

AGNES
SCOTT
COLLEGE

Academic
Catalog



Graduate Addendum
2018-2019

Agnes Scott College

2018-2019 Catalog- Graduate Program Addendum

Agnes Scott College does not discriminate on the basis of race, color, national origin, religion, sexual orientation, gender identity, gender expression, age or disability in the recruitment and admission of any student and, in addition, does not discriminate on the basis of gender in the recruitment and admission of students to its graduate and post-baccalaureate programs. This nondiscrimination policy also applies to all the rights, privileges, programs and activities generally accorded or made available to students at the college, and to the administration of educational policies, scholarship and loan programs and all other programs administered by the college.

Agnes Scott College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and master's degrees. Contact the commission at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404.679.4500 for questions about the accreditation of Agnes Scott College. Agnes Scott College is authorized to operate postsecondary educational programs leading to degrees and certificates in the state of Georgia by [Executive Order of the Governor](#) dated June 28, 2013.

Disclaimer – Every effort has been made to ensure the accuracy and completeness of this catalog. The information included is accurate at the time of publishing. However, Agnes Scott College reserves the right to make necessary and desirable changes in policies, program requirements, programs, courses, tuition and fees. Current and prospective students should check with college officials to verify current policies, requirements, programs, tuition and fees.

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Mission Statement

Agnes Scott College's Graduate and Extended Programs enhance the intellectual life of the college by enabling graduate and post-baccalaureate students to undertake advanced study and prepare for professional work while engaging the intellectual and social challenges of their times.

Admission

Applications for Agnes Scott's graduate programs are open. Completed applications will be reviewed and decisions will be made by the graduate admissions committee.

U.S. citizens, permanent residents, and international applicants should submit an [application for admission](#). The program recommends an undergraduate GPA of 3.0 or higher. Graduate programs at Agnes Scott College do not require a GRE score. The deadline for the fall semester is May 15 and the deadline for the spring semester is November 5.

Application checklist

- Completed application form
- Two letters of recommendation
- Statement of purpose (maximum 800 words)
- Professional Resume
- Writing sample totaling 10-15 pages. (applies only for applications to the Writing and Digital Communications program.)
- Official transcript(s) and a bachelor's degree from a regionally accredited college or university.
- Official transcript(s) for all graduate work

International Applicants

In addition to meeting specific requirements for each degree program, international students must meet the following additional requirements:

Test of English as a Foreign Language (TOEFL)

TOEFL is administered by the Educational Testing Service. You can obtain detailed information from the TOEFL website, or contact TOEFL Services, Educational Testing Service, P.O. Box 6151, Princeton, NJ 08541-6151, (609) 771-7100. Copies of the TOEFL Bulletin are also available at U.S. educational commissions and foundations, binational centers, and private organizations such as the Institute of International Education (IIE).

We will only accept TOEFL tests administered by the Educational Testing Service (ETS) and sent to us directly by the TOEFL office. For purposes of admission, your most recent score must be at least 80 for the Internet-based test (IBT). The institution code for Agnes Scott

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College is 5002. Please plan to take the TOEFL as soon as possible, regardless of the test's format, to avoid delays in the review of your application.

English test scores are not required of applicants from the following countries: Anguilla, Antigua/Barbuda, Australia, Bahamas, Barbados, Belize, Bermuda, British Virgin Islands, Canada (Except Quebec), Cayman Islands, Dominica, Falkland Islands (Islas Malvinas), the Grenadines, Guam, Guyana, Ireland, Jamaica/other West Indies, Liberia, Montserrat, New Zealand, South Africa, St. Helena, St. Kitts & Nevis, St. Lucia, St. Vincent, Trinidad & Tobago, Turks & Caicos, United Kingdom, and United States.

Evaluation of Foreign Credentials

Graduates of foreign schools of higher learning must be able to document their degree as being the equivalent of a four-year bachelor's degree awarded by an accredited United States college or university. International applicants, regardless of their country of origin or their native language, must have their foreign credentials evaluated by a member of the National Association of Credential Evaluation Services (naces.org), such as World Education Services (wes.org).

Each evaluation must include the following: course-by-course description, documenting equivalence to a regionally accredited U.S. baccalaureate degree (or number of years toward completion) and grade point average.

Transfer Policy

A minimum of 27 of the 33 total credit hours including all of the core courses for the master's degree must be taken at Agnes Scott College. No transfer credit will be accepted for students pursuing a graduate certificate.

The assistant dean for graduate and extended programs has official approval authority for transfer credit. Students applying to the master's degree program with transfer credit are required to submit official copies of all graduate transcripts. Transfer credit hours may satisfy elective credit hours pending evaluation and recommendation by the faculty program director and the director of graduate admission. The faculty program director will review each course's description and learning objectives to determine whether the course is relevant to the degree program and comparable to elective courses offered by Agnes Scott College. Students may need to provide the course syllabus at the request of the faculty program director. The director of graduate admission will ensure the following criteria is met:

1. The credit earned must have an earned grade of B or higher (3.0 or higher on 4.0 scale).
2. The credit earned must have been completed within eight years for courses with digital or technology based learning outcomes.
3. The credit earned must be completed at a regionally accredited college or university within the United States, or a non-U.S. institution (see transfer policy for

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International students and Transfer Policy from non-US institutions).

