Graduate Catalog 2026-2027

AGNES SCOTT COLLEGE
GRADUATE *and* POST-BACC STUDIES

Agnes Scott College

2026-2027 Graduate Catalog

Graduate Studies
141 E. College Ave., Decatur, GA 30030

Graduate Admission and Enrollment Services: 404.471.6894
Monday-Friday, 8:30 am - 4:30 pm

Visit us on the web at https://www.agnesscott.edu/graduate-studies/.

Agnes Scott College does not discriminate on the basis of gender, race, color, national origin, religion, sexual orientation, age, or disability in the recruitment and admission of graduate and post-baccalaureate students. 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.

The Agnes Scott College Graduate Academic Catalog describes the academic programs of the institution and the policies that govern a student's academic relationship with the College. Students must comply with the provisions of the catalog in effect at the time of their initial matriculation to Agnes Scott College or at the time of their re-enrollment. Students who change programs or declare new programs must meet the requirements in effect at the time of the change. If changes are made to a program, a student may petition to the Associate Vice President for Academic Affairs and Dean of Graduate Studies to be governed by the more recent catalog requirements.

The Graduate Academic Catalog is updated each summer under the supervision of the Associate Vice President for Academic Affairs and Dean of Graduate Studies in collaboration with the graduate program directors and graduate enrollment staff. Catalog revisions reflect changes to academic programs approved through the Agnes Scott College governance structure, changes to administrative policies and procedures approved by the Vice Presidents of the College, and changes approved by the Associate Vice President for Academic Affairs and Dean of Graduate Studies.

A reference to "student" or "graduate student" in this catalog refers to either a graduate or post-baccalaureate student at Agnes Scott College, except where otherwise noted. The undergraduate program is described in the Undergraduate Academic Catalog.

Annually, the preliminary catalog is published by May 15 for reference of students entering in the summer term. The final version of the Graduate Catalog is published on the college website by

August 15th. The Graduate Catalog is accessible on the website, where Graduate Catalogs from past years remain archived.

This catalog was prepared on the basis of the most accurate information available at the time of publication. The statements published in the catalog should not be regarded as a contract between Agnes Scott College and the student. Agnes Scott College reserves the right to revise information, policies, rules, regulations, course offerings, academic requirements, student life policies, or fees.

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Accreditation Statements

Agnes Scott College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate and master's degrees. Agnes Scott College also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Agnes Scott College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling 404.679.4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Agnes Scott College has applied for Accreditation - Provisional from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). Agnes Scott College's Mary Lou Cornwall Hawkes '65 and James B. Hawkes Physician Assistant Program anticipates matriculating its first class in October 2026, pending achieving Accreditation - Provisional status at the July 2026 ARC-PA meeting. Accreditation - Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding accreditation- provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted accreditation until March 31, 2033 to the following program in the Graduate and Post-Bacc Studies Program at Agnes Scott College: Clinical Mental Health Counseling (MS). The School Counseling program is new and is in the process of pursuing CACREP accreditation. For more information on CACREP, please visit their website, www.cacrep.org.

Letter from the Dean

Welcome to Agnes Scott College!

Dear Graduate Students,

Welcome to graduate and post-baccalaureate studies at Agnes Scott College. Whether you are beginning a new academic journey, advancing your professional expertise, or pursuing a lifelong passion for learning, we are honored that you have chosen to join our graduate community.

Graduate and post-baccalaureate education is both transformative and demanding. It requires intellectual curiosity, resilience, collaboration, and a commitment to personal and professional growth. At Agnes Scott, we believe graduate education should not only prepare students for career advancement, but also empower them to lead with purpose, integrity, innovation, and courage in an increasingly complex world.

Our graduate and post-baccalaureate programs are designed to combine academic excellence with practical application. Through close faculty mentorship, experiential learning opportunities, and interdisciplinary collaboration, students are challenged to think critically, communicate effectively, and make meaningful contributions within their professions and communities.

This catalog serves as an important resource throughout your academic experience. It outlines the policies, procedures, academic requirements, and support services that will guide your progress toward degree completion. I encourage you to familiarize yourself with its contents and to use it regularly as a reference during your time at Agnes Scott.

Graduate and post-baccalaureate study is not a journey undertaken alone. Our faculty and staff are deeply committed to supporting your success and helping you achieve your academic and professional goals. We are proud to foster a learning environment that values inclusion, ethical leadership, intellectual exploration, and community engagement.

I encourage you to fully engage in the opportunities available to you both inside and outside the classroom. Build relationships with faculty and peers, participate actively in your learning experiences, and embrace the challenges that accompany growth and discovery.

On behalf of the graduate and post-baccalaureate faculty and staff, welcome to Agnes Scott College. We look forward to celebrating your accomplishments and the impact you will make in your field and beyond.

Sincerely,

Dr. Diane Monahan, Ph.D.
Associate Vice President and Dean of Graduate Studies

The College

- Founded in 1889, Agnes Scott College is an independent national liberal arts college guided by its mission to educate women "to think deeply, live honorably, and engage the intellectual and social challenges of their times."
- Agnes Scott prepares graduates to be effective change agents in a global society and develop leadership abilities and understanding of complex global dynamics as relevant for professional success.
- Ranked as the most innovative national liberal arts college by U.S. News & World Report, the college's growing number of graduate and post-baccalaureate programs are interdisciplinary, cutting-edge, and designed for professional and academic success.
- Driven by purpose and supported by the college's award-winning faculty, Agnes Scott's almost 250 graduate and post-baccalaureate students typify the college's core values: a commitment to teaching and learning, a commitment to the liberal arts, a commitment to an appreciation of diverse cultures, and a commitment to a community that values justice, courage and integrity.
- Faculty: 100% of full-time graduate faculty hold a PhD, MMS, MMSc or other terminal degree.
- Agnes Scott College offers master's degrees, certificates, and academic programs:
    - Agnes Accelerated: 4+1 Graduate Bridge program;
    - MA degrees in clinical mental health counseling and school counseling; MS degrees in medical sciences and strategic communication; MMSc degree in physician assistant studies.
    - Graduate certificates in advocacy and public engagement, data analysis, health communication, pre-allied health and pre-medical studies.
- Academic calendar: fall and spring semesters, summer sessions

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. 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.*

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.
- Agnes Scott College prepares students of all genders for success in their professions through graduate programs that emphasize dynamic learning in a diverse community.

Adopted by the Board of Trustees, August 2002; Reaffirmed by the Board of Trustees, May 2012, revised by the Board of Trustees, May 2024.

Mission Statement of Graduate Studies

Agnes Scott College's Graduate and Post-Baccalaureate 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.

Through the coeducational graduate and post-baccalaureate programs at Agnes Scott, students transform their passions into forward-thinking and values driven professions, making a difference in their careers, communities, and the world. The campus's location in metropolitan Atlanta in the city of Decatur, nationally known as a center for civil rights, healthcare, public health, research and higher education, provides resources and learning opportunities central to the Agnes Scott experience.

Agnes Scott College holds strategic partnerships with numerous organizations in metropolitan Atlanta, spanning corporate, non-profit, and government sectors and across sectors. In support of its health programs, Agnes Scott partners with clinics, hospitals, and private practices, and supports linkages with the Agnes Scott College's Mary Lou Cornwall Hawkes '65 and James B. Hawkes PA Program, Morehouse School of Medicine, Mercer University School of Medicine, New York Institute of Technology College of Osteopathic Medicine, the Philadelphia College of Osteopathic Medicine, and Presbyterian College School of Pharmacy. These partnerships and linkages demonstrate the college's innovative approach to driving professional success for Scotties and helping them pursue career goals in a variety of industries. Through these relationships, graduate and post-baccalaureate students, known for their high academic achievement and remarkable leadership, extend the college's history of excellence.

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.

Endorsed by the faculty, April 1995; Affirmed by the Board of Trustees, August 2002

Graduate Studies

Graduate Studies is led by the associate vice president and dean for graduate studies. Graduate Studies is located within the division of Academic Affairs, which is led by the vice president for academic affairs and dean of the college, Rachel Bowser. Academic Affairs includes the Office of the Registrar, the Office of Academic Advising and Accessible Education, Career Development, and the Center for Writing and Speaking, among other units.

Associate Vice President and Dean for Graduate Studies – Diane M. Monahan, Ph.D.

The associate vice president and dean for graduate studies is responsible for the planning, operation, and academic administration of the college's graduate and post-baccalaureate programs. The AVPDGS oversees the graduate faculty, graduate departments and programs, as well as the Office of Graduate Enrollment.

Senior Director of Graduate Enrollment – Michelle Lacoss

The senior director of graduate enrollment is responsible for all aspects of graduate and post-baccalaureate enrollment, including recruitment, admission, enrollment services for current studies, and enrollment marketing. The senior director oversees the Office of Graduate Enrollment, which includes the director of graduate admission and the graduate admission staff, the associate director of graduate enrollment marketing, the graduate enrollment manager, the graduate operations specialist and other graduate enrollment staff.

Faculty Leadership of the Graduate Programs

2026-2027

Department/Program	Faculty	Role
Counseling Department	Jennifer Smith	department chair
Clinical Mental Health Counseling	Mary Huffstead	program director
Counseling Programs	Danielle Dunkley	director of clinical practice
School Counseling	*To Be Announced*	program director
Strategic Communication	Mina Ivanova	program director
Medical Sciences	Shoshana Katzman	department chair and program director
Physician Assistant Program	LeAnne Martinelli	program director
Physician Assistant Program	Erin Lepp	associate program director
Physician Assistant Program	Raulnina Uzzle	medical director and director of community health initiatives
Physician Assistant Program	Felicia Stanton	director of clinical education
Post-Baccalaureate Programs	Mary Nell Higley Summey	program director

Academic Programs

Agnes Scott College's graduate and post-baccalaureate programs include those listed below. All references to "graduate and post-baccalaureate students" refers to students enrolled in these programs unless otherwise noted.

- Counseling
    - Clinical Mental Health Counseling (MA)
    - School Counseling Program (MA)
- Communication, Data and Society
    - Advocacy and Public Engagement (Certificate)
    - Data Analysis (Certificate)
    - Health Communication (Certificate)
    - Strategic Communication (MS)
- Medical Sciences
    - Medical Sciences Accelerated (MS)
    - Medical Sciences Accelerated Online (MS)
    - Post-Baccalaureate Certificate in Pre-Allied Health
    - Post-Baccalaureate Certificate in Pre-Medicine (Accelerated and Bridge programs)
- Physician Assistant Program
    - Physician Assistant Studies (MMSc)

Graduate Admission and Enrollment

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 and Enrollment is led by the senior director of graduate enrollment, and reports to the associate vice president and dean for graduate studies. Under policies and standards established by the faculty, the graduate admission committee of each program considers each application for graduate or post-baccalaureate study, and examines evidence of sound academic preparation, ability, motivation, maturity, and integrity, as well as any field-specific considerations. Each completed application is reviewed thoroughly.

A bachelor's degree in any field of study from a regionally accredited institution, or equivalent as documented by an official evaluation of foreign credentials, is required for admission to any post-baccalaureate, graduate certificate or master's degree program. The college makes reasonable exceptions for applicants who have completed commensurate, alternative academic pathways, such as RN-MSN programs, that do not confer the bachelor's.

Most students are admitted on the basis of their academic, professional, and personal achievements without regard to financial need. The college does consider an applicant's financial situation in the review of applications from students on the margin of admissibility. Additionally, the college considers the financial situation of international applicants in compliance with federal and state laws and regulations.

No guarantee regarding admission can be made before an applicant's file is complete, has been reviewed and recommended for admission by the graduate program's admission committee and an official Letter of Admission has been released. Admission can only be granted by the associate vice president and dean for graduate studies.

Admission Requirements

Prospective graduate students must complete an online application, available on Agnes Scott's graduate admission page, agnesscott.edu/applygrad. Several programs require students to apply through a common application system, such as PostbacCAS or CASPA. For questions about the application process or the graduate program, please email gradadmission@agnesscott.edu. For Cornwall Hawkes PA Program inquiries, email pa-admission@agnesscott.edu.

All applicants must submit the online application related to their program of interest and all required materials to be considered complete. See below for admission requirements by program. Additional materials may be requested by the graduate admission committee. Graduate programs at Agnes Scott College do not require a GRE score.

Grade Point Average

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 a cumulative GPA of 3.000 or higher as a baseline for its programs. All undergraduate and graduate coursework, whether included in the GPA calculation from the applicant's degree-granting institution or not, will be considered when determining the cumulative GPA. Some of Agnes Scott's graduate and post-baccalaureate programs have a higher recommended GPA. The college does not guarantee

holistic review of applicants to graduate programs whose GPAs are below 2.500.

Prospective students in the Cornwall Hawkes PA Program must follow the "Grade Point Average (GPA) Requirements (A3.12, A3.13)" policy as noted in the *Program-Specific Admission Requirements* section for the Cornwall Hawkes PA program below.

Program-Specific Admission Requirements

Clinical Mental Health Counseling and School Counseling (MA) Admission Requirements

1) Complete, Submitted Online Application
2) Two Letters of Recommendation: Academic or Professional Recommendations only; no personal recommendations or recommendations from personal mental health practitioners will be considered by the admission committee
3) Statement of Purpose: Students applying to the Master of Arts in Clinical Mental Health Counseling must submit a program specific statement of purpose, approximately 1,000 words, in place of the above required general statement of purpose that discusses:
    - your career goals
    - an example of an impactful helping relationship in a professional setting
    - the meaning of equity and diversity to your professional and personal life.
4) Résumé or Professional CV
5) Transcripts: applicants may submit either official transcripts or transcript copies, i.e. unofficial transcripts, for the application review process (see Transcript Requirements for full details)
6) GPA Recommendation: Minimum undergraduate cumulative GPA of 3.000
7) Additional Requirements for International Applicants Only:
    - International Graduate Student Certification of Finances (see section below for details)
    - Proof of English Proficiency (see section below for details)

Medical Sciences Accelerated and Online Accelerated (MS) Admission Requirements
Prospective graduate students must apply to one of the Medical Sciences (MS) program applications through the Post-Baccalaureate Common Application System, PostBacCAS. Applicants should only submit one application for a Medical Sciences program, either Accelerated or Online Accelerated, based on their fulfillment of admission requirements noted below. The Medical Sciences program graduate admission committee reviews completed applications and makes recommendations for admission to the associate vice president and dean for graduate studies. Competitive candidates have an academic record that is likely to be viewed favorably by medical school admissions committees. For questions about the application process or the program, please email gradadmission@agnesscott.edu.

1) Online Application associated with their program of interest through the PostBacCAS. Only one application is required. The Medical Sciences graduate admission committee will recommend an alternative program if the applicant does not meet the admission requirements for the program associated with their application.
2) Two Letters of Recommendation: Academic or Professional Recommendations only; no personal recommendations will be considered by the admission committee
3) Statement of Purpose
4) Résumé or Professional CV
5) Official transcripts from all post-secondary institutions attended where any college credit was completed, whether they are degree bearing credits or not, sent directly to PostBacCAS. Transcripts must be verified by the PostbacCAS before the application will be considered

complete. See "Transcripts" section below for requirements pertaining to transcripts from a non-U.S. institution.

