AGNES SCOTT COLLEGE | GRADUATE STUDIES

2019-2020
Graduate Catalog
Agnes Scott College

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2019-2020 Graduate Catalog

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.

A reference to "student" in this catalog refers to a graduate student at Agnes Scott College. The undergraduate program is described in a separate academic catalog.

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Agnes Scott at a Glance

- Agnes Scott College, founded in 1889, is an independent national liberal arts college for women located in the metropolitan Atlanta area, affiliated with the Presbyterian Church (U.S.A.)
- Through SUMMIT, Agnes Scott's signature experience, every Agnes Scott student is prepared to be an effective change agent in a global society. Guided by a personal board of advisors, every student, regardless of major, designs an individualized course of study and co-curricular experiences that develop leadership abilities and understanding of complex global dynamics.
- Enrollment: 1040 students from 43 states/U.S. territories and 30 countries
- 85 percent of traditional students live on campus
- Honor System: one of the oldest student-governed honor codes in the U.S. and a hallmark of life at Agnes Scott
- Faculty: 81 full-time, 100 percent of tenure-track faculty hold a Ph.D. or other terminal degree
- Student-faculty ratio: 10 to 1
- Average class size: 16
- Academic programs:
    - B.A. and B.S. degrees; 34 majors and 32 minors;
    - Post-baccalaureate program in pre-medicine;
    - M.A and M.S. degrees in applied technology, social innovation, and writing and digital communication
    - Graduate certificates in applied technology, writing and digital communication, data visualization, and evaluation and assessment methods.
- Dual-degree programs: engineering with Georgia Institute of Technology, nursing and computer science with Emory University
- Cross-registration: with 18 other colleges and universities in metropolitan Atlanta
- ROTC: Army and Air Force through the Georgia Institute of Technology
- Concurrent enrollment: Rollins School of Public Health at Emory University
- Study abroad: beginning with the class of 2019, all students participate in a global experience through SUMMIT
- Academic calendar: fall and spring semesters; coeducational summer school
- Athletics: six NCAA Division III sports—basketball, cross country, soccer, softball, tennis, volleyball
- Campus: 30 buildings and an apartment complex on 100 acres in a national historic district
- Alumnae: Agnes Scott's alumnae include Rhodes, Marshall, Fulbright, Truman, Goldwater, Gates Millennium, and Posse scholars; the former chief justice of the South Carolina Supreme Court; a Tony Award- and Pulitzer Prize-winning playwright and a Grammy Award-winning singer/songwriter; the former CEO of ANN, INC, parent company of Ann Taylor and Loft; a former governor of the Federal Reserve Board; and the first female Rhodes Scholar in Georgia. Agnes Scott graduates are found as part of the professional organizations at AT&T, CARE, the Centers for Disease Control (CDC), Deloitte, Children's Healthcare of Atlanta, Teach for America, and the Peace Corps.

Mission of Agnes Scott College

Agnes Scott College educates women to think deeply, live honorably, and engage the intellectual and social challenges of their times.

- Agnes Scott College provides a dynamic liberal arts and sciences curriculum of the highest standards so that students and faculty can realize their full creative and intellectual potential.
- Agnes Scott College fosters an environment in which women can develop high expectations for themselves as individuals, scholars, professionals, and citizens of the world.
- Agnes Scott College strives to be a just and inclusive community that expects honorable behavior, encourages spiritual inquiry, and promotes respectful dialogue across differences.

Adopted by the Board of Trustees, August 2002; Reaffirmed by the Board of Trustees, May 2012.

Foundations

Agnes Scott College honors in its name the integrity and intellectual curiosity of Agnes Irvine Scott, a Scots-Irish immigrant to the United States. Her son, Colonel George Washington Scott, was the college's primary benefactor, and The Reverend Frank Henry Gaines, minister of Decatur Presbyterian Church, was the founding president. While their leadership extended into the South the Presbyterian educational movement that began with Princeton University, Agnes Scott was established with a distinctive mission: to educate women for the betterment of their families and the elevation of their region. Initially named the Decatur Female Seminary in 1889 and renamed the Agnes Scott Institute in 1890, the college was chartered as Agnes Scott College in 1906.

The first institution of higher education in Georgia to receive regional accreditation, Agnes Scott College dedicated itself from the beginning to the highest level of "moral and intellectual training and education."[1] Its emphasis on academic excellence and a rigorous liberal arts curriculum "fully abreast of the best institutions of this country"[2] has always encouraged independent thinking in an atmosphere for learning. The college's residential campus, prized for its aesthetic distinction, has given all student generations a sense of place, purpose, and responsibility. Student self-government under an honor code has been a hallmark since 1906. A founding member of many national and regional educational associations, Agnes Scott has been a member of Phi Beta Kappa since 1926. This tradition of educational leadership continues in the 21st-century as the college models new forms of undergraduate education for women through SUMMIT, which prepares every graduate to be an effective leader in a global society.

The Reformed tradition in which the college was created helped shape the intellectual, spiritual, and ethical values affirmed to this day: individual inquiry, commitment to the common good, the importance of character formation, and engagement with the world. These are reflected in its motto from II Peter 1:5, "Now add to your faith virtue; and to virtue knowledge." The college's charter commitment to provide "auspices distinctly favorable to the maintenance of the faith and practice of the Christian religion" has broadened into a commitment to ensure that students, faculty, and staff of many faiths and secular persuasions are full participants in the life of the college. While Agnes Scott continues to be related to the Presbyterian Church (U.S.A.), its Board of Trustees is an independent, self-perpetuating governing body.

Widening the vision of its founders while remaining grounded in its original mission, Agnes Scott College continues to provide women with an edge for achievement. Alumnae distinguish themselves in medicine, science, education, ministry, the arts, law, politics, business, and

community service. Since the early 1920s, the college has ranked in the top 10 percent of American colleges whose graduates complete Ph.D. degrees. The Agnes Scott student body has expanded to include women who represent the diversity that is the United States and the world and women who are returning to college to complete their degrees. The engagement of the Agnes Scott community in the intellectual, cultural, and social issues of its times represents both the proud history and the bright future of the college.

Adopted by the Board of Trustees, May 2012; Revised by the Board of Trustees, October 2015

[1] Charter, Decatur Female Seminary, August 27, 1889
[2] Agnes Scott Ideal, Frank H. Gaines, 1889

Agnes Scott College Values

A Commitment to Women

- To a holistic approach to education for women, acknowledging the primacy of intellectual development, with opportunities for physical, social, cultural, and spiritual development.
- To perspectives within the liberal arts tradition that are particularly significant for women.

A Commitment to Teaching and Learning

- To academic excellence, rigor, and creativity that engender the joy of learning.
- To personal interaction between students and faculty with an emphasis on independent study and mentoring.
- To the utilization of wide-ranging pedagogical techniques and technologies.
- To an emphasis on collaborative learning.

A Commitment to the Liberal Arts

- To the experience of a broad range of liberal studies disciplines, including the humanities, fine arts, natural and social sciences with significant depth in a disciplinary or interdisciplinary major.
- To the liberal arts as the indispensable foundation for professional life.

A Commitment to an Appreciation of Diverse Cultures

- To curricula reflecting a wide range of original sources and scholarly critiques.
- To a student body and a faculty who bring to Agnes Scott the diverse perspectives of their circumstances, cultures, and backgrounds.
- To respectful engagement with divergent ideas, philosophies, and perspectives from all members of the college community.
- To applied learning opportunities in local and international communities.

A Commitment to a Community that Values Justice, Courage and Integrity

- To encourage the development of a spiritual commitment and a set of values that can serve as sources of vitality, meaning, and guidance in the lives of students.
- To support the development of leadership skills and community service experience needed to become effective contributors to one's family, profession, and to society and world citizenship.

About Agnes Scott College

Agnes Scott College is committed to educating women to be effective change agents in a global society. This commitment is expressed through SUMMIT, which equips all students with a strong foundation in global learning and leadership development, a Board of Advisors, and a digital portfolio where they record, reflect upon, and share their educational experiences.

SUMMIT is rooted in a liberal arts curriculum that emphasizes academic excellence, interdisciplinary study, and experiential learning through internships, mentored research, and study abroad. Building on Agnes Scott's 130-year history and atmosphere of academic and intellectual challenge, SUMMIT fosters the intellectual breadth and habits of mind characteristic of a liberal arts education.

The campus is located in metropolitan Atlanta in the city of Decatur. Nationally known as a center for research and higher education, Atlanta provides resources and learning opportunities central to the Agnes Scott experience.

As students immerses themselves in the world, its cultures, history, and ideas, they obtain the tools needed to explore their world passionately and ethically. They gain the confidence to handle difficult questions and offer responsible, rational, and creative answers. As a women's college, Agnes Scott provides diverse role models who offer rich and multi-layered examples of what leadership can be. Students become leaders in social, athletic, academic, and political arenas. The student who runs for office, competes for a scholarship, or speaks up in class knows their gender is not an impediment. As a result, they form a clear view of their strengths and weaknesses, find their voice and are encouraged to speak out about the issues of the day.

Agnes Scott's alumnae and student body include Rhodes, Fulbright, Marshall, Truman, Goldwater, Gates Millennium, and Posse scholars; the former chief justice of the South Carolina Supreme Court; a Tony Award- and Pulitzer Prize-winning playwright; and internationally acclaimed scientists and women who work at the CDC, EPA, IBM, AT&T, and Peace Corps. Other prestigious awards received by Agnes Scott students include the Benjamin A. Gilman International Scholarship, Rotary Ambassadorial Scholarship, and Thomas R. Pickering Foreign Affairs Fellowship.

Wherever they land, alumnae achieve in their professions; contribute to their communities; engage the social, technological, and global issues of their times; and live personally and spiritually purposeful lives.

Distinguished high school graduates come to Agnes Scott with a strong academic record and a desire to achieve higher goals. They leave with the knowledge and insight to achieve those goals and make a lasting contribution to their community and the world.

Graduate Studies Mission Statement

Agnes Scott College's graduate studies educate students to think critically, creatively, and courageously. Graduate studies enhance the intellectual life of the college by enabling graduate students to undertake advanced study and prepare for professional work while engaging the intellectual and social challenges of their times.

The Campus

Just six miles from Atlanta's city center, Agnes Scott is located on a beautiful 100-acre campus in a national historic district and a residential neighborhood of Decatur, Georgia.

Emory University, Georgia Institute of Technology, Georgia State University, and the Atlanta

University Center are a short drive away, and the University of Georgia is nearby in Athens. The college has 30 buildings and an adjacent apartment complex. With its Collegiate Gothic and Victorian architecture, brick walks, and century-old trees, the campus is a pleasant place to stroll, meet friends, meditate, or study.

Agnes Scott "Main" Hall

The first building constructed on campus, Agnes Scott Hall was built in 1891 and originally housed the entire school. The money to construct Agnes Scott Hall was donated by Colonel George Washington Scott, one of the college's founders, who envisioned a structure with the modern conveniences necessary to serve the college for many years.

Nearly 130 years later, Agnes Scott Hall continues to serve the campus as a residence hall and office/meeting space. The upper floors provide residence hall space, while the first floor houses the president's office, the Office of the Vice President for Student Affairs and Dean of Students, and the Office of Communications and Marketing.

The building's bell tower provides a focal point for the campus. The ringing of the bell notes special occasions such as commencement and convocations, and seniors accepted to graduate school or hired for their first jobs are invited to ring the bell at noon on Fridays. The "tower room," made famous in the opening scenes of the movie Scream 2, is also in Main.

Residence Halls

In addition to Agnes Scott Hall, undergraduate students live in Campbell, Inman, Rebekah, Walters, and Winship residence halls; three living-learning community houses; and Avery Glen Apartments. Graduate students may live on campus if they apply and are selected to serve as resident advisors, subject to position availability.

McCain Library

The James Ross McCain Library combines strong collections, individual attention, inviting study spaces, and advanced technology to meet the learning, research, teaching, and personal development needs of our students, faculty, and staff. Built in 1936, the architecturally distinguished McCain Library reopened in 2001 following total renovation and major expansion. Features include nine group study and media viewing rooms, comfortable lounge chairs, an outdoor reading terrace, individual study carrels, and wireless network connectivity throughout the facility.

The library collection, selected to support the liberal arts curriculum, includes more than 240,000 print volumes; 57,182 electronic books; a select group of expensive textbooks on course reserve; access to 194,565 periodical titles; approximately 27,000 sound and video recordings, as well as microforms and streaming videos; and the college archives. Many resources are electronic and available remotely from other campus facilities, residence halls, and off-campus locations. More than 474 databases offer access to full-text articles from several thousand journals, periodical indexes in major academic areas, primary sources, and reference tools serving all disciplines. These electronic resources include, but also go beyond, the holdings of GALILEO, Georgia's statewide virtual library. McCain Library also circulates equipment, for example, wireless laptops (for in-library use), bicycles, flash drives, digital cameras, audio recorders, and iPads.

Through borrowing agreements and interlibrary loan, the library expedites access to resources not available in the McCain collection. Refer to the Services section of the library website or speak with a reference librarian at the Scottie Research & Rescue Desk.

Computer Facilities

The college provides technology resources that enhance the teaching and learning environment. All campus facilities and classrooms allow access to the college's computer network. The network provides access to the Internet, email, network file, and print services and online web-based services (McCain Library, Moodle, AscAgnes, and Online Phone Directory).

McCain Library houses the Center for Digital and Visual Literacy and the Center for Teaching and Learning, which houses the Educational Curriculum Library. There are desktop computers available for academic applications near McCain's first-floor entrance and on the ground floor, and laptops for four-hour, in-library use may be borrowed from the circulation desk. McCain's second-floor classroom is used for library research classes and to meet extra computer demand at exam time. The Center for Digital Visual Literacy is located on the east side of the ground floor and houses a 25 seat Mac classroom, in addition to various project production facilities.

Alston Campus Center provides computing facilities in the SunTrust Cyber Café. Buttrick Hall, the Bullock Science Center, and Campbell Hall have numerous media-enriched classrooms.

A small computer lab is available in each residence hall for student computing use and printing. The campus print management solution supports the college's sustainability efforts. Each student is given $30 for printing or copying from July 1 to June 30 and students have the ability to add funds to their account if needed. Google Cloud Print is enabled as a way for students to print wirelessly from mobile phones, tablets or laptops running Android or iOS.

Computer technology is available throughout Bullock Science Center in teaching and research labs, computer labs, computerized classrooms and student-project labs. Special-purpose computer labs include the Dana Fine Arts Building graphics lab, Campbell Hall's computer classroom and Learning Centers, Presser Hall's music lab, and Bradley Observatory's research lab.

A wide selection of software is available on all campus computer systems, and a variety of special-use computer hardware can be found in computer labs.

Wireless network access is available throughout all student residence halls.

Bullock Science Center

Opened in January 2003, the 115,000-square-foot Mary Brown Bullock Science Center, named in honor of President Mary Brown Bullock '66 (1995-2006), houses media-rich classrooms, laboratories, faculty offices, and equipment for the four disciplines that use investigative laboratories—biology, physics, chemistry and psychology. The center features multimillion-dollar instrumentation and dedicated faculty-student research laboratories. The center links the college's north and south sections, and with McCain Library, Alston Campus Center, Campbell Hall, and the Julia Thompson Smith Chapel forms the Science Quadrangle.

Bradley Observatory and Delafield Planetarium

One of only two astronomical teaching and research facilities in Atlanta, Bradley Observatory was named in 1950 in honor of William C. and Sarah Hall Bradley. The observatory is home to world-class facilities that enhance the college's ability to excel in teaching, research, and outreach to the community. The observatory is equipped with a 75-person capacity lecture hall, a library, offices, an atmospheric research lab, and extensive computer facilities. The observatory holds monthly open houses and public events, hosting thousands of visitors per year. Once a semester, the William A. Calder Equinox Concert Series features musical performances on the autumnal and vernal equinoxes. The "Celestial Spheres" Observation Plaza, located at the main entrance to the building, contains designs that represent the relative sizes and orbits of the planets in the solar system. The plaza itself (representing the size of the Sun) is the center of the Metro Atlanta Solar System (MASS) agnesscott.edu/bradleyobservatory/mass. This scale model solar system is spread

out over the city from Agnes Scott College (the Sun) to Sweetwater Creek State Park (Neptune).

Housed in Bradley Observatory, the Delafield Planetarium was built in 2000 and is named for JoAnn "Joie" Sawyer Delafield '58 and her husband, Dennis. The 75-seat Delafield Planetarium boasts a 10-meter dome and a Zeiss ZKP3 planetarium projector. Upstairs, the 30" Beck Telescope is available to visitors at monthly Open House events, and the observatory provides access to a wide variety of other telescopes. The Bradley Radio Telescope (BRaT) is a two-meter diameter radio telescope with a 1.4 GHz (20 cm) receiver. A powerful laser, used to probe the atmosphere above the observatory, is located in the rear of the building. Built in cooperation with the Georgia Tech Research Institute (GTRI) and supported by funding from the National Science Foundation, the Eyesafe Atmospheric Research LIDAR (EARL) is a student-operated Light Detection and Ranging (LIDAR) facility.

The college is a member of the Southeastern Association for Research in Astronomy (SARA) consortium (saraobservatory.org), providing students and faculty the opportunity to make remote observations with 1-meter telescopes located at Kitt Peak (Arizona), Cerro Tololo (Chile), and the Canary Islands. Agnes Scott is one of only 15 colleges and universities in the consortium, which includes (among others): Clemson University (SC), The University of Alabama (AL), Valparaiso University (IN), and Butler University (IN). The objective of SARA is to maintain a mutually beneficial association of institutions of higher education with departments of astronomy and physics whose faculty are all actively engaged in astronomical research.

Buttrick Hall

Buttrick Hall is the home to many administrative and academic departments as well as serving as a classroom space. The Office of Graduate and Extended Programs, Office of Internship and Career Development, and the Office of Accessible Education can be found within Buttrick, along with the Offices of the Vice President for Academic Affairs and Dean of the College and the Vice President for Business and Finance. The building was named for Wallace Buttrick, former president of the General Education Board of New York and a friend of the college.

John Bulow Campbell Hall

John Bulow Campbell Hall was originally constructed as a science building, housing classrooms and laboratories for biology, chemistry, and physics. In fall 2014 the building reopened as a 21st-century living and learning community, with learning centers for writing and speaking, economics, mathematics, science, and sociology and anthropology, along with residence hall space in the upper floors of one wing of the building.

Dana Fine Arts Building

Charles A. Dana Fine Arts Building is the artistic center of campus. The building features modern design by Atlanta architect John Portman, interwoven with Gothic architectural elements, creating a structure that is both functional and in keeping with the rest of the campus. The building houses an art gallery, classrooms, art studios, and a theatre for the dramatic arts. The Dalton Gallery was named in honor of Harry L. Dalton and his wife, Mary Keesler Dalton '25, of North Carolina. Winter Theatre, which seats more than 300 and features a modified-thrust stage, was named in honor of Professor Roberta Powers Winter '27, who taught speech and dramatic arts at the college from 1939 to 1974.

Presser Hall

Envisioned to house a music center and a chapel, Presser Hall was named in honor of Theodore

Presser, who established the Presser Foundation, which donated funds for the building. Dedicated in 1941, Gaines Chapel, named in honor of President Frank Henry Gaines (1889-1923), features seating for 800 and houses a 3,000-pipe, four-manual Austin organ. Presser Hall is also home to Maclean Auditorium, a smaller 200-seat performance space named for Professor Joseph Maclean, who headed the Department of Music from 1893 to 1918.