4. The credit was earned in a graduate-level course, wherein the student was enrolled for graduate credit.
5. The credit was not counted toward a conferred degree or certificate.

Upon recommendation of the faculty program director and the director of graduate admissions, the assistant dean for graduate and extended programs will approve the acceptance of transfer credits.

This policy is consistent with the mission of the college and ensures that coursework and learning outcomes are comparable to the college's graduate curriculum and degree programs. Under no circumstances will Agnes Scott accept credit hours earned at the undergraduate level for graduate credit. Agnes Scott assumes responsibility for the academic quality of any coursework or credit recorded on a student's academic transcript.

Transfer Policy for Credit Earned at Non-US Institutions

In the case of a transfer from a non-United States institution, eligible graduate transfer credits must have been earned in a program judged by Agnes Scott College to be comparable to a graduate degree program of a regionally accredited institution in the United States. Transfer of thesis credits or credits for independent research is not allowed. Students must have their courses evaluated by a member of the National Association of Credential Evaluation Services.

Deferral of Graduate Admission

A student may defer admission to a graduate program only once. All deferral requests are subject to review and approval by both the faculty program director and the assistant dean of graduate and extended programs on a case-by-case basis. If the deferral is denied or the deferred student cannot attend the graduate program for the approved term, they will have to submit a new application before enrolling. Please note: Deferrals may not exceed one year.

To request a deferral of admission, an applicant must first contact the Office of Graduate and Extended Programs and complete a Deferral Request Form to document why they wish to defer. Upon submission, the assistant dean of graduate and extended programs and the faculty program director will review their request. Once a deferral decision is made, the student will be notified via email. If the student is granted a deferral, the deferral is pending submission of the \$350.00 tuition deposit.

Tuition and Fees

All graduate courses cost \$900 per credit hour. Certificate programs require 15-18 credit hours to complete. The master's degree in Writing and Digital Communication requires 33 credit hours to complete.

Tuition is due at the beginning of each semester. Graduate students have the option of paying their tuition bill in one payment, or entering a payment plan to make two equal payments over the course of two months.

Post-Baccalaureate Pre-Medical Program:

The Post-Baccalaureate Pre-Medical Program costs \$679 per credit hour. PBPM students take up to 35 credit hours.

Additional Fees

- **Health Insurance:** Health insurance is optional for students enrolling in graduate and extended programs. Students may elect to enroll in Agnes Scott College's health insurance plan. More information regarding the plan can be found [here](#).
- **Parking Fee:** An annual parking registration fee of a \$100.

There are many ways to afford graduate programs at Agnes Scott. Learn more about tuition assistance and our financial aid options [here](#).

Refund Policy

A refund refers to college charges that are refunded to the student and/or to the financial aid sources that covered those charges. Refunds are made within 30 days of the student's withdrawal. Students who withdraw from Agnes Scott on or before the first class day of a semester will receive a full refund of any payment made toward tuition, room and board. No refund will be made of the \$350 enrollment deposit.

Agnes Scott's institutional refund policy for tuition is:

- 90 percent tuition refund when withdrawal is within the first week of the semester
- 50 percent tuition refund when withdrawal is before the end of the third week of the semester
- 25 percent tuition refund when withdrawal is before the end of the sixth week of the semester
- No refunds after the end of the sixth week of the semester

The date of withdrawal is the last date of class attendance. This is defined as the date when the student initiates the withdrawal process by requesting a withdrawal form from the Office of Academic Advising. The student must then complete the form, including all

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required signatures, within three business days after receiving the form. Withdrawal is complete when the completed form is submitted to the Office of Academic Advising.

The semester begins with the first day of class. The first week of the semester is the seven-day period beginning on the first day of class. The point of withdrawal is measured in weeks, and the student is considered to have withdrawn within a given week, as defined above, if the withdrawal date is prior to the end of that week.

Financial Aid for Graduate Students

At Agnes Scott College, we are committed to making our education affordable for students. In the Office of Financial Aid, we understand that your education is a significant investment. We also understand that the financial aid process can be complex. Thus, we're committed to helping you navigate the process, providing all the guidance and information you need—including types of aid, how to apply for aid, debt management counseling, and more.

Our staff will work with you to review your individual needs. We'll help you explore all financial aid resources—such as grants, scholarships, and loans—in order to maximize your funding sources and minimize your debt.

Graduate Grants

Agnes Scott offers several graduate grants to assist with the cost of our programs.

- The Linda Lentz Hubert Grant for Writing and Digital Communication. Hubert Grants are only available for students pursuing a Master of Arts or a Graduate Certificate in Writing and Digital Communication. Students are considered for these grants automatically upon submitting their completed application. No additional application is necessary.
- Beginning January 2019 the college will offer a Dean's Grant for Evaluation and Assessment Methods in the amount of \$250 per course.

Application Procedures

U.S. citizens should submit the FAFSA (Free Application for Federal Student Aid) to determine full financial aid eligibility. We recommend submitting the FAFSA by your application deadline; however, our priority deadline for filing is May 15th for fall and November 5th for spring admissions.

The Agnes Scott College FAFSA school code is 001542. (See fafsa.ed.gov)

Federal & State Aid

Federal Programs

All federal awards are determined by financial need as calculated using the information supplied on the [FAFSA](#) (Free Application for Federal Student Aid).