6) Competitive applicants will have successfully completed the following courses within the last five years:
    - General Biology w/laboratory (one year)
    - General Chemistry w/laboratory (one year)
    - Organic Chemistry w/laboratory (one year)
    - General Physics w/laboratory (one year)

7) Cumulative Undergraduate GPA (all undergraduate coursework) and BCPM (Undergraduate biology, chemistry, physics and mathematics) GPA recommendations:

- Medical Sciences Accelerated: Minimum undergraduate cumulative GPA of 3.300, minimum BCPM GPA of 3.300
- Medical Sciences Online Accelerated: Minimum undergraduate cumulative GPA of 3.500, minimum BCPM GPA of 3.300
- Students progressing from the Post-Baccalaureate Bridge Program must have a 'C' or above in all courses taken as part of Agnes Scott's Post-Bacc program, a cumulative post-bacc GPA of 3.5 or higher, and be a student in good standing for conditional acceptance in the the Medical Sciences Accelerated Program. See section for Post-Baccalaureate Bridge to Medical Sciences Accelerated Master's Program below for details to apply for full admission.

8) Additional Requirements for International Applicants Only:

- International Graduate Student Certification of Finances, *in-person Medical Sciences Accelerated program only* (see section below for details)
- Proof of English Proficiency (see section below for details)

Physician Assistant Program (MMSc) Admission Requirements

The Mary Lou Cornwall Hawkes '65 and James B. Hawkes Physician Assistant Program seeks to admit students who complete a competitive application, demonstrate professionalism, dedication, and commitment to patient care. No GRE required for the admission review process. For questions about the application process or the program, please email pa-admission@agnesscott.edu. Note the proposed launch date is Fall of 2026 pending accreditation. All applicants must submit all application materials and meet requirements as noted below:

Admission Requirements

Residency Requirement

Applicants must be a U.S. citizen or U.S. legal permanent resident to qualify for admission to the Cornwall Hawkes PA Program.

Prior Education Requirement (A3.12b)

The completion of a 4-year bachelor's degree from a regionally accredited U.S. college or university is required to enroll in the program. If a baccalaureate degree is obtained from an institution outside of the United States, then applicants must complete at least one year (30 semester hours) of additional undergraduate or graduate course work at a regionally accredited U.S. institution prior to application.

Advanced Placement (A3.12c)

The Cornwall Hawkes PA Program does not award or grant advanced placement.

- Courses for which credit was awarded by examination, such as AP courses, are not accepted toward any of the prerequisite courses.
- Advanced placement, IB, or transfer credit from previous coursework will not be accepted towards this program's degree requirements.

Prerequisite Course Requirements (A3.12b)

Competitive applicants will have successfully completed the following courses within the last ten years.

- Human Anatomy and Physiology w/laboratory (2 courses/8 credit hours)
- General Biology w/laboratory (2 courses/8 credit hours)
- General Chemistry w/laboratory (2 courses/8 credit hours)
- Organic Chemistry w/laboratory (1 course/4 credit hours)
- Additional upper level chemistry or biochemistry (1 course/3 credit hours)
- Statistics or biostatistics (1 course/3 credit hours)
- American Heart Association Basic Life Saving (AHA BLS) course Recommended, not required: Microbiology

Prerequisite courses must meet the following requirements for consideration:

- Applicants may apply with no more than ONE outstanding prerequisite courses. Exceptions to this requirement include currently enrolled Agnes Scott students applying as part of an Agnes Scott linkage program. See section below for "Admissions and Enrollment practices favoring specified individuals or groups" for more information.
- All prerequisite courses must be completed by June 15, 2026 for admitted applicants to matriculate into this program.
- All prerequisite courses must be completed with grades of "C" or better (not C minus). Classes completed as "pass/fail" will not be considered.
- Due to the COVID-19 pandemic, the Agnes Scott College will accept online lab courses completed between Spring 2020 through Fall 2021. Prior to these dates and beginning Spring 2022, all lab courses must have been completed in-person.
- Prior to matriculation, students must hold current certification in American Heart Association Basic Life Support (AHA BLS). Students must maintain continuous certification throughout the program.

Grade Point Average (GPA) Requirements (A3.12b)

3.0 minimum cumulative overall grade point average - AND -3.0 minimum BCP grade point average.

- Cumulative overall GPA and BCP GPA are calculated based on all undergraduate and graduate coursework completed from all post-secondary institutions, whether or not a degree was received from a given institution.
- GPAs are calculated and verified by the Agnes Scott College Graduate Admission Team, as noted below.
    - The cumulative overall GPA includes all undergraduate and graduate credits attempted.
    - The BCP GPA includes all undergraduate and graduate credits attempted in biology, chemistry and physics courses.

        - All attempts at a course factors into the calculation.
        - Non-graded courses do not factor into the calculation.
    - Applicants with higher GPAs will be more competitive during the admission review.

Work Experience Recommendations (A3.12d)

Prior work experience (e.g. patient contact hours, paid vs volunteer requirements) is not required for admission. Although not required for admission, more competitive applicants will meet the recommended minimum of 1,000 hours of direct "hands-on" patient care experience, completed as either paid or volunteer experience.

- Experiences considered do not include observation or shadowing, non-clinical research experience, CPR or ACLS instructor, student intern hours, patient care hours for which an applicant received course credit, patient transporter, pharmaceutical or medical device representatives, lifeguard, unit clerk, medical secretary, insurance secretary, medical clerical positions, health coach, aerobics or yoga instructors, or personal trainers.

Background Check

Certiphi is the official background service for the Cornwall Hawkes PA program application review process. Upon submission of the $500 enrollment deposit, admitted PA students will receive a link to initiate the Certiphi background check screening process and must successfully pass the Certiphi screening to be enrolled. Background checks that include non-pass or pending records are considered a non-pass and will result in a rescission of admission.

Required Admission Materials:

1) Complete, Submitted and Verified Online Application
    - A review of an application will occur only after the application has been submitted, all materials received, and completely verified by the Graduate Admission Team by the deadline.
    - Incomplete files will not be reviewed by the Cornwall Hawkes PA Admission Committee. It takes approximately 2-4 weeks for applications to be processed and verified.
2) Three Letters of Recommendation: Academic or Professional Recommendations only; no personal recommendations will be considered by the admission committee
    - Academic or professional recommendations are allowed.
    - Recommendations from family members or friends will not be accepted.
    - Academic recommendations from a former professor or an academic advisor are encouraged. If you have been out of school for more than two years, a professional recommendation can be substituted.
    - One letter of the three required letters should be from a healthcare professional (i.e., practicing PA, physician, nurse practitioner, healthcare supervisor) who can attest to your suitability for your career as a PA.
    - Letters must be current and no older than one year old at the time of submitting your application, except in the case of deferred applicants.
3) Personal Statement: Applicants will be required to complete an essay as part of the application.
    - This brief statement should express your motivation or desire to become a physician assistant. This statement should remain general and cannot exceed 5,000 characters.
4) Agnes Scott Essay: 1,000 character statement that responds to the following

- In addition to the Personal Statement within the application, applicants will be required to complete an Agnes Scott Essay following specific prompts as instructed in the Agnes Scott application. This statement is specific to Agnes Scott and cannot exceed 1,000 characters.

5) Résumé or Professional CV
6) Official transcripts from all post-secondary institutions attended where any college credit was completed, whether they are degree bearing credits or not. Transcripts must be verified by the Graduate Admission Team before the application will be considered complete. See "Transcripts" section below for requirements pertaining to transcripts from a non-U.S. institution.
    - If a baccalaureate degree is obtained from an institution outside of the U.S., then applicants must complete at least one year (30 semester hours) of additional undergraduate or graduate course work at a regionally accredited U.S. institution prior to application.

Admission and Enrollment practices favoring specified individuals or groups (A3.12a)

The following preferences are in keeping with the mission and values of the Agnes Scott College Cornwall Hawkes PA Program. Meeting any/all of the preferences does not guarantee an invitation for an interview or acceptance to the program. The Cornwall Hawkes PA admission committee reviews completed applications and makes recommendations for admission to the associate vice president and dean for graduate studies.

Deferred (A3.12a)

The Agnes Scott College Cornwall Hawkes PA Program gives special admission preference to enrolled applicants who are granted a deferral of enrollment. All applicants must meet the admissions requirements.

Grade Point Average (A3.12a, b)

The Agnes Scott College Cornwall Hawkes PA Program gives special admission preference to applicants with higher GPAs in the admission review process.

Patient Care Experience (A3.12a, d)

The Agnes Scott College Cornwall Hawkes PA Program gives special admissions preference to applicants who meet the recommended minimum of 1,000 hours of direct "hands-on" patient care experience, completed as either paid or volunteer experience.

Linkage (A3.12a)

The Cornwall Hawkes PA Program has linkages with all Post-Baccalaureate and Medical Sciences master's programs offered by Agnes Scott College. All students who are currently enrolled in one of these programs or within six months of graduation, and meet the following qualifications will be guaranteed an interview for admission consideration. Applicants to this linkage are not guaranteed direct admission:

- Completed, verified Agnes Scott application submitted by application deadline
- Official transcripts from Agnes Scott showing a minimum of one semester of post-bacc or master's coursework
- Students who apply as part of the linkage may have outstanding prerequisites by time of application, to be completed prior to matriculation at Agnes Scott
- Incoming GPAs (prior to matriculation into a participating ASC program): 3.0 minimum BCP and 3.0 minimum cumulative overall GPA
- Agnes Scott program GPA of 3.75 or higher
- Remain in good overall standing at Agnes Scott College and complete degree requirements for certificate or master's, including remaining requirements for the

Cornwall Hawkes PA Program
- Meet all other Cornwall Hawkes PA Program admission requirements
- Currently enrolled in or recently matriculated (within 6-months of application submission) in a participating program at Agnes Scott College

Post-Baccalaureate (Graduate Certificate) Admission Requirements

Prospective Pre-Allied Health, Pre-Medical Accelerated, or Pre-Medical Bridge students must submit one post-baccalaureate application through the Post-Baccalaureate Common Application System, PostBacCAS, and select either the post-baccalaureate pre-allied health, pre-medical accelerated or pre-medical bridge program. For questions about the application process or the program, please email gradadmission@agnesscott.edu.

All applicants must submit all application materials and meet requirements as noted below for the application to be considered complete.

1) Online Application associated with their program of interest through the PostBacCAS. Only one application is required. The graduate admission committee will recommend an alternative program if the applicant does not meet the admission requirements for the program associated with their application.
2) Two Letters of Recommendation: Academic or Professional Recommendations only; no personal recommendations will be considered by the admission committee
3) Statement of Purpose
4) Résumé or Professional CV
5) Official transcripts from all post-secondary institutions attended where any college credit was completed, whether they are degree bearing credits or not, sent directly to PostBacCAS. Transcripts must be verified by the PostBacCAS before the application will be considered complete. See "Transcripts" section below for requirements pertaining to transcripts from a non-U.S. institution.
6) Prerequisite Courses and GPA Recommendations:
    - Post-Baccalaureate Pre-Medical Accelerated Program applicants are expected to have an undergraduate GPA of 3.500 or greater, and typically have *not* completed four or more of the following courses at the undergraduate level within the last five years:
        - General Biology w/laboratory
        - General Chemistry w/laboratory
        - Organic Chemistry w/laboratory
        - General Physics w/laboratory
    - Post-Baccalaureate Pre-Medical Bridge Program and Pre-Allied Health Program applicants are recommended to have an undergraduate GPA of 3.000 or greater, and may have taken pre-medical courses within the last five years.
7) Residency Requirement: Applicant must be a U.S. citizen or U.S. legal permanent resident to qualify for admission to the program.

The Post-Baccalaureate graduate admission committee reviews completed applications and makes recommendations for admission to the associate vice president and dean for graduate studies. Successful candidates have an academic record that is likely to be viewed favorably by medical school admissions committees.

Post-Baccalaureate Bridge to Medical Sciences Accelerated Master's Program

Students enrolled in the Post-Bacc Bridge program receive conditional admission to the Medical

Sciences Accelerated master's. After one year of successful completion of post-bacc credits, qualified students can begin their master's degree program. Students must submit the following materials and meet the necessary requirements to be fully admitted to begin their master's coursework:

1) Complete Online Admission Application provided by Graduate Admission, submitted by regular application deadline for admission to the Medical Sciences Accelerated program.
2) Maintain a minimum GPA of 3.5 for all coursework completed through the full Post-Bacc program at Agnes Scott, maintain a minimum of a 'C' in every class completed at Agnes Scott and be a student in good standing.

Qualifying applications will be admitted to begin the Medical Sciences Accelerated program upon successful completion of the Post-Bacc program. The Post-Bacc Bridge to Medical Sciences Accelerated program is available for the in-person format only and does not apply to the Medical Sciences Accelerated Online program.

Transcript Requirements

Agnes Scott requires applicants to have earned at least a U.S. four-year baccalaureate degree from a regionally accredited institution or its equivalent from an institution authorized to award degrees by the appropriate government agency to be enrolled into a graduate or post-baccalaureate program. Transcripts are not required for AP credit given for high school courses nor for other academic experiences prior to post-secondary enrollment, unless otherwise required by the related program's common application. Transcripts are not required for enrichment activities (e.g., summer abroad, summer internship, etc.) that did not involve enrollment in a degree program.

The following transcripts are required for admission review:

- All post-secondary institutions (undergraduate and graduate) where a degree was earned
- All post-secondary institutions where an applicant is currently or was formerly enrolled in courses taken in non-degree status; in transient status; in undergraduate, post-baccalaureate, or graduate status; and regardless of whether or not the courses are complete or led to a degree

For admission review, applicants may submit either official transcripts or transcript copies (i.e. unofficial transcripts), unless noted otherwise in the *Program-Specific Admission Requirements* section above. An unofficial transcript is either an unsealed electronic transcript or an unsealed paper transcript that the applicant has scanned, uploaded, emailed, or mailed to Agnes Scott. Documents such as self-printed academic histories, web-based academic evaluations, or anything typed/hand-written are not considered transcripts and will not be accepted.

As a condition of admission, all students are required to submit final, official transcripts (showing degree conferral where applicable) by the deadline provided by the Graduate Admission Team.

Requirements for Current Bachelor's Degree-Seeking Students

Applicants who are completing an undergraduate degree at the time of application are eligible for review, and should submit current transcripts. Offers of admission and enrollment are conditional until Agnes Scott College's Office of Graduate Admission and Enrollment receives a final, official transcript showing degree conferral. Admitted students who are completing their undergraduate degree at the time of admission are eligible to be enrolled; however, will be dropped from their classes if final, official transcripts showing degree conferral are not received before the first day of classes. Conferral dates must occur before the first day of graduate classes for the graduate program. Exceptions can only be granted in specific cases by the Senior Director of Enrollment.