Alston Campus Center

Wallace M. Alston Campus Center, opened in spring 2001. The center contains meeting rooms and event spaces for student functions and office space for administrative staff. On the ground level you can find The Hub, Mollie's Grille, The Black Cat Café, and several dining and lounge spaces. On the first floor you can find the information desk, the Cyber Café, a USPS post office, Amazon Locker (Estrela), and event spaces like the Amelia Davis Luchsinger Lounge, the Sunroom, and the Patricia Collins Butler Center. The first floor is also a home away from home for commuting students with a lounge and locker room dedicated to this community of students. Recently added is the student-only workout room (located in room 114) which includes treadmills, an elliptical machine, recumbent bikes, a rowing machine, and kettle bells.

On the second floor you can find the Center for Student Involvement, the Gué Pardue Hudson Center for Leadership and Service, the Office of the Senior Associate Dean of Students, the Office of Religious and Spiritual Life, the Office of Student Outreach and Education, the student government association and programming board offices, and two conference rooms. On the third floor you can find the student organization workroom, a student lounge, a conference room, the Muslim prayer room, the Gay Johnson McDougall Center for Global Diversity and Inclusion, the Trailblazers Lounge, and the Office of the Vice President for Equity and Inclusion.

Evans Hall

Letitia Pate Evans Hall, renovated in 1999, was named in honor of Letitia Pate Evans of Hot Springs, Virginia, who served as an Agnes Scott trustee from 1949 until her death in 1953. The building features seated dining space for 400, a marché servery, spaces for outdoor dining, and conference facilities on the terrace level.

Athletic Facilities

Robert W. Woodruff Physical Activities Building provides facilities for recreational and NCAA Division III intercollegiate athletic pursuits. Facilities include a basketball court; volleyball courts; an eight-lane, 25-meter competition swimming pool; cardio-training and select rise-weight equipment; and a sports-medicine training room. The offices for the Department of Physical Education and Athletics are housed here. Located just beyond Woodruff are the Gellerstedt Track and Field, named in honor of Lawrence Gellerstedt Jr. and Mary Duckworth Gellerstedt '46, and the Byers Tennis Courts, given by Tricia Fling Byers '98 in honor of Kathleen Hope Fling '33.

Students, faculty and staff also have free access to a state-of-the art fitness center, Snap Fitness, located on the second floor of the West Parking Facility. It is available 21.5 hours a day, seven days a week, with the only restricted hours for the Agnes Scott College community being from 5:30-8:00 p.m., Monday through Friday. Snap Fitness has a variety of cardiovascular equipment, including treadmills, steppers, elliptical trainers, cross trainers, rowers, and bikes. It also has machine and free weights for upper- and lower-body exercises as well as abdominal exercises.

Julia Thompson Smith Chapel

Dedicated in 2008, the Julia Thompson Smith Chapel is a Christian chapel welcoming people of all faiths for worship services, meditation, and prayer; small Bible-study groups and other religious study; occasional lectures; and intimate concerts. The chapel is the spiritual center of campus and affirms the importance of faith in our community of higher learning. It provides space for prayer, contemplation, and worship. The chapel, named for Julia Thompson Smith '31, is home to a rare Brombaugh Opus 31-d organ.

Campus Safety

Agnes Scott has an excellent safety record. The campus and surrounding neighborhoods are considered comfortable places to live. Agnes Scott enjoys the protection of a fully staffed, highly trained campus police department. However, all campus community members are encouraged to be alert and aware, and to join campus-wide efforts to maintain safety. Students are offered a number of opportunities to learn about personal safety and safety issues through lectures and self-defense classes. Because safety is a high priority, all residential spaces are secured and accessible only to those who have been assigned keys. Campus policy requires guests to be escorted by building residents. Call boxes for emergency assistance are located throughout the campus.

Life on Campus

Graduate Student Orientation

At Agnes Scott College, the campus community welcomes incoming graduate students and ensures they are aware of the resources available to support their success. Orientation occurs twice annually: once before the fall semester commences, and once before the spring semester commences.

Center for Student Involvement

The Center for Student Involvement (CSI), located in the Alston Campus Center, provides co-curricular opportunities for student engagement through a myriad of clubs and organizations that foster intellectual growth and leadership development. The center provides entertainment and dynamic social events, and supports all aspects of student leadership programs to enhance the liberal arts education at Agnes Scott College. CSI recognizes that a multiplicity of identities are represented within the ASC community and affirms existence of these varied perspectives through the work of student-led clubs and organizations. A variety of cultural celebrations, social justice initiatives, and community events help to educate students across campus. In addition to providing activities and events, CSI oversees student organizations such as the Student Government Association. All students are encouraged to participate in numerous opportunities to serve and lead while collaborating with CSI to foster a vibrant social life on campus.

Recreation and Intramurals

Guided by student interest, Scotties participate in recreation and intramural programs that include a variety of fitness classes, sports clinics, recreational sports games, and outings, both on and off campus. Recreational equipment is available for check out from office 106 in the Alston Campus Center. Recreation and Intramurals manages the "Scottie Bike" program that allows students to check out bicycles for the day from the McCain Library for free. Students also have access to SNAP Fitness located on the 2nd level of the parking garage.

Scottie Shuttle

The Scottie Shuttle is provided by the Center for Student Involvement for the Agnes Scott College community to aid in facilitating connections between students, faculty, and staff, and the greater Decatur and Atlanta area. All people utilizing the Scottie Shuttle have the right to expect a safe space, a safe trip, and a reliable service. The shuttle is available for use to departments and student organizations as part of their efforts to create a vibrant social life. The Scottie Shuttle is free for Agnes Scott students. Any guest permitted on the shuttle must be accompanied by an Agnes Scott student who is responsible for their actions and will be held by student conduct standards. Seats on the shuttle are available on a first-come, first-served basis. The schedule is determined by the Center for Student Involvement using the input and feedback of students and the college community. During college closures, holidays, and breaks, the shuttle will only operate at the discretion of the Center for Student Involvement. For the full shuttle usage policy that includes rates for departments and student organizations, please visit the Center for Student Involvement.

Honor System

Ethics and values are central to the purpose, curriculum, and social life of Agnes Scott. The Honor System, one of the oldest in the country, is governed by students. Each student is expected to uphold the system's high standards and take personal responsibility for their integrity and behavior. Violations of the Honor System are reviewed by the Graduate Council. In choosing Agnes Scott, a student accepts the Honor System as their way of life and formally adopts it with the following pledge:

> *As a member of the Student Body of Agnes Scott College, I consider myself bound by honor to develop and uphold high standards of honesty and behavior; to strive for full intellectual and moral stature; to realize my social and academic responsibility in the community. To attain these ideals, I do therefore accept this Honor System as my way of life*.

Student Government

Agnes Scott is a community that values open communication among faculty, students, and administrators. The Student Government Association acts as a formal liaison between students and the administration. Through this association students are, to a large extent, self-governing as they assume responsibility for many policies and regulations. One graduate student representative, elected by peers, serves on the Student Government Association. The Student Government Association manages the undergraduate student activity fee collected from all students and allocates the funds to the many student organizations on campus. Listings of all student organizations may be found in the student affairs section of the Agnes Scott website as well as in the Center for Student Involvement in Alston.

Wellness Center

The primary purpose of the Wellness Center (404.471.7100) is to assist students in maintaining a state of health that allows them to function at their maximum capacity. The Wellness Center director is a licensed psychologist, and other staff consists of licensed staff counselors, a nationally certified nurse practitioner, registered nurse, insurance coordinator, and administrative assistant. The members of the center strive for the highest level of integrity, empathy, professionalism, and compassion, while working as a team to meet the health care needs of a diverse and growing student body.

The nurse practitioner and registered nurse work collaboratively with the contract medical director, physician consultants in internal medicine, gynecology, dermatology, psychiatry, and sports medicine. Services include evaluation and treatment of health problems, counseling, special health education, and screening programs.

The college reserves the right, if an emergency contact cannot be reached, to make decisions concerning emergency health problems for any student who is unable to do so themselves. Students with specific health problems, serious illnesses, or injuries will be referred to the appropriate specialist or medical facility.

Confidential counseling services are offered for all enrolled Agnes Scott students by licensed clinicians. Services include individual and group counseling, consultation and referral services, outreach, and programming. Students seek counseling for a variety of concerns including managing relationships, handling family problems, coping with stress, handling a crisis, eating and/or body image concerns, improving study skills, improving time management, increasing self-esteem, and dealing with alcohol and/or drug concerns.

Individual counseling involves one-on-one meetings with a counselor and sessions may vary in time. Group counseling is offered on an as-needed basis and involves three or more students meeting with one or more counselors to deal with shared concerns.

Consultation is available for staff, faculty, students, or family members with a concern about a student or a specific mental health-related issue. Referrals are available for off-campus mental health services (e.g., longer-term psychotherapy, testing for learning disabilities, psychiatric care, and intensive-treatment programs). In addition, workshops and presentations can be arranged for groups or classes interested in counseling-related topics.

The center's wellness educational programs include stress reduction, prevention of illness, self-care, and promotion of and encouragement of positive health practices. Reference materials on wellness issues are also available.

Student Outreach

Student outreach is dedicated to the promotion of the holistic wellness of the Agnes Scott College community through programming and resources that empower students to make informed choices regarding their safety and well-being. A full menu of preventative programs and resources are offered that address a wide range of topics to include: alcohol and other drugs, sexual assault prevention, and bystander training. This is to ensure the safety and well-being of our community. Additionally, targeted intervention is offered to support students that may experience challenges that present a risk to their success as students. These include case management and support groups. Students with documented unmet needs may apply for emergency funds through the Scottie Emergency Fund which is sustained through the generous donations of faculty, staff, and alumnae. These services are offered through the Office of the Vice President of Student Affairs and Dean of Students located in Main Hall and can be reached at 404.471.6075.

Religious and Spiritual Life

The chaplain directs the Office of Religious and Spiritual Life to ensure and promote the spiritual and religious well-being of the campus community. The chaplain promotes holistic student development by nurturing many diverse and vibrant religious communities at Agnes Scott College. The chaplain acts as a liaison between the college and the broader religious community, offering encouragement to students to become actively involved with a local church, mosque, synagogues, and other centers of faith. Working with other faith leaders and the Interfaith Student Organization, the chaplain facilitates worship on-campus to include ecumenical worship services,

special observances, and events in celebration of notable campus occasions. The chaplain supports student-led religious and spiritual organizations that operate on campus as well as the Interfaith Council, a committee of leaders from each student-led religious/spiritual group, reflecting the diversity of faith traditions at Agnes Scott. The chaplain is committed to welcoming students of all gender and sexual identities, of all secular and religious traditions, and from all cultural backgrounds.

Gué Pardue Hudson Center for Leadership and Service

Citizenship and leadership are inextricably linked and are vital for each student to be successful. The goal of leadership is to bring about positive change, and within community and society, this is frequently done through various forms of community, civic, and global engagement. By learning about and addressing societal needs alongside impacted communities, students participating in experiential programs have the opportunity to live their leadership in Decatur and beyond. The Gué Pardue Hudson Center for Leadership and Service empowers students to become positive change agents in their community by promoting personal leadership development and global citizenship. To find out more information about leadership development and engagement opportunities, visit the center in Alston or agnesscott.givepulse.com.

Gay Johnson McDougall Center for Global Diversity and Inclusion

The Gay Johnson McDougall Center for Global Diversity and Inclusion is committed to fostering a community where intersections of identity are appreciated, celebrated, and honored at Agnes Scott College. Students, faculty, and staff are encouraged to engage in professional development programs and events focused on inclusive excellence. The Association of American Colleges and Universities (2005) defines inclusive excellences as "multilayered processes through which we achieve excellence in learning; research, and teaching; student development; local and global community engagement; workforce development; and more." It is the active, intentional, and ongoing engagement with diversity in ways that increase one's awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

The center strives to connect this concept to the student experience as they embark on their leadership journeys, and as they explore their roles as change agents in the intellectual and social challenges that affect their local as well as emerging global communities. The pursuit of excellence through inclusive practices and education allows community members to thrive in a socially-just learning environment free of bias, harassment, and discrimination. The center serves as a support system for students to redefine their reach in a growing, interminable, and socially-conscious global world.

Graduate Admission

Agnes Scott College seeks to enroll students of diverse backgrounds, interests, and talents whose academic and personal qualities promise success. Qualified individuals of any gender, race, age, creed, or national or ethnic origin are encouraged to apply. The college admits qualified students with disabilities and makes every effort to meet their needs. The Office of Graduate Admission, under policies and standards established by the faculty, considers each application and examines evidence of sound academic preparation, ability, motivation, maturity, and integrity. Every completed application is reviewed thoroughly.

A bachelor's degree in any field of study from a regionally accredited institution is required for admission to any graduate certificate or master's degree program.

Most students are admitted on the basis of their academic, professional, and personal records without regard to financial need. The college does consider an applicant's financial situation in the review of applications from international students and may consider it for students on the margin of admissibility.

No guarantee regarding admission can be made before an applicant's file is complete and has been reviewed by the graduate admission committee. Admission can only be granted by the Assistant Dean for Graduate and Extended Programs or the Vice President of Academic Affairs.

Application Process

Application Requirements

Prospective graduate students must complete an online application, available on Agnes Scott's graduate admission page, connect.agnesscott.edu/apply. For questions about the application process or the graduate program, please email gradadmission@agnesscott.edu.

All applicants must submit the online graduate application for admission, available at connect.agnesscott.edu/apply, and all required materials for the degree associated within the application to be considered complete. See below for program specific requirements. Additional requirements may be requested by the graduate admission committee.

Program Requirements for Applied Technology (MS/Grad. Cert.), Data Visualization (Grad. Cert.), Evaluation and Assessment Methods (Grad. Cert.), and Social Innovation (MA):

1. Online Application
2. Two Letters of Recommendation: Academic or Professional Recommendations only; no personal recommenders
3. Statement of Purpose: maximum 800 words
4. Résumé or Professional CV
5. Official transcripts (*see Transcript Requirements for details)*

Program Requirements for Writing and Digital Communication (MA/Grad. Cert.):

1. Online Application
2. Two Letters of Recommendation: Academic or Professional Recommendations only; no personal recommendations
3. Statement of Purpose: maximum 800 words
4. Résumé or Professional CV
5. Official transcripts (*see Transcript Requirements for details)*

6. Writing Sample: 10-15 pages that can be from a variety of genres and formats, but should showcase what the applicant believes to best reflect their current writing ability. This might include a combined collection of work, an excerpt from a longer piece, or one complete written piece.

Completed applications will be reviewed and decisions will be made by the graduate admission committee. A student's record of achievement in a bachelor's program or other graduate program is one reliable indicator of success in a graduate program. Accordingly, Agnes Scott recommends an undergraduate GPA of 3.0 or higher. Graduate programs at Agnes Scott College do not require a GRE score.

Transcript Requirements

Transcripts from every college or university, domestic or overseas, from which applicants received a degree, or where they were enrolled in a degree program for more than a single semester, are required for admission review and consideration. For the admission review process, applicants have the option to submit either official transcripts or a copy of transcripts (i.e. unofficial transcript). If admitted, students are required to submit official transcripts as noted below.

In addition, applicants should submit transcripts from all institutions where they were enrolled in coursework relevant to the degree program for which they are applying. This may include courses taken in non-degree status, in transient status, in post-baccalaureate status, or graduate status, and is regardless of whether or not the courses led to a degree. Separate transcripts are not required for AP credit given for high school courses. As well, separate transcripts are not required for enrichment activities (e.g., summer abroad, summer internship, etc.) that did not involve enrollment in a degree program unless the work is relevant to the program for which they are applying.

For the admission review process:

- Unofficial transcripts can be directly uploaded to the online application or online application checklist; or emailed to gradadmission@agnescott.edu
- If sending official transcripts, electronic transcripts can be sent to gradadmission@agnesscott.edu, or sealed transcripts can be mailed to:

Agnes Scott College
Office of Graduate Admission
141 E. College Avenue
Decatur, GA 30030

If offered admission, admission will be conditional until submission of all final, official transcripts that confirm the information provided on unofficial transcripts during the application process.

- Students are required to send official transcripts from each institution where the undergraduate degree was conferred or graduate degree(s) in-progress (or conferred) to be fully enrolled at Agnes Scott College to the address noted above.
- Students still completing a degree will be allowed to enroll; however, the final, official transcript showing undergraduate degree conferral must be received by the Office of Graduate Admission no later than August 15th for fall admission or January 3rd for spring admission. A transcript hold will be placed on the student's account if final, official transcripts are not received by the first day of the semester of entry.

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) or equivalent.

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.

Application Deadlines

To Commence Coursework in the Spring Semester:

- Priority Deadline: September 15
- Regular Deadline: October 15
- Late Deadline: November 15

To Commence Coursework in the Fall Semester:

- Priority Deadline: March 15
- Regular Deadlines: April 15, May 15, and June 15
- Late Deadline: July 15

Accelerated Admission

Current undergraduates enrolled at Agnes Scott with a GPA of 3.0 or higher may apply using an accelerated application process. Agnes Scott undergraduates are encouraged to apply to one of the college's graduate programs. The Office of Graduate Admission recognizes the quality of undergraduates coming from the College and has an admission process for students desiring to enroll in an Agnes Scott graduate program immediately following their undergraduate degree completion.

This expedited admission process will apply to Agnes Scott undergraduate students in the following situations:

- Completing bachelor's degree in December and applying for spring entry
- Completing bachelor's degree in December and applying for the following fall entry
- Completing bachelor's degree in May and applying for fall entry
- Completing bachelor's degree in May and applying for the following spring entry

Undergraduate students who wish to enroll in a graduate program the semester after receiving their bachelor's degree should submit the following materials as part of their graduate application:

- Completed online application form
- Recommendation from two faculty
- Unofficial undergraduate transcript with a cumulative GPA equal to or greater than 3.0
- Admission consultation with a graduate admission counselor - the consultation allows the graduate admission committee to know the applicant better and hear about the applicant's interest in their intended program as a part of an holistic application review

If an Agnes Scott undergraduate student applies for graduate admission with a cumulative GPA equal to or greater than 3.0, they will generally be exempt from submitting a statement of

purpose, professional resume, and, if applying to Writing and Digital Communication, a writing sample. This level of academic achievement, in conjunction with faculty recommendations, generally indicates to the graduate admission committee that the applicant is prepared for the academic rigor of Agnes Scott graduate programs. Additional materials, not to exceed the standard graduate admission application, may be requested as needed.

If an undergraduate applicant has a cumulative GPA below 3.0, they must follow the standard application process, submitting all requested materials for their intended program to ensure holistic application review.

Graduate Transfer Credit Policy

Transfer credit is defined as credit completed at an institution other than Agnes Scott College. Transfer credit is only considered for Agnes Scott students seeking a master's degree, and must be submitted at the time of enrollment. A minimum of 27 of the 33 total credit hours, including all 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.

Students requesting transfer credit are required to submit the Request for Transfer Credit Form https://connect.agnesscott.edu/register/gradtcrequest, including official transcripts for all graduate coursework, and copies of syllabi for requested transfer courses.

Requests to transfer graduate credit hours will only be reviewed at the time of enrollment in a master's program. Request for Transfer Credit Forms must be submitted by the first day of classes for the semester of matriculation into the student's master's program. Requests submitted after the first day of the semester of matriculation will not be considered.

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.