Federal Stafford Loans: These fixed rate loans enable students to borrow directly from the Department of Education. Interest accrues on the unsubsidized Stafford loans while

the student is in school. Student loan repayment is deferred until six months after graduation or after a student stops attending college at least half-time. Current rates are available on the Office of Financial Aid's webpage, hosted on the agnesscott.edu website.

All first-time borrowers are required to complete Entrance Counseling and a Master Promissory Note at studentloans.gov. School certification is required for disbursement and will take place after the loan application process is complete.

FAFSA Process and Requirements for Federal Verification

The U.S. Department of Education uses the IRS Data Retrieval Process, which allows students and parents to have IRS tax data transferred into the FAFSA. When completing the FAFSA at www.fafsa.ed.gov, students will be prompted to use the retrieval process if they are eligible to do so. We strongly encourage students to utilize this process if at all possible. When completing the FAFSA online using the retrieval process, pop-up boxes will appear in situations where additional information is needed that is not available from the IRS data.

The Department of Education randomly selects FAFSA records for a process known as "verification." Colleges are required to confirm or verify specific data elements from the FAFSA according to current federal regulations. The Office of Financial Aid is **not** able to accept copies of tax return documents. Students selected for verification will be required to submit official IRS transcripts for themselves unless they use the data retrieval process and do not make any changes to that data. All students selected for verification will need to complete a Verification Worksheet (find one on the Financial Aid [Forms page](#)) and will be notified if additional documents are needed.

All students receiving federal aid must maintain Agnes Scott College's Standards of Satisfactory Academic Progress.

Need-Based Assistance

How is Financial Need Determined?

Your need-based financial aid award is based on your EFC (Expected Family Contribution) and your Cost of Attendance. Your EFC is calculated by the U.S. Department of Education based on your completed Free Application for Federal Student Aid (FAFSA). Whether or not you are eligible for a merit-based scholarship, you may qualify for need-based financial aid.

To determine your eligibility for any type of need-based financial assistance, the college requires you to fill out the FAFSA, or Free Application for Federal Student Aid, available at fafsa.ed.gov. You must also submit a FAFSA to receive federal and state aid.).

The FAFSA must be submitted every year after January 1, preferably no later than February 15 for incoming students and April 1 for returning students.

Students receiving need-based aid must maintain Agnes Scott College's Standards of Satisfactory Academic Progress.

Your Expected Family Contribution is Based on:

- Student income
- Student current assets
- Federal taxes paid
- Number of people dependent on the family's income
- Number of people in the family attending college

Cost of Attendance Includes:

- Tuition and mandatory fees
- Commuter living expenses
- Books
- Transportation
- Personal expenses
- Loan fees, if applicable

Need-Based Aid Includes:

- Unsubsidized Loan
- Grad plus Loan

Other Financing Options

Federal Graduate PLUS Loan

Borrowers must be U.S. Citizens or eligible non-citizens. Loan approval is subject to the credit criteria established by the U.S. Department of Education. Submitting the FAFSA is required before a PLUS application may be processed

What is a Federal Direct PLUS Loan Application for Graduate/Professional Students?

This is a request for supplemental information in connection with your application for a Federal Direct PLUS Loan (Direct PLUS Loan) through the William D. Ford Federal Direct Loan (Direct Loan) Program. Some schools may have a different process for obtaining the additional information needed to process your Direct PLUS Loan application.

The information that you provide will be sent to the school that you select. The school you select will use the information collected to determine your eligibility for a Direct PLUS Loan and process your application.

Before you can receive a Direct PLUS Loan, you must complete a Direct PLUS Loan Master Promissory Note (Direct PLUS Loan MPN), which explains all of the terms and conditions of

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Direct PLUS Loans and constitutes your legally binding agreement to repay all Direct PLUS Loans that you receive under the Direct PLUS Loan MPN. You will have an opportunity to complete the Direct PLUS Loan MPN after you complete the Direct PLUS Loan Request.

The Direct PLUS Loan Application allows you to authorize the school to use your loan funds to satisfy other educationally related charges after tuition and fees, and room and board have been paid. You are not required to provide this authorization.

Before you continue: If you have placed a security freeze on your credit file, you must lift or remove the freeze at each credit bureau before you continue. Your application will not be processed if you have a security freeze.

Federal Direct Graduate PLUS Loan

- **How to Apply**
 - Login to studentloans.gov and complete:
 - Graduate PLUS Loan Master Promissory Note.
 - Graduate PLUS Loan Application.
 - A credit check is part of the PLUS Loan Application. If a student does not pass the credit check, the student can either apply for an appeal with the Department of Education or use a credit-worthy endorser.
- **Eligibility**
 - FAFSA required.
 - Credit check required.
 - Must be enrolled as at least a half-time student, in good academic standing, working toward a degree or certificate.
- **Co-Signer**
 - No co-signer required, but a credit co-signer can be used if credit is declined
- **Lender**
 - U.S. Federal Government, however the loan is serviced by an assigned loan servicing company.
- **Interest Rate**
 - Please refer to the Office of Financial Aid for current interest rates
- **Interest Accrual**
 - Interest begins accruing upon first disbursement.
- **Interest Capitalization**
 - Interest capitalizes upon repayment or at end of a deferment/grace period.
- **Loan Fees**
 - Please refer to the Office of Financial Aid for current loan fees.