Transcript Submission
Applicants should submit their transcripts directly to Agnes Scott College, unless applying through the PostbacCAS or CASPA common application system as noted in the *Program-Specific Admission Requirements* section. To submit transcripts to Agnes Scott, applicants may:

- Upload or email electronic unofficial transcripts directly to the online application, online application checklist, or to gradadmission@agnesscott.edu
- Send official electronic transcripts to gradadmission@agnesscott.edu or mail official, sealed transcripts to:

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

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. All applicants who attended an institution outside of the United States, 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. The official evaluation along with corresponding transcripts should be submitted for the application to be complete for review.

International Applicants

International graduate applicants applying into one of our online graduate certificate or online master's programs, our Cornwall Hawkes PA Program, or one of our post-bacc certificate programs, are not eligible to be considered for an I-20 issued by Agnes Scott College.

International Graduate Student Certification of Finances
All international graduate applicants applying into one of our eligible in-person programs* and who require an I-20 to be issued by Agnes Scott College are required to submit the International Graduate Student Certification of Finances form to complete the application process and, if admitted, within 6-months of the first day of classes. This electronic form is needed to obtain complete and accurate information about the funds available to international applicants who want to study and obtain an I-20 form from Agnes Scott. Submit the form with the proper bank statements and documentation via upload to the application portal after application submission or via email to gradadmission@agnesscott.edu. *See Residency Requirement in the *Program-Specific Admission Requirements* section for the Cornwall Hawkes PA Program and Post-Baccalaureate Programs above.

Proof of English Proficiency
English language proficiency is required at Agnes Scott for all international students, whether the program is completed in-person or online. It may be met through one of the following ways:

1) Your country of origin is also an English-speaking country and English is your native language.
2) English test scores are not required of applicants from the following countries: Anguilla, Antigua/Barbuda, Australia, Bahamas, Barbados, Belize, Bermuda, British Virgin Islands, Canada (Except Quebec), Cayman Islands, Dominica, Falkland Islands (Islas Malvinas), the Grenadines, Guam, Guyana, Ireland, Jamaica/other West Indies, Liberia, Montserrat, New Zealand, South Africa, St. Helena, St. Kitts & Nevis, St. Lucia, St. Vincent, Trinidad & Tobago, Turks & Caicos,

United Kingdom, United States

3) You have earned at least one of the following:
   - A bachelor's degree from a U.S. institution of higher education
   - A 2-year master's degree from a U.S. institution of higher education
4) You have submitted satisfactory scores for the Duolingo English Test, TOEFL or IELTS, as noted below:
   - **Duolingo English Test (DET)** is a fully online English language proficiency test. Scores need to be submitted from Duolingo to Agnes Scott College. A minimum score of 110 is recommended for consideration.
   - **Test of English as a Foreign Language (TOEFL)** is designed to measure test takers' ability to use and understand the English language at a university level. Scores need to be submitted directly to Agnes Scott from TOEFL for admission consideration. A minimum score of 80 is recommended for consideration.
   - **International English Language Testing System (IELTS)** is a standardized international test of English language proficiency. Scores need to be submitted directly to Agnes Scott from IELTS for admission consideration. A minimum score of 6.5 is recommended for consideration.

Agnes Accelerated

Agnes Accelerated includes the 4+1 Graduate Bridge programs and Early Assurance program for enrolled undergraduates at Agnes Scott College. These programs provide students the opportunity to secure a seat in one of our graduate programs while in their junior or senior year of undergraduate study.

4+1 Graduate Bridge:

The 4+1 graduate bridge program (Agnes Accelerated) is a pathway designed for students who intend to complete a master's degree at Agnes Scott College. The 4+1 graduate bridge provides an opportunity for qualified undergraduate students who intend to enroll in a master's program at Agnes Scott to complete both their bachelor's degree and their master's degree in approximately five years of full-time study.

4+1 Graduate Bridge programs:

- Medical Sciences Accelerated (MS)
- Strategic Communication (MS)

Applying to participate in the 4+1 graduate bridge:

Bachelor's degree-seeking students at Agnes Scott can apply to participate as a 4+1 graduate bridge student after having earned a minimum of 76 credit hours (typically in the spring of the junior year). Participation application requirements include:

- Online application specific to the 4+1 graduate bridge
- Two (2) recommendations:
  - One from a faculty member who has taught the student
  - One from a second faculty member, advisor, coach, or supervisor
- Statement of purpose
- Copies of official transcripts (the Office of Graduate Enrollment will request transcripts for Agnes Scott students)

Applicants to the 4+1 graduate bridge are held accountable to the same admission standards as all other applicants, with the exception of not having yet conferred the bachelor's degree.

Applying for Graduate Admission from the 4+1 graduate bridge:
Students participating in the 4+1 bridge and who are in their final undergraduate semester, must apply for admission into the Graduate Program.

- Students may elect to use the same application materials originally submitted to the 4+1 graduate bridge or they may update their materials.
- Participants of the 4+1 graduate bridge will be guaranteed admission into the master's program provided they are in good standing and have earned a B or higher in each graduate class. If they have not met these criteria, admission into the master's degree program is not guaranteed.
- Applicants must submit final, official transcripts documenting the earned bachelor's degree.

Prior to beginning coursework in a master's program, Agnes Scott will review final transcripts to ensure bachelor's degree conferral and to evaluate the graduate level coursework for credit. Once the student earns their bachelor's degree, receives admission to, and enrolls in a master's degree program at Agnes Scott, the graduate credit hours earned in the 4+1 graduate bridge for which a grade of B or higher was earned will count toward the master's degree requirements. The earned grade points for the graduate courses taken while the student is a bachelor's degree-seeking student will not be calculated in the graduate GPA.

Once enrolled in a master's program at Agnes Scott, the student is wholly subject to the policies described in the Agnes Scott College Graduate Catalog.

Early Assurance:
The Early Assurance program offers bachelor's degree-seeking students at Agnes Scott who have earned a minimum of 76 credit hours the opportunity to secure a seat in the Clinical Mental Health Counseling or the School Counseling program upon completion of their undergraduate degree. Early Assurance admission is conditional upon conferral of a bachelor's degree in good standing from Agnes Scott College. Applicants must complete the Standard Admission Requirements noted above and submit their complete application with materials by the Early Assurance deadline. If admitted, students are required to submit a non-refundable $350 enrollment deposit by April 15 to secure their spot in the graduate program.

Early Assurance participating programs:

- Clinical Mental Health Counseling (MA)
- School Counseling (MA)

Enrollment Policies

Admission Notification and Enrollment Deposit

Admission decisions are made on a rolling basis. All admitted students who wish to accept the offer of admission must submit the non-refundable enrollment deposit amount based on their program by the deadline listed in their acceptance letter. The enrollment deposit is $350 for applicants admitted to any graduate or post-baccalaureate program, with the exception of the Cornwall Hawkes PA Program, which requires a $500 enrollment deposit. In the event of extenuating circumstances, extensions to submit the enrollment deposit may be requested by writing to the senior director of graduate enrollment. Extensions or other exceptions to the enrollment deposit may be authorized by the senior director of graduate enrollment.

The enrollment deposit is nonrefundable. It 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, the enrollment deposit will be applied to the future semester based on the terms noted in the section below "*Deferral of Enrollment.*"

Deferral of Enrollment

Graduate and post-baccalaureate students apply to specific programs and for specific terms during an admission cycle. Admission offers are only valid for the academic semester and year as stated in the Letter of Admission.

Once a student has accepted their admission based on the terms defined in the Letter of Admission, the student is officially enrolled at Agnes Scott. At this point, students facing extraordinary circumstances may apply for a deferment to the next start term* by completing a Graduate Deferral Request Form by the deadline associated with their program. In addition, as noted below, deferral requests are considered on a case-by-case basis, must meet the deferral guidelines, and must be approved by the Senior Director of Graduate Enrollment (SDGE) and Program Director. If a deferral request is not granted and a student cannot enroll as stated on the Letter of Admission, a new application will need to be submitted.

Deferral Eligibility:

Eligible students will be notified of their deferral through an updated Letter of Admission in the fall of the original application year; and applicants must respond to the Candidate Reply Form by December 1st to confirm their intent to enroll in the deferred year.

Students who receive approval to defer admission are still bound to complete outstanding prerequisite requirements as noted in their Letter of Admission, by May 15 for programs that start in the summer and August 15 for programs that start in the fall semester of the original application year to remain eligible for a deferral.

*Applicants are not eligible to defer beyond one term for non-cohort programs or one year for cohort programs.

Deferment Guidelines - Cornwall Hawkes PA Program:

In addition to the guidelines above, students in the Cornwall Hawkes PA Program must meet the following requirements to fully defer their enrollment:

The deadline to request a deferment is August 1 prior to the start term in the original application year.

Students who defer enrollment will not receive a student ID and may not access campus facilities or systems that are reserved for students registered for courses until their coursework begins. Failure to complete the steps for full enrollment and registration in courses in the deferred term will result in a "renege" status and the student will need to re-apply to Agnes Scott.

Transfer Credit Policy

Transfer credit is defined as credit hours completed at an institution other than Agnes Scott College that meet the criteria detailed below. Transfer credit is only considered for Agnes Scott students

seeking a graduate or post-baccalaureate degree that requires a minimum of 30 credit hours to complete. Requests to transfer credit to Agnes Scott must be submitted at the time of enrollment. No more than eight credit hours may be transferred toward a master's degree or qualifying certificate program.

Students requesting transfer credit are required to submit the electronic Graduate Transfer Credit Request Form, including official transcripts for all coursework (Grad & Post-Bacc Transfer and Exemption Credit Request 2026). Students may be asked for copies of syllabi for requested transfer courses.

Requests to transfer credit hours will only be reviewed prior to matriculation. The Graduate and Post-Bacc Transfer Credit Request Form and corresponding transcripts must be submitted by the first day of classes for the semester of matriculation into the student's program. Requests will be reviewed for consideration upon receipt of the completed form's electronic submission. Requests submitted after the first day of the semester of matriculation will be denied.

Transfer credit hours may satisfy credit hours pending evaluation and recommendation by the program director. Earned grade points for the transfer credit hours will not be calculated in the graduate GPA.

The director will review each course's description and learning objectives to determine whether the course is relevant to the degree program and comparable to courses offered by Agnes Scott College. The program director will ensure that the following criteria are met:

- The credit earned must have an earned grade of B or higher (3.000 or higher on 4.0 scale) for graduate courses to transfer to a master's
- The credit earned must have been completed within the last five 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)
- Credit was earned in a graduate-level course, wherein the student was enrolled for graduate credit
- Credit has not been counted toward a conferred degree or certificate

Upon recommendation of the program director, the associate vice president and dean for graduate studies will approve the acceptance of transfer credits. The associate vice president 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.

The Cornwall Hawkes PA Program does not award or grant advanced placement or transfer credit (A3.12b, c) from previous coursework.

Course Exemption Policy

As part of the admission process, students admitted to a post-baccalaureate program who have successfully completed commensurate courses in person at the undergraduate or graduate level at a regionally accredited university may request to exempt course requirements for a maximum of 8credit hours. To qualify for a course exemption, the credit must have been completed within the last five years, and the student must have earned an A- or higher in the course. The program director approves course exemption requests and advises students on electives available at the

graduate level.

Course exemption is not the same as a course waiver, or transfer credit. Students with approved course exemptions are responsible for meeting the credit hour requirements for their degree program. Students requesting exemption credit are required to submit the electronic Graduate & Post-Bacc Request for Transfer/Exemption Credit Request Form, including official transcripts for all coursework (Grad & Post-Bacc Transfer & Exemption Credit Request 2026). Students may be asked for copies of syllabi for requested transfer courses.

Post-baccalaureate Pre-Medical (Accelerated or Bridge) students who completed MDS 623 and/or MDS 632 during their post-baccalaureate program will have those course credits applied toward the Master of Science in Medical Sciences minimum credit requirements.

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.

Transient Credit

Credit for transient courses will not be granted for graduate or post-baccalaureate 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. An electronic leave of absence form must be submitted to the program director for approval before the first day of classes of the semester or semesters requested. The length of a leave of absence is determined by the program and approved by the program director.

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

A student granted a leave of absence does not need to apply for re-enrollment. By the deadline stated on the leave of absence request form, the student should notify their program director and the graduate enrollment manager of their intent to return. A student who does not return within the time specified for their leave will be administratively withdrawn and must apply for re-enrollment. A student returning from a leave of absence must meet with the program director 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 re-enrollment to Agnes Scott. No transient credit will be awarded.

Leave of Absence for Cornwall Hawkes PA Program

Upon admission, students in the Cornwall Hawkes PA Program must follow the "Leave of Absence Policy (A3.14a)": Absences extending past five consecutive days require a leave of absence to be initiated and are subject to approval by the program director. Leave of absence is defined as a prolonged absence for extenuating circumstances that once approved allows a student to remain in

the same cohort. Any student requesting a leave of absence must do so in writing. The letter should be addressed to the program director and include the reason for the request and expected length of the absence. Each request will be reviewed on a case-by-case basis by the Academic Performance Committee to develop a plan for graduation. During the didactic phase of the program an approved LOA may not extend beyond 15 business days, while during the clinical phase of the program, an approved LOA may not extend beyond 3 consecutive supervised clinical practice experiences.

Under special consideration and in lieu of an extended LOA, the Academic Performance Committee may recommend deceleration if the student's medical knowledge/skill is determined to be compromised by an extended absence. The deceleration policy is not a remediation plan and will only be granted to students in good standing. Deceleration will result in a delay in graduation and may add additional costs to the students. Students should contact the Office of Financial Aid for questions regarding the impact on student loans and student's finances.

Emergency Leave of Absence

Currently enrolled graduate students* who must withdraw from all classes after the drop/add period in a given semester due to hardship or an emergency situation, as it relates to a medical emergency of self or family member, mental/emotional distress, death in the family, traumatic event, major change in employment, or special extenuating circumstances, may request to be approved for an emergency mid-semester leave of absence. An electronic emergency leave of absence form must be submitted to the program director for approval. The request will be reviewed for consideration upon receipt of the completed form's electronic submission. The length of a leave of absence is determined by the program and approved by the program director. If approved, the emergency mid-semester leave of absence is only active for the given semester of approval. Students who will not return in the subsequent semester will need to complete an official Leave of Absence. During the emergency leave of absence, the student remains enrolled at the college.

A student returning from an emergency leave of absence must notify and meet with their program director for course registration.

The Cornwall Hawkes PA Program has established its own policy for granting Leave of Absence.(See Leave of Absence Policy above.)

Withdrawing from the College

A student who wishes to withdraw from the college must discuss their request with the program director and obtain an electronic withdrawal form from the Graduate Enrollment Manager. The request will be reviewed for consideration upon receipt of the completed form's electronic submission. Withdrawal from the college is not official until the program director 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 extenuating hardship, they may appeal this policy. Appeals must be submitted to the associate vice president and dean for graduate studies before the last day of classes for that semester. The associate vice president and dean for graduate studies may approve an exception, and the student receives grades of W instead of WF. If requested, and documentation supports a medical cause for withdrawal, the associate vice president may approve

grades of MED for all courses instead of W or WF.

Upon admission, students in the Cornwall Hawkes Physician Assistant Program must follow the "Withdrawal Policy (A3.14e)" in the Mary Lou Cornwall Hawkes '65 and James B. Hawkes Physician Assistant Program Handbook. Upon admission, students in the Cornwall Hawkes PA Program must follow the program withdrawal procedures.