The director of graduate admission will ensure the following criteria are met:

- The credit earned must have an earned grade of B or higher (3.0 or higher on 4.0 scale)
- The credit earned must have been completed within the last eight years
- The credit earned must be completed at a regionally accredited college or university within the United States, or a non-U.S. institution (see below for transfer policy from non-US institutions)
- The credit was earned in a graduate-level course, wherein the student was enrolled for graduate credit
- The credit was not counted toward a conferred degree or certificate

Upon recommendation of the faculty program director and the director of graduate admission, the assistant dean for graduate and extended programs will approve the acceptance of transfer credits. The assistant dean for graduate and extended programs has official, final approval authority for transfer credit. 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.

Agnes Scott assumes responsibility for the academic quality of any coursework or credit recorded on a student's academic transcript. Agnes Scott will not accept credit hours earned at the undergraduate level for graduate credit unless completed as part of a pre-approved dual degree program offered by Agnes Scott graduate programs. Transfer of thesis credits or credits for

independent research is not allowed.

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.

Conditional Admission

Students who are conditionally admitted in their letter of acceptance are bound by the terms within the admission letter, typically (but not limited) to attain a minimum 3.000 cumulative GPA by the end of their first semester. A student who has been conditionally admitted to the college is permitted only one absence in each academic course that is not due to serious illness, death of an immediate family member, religious observance, or any other reason excusable by the instructor. If the terms within the letter are not fulfilled, the student will be withdrawn from the college.

Readmission

A student who has withdrawn from the college and wishes to continue graduate studies at Agnes Scott must complete an application for readmission. A student who is readmitted to the college will be subject to the requirements of the catalog in effect at the time of readmission. A student who has withdrawn from the college must clear any outstanding balance on their student account before they will be considered for readmission. Deadlines for readmission applications are consistent with standard admission application deadlines.

Non-Degree Seeking Students

Agnes Scott's graduate programs welcome non-degree seeking students (students who are not enrolled in a graduate certificate or master's degree program) who meet the graduate admission requirements. Non-degree seeking students must apply and be admitted to be non-degree seeking graduate students.

Non-degree seeking students are not eligible for grants from the college, nor are they eligible for graduate positions on campus

- Non-degree seeking students are expected to complete the same course assignments as degree-seeking students, and are subject to the policies of the instructor's syllabus as well as all academic policies and community standards of Agnes Scott
- Non-degree seeking students are graded, and an academic transcript is created
- Non-degree seeking students are billed for the courses in which they register
- Non-degree seeking students are subject to the same fees as other graduate students

For information, contact the Office of Graduate Admission (gradadmission@agnesscott.edu).

Enrollment Policies

Enrollment Deposit

All admitted students who wish to accept the offer of admission must submit an enrollment deposit by the deadline listed in their acceptance letter. In the event of extenuating circumstances,

extensions to submit the enrollment deposit may be requested by writing to the director of graduate admission. Extensions or other exceptions to the enrollment deposit may be authorized by the director of graduate admission.
Enrollment deposits are non-refundable. Appeals/exceptions can only be made by the Controller.

The enrollment deposit is applied in its entirety to tuition incurred during the student's first semester of enrollment. If the student is not registered for classes during the first semester of enrollment due to an approved deferral of registration, no balance will be refunded or applied to a future semester.

Deferral of Registration

Graduate students are admitted to start during fall or spring semesters. Admission is for entry into a specific program and for a specific semester as stated in the letter of admission.

Agnes Scott College does not offer deferral of admission for graduate programs. If a student cannot enroll as stated on the letter of admission, or would like to enroll into a program different from the one admitted into, a new application will need to be submitted.

Once a student has accepted their admission and paid the enrollment deposit, they are officially enrolled at Agnes Scott. At this point, graduate students facing extraordinary circumstances may request to defer course registration for up to one semester to retain their enrolled status and grant award by completing a registration deferral request form obtained through the Office of Graduate Admission**.** If approved, the student must register during the next fall or next spring semester. Students who defer registration may not start classes during the summer. Failure to register will result in a "renege" status and the student will need to apply for entry for a future term.

Students who defer registration will not receive a student ID and may not access campus facilities that are reserved for students registered for courses until their coursework begins.

Course Loads

Graduate students are considered part-time if they are enrolled in eight or fewer credit hours in a given semester. Graduate students are considered full-time if they are enrolled in nine or more credit hours in a given semester. For the purpose of Federal Financial Aid, students are considered half-time at five credit hours or more per semester.

Time Limits for Completing a Degree or Certificate

Graduate students pursuing a certificate or degree must complete their program within seven years of beginning a program of study. The vice president for academic affairs and dean of the college may make exceptions to the time limit for completing a degree or certificate upon written appeal for consideration. Appeals should be submitted in writing to the assistant dean for graduate and extended programs.

Health Records

Graduate students who enroll are not required to complete an entrance health physical; however, all graduate students must submit the required immunization records and complete the required entrance forms on the Student Health Services Patient Portal. A health hold will be placed on the student's account if immunization records are not received by the Wellness Center via the online portal by August 1 for fall admission or January 14 for spring admission**.** Visit https://www.agnesscott.edu/wellnesscenter for more details and access to the online portal.

Employees

The Office of Graduate Admission welcomes applications from college employees. College employees will be reviewed as any other applicant and must submit the same materials required of all applicants. Full-time employees of the college will not be eligible to receive grants that require full-time enrollment. Full and part-time employees are eligible to receive grants that may be applied toward part-time enrollment. Per the Agnes Scott College *Employee Handbook,* no tuition remission is available for graduate courses.

No employee of the college who is currently enrolled as a graduate student at Agnes Scott may work full-time at Agnes Scott and be enrolled in more than six credit hours per semester.

Tuition and Fees

For the 2019-2020 academic year, all graduate courses cost $900 per credit hour. 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.

Any additional monies due to the college as a result of course changes during the drop/add period are due at the time of the change. No billing adjustment will be made for changes after the drop/add period.

Additional Fees

Mandatory Fees

- **Graduate student activity fee:** A graduate student activity fee of $80 is assessed each semester a student is enrolled in three or more credit hours. The activity fee appears on graduate students bills, and is considered part of the cost of attendance.
- **Graduation Fee:** A nonrefundable graduation fee of $150 is required of all students who expect to graduate and receive a master's degree. A nonrefundable fee of $50 is required of all students who expect to complete the graduate certificate program. This payment is due on the same day as tuition is due for the final semester of the student's program. For example, if a student will graduate with a master's degree in May, they will need to submit an intent to complete form on the first day of spring course registration and pay the appropriate fee by Dec. 15, along with their tuition and fees for the spring semester.

Optional Fees

- **Health Insurance:** Health insurance is optional for students enrolling in graduate programs. Students may elect to enroll in Agnes Scott College's health insurance plan. More information regarding the plan can be found on the Wellness Center's webpage, available **here.**
- **Parking Fee:** Vehicle registration is $100 for the academic year or $60 for one semester, payable at the Office of Public Safety (next to the West Parking facility on S. McDonough Street).
- **Meal Plan:** Graduate students may enroll in a commuter meal plan. All non-resident plans are offered in blocks of meals that can be used at any time, and include Declining Balance Dollars on your Dining Debit Card that can be used at any dining location on campus. To learn more or to purchase a meal plan, please visit the Campus Dining Services page available here.

Payment Policy

A student may not register for or attend classes until accounts have been paid satisfactorily in the accounting office. All financial obligations to the college must be met before a student can receive a diploma, certificate, a transcript of record, or official grades.

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.

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

A student may not register for additional classes or attend classes until accounts have been paid satisfactorily in the accounting office. All financial obligations to the college must be met before a student can receive a diploma, a transcript of record, or official grades.

Agnes Scott College participates in the Tuition Management System (TMS) payment plan. For more information on TMS plan options, visit the TMS website at https://agnesscott.afford.com/ or call 800.208.5474 and speak with a representative.

Monthly Statements of Account

Each student will receive a monthly account statement from the college if a balance is due. Statements include, but are not limited to, tuition and fees, Wellness Center charges, parking fines and library fines. Statements are due and payable upon receipt, unless otherwise stated for tuition and fees. Students may also view statements online through their AscAgnes account:

- Go to the AscAgnes webpage and Log on
- Click on AscAgnes for Students
- Look under the heading "Financial Information" and click on "My Account Statement"
- Click OK

NOTE: Adjustments to financial aid awards due to changes in enrollment status, such as adding a course after packaging, will be delayed on the online statement.

Delinquent Accounts

It is the college's stated policy to turn over past-due accounts to an outside collection agency and to use the full extent of the law to collect delinquent accounts.

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 complete withdrawal from the college. Students who withdraw from all classes Agnes Scott on or before the first class day of a semester will receive a full refund of any payment made toward tuition and student activity fees. No refund will be made of the $350 enrollment deposit.

After the semester begins, if a student withdraws from a course or courses and remains registered in three or more credit hours after the withdrawal, no refunds are made for the withdrawn credit hours.

Agnes Scott's institutional refund policy for tuition when a student withdraws from all courses 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 semester begins with the first day of regularly scheduled classes, as noted on the academic calendar maintained by the Office of Registrar. 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.

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 Graduate and Extended Programs. The student must then complete the form, including all required signatures, within three business days after receiving the form. Withdrawal is complete when the completed form is submitted to the Office of Graduate and Extended Programs.

Return of Title IV Funds

If a student completely withdraws from Agnes Scott College during the first 60 percent of the semester and has received federal student financial assistance, the college must calculate the amount of federal funds that were "not earned." This process is required to determine if the college and/or the student must return funds to the federal programs. The percentage "not earned" is the complement of the percentage of federal funds "earned." If a student withdraws from all classes before completing 60 percent of the semester, the percentage "earned" is equal to the percentage of the semester that was completed. This percentage is calculated by dividing the total number of days enrolled by the total number of days in the semester. If the student has received more financial assistance than the calculated amount "earned," the college, the student or both must return the unearned funds to the appropriate federal programs. If the student withdraws after completing 60 percent of the semester, they are considered to have earned 100 percent of the federal funds received.

The college must return the lesser of the amount of federal funds that the student does not earn or the amount of institutional costs that the student incurred for the semester multiplied by the percentage of funds "not earned." The student must return or repay, as appropriate, the remaining unearned federal funds. An exception is that students are not required to return 50 percent of the grant assistance received that is their responsibility to repay.

It should be noted that the Institutional Refund Policy and the federal Return of Title IV Funds Policy (R2T4) are separate and distinct. Students who completely withdraw after the college's refund period has passed and before the 60 percent point of the semester **may** owe a balance to the college that was previously covered by federal aid. Students receiving federal assistance are advised to consult the Office of Financial Aid before initiating the withdrawal process to see how these regulations will affect their eligibility.

Student financial aid refunds must be distributed in the following order by federal regulation:

- Unsubsidized Federal Direct Stafford Loans
- Federal Grad PLUS loans

Any additional refund of charges, after federal funds have been returned, will be returned in the following order:

- Institutional aid
- Student

Financial Aid

The purpose of financial aid at Agnes Scott is to provide access to a high-quality educational experience for students who could not otherwise afford to pay the full cost of attending the college. Agnes Scott is committed to determining a student's eligibility for financial aid based on a detailed assessment of the income, assets and special circumstances presented by their family. Although the college offers grants to graduate students on a competitive basis for their academic and professional accomplishments, it is our desire to make graduate study accessible to highly qualified students from all economic backgrounds.

Confidentiality of Awards

Since an award amount may reflect a family's financial circumstances, the college considers the award a private matter between the student and the financial aid office. In accordance with The Family Educational Rights and Privacy Act of 1974, Agnes Scott will not release this information to others without the student's written consent.

Grants for Graduate Study

Agnes Scott College awards several types of grants to graduate students based on a combination of an applicant's academic and professional history. All graduate applicants who submit their application by a given deadline will be reviewed for a grant - there is not an additional application required to be considered for a graduate grant. Grants are awarded to students on a competitive basis upon acceptance to a master's or certificate program. The terms of each grant differ by program and status (full-time vs. part-time status), and do not need to be repaid. Contact your admission counselor for more information.

Grants for graduate study include:

- Linda Lentz Hubert Grant: $500/class (only eligible for Writing and Digital Communication)
- Innovator's Grant: $500/class
- Dean's Grant: $250/class
- Director's Grant: $100/class

Students who are offered graduate study grants are required to maintain the following terms in order to retain these grants:

- minimum GPA of 3.0; and
- maintain satisfactory academic standing (following the guidelines noted in the section below entitled "Satisfactory Academic Progress Policy for Graduate Student Financial Aid;" and
- remain in good academic and financial standing with the college.

Federal Loan Assistance

Federal Direct Stafford Loan

Graduate students can apply for a Federal Direct Stafford loan (unsubsidized) Loan from the U.S. Department of Education by completing the online FAFSA (https://studentaid.ed.gov/sa/fafsa).

- These loan options must be repaid with interest.
- Qualifying students must be enrolled at least half-time (5 credit hours).
- The Agnes Scott College FAFSA school code is 001542.

Federal Direct Graduate PLUS Loan

If you have remaining costs after applying for institutional grants and federal aid, the Federal Direct Graduate PLUS Loan may be an option to help fund your graduate studies. More information about the Federal Direct Graduate PLUS Loan can be found at studentloans.gov.

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.

FAFSA Process and Requirements for Federal Verification

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.

Other Financing Options

The college offers several other options for financing an Agnes Scott education. These programs are designed to help a student manage resources in ways that will enable them to make their expected contribution toward college costs. Detailed information on these programs is available in the Office of Financial Aid.

Agnes Scott College Payment Plan

The payment plan divides college costs into 2 interest-free monthly payments over the course of a semester. This service is available through and administered by Tuition Management Systems; more information is available at www.afford.com/agnesscott.

Private, Alternative Student Loans

Alternative loans enable students to borrow additional educational funds through various lenders. The loans do require credit approval. Students may borrow a maximum of the cost of education less other financial assistance.

Private, Credit-Based Student Loans

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 usually more expensive than federally guaranteed loans, may require a cosigner and should only be used when all other options are exhausted. Please visit the Financial Aid webpage for more information and sample forms and disclosures.

Student Responsibilities

Students interested in financial assistance at Agnes Scott should apply for all federal and state grants that may be available to them. Students are encouraged to investigate the possibility of aid through community agencies, local foundations, corporations, unions and religious and civic groups. Students are responsible for knowing and complying with all instructions and regulations of various student assistance programs.

Financial aid awards are made for one year and are renewable on evidence of continued eligibility as indicated by the results of completed financial aid applications each year. All financial aid programs must be applied for annually. Students must make satisfactory progress toward completion of their degrees to continue receiving financial assistance.

Students who are receiving financial assistance but withdraw from the college during the refund period may not receive refunds personally. Instead, the refund will go to the various programs from which funds were issued. In cases where students withdraw from the college and have received cash for non-direct educational expenses, repayment of unused funds may be necessary.

Notification of Awards

Students are notified of their financial aid offer for the coming session as soon as possible after the financial aid office receives processed financial aid applications. Award notices may be accessed at https://ascagnes.agnesscott.edu with the student's user name and network password.

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.

Satisfactory Academic Progress Policy for Student

The following academic progress policy applies to all graduate students at Agnes Scott College.

Maximum time-frame: To quantify academic progress, a school must set a maximum time frame in which a student is expected to complete a program. For a graduate program, the maximum time-frame cannot exceed 150 percent of the published length of the program measured in credit hours attempted.

- Master's degree programs require at least 33 hours for graduation. The maximum time-frame for students in these programs, based on attempted hours, is 50 attempted hours (33 x 150% = 50).
- Graduate certificate programs require up to 18 hours for graduation. The maximum time-frame for students in these programs, based on attempted hours, is 27 attempted hours (18 x 150% = 27).

As stated in terms of years, students are normally expected to complete a master's degree by the end of two years of full-time study. Therefore, degree students will forfeit their eligibility to participate in federal financial aid programs after three years of full-time enrollment, or 150 percent of the normal expected time-frame. Certificate students are normally expected to complete a graduate degree by the end of one year of full-time study and so will forfeit their eligibility to participate in federal financial aid programs after 1.5 years of full-time enrollment, or 150 percent of the normal expected time-frame.

Academic Rules Governing the Policy

- Transfer credits accepted for the student's academic program or degree are counted when measuring the maximum time-frame to complete the degree or program.
- Withdrawals/Incompletes: Grades of W and I are counted as courses attempted and count toward the maximum time-frame.
- Audited Courses: Students do not earn any academic credits for audited courses. They do not count in the calculation of "attempted hours."

Satisfactory Progress Definition

For a student to be considered as progressing normally, their ratio of earned hours to attempted hours (or pace toward degree completion) must be no less than 67 percent of all hours attempted. Attempted hours are those hours for which students were still officially registered beyond each semester's published last date to drop without a "W" grade. Withdrawals are counted as attempted hours.

Qualitative Standards – Grade Point Averages

At each evaluation point, a student must have achieved a 3.000 cumulative GPA or higher.

Grade Changes

Students must report any grade changes that impact their aid eligibility directly to the Office of Financial Aid. Grade changes must be submitted by October 1 for fall semester aid applicants and by February 1 for spring semester aid applicants. Students must notify the Office of Financial Aid once their final grades have been posted.

Procedures

Each aid recipient's record will be evaluated at the end of spring semester each year to determine that the student is meeting the standards described above. If the student has reached the maximum number of scheduled hours without earning a degree, the student will no longer be eligible for further participation in federal financial aid programs.

Federal regulations require that these standards apply to all students, even to first-time aid applicants who have previously enrolled at Agnes Scott College, or to those who have not been formally placed on probation under a prior policy.

Financial Aid Warning

Otherwise eligible students who fail to maintain satisfactory academic progress will receive a "financial aid warning" letter which will remind them of the minimum academic requirements for their aid programs and strongly urge them to take advantage of academic and other services available to assist them. Students will be eligible to receive federal aid during this semester. These students will be notified that their records will be checked again at the end of the semester and that further action may be taken if there is not significant improvement during the current semester.

Financial Aid Probation

If a student loses eligibility after the end of the spring semester review and seeks to have their aid reinstated, they must appeal to the Financial Aid Appeals Committee. If the student has not reached the maximum number of scheduled hours and the Financial Aid Appeals Committee, after confirming that the student has fallen below the completion ratio standards for satisfactory progress or the required minimum GPA, approves the appeal, the student will be placed on Financial Aid Probation and notified of the decision.

A student on financial aid probation will receive a separate letter that will outline the academic requirements they must meet in order to receive aid for the following semester. If they then meet the terms of the probation, they will be permitted to continue to participate in the federal financial aid programs for a subsequent semester. Students who have been placed on probation shall be considered to be making satisfactory academic progress for the purposes of

receiving financial aid as long as they continue to meet the academic requirements outlined in their probationary letter. The Office of Financial Aid will review the records of students who are on financial aid probation at the end of each semester. If the student does not meet the terms of the probation, the student will forfeit eligibility for all federal financial aid programs and/or grants offered by the college.

Loss of Eligibility Due to Lack of Satisfactory Progress

A student who has lost eligibility to participate in federal student aid programs for reasons of academic progress can regain that eligibility only by enrolling at Agnes Scott College at their own expense and demonstrating that they are capable of completing a semester without any failures, incompletes, or withdrawals and showing the ability to complete their degree requirements.

Students who have withdrawn or have been academically dismissed from the college but who are subsequently given permission to re-enroll are not automatically eligible to continue to participate in federal, state, or institutional aid programs. Admission decisions are totally separate from financial aid decisions.