- **Loan Limit**
 - Up to Cost of Attendance minus other financial aid (loans, scholarships, and federal work study) awarded.
- **Aggregate Lifetime Borrowing Limit**
 - None
- **Repayment Grace Period**
 - Student must request a 6-month post-enrollment deferment from lender after student ceases to be enrolled at least half-time or graduates.
- **Repayment Plans**
 - Various available including standard 10-year, extended 25-year, income-based, pay as you earn, and more. [Compare all federal student loan repayment plans here.](#)
- **Consolidation**
 - May consolidate with other federal student loans (such as Stafford and Perkins).
- **Public Service Loan Forgiveness (PSLF)**
 - Eligible for PSLF.
- **Death/Disability**
 - Loans discharged upon borrower death or disability.

Private, credit-based student loan

A private, credit-based alternative loan may be available to students who need funding for remaining college costs. There are various lenders for student borrowers which require no payments while the student remains in school. Private loans have various options for repayment and may offer forbearance and deferral options. In addition, interest rates for private loans are based on credit and set by the lender. These loans are more expensive than federally guaranteed loans and should only be used when all other options are exhausted. Alternative loans are typically in the student's name and usually require a cosigner.

Payment plan

To help you afford education expenses, Agnes Scott College is pleased to make the services of Tuition Management Systems available to you and your family. Tuition Management Systems' Interest-Free Monthly Payment Plan allows you to spread your education expenses over smaller monthly installments for a small enrollment fee. There is no interest and no pre-qualification or credit check for this service. With this payment plan you have 24-hour access to account information through Tuition Management Systems' website, toll-free automated account information and personal account service Monday through Saturday.

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This is a popular option with many of our families because it reduces the need to borrow and it gives families more control over their savings. Tuition Management Systems' services have helped over two million students at more than a thousand schools nationwide afford education.

For more information on your specific payment options or to enroll in the Interest-Free Monthly Payment Plan, visit Agnes Scott's Tuition Management website at www.afford.com/agnesscott or call 1.800.722.4867 and speak with an education payment partner.

Academic Policies

Transient Credit

Once matriculated in a graduate program at Agnes Scott College, the student is required to complete all remaining graduate courses in residence

Course Numbering

600-699: Courses limited to graduate students. Intended for masters and graduate certificate programs.

A student completing courses at the 600 level will demonstrate one or more of the following:

- Production of a professional quality, independent research or artistic project.
- Advanced knowledge of the (inter)discipline and its related concepts, principles, practices, and/or technologies

Course Loads

According to the Southern Association of Colleges and Schools Commission on Colleges' guidelines, graduate students are considered full-time when they are enrolled in 9 or more credit hours in each of the fall and spring semesters, and 6 or more credit hours in each of the summer sessions. Graduate students enrolled in 8 or fewer credit hours in each of the fall and spring semesters, and 5 or fewer credit hours in each of the summer sessions are considered part-time.

Standards of Progress

To assist degree and certificate seeking graduate students in achieving timely completion of their programs, the college has established the following standards of progress guidelines. These guidelines encourage students to complete half of the credit hours required for their program each academic year. Thirty-three credit hours are required for the master's degree and 12-18 credit hours are required for graduate certificates.

To achieve standard progress as a master's degree seeker, students will complete 15-18 credit hours per academic year (including summer sessions). To achieve standard progress as a graduate certificate seeker, students will complete 6-9 credit hours per academic year (including summer sessions).

Graduation and Program Completion

Degrees and graduate certificates are conferred three times a year in August, December, and May. There is one commencement ceremony in May for bachelor's and master's students. A master's student must fulfill all graduation requirements to participate in commencement in the semesters prior to commencement. (For example, a student may

complete degree requirements in the spring semester immediately preceding May commencement exercises.)

Master's students who complete requirements for graduation over the summer sessions or fall semester will be eligible to walk in the following commencement ceremony. Students who complete a graduate certificate are not eligible to walk in commencement exercises.

Leave of Absence

The purpose of a leave of absence is to allow a student a break in their studies without having to withdraw from the college and apply for readmission. A leave of absence form should be submitted to the assistant dean for graduate and extended programs for approval before the start of the semester or semesters requested. Except under the most unusual circumstances, no requests for a leave of absence during a semester will be considered after classes have begun. A leave of absence may be for one or two semesters, with a maximum of two semesters during a student's graduate program.

A student may request that the assistant dean for graduate and extended programs extend their leave of absence from one semester to two semesters.

A student granted a leave of absence does not need to apply for readmission. By the deadline stated on the leave of absence request form, the student should notify the assistant dean for graduate and extended programs of their intent to return. A student who does not return within the time specified for their leave will be considered withdrawn and must apply for readmission.

Registration after an approved leave will be subject only to (1) confirmation by the program of the student's continued professional suitability, (2) a written request from the student to return, and (3) completion by the student of requirements, if any, stipulated by the program and/or director of graduate admission as conditions for registration. The student's written request for registration must be received by July 1 for return in the following fall term, and by January 1 for return in the following spring term. Summer returns in the months of June and July may be approved by the director of graduate admission at the request of the faculty program director.

Information provided in the application for a personal leave of absence must address the specific reason(s) prompting the request. Examples could include, but are not limited to, (1) family leave and (2) financial hardship. Applications for a medical leave of absence require documentation from an appropriate health care provider, which must be submitted along with the leave of absence form. In certain cases, the assistant dean for graduate and extended programs may request that a student provide documentation from an appropriate health care provider which certifies that the student has medical clearance to resume study at the conclusion of an approved leave of absence.