For the financial aspects of withdrawal from the college, see the Financial Aid section.

Re-Enrollment

A student who has withdrawn from the college and wishes to continue graduate studies at Agnes Scott must submit a re-enrollment application and $50 application fee for consideration. Students may contact gradadmission@agnesscott.edu for the re-enrollment application. A personal statement explaining the reason for their withdrawal and return, and transcripts from any college(s) attended while withdrawn from Agnes Scott College must be submitted with the online application.

A student who is approved for re-enrollment to the college will be subject to the requirements of the catalog in effect at the time of re-enrollment. All re-admitted students who wish to accept their offer of readmission must submit the non-refundable enrollment deposit by the deadline listed in their acceptance letter. A student who has withdrawn from the college must clear any outstanding holds and/or balance on their student account before they will be considered for re-enrollment. Deadlines for re-enrollment applications are consistent with standard admission application deadlines. Deadlines for re-enrollment applications by term of intended return:

- Fall Semester: July 15
- Spring Semester: November 15
- Summer Semester: April 15

Students who withdraw may reapply for admission to the Cornwall Hawkes PA Program following all standard admission policies. No special considerations for students previously enrolled will be granted.

Health Records Requirement

All enrolled graduate and post-baccalaureate students must comply with the college-mandated immunization requirements by submitting the required immunization and vaccination records by the deadlines listed below:

- Summer admission: May 1
- Fall admission: August 1
- Spring admission: December 1

Cornwall Hawkes PA Program Immunization Requirements

Students enrolled in the Cornwall Hawkes Physician Assistant Program must follow the "Health Requirements Policy (A3.09a)" in the Mary Lou Cornwall Hawkes '65 and James B. Hawkes Physician Assistant Program Handbook. Students are required to meet the immunization and vaccination requirements of the College, clinical rotation sites, and Centers for Disease Control and Prevention (CDC) prior to matriculation and the entire duration of the program. The Cornwall Hawkes Physician Assistant Program adheres to the Centers for Disease Control and Prevention Recommended Vaccines for Healthcare Workers.

Clinical Mental Health Counseling, Medical Sciences, Post-Baccalaureate, School Counseling, and Strategic Communication Immunization Requirements

Graduate and post-baccalaureate students must submit the required immunization and vaccination records and complete the MedProctor portal question online at MedProctor Patient Portal by the deadlines above. A health hold will be placed on the accounts of students who do not satisfy requirements by the first day of classes.

Students will not be permitted to register for courses or make schedule changes until the health hold has been released. Visit the Wellness Center for more details and to access the online portal.

Enrollment Verification

Enrollment verification data is furnished initially to the National Student Clearinghouse approximately two weeks after classes for a given semester have started and after all "drop" actions have occurred. Students who require official enrollment verification for loan companies, scholarship sponsors, and insurance carriers should refer the third-party to the National Student Clearinghouse (NSC).

If a graduate student requires an unofficial verification of registration, an emergency Letter of Registration can be provided by the senior director of graduate enrollment after classes have begun and the initial Add/Drop period is over. The college does not furnish enrollment verifications prior to this. Students should be aware that this is not an enrollment verification, but simply a confirmation that the student has registered for an upcoming semester. As such, the document may not be acceptable to an insurance company or lending agency. To request a Letter of Registration, please email gradsupport@agnesscott.edu.

Tuition and Fees

Tuition (summer 2026-spring 2027):

- Post-Baccalaureate and Medical Sciences master's students: $1,110 per credit hour
- Graduate students enrolled in the Clinical Mental Health Counseling, School Counseling and Strategic Communication master's and graduate certificate programs: $960 per credit hour

Total Tuition Cornwall Hawkes PA Program (fall 2026 - fall 2028):

- 102 credit hours: $109,500

Mandatory Fees

- Program Fee: A program fee is assessed once per semester of enrollment, as noted below. This fee supports graduate and post-baccalaureate programming and related activities.
    - Post-Baccalaureate and Graduate Students enrolled in the Clinical Mental Health Counseling, Medical Sciences, School Counseling or Strategic Communication master's and graduate certificate programs:
        - Summer 2026 - Spring 2027: $110 per semester of enrollment
    - Graduate Students enrolled in the Cornwall Hawkes PA Program:
        - Total Program Fees (Fall 2026 - Fall 2028): $5,000
- Conferral (graduation) Fee: Students are required to submit either the electronic certificate conferral form or the electronic master's conferral form by the deadlines noted below and no later than the first day of course registration for the final semester of the student's program. A nonrefundable conferral fee of $150 for master's degrees and $50 for certificates is assessed and due on the same day as tuition.
    - Spring Conferral: September 15
    - Summer Conferral: March 15
    - Fall Conferral: July 15

Program Specific Fees

- Clinical Management Software Fee (Clinical Mental Health Counseling and School Counseling students only): $250, one-time non-refundable fee, payable on the first tuition statement

Additional Fees

- Health Insurance: All Agnes Scott graduate and post-baccalaureate students are required to carry creditable health insurance coverage as outlined at agnesscott.edu/studenthealthinsurance. Students who are not covered by an insurance policy provided by a parent, spouse, employer, Affordable Care Act, or whose policy does not meet the minimum requirements outlined on the waiver site will be required to enroll in the Student Health Insurance Plan (SHIP), offered through UnitedHealthcare. Further information can be found at agnesscott.edu/studenthealthinsurance. For additional information about the Student Health Insurance Requirements, please contact Agnes Scott College Wellness Center by email at wellness@agnesscott.edu or call the Wellness Center at 404-471-7100.
    - For all students: The waiver form will open for students June 1, and the deadline to submit the waiver will be July 15.

    - Students entering in the summer are required to also show evidence of creditable SHIP for their incoming summer semester or submit a waiver, starting April 15 with a deadline of May 15.
- Parking Permit Fee: Vehicle registration is $100 for the academic year or $50 for one semester. Students can register their vehicle and pay the fee to receive a parking permit at the Office of Public Safety (next to the West Parking facility on S. McDonough Street).
- Meal Plan: Graduate and post-baccalaureate students may elect to enroll in a commuter meal plan. All commuter 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. There are limited meal options on campus during the summer. To learn more or to purchase a meal plan, please visit the Campus Dining Services webpage.

Payment Policies

Tuition and fees are due at the beginning of each semester, as noted below:

- Summer 2026 Semester Deadline: May 22, 2026
- Fall 2026 Semester Deadline: August 1, 2026
    - Inaugural cohort for Cornwall Hawkes PA Program: September 15, 2026
- Spring 2027 Semester Deadline: December 15, 2026

Students will receive an account statement on their AscAgnes account each semester after registration and approximately one month prior to the statement payment deadline. Statements include, but are not limited to, tuition and fees, Student Health Insurance Plan (SHIP), housing, parking fines and library fines. Adjustments to financial aid awards due to changes in enrollment status after a statement is processed, such as adding a course, will be included on the online statement.

All students are required to resolve their balance in full by 5:00 pm on the deadline noted above. Students who fail to resolve their balances by 9:00 am following the last day to add a class will receive an accounting hold and, if registered in a future term, will be dropped from those classes. This accounting hold will prevent the student from registering for classes in a future term. To register in future courses and continue in their program, students must resolve their balance in full, and email gradsupport@agnesscott.edu to register for future courses. At this point, students will be assessed a $100 re-registration fee.

Nonpayment

Students who have a balance on their account will not be permitted to register for future terms. Students who do not resolve their account balances over two or more billing periods are subject to administrative withdrawal.

F-1 students who are dropped from all classes for nonpayment should reach out to their immigration advisor immediately to discuss their immigration options.

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 at 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 program fees. The enrollment deposit is non-refundable.

Agnes Scott's institutional refund schedule* for tuition when a student withdraws from a course is:

- 90 percent tuition refund (per class) when withdrawal is within the first week of the semester
- 50 percent tuition refund (per class) when withdrawal is before the end of the third week of the semester
- 25 percent tuition refund (per class) 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 from the college and emergency leaves of absence is defined as the last date of class attendance. The notification date for withdrawals from one or more classes is defined as the date when the Office of Graduate Enrollment receives notification from the student. The student must initiate the withdrawal process by contacting their program director and then complete the appropriate digital form (*see section above for Withdrawing from the College*). Withdrawal is complete upon receipt of the completed and approved form's electronic submission.

**This is an approximate refund schedule. Exact dates are published at the end of this Catalog.*

Return of Title IV Funds Policy

If a student completely withdraws from the college, withdraws from one or more classes, or requests an emergency leave of absence 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.

The Institutional Refund Policy and the federal Return of Title IV Funds Policy (R2T4) are separate and distinct. Students who withdraw from a course, or courses, 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

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. It is our desire to make graduate and post-baccalaureate study accessible to highly qualified students from all economic backgrounds.

Confidentiality of Awards
Since an award amount may reflect an individual's financial circumstances, the college considers the award a private matter between the student and the Offices of Financial Aid and Graduate Enrollment. 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.

Types of Aid

Graduate Assistantships

Graduate assistantships are awarded by Graduate Studies, in conjunction with the given internal Agnes Scott office or department, or external partner. A limited number of graduate assistantships are available to actively enrolled Agnes Scott graduate students to enhance their academic and student experience while also providing financial aid. Graduate assistants work in a given office/department 10-15 hours/week and enroll in a minimum number of hours as listed below during the semester(s) of the assistantship.
As part of the assistantship, the student receives:

- An hourly rate of $15/hour for their time worked (for internal ASC assistantships only); and either:
    - Graduate Assistants receive a Tuition Waiver of $400/credit hour, or
    - Graduate Assistants for Residence Life receive housing and meal plan in lieu of waiver

Based on ARC-PA accreditation Standards 6th edition, Cornwall Hawkes PA Program students are not eligible for Graduate Assistantships (A3.02, A3.03a,b, A3.14i).

Terms for Recipient:

- For consideration at the time of admission, applicants must have a minimum 3.000 cumulative GPA and completed their program(s) in good standing at their previous institutions.
- Current graduate students must maintain good academic standing, with a minimum 3.000 GPA.
- Graduate Assistants must maintain a minimum of 9 credit hours during the fall and spring semesters. During the summer semester, graduate assistants must maintain a minimum of 6 credit hours. Graduate Assistants who enroll in less than these minimum credit hours are eligible to retain their assistantship but are not eligible for the tuition waiver.
- Graduate Assistantship grants or employment cannot be deferred.
- Appointments can be for one or more semesters (Fall, Spring, Summer) and will be awarded by Graduate Studies to qualified students. These are able to be renewed through a student's program completion upon approval of the hiring office and/or academic standing.
- Graduate students will work with the assigned supervisor for 10-15 hours per week for the time period indicated on the contract, and may not work more than 19 hours a week.

- Graduate assistants are expected to work a minimum of 10/hours per week for 13 weeks (130 hours/semester) in the fall and spring semesters, and 10 weeks in the summer semester. Fall and spring semester work begins as early as the week before classes start or as outlined in the assistantship contract.
- Supervisors are expected to employ a graduate assistant for the full semester (unless the student becomes ineligible during a given term). Graduate assistants are not required to work on official college holidays. Start dates must align with People and Culture start dates:
    - Fall semester: August 15
    - Spring semester: January 15
    - Summer semester: May 15 or June 1
- As a matter of equity, graduate assistants may not be employed in any more than one position on the Agnes Scott campus.
- International students will have additional requirements to complete to be hired.
- Students on academic notice are ineligible to hold an assistantship.
- Eligibility for assistantships and tuition waiver support expires when a student graduates, withdraws, is not enrolled, is terminated, or otherwise becomes ineligible.
    - Resignation – A graduate assistant wishing to resign must submit a letter of resignation to their supervisor and the senior director of graduate enrollment.
    - Academic notice - A graduate student who is placed on academic notice will be administratively resigned from their graduate assistantship.
    - Withdrawal from all classes - A graduate assistant who wishes to withdraw from all classes in a given semester must submit an official Withdrawal Request Form and submit a letter of resignation to their supervisor and senior director of graduate enrollment.
    - Failure to meet job requirements – Students who do not meet the requirements of the job may be terminated.
- Compensation upon resignation, withdrawal, or termination – Compensation will cease upon termination of the contract (including withdrawal from all classes and/or resignation), and the student will be required to reimburse the College for tuition waiver. The prorated tuition waiver will follow the standard 90/75/50/25 schedule based on the student's withdrawal in a given semester.

Grants and Awards

Agnes Scott College awards several types of grants to graduate and post-baccalaureate students enrolled in the Clinical Mental Health Counseling, Medical Sciences Accelerated, Post-Baccalaureate, School Counseling and Strategic Communication programs based on a combination of an applicant's academic and professional history. All applicants who submit their application by a given deadline will be reviewed for a grant. Grants are awarded to students on a competitive basis upon admission. The terms of each grant differ by program and do not need to be repaid. For more information, contact gradadmission@agnesscott.edu. Students who receive grants are required to maintain the following terms in order to retain these grants:

- minimum GPA of 3.000; and
- maintain satisfactory academic standing (following the guidelines noted in the Satisfactory Academic Progress Policy); and
- remain in good academic and financial standing with the college.

Director's Grant, Dean's Grant, and President's Scholars Grant

These grants are awarded on a competitive basis at the time of admission. These grants are allocated per class by semester and available to eligible applicants based on the length of the program.

Linda Lentz Hubert Grant
The Linda Lentz Hubert Grant, named in honor of an alumna, former professor and champion of graduate education at Agnes Scott, is awarded to select students at the time of admission to the Strategic Communication Program. The grant is offered on a competitive basis at the time of admission and is allocated per class by semester and available to eligible applicants based on the length of the program.

Health Professions Grant
The Health Professions Grant is awarded to select Medical Sciences Accelerated graduate and post-bacc students seeking to start or advance their career in the healthcare field. The grant is offered on a competitive basis at the time of admission and is allocated per class by semester and available to eligible applicants based on the length of the program.

Integrity Grant
The Integrity Grant is available to students in the Clinical Mental Health Counseling program. The grant is awarded on a competitive basis at the time of admission and is allocated per class by semester and available to eligible applicants based on the length of the program.

Veterans Benefits

Students Utilizing Chapter 31 (Vocational Rehabilitation and Employment) and Chapter 33 (Post-9/11 GI Bill®):

PLEASE NOTE: A "Covered Individual" is any individual who is entitled to educational assistance under Chapter 31 (Vocational Rehabilitation and Employment) or Chapter 33 (Post-9/11 GI Bill® benefits).