Right to Appeal

Students have the right to appeal their loss of federal financial aid. Appeals must be filed within 30 days of notification that aid eligibility has been lost or 30 days after a semester begins (whichever comes first). A letter of appeal must be sent in writing to the Office of Financial Aid. The appeal may not be based upon the student's need for the assistance or lack of knowledge that the assistance was in jeopardy. An appeal would normally be based upon some unusual situation or condition that prevented the student from passing more of their courses, or which necessitated that they withdraw from classes. In addition, in their appeal the student should indicate ways they have sought assistance from various academic and other support services. Examples of possible situations include documented serious illness, severe injury, or death of a family member.

Appeal Approval Conditions

Appeals can only be approved if the Financial Aid Appeals Committee determines that

- ☐ the student will be able to meet the college's satisfactory academic progress standards after the next payment period; or
- ☐ the student has agreed to follow an academic plan that, if followed, will ensure that the student can meet the college's satisfactory academic progress standards by a specific point in time.

Students whose appeals are granted will receive aid on a conditional basis for one semester. The conditions will be outlined in the letter sent to the student whose appeal has been granted. The Financial Aid Appeals Committee will review the student's record at the end of the semester to determine their status for the following semester. Students who fail to meet the conditions outlined in their individualized academic plan during their conditional semester will not be able to submit a subsequent appeal.

If there are no grounds for an appeal, or if the appeal is denied, the student may still be able to regain eligibility for future semesters. This would require enrolling at Agnes Scott College at their own expense without financial assistance until they meet the satisfactory academic progress standards.

Academic Program

Degree and Certificate Requirements

Agnes Scott confers the Master of Arts and the Master of Science degrees, in addition to graduate certificates. Agnes Scott does not confer graduate certificates on students who are enrolled in or have been admitted to a master's degree program in the same field of study at Agnes Scott.

The Master of Arts is conferred on those students who complete the required coursework in:

- Social Innovation
- Writing and Digital Communication

The Master of Science is conferred on those students who complete the required coursework in:

- Applied Technology

The graduate certificate is conferred on those students who complete the required coursework in:

- Applied Technology
- Data Visualization
- Evaluation and Assessment Methods
- Writing and Digital Communication

To qualify for a degree or certificate, each student must:

- complete 33 credit hours for a master's or 12-18 credit hours for a certificate;
- satisfy all relevant requirements of the college and any additional requirements of the program;
- achieve a cumulative grade point average of 3.000 (B average) on all courses taken in the program at Agnes Scott, and a grade of no less than B in all core courses within the program.

Graduate students pursuing a certificate or degree must complete their program within seven years of beginning a program of study. The vice president for academic affairs and dean of the college may make exceptions to the time limit for completing a degree or certificate upon written appeal for consideration. Appeals should be submitted in writing to the assistant dean for graduate and extended programs.

Residency Requirement

All graduate coursework leading to a degree or certificate is to be completed at Agnes Scott. During admission, master's seeking students may request up to 6 credit hours of transfer credit from prior graduate coursework be reviewed for transfer credit, per the Transfer Credit policy. Please refer to the Transfer Credit policy for additional details.

Transfer Credit

Credit that is approved upon enrollment as transfer credit will count as electives in a student's academic program. No transfer credit may satisfy the core courses in an academic program. Grades for transfer credit appear on the Agnes Scott transcript but are not included in the calculation of cumulative grade point average. Additional details are available in the Transfer Credit policy detailed in the Graduate Admission section.

Transient Credit

Credit for transient courses will not be granted for graduate study at Agnes Scott College.

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 re-enrollment. A leave of absence form must be submitted to the assistant dean for graduate and extended programs for approval before the start of the semester or semesters requested. 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 the assistant dean extend their leave of absence from one semester to two semesters.

During an approved leave of absence, the student may not audit or otherwise attend courses and may not access campus facilities reserved for enrolled students.

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 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.

A student returning from a leave of absence must meet with their advisor for course registration.

A leave of absence may not be used to attend classes at another institution. If academic credit is attempted during the leave of absence, a student must submit an official transcript to the college prior to returning. If a student is not in good standing at another institution, they must apply for readmission to Agnes Scott. No transient credit will be awarded.

Withdrawing from the College

A student who wishes to withdraw from the college must obtain a Withdrawal Form from the Office of Graduate and Extended Programs. Withdrawal from the college is not official until the assistant dean for graduate and extended programs has signed the form.

Withdrawals from the college with an effective date after the deadline to drop a course with a W grade will result in grades of WF. Grades of WF factor into the GPA the same as grades of F. In cases in which a student withdraws from the college after the deadline to withdraw with W grades and the student has documentation of a serious hardship or medical problem, they may appeal this policy. Appeals must be submitted to the assistant dean before the last day of classes for that semester. If approved for an exception, the student would receive grades of W instead of WF. If requested, and documentation supports a medical cause for withdrawal, the assistant dean may approve grades of MED for all courses instead of W or WF.

For the financial aspects of withdrawal from the college, see the Tuition and Fees section.

Courses

The college operates on a semester calendar. The unit of credit is the semester hour. Typically, each semester course receives three credits.

With few exceptions, all courses are semester courses, i.e., courses beginning and ending within a semester. Credit is given upon successful completion of each semester course.

Course Credit Policy

Since its founding Agnes Scott College has asserted its objective to maintain "a liberal curriculum fully abreast of the best institutions of this country" (*—Agnes Scott Ideal, 1889)*. The course credit

policy of Agnes Scott College is consistent with the policies provided by the U.S. Department of Education. Specifically, federal guidelines define the credit hour as follows:

1. *One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit; or*
2. *At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.*

Agnes Scott College takes these guidelines as minimum expectations, which serve as a starting point rather than a goal. The college faculty strives to maintain rigorous course content through the assumption of detailed preparation associated with each class meeting and the expectation that students will take advantage of enrichment opportunities by engaging in a range of academic activities available to enhance each course. To the academic activities mentioned above, the college adds opportunities including, but not limited to, event attendance (lecture, performance, civic function), background preparation (reading, research, creating notes or questions), experiential work (internship, volunteering), or expansion of class functions (meetings, testing, tutorials).

The expectations for student academic work in each course is incorporated into course syllabi and new course approval forms.

Course Numbering

Courses ranging in number from 600-699 are designed for graduate students pursuing master's degrees and graduate certificates.

600-level courses: 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 field and its related theories, 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 enroll in nine or more credit hours in a semester. Graduate students enrolled in eight or fewer credit hours in a semester are part-time.

A graduate student may apply to take 12 credit hours per semester by writing a request to the assistant dean for graduate and extended programs. Such requests will be considered only for students who have already completed a semester of graduate study at Agnes Scott, and who present a compelling academic reason for their request. Students requesting to take 12 credit hours must have a GPA of 3.5 or above.

Core Courses

Students must take at least one core course per semester until they have completed the core curriculum of their program as a condition of good academic standing and a condition of continued registration priority.

In rare cases, a student may not meet the prerequisites for the core course/s offered in their

program in a given semester. If this occurs, the student must meet with their faculty adviser to determine an appropriate class. Doing so will ensure timely progression, good standing, and continued registration priority.

Registering for Courses

Students select courses in consultation with their advisors according to a schedule published by the Office of the Registrar (typically in April for fall semester and summer terms and in November for spring semester). All students must register at the start of each semester on dates announced in the college calendar. No student is allowed to register after the last day to add courses as posted in the college calendar.

Adding Courses

A student may add a class during the first four business days of the semester without the instructor's permission (unless adding that course requires instructor's permission). After four business days, a student needs the permission of the instructor to add a course, even if the student has been on the waiting list. No student is allowed to add a course after the last day to add courses as posted in the college calendar.

If a student misses two or more consecutive class meetings during the first 10 calendar days of the semester, they must justify those absences to the satisfaction of the faculty member prior to the second absence; otherwise, the faculty member may drop them from the course. It is not, however, faculty members' responsibility to drop non-attending students from their courses. The responsibility to add and drop courses belongs to the student.

Auditing Courses

A currently enrolled graduate student may audit graduate courses with written approval of the instructor and the student's advisor. Request forms are available in the Office of Graduate and Extended Programs. Students are required to pay tuition and fees for any class they audit. Auditors are subject to any restrictions or requirements the instructor may wish to impose. Audited courses appear on a student's transcript with a grade of AU. Should a student not meet the requirements of the AU agreement form, they will receive a grade of W.

The student's academic record and course load are factors considered in granting permission to audit. No student will be given permission to audit after the last day to add courses as posted in the college calendar. A student may not take for credit a course they have audited.

Only currently enrolled graduate students may audit courses, subject to the terms above. Undergraduate students, staff, and community members may not audit graduate courses. Staff and community members who wish to take graduate courses but do not seek a credential may apply for admission as a non-degree seeking student. This policy ensures all students in a graduate class are subject to the same admission standards.

The Pass/Fail Option

Graduate courses may not be taken on a pass/fail basis. All graduate courses receive letter grades on a 4.0 scale.

Withdrawing from Courses

The last day to drop a course without a W is three weeks after the first day of classes. In this case, the course will not be on the student's transcript. The last day to withdraw from a class with a W

grade is posted in the college calendar. No one may withdraw with a W from individual courses after this date. If a student does withdraw from an individual course after this date, a WF will appear on the transcript.

In cases of medical emergency, a student may withdraw from a course with the designation MED (medical withdrawal), which will appear on their transcript. The assistant dean for graduate and extended programs, following the recommendation of the director of accessible education, authorizes medical withdrawals for graduate students. The director of accessible education will recommend medical withdrawal only when a medical emergency is described and certified in writing by a licensed physician or psychologist at the time of the emergency. The student is responsible for ensuring written documentation is provided no later than the last day of classes. Students are allowed one opportunity for medical withdrawals. If the medical emergency requires withdrawal from courses that results in enrollment fewer than three credits, the student would need to withdraw from the college or request a leave of absence (See Withdrawal from the College policy and Leave of Absence policy above).

Per college policy, no refunds are issued for withdrawing from individual courses. Refunds are only granted for withdrawals from the college.

Hours dropped after the last day to drop without a W grade will be included in the calculation of satisfactory academic progress for financial aid eligibility. See the Financial Aid section for detailed information.

Repeating Courses

A graduate student may not repeat Agnes Scott courses for which they earned an A, A-, B+ or B unless specifically allowed for that course. A graduate student must retake a core course in which they earn a B- or lower and may request permission to repeat elective courses for which they earned a B- or lower. The last grade earned will be used in the calculation of the cumulative GPA but the original grade and repeated grade will appear on the transcript. A course repeated with a B- or lower grade will only count in the cumulative academic credit once. The repeat policy for courses with a B- or lower grade is only permitted when the course is repeated at Agnes Scott. Graduate students may repeat Agnes Scott courses for which an F was received. Repeated courses may not be taken pass/fail.

Class Attendance

Academic work is the heart of the college experience and academic success at Agnes Scott College is directly related to class attendance. Attendance is part of the student's overall responsibility and performance in a given course. Excessive absenteeism will interfere with the student's ability to learn and may result in a lower final grade.

Individual faculty set attendance policies. Faculty members provide students with a written statement of policies regarding absences at the beginning of the semester. Policies must not penalize students for absences from class prior to their registration for the course.

Policies should make reasonable accommodations for students who miss classes due to serious illness, death of an immediate family member, observance of religious holidays, or participation in events or activities sponsored by the college. Policies should also make reasonable accommodations for students who miss classes due to extraordinary professional or parental responsibility. Faculty should indicate in their syllabi if they require advance notification of anticipated absences.

Instructors must delineate on the syllabus, which is made available at the beginning of the semester, any required course activities or events that take place outside of scheduled class time.

Any course activities or events added to the syllabus after classes begin may be optional or recommended, but may not be required. Extracurricular or extra-classroom activities that conflict with regularly scheduled classes may be optional or recommended, but may not be required.

It is the student's responsibility to assess obligations for the semester as indicated on their course syllabi and determine their ability to meet course attendance requirements.

If a student becomes seriously ill, injured, hospitalized, or experiences an emergency that will require them to miss academic work, they should notify their instructors and the Office of Graduate and Extended Programs as soon as possible to inform the college of their situation. Students who are hospitalized should also contact the Office of Graduate and Extended Programs to schedule an appointment to meet with the assistant dean before returning to class. The student should provide a copy of their discharge summary at the meeting.

A student who has been conditionally admitted to the college is permitted only one absence in each academic course that is not due to serious illness, death of an immediate family member, religious observance, or any other reason excusable by the instructor.

A student on academic probation is permitted only one absence in each academic course that is not due to serious illness, death of an immediate family member, religious observance, or any other reason deemed excusable by the instructor.

Tests

Tests are announced at least a week in advance. Attendance is mandatory. If a student, because of unavoidable circumstances, cannot take a test at the appropriate time, permission to take the test at another time may be granted by the instructor. A student who is permitted to take a make-up test should arrange to take the test at the convenience of the instructor. Tests and exams must be pledged and may not be discussed with other students in the class until the professor notifies the class that discussion is permitted.

Completion of Semester Courses

All work for a semester course, except final examinations and papers in lieu of final examinations, must be completed by 9 a.m. of the reading day of the semester. Instructors may require work other than final examinations to be completed earlier.

Final Examinations

Instructors may require final examinations at the end of each semester. Any final examination that requires self-scheduling will be stated on the course syllabus. Graduate examinations are self-scheduled exams during the college's final examination period, and are managed by the Office of Graduate and Extended Programs.

Instructors may require projects or papers in lieu of a final examination. The deadline for this work must be no later than the last day of examinations of the semester.

If a student is unable to complete final exams during the examination period because of illness or other excused cause, they may take those examinations at a time specified by the assistant dean for graduate and extended programs. A notation of I will appear on the student's record until a permanent grade has been recorded.

Incomplete Policy

When an extenuating circumstance at the end of the semester impacts a student's ability to complete final assignments/exams, they may request an incomplete. A student seeking an incomplete (I) must see the assistant dean for graduate and extended programs, who may

authorize an I in consultation with the instructor. An I will be given only if the student has documented, extenuating circumstances supporting their request and has received a passing grade for completed course work. Incompletes are not appropriate in cases of excessive absences or missed deadlines throughout the semester. Deadlines for incomplete work are set by the assistant dean of the college but must not exceed 10 calendar days after the beginning of the subsequent semester. If work is not completed by the deadline, the I automatically becomes an F. When a pending Honor Court case is not resolved before the semester grade deadline, the vice president for student life and dean of students will inform the assistant dean for graduate and extended programs to grant an incomplete until the Honor Court case is heard. Only the assistant dean for graduate and extended programs may grant incompletes for graduate students.

Grades

Grades are assigned the following quality points per semester hour:

A = 4	A- = 3.67	B+ = 3.33
B = 3	B- = 2.67	C+ = 2.33
C = 2	C- = 1.67	D+ = 1.33
D = 1	D- = 0.67	
F = 0	WF = 0	

A student's grade point average (GPA) is calculated as follows: it is the sum of the quality points per semester hour times the semester hours earned per grade, divided by the total number of semester hours attempted. Attempted hours exclude grades of I, P, W, and MED (medical withdrawal). Grades of I, P, W and MED are excluded from GPA calculation. Only grades for courses taken at Agnes Scott are factored into a student's GPA. All grade-point averages are reported to three decimal places.

Faculty determine grading policies for their courses. Grading policies must be made available to students at the beginning of each semester. In the absence of any other scale announced by an instructor or program, the grading scale given below will apply for converting numerical grades into final letter grades.

93 to 100	A	73 to less than 77	C
90 to less than 93	A-	70 to less than 73	C-
87 to less than 90	B+	67 to less than 70	D+
83 to less than 87	B	63 to less than 67	D
80 to less than 83	B-	60 to less than 63	D-
77 to less than 80	C+	Less than 60	F

Policy for Disputed Final Grades

When a student has substantial grounds to dispute a final grade and is prepared to present evidence, they must initiate the procedure by voicing their complaint to the instructor no later than 30 days after the beginning of the next semester. If the matter is not resolved, the student may take the dispute to the program director for mediation.

If the matter is still not resolved, they may refer the dispute to the assistant dean for graduate and extended programs for further mediation. If the assistant dean is unable to resolve the dispute, the student must refer the matter in writing to the Committee on Academic Standards and Admission. The committee's decision is final.

Should a committee member be the faculty member involved in the dispute, the faculty member shall not be involved in the committee's deliberations and shall not vote. The chair of the Faculty Executive Committee shall serve in his/her place. The assistant dean of graduate and extended programs will maintain a log of any grade disputes from graduate students that are

presented to the Committee on Academic Standards and Admission.

Confidentiality of Student Records

The Family Educational Rights and Privacy Act of 1974 affords students certain rights with respect to educational records. As defined by FERPA, a student is any individual who is or has been in attendance at an educational institution. As defined by Agnes Scott, FERPA rights will apply to Agnes Scott students once they are in attendance at the College. A student will be considered "in attendance" from the date they first attend a class. FERPA rights include:

1. The right to inspect and review the student's education records within 45 days of the day Agnes Scott receives a request for access.

   Students should submit to the Office of the Registrar, vice president for academic affairs and dean of the college, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The Agnes Scott official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Agnes Scott official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

   A student does not have the right to inspect and review these education records:
   - Financial records, including any information those records contain, of her or his parents
   - Confidential letters and confidential statements of recommendation placed in the education records of the student before January 1, 1975, as long as the statements are used only for the purposes they were specifically intended
   - Confidential letters and confidential statements of recommendation placed in the student's education records after January 1, 1975, if
     - the student voluntarily signed a waiver of right to inspect and review those letters and statements; and
     - those letters and statements are related to the student's
       - admission to an educational institution;
       - application for employment; or
       - receipt of an honor or honorary recognition.

2. The right to request amendment of the student's education records the student believes are inaccurate or misleading.

   To amend a record they believe is inaccurate or misleading, the student should write the Agnes Scott official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If Agnes Scott decides not to amend the record as requested, the college will notify the student of the decision and advise the student of their right to a hearing regarding the request for amendment. Additional information regarding hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosures without

consent.

One exception permitted without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by Agnes Scott in an administrative, supervisory, academic, research, or support-staff position (including law-enforcement personnel and health staff); a person or company with whom Agnes Scott has contracted (such as an attorney, auditor, or collection agent); a person serving on the Agnes Scott College Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or their tasks. A school official has a legitimate educational interest if the official needs to review an educational record to fulfill his or their professional responsibility. Upon request, Agnes Scott discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Agnes Scott to comply with the requirements of FERPA. The office that administers FERPA is:

Family Policy Compliance Office
Department of Education
600 Independence Ave. S.W.
Washington, D.C. 20202-4605

Certain information is considered public and is released by Agnes Scott at its discretion. In accordance with FERPA, Agnes Scott has designated the following as "directory information" that may be released without the student's consent:

- Name
- Home or Permanent address
- Campus email address
- Field of Study
- Anticipated Completion Date
- Dates of attendance
- Degrees and awards received
- Participation in officially recognized activities and sports

Students may withhold disclosure of directory information. Written notification must be filed with the Office of the Registrar within 10 days after the first day of classes for each semester. Request for nondisclosure will be honored by the college for only one academic year; therefore, authorization to withhold directory information must be filed annually.

Failure by a student to specifically request withholding of information indicates approval for disclosure.

