission Counselor
Ansley Phillips (2017)	Admission Services Coordinator
Holly Phillips (2016)	Director of Alumni and Community Relations
Martha Pirkle (1993)	Assistant Coach, Football
David Pleasants (2017)	Associate Registrar
Todd Prater (2010)	

Karen Pruetz (2015)	Associate Dean for Student Leadership and Career Development
Michele Raphoon (2005)	Program Coordinator, Global Engagement
Nicholas Raszeja (2018)	Assistant Coach, Football
Melissa Reeves (2010)	Student Accounts Specialist, Business Services
Michelle Reeves (1999)	Director, Financial Aid
Carla Rhodes (2005)	Executive Assistant to the President
Lee Richter (1999)	Head Coach, Golf
Adam Roberts (2014)	Chaplain and Director of Spiritual Life
Arthur Robinson (1998)	Public Services Librarian, Lewis Library
Tammy Rogers (1996)	Director of Special Events and Conferences
Laura Russell (2017)	Technical & Public Services Librarian, Lewis Library
Jarred Rutherford (2017)	Assistant Coach, Football
Cynthia Saines (2006)	Registrar
Marannah Sauter (1983)	Associate Vice President for Academic Affairs
Leslie Sebaugh (2015)	Administrative Assistant, Alumni and Community Relations
Ann Sellman (2002)	Administrative Assistant, Music
Jennifer Shaw (2014)	Store Manager, The Panther Connection
Jack Slay (1992)	Director, Servant Scholars Program
Savannah Sloan (2017)	Assistant Coach, Softball
Ronald Stafford (2005)	Associate Director – Enterprise Infrastructure
Eva Stephen (2005)	Data Assessment Manager, Department of Education
Matthew Strother (2016)	Development/Communication Specialist, Com. & Mktg.
Nikkovia Sweet (2016)	C & M Specialist/Assistant, Communications and Marketing
Gina Thompson (2017)	Assistant to the Registrar
Kendall Todd (2014)	Assistant Coach, Football
Emma Trammell (1992)	Information Specialist, Office of Admission
Pamela Tremblay (1998)	Director of Counseling
Christy Vanhoose (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
Michael White (2017)	Athletic Program Coordinator
David Wiggins (2003)	Acquisitions Assistant, Lewis Library
Stacey Wilson (2005)	Serials & Cataloging Assistant, Lewis Library
Jacob Wise (2016)	Internship Coordinator and Career Advisor
Lanora Yates (2016)	Gallery Manager/Curator, Art and Design
Carol Yin (1991)	Director, Institutional Effectiveness