International students who apply for a leave of absence must consult with the international student advisor in the Center for Global Learning. International students taking a leave of absence for medical reasons (and with documentation from a healthcare provider) will need to receive approval from the Center for Global Learning and may be eligible to remain in the country for up to 12 months while on leave. International students taking a leave for non-medical reasons may have their status terminated and may need to depart the U.S.

Students on an approved leave of absence are not eligible for federal financial aid, including Federal Direct Loans. In some cases, student loans may not be deferred for the entirety of a leave. Students should contact Financial Aid for additional information.

Students on a leave of absence are not to fulfill any degree requirements during the time on leave. A student on a leave of absence will have limited access to the college's facilities normally available to enrolled students.

Academic Probation and Dismissal

A student seeking a graduate degree or graduate certificate is placed on academic probation if they have a cumulative GPA of less than 3.0.

Academic probation notifies a student that unless their academic performance improves, they may be dismissed. During the time of academic probation, a student will not be considered in good standing. Any transcript issued during the period of a student's academic probation will carry the notation of academic probation.

A student who withdraws from a graduate program while on academic probation will remain on probation if they are readmitted, until their academic performance in the graduate program returns them to good standing. Appeals regarding academic probation will be heard by the assistant dean for graduate and extended programs.

Graduate students will be subject to review for academic dismissal for any of these reasons:

- Two consecutive semesters of academic probation (or one semester plus the two summer sessions immediately before or after)
- Failure to pass a 3-credit course in one academic year

The Judicial Review Committee imposes academic dismissal and may specify a length of time a student must wait before they may apply for readmission. A student may be dismissed at any time if the Judicial Review Committee judges their academic performance to be unsatisfactory or if they have violated the specific conditions of their academic probation. A student readmitted after academic dismissal will be placed on academic probation for their first semester. Any transcript issued following the academic dismissal will carry the notation of academic dismissal.

The committee may waive the academic dismissal guidelines if a graduate student has been forced to reduce their load because of extenuating circumstances.

The committee may impose a sanction of probation if the student is not dismissed.

Writing and Digital Communication

Faculty

Shannon Palma, Director of Writing and Digital Communication

Melissa Fay Greene, Kirk Distinguished Writer in Residence

Ruth Dusseault, Kirk Artist in Residence

Mina Ivanova, Dabney Adams Hart Fellow

The Agnes Scott College Writing and Digital Communication program prepares students to be leaders in professional and public fields that require advanced digital communication with diverse global audiences.

Through a blend of innovative courses that focus on writing, communication, and digital design, students learn how to use established and emerging technologies to convey information, to work collaboratively with team members, and to engage the intellectual and social challenges of their times. Drawing on Agnes Scott's strong tradition of teaching and valuing writing, the program emphasizes writing in its core curriculum and in an array of electives. The program also includes an emphasis on public speaking and opportunities within courses for research. Guest speakers and mentors from Atlanta's extensive digital media, nonprofit, and corporate communities, along with internships and job-shadow opportunities bring relevant professional connections to the program.

Students completing the program will be prepared for a variety of careers that require advanced communication skills such as digital strategy, public relations, digital journalism, marketing, strategy consulting, advertising, publishing, corporate communications, visual analysis, etc.

Core Courses

WDC 600 – Digital Portfolio Design

WDC 610 – Writing and Digital Communication I: Web Writing and Editing

WDC 620 – Writing and Digital Communication II: Developing Content for Social Media

WDC 630 – Visual Thinking, Digital Design

WDC 640 – Critical Communication

Electives

WDC 612 – Creative Writing in the Digital Age

WDC 614 – Grant Proposal Writing

WDC 616 – Emerging Media

WDC 618 – Technologies of Social Change

WDC 622 – Digital Storytelling

WDC 624 – Transmedia

WDC 650 – Internship

WDC 690 – Directed Research

WDC 695 – Topics in Writing and Digital Communication

Master of Arts in Writing and Digital Communication

To fulfill the requirements for the WDC master's degree, students must successfully complete the five core courses and six electives for a total of 33 credit hours, maintain a minimum GPA of 3.00, and submit in their last semester a professional quality digital portfolio of original work that meets the standards set by the program.

MA candidates must take at least one core course per semester until they have completed the core. Transfer credit is limited to two graduate level courses (six credit hours) that may be applied to elective requirements (see Transfer Policy). The time limit for program completion is seven years.

Program Learning Objectives

Students completing the WDC Master of Arts program will be able to do the following:

1. Demonstrate professional knowledge of the field.
2. Write and speak at an advanced level for diverse audiences.
3. Design successful digital media using principles of effective communication.
4. Analyze the impact and ethical dimensions of writing and digital communication.
5. Create a professional quality digital portfolio of original work.

Certificate in Writing and Digital Communication

To fulfill the requirements for the WDC graduate certificate, students must successfully complete the five core courses and one elective for a total of 18 credit hours and maintain a minimum GPA of 3.00. The time limit for program completion is seven years.

Program Learning Objectives

1. Students completing the WDC Graduate Certificate program will be able to do the following:
2. Demonstrate professional knowledge of the field.
3. Write and speak at an advanced level for diverse audiences.
4. Design successful digital media using principles of effective communication.