Student Right-to-Know Act

In compliance with the Student Right-to-Know Act, graduation rates and other student consumer information for Agnes Scott College are available at www.agnesscott.edu/about/consumer-information. Agnes Scott facts and historical degree and enrollment information can be accessed at www.agnesscott.edu/institutionalresearch. A copy of graduation rates may be obtained upon written request to: Office of Institutional Research, Agnes Scott College, 141 E. College Ave., Decatur, GA 30030.

Academic Policies

Agnes Scott maintains high standards of excellence with an established set of policies governing students' academic status, performance, and personal conduct.

Official College Communication

Students are required to check regularly their Agnes Scott email accounts. Any communication from the president, vice president for academic affairs and dean of the college, vice president for student affairs and dean of students, assistant dean for graduate and extended programs, director of accessible education, registrar, or student judicial bodies is considered "Official College Communication" and will be marked accordingly. Students are held accountable for reading and responding to these letters and emails within a reasonable time or by the specified date in the email or communication.

Graduation and Commencement

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 degree requirements to participate in commencement in the semesters prior to commencement (see the Academic Program, Degree Requirements section of the catalog).

A student must complete and submit an application for graduation by the first day of course selection in the semester prior to the one in which they intend to graduate. Forms are available electronically from the Office of Graduate and Extended Programs. Students must be enrolled in at least three credit hours during their final semester.

To complete their program, graduate students must:

- Achieve an overall GPA of 3.0 on all courses taken in the program at Agnes Scott, and a grade of no less than B in all core courses within their program of study
- Complete the specific requirements of their program.

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, depending on program requirements.

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

Standards of progress differ from the criteria for Satisfactory Academic Progress, which are detailed in the section on Financial Aid.

Academic Probation and Dismissal

A student seeking a master's degree or graduate certificate is placed on academic probation if they have a cumulative GPA of less than 3.000.

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 on academic probation may not hold any elective or appointive office, and may not participate with any noncredit performing group or in any organized college activities except those activities that are associated with their academic program. A student on academic probation is permitted only one unexcused absence in each academic course even if they are in a course with no attendance requirement. Further absences may result in academic dismissal during the semester. Additional restrictions may also be imposed.

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.

Disciplinary Probation, Suspension, and Dismissal

For violation(s) of social regulations or policies, the Graduate Council may recommend to the Judicial Review Committee that a student be placed on disciplinary probation, suspended, or dismissed. Suspension is made with a stipulated time of return when the student is automatically reinstated if they so desire. A dismissed student must apply for readmission. The Judicial Review Committee may specify a length of time a student must wait before they may apply for readmission. During the time a student is on probation, they are not considered a student in good standing. Any transcript issued during the period of the student's probation will carry the notation of a disciplinary probation.

Involuntary Withdrawal

The college strives to promote the health and safety of all community members by providing student health care, counseling services, and public safety and by enforcing student-conduct regulations and protection services. To ensure the institution and its members are allowed to carry out their activities without substantial threat of interference or danger of harm, the college has adopted a policy and the following procedures for the involuntary withdrawal of a student when deemed necessary to promote the health and safety of either the student or college community.

Criteria and Procedures for Involuntary Withdrawal

A student will be subject to immediate involuntary withdrawal from the college and/or college housing if the vice president for student affairs and dean of students determines the student

- engages or threatens to engage in behavior posing a significant risk to the health or safety of self or others;
- engages or threatens to engage in behavior that would cause significant property damage or directly and significantly impede the lawful activities of others; and/or
- significantly disrupts the living and learning community.

Once it is determined the student's conduct falls within these criteria, the college may take interim action to protect the well-being of a student and/or other members of the campus community. By interim involuntary withdrawal, the college may remove a student from any or all college premises when the vice president for student affairs and dean of student, after consulting with any of the following—designee(s) of the vice president for student affairs and dean of students; the Wellness Center (which includes Student Health Services and Counseling and Psychological Services); the Office of Residence Life; the vice president for academic affairs and dean of the college; the Department of Public Safety—determines that a threat of significant risk to self or others exists. Interim involuntary withdrawal will be taken as a preliminary action to protect the health and safety of the student withdrawn, or of others. This is a protective measure and not a penalty.

The student will be notified in writing and temporarily withdrawn from the college and asked to leave campus immediately. The withdrawal will be continued until the Judicial Review Committee reaches a final decision regarding the student's status at Agnes Scott. During this withdrawal period and until the committee makes a determination, the student may not return to campus nor participate in courses or campus activities without the prior approval of the vice president for student affairs and dean of students. The student shall be provided with a copy of this Involuntary Withdrawal Policy. At any time, the student may terminate the process by voluntarily withdrawing from the college.

The vice president for student affairs and dean of students will make the initial determination whether the matter will be sent directly to the Judicial Review Committee or whether the student will be referred to a licensed psychiatrist or psychologist for evaluation. The student will be notified of this decision in writing, either via email or mail. If the matter is sent directly to the Judicial Review Committee, the committee shall convene and consider the case within seven days of the notice to the student.

Referral for Evaluation

The student may be referred by the vice president for student affairs and dean of students, at the college's expense, to a licensed psychiatrist or psychologist for evaluation. The psychiatrist's or psychologist's participation is intended to assist the college in assessing the situation and to provide guidance to the Judicial Review Committee regarding the student's future status. The student may select the psychiatrist or psychologist from a list of three provided by the college. If the student declines to select a psychiatrist or psychologist, the college will make the selection.

The vice president for student affairs and dean of students shall also provide the psychiatrist or psychologist a written description of the student's behaviors that led to the referral, with a copy to the student, along with a copy of the Involuntary Withdrawal Policy.

The psychiatric or psychological evaluation must be completed within one week from the date of the referral letter, unless an extension is granted in writing by the vice president for

student affairs and dean of students. Within 48 hours after the evaluation is completed, the dean, psychiatrist or psychologist, and student will meet to discuss their assessment of the situation. The student may also choose to provide the dean and the Judicial Review Committee with an evaluation by an independent licensed psychiatrist or psychologist of the student's own choosing and at the student's expense. This second evaluation must take place within one week of the first evaluation unless an extension is granted in writing by the vice president for student affairs and dean of students. During the involuntary withdrawal process, a representative of the college may contact the student's emergency contact, if deemed appropriate.

Presentation to the Judicial Review Committee

The final step in this process, whether the matter is referred directly or following evaluation, is the presentation of the case to the Judicial Review Committee. The student and the vice president for student affairs and dean of students will present all pertinent and relevant information at the Judicial Review Committee meeting.

The usual procedures of the Judicial Review Committee will be followed except the vice president for student affairs and dean of students will not participate as a member and will not vote in the final decision. As with other college procedures, neither the college nor the student shall have attorneys or legal representation at this proceeding.

The student who has been referred for psychiatric or psychological evaluation and participates in this Judicial Review Committee proceeding acknowledges and agrees this process may involve a discussion of the student's relevant medical/psychiatric records and communications and will result in some loss of confidentiality and privacy.

The Judicial Review Committee decision will be final. This decision may include reinstatement in good standing; probation or withdrawal; or suspension or dismissal of the student. The committee's written decision will be delivered to the student and vice president for student affairs and dean of students within 48 hours of the conclusion of the committee's formal proceedings and shall contain a statement of the reasons for any decision of withdrawal, suspension, or dismissal. In addition, the student may be encouraged to seek professional care.

Re-enrollment following Involuntary Withdrawal

A student may be considered for re-enrollment after the expiration of a minimum of one full semester. To be considered for re-enrollment, in addition to completing the re-enrollment application, the student must submit a personal statement that demonstrates an insight into the issues that contributed to the student leaving the college; a description of the actions taken to address these issues; and if re-enrolled, a plan to prevent the recurrence of the issues. Supporting documentation from a healthcare provider is also required. This documentation must address the following: (1) the specific diagnosis that precipitated the need for care, (2) the duration and frequency of the care, (3) gains that were made as a result of the treatment, (4) the student's readiness to return to Agnes Scott and the potential impact of the intellectual, physical, and personal demands of being a full-time residential student, (5) any special conditions under which the student should be readmitted, and (6) a recommended treatment plan to support the student's transition back to campus. The student must secure a "release of information" form from the healthcare provider(s) to allow consultation by an appropriate Agnes Scott representative with the provider(s). Reference letters from any employers as well as a transcript of any courses taken during the withdrawal period should also be included in the request for re-enrollment application. These steps must be completed by November 1 for consideration to be re-enrolled for the spring semester and by June 1 for consideration to be re-enrolled for the fall semester.

The information gathered is reviewed by a committee comprising the vice president for academic affairs and dean of the college, the vice president for student affairs and dean of students, assistant dean for graduate and extended programs, and appropriate staff from these offices. Re-enrollment is contingent upon their judgment that the student has resolved the issues that led to the withdrawal and/or that a viable plan is in place to manage them should the student return. If re-enrolled, special prescribed conditions or requirements may be outlined as a requisite to the student's continued enrollment.

Deviations from Established Procedures

Reasonable deviations from these procedures will not invalidate a decision or proceeding unless significant prejudice to a student may result.

Judicial Review Committee

The college's Judicial Review Committee is given these responsibilities:

1. Reviewing and acting on recommendations of the Graduate Council and Student Government Association (SGA) that affect the powers and philosophy of student government or pertain to major regulations concerning student welfare.
2. Recommending to the vice president for academic affairs and dean of the college (VPAA) that a student who has not met academic standards of the college be dismissed at the end of the semester. In these cases, student members are not present at the meetings and the quorum is reduced to five out of eight members.
3. Acting upon the recommendation of the Graduate Council that a student be placed on disciplinary probation for violation of academic regulations.
4. Acting upon the recommendation of the Graduate Council that a student receive disciplinary suspension or dismissal for violation of social or academic regulations.
5. Acting as the court of final appeal for Graduate Council decisions and/or sanctions; or, when a student appeals a Graduate Council decision and/or sanctions to the student body, acting as the court of final review of the case, its appeal, and the student body's judgment.
6. Requiring the withdrawal of any student whose presence is thought to be injurious to the interest of the college community, or imposing the sanction of administrative probation, suspension, or dismissal in situations involving a student's failure to meet the standards or expectations of the college community.
7. Assuming original jurisdiction in a disciplinary action upon the recommendation of the vice president of student affairs and dean of students (VPSA) or the director of student conduct and community standards.
8. Assuming original jurisdiction in a disciplinary action at a time when neither a quorum of Graduate Council nor the president of SGA nor the president of Graduate Council is readily available. (Note: When the college is not in session and/or no quorum of Graduate Council or the Judicial Review Committee is present, the president of the college will consult with the VPAA and VPSA to form a subcommittee of Judicial Review to assume original jurisdiction for an alleged violation of the Honor Code. The president of the college or VPAA or VPSA will appoint to the subcommittee in equal numbers students, faculty and administrators who presently serve on Judicial Review or who have previously served on Judicial Review.
9. Acting upon a formal written student complaint appealed to the committee by an individual directly involved in the original complaint or referred to the committee by a vice president

as provided in the Student Complaint Policy.

10. Acting upon a formal written report from the VPAA to hear cases involving disruptive classroom behavior.

The Judicial Review Committee will convene annually, following student leader and faculty elections, to orient new members and review its policies and processes, updating them as appropriate.

Judicial Review Committee members are:

- President of the College, Chair
- Vice President for Academic Affairs and Dean of the College
- Vice President for Student Affairs and Dean of Students
- Registrar
- President of Graduate Council
- Vice President of Graduate Council
- Secretary of Graduate Council
- Director of Student Conduct and Community Standards (non-voting member)
- Four Faculty Members
- The chair of the FEC (Faculty Executive Committee) and associate vice president for human resources, when a faculty or staff member is the subject of a formal written student complaint referred to the Judicial Review Committee in accordance with the Student Complaint Procedures

Graduate Council

The Agnes Scott College Office of Student Conduct and Community Standards appoints representatives to serve as council members. Graduate Council members also include two representatives elected by their peers. The Graduate Council procedures and areas of jurisdiction are detailed in the bylaws below.

Membership and Election

Executive board members include president, vice president, secretary, and two members at large of Graduate Council, with at least one being a student in the Post-Baccalaureate Pre-Medical program. The director of student conduct and community standards will appoint all the executive board members following the election by their peers. Given extenuating circumstances, the president of Graduate Council and/or director of student conduct and community standards has the ability to promote members to executive positions. All members of the Graduate Council Executive Board must maintain a 3.0 GPA each semester.

The graduate student community will appoint Graduate Council representatives at large. If a removal or vacancy occurs during the term of the representative, the president of the Graduate Council and/or the director of student conduct and community standards may appoint a member of the student body who is in good academic standing to the position.

Eligibility

Any currently enrolled Agnes Scott College graduate student is eligible to join the Graduate Council. The student is required to be in good standing and have a cumulative 3.0 GPA, with no violations within the previous academic year. A student may serve multiple terms on the Graduate

Council.

If candidates do not meet one or all of the requirements, they must submit an appeal letter to the director of student conduct and community standards at the time the petition is submitted. The director of student conduct and community standards will notify the candidate prior to the campaign period.

Duties and Powers

President of Graduate Council

- To serve as president of Graduate Council and to preside over its meetings, voting only in case of a tie;
- To assemble material and work with cases over which Graduate Council has primary jurisdiction;
- To serve as a member of the Judicial Review Committee and present the decision made by Graduate Council;
- To serve as a liaison between Graduate Council and the administration;
- To be responsible for violations of the bylaws by the officers and members of Graduate Council, and to deal with the situations accordingly;
- To meet each accused student to discuss the student's rights during the process;
- To appoint one investigator for each case accused of a Graduate Council violation;
- To coordinate all meetings, trainings, cases, and committees of the Graduate Council with the director of student conduct and community standards.

Vice President of Graduate Council

- To maintain case files, tracking systems and prepare reports as needed;
- To assume duties in an absence, resignation or at the request of the president;
- To serve as a member of the Judicial Review Committee;
- To aid the president in assembling material for cases and to work with the president on individual cases involving referrals or appeals;
- To update the Committee on Academic Standards and Admission relevant to an Honor Code violation on a weekly basis;
- To serve as a member of the Judicial Review Committee and present the decision made by Graduate Council, in the absence of the president;
- To notify the accused by electronic mail of the outcome of an investigation and of the case.

Secretary of Graduate Council

- To take minutes at all Graduate Council meetings and to maintain all records;
- To assume the vice presidential responsibilities in the absence, at the resignation, or at the request of the vice president;
- To serve as an investigator on a case if so asked by the president of Graduate Council.

Members at Large and all members of Graduate Council

- To attend all Graduate Council meetings;
- To maintain confidentiality in regards to all information pertaining to cases, both past and present;
- To serve as an advocate or investigator on a case if so asked by the president of Graduate Council.

Imposition of Penalties

Graduate Council shall impose penalties subject to the following procedures:

- A quorum must be present and shall consist of three members of Graduate Council or 60% of all active members of the Graduate Council;
- When the penalty of probation is recommended, there shall be no more than two negatives or three abstentions or a combination of one negative or two abstentions;
- When the penalty of suspension or dismissal is recommended, there shall be no more than one negative or two abstentions;
- When the penalty of disciplinary probation for violation of social regulations is administered by the Graduate Council, it shall be the duty of the president to inform the Judicial Review Committee;
- When the penalty of suspension, dismissal, or disciplinary probation for violation of academic regulations is recommended the decision shall be submitted to the Judicial Review Committee.

Areas of Jurisdiction

Areas of primary jurisdiction are matters injurious to the interest of the college, including, but not limited to the following:

- Academic dishonesty
- Stealing
- Lying
- Violation of the drug policy
- Violent Behavior
- Harassment
- Breaches of Confidentiality

Areas of appellate jurisdiction include referrals from the dean of students and or director of student conduct and community standards.

Elections

All elections will be conducted in accordance with the policies and procedures of Elections Board. Elections for members at large will be held twice per academic year, at the beginning of the fall semester and at the beginning of the spring semester. Elections to the executive board of Graduate Council will be conducted by the director of student conduct and community standards during the spring semester of the academic year before elections of the members at large of Graduate Council.

Meetings

The Graduate Council Executive Board shall meet as requested by the president of Graduate Council or director of student conduct and community standards. The Graduate Council shall generally meet as needed. The president of Graduate Council will notify the executive board of exceptions. To protect the privacy of students all meetings of the Graduate Council are closed.

Deviations from Established Procedures

Reasonable deviations from these procedures will not invalidate a decision or proceeding unless significant prejudice to a student may result.

Academic Support Services

Office of Graduate and Extended Programs

The Office of Graduate and Extended Programs supports graduate and post-baccalaureate students in all aspects of their experience at Agnes Scott. The office is a resource for students, staff, and faculty regarding academic standards, policies, and special curricular opportunities for graduate and post-baccalaureate students. Programs and events to enhance learning, promote wellness and community engagement, and support students' professional development are offered throughout the academic year. The office also facilitates graduate student orientation.

The Office of Graduate and Extended Programs is also responsible for ensuring all academic standards and policies are followed. All forms related to a student's academic program or to the student's status at the college are available in the office, or by emailing gradsupport@agnesscott.edu. The office maintains the official records of graduate and post-baccalaureate students, from application to conferral

Academic Accommodations for Students with Disabilities

Agnes Scott College views disabilities as an integral part of the rich diversity of our community. The College is committed to providing equal educational opportunities to all students and complies with Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act Amendments Act of 2008. The Office of Academic Advising and Accessible Education collaborates with students, faculty, and staff to help create an inclusive educational environment for students with disabilities. We also engage in outreach across campus to promote a welcoming and accessible environment. Accessible Education provides accommodations, services, and resources to students with varying disabilities including psychological, medical, physical, or learning specific. Academic accommodations may include but are not limited to the use of accessible textbooks or readings, a note taker, extended time for examinations and quizzes, a reduced-distraction environment for examinations and quizzes, or use of word processing for examinations. To connect for accommodations or for more information visit academicadvising/accessible-education.

Office of Internship and Career Development

Agnes Scott has an integrated approach to academic, internship, and career advising. The Office of Internship and Career Development provides a variety of programs to help students develop and strengthen their professional skills. Agnes Scott faculty and staff maintain relationships with employers, other graduate and professional schools, friends of the college, alumnae, and others so that students have access to a rich and vibrant network of professionals. Students are encouraged to visit career development early in their Agnes Scott experience to begin taking advantage of programs including:

- LinkedIn, resume and cover letter review with a career coach
- Mock interview practice with a career coach or alumna
- Assessment tools for career coaching
- Dress for Success appointments to be suited for free interview attire
- Professional development seminars
- Networking events

Internships

Internships provide a venue for students to learn about their strengths, interests, and career opportunities. When coupled with the academic component of readings and for-credit coursework, students deepen their knowledge of their area of study. A recent *Chronicle of Higher Education* survey found that employers rate internships as the number one attribute in evaluating graduates for hire. Students are encouraged to visit the Office of Internship and Career Development to research organizations that might be a match for a student's particular area of study. Employers post open internship opportunities for students at agnesscott.joinhandshake.com.

Graduate students who are in an academic program that offers an internship course, and who seek academic credit for an internship must submit a completed application to the internship coordinator. To be considered for approval, a student must have secured both an internship host and a faculty sponsor or be enrolled in an internship course before the end of the registration period. Internship paperwork includes student intent and faculty approval.