1. Covered individuals using Chapter 31 (Vocational Rehabilitation and Employment) or Chapter 33 (Post-9/11 GI Bill® benefits) can attend Agnes Scott College for a term provided the student submits a certificate of eligibility for entitlement to educational assistance under Chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website eBenefits, or a VAF 28-1905 form for Chapter 31 authorization purposes) and ending on the earlier of the following dates:
    a. The date on which payment from VA is made to Agnes Scott College.
    b. 90 days after the date Agnes Scott College certifies tuition and fees following the receipt of the certificate of eligibility.
2. Agnes Scott College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, and will not require eligible veteran beneficiaries to borrow additional funds because of the individual's inability to meet his or her financial obligations to Agnes Scott College due to the delayed disbursement funding from VA under Chapter 31 or 33.
3. Agnes Scott College requires the following information to process Veterans Benefits under Chapter 31 (Vocational Rehabilitation and Employment) or Chapter 33 (Post-9/11 GI Bill® benefits):
    a. Submit a certificate of eligibility for entitlement to Agnes Scott College no later than the first day of the term for which benefits are being requested. • Submit a written request to the Agnes Scott College School Certifying Official (SCO) to use such

entitlement.

b. Provide additional information necessary for proper certification of enrollment by the Agnes Scott College School Certifying Official (SCO).
c. Students are required to pay any balance for the amount that is the difference between the amount of the student's financial obligation and the amount of the VA educational benefit disbursement by the established payment deadline for the term.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at http://www.benefits.va.gov/gibill

Federal Loan Assistance

Federal Direct Unsubsidized Stafford Loan

Graduate and post-baccalaureate 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.gov/h/apply-for-aid/fafsa).

- These loan options must be repaid with interest.
- Qualifying students must be enrolled at least half-time (4.5 credit hours).

Below is the process to apply:

- **Students who are starting their program summer 2026:**
  - Complete the 2025-2026 Free Application for Federal Student Aid (FAFSA) to request aid for summer semester, and
  - Complete the 2026-27 Free Application for Federal Student Aid (FAFSA) to request aid for fall 2026 - summer 2027
- **Students who are starting their program fall 2026:**
  - Complete the 2026-27 Free Application for Federal Student Aid (FAFSA) to request aid for fall 2026 - summer 2027.
- List your student grade level under the demographic section of the FAFSA "Master's, Doctorate, or Graduate Certificate program (MA, MBA, MD, JD, PhD, EdD, etc.)"
  - PA students are defined as "graduate students"
- The Agnes Scott College FAFSA school code is 001542.
- Your completed FAFSA will indicate which federal education loans you may be eligible to receive and the amount.

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. The Office of Financial Aid will notify students that need to submit additional documentation prior to the awarding of federal financial aid.

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.

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.

Payment Installment Plans
Students who wish to break their tuition into manageable monthly payments can enroll in a monthly payment plan each semester through PayMyTuition. Monthly terms vary by semester. A non-refundable $35 enrollment fee will be applied each semester a payment plan is initiated.
To participate, enrollment and initial payments are due by the semester deadlines below:

- Summer 2026 Semester Deadline: May 22, 2026
- Fall 2026 Semester Deadline: August 1, 2026
    - Inaugural cohort for Cornwall Hawkes PA Program: September 15, 2026
- Spring 2027 Semester Deadline: December 15, 2026

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 enrolled at another institution and receiving federal aid from that institution at the time of their enrollment at Agnes Scott are required to notify the Office of Financial Aid.

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 student receives a Letter of Admission and 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 the Loan Entrance Counseling and a Master Promissory Note at studentaid.gov. School certification is required for disbursement and will take place after the loan application process is complete.

Satisfactory Academic Progress Policy

The following academic progress policy applies to all graduate and post-baccalaureate students at Agnes Scott College.

Quantitative Standards - 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. 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. Graduate and post-bacc 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.

Quantitative Standards - Degree Completion

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.

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."
- 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.

Each aid recipient's record will be evaluated at the end of each semester 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 a 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 job loss, 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 Policies

Degree Requirements

Agnes Scott maintains high standards of academic excellence with an established set of academic policies approved by the faculty governing students' academic status, performance, and personal conduct. Agnes Scott confers the Master of Arts, the Master of Science and Master of Medical Science degrees, in addition to graduate certificates.

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

- complete a college minimum of 33 credit hours for a master's, or 12 credit hours for a certificate;
- satisfy all relevant requirements of the college and any additional requirements of the program; and
- achieve a minimum cumulative grade point average of 3.000 (B average) on all courses taken in the program at Agnes Scott.

The Master of Arts is conferred on those students who meet program requirements for cumulative GPA and complete the required coursework in:

- Clinical Mental Health Counseling
- School Counseling (program starting in the fall of 2026)

The Master of Science is conferred on those students who meet program requirements for cumulative GPA and complete the required coursework in:

- Medical Sciences (Accelerated and Online Accelerated programs)
- Strategic Communication

The Master of Medical Sciences is conferred on those students who meet program requirements for cumulative GPA and complete the required coursework in:

- Cornwall Hawkes PA Program (program starting in the fall of 2026)

The graduate certificate is conferred on those students who meet program requirements for cumulative GPA and complete the required coursework in:

- Advocacy and Public Engagement
- Data Analysis
- Health Communication
- Post-Baccalaureate Pre-Allied Health
- Post-Baccalaureate Pre-Medical (Accelerated and Bridge programs)

Time to Completion

Graduate students pursuing a graduate certificate*, Master of Arts, or Master of Science degree must complete their program within five years of beginning a program of study. *Post-baccalaureate graduate certificate students must complete their program within two years of beginning a program of

study.

Graduate students pursuing a Master of Medical Sciences degree in the Cornwall Hawkes PA Program must complete their program within 24 months unless an approved leave of absence has been granted. In this case, the PA student will have no more than 36 months to complete all requirements for the PA program.

The associate vice president and dean for graduate studies 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 program director.

Residency Requirement

All graduate and post-baccalaureate coursework leading to a degree or certificate is to be completed at Agnes Scott. During admission, post-baccalaureate and graduate degree-seeking students in eligible programs may request up to 8 credit hours of transfer credit from prior coursework be reviewed for transfer credit, per the Transfer Credit policy. Transfer Credit is not permitted for programs with fewer than 30 credit hours required for completion. Please refer to the Transfer Credit policy for additional details.

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. A minimum of 33 credit hours are required for the master's degree, and 12 credit hours are required for graduate certificates, depending on program requirements. In many cases, a program of study requires more credit hours than the college's minimum.

To achieve standard progress as a master's degree seeker, students will complete a minimum of nine 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.

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

Stackable Graduate Certificates

Stackable graduate certificate programs provide an opportunity for degree-seeking graduate students to earn a transcripted credential for completing a structured sequence of courses in a concentrated area of study. These programs are designed to meet identified market needs and to provide students with professional skills and principles that will be useful in their field.

Graduate students can "stack" a certificate program toward an eligible master's degree at Agnes Scott, with all credit hours of the certificate also counting toward the master's degree. Additionally, graduate students may complete a stackable certificate as a standalone program and confer the certificate independent of earning a master's degree.

To earn a graduate certificate that stacks toward an eligible master's degree, students must complete 12 hours of graduate-level coursework in the certificate program and satisfy all the certificate program requirements in addition to the master's degree requirements. Graduate students completing a master's degree in Strategic Communication may pursue a stackable graduate certificate within or outside their primary area of study. Students participating in the 4+1 graduate bridge program can only complete a stacking certificate as part of their master's degree and once enrolled as a graduate student.

Students must submit a new application as a returning student to enroll in the stacking

certificate program two semesters preceding their anticipated conferral, only during fall or spring admission cycles, in order to confer both the certificate and the master's degree. See the section for "Graduate Admission and Enrollment" for requirements and deadlines.

The table below shows which certificate programs can stack toward the respective master's degree. If a student elects to pursue a certificate and a master's degree that do not stack, (for example, the MA in Clinical Mental Health Counseling and the certificate in Data Analysis), they must apply to both programs and complete the unique degree requirements of each program.

Certificate		Master's Degree Program
Advocacy and Public Engagement	→	Strategic Communication
Data Analysis	→	Strategic Communication
Health Communication	→	Strategic Communication

Graduation and Commencement

Graduate degrees and certificates are conferred four times a year in August, October, December, and May, based on the program of enrollment. There is one commencement ceremony in May for bachelor's and master's students, with a separate commencement held for Cornwall Hawkes Physician Assistant students in October.

A student must complete and submit an electronic conferral form for M.A., M.S., and M.M.Sc. students or the conferral form for graduate certificate and Post-Baccalaureate students by the deadlines noted below and fulfill all graduation degree requirements in the semesters prior to commencement or certificate completion (see the Academic Program, Degree Requirements section of the catalog.)

- Spring Conferral: September 15
- Summer Conferral: March 15
- Fall Conferrals: July 15

A late fee is imposed for any student who submits this application after the deadline. Once a semester has started, a student may not apply to graduate at the end of that semester. Students must be enrolled in at least three credit hours during their final semester.

In order to participate in commencement, a master's student must submit a regalia order form by September 15.

Post-Baccalaureate students participate in one achievement ceremony in May. In order to participate in the ceremony, post-baccalaureate students must submit a registration form provided by the Office of Graduate Enrollment by April 15. Graduate certificate and Post-Baccalaureate students do not participate in commencement exercises.

To complete their program, graduate and post-baccalaureate students must satisfy all program requirements and all college requirements. See the Academic Program page of each program for a detailed list of degree requirements.

Under exceptional circumstances, master's students in good standing within six credits of completing their degree requirements are eligible to petition to participate in that year's May commencement ceremony. A petition for this exception should be submitted to the program director by April 1, and approval is required from the

program director and Committee on Graduate Academic Policy and Program Integrity. The Agnes Scott diploma will be awarded once all degree requirements are met, however, students are only eligible to participate in one commencement ceremony for each degree.

Academic Notice and Dismissal

Academic Notice

A graduate student seeking a master's degree, post-baccalaureate certificate or graduate certificate is subject to academic notice if they have a cumulative GPA or semester/session GPA of less than 3.000 or do not meet other program specific requirements.

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

A student on academic notice may not hold any elected or appointed office, may not participate in a graduate assistantship, 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. Additional restrictions may also be imposed by the associate vice president and dean for graduate studies including attendance requirements.

A student who withdraws from a graduate program while on academic notice will remain on notice if they are readmitted, until their academic performance in the graduate program returns them to good standing. Appeals regarding academic notice will be heard by the Graduate Student Success Committee.

Upon admission, students in the Cornwall Hawkes Physician Assistant Program must follow the standards for "Progress and Advancement (A3.14a,b)" in the Mary Lou Cornwall Hawkes '65 and James B. Hawkes Physician Assistant Program Handbook. The "Academic Performance Committee Procedures (A3.14)" define, publish, consistently apply and make readily available to students upon admission the Cornwall Hawkes Physician Assistant Program's academic and professional notice designations. Students may receive the following recommendations as deemed appropriate by the committee: recommendation to advance to the next semester and/or graduation, academic or professional warning, academic or professional notice, academic or professional dismissal, or deceleration.

Academic Dismissal

Graduate and post-baccalaureate students will be subject to review for academic dismissal for any of the following reasons:

- Two consecutive semesters with a cumulative or semester/session GPA below 3.000 (or one semester plus the summer session immediately before or after)
- Two consecutive semesters of academic notice (or one semester plus the summer session immediately before or after)
- Failure to pass at least one 3-credit course with a B or higher in one academic year
- Failure to satisfy the terms of a remediation plan

Upon admission, students in the Cornwall Hawkes Physician Assistant Program must follow the standards for "Progress and Advancement (A3.14a,b)" in the Mary Lou Cornwall Hawkes'65 and James B. Hawkes Physician Assistant Program Handbook. The "Academic Performance Committee

Procedures (A3.14, a, b, d, e, f)" define, publish, consistently apply and make readily available to students upon admission the Cornwall Hawkes Physician Assistant Program's academic and professional notice designations. Students may receive the following recommendations as deemed appropriate by the committee: recommendation to advance to the next semester and/or graduation, academic or professional warning, academic or professional notice, academic or professional dismissal, or deceleration. See the Mary Lou Cornwall Hawkes'65 and James B. Hawkes Physician Assistant Program Handbook for the "Dismissal (A3.14f)" process. Upon admission, students in the Cornwall Hawkes Physician Assistant program must follow the program withdrawal and dismissal policies and procedures.

The Graduate Academic Standards Committee is composed of the vice president for academic affairs and dean of the college, the associate vice president and dean for graduate studies, and two members of the Committee on Graduate Academic Policy & Program Integrity. This committee imposes academic dismissal and may specify a length of time a student must wait before they may apply for re-enrollment. A student may be dismissed at any time if this committee judges the student's academic performance to be unsatisfactory or if they have violated the specific conditions of their academic notice or remediation. A student readmitted after academic dismissal will be placed on academic notice for their first semester. Any transcript issued following the academic dismissal will carry the notation of academic dismissal. The committee's decision is final.

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 notice if the student is not dismissed.

Students enrolled in the Clinical Mental Health Counseling, School Counseling, Cornwall Hawkes Physician Assistant, Post-Baccalaureate and Medical Sciences programs should consult the relevant policies on remediation and retention below for their respective programs.

Academic Warning, Notice, and Dismissal for Medical Sciences Programs

Graduate and Post-Baccalaureate students in pre-health programs (medical sciences, premedical accelerated, pre-medical bridge, and pre-allied health) are subject to a distinct academic warning and dismissal policy due to the program goals of preparing students to be competitive applicants to medical and other health professions programs.

At the midterm of any semester, a student with a grade below a B in any class will receive an academic warning. Academic warning is an advising designation, is non-punitive, and does not appear on the transcript. Academic warnings are a serious warning to the student that academic improvement is required in order to remain in good academic standing.

At the conclusion of each semester, students will be placed on or continue with the designation of academic notice for any of the following reasons:

- A cumulative GPA below 3.300
- A grade below a B in any class
- Failure to satisfy the terms of a remediation plan

At the conclusion of each semester students will be subject to review for academic dismissal for any of the following reasons:

- A cumulative GPA below 3.000

- A grade below a C in any class
- Failure to satisfy the terms of a remediation plan

During the first semester on academic warning, students must meet with the medical sciences chair or designated faculty member to develop their remediation plan for academic success.

A student will be removed from academic notice upon achieving a cumulative GPA of 3.500 or higher, earning Bs or higher in each class of the previous semester or term, and by satisfying the terms of their remediation plan.

See the Academic Notice Policy above for additional requirements for students on academic notice.

Remediation and Retention Policies

Clinical Mental Health Counseling Program and School COunseling Program Remediation and Retention

The goal for all matriculated students in the Clinical Mental Health Counseling or School Counseling programs is successful completion of their degree; however, should a student's work be of marginal quality, skills be inadequately developed or inappropriate for counseling practice, or behavior occur that does not align with program expectations to become an effective counselor, a plan for remediation will be made by the program director with the input from the student and program faculty. The student may be asked to slow down their program of study to gain additional mastery, repeat a specific course to support their development, or may not be recommended for continuation in the counseling program.

American Counseling Association's (ACA) ethical code requires faculty to continuously monitor and evaluate "academic and personal limitations of students and supervisees that might impede performance" (F.3.a.). Monitoring and evaluating students is an on-going process that starts with admission and continues through graduation. Students are monitored for academic performance as outlined in this student handbook regarding coursework, learning outcomes, and grade achievement. Additionally, students in the counseling program are monitored and evaluated each semester on interpersonal and intrapersonal dispositions and functioning. These areas are as follows: commitment to diversity, academic ability (ability compared to achievement), written expression, verbal expression, flexibility, initiative and motivation, maturity, ability to take personal responsibility, interpersonal skills (with peers, faculty, college staff, community clinical site personnel), professionalism, openness to new ideas, ability to integrate feedback, emotional regulation, clinical skill development, and attention to ethical and legal considerations.