Courses

WDC 600 DIGITAL PORTFOLIO DESIGN 3
Working with a faculty adviser and in workshops with other students in the course, each student will create a digital portfolio to house graduate work and special projects. The course will cover navigation of backend directory structures of web platforms, as well as analysis of frontend user interfaces. Following the course, the portfolio continues to be an important part of the student's graduate experience. It will be revised and updated over the course of the program. A completed, professional quality portfolio is a requirement for the master's degree, to be submitted for evaluation in the final semester following guidelines established by the program.

Learning outcomes:

- Design a professional quality digital portfolio
- Navigate frontend and backend structures.
- Demonstrate an ability to constructively critique the work of other students in the course.

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- Analyze the impacts and ethical dimensions of writing and digital communication in various
- contexts.

WDC 610 WRITING AND DIGITAL COMMUNICATION I: WEB WRITING AND EDITING 3

This course covers principles of writing and editing for the Internet and creates opportunities to put them into practice. Students will learn the vocabulary and technology of the Internet, features of user-centered text, and how to articulate optimal technical platforms for specific uses and audiences. They will learn to analyze web design and content, employ analytics to evaluate content, explore pathways of innovation, follow the law regarding intellectual property and fair use, and create effective web-based content, and develop oral presentation skills to present their work.

Learning outcomes

- Identify current best practices for creating user-centered web texts.
- Assess current websites and web writing for accessible design and style.
- Compose web content that combines user-centered text, graphics, multimedia, and analytics.
- Demonstrate advanced oral presentation skills.
- Demonstrate advanced proficiency in writing and editing web content.

WDC 612 CREATIVE WRITING IN THE DIGITAL AGE 3

This course explores traditional genres of creative writing—poetry, fiction, creative nonfiction, and dramatic writing—as well as crossgenre, multigenre, and experimental forms— as they are embodied in or augmented by digital media. Students will seek an expanded understanding of text and of genre as they analyze and practice creative writing. The course emphasizes deep revision, line-editing, oral interpretation, and multimodal presentation of final work.

Learning Outcomes

- Explain and analyze traditional and new genres of creative writing in digital contexts.
- Demonstrate knowledge of the creative process including revision.
- Create a multimodal presentation of original work.

WDC 614 GRANT AND PROPOSAL WRITING 3

This course covers the complete process of grant and proposal writing and the contexts and strategies of the philanthropic environment. Students will learn how to research funding opportunities, identify and plan successful projects, devise achievable goals and budgets, write proposals for public and private foundations, follow up on both successes and rejections, and incorporate digital technologies.

Learning Outcomes

- Explain the forms, strategies, and technical aspects of grant and proposal writing.
- Demonstrate knowledge of the public and private contexts of grant and proposal writing and the ethics of philanthropy.
- Design and write complete grant proposals for a variety of contexts.

WDC 616 EMERGING MEDIA 3

Existing digital media evolve rapidly, and new media are constantly emerging. This course explores current and emerging media, as well as broader trends, paying particular attention to the specific contexts from which they were developed and to patterns and pathways of change. Students briefly explore the evolution of writing as

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a technology as a basis for examining current and future trends in digital communication.

Learning Outcomes:

- Describe emerging media applications and trends and their contexts.
- Compare benefits and limitations of emerging media for diverse audiences.
- Develop an original presentation analyzing an emerging application or trend

WDC 618 TECHNOLOGIES OF SOCIAL CHANGE 3

Students will learn to analyze the impact of digital technology on the formation and effectiveness of social movements and on social change. Focusing on both historical and current events, this course examines the roles of rhetoric and technology in collective action whether in the form of social movements or as embodied and enacted by individuals. We will also study the role of digital communication in promoting behavioral change, such as in the fields of public health or politics.

Learning Outcomes

- Articulate theories of the rhetoric and communication of social movements and social change.
- Describe how rhetoric and technology can bring about social change.
- Assess the benefits and limitations of digital communication for collective social action.
- Analyze an act of social protest, a social movement, or a change effort and its use of digital media.

WDC 620 WRITING AND DIGITAL COMMUNICATION II: DEVELOPING CONTENT FOR SOCIAL MEDIA 3

In this course students explore social media technologies and their impact on writing, communication, identity construction, and culture. The course also examines rhetorical conventions associated with social media and digital citizenship. Students will learn to develop social media strategies using analytics and apply those strategies using a variety of platforms, as well as to anticipate, lead, and adapt to change in social media. The course teaches oral presentation skills and provides opportunities for students to present their work.

Learning outcomes

- Explain social media's impact on various cultural contexts.
- Analyze rhetorical conventions associated with specific social media.
- Demonstrate advanced oral presentation skills.
- Design social media strategies for professional purposes using analytics.

WDC 622 DIGITAL STORYTELLING 3

Drawing on narrative theory, journalism, and film production, students learn to identify, create, and curate different kinds of stories using selected productivity tools. The course also examines the legal and ethical issues pertaining to digital storytelling.

Learning Outcomes

- Explain and analyze classical and contemporary theories of narrative and of storytelling.
- Demonstrate technical ability with digital storytelling.
- Analyze the ethical dimensions of digital storytelling examples.
- Produce a digital story.