McCain Library

McCain Library is open 101 hours each week during the academic year, with extra hours near exam time. Library staff and student assistants at the Circulation Desk can help locate items, check out media equipment, renew items, handle fines, or answer questions about hours and routine library services. At the Scottie Research & Rescue Desk on the first floor, friendly and knowledgeable librarians or research assistants provide drop-in research guidance, can save you time locating articles, and can schedule individual consultation appointments. LibGuides serve as 24/7 online self-help and research starters. Support is also available via telephone (404.471.6096), email (library@agnesscott.edu), or online chat. Follow the library's blog and Facebook page for updates about new resources, shifts in hours, upcoming events or workshops, faculty reading habits, film reviews, and more.

The SOPHIA library catalog indexes McCain's physical collection of books, bound journals, documentaries, popular DVDs, and equipment. SOPHIA also allows library users to review their own patron accounts, to renew borrowed items (if not overdue), or to suggest a purchase. The library collection, selected to support the liberal arts curriculum, includes more than 240,000 print volumes; 57,182 electronic books; access to 194,565 journal and newspaper titles; approximately 27,000 sound and video recordings; and the college archives.

Many more library resources are electronic and are available both in McCain or remotely 24/7 from other campus buildings, residence halls, and off-campus. Students may use the Google-like Discover Search option on the library's home page to cross-search the SOPHIA catalog and most of the electronic databases that McCain Library licenses for the campus community. More than 474 research databases offer access to full-text articles, periodical indexes in major academic areas, primary sources, and reference ebooks serving all disciplines. These sources are provided in cooperation with GALILEO, Georgia's statewide virtual library, and are available anywhere, even to Agnes Scott students studying abroad, as long as one has the password available via Moodle. The library also lends equipment such as cameras, audio recorders, flip video recorders, flash drives, cell phone chargers, projectors, headphones, phone chargers, iPads, and Kindle Fires.

Through borrowing agreements and interlibrary loan, the library expedites access to resources not available through McCain's holdings. Refer to the left side of the McCain Library website for information on how to ask to borrow a journal article or a book from another library, or speak with a reference librarian at the Scottie Research & Rescue Desk about how to borrow from nearby Atlanta libraries using an ARCHE (Atlanta Regional Council for Higher Education) interlibrary use card. Leave borrowed items at the library to be returned on the ARCHE van.

Course reserves are materials required or recommended by instructors to supplement a class. They are loaned from the Circulation Desk for use within the library. Generally, the library does not purchase most required course textbooks, but the "Textbook Saving Tips" area in AscAgnes may help students locate a swap, rental or cheaper copy of needed books. Recently the library has started buying the most expensive required introductory textbooks in STEM fields, economics, and a few other areas for reserves. Search by course in the reserve section; these books are loaned for two hours for in-library use.

Forty-one individual study carrels are scattered around the library and may be reserved for an entire semester by students enrolled in research-intensive independent studies or senior seminars. Twelve other carrels bordering the terrace, just past the spiral staircase on Floor 1, are first come, first served. Six group study rooms and three media viewing rooms are available by reservation for groups of two or more students. Group Viewing Room 1 offers a large monitor, wireless keyboard, and computer for small group work on shared presentations or projects. Floor 3 and Stack 3 are designated Quiet Study areas. Two large reading rooms, a sun porch, and an outdoor terrace with rocking chairs are also available in the building.

Fifty-eight computers provide library research and network applications. The Woof Woof WiFi wireless network serves students with personal laptops or tablets. A guest wireless network serves students' parents, friends, and other campus visitors. Wireless laptops for four-hour in-library use may be checked out at the Circulation Desk. McCain 211 has 18 computers and is unlocked at times of high demand. For campus printing, students may send a job to networked Canon multi-function printers (Scottie printing on Firestar) and then use their ASC ID card to retrieve the print job wherever most convenient. Double sided black and white pages are the default, charged against students' printing card balances; students may also use Canons to print in color, scan, or photocopy. However, students are encouraged not to print unnecessarily; saving to Dropbox, Google Drive, or using a flash drive is suggested. Two flatbed scanners are also available in the main computer cluster on the first floor.

Many unusual primary sources and archival items related to the history of the College are housed on Floor 2 in The Betty Pope Scott Noble '44 College Heritage Center. This museum-like room is open at set times during the academic year and by appointment for individual researchers or classes. Digitized yearbooks, historical reports, student newspapers, and alumnae magazines are accessible online from the LibGuide for McCain Library Special Collections and Archives.

Information Technology

Information technology provides campus-wide service and support for administrative computing, desktop computing, media services, network services, technology purchasing, telecommunications, and web services.

- A combination of wireless and wired-network technologies are employed throughout campus.
- 544 networked computers and 32 multi-function print/copy/scan devices are located across campus for faculty, staff, and student use.
- Access to online services and resources available through the campus network include: the course management system, Moodle; web-based self-service access through AscAgnes to course schedules, class rosters, advising information, submitting and reviewing grades, and payroll information; electronic library resources; online phone directory; and network file and "follow me" print services.
- Agnes Scott uses a print management solution to monitor and report on campus printing. All registered Agnes Scott students receive an initial $30 for printing. This value is reset every July 1. Students are able to add additional funds to their account as needed. For more detail about

printing services, go to the Information Technology section of the college's website.

Graduate students may seek support in the evenings and on Saturdays by reaching gradhelpdesk@agnesscott.edu, or stopping by the Grad Help Desk, located in McCain Library G-12.

Center for Writing and Speaking

The Center for Writing and Speaking (CWS) is a peer-tutoring organization providing assistance to students for writing, oral presentations, multimodal projects, and related assignments and activities. The CWS is located on the ground floor of Campbell Hall in G-14. Tutoring is free to Agnes Scott graduate students and is available Sunday through Friday during posted hours.

Tutoring in writing and speaking is not a remedial service but a satisfying and fruitful way of encouraging students of all ability levels to write and speak better. The tutor is a resource, someone who can help students improve their writing or speaking even if it is already excellent. At least one CWS tutor is a graduate student, although graduate students may meet with any tutor.

In CWS tutorial sessions, students are encouraged to develop their own ideas and to respond effectively and creatively to course assignments. They may visit the CWS at any stage of their assignment or project. Tutors can help with brainstorming, outlining, drafting, writing, revising, proofreading, visual aids, speech practice, interview skills, and more.

The CWS serves the entire Agnes Scott community by sponsoring events such as speakers, panels, readings, and contests to support writing and speaking and related activities. The center prides itself on being an "intellectual hub." Computers, audio and video equipment, sample papers, model speeches and presentations, and other resources are available in the Center for Writing and Speaking for students to use in tutoring sessions or on their own. Our Presentation Center (Campbell, G-17) is the perfect place for students who wish to practice or record their speeches and presentations. Visit us at agnesscott.edu/writingandspeaking.

Center for Digital and Visual Literacy

The Center for Digital and Visual Literacy (CDVL) is a resource center for the entire ASC community providing training, tools, and programming aimed at increasing digital and visual literacy. Student tutors are available for both undergraduate and graduate students to assist with the creation and curation of a digital portfolio, web design skills, learning labs on topics such as video editing, podcasting, digital media creation, and visual media programs.

Located on the ground floor of McCain Library in rooms G-11, G-37, G-43 and G-45, there are three iMac computer labs equipped with the following software applications: *Adobe Creative Suite, Microsoft Office (Word, PowerPoint, and Excel), iLife Suite (Keynote, Pages, Numbers, GarageBand, iMovie), Final Cut Pro,* and *Audacity*. There are several graduate program specific applications that can be requested as well.

- McCain G-11 is a 27 seat classroom with twenty-two iMac computers.
- McCain G-37 is equipped with 10 iMacs for student project work and small workshops.
- McCain G-43 is equipped with 4 Mac mini dual screen systems for individual and group tutoring.

In addition to the computer labs, McCain Room G-45 houses an audio/visual and podcasting studio accessible by scheduling an appointment via the McCain Library website at https://www.agnesscott.edu/library. Once you access the library's website, click the "RESERVE A

ROOM" link on the middle right hand side of the screen and scroll to locate the FlexStudio schedule.

For more information and a detailed description of services, visit the CDVL website at http://cdvl.agnesscott.org/ or stop by Monday-Friday 9 a.m.-6 p.m. to visit in person. Weekend hours are also available and posted on the McCain Library website as well as the CDVL website.

Resource Center for Math and Science

The Resource Center for Math and Science (RCMS) is an academic support center devoted to promoting and supporting student success in math and science courses. The RCMS is a supportive environment where students are encouraged to study collaboratively and to seek assistance with their courses. Located in the Jones Center for Academic Excellence, Campbell Hall G-25, the SRC has open hours Sunday through Friday.

The SRC works with students to develop problem-solving skills and an understanding of the key concepts in their science courses. The approach is collaborative and no question is too small. All students are encouraged to visit the SRC on their own or with a study group to work on assignments, discuss challenging concepts, ask questions, etc. The services of the SRC are free for all Agnes Scott students. See www.agnesscott.edu/rcms/ for the current schedule and other details.

Economics Learning Center

The Economics Learning Center (ELC) is located in Campbell Hall G-21. It offers a welcoming learning environment for students who need assistance with economics classes. The computers in the ELC have Excel, Stata, and StatTransfer for use by students working on an economics problem set or research project.

Learning assistants (LAs), who are advanced students in economics, and faculty members are available Monday through Friday and Sunday evenings. Students are encouraged to drop in and to work by themselves, with other students, or with an LA. Individual appointments may be made. Learning assistant schedules are posted on class Moodle sites and on the door to the ELC.

Sociology and Anthropology Research Center

The Sociology and Anthropology Research Center (SARC) is located in Campbell Hall G-27. It serves as a space where students working on research assignments for sociology or anthropology classes or on independent projects can conduct data analysis. The center is equipped with SPSS (for statistical analysis), NVIVO (for qualitative data), ExpressScribe (a digital transcription audio player), and transcription foot-pedal controls.

Students are encouraged to drop in to work independently or collaboratively Monday to Friday, 8 a.m.-5 p.m. Hours of availability are posted on the door of SARC or students can contact the chair of the sociology and anthropology department to inquire about using the space.

Center for Teaching and Learning

The Center for Teaching and Learning (CTL) offers programming, services, and resources that promote dialogue and disseminate information about teaching and learning. The center views teaching and learning as joint enterprises of faculty, students, and staff. It respects differences among faculty, staff, and students, and among disciplines. The center values a wide range of teaching styles and supports diverse pedagogical practices. We encourage faculty, staff, and students to be especially reflective about the teaching and learning of women and of diverse

populations. For more information, please see the materials at the center's website at www.agnesscott.edu/teachingandlearning.

Center for Global Learning

From day one at Agnes Scott, students receive a global education: it happens in the classroom; during a variety of on- and off-campus events and experiences; during conversations with colleagues and professors who come from all over the world. Cultural enrichment permeates the campus, and the breadth of knowledge and perspectives students gain at Agnes Scott influences the way they interact with the world for the rest of their lives.

For more information, see www.agnesscott.edu/global-learning or visit the Center for Global Learning in Buttrick Hall 104.

Special Curricular Opportunities

Agnes Scott offers several learning opportunities to expand students' choices and extend their learning experiences.

Directed Research

Directed research courses are open to master's degree students in several graduate programs. During a directed research course, a graduate student works with a faculty member on a project related to particular field of intellectual interest. Graduate students who are interested in a directed reading should speak with the faculty program director regarding their interest and the application process.

The application should include the name of the instructor who will offer the course, the course title, a description of the project, a statement of the student's preparation for such a project, and the basis for the grade. The instructor of record must endorse the application, as well as the director of the program offering the course. If a student wishes to take a directed reading outside their program, their application also must describe their preparation in the program offering the course. The application deadline for fall semester Directed Research courses is May 15; the deadline for spring semester Directed Research courses is December 15.

Internship Courses

The college recognizes that learning through internships can be a valuable addition to classroom learning and endeavors to make possible worthwhile experiences for students whose academic programs benefit from such opportunities.

Internships can be linked to academic credit, but can also be meaningful as not-for-credit experiences. For-credit internships include a substantive (and graded) academic component. Graduate students who meet the requirements of their program of study may apply for a for-credit internship. Not-for-credit internships are more flexible in design, and there is no structured academic component.

Internships worthy of academic credit are closely linked to a student's academic and professional goals. For-credit internships require paperwork and signatures from the faculty sponsor and the Office of Internship and Career Development.

Internships are graded on a traditional A-F grading scale. No more than six credit hours of internship credit may be applied toward the 33 hours of credit required for the master's degree. An approved internship is entered on a student's course schedule, and tuition is charged based on the student's course load for that semester.

Students interested in an internship for credit should speak with the internship coordinator or their faculty advisor to determine if an internship fits their academic path. Graduate students must be in good standing and meet any other program requirements in order to pursue a for-credit internship. Students must identify a faculty sponsor who agrees to design, facilitate, and grade the academic component of the internship. A for-credit internship at the graduate level yields three credit hours.

All internships must be approved before work is begun, and the academic component must occur in the same time period as the internship experience.

Students and faculty should use the following guide to determine the depth and rigor of the academic components. As specified in the catalog, three credit hours of academic credit requires 10 hours per week at the internship site and approximately 35 hours of academic work during the

semester. The academic component is customized to meet student learning objectives; however, recommended elements include:

- Regular meetings with faculty sponsor
- Reading list
- Series of assignments and/or culminating assignment (needs to be unique from the internship work)
- Rubric for grading–A, B, C, D

An internship course requires approval and completion of the Graduate Internship form available from the Office of Internship and Career Development. The internship coordinator will submit the completed form to the registrar for registration. It is the student's responsibility to complete the form and receive all required signatures. The deadline to submit paperwork for internship credit is the first Friday of the semester during which the internship is to be undertaken.

Applied Technology

Faculty

Carlee Bishop, visiting professor of physics, director of applied technology

Faculty Advisory Committee

Christopher G. De Pree, Charles A. Dana professor of astronomy, director of Bradley Observatory
Lilia C. Harvey, Charles A. Dana professor of chemistry, associate dean for STEM teaching and learning
Wendy Kallina, visiting associate professor of psychology and director of data visualization and interim director of evaluation and assessment methods
Alan Koch, professor of mathematics

Applied Technology builds on a strong liberal arts foundation in the sciences, mathematics, and humanities to prepare students to apply technology, systems and critical thinking, and human centered design to address human needs now and in the future across a variety of industries and occupations. The graduate programs in Applied Technology include experiential and problem-based learning opportunities and provide applicable methodologies, tools, and concepts supporting the student's current and future careers.

Student Learning Outcomes

Students completing a Master of Science in Applied Technology from Agnes Scott College will be able to:

1. Demonstrate mastery of technical decision-making methods, techniques, and tools;
2. Recognize and utilize the multidisciplinary aspects of Applied Technology solutions;
3. Employ holistic, systems thinking to analyze and solve real-life technical challenges;
4. Effectively communicate technical concepts graphically, orally, and in writing;
5. Work effectively in teams to define and solve problems utilizing technological solutions;
6. Demonstrate technical leadership and team facilitation in a problem-solving environment;
7. Apply program management functions and techniques in the process of designing technological solutions.

Students completing the Graduate Certificate in Applied Technology from Agnes Scott College will be able to:

1. Demonstrate mastery of technical decision-making methods, techniques, and tools;
2. Recognize and utilize the multidisciplinary aspects of Applied Technology solutions;
3. Employ holistic, systems thinking to analyze and solve real-life technical challenges;
4. Effectively communicate technical concepts graphically, orally, and in writing.

Requirements for the Master of Science in Applied Technology

To fulfill the requirements for the applied technology Master of Science, students must successfully complete the five core courses for 15 credit hours and an additional six elective courses for 18 credit hours for a total of 33 credit hours and complete the program with a minimum GPA of 3.00.

<u>Core Courses</u>
APT-600 Foundations of Applied Technology

APT-610 Systems and Critical Thinking
APT-615 Ethical Use of Technology and Data
APT-625 Human Centered Design and Implementation
APT-680 Applied Technology Capstone

Electives
APT-620 Modeling and Simulation for Insight
APT-630 Managing and Leading Technical Teams
APT-635 Emerging Technologies
APT-640 Creative Problem Solving and Decision Making
APT-695 Topics in Applied Technology
DVS-600 Principles of Data Visualization
DVS-625 Interactive Visualizations
EAM-610 Principles of Evaluation Design
EAM-620 Data Collection
EAM-630 Data Analysis
EAM-640 Project Management
SOI-610 Principles of Social Innovation
WDC-614 Grant and Proposal Writing
WDC-618 Technologies of Social Change

Requirements for the Graduate Certificate in Applied Technology

To fulfill the requirements for the applied technology graduate certificate, students must successfully complete four core courses for 12 credit hours and an additional two elective courses for six credit hours for a total of 18 credit hours and complete the program with a minimum GPA of 3.00.

Core Courses
APT-600 Foundations of Applied Technology
APT-610 Systems and Critical Thinking
APT-615 Ethical Use of Technology and Data
APT-625 Human Centered Design and Implementation

Electives
APT-620 Modeling and Simulation for Insight
APT-630 Managing and Leading Technical Teams
APT-635 Emerging Technologies
APT-640 Creative Problem Solving and Decision Making
APT-680 Applied Technology Capstone
APT-695 Topics in Applied Technology
DVS-600 Principles of Data Visualization
DVS-625 Interactive Visualizations
EAM-610 Principles of Evaluation Design
EAM-620 Data Collection
EAM-630 Data Analysis
EAM-640 Project Management
SOI-610 Principles of Social Innovation
WDC-614 Grant and Proposal Writing

WDC-618 Technologies of Social Change

Courses

APT-600 FOUNDATIONS OF APPLIED TECHNOLOGY 3

This course uses problem based learning to introduce students to a variety of technology domains used to address human needs and challenges. Technology domains of study may include electrical, mechanical, fluid dynamics, thermodynamics, cybernetics and computer technology. Students analyze a range of case studies and identify technology solutions for scenarios presented. Additionally, students are introduced to methodologies to conduct experimentation and testing.

Learning Outcomes

- Apply theory and knowledge of technology domains to various sample problems
- Analyze problem scenarios and determine potential technology solutions
- Experiment with various technology systems to enhance physical understanding of the systems

APT-610 SYSTEMS AND CRITICAL THINKING 3

This course introduces systems thinking as an approach to problem solving and a way to address future needs. Systems thinking allows students to view a problem or need from a holistic perspective rather than the individual parts. This course also incorporates concepts to promote critical thinking, creativity, and innovation.

Learning Outcomes

- Identify systems thinking concepts applied to technology areas
- Choose appropriate systems thinking tools to facilitate creative solutions for various technical challenges
- Demonstrate the use of critical thinking tools to holistically develop solutions for various problems and needs

APT-615 ETHICAL USE OF TECHNOLOGY AND DATA 3

In this course students will research, identify, formulate perspectives, and discuss ethical challenges in the use of technology and data. Ethical challenges investigated may include, but are not limited to: environmental impacts, privacy considerations, public safety, workplace exposure, data gathering and sharing, and intellectual property. Students analyze a range of case studies related to ethical issues in emerging technologies and data collection and use.

Learning Outcomes

- Demonstrate understanding of the ethical implications associated with potential or emerging technologies
- Identify the ethical concerns and risks associated with data gathering and sharing
- Understand the obligations of professionals in terms of the ethical use of technology and data.
- Apply ethical guidelines, policies, or regulations to analyze real world ethical challenges with the use of data and technology

APT-620 MODELING AND SIMULATION FOR INSIGHT 3

Students in this course utilize modeling and simulation to enhance their skills in communications, decision-making, optimization, cause and effects analysis, and engineering economics. The course introduces deterministic and stochastic modeling techniques, as well as different simulation methodologies. Topics include problem formulation, conceptual modeling, simulation methodologies, verification and validation, design of experiments, simulation

execution, and output analysis.