These areas are evaluated in each course by faculty throughout the semester as well as by clinical site supervisors during practicum and internship. Should a concern in any of these areas arise, program faculty will collectively discuss ways to address the concern and the program director will communicate with the student about the concern. The student will receive a letter (by email to the student's college email account) from the program director describing the concern and the required steps toward remediation. The student will have two (2) business days to respond to acknowledge the letter and request any modification to the remediation plan provided in the letter. If no modifications are requested by the student, it will be assumed that the student agrees to the terms of the remediation plan set forth in the letter.

Students in remediation are expected to regularly communicate with the program director regarding their progress towards completion of the plan. The intent of the remediation plan is to determine a plan of action that assists development of the student in the area(s) of concern.

Program faculty will make efforts to supportively work with the student to respectfully address the concern. Should a student decide not to complete the remediation plan within the defined time period, or program faculty determine the remediation efforts were unsuccessful, the student will be referred to the Graduate Academic Standards Committee and be subject to dismissal from the program. Should a student remain on a remediation plan for longer than two consecutive semesters, the student will automatically be referred to the Graduate Academic Standards Committee and be subject to dismissal from the program.

The Graduate Academic Standards Committee imposes academic dismissal and may specify a length of time a student must wait before they may apply for re-enrollment. A student may be dismissed at any time if this committee judges the student's performance to be unsatisfactory or if they have violated the specific conditions of their academic notice or remediation. A student readmitted after academic dismissal will be placed on academic notice 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 notice if the student is not dismissed.

A student on remediation must satisfy the terms of remediation in order to be eligible for graduation.

Medical Sciences and Post-Baccalaureate Remediation and Retention

The goal for all matriculated students in the post-baccalaureate and graduate medical sciences programs is successful completion of their certificate or degree; however, should a student's work be of marginal quality, core competencies be inadequately developed, or behavior occur that does not align with program expectations, a plan for remediation will be made by the program director or designated faculty member with the input from the student and faculty. The student may be asked to decelerate their program of study to build a stronger academic foundation, repeat a specific course, engage formal tutoring services, or modify their behavior to meet the program's expectations.

Evaluating students is an on-going process that starts with admission and continues through conferral of the program of study. Students are evaluated for academic performance as outlined in this Graduate Catalog regarding coursework, learning outcomes, and grade achievement. This assessment includes critical thinking, quantitative reasoning, scientific inquiry, written communication, and applied knowledge of living systems and human behavior. Additionally, students in the medical sciences programs are monitored by faculty for interpersonal and intrapersonal dispositions and functioning. These areas include service orientation, social skills, cultural competence, teamwork, communication skills, ethical responsibility to self and others, reliability, dependability, resilience, adaptability and capacity for improvement.

These areas are evaluated in each course by faculty throughout the semester and as a part of committee letter evaluation. Should a concern in any of these areas arise, program faculty are responsible for addressing the issue with the student and bringing it to the attention of the program director and chair. The program director or designated faculty member will communicate with the student about the concern, will identify ways to address the concern and develop the remediation plan. The student will receive a letter from the program director or designated faculty member summarizing the concern and the required steps toward remediation. The student will have two (2) business days to respond to acknowledge the letter and request any modification to the remediation plan provided in the letter. If no modifications are requested by the student, it will be assumed that the student agrees to the terms of the remediation plan set forth in the letter.

Students in remediation are expected to regularly communicate with the program director or

designated faculty members regarding their progress towards completion of the plan. The intent of the remediation plan is to assist the development of the student in the area(s) of concern. Program faculty will make efforts to supportively work with the student to respectfully address the concern. Should a student decide not to complete the remediation plan within the defined time period, or program faculty determine the remediation efforts were unsuccessful, the student will be referred to the Graduate Academic Standards Committee and be subject to dismissal from the program. Should a student remain on a remediation plan for longer than two consecutive semesters, the student will automatically be referred to the Graduate Academic Standards Committee and be subject to dismissal from the program.

The Graduate Academic Standards Committee imposes academic dismissal and may specify a length of time a student must wait before they may apply for re-enrollment. A student may be dismissed at any time if this committee judges the student's performance to be unsatisfactory or if they have violated the specific conditions of their academic notice or remediation. A student readmitted after academic dismissal will be placed on academic notice 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 notice if the student is not dismissed.

A student on remediation must satisfy the terms of remediation in order to be eligible for graduation.

Mary Lou Cornwall Hawkes '65 and James B. Hawkes Physician Assistant Program

Progress and Advancement (A3.15b)

In order for a student to remain in good standing while enrolled in the Cornwall Hawkes Physician Assistant Program, the student must obtain a minimum letter grade of "C" in all courses/supervised clinical practice experiences (clinical rotations) and maintain a semester and cumulative grade point average (GPA) of ≥ 3.000 (on a 4.000 scale). Although a letter grade of C is considered passing, students earning multiple letter grades of C may indicate knowledge gaps and put those students at risk for not reaching the required academic standards for continued advancement in the Cornwall Hawkes PA Program. In addition, the student must uphold the expected professional standards of an Agnes Scott PA student. If a student does not maintain these requirements, they may be placed on academic notice, professional warning, professional notice, suspension, or dismissed from the program.

Remediation Policy (A3.15c)

The Cornwall Hawkes Physician Assistant Program curriculum occurs in a sequential format, with each course and semester building on the prior course and semester. Essential skills are learned and assessed throughout the didactic year and are required competencies for advancing to clinical year and to becoming a Physician Assistant. Any student failing to achieve a passing grade on an assessment, examination, or course is subject to remediation. ARC-PA defines remediation "as a program-defined process for addressing a student's knowledge and skill deficiencies. The process is measurable and can be documented. It's required for students who don't demonstrate mastery in a subject." The type of remediation is individualized to the student based on the identified knowledge and skills gaps. Remediation can help students improve student proficiency of medical knowledge and skills of the profession and maintain the minimum requirements for progression through the program. Remediation may take the form of a written multiple-choice examination, written assignment, oral examination or discussion, practical examination, written response to questions missed on selected assessments, or faculty advising sessions, but will be consistent for all students

requiring remediation for the same learning activity/assessment.

Students earning a score of < 70 % on a didactic exam/assessment must contact the course director within 48 hours to initiate the remediation process. The remediation plan with the timeline for completion will be recorded in the student's EAB Starfish profile as a "Physician Assistant Remediation Plan Worksheet" Note. Completion of the remediation plan will be documented in the corresponding "Physician Assistant Remediation" appointment note.

1. For written/computer-based examinations, students must meet with the course director to determine which questions were answered incorrectly. Students must research each question and provide/cite at least 1 peer reviewed reference textbook or journal article (PANCE Prep/Review text, lecture PowerPoints, ROSH review questions are not acceptable resources) to correctly answer each question. At the completion of the remediation assignment, students will be allowed to retake the examination with a maximum grade of 70.00% on the individual exam.
2. For technical skills, OSCEs, or practical skills examinations, students must meet with the course director to determine areas of deficiency. Students may be assigned instructional videos, case study, reading assignments to review material missed. Students will be required to demonstrate proficiency of content missed through oral case presentation or practical skills demonstration. Method is dependent on assessment failure.

Students on a remediation plan will be discussed at standing department meetings. Failure to meet all requirements of the remediation within two weeks may result in referral to the Academic Performance Committee and disciplinary action including placement on academic notice or dismissal from the program.

If a student scores below 70% on all exams in a course it will be considered a course failure regardless of the overall course grade.

Students earning a final course score of C (70.00 to 79.99%) must meet with their faculty advisor to address any knowledge gaps and design a successful study skills plan to ensure continued academic progression.

Clinical Year Remediation Policy (A3.15c)

Students earning a score of below 70% on an End of Rotation (EOR) examination must contact the course director within 48 hours to initiate the remediation process and schedule EOR exam retake.

The remediation plan with the timeline for completion will be recorded in the student's EAB Starfish profile as a "Physician Assistant Remediation Plan Worksheet" Note. The remediation plan will include meeting with the faculty advisor, reviewing keywords, and retaking the examination. Students must retest within two weeks and score a 70% or higher to continue in their clinical rotation. Completion of the remediation plan will be documented in the corresponding "Physician Assistant Remediation" appointment note.

Failure to complete a Supervised Clinical Practice Experience with a final grade of "C" or higher or earning below a 70% on 2 EOR exams (2 initial or the initial and a retake) may prevent a student from progressing to the next rotation, and the student will be automatically placed on academic notice and brought before the Academic Performance Committee.

Failure of a rotation requires remediation to include repetition of core rotation content. One rotation failure will result in loss of the student's elective rotation and replacement of the elective with a core rotation at the discretion of the Academic Performance Committee. Two rotation failures or earning below a 70% on the initial EOR Exam and the retake exam will result in repeating the rotation and delay of graduation. Students with greater than 2 rotation failures or scoring below 70% on 2 EOR exams will undergo review by the Academic Performance Committee and are subject to dismissal from the program.

Remediation of a rotation will be strongly considered by the Academic Performance Committee for an end of rotation grade resulting in a C.

Students will be reviewed for dismissal from the program if they are unable to pass the examination on the second attempt or if they fail more than two End of Rotation examinations. Remediation may result in the delayed completion of the Cornwall Hawkes PA Program, and thus delay graduation.

Remediation of a rotation may also be required for any significant professionalism violation. Remediation will be determined after review on a case-by-case basis by the Academic Performance Committee.

Academic Performance Committee Procedures (A3.15c)

As circumstance necessitates and at the conclusion of each semester, the Academic Performance Committee convenes to discuss the academic performance and professional behaviors of all enrolled PA students during their didactic coursework and supervised clinical practice experiences. The committee is chaired by a PA faculty member selected by the program director who is also joined on the committee by 3 to 5 program faculty. Students may receive the following recommendations as deemed appropriate by the committee: recommendation to advance to the next semester and/or graduation, professional warning, academic or professional notice, academic or professional dismissal, or deceleration. If a student performs unsatisfactorily, the faculty advisor will provide rationale that may have impacted the student's performance and then the committee will develop a plan of intervention. The committee provides their findings and recommendations to the program director.

Deceleration Policy (A3.15c)

Deceleration is defined by ARC-PA as "the loss of a student from the entering cohort, who remains matriculated in the Cornwall Hawkes Physician Assistant Program." The Agnes Scott College Cornwall Hawkes Physician Assistant Program is designed to be delivered on a full-time basis to students in a cohort and therefore does not decelerate students for academic, professionalism, or behavioral conduct issues. Under special consideration and in lieu of an extended LOA, the Academic Performance Committee may convene and recommend deceleration if the student's medical knowledge/skill is determined to be compromised by an extended absence. Deceleration is defined by the Program as the process in which an enrolled student is no longer permitted to progress through the curriculum with his or her current cohort, but is permitted to return with the next cohort.The deceleration policy is not a remediation plan and will only be granted to students in good standing. The recommendation of deceleration is at the discretion of the committee and is decided on an individual, case-by-case basis. Students typically must complete the Cornwall Hawkes PA Program in 24 months. If deceleration is permitted, the time to completion of the program should not exceed 36 months.

Students enrolled in the Cornwall Hawkes Physician Assistant Program should consult the

relevant policies on remediation in the Cornwall Hawkes Physician Assistant Program Handbook.

Course Policies

The college operates on a semester calendar and offers summer courses during a 10 week session. The unit of credit is the semester hour. Typically, each semester course receives three credit hours. Laboratory courses are typically one credit hour. 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 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, practicum, 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 500-699 are designed for post-baccalaureate and graduate level programs that lead to master's degrees and graduate certificates.

500-level courses: A student completing courses at the 500 level will demonstrate one or more of the following:

- Advanced analysis and detailed synthesis of concepts within a discipline
- Ability to apply advanced-level knowledge, skills, techniques, or concepts to theoretical and practical problems
- Advanced knowledge of the field and its related theories, practices, and/or technologies

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

- Ability to apply advanced-level knowledge, skills, techniques, or concepts to theoretical and practical problems
- Advanced knowledge of the field and its related theories, practices, and/or technologies
- Production of a professional quality, independent research or artistic project

Course Loads

According to the Southern Association of Colleges and Schools Commission on Colleges' guidelines, graduate and post-baccalaureate students are considered full-time when they enroll in nine or more credit hours in a semester. Graduate and post-baccalaureate students enrolled in eight or fewer credit hours in a semester are part-time. For the purpose of Federal Financial Aid, graduate students are considered half-time at 4.5 credit hours per semester.

A graduate student may apply to take more than 12 credit hours per semester by submitting a request to their program director. 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 3.500 or above.

Course Registration Policies

Students select courses in consultation with their advisors and in accordance with their program's schedule, as published by the Office of the Registrar (typically in April for fall semester and summer terms and in November for spring semester). All post-baccalaureate and graduate students will be registered for all courses by Graduate Studies and may only add or drop a course with permission from their program director through the end of the Drop/Add period. The graduate enrollment manager will consult the appropriate faculty director as needed. Physician Assistant Program students will be registered by the program and should consult the relevant policies on enrollment in the Cornwall Hawkes Physician Assistant Program Handbook.

No student is allowed to register after the last day to add courses as posted in the college calendar (exceptions are accommodated for courses with irregular start and/or end dates).

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 (exceptions are accommodated for courses with irregular start and/or end dates).

Dropping Courses

The last day to drop a course without a W is three weeks after the first day of classes during fall and spring semesters.* 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. **This schedule may differ for summer terms. Consult the Academic Calendar published by the Office of the Registrar.*

In cases of medical emergencies or significant hardship, a student may withdraw from a course with the designation MED (medical withdrawal), which will appear on their transcript in lieu of any other grade. The designation MED does not factor into the GPA. The associate vice president and dean for graduate studies authorizes medical withdrawals for graduate students following receipt of documentation of an emergency by a medical or licensed healthcare provider or by the college's Title IX coordinator that prevents the student from continuing the semester. 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 one credit, the student must withdraw from the college or request an emergency leave of absence (see Withdrawing from the College policy and Emergency

Leave of Absence policy above). The Cornwall Hawkes Physician Assistant Program does not award MED grades. Cornwall Hawkes Physician Assistant students should consult the Mary Lou Cornwall Hawkes ’65 and James B. Hawkes Physician Assistant Program Handbook for the program-relevant policies.

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. For information about refunds, see the Refund Policy.

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. Due to the sequential nature of the post-baccalaureate and medical sciences programs, students enrolled in these programs may not replace grades for any courses taken at Agnes Scott. Additionally, students may not repeat courses at Agnes Scott unless approved by the program director. 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. The repeat policy for courses with a B- or lower grade is only permitted when the course is repeated at Agnes Scott.

Registration requests related to the Repeating Courses Policy must be initiated by the student submitting their appeal to their program director from their Agnes Scott email account, who approves requests on behalf of the associate vice president and dean for graduate studies.