WDC 624 TRANSMEDIA 3

This course explores transmedia storytelling as a form of communicating ideas

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across a range of digital delivery platforms. Students learn to produce single stories that can be translated for diverse audiences and for multiple purposes, including entertainment, marketing, and social change. Students identify and analyze the ways in which the stories or narratives acquire a new aesthetic and social significance as they migrate to different media.

Learning Outcomes

- Identify traditional and emerging rhetorical strategies used in transmedia.
- Critique transmedia media platforms for design, accessibility, and usage.
- Design original, professional quality transmedia project.

WDC 630 VISUAL THINKING, DIGITAL DESIGN 3

Students will learn to expand their digital design skills to resolve visual problems, implementing line, texture, color, spatial illusion, materiality, compositional frameworks and subject matter. Emphasis is on the design process and conceptual development.

Learning outcomes

- Identify and analyze key concepts and principles of visual design.
- Assess the technical and stylistic needs of a given project, depending on purpose, platform, accessibility, and audience.
- Demonstrate media fluency through identifying appropriate software tools, materials and imagery for a given project.
- Produce visual and digital artifacts for specific audiences and various purposes using design software.
- Interpret and articulate the meaning of visual signs and symbol.

WDC 640 CRITICAL COMMUNICATION 3

How do communications theories and research apply to or evolve in a digital world? This course examines the multifaceted role of communication in the formation of social bonds, identities, and communities in digital spaces. The course draws on insights from rhetorical theory, visual rhetoric, performance studies, public memory studies, critical cultural studies, film studies, and audience analysis (demographics and psychographics) to understand how communication works in digital environments.

Learning outcomes

- Identify seminal theories in strategic communication.
- Apply the theoretical concepts discussed in the course in the analysis of real life situations.
- Explain the structure and significance of style, narrative technique, and argument in different media and cultural contexts.
- Demonstrate professional-level research and writing skills.

WDC 650 INTERNSHIP 3

On-the-job training in writing and digital communication through approved field work sites. Interns complete related course work with a faculty supervisor. See program application process. May be repeated for a maximum of six credits for the master of arts degree and a maximum of three credits for the graduate certificate.

Prerequisite: two WDC core courses.

Learning Outcomes

- Demonstrate knowledge of subjects or skills outside the WDC curriculum.
- Produce a professional quality project.

Prerequisites: 2 WDC core courses (600, 610, 620, 630, 640)

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WDC 690 DIRECTED RESEARCH 3

The directed research course is open to students enrolled in the master of arts program who have demonstrated a level of mastery that prepares them for research. In this course a student and a faculty instructor work together to determine the topic, direction, and requirements of the research and an independent final project.

Learning Outcomes

- Demonstrate advanced knowledge of a particular subject or technology.
- Produce a professional quality, independent research project.

Prerequisites: complete all core courses and at least 18 credit hours.
Must have permission of faculty program director and permission of faculty member who will advise their research.

WDC 695 TOPICS IN WRITING AND DIGITAL COMMUNICATION 3

Special Topics allows faculty to develop unique courses that reflect their individual research and interests and that represent important current directions in the field of writing and digital communication. The course topic, requirements, and learning outcomes will be determined by the instructor.

Learning Outcomes

- Demonstrate understanding of and competence in subject matter, varying by course topic.
- Explain the historical context or modern relevance of the selected special topics curriculum.
- Compare and evaluate theories related to the subject matter.
- Apply a specialized method or approach.

Evaluation and Assessment Methods

Faculty

Kerry Pannell, Professor of Economics, Vice President of Academic Affairs and Dean of the College

The Agnes Scott College Evaluation and Assessment Methods graduate certificate program (EAM) prepares students to be leaders in professional and public fields that require advanced evaluation skills. The EAM program provides students with the principles and experience necessary to develop effective evaluation and assessment plans across a range of applications including public health, education, environmental sustainability, technology, and diversity initiatives. Through courses that focus on evaluation design, data collection and analysis, and project management, students learn how to use established and emerging methods to gather information required for programmatic decision-making and to engage with the most pressing challenges of their times. Drawing on Agnes Scott's liberal arts tradition, the program emphasizes the importance of crafting innovative approaches to address social and intellectual challenges, and utilizing an interdisciplinary toolkit of quantitative and qualitative methods.

Students enrolled in the program may begin their course of study in fall or spring semester. Classes meet once a week on Saturdays and weekday evenings on the Agnes Scott campus during fall, spring, and summer semesters. Some courses have an online component.

Core courses:

EAM 610: Principles of Evaluation Design

EAM 620: Data Collection

EAM 630: Data Analysis

EAM 640: Project Management

Electives:

EAM 695: Special Topics

WDC 614: Grant and Proposal Writing

Requirements for the Graduate Certificate in Evaluation and Assessment Methods:

To fulfill the requirements for the graduate certificate, students must successfully complete the four core courses (EAM 610, EAM 620, EAM 630 and EAM 640) and one elective for a total of 15 credit hours and complete the program with a minimum GPA of 3.00.