Learning Outcomes

- Recognize when and where modeling and simulation should be applied to technology challenges
- Demonstrate problem formulation and concept modeling for various problems
- Evaluate various modeling and simulation tools for applicability to associated tasks
- Apply modeling and simulation techniques to answer various questions
- Analyze and provide recommendations based on results of simulation

APT-625 HUMAN CENTERED DESIGN AND IMPLEMENTATION 3

This course guides students through the systematic process of identifying systems objectives from a human perspective, how to accomplish these objectives and how to bring the solution into operation. Students utilize human centered design, along with other design techniques, to bridge the gap between problem domain and the solution domain.

Learning Outcomes

- Apply appropriate methods to translate user needs into system objectives
- Distinguish between human centered design and technology centered design methodologies
- Determine and apply the appropriate design approach for a given design challenge
- Identify interoperability, support and lifecycle issues for sample problems and real-world projects

APT-630 MANAGING AND LEADING TECHNICAL TEAMS 3

This course has a significant leadership component with a focus on technical leadership and working with and on technical teams. Techniques for facilitating technical meetings as well as communications, in terms of technical writing and presentations, are an integral part of the course.

Learning Outcomes

- Categorize key organizational characteristics of successful technology driven companies
- Appraise leadership characteristics and skills captured in various case studies
- Demonstrate effective facilitation techniques for mock team meetings

APT-635 EMERGING TECHNOLOGIES 3

Existing technologies evolve rapidly, and new technologies are constantly emerging. This course explores current and emerging technologies, as well as broader trends. It also incorporates the management of technology to include technology refresh, integration and phase-out along with interfaces to other emerging technologies.

Learning Outcomes

- Describe emerging technology applications and trends and their contexts
- Compare benefits and limitations of emerging technologies for different application domains
- Develop an original presentation analyzing an emerging technology or trend
- Assemble a technology portfolio for a sample organization
- Apply technology forecasting methods to develop a technology roadmap for various sample organizations

APT-640 CREATIVE PROBLEM SOLVING AND DECISION MAKING 3

This course focuses on problem definition and formulation, problem solving, decision-making and risk analysis. Students learn to apply problem solving tools, materials, and methods. Basic modeling and simulation methods are also incorporated to support analysis and decision-

making.

Learning Outcomes

- Formulate a problem statement from diverse and inconsistent information
- Develop and demonstrate simple models to gain insight into complex problems
- Develop a decision making framework and apply to real world scenarios
- Employ problem solving methods and tools to address ill-defined problems

APT-680 APPLIED TECHNOLOGY CAPSTONE 3

This capstone course brings together concepts from the core and elective courses in a sponsor supported project. Students work on real-world problems in support of real sponsors to address their applied technology challenges. Capstone projects could be specialization specific (e.g. healthcare, education technology, etc.) or multi-specialization projects depending on the sponsor's need.

Learning Outcomes

- Demonstrate proficiency in applying various systems thinking, problem solving, design, analysis, and implementation methods, techniques and tools to real world sponsor projects
- Identify interoperability, support and lifecycle issues for sponsor projects
- Work effectively in teams to define and solve sponsor problems or needs

APT-695 TOPICS IN APPLIED TECHNOLOGY 3

Topics courses allow faculty to develop unique courses that reflect their individual research and interests and that represent important current directions in the field of applied technology. The course topic, requirements, and learning outcomes will be determined by the instructor. The course will incorporate, when appropriate, problem based learning as applied to the topic area and a lab component to allow for experimentation of the different technologies associated with the topic.

Learning Outcomes

- Demonstrate understanding of and competence in subject matter, varying by course topic
- Compare and evaluate theories related to the subject matter
- Apply a specialized method or approach

Data Visualization

Faculty

Wendy Kallina, visiting associate professor of psychology, director of data visualization and interim director of evaluation and assessment methods

Faculty Advisory Committee

Carlee Bishop, visiting professor of physics and director of applied technology
Christopher G. De Pree, Charles A. Dana professor of astronomy, director of Bradley Observatory
Lilia C. Harvey, Charles A. Dana professor of chemistry, associate dean for STEM teaching and learning
Alan Koch, professor of mathematics

Data Visualization prepares students to be leaders in professional and public fields that require data analysis and visualization skills. The analysis and presentation of data plays a critical role in the shaping of opinion, policy, and decision-making. Data Visualization helps present complex ideas rapidly and intuitively to diverse audiences by applying theories from computer science, statistics, psychology, ethics, and visual design. Giving students a competitive edge as they enter a variety of fields, the graduate certificate program responds to the increased demand for experts who can turn data into insight.

Student Learning Outcomes

Students completing the DVS certificate program will be able to do the following:

1. Analyze complex data sets to answer a research question.
2. Employ data visualization techniques to answer a research question.
3. Explain the design principles of effective data visualization.
4. Produce static and dynamic data visualizations using computer-programming skills.
5. Employ data visualization techniques to communicate to diverse audiences.

Requirements for the Graduate Certificate in Data Visualization

To fulfill the requirements for the DVS graduate certificate, students must successfully complete four core courses and two electives for a total of 18 credit hours and complete the program with a minimum GPA of 3.00.

Core Courses

DVS-600	Principles of Data Visualization
DVS-640	Advanced Visualization Design
EAM-630	Data Analysis
WDC-630	Visual Thinking and Web Design

Electives

DVS-615	Visualizing Time and Place
DVS-625	Interactive Visualizations
DVS-695	Topics in Data Visualization
APT-615	Ethical use of Technology and Data
APT-695	Topics in Applied Technology

EAM-610 Principles of Evaluation Design
EAM-620 Data Collection
EAM-640 Project Management
EAM-695 Topics in Evaluation and Assessment Methods

Courses

DVS-600 PRINCIPLES OF DATA VISUALIZATION 3

This course covers the fundamental elements of the database, semi-structured data, and unstructured data. Students will gain familiarity with data visualization concepts, techniques, and tools, including acquisition, augmentation, and restructuring; data storage and aggregation; access to parallel and distributed computing; high-volume data, disparate sources, and performance; and streaming data and dynamic queries. The student will learn to use several programming languages and software packages to create a range of data analyses and visualizations.

Learning Outcomes

- Explain the basic principles of data management
- Evaluate the use of data management concepts and visualization techniques in data visualizations
- Use common computer programming languages to analyze data and produce data visualizations
- Design visualizations for unstructured, semi-structured, and large data sets

DVS-615 VISUALIZING TIME AND PLACE 3

This course incorporates temporal and spatial dimensions into data visualizations. This includes a range of both static and dynamic visualizations designed to include time as well as geospatial mapping. This course will include designing composite graphics with maps as a component. Using computational methods, students will create drawings, graphs, indices, and maps that explore the database as repositories of information.

Learning Outcomes

- Use visualization techniques to communicate data related to time and space
- Produce visualizations related to time and place using computer-programming skills
- Design static and dynamic visualizations to answer a research question

DVS-625 INTERACTIVE VISUALIZATIONS 3

This course focuses on interactive data visualizations, including web-based applications. Students will design interactive visualizations with the primary purpose of exploring data. Emphasis will be placed on the unique aspects of user interaction with the data.

Learning Outcomes

- Demonstrate mastery of interactive data analysis techniques used in data visualizations
- Employ data visualization techniques to answer a research question
- Utilize computer-programming skills to produce interactive data visualizations
- Design advanced visualizations of data that consider audience, contextualize information, present an argument, use color, whitespace, and shape effectively

DVS-640 ADVANCED VISUALIZATION DESIGN 3

This course focuses on designing effective, compound data visualizations that contain information-rich graphics and multiple elements in order to tell a story or create an argument. Emphasis will be placed on static and dynamic dashboards and report card style visualizations

that are often utilized in organizational and management settings. Students will gain working knowledge of R, Python, and other Cs+ languages.

Prerequisite: nine credit hours of DVS courses or permission of the instructor.

Learning Outcomes

- Design techniques to optimize user interaction for discovery, analysis, and insight
- Evaluate and employ visualization techniques to present effective analysis
- Use R, Python, and other Cs+ languages to produce data visualizations
- Present an argument using static and dynamic visualization techniques
- Discuss ethical uses of data analysis and visualization

DVS-695 TOPICS IN DATA VISUALIZATION 3

Topics courses allow faculty to develop unique courses that reflect their individual research and interests and that represent important current directions in the field of data visualization. The course topic, requirements, and learning outcomes will be determined by the instructor. The course will incorporate, when appropriate, problem based learning as applied to the topic area and a lab component to allow for experimentation of the different technologies associated with the topic.

Learning Outcomes

- Demonstrate understanding of and competence in subject matter, varying by course topic
- Compare and evaluate theories related to the subject matter
- Apply a specialized method or approach

Evaluation and Assessment Methods

Faculty

Wendy Kallina, visiting associate professor of psychology, director of data visualization and interim director of evaluation and assessment methods

Faculty Advisory Committee

Laquita Blockson, visiting associate professor of business management and director of social innovation
Rosemary Cunningham, Hal and Julia T. Smith Chair of Free Enterprise, professor of economics
Jennifer L. Hughes, Charles Loridans professor of psychology
Thomas E. Will, Kathy '68 and Lawrence Ashe associate professor of organizational management

Evaluation and Assessment Methods 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.

Student Learning Outcomes

Students completing the EAM certificate program will be able to do the following:

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.

Requirements for the Graduate Certificate in Evaluation and Assessment Methods

To fulfill the requirements for the EAM 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.

Core Courses

EAM-610	Principles of Evaluation Design
EAM-620	Data Collection
EAM-630	Data Analysis
EAM-640	Project Management

Electives

EAM-695	Topics in Evaluation and Assessment

APT-615 Ethical Use of Technology and Data
DVS-600 Principles of Data Visualization
WDC-614 Grant and Proposal Writing

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 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 TOPICS IN EVALUATION AND ASSESSMENT 3

Topics courses allow 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.

Learning Outcomes

- Demonstrate understanding of and competence in subject matter, varying by course topic
- Compare and evaluate theories related to the subject matter
- Apply a specialized method or approach

Social Innovation

Faculty

Laquita Blockson, visiting associate professor of business management, director of social innovation

Faculty Advisory Committee

Rosemary Cunningham, Hal and Julia T. Smith Chair of Free Enterprise, professor of economics
Jennifer L. Hughes, Charles Loridans professor of psychology
Wendy Kallina, visiting associate professor of psychology and director of data visualization and interim director of evaluation and assessment methods
Thomas E. Will, Kathy '68 and Lawrence Ashe associate professor of organizational management

Social innovation is the process of creating and implementing new ideas and models to address the world's most pressing social challenges. As an interdisciplinary area of study, Agnes Scott's Social Innovation graduate coursework engages students in design thinking, critical analysis and creative problem solving with the goal of providing them the skills they need to effect positive change across public, private and non-profit organizations. Through a blend of courses that take an interdisciplinary approach to social innovation, students gain an in-depth understanding of the connections among social, environmental, and economic systems and equip them with the skills necessary to address the world's toughest challenges— from poverty and globalization to climate change and urbanization.

Student Learning Outcomes

Students completing the SOI master's program will be able to do the following:

1. Demonstrate mastery of theories of social innovation;
2. Write and speak at an advanced level for diverse audiences and stakeholders;
3. Explain how social innovators can address social problems creatively through sound management practices and entrepreneurial thinking;
4. Design, critique, and implement evaluation plans that measure effective organizations in concert with desired outcomes;
5. Create visions for transformative change and outline how to affect such change locally and globally;
6. Design a business model canvas and feasibility study for a social venture concept (optional).

Requirements for the Master of Arts in Social Innovation

To fulfill the requirements for the social innovation master's degree, students must complete successfully the core courses and electives for a total of 33 credit hours. Students enrolled in the program must take at least one core social innovation course per semester until they have completed the core. Students must also maintain a minimum GPA of 3.00.

<u>Core Courses</u>

SOI-600	Principles of Social Innovation
SOI-610	Foundations of Social Policy
SOI-620	Funding and Investing in Social Ventures
SOI-660	Social Innovation Practicum

EAM-640 Project Management

Electives

SOI-615 Community Economic Development
SOI-625 Entrepreneurial Leadership and Ethics
SOI-635 Nonprofit Management and Philanthropy
APT-625 Human Centered Design and Implementation
APT-640 Creative Problem Solving and Decision Making
EAM-610 Principles of Evaluation Design
EAM-620 Data Collection (*see advisor prior to registration*)
WDC-618 Technologies of Social Change

Courses

SOI 600 SOCIAL INNOVATION PRINCIPLES 3

Social innovation - which has its roots in entrepreneurship and business development – involves using entrepreneurial skills to craft innovative responses to social problems. Social innovation involves recognizing opportunities, combining and mobilizing resources, triggering positive change within and across various domains and sectors, and building sustainability. This course will introduce entrepreneurial concepts that can be used to stimulate entrepreneurial thinking and behavior in individuals for the benefit of communities. Students will be exposed to the concept of social innovation and its various applications across sectors, organizational and legal forms, and geographic locations

Learning Outcomes

- Examine the challenges and rewards of entrepreneurship and management in creating and developing social ventures
- Build the knowledge, skills, and attitudes necessary for responding successfully to the challenges their communities face
- Define new possible roles and strategies for entrepreneurs and organizations to address social needs and to contribute to sustainable development;
- Develop a social venture idea that may be deemed feasible, viable, and desirable

SOI-610 FOUNDATIONS OF SOCIAL POLICY 3

In this course, students are provided a historical perspective on the development of social institutions, programs, and policies and how such institutions, programs and policies aim to address social problems. Students study the influences of power, oppression, and differences on how various social problems are viewed, experienced, expressed and addressed. Students also learn methods of current social policy analysis and social problem evaluation.

Learning Outcomes

- Describe historical context of social problems
- Explain how social policies to address social problems are constructed, implemented, contested and evaluated
- Analyze theories of oppression and theories of social innovation

SOI-615 COMMUNITY ECONOMIC DEVELOPMENT 3

Students will learn the different forms of development (public, private, and cross-sector) and their benefits and trade-offs for addressing the social, economic, and socioeconomic needs of communities and neighborhoods. Students will also learn about community economic

development practices in various geographical contexts (urban and rural communities within domestic and global contexts).

Learning Outcomes

- Apply conceptual and analytical frameworks for assessing community development and community economic development issues
- Articulate how theories and concepts of development and decision- making apply to community development and community economic development practice
- Describe the concepts of community and how they relate to community development and change
- Employ research to inform development decision-making and community development practice

SOI- 620 FUNDING AND INVESTING IN SOCIAL VENTURES 3

Social innovators must determine the most appropriate funding model(s) to use to achieve social impact and financial sustainability for their ventures. In this course, students will learn how to use financial modeling tools and how to apply creative approaches to sourcing funds to build and grow their social ventures. This course also informs students of the importance of impact investing by assessing the viability of early stage social ventures.

Learning Outcomes

- Identify sustainable financial models to scale for social impact
- Determine the funding requirements necessary to develop, operate and grow their social ventures
- Explain the theory of investing in early stage social ventures and the practice of evaluating these social ventures
- Design a sustainable financial model for social impact

SOI-625 ENTREPRENEURIAL LEADERSHIP AND ETHICS 3

Most successful entrepreneurs learn quickly the importance of influencing others to support their ideas and to help shepherd those ideas into operational ventures. In this course, students will explore the traditional and modern theories of leadership, what entrepreneurial leadership means from an ethical and social responsibility perspective, how to instill trust and commitment from others (both within and outside the venture), and the processes and outcomes of ethical decision making within entrepreneurial workspaces.

Learning Outcomes

- Analyze theories of leadership and ethical decision-making
- Practice leadership integrity while pursuing their entrepreneurial goals
- Create innovative strategies that resolve ethical dilemmas that may arise within their ventures

SOI-635 NONPROFIT MANAGEMENT AND PHILANTHROPY 3

The Nonprofit Management and Philanthropy course provides a historical overview of the nonprofit sector and its role in addressing social problems. Students will learn tools and skills applicable to the management of nonprofit and non-governmental organizations, particularly in relation to for-profit businesses and governmental agencies. Students will also learn about the influence of philanthropy, voluntarism, advocacy and social movements on organizational policy, strategy and management.

Learning Outcomes

- Describe contemporary issues in the nonprofit sector and the frameworks for addressing

these challenges
- Analyze nonprofit organizations' growing social needs amidst resource constraints
- Explain theories of nonprofit management and philanthropic leadership
- Examine ethical dilemmas in non-profit sector

SOI-660 SOCIAL INNOVATION PRACTICUM 3

The Social Innovation Practicum course is designed to provide students practical experience in identifying and addressing issues faced by social entrepreneurs in the Metropolitan Atlanta area. Social Innovation program students work in teams to analyze and suggest recommendations (whether operational, financial, or otherwise) for specific organizational challenges faced by the social entrepreneurs and their ventures. The student teams apply the theories, concepts, approaches and tools they learned during their prior coursework in the Social Innovation program – as well as research data the teams collect -- when developing an action plan to address the social ventures' challenges. Offered only during summer.

Learning Outcomes

- Assess the operating model of an actual social venture
- Identify a challenge or set of challenges faced by the social venture, using theories, concepts, and approaches from coursework
- Collect and analyze data to understand the challenge
- Compose and present an action plan to the social venture to address the challenge

Writing and Digital Communication

Faculty

Melissa Fay Greene, Kirk distinguished writer in residence
Mina Ivanova, visiting assistant professor of writing and digital communication
Nell Ruby, Kathy ’68 and Lawrence Ashe professor of art
Shannan Palma, visiting assistant professor of women’s, gender, and sexuality studies and director of writing and digital communication

Faculty Advisory Committee

Gordon Malcolm Emert, Jr., professor of education
Gundolf Graml, professor of German and assistant dean for global learning
Nell Ruby, Kathy ’68 and Lawrence Ashe professor of art

Writing and Digital Communication 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.

Student Learning Outcomes

Students completing the Master of Arts in Writing and Digital Communication will be able to:

1. Identify and apply key concepts and principles of writing and digital communication;
2. Demonstrate professional-level research, writing, and speaking skills;
3. Assess the technical and stylistic needs of a project in order to design successful digital media;
4. Analyze the impact and ethical dimensions of writing and digital communication;
5. Evaluate meanings of visual images and sequences in the context of inclusive digital communication.

Students completing the graduate certificate in Writing and Digital Communication will be able to:

1. Identify and apply key concepts and principles of writing and digital communication;
2. Demonstrate professional-level research, writing, and speaking skills;
3. Assess the technical and stylistic needs of a project in order to design successful digital media;
4. Analyze the impact and ethical dimensions of writing and digital communication;
5. Evaluate meanings of visual images and sequences in the context of inclusive digital communication.

Requirements for the Master of Arts in Writing and Digital Communication

To fulfill the requirements for the master’s degree, students must successfully complete five core

courses and six electives for a total of 33 credit hours and maintain a minimum GPA of 3.00. They must also submit a digital portfolio of original work that meets the standards set by the program prior to graduation. Completed digital portfolios must be submitted to the faculty adviser and program director by December 1 for students completing in the fall, May 1 for students completing in spring, and July 1 for students completing in summer.