The Cornwall Hawkes PA Program does permit repeat courses. Cornwall Hawkes PA students should consult the Mary Lou Cornwall Hawkes ’65 and James B. Hawkes Physician Assistant Program Handbook for the Progress and Advancement and remediation policies. During their clinical year, Cornwall Hawkes Physician Assistant students are subject to a separate remediation policy and should consult the program handbook.

Auditing Courses

A currently enrolled graduate or post-baccalaureate student may request to register to audit graduate courses with approval of their program director. Please consult the director prior to submitting the electronic audit form. The request will be processed by the Office of the Registrar upon receipt of the completed form’s electronic submission. 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, which may include the expectation that auditors complete the same coursework as students taking the course for credit. 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. Graduate and post-baccalaureate students are not eligible to audit undergraduate courses.

Only currently enrolled graduate and post-baccalaureate students may audit graduate courses, subject to the terms above. Undergraduate students, staff, and community members may not audit graduate or post-baccalaureate 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. For more information about non-degree seeking status, refer to the Graduate and Post-Baccalaureate Admission section above.

Class Attendance

Academic work is the heart of the educational 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 emergencies, such as unanticipated illness of a child or dependent. Faculty should indicate in their syllabi if they require advance notification of anticipated absences. It is the student's responsibility to communicate about absences with their instructors.

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 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 by writing to their program director. It is not, however, the faculty members' responsibility to drop non-attending students from their courses. The responsibility to add and drop courses belongs to the student.

If a student becomes unexpectedly and seriously ill, injured, hospitalized, or experiences an emergency that will require them to miss academic work, they should notify their instructors and the program director as soon as possible to inform the college of their situation. Students who are hospitalized should also contact their program director before returning to class.

A student on academic notice 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.

Cornwall Hawkes PA students should consult the Mary Lou Cornwall Hawkes'65 and James B. Hawkes Physician Assistant Program Handbook for the program's attendance policy.

Attendance for Tests and Examinations

Attending scheduled tests and examinations is mandatory. Tests must be announced at least a week in advance, and must be scheduled during normal course time or be documented on the syllabus at the beginning of the semester. If a student, because of unavoidable circumstances, cannot take a test at the designated 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.

International Student Online Class Attendance

International students attending on the F-1 Visa have special regulations for online classes and blended/hybrid instructional options. The Department of Homeland Security requires F-1 students to maintain a full course of study, and the course of study must lead to the attainment of a specific degree. A full course of study is defined as a minimum of 9 credit hours for graduate students. F-1 students can count up to three credit hours of one online/remote learning per semester toward the

full course of study requirement.

For courses with blended or hybrid instructional options, F-1 students are required to participate in the independent study components in-person. In-person attendance is part of the F-1 student's overall responsibility and performance in a given course. It is not, however, faculty members' responsibility to monitor students' in-person attendance.

If an F-1 student needs only one course to complete the program of study and the student intends to remain in the US, that course must be in a traditional on-campus format/in-person. This will allow the student to maintain their visa status and be eligible to apply for post-degree work opportunities if they choose to do so. Failure to comply with the regulation will be a violation of a student's F-1 status.

F-1 students who are dropped from all classes for nonpayment and should reach out to their immigration advisor immediately to discuss their immigration options.

Students seeking admissions to the Mary Lou Cornwall Hawkes'65 and James B. Hawkes Physician Assistant Program must possess an undergraduate degree from an US accredited college or university.

International students should access further information regarding regulations and policies by meeting with the program director and the international student advisor.

Completion of Courses

All work for a course, except final examinations and papers or projects in lieu of final examinations, must be completed by 12 p.m. of the reading day of the semester.

Course Evaluations

As part of their completion of each course, all students are expected to complete course evaluations. Course evaluations are administered by the college electronically in the final weeks of each semester, with an individual course link sent to the student's email account. Results are not available to the instructor until after final grades are posted. The college takes evaluations seriously. The associate vice president and dean for graduate studies reviews course evaluations annually, as do program directors. Instructors review their course evaluations to make improvements to course content.

Final Examinations, Papers, and Projects

Instructors may require final examinations at the end of each semester or term. Any final examination that requires self-scheduling will be stated on the course syllabus, and managed by the instructor.

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.

Grading Policies

Grade Scale

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

Quality Points

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	

Pass/Fail Grades

Graduate students may not register to take courses on a pass/fail grade basis, unless specifically permitted by their program of study. Programs may offer select courses that are graded on a Pass/Fail basis for all students or by student choice. Those courses will be noted in the program's curriculum.

Courses that are designed to be Pass/Fail for all students do not require a special request.

Courses with an option to be taken Pass/Fail require a written request. Requests for pass/fail credit in program-designated courses will be approved by the program director and processed by the Office of the Registrar upon receipt of approval.

Electronic pass/fail approvals must be completed and submitted by the pass/fail deadline posted in the college calendar. Students may cancel the pass/fail request at any point before the pass/fail deadline by writing to their program director. Once the pass/fail deadline has passed, students may not change to regular graded credit.

For approved pass/fail grade requests, if a student receives an A, the grade will be recorded on their transcript and averaged into their GPA. If a student receives a D+, D, D- or F in a pass/fail graduate course, the grade will be recorded on their transcript as F and averaged into their GPA. All other grades will be converted to P and will not affect the GPA.

Incomplete Grades

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 grade from the associate vice president and dean for graduate studies. An incomplete grade will be given if the student has documented, extenuating circumstances supporting their request and has received a passing grade for completed course work to date. Incomplete grades are not appropriate in cases of excessive absences or missed deadlines throughout the semester.

A student seeking an incomplete (I) grade must consult with their program director and then submit the electronic incomplete form. The request will be reviewed for consideration upon receipt of the completed form's electronic submission. The associate vice president and dean for graduate studies will consult the instructor of record if needed.

Deadlines for incomplete work are set by the associate vice president and dean for graduate studies, and do not exceed the last day of classes of the following semester. The deadline may be as soon as five days following the end of the semester in which the Incomplete is requested. . If work is not completed by the deadline, the incomplete grade automatically reverts to the grade earned based on work completed. When a pending Graduate Honor Council case is not resolved before the semester grade deadline, the vice president of student affairs and dean of students will inform the associate vice president and dean for graduate studies to grant an incomplete grade until the

Graduate Honor Council case is heard.

Students who receive Incomplete grades during their final semester may participate in commencement exercises if all other degree requirements are met, and the student is likely to complete the Incomplete course within three months of commencement. This determination will be made by the associate vice president and dean for graduate studies. The degree will not be conferred until all degree requirements are satisfied.

Only the associate vice president may grant incomplete grades for graduate and post-baccalaureate students.

Incomplete grades count as attempted hours toward Satisfactory Academic Progress.

In-Progress Grades

When course requirements for practicum, internship, and supervised clinical practical experiences (SCPEs) courses cannot be fulfilled within the semester at no fault of the student, an in-progress grade may be assigned by the instructor upon approval of the program director. The request for an In-Progress grade ought to be made by the student in communication with the instructor of record prior to the end of the semester. At the time of their approval, the program director will set the deadline for completing course requirements. Typically, this deadline is not longer than three months from the end of the semester in which the In-Progress grade was granted. Upon completion of the course requirements, the program director or instructor of record will submit the final grade for the course. It is the student's responsibility to monitor the course requirements during the semester and communicate with the instructor of record if these requirements will not be met.

Students who receive In-Progress grades during their final semester may participate in commencement exercises if all other degree requirements are met, and the student is likely to complete the In-Progress course within three months of commencement. This determination will be made by the program director. The degree will not be conferred until all degree requirements are satisfied.

Only the associate vice president and dean for graduate studies may grant in-progress grades for graduate and post-baccalaureate students.

In-Progress grades count as attempted hours toward Satisfactory Academic Progress.

Prerequisite Grades

To satisfy a prerequisite, students must earn a minimum grade of C- or higher in order to meet the requirement, unless otherwise stated in the course description or in program requirements. Graduate students who earn a grade of C- or below in a prerequisite course may not continue into the following course.

Grade Appeal Policy

When a student has substantial grounds to dispute a final grade and is prepared to present evidence, the student must initiate the Grade Appeal Procedure no later than 30 days after the beginning of the next semester in the program after the course with the disputed grade. The process is initiated by the student submitting a complaint to the instructor from their Agnes Scott email account.

At each step, the student must copy the graduate enrollment manager, who is responsible for tracking the grade appeal and ensuring the student understands the process and their rights and responsibilities.

Upon receipt of the complaint submitted by the student, the instructor and the student will discuss the dispute. If not resolved the student may proceed with mediation.

If mediation is agreed upon, the instructor and the student will each sign a statement

acknowledging the agreement and foreclosing further action on the grade dispute. These statements will be submitted to the program director and the graduate enrollment manager.

The student and the instructor shall discuss the dispute and the instructor shall have a reasonable period of time to consider changing the grade. The instructor shall notify the student of the decision in writing. If a reasonable period of time passes without the instructor notifying the student, the student shall inform the instructor and then may move forward with the next step.

If the matter is not resolved, the student shall have two business days after the instructor's notification being sent to forward the original written appeal with evidence to the program director for mediation. The program director shall mediate the dispute by consulting with both parties but cannot make a grade change. The program director will notify the student in writing of the result of the mediation. Should the program director be the faculty member involved in the dispute, the dispute shall automatically go to the associate vice president and dean for graduate studies for mediation.

If the matter is not resolved, the student shall have two business days after the program director's notification being sent to forward the original written appeal with evidence to the associate vice president for mediation. The associate vice president shall mediate the dispute by consulting with both parties, but cannot make a grade change. The associate vice president will notify the student in writing of the result of the mediation.

If the associate vice president is unable to resolve the dispute, the student has two business days after notification being sent to forward the original written appeal with evidence to the chair of the Committee on Graduate Academic Policy & Program Integrity. Should a committee member be either the faculty member involved in the dispute or the program director involved in the dispute, then the faculty member shall recuse themselves from all matters regarding the case. If any person happens to be in the dispute process multiple times in different roles (e.g., professor and chair, chair and committee member), then the Faculty Executive Committee officers will substitute one of their committee members for all subsequent roles after the first. The Committee on Graduate Academic Policy & Program Integrity shall render its decision within a reasonable period of time. The committee's decision is final.

The graduate enrollment manager will monitor the progress of the complaint throughout the process and determine when the deadlines have passed, and will address any questions related to the process.

Transcript Requests

The Registrar's Office is pleased to offer an online service through which current students, former students, and alumni may order copies of official transcripts anytime of day on a year-round basis. With E-Transcripts, students have access to transcript ordering, electronic exchange with other participating colleges, automatic email confirmations, online order tracking and optional text message alerts by accessing the Agnes Scott eTranscripts Online Ordering Service. Delivery options and estimated processing times for hardcopies are posted on the web page. Electronic PDFs are available immediately, and expire 30 days after the order is processed (assuming no holds exist and the student signed the consent form). Processing may take longer during peak times (e.g. the beginning and end of each semester).

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 as an enrolled student. 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, associate vice president and dean for graduate studies, 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; and
   - 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 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 academic year. 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 https://www.agnesscott.edu/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 and Effectiveness, Agnes Scott College, 141 E. College Ave., Decatur, GA 30030.

Student Integrity and Community Standards

Official College Communication

As members of the campus community, students are required to check their Agnes Scott email accounts regularly, as well as the MyAgnes portal. Any communication from the president, vice president for academic affairs and dean of the college, vice president for student affairs and dean of students, associate vice president and dean for graduate studies, senior associate dean of students, senior director of graduate enrollment, director of student integrity and community standards, director of accessible education, registrar, or student judicial bodies may be considered "Official College Communication." 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.

Honor Code

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.

Graduate Honor Council

The Graduate Honor Council serves as the Honor Court for graduate and post-baccalaureate students. Its 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, with at least one being a graduate student and at least one being a post-baccalaureate student. All the executive board members are appointed following the election by their peers. Given extenuating circumstances, the president of the Graduate Honor Council has the ability to promote members to executive positions. All members of the Graduate Honor Council Executive Board must maintain a 3.000 GPA each semester.

Eligibility

Any currently enrolled Agnes Scott College graduate or post-baccalaureate student is eligible to serve on the Graduate Honor Council. The student is required to be in good standing and have a cumulative 3.000 GPA, with no violations within the previous academic year. A student may serve multiple terms on the Graduate Honor Council.

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

Duties and Powers

President of Graduate Honor Council

- To serve as president of Graduate Honor Council and to preside over its meetings, voting only in case of a tie;
- To assemble material and work with cases over which Graduate Honor Council has primary jurisdiction;
- To serve as a member of the Judicial Review Committee and present the decision made by Graduate Honor Council;
- To serve as a liaison between Graduate Honor Council and the administration;
- To be responsible for violations of the bylaws by the officers and members of Graduate Honor 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 Honor Council violation;
- To coordinate all meetings, trainings, cases, and committees of the Graduate Honor Council under the leadership of director of student integrity and community standards.

Vice President of Graduate Honor 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 Honor 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 Honor Council

- To take minutes at all Graduate Honor 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 the Graduate Honor Council.

Members at Large and all members of Graduate Honor Council

- To attend all Graduate Honor 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 the Graduate Honor Council.

Imposition of Penalties

Graduate Honor Council shall impose penalties subject to the following procedures:

- A quorum must be present and shall consist of three members of Graduate Honor Council or 60% of all active members of the Graduate Honor 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 Honor 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 integrity and community standards.

Elections

All elections will be conducted in accordance with the policies and procedures of the 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 Honor Council will be conducted during the spring semester of the academic year before elections of the members at large of Graduate Honor Council.

Meetings

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

Graduate Judicial Review Committee

The college's Graduate Judicial Review Committee is given these responsibilities related to disciplinary probation, suspension and/or dismissal:

1) Reviewing and acting on recommendations of the Graduate Honor Council and Student Government Association (SGA) that affect the powers and philosophy of student government or pertain to major regulations concerning student welfare.
2) Acting upon the recommendation of the Graduate Honor Council that a student be placed on disciplinary probation for violation of academic regulations.
3) Acting upon the recommendation of the Graduate Honor Council that a student receive disciplinary suspension or dismissal for violation of social or academic regulations.
4) Acting as the court of final appeal for Graduate Honor Council decisions and/or sanctions; or, when a student appeals a Graduate Honor 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.
5) 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.

6) 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 integrity and community standards.
7) Assuming original jurisdiction in a disciplinary action at a time when neither a quorum of Graduate Honor Council nor the president of SGA nor the president of Graduate Honor Council is readily available. (Note: When the college is not in session and/or no quorum of Graduate Honor 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.
8) 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.
9) Acting upon a formal written report from the VPAA to hear cases involving disruptive classroom behavior.

The Graduate 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.