Program Learning Objectives

1. Develop assessment and evaluation plans based on project goals
2. Organize evaluation logistics
3. Analyze and interpret quantitative and qualitative evaluation data
4. Articulate rationale for assessment and evaluation

5. Communicate results to multiple stakeholder audiences using both written and graphic formats

Courses

- EAM 610 PRINCIPLES OF EVALUATION DESIGN 3
- This course will examine the role of evaluations in organizations, policy making, programmatic decision-making and fundraising. It will introduce research designs commonly employed to monitor ongoing programs and measure outcomes. The course will also address strategies for engaging stakeholders in evaluations. By the end of the course, students will be able to identify the appropriate research design for a specific evaluation need, taking into consideration financial and logistical constraints. Students will also design logic models to guide evaluation planning.
- Learning Outcomes
- Explain the importance of evaluation, assessment and monitoring
 - Create and employ logic models to guide planning, implementation, management, monitoring and evaluation of projects
 - Describe different kinds of experimental, quasi-experimental, non-experimental and mixed methods designs used in evaluation research
 - Identify the strengths and limitations of different kinds of research designs and methodological approaches
 - Select the appropriate designs for specific project needs and constraints
- EAM 620 DATA COLLECTION 3
- This course prepares students to use both quantitative and qualitative research methods, and will address, how, when, and why different methods are deployed. In this course, students will learn about quantitative and qualitative data collection methods, sampling strategies for quantitative research, how to design effective survey questions, conduct focus groups and in-depth interviews, understand the role of sample size, select categories of quantitative variables, and assess the reliability and validity of their measurement tools.
- Learning Outcomes
- Write specific objectives and measurable research questions
 - Identify the appropriate research methods to address specific research questions
 - Create sampling strategies and recruitment plans for qualitative and quantitative research based on underlying assumptions
 - Develop and practice using data collection instruments for surveys, in-depth interviews, and focus groups
 - Apply principles of human subject research ethics to evaluation methods
- EAM 630 DATA ANALYSIS 3
- This course provides an overview of the theoretical foundations of qualitative and quantitative data analysis, and teaches practical skills related to data management, analysis, and theory development. Students will learn to code and interpret qualitative data and to interpret statistics most commonly used in evaluation sciences.
- Learning Outcomes:
- Explain the basic steps of qualitative analysis and the functions of qualitative data management software programs
 - Interpret and critique statistics in publications and the media
 - Apply basic concepts of statistical inference for different categories of

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quantitative variables

- Conduct descriptive statistics, correlation, and t-test analyses
- Explain the concept of confounding and the ways that statisticians minimize and account for confounding
- Summarize and explain statistical results for a variety of different audiences, in writing and oral presentations

EAM 640 PROJECT MANAGEMENT 3

Successful interventions and evaluations depend on strong planning and project management skills. This course covers skills and strategies related to budgets, planning, stakeholder engagement, staff supervision, and fundraising. Additionally, students will learn about different leadership styles and will work to develop leadership skills.

Learning Outcomes

- Identify the needs and available resources for each stage of a project
- Create a timeline and implementation plan for project activities
- Create and monitor a project budget
- Identify potential sources of funding
- Communicate effectively with project stakeholders, including funders and potential funders
- Describe different leadership styles and identify the strengths and limitations of each
- Identify best practices for managing program personnel

EAM 695 SPECIAL TOPICS 3

Special Topics allows faculty to develop unique courses that reflect their individual research and interests and that represent important current directions in the field of evaluation and assessment. The course topic, requirements, and learning outcomes will be determined by the instructor. May be repeated as topics change.

2018-2019 Academic Calendar

FALL SEMESTER 2018

International students arrive	Monday, Aug. 20
International student orientation	Tuesday-Thursday, Aug. 21-23
Graduate student orientation	Wednesday, Aug. 22
New student orientation/Legacy	Thursday-Monday, Aug. 23-27
Returning students arrive	Sunday, Aug. 26
Opening Convocation & Senior Investiture.....	Tuesday, Aug. 28
First day of classes	Wednesday, Aug. 29
Labor Day Holiday	Monday, Sept. 3
Fall break	Thursday-Sunday, Oct. 11-14
Thanksgiving break	Wednesday-Sunday, Nov. 21-25
Last day of classes	Monday, Dec. 10
Reading day	Tuesday, Dec. 11
Exams	Wednesday-Monday, Dec. 12-17
Grades due.....	Thursday, Dec. 27

SPRING SEMESTER 2019

All students arrive	Monday, Jan. 7
First day of classes	Tuesday, Jan. 8
MLK Jr. Convocation	Friday, Jan. 18
Martin Luther King Jr. Holiday.....	Monday, Jan. 21
Founder's Day.....	Friday, Feb. 22
Journeys / Peak Week.....	Monday-Friday, March 4-8
Spring Break	Monday-Friday, March 11-15
Easter break	Friday-Sunday, April 19-21
Spring Annual Research Conference	Tuesday, April 23 (no classes)
Last day of classes	Wednesday, May 1
Reading day	Thursday, May 2
Senior final exams.....	Thursday-Tuesday, May 2-7
Final exams.....	Friday-Wednesday, May 3-8
Senior grades due	Wednesday, May 8
Baccalaureate	Friday, May 10
Commencement.....	Saturday, May 11
Non-senior grades due.....	Wednesday, May 15

SUMMER 2019

Session I

First day of classes	Tuesday, May 28
Last day of classes	Thursday, June 25
Final exams.....	Tuesday, June 28
Grades due.....	Wednesday, July 3

Session II

First Day of Classes	Monday, July 1
July 4th Holiday	College closed Wednesday, July 4
Last Day of Classes	Tuesday, July 30th
Final Exams.....	Thursday, Aug. 1
Grades due.....	Thursday, Aug. 8