Core Courses

WDC-610	Content Strategy and Digital Portfolio Project Design (required first semester)
WDC-620	Developing Content for the Web and Social Media
WDC-630	Visual Thinking and Web Design
WDC-640	Critical Communication
WDC-670	Digital Media Production

Electives

WDC-612	Creative Writing in the Digital Age
WDC-614	Grant and Proposal Writing
WDC-618	Technologies of Social Change
WDC-624	Transmedia Storytelling
WDC-628	Persuasive Writing and Speaking
WDC-650	Internship
WDC-690	Directed Research
WDC-695	Topics in Writing and Digital Communication
APT-615	Ethical Use of Technology and Data
EAM-640	Project Management

Requirements for the Graduate Certificate in Writing and Digital Communication

To fulfill the requirements for the WDC graduate certificate, students must successfully complete four core courses and two electives for a total of 18 credit hours and maintain a minimum GPA of 3.00. They must also submit a digital portfolio of original work that meets the standards set by the program prior to graduation. Completed digital portfolios must be submitted to the faculty adviser and program director by December 1 for students who plan to complete in the fall, May 1 for students completing in spring, and July 1 for students completing in summer.

Core Courses

WDC-610	Content Strategy and Digital Portfolio Project Design (required first semester)
WDC-620	Developing Content for the Web and Social Media
WDC-640	Critical Communication

The choice of: WDC-630 Visual Thinking and Web Design, or WDC-670 Digital Media Production

Electives

WDC-612	Creative Writing in the Digital Age
WDC-614	Grant and Proposal Writing
WDC-618	Technologies of Social Change
WDC-624	Transmedia Storytelling
WDC-628	Persuasive Writing and Speaking
WDC-650	Internship

WDC-690	Directed Research
WDC-695	Topics in Writing and Digital Communication
APT-615	Ethical Use of Technology and Data
EAM-640	Project Management

Courses

WDC-610 CONTENT STRATEGY AND DIGITAL PORTFOLIO DESIGN 3

This course covers principles of content strategy, the methodology digital communicators use to craft content that reaches their intended audience on their chosen platforms in order to achieve organizational or creative goals. Students will learn the fundamentals of user-centered text and how to select optimal technical platforms as they plan and build websites to house their digital portfolios. They will learn to analyze web design and content, employ analytics to evaluate content, explore pathways of innovation in web technologies, follow the law regarding intellectual property and fair use, and create effective web-based content. Along the way, they will consider the rhetoric and ethics of personal branding and representing the professional or creative self online. A completed, professional quality digital portfolio aligned with their stated goals 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

- Identify and apply the principles of content strategy for inclusive digital communication
- Assess current websites and web writing for accessible design and style
- Design and build a professional quality digital portfolio website
- Demonstrate advanced understanding of HTML5, analytics, SEO, and using a content management system
- Demonstrate a sophisticated understanding of the rhetoric and ethics of personal branding and representing the self online

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-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 DEVELOPING CONTENT FOR THE WEB AND SOCIAL MEDIA 3

This course covers principles of writing, editing, and developing multimedia content for the Internet and social media, as well as emerging media forms, and creates opportunities to put these principles into practice. Students explore media technologies and their impact on writing, communication, identity construction, and culture as they learn to anticipate, lead, and adapt as media change over time. This course also examines rhetorical conventions associated with media and digital citizenship. Students will develop and pitch measurable multiplatform content strategies to address a central communication challenge set by the instructor. A panel of industry experts will provide feedback.

Learning Outcomes

- Compose web content that combines user-centered text, graphics, multimedia, and analytics
- Demonstrate advanced proficiency in writing and editing web and social media content
- Explain social media's impact on various cultural contexts
- Analyze rhetorical conventions associated with specific social media
- Develop content strategies for different platforms using analytics

WDC-624 TRANSMEDIA STORYTELLING 3

This course explores transmedia storytelling as a form of communicating ideas across a range of digital delivery platforms. Students learn to produce unique but connected stories for diverse audiences and for multiple purposes, including entertainment, marketing, and social change. Students identify and analyze the ways in which themes acquire a new aesthetic and social significance as distinct stories are developed for different media.

Learning Outcomes

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

WDC-628 PERSUASIVE WRITING AND SPEAKING 3

Through case studies of communication practices spanning public health, political, and crisis communication, advertising, public relations, and propaganda, this course illuminates major

theoretical perspectives and concepts related to persuasion in the digital age. Students will become familiar with qualitative and quantitative approaches to persuasion and will explore the opportunities, limitations, and ethical implications of persuasive communication by developing original content for a digital media campaign.

Learning Outcomes

- Understand and apply major theoretical perspectives and concepts related to persuasion to actual digital media examples
- Analyze and evaluate how the changing media environment affects persuasion
- Produce a professional-level communication campaign that demonstrates an understanding of the persuasive potential of writing style and visual and verbal argument

WDC-630 VISUAL THINKING AND WEB 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 relating to web and mobile platforms. This course equips students with a working knowledge of industry-standard creative software and Cascading Style Sheets and acquaints them with principles of accessibility and UX.

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
- Evaluate meanings of visual images and sequences
- Demonstrate advanced proficiency in relevant software programs
- Utilize the principles of accessible digital design to design a responsive web page and create it using Cascading Style Sheets

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.

Students must apply through the process developed by Internship and Career Services and commit to a common weekly meeting time with the faculty advisor in order to receive academic credit. Prerequisite: completion of two WDC core courses.

Learning Outcomes

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

WDC-670 DIGITAL MEDIA PRODUCTION 3

This course will provide an overview of the research, strategies and methods that go into producing accessible audio and visual media for consumption via a variety of delivery technologies. Students will learn lighting, camera, and sound design techniques for video and audio production, including streaming content. Students will examine principles of digital filmmaking, film analysis, and sound design, along with how to use common sound and video-editing software, as they produce a multi-episode podcast around a common theme, as well as a short standalone video.

Learning Outcomes

- Assess the technical and stylistic needs of a media project, depending on purpose, platform, accessibility, and audience
- Demonstrate media fluency through identifying appropriate software tools, materials and imagery for a given project
- Identify and utilize sophisticated lighting, camera, and sound design techniques for video and audio production
- Produce professional quality audio-visual digital media projects using relevant software

WDC-690 DIRECTED RESEARCH 3

The directed research course is open to students enrolled in the WDC 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.

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.

Learning Outcomes

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

WDC-695 TOPICS IN WRITING AND DIGITAL COMMUNICATION 3

Topics courses allow 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 topics curriculum
- Compare and evaluate theories related to the subject matter
- Apply a specialized method or approach

WDC-695-JOURNALISM IN THE DIGITAL AGE 3

This writing-intensive course explores the evolution of narrative nonfiction feature stories from magazine articles to long-form stories produced for native online formats. Students will develop advanced skills in journalistic research techniques and writing craft while producing a professional quality feature story suitable for digital publication.

Learning Outcomes

- Explain and analyze the elements of writing narrative nonfiction
- Demonstrate advanced skills in journalistic fieldwork, interviews, and research
- Produce a professional quality feature story
- Assess digital publication venues and pitch their completed story appropriately

WDC-695 SOLUTIONS JOURNALISM 3

This writing-intensive course explores Solutions Journalism, a news discipline focused on exposing societal problems and highlighting successful citizen or institutional responses to them at the global, national, state, or local level. Students will develop advanced skills in field research and reporting while producing a professional quality story suitable for digital publication.

Learning Outcomes

- Explain and analyze features of Solutions Journalism within the context of the broader field
- Demonstrate advanced skills in journalistic field research and reporting
- Produce a professional quality feature story
- Master advanced storytelling techniques commonly deployed to generate social change

Agnes Scott College Faculty

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B.A., Federal University of Pernambuco, Recife, Brazil
M.S., Federal University of Pernambuco, Recife, Brazil
M.A., University of California, Santa Cruz
Ph.D., University of California, Santa Cruz

Catherine V. Scott (1984)
Professor of Political Science
B.A., University of Florida
M.A., Emory University
Ph.D., Emory University

Katherine A. Smith (2003)
Professor of Art History
B.A., University of Georgia
M.A., New York University
Ph.D., New York University

Jason Solomon (2010)
Associate Professor of Music
B.M., University of Georgia
M.M., University of Georgia
Ph.D., University of Georgia

Qiao Chen Solomon (2008)
Associate Professor of Music
B.A., Capital Normal University, China
M.A., University of Limerick, Ireland
D.M.A., University of Georgia

Holloway Sparks (2019)
Visiting Assistant Professor of Political Science
B.A., Davidson College
M.A., University of North Carolina, Chapel Hill
Ph.D., University of North Carolina, Chapel Hill

James Stamant (2014)
Visiting Assistant Professor of English
B.A., State University of New York, Geneseo
B.A., State University of New York, New Paltz
M.A., State University of New York, New Paltz
Ph.D., Texas A&M University

Nicole Stamant (2011)
Associate Professor of English
B.A., Sweet Briar College
M.A., Texas A&M University
Ph.D., Texas A&M University

Mona Tajali (2015)
Assistant Professor of International Relations and Women's, Gender, and Sexuality Studies
B.A., University of Florida
M.A., University of Manchester
Ph.D., Concordia University

David S. Thompson (1998)
Annie Louise Harrison Waterman Professor of Theatre
B.A., University of Tennessee
M.F.A., University of Tennessee
Ph.D., University of Texas, Austin

Harald Thorsrud (2006)
Professor of Philosophy
B.A., University of Nevada, Reno
M.A., University of Nevada, Reno
Ph.D., University of Texas, Austin

Willie Tolliver Jr. (1996)
Professor of English
B.A., Williams College
M.A., University of Chicago
Ph.D., University of Chicago

Benjamin Twagira (2019)
Assistant Professor of History
B.A., La Roche College
M.A., Georgetown University
M.A., University of Wisconsin, Madison
Ph.D., Boston University

T. Leon Venable (1983)
Associate Professor of Chemistry
B.S., Davidson College
Ph.D., University of Virginia

Paul Wallace (2013)
Instructor of Physics
B.S., Furman University
Ph.D., Duke University

Lauran Whitworth (2019)
Assistant Professor of Women's, Gender, and Sexuality Studies
B.A., University of Georgia

M.A., Ohio State University
Ph.D., Emory University

Thomas E. Will (2006)
Associate Professor of Economics and Organizational Management
B.A., Duke University
M.A., Clemson University
Ph.D., University of Georgia

Sarah H. Winget (2005)
Professor of Chemistry
B.S., University of Newcastle upon Tyne
D.Phil., University of Oxford

James S. Wiseman (2005)
Professor of Mathematics
S.B., Massachusetts Institute of Technology
M.S., Northwestern University
Ph.D., Northwestern University

Shu-chin Wu (2005)
Associate Professor of History
B.A., Fu Jen Catholic University
M.A., University of Wisconsin, Madison
Ph.D., University of Wisconsin, Madison

Abraham Zablocki (2007)
Associate Professor of Religious Studies
B.A., Amherst College
M.A., Cornell University
Ph.D., Cornell University

Leocadia Zak (2018)
President of the College
B.A., Mount Holyoke College
J.D., Northeastern University

Emeritae/i Faculty

(Dates in parentheses indicate the beginning and ending of service at Agnes Scott College.)

Juan A. Allende, Ph.D.
(1993-2011)
Associate Professor of Political Science

Sarah Blanshei, Ph.D.
(1990-1997)
Dean of the College, Professor of History

Sandra T. Bowden, Ph.D.
(1968-2006)
Charles A. Dana Professor of Biology

Arthur L. Bowling Jr., Ph.D.
(1977-2011)
Associate Professor of Physics

Christabel P. Braunrot, Ph.D.
(1976-1995)
Associate Professor of French

Jack T. Brooking, Ph.D.
(1974-1985)
Annie Louise Harrison Waterman Professor of Theatre

Lerita Coleman Brown, Ph.D.
(2000-2013)
Ayse I. Carden Distinguished Professor of Psychology

Michael J. Brown, Ph.D.
(1960-1962; 1965-1998)
Charles A. Dana Professor of History

Mary Brown Bullock ’66, Ph.D.
(1995-2006)
President of the College

Gail Cabisius, Ph.D.
(1974-2004)
Associate Professor of Classical Languages and Literatures

Frances Clark Calder ’51, Ph.D.
(1953-1969; 1974-1986)
Adeline Arnold Loridans Professor of French

Penelope Campbell, Ph.D.
(1965-2004)
Charles A. Dana Professor of History

Eileen L. Cooley, Ph.D.
(1988-2015)
Professor of Psychology

Steven R. Guthrie, Ph.D.
(1985-2015)
Professor of English

Brenda A. Hoke, Ph.D.
(1993-2011)
Associate Professor of Sociology

Linda L. Hubert ’62, Ph.D.
(1968-2004)
Professor of English

Gué Pardue Hudson ’68, M.A.T.
(1974-2008)
Dean of Students

Mary K. Jarboe ’68, B.A.
(1974-2002)
Registrar

Judith B. Jensen, M.L.S.
(1977-1993)
Librarian

Calvert Johnson, D.M.
(1986-2011)
Charles A. Dana Professor of Music, College Organist

Elizabeth Kiss, Ph.D.
(2006-2018)
President of the College

Robert A. Leslie, Ph.D.
(1970-2005)
Professor of Mathematics

Myrtle H. Lewin, Ph.D.
(1983-2011)
Professor of Mathematics

Jennifer A. Lund, Ph.D.
(2000-2018)
Associate Dean for International Education and Assistant Professor of Education

Theodore K. Mathews, Ph.D.
(1967-2004)
Professor of Music

Dennis McCann, Ph.D.
(1999-2011)
Wallace M. Alston Professor of Bible and Religion

Terry S. McGehee, M.F.A.
(1976-2006)
Professor of Art

Jack L. Nelson, Ph.D.
(1962-1995)
Professor of English

Lillian Newman, M.Ln.
(1948-1991)
Associate Librarian

Richard D. Parry, Ph.D.
(1967-2006)
Fuller E. Callaway Professor of Philosophy

Marie Sophie Huper Pepe, Ph.D.
(1951-1986)
Charles A. Dana Professor of Art

Patricia G. Pinka, Ph.D.
(1969-2003)
Professor of English

Martha W. Rees, Ph.D.
(1990-2003; 2008-2011)
Professor of Anthropology

Régine P. Reynolds-Cornell, Ph.D.
(1986-1997)
Adeline Arnold Loridans Professor of French

Lawrence H. Riddle, Ph.D.
(1989-2019)
Professor of Mathematics

Sara L. Ripy, Ph.D.
(1958-1989)
Professor of Mathematics

Donna L. Sadler, Ph.D.
(1986-2017)
Professor of Art

Dudley Sanders, M.F.A.
(1979-2018)
Professor of Theatre

Edmund J. Sheehey, Ph.D.
(1987-2004)
Hal and Julia T. Smith Chair of Free Enterprise

Karen J. Thompson, Ph.D.
(1992-2016)
Associate Professor of Biology

Peggy Thompson, Ph.D.
(1985-2016)
Ellen Douglass Leyburn Professor of English

John A. Tumblin Jr., Ph.D.
(1961-1990)
Professor of Sociology and Anthropology

Ingrid Wieshofer, Ph.D.
(1970-2004)
Professor of German

Isa D. Williams, Ph.D.
(1995-2011)
Director of Community-based Learning and Partnerships, Associate Professor of Women's Studies

Harry E. Wistrand, Ph.D.
(1974-2011)
Professor of Biology

Rosemary Lévy Zumwalt, Ph.D.
(2001-2011)
Vice President for Academic Affairs and Dean of the College, Professor of Anthropology

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Jennifer W. Cannady, B.A., M.A.
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Kelly Ball, B.A., M.A., Ph.D.
Assistant Dean for Graduate and Extended Programs, Assistant Professor of Women's, Gender, and Sexuality Studies.

Elizabeth L. Bagley, B.A., M.Ln.
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Davidson College Presbyterian Church
Davidson, North Carolina

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Education Ethics Consultant
Naples, New York, and Tampa Florida

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Chief Human Resources Officer
Delta Air Lines
Atlanta, Georgia

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Sandra T. Johnson ’82
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Rebecca B. Jones ’63
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Harriet M. King ’64
Decatur, Georgia

Martha Wilson Kessler ’69
Windermere, Florida

Nancy M. Kuykendall ’61
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Christopher M. Little
McDowell, Virginia

Dennis P. Lockhart
Atlanta, Georgia

Clair M. Muller ’67
Atlanta, Georgia

Suzella B. Newsome ’57
Atlanta, Georgia

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Atlanta, Georgia

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Davidson, North Carolina

Mildred L. Petty ’61
Atlanta, Georgia, and
Asheville, North Carolina
Susan M. Phillips ’67
Niceville, Florida
Louise H. Reaves ’54
Decatur, Georgia
John E. Smith II
Naples, Florida
O. Benjamin Sparks
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Jean Hoefer Toal ’65
Columbia, South Carolina
Sara E. Vagliano ’63
New York, New York
David L. Warren
Washington, District of Columbia
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Atlanta, Georgia
Dan C. West
Atlanta, Georgia
Robert C. Williams
Topsham, Maine

Directions to Campus

BY AIR

Hartsfield-Jackson Atlanta International Airport is serviced by 30 airlines. The airport provides nonstop service to 56 markets in 40 different countries, as well as nonstop service to 155 domestic markets. For 80 percent of the U.S. population, the flight is two hours or less. For international passengers, non-stop and one-stop single plane service is offered from 58 cities around the world.

BY SUBWAY

Agnes Scott's campus is a short three-block walk from Atlanta's subway system, known as MARTA. Take the East-West line to Decatur Station. Exit the terminal on the Church Street side and head south (toward the corner of Trinity and Church streets). Use the pedestrian tunnel to pass beneath the railroad tracks; you will emerge at the College Avenue entrance to campus.

BY CAR

From I-75 (mileage approximate)
Take I-75/85 to the Freedom Parkway exit.
Continue on Freedom Parkway (at the fork, bear to the left) until it ends at Ponce de Leon Avenue.
Turn right and follow W. Ponce de Leon toward Decatur.
At the traffic light immediately following arched railroad trestle, bear to the right as W. Ponce de Leon forks to the right. (2.8 miles)
Turn right onto W. Trinity Place. (0.5 miles)
Turn right onto N. McDonough Street. (0.6 miles)
Follow N. McDonough across the railroad to Agnes Scott College. (0.3 miles)

From the North on I-85 (mileage approximate)
Take I-85 to the Clairmont Road exit.
Turn left onto Clairmont Road.
Turn right onto Commerce Drive. (4.9miles) (Disregard directional sign pointing left; continue right.)
Turn left onto W. Trinity Place. (0.4 miles)
Turn right onto N. McDonough Street. (0.1 miles)
Follow N. McDonough Street across the railroad to Agnes Scott College. (0.3 miles)

From the East on I-285 or I-20 (mileage approximate)
Take I-285 to Stone Mountain Freeway, Highway 78 exit.
Go west on Highway 78. (Street name changes to Scott Boulevard.)
Turn left onto Clairmont Road (4.1 miles)
Turn right onto Commerce Drive. (0.7 miles) (Disregard directional sign pointing left; continue right.)
Turn left onto W. Trinity Place (0.4 miles)
Turn right onto N. McDonough Street (0.1 miles)
Follow N. McDonough Street across the railroad to Agnes Scott College. (0.3 miles)

VISITOR PARKING

Visitor parking at Agnes Scott is on the “Main Loop” in front of the campus on E. College Avenue and in the West Parking facility on S. McDonough Street.