Graduate Judicial Review Committee members:

- President of the College, Chair
- Vice President for Academic Affairs and Dean of the College
- Vice President for Student Affairs and Dean of Students
- Associate Vice President and Dean of Graduate Studies
- President of Graduate Honor Council
- Vice President of Graduate Honor Council
- Secretary of Graduate Honor Council
- Director of Student Integrity and Community Standards (non-voting member)
- Three Graduate Faculty Members
- *Ex officio* members (as provided in the Student Complaint Procedures)
  The chair of the FEC (Faculty Executive Committee) and director for people and culture, 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

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. Disciplinary dismissal is an involuntary separation from the college, and is considered permanent. 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 vice president for academic affairs and dean of the college; the associate vice president and dean for graduate studies; 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 Graduate 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 determine whether the matter will be sent directly to the Graduate 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 Graduate 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 Graduate 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 Graduate 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 Graduate 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 Graduate Judicial Review Committee meeting.

The usual procedures of the Graduate 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 Graduate 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 Graduate 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, the associate vice president and dean for graduate studies, 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.

Distance-learning Students

Distance-learning students residing out-of-state while enrolled in an Agnes Scott College course may submit a complaint with Agnes Scott College using the procedures and policies available to all Agnes Scott students described in the student handbook (link). Agnes Scott is a member of the National Council for State Authorization Reciprocity Agreements (NC-SARA) (link). If the resolution for a non-academic grievance is unsatisfactory, distance-learning students may file a grievance with GA-SARA at https://gnpec.georgia.gov/student-resources/complaints-against-institution/ga-sara-student-complaint-rules. Students residing in California may contact the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833 or 916.431.6924.

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 Programs

Agnes Scott College's graduate and post-baccalaureate programs include:

- Clinical Mental Health Counseling
    - Clinical Mental Health Counseling (MA)
    - School Counseling Program (MA) (program starting in the fall of 2026)
- Communication, Data and Society
    - Advocacy and Public Engagement (Certificate)
    - Data Analysis (Certificate)
    - Health Communication (Certificate)
    - Strategic Communication (MS)
- Medical Sciences
    - Medical Sciences Accelerated (MS)
    - Medical Sciences Accelerated Online (MS)
    - Post-Baccalaureate Certificate in Pre-Allied Health
    - Post-Baccalaureate Certificate in Pre-Medicine (Accelerated and Bridge programs)
- Mary Lou Cornwall Hawkes '65 and James B. Hawkes Physician Assistant
    - Cornwall Hawkes PA (MMSc) (program starting in the fall of 2026)

Clinical Mental Health Counseling

Jennifer Fulling-Smith, program director and associate professor of clinical mental health counseling
Mary Huffstead, clinical coordinator and associate professor of clinical mental health counseling
Hannah Carter, assistant professor of clinical mental health counseling
Danielle Dunkley, assistant professor of clinical mental health counseling
Regina Finan, assistant professor of clinical mental health counseling
Janelle Jones, assistant professor of clinical mental health counseling
Daun Kwag, assistant professor of clinical mental health counseling
Amber Norman, assistant professor of clinical mental health counseling
Mitchell Toomey, assistant professor of clinical mental health counseling
Lynell Williams, assistant professor of clinical mental health counseling

Academic Overview

The Master of Arts in Clinical Mental Health Counseling integrates empirical science, rigorous coursework, and supervised clinical training experience to prepare graduates to engage in ethically grounded and social justice-oriented mental health practice. The program provides graduates with the necessary skills to offer mental health services to individuals across the lifespan, including children, adolescents, and adults, as well as to groups with a wide range of clinical concerns, including families and couples. Competencies are grounded in ethics, research and evaluation, diagnosis, clinical strategies, and counseling interventions and prepare graduates for licensure. The program is committed to the development of graduates who are guided by theories that inform the intersectional and cultural experiences of diverse populations. The program works to ensure graduates are well-versed in inclusive counseling practices that reduce barriers to treatment provision.

Learning Outcomes

Students completing the Master of Arts in clinical mental health counseling will be able to:

- Demonstrate comprehensive knowledge in the social and behavioral sciences and its application to the profession of mental health counseling.
- Engage in the delivery of counseling and helping skills including individual and group counseling, supervision, testing, interviewing, diagnosis, and assessment in an effort to promote emotional health and well-being.
- Articulate the role of the professional mental health counselor within organizations (e.g., human service agencies, educational settings) based on populations served.
- Use research and evaluation in the delivery of counseling services in a wide variety of settings (i.e., community agency, school, or organization).
- Enhance ability to work with individuals, groups, and communities representing diverse populations and to deliver ethical and culturally responsive mental health services.

Program Instructional Format

The clinical mental health counseling program may be completed through in-person courses. Selected in-person courses have a partial asynchronous online component, and this is indicated on the course syllabus. The requirements and student learning outcomes are the same for all courses in the program, regardless of instructional format.

Degree Requirements

To fulfill the requirements for the Master of Arts, students must successfully complete the 18 core courses for 54 credit hours and an additional two graduate level elective courses within the counseling program for six credit hours for a total of 60 credit hours and complete the program with

a minimum GPA of 3.000, and grades of B- or higher in each course taken to fulfill degree requirements.

Exam for Graduation

Students in the clinical mental health counseling program are expected to take and successfully pass the national standardized counseling examination. This exam is called the Counselor Preparation Comprehensive Examination (CPCE) and is provided by the Center for Credentialing and Education, which is a division of NBCC. This is an exam that requires students to pay CCE a fee of $150 to sit for the exam. The Clinical Mental Health Counseling program covers the cost of this exam once for each student. Scores are released to the program on a monthly basis and this standardized exam mirrors the format of the exam required for licensure with the state. The exam demonstrates baseline proficiency in the core content areas of counseling. This is an exam that students will take in the last semester of their program. All registration and scheduling of the OnVue computer based test (CBT) is handled with CCE after the program director submits each student's name to the CCE coordinator.

Core Courses

CMC-610	Foundational Theories of Counseling
CMC-612	Professional Orientation to Clinical Mental Health Counseling
CMC-614	Counseling Diverse Populations: Social, Linguistic & Cultural Foundations
CMC-620	Principles and Techniques of Counseling
CMC-616	Measurement & Assessment in Counseling
CMC-622	Postmodern Theories of Counseling
CMC-624	Diagnosis & Treatment Planning
CMC-626	Legal, Ethical and Professional Issues in Counseling
CMC-632	Group Theory and Process
CMC-634	Crisis, Trauma & Grief Counseling: Impact, Intervention and Management
CMC-636	Substance Abuse & Addictions Counseling
CMC-642	Human Growth & Development Across the Lifespan
CMC-644	Research & Program Evaluation
CMC-646	Career Development & Counseling
CMC-650*	Counseling Internship I
CMC-652	Psychopharmacology & Biological Bases of Behavior
CMC-660*	Counseling Practicum
CMC-670*	Counseling Internship II
CMC-699*	Comprehensive Examination: CPCE

*These courses are offered Pass /Fail.

Electives (two courses for 6 credit hours; elective topics subject to change)

CMC-654	Counseling Children & Adolescents
CMC-655	Counseling Couples & Families
CMC-656	Mental Health Consequences of Discrimination
CMC-658	Womxn & Mental Health
CMC-690	Directed Research

**All courses are restricted by program of enrollment. Students who would like to take a course in another program must receive the approval of that program's director and the chair of the Counseling Department. If the course is to replace one of the program electives, it must be at the graduate level and be related to counseling practice to align with state licensure requirements.

School Counseling Program Master of Arts

Program Overview

In conjunction with the Graduate and Post-Baccalaureate Studies mission statement, the school counseling program educates future school counselors to promote academic, college/career, and social/emotional success. Students will learn to think critically about barriers to achieving mental health using an intersectional framework, to creatively partner with school systems in striving for student wellness, and to effectively engage as a school counselor to support students and families, their school systems, and their community. The school counseling program is dedicated to providing education that assists school counselors to successfully apply for certification* in the state of Georgia. *Students will prepare to take the NCE (National Counselor Exam) and the GACE (Georgia Assessments for the Certification of Educator) subject tests in school counseling for certification eligibility in Georgia.

Learning Outcomes

Students completing the Master of Arts in school counseling will be able to:

- Demonstrate comprehensive knowledge of school counseling, its history, and the structure of the educational system.
- Engage in the delivery of counseling and helping skills including individual, group, and career counseling, interviewing, diagnosis, assessment, design and implementation of school counseling programs, and instructional and school interventions that are grounded in counseling theories and evidence-based techniques in an effort to promote social/emotional health and well-being.
- Articulate the role of the school counselor as advocate, collaborator, leader, and agent for systemic change to promote educational equity and positively impact student outcomes.
- Use research and evaluation in the delivery and on-going evaluation of school counseling programming within a school system.
- Enhance ability to work with students and stakeholders within a school system representing diverse populations and diverse learning needs to deliver ethical and culturally responsive school counseling services.

Students completing the Master of Arts in clinical mental health counseling will be able to:

- Demonstrate comprehensive knowledge in the social and behavioral sciences and its application to the profession of mental health counseling.
- Engage in the delivery of counseling and helping skills including individual and group counseling, supervision, testing, interviewing, diagnosis, and assessment in an effort to promote emotional health and well-being.
- Articulate the role of the professional mental health counselor within organizations (e.g., human service agencies, educational settings) based on populations served.
- Use research and evaluation in the delivery of counseling services in a wide variety of settings (i.e., community agency, school, or organization).
- Enhance ability to work with individuals, groups, and communities representing diverse populations and to deliver ethical and culturally responsive mental health services.

Program Instructional Format

The school counseling program may be completed through a combination of in-person and hybrid courses. Not all courses are offered in a hybrid format. The requirements and student learning outcomes are the same, regardless of instructional format.

Degree Requirements

To fulfill the requirements for the Master of Arts, students must successfully complete the 18 core courses for 54 credit hours and an additional two elective courses for six credit hours for a total of 60

credit hours and complete the program with a minimum GPA of 3.000.

Exam for Graduation

Students in the clinical mental health counseling program are expected to take and successfully pass the national standardized counseling examination. This exam is called the Counselor Preparation Comprehensive Examination (CPCE) and is provided by the Center for Credentialing and Education, which is a division of NBCC. This is an exam that requires students to pay CCE a fee of $150 to sit for the exam. The Clinical Mental Health Counseling program covers the cost of this exam once for each student. Scores are released to the program on a monthly basis and this standardized exam mirrors the format of the exam required for licensure with the state. The exam demonstrates baseline proficiency in the core content areas of counseling. This is an exam that students will take in the last semester of their program. All registration and scheduling of the OnVue computer based test (CBT) is handled with CCE after the program director submits each student's name to the CCE coordinator.

Core Courses

CMC-610	Foundational Theories of Counseling
CMC-613	Professional Orientation to School Counseling
CMC-614	Counseling Diverse Populations: Social, Linguistic & Cultural Foundations
CMC-616	Measurement & Assessment in Counseling (**school counseling cohort specific section**)
CMC-617	Design, Implementation, & Evaluation of School Counseling Programs
CMC-620	Principles and Techniques of Counseling
CMC-622	Postmodern Theories of Counseling
CMC-623	Consultation & Leadership in School Counseling
CMC-624	Diagnosis & Treatment Planning
CMC-626	Legal, Ethical and Professional Issues in Counseling
CMC-632	Group Theory and Process (**school counseling cohort specific section**)
CMC-634	Crisis, Trauma & Grief Counseling: Impact, Intervention and Management
CMC-636	Substance Abuse & Addictions Counseling
CMC-642	Human Growth & Development Across the Lifespan
CMC-644	Research & Program Evaluation
CMC-646	Career Development & Counseling (**school counseling cohort specific section**)
CMC-650*	Counseling Internship I (**school counseling cohort specific section**)
CMC-654	Counseling Children & Adolescents
CMC-660*	Counseling Practicum (**school counseling cohort specific section**)
CMC-670*	Counseling Internship II (**school counseling cohort specific section**)
CMC-699*	Comprehensive Examination: CPCE

*These courses are offered Pass /Fail.

Electives (two courses for 6 credit hours; elective topics subject to change)

CMC-624	Diagnosis & Treatment Planning (**school counseling cohort specific section summer, if seeking LPC**)
CMC-636	Substance Abuse & Addictions Counseling
CMC-652	Psychopharmacology & Biological Bases of Behavior
CMC-655	Counseling Couples & Families
CMC-656	Mental Health Consequences of Discrimination
CMC-658	Womxn & Mental Health
CMC-690	Directed Research

**All courses are restricted by program of enrollment. Students who would like to take a course in

another program must receive the approval of that program's director and the CMHC program director. If the course is to replace one of the program electives, it must be at the graduate level and be related to counseling practice to align with state licensure requirements.

Strategic Communication

Faculty
Mina Ivanova, director and assistant professor of communication, data, and society
Melissa Fay Greene, Distinguished writer in residence
Nell Ruby, professor of creative arts and visual practices

Program Overview
Strategic 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 communication in all of its forms and modalities and in a variety of contexts, students gain practical skills in different genres of writing and multimedia storytelling; digital design and data analysis and visualization; persuasion and project management; the ethical use of technology and data; and the development of communication campaigns. They engage in humanistic, social scientific, aesthetic, and data driven forms of inquiry that enrich their understanding of communication. Rooted in Agnes Scott's strong tradition of teaching and valuing writing, and our commitment to social justice, Strategic Communication educates inclusive, skilled communicators who can tackle real-life communication problems and engage the intellectual and social challenges of their times.

Learning Outcomes
Students completing the Master of Sciences in Strategic Communication will be able to:

- Employ communication theories, perspectives, principles, and concepts.
- Create messages appropriate to the audience, purpose, and context at a professional level.
- Assess the technical and stylistic needs of a project in order to design effective, accessible, and inclusive digital content.
- Apply ethical communication principles and practices.
- Critically analyze messages and qualitative data.
- Employ data analysis and visualization techniques for quantitative communication inquiry and to communicate to diverse audiences

Program Instructional Format
All degree programs in strategic communication, data and society are offered fully online.

Degree Requirements
To fulfill the requirements for the Strategic Communication master's degree, students must successfully complete the core courses and electives for a total of 36 credit hours. Students must also maintain a minimum GPA of 3.000, and successfully complete the digital portfolio capstone.

Core Courses

WDC-610	Content Strategy and Digital Portfolio Project Design
WDC-628	Persuasive Writing and Speaking.
WDC-630	Visual Thinking and Web Design
WDC-640	Critical Communication
WDC-699	Portfolio Capstone (0 credits)

Electives (six courses for 18 credit hours)

WDC-614	Grant and Proposal Writing

WDC-616	Environmental Rhetoric
WDC-618	Technologies of Social Change
WDC-636	Solutions Journalism
WDC-650	Internship
WDC-690	Directed Research
WDC-695	Topics in Writing and Digital Communication
WDC-613	Science Writing
APT-615	Ethical Use of Technology and Data
DVS-600	Principles of Data Visualization
DVS-630	Communication of Data
EAM-620	Data Collection
EAM-630	Data Analysis I
EAM-635	Data Analysis II
EAM-640	Project Management
MDS-603	Health Communication Methods
MDS-604	Planning and Evaluating Communication Campaigns

Students who would like to take a course in another program must receive the approval of that program's director.

Advocacy and Public Engagement

Program Overview
The Advocacy and Public Engagement certificate is designed to serve as a stacking certificate toward the MS in Strategic Communication or to be completed as a stand-alone program of study.

Advocacy and Public Engagement provides students with a credential that gives them the knowledge and skill set to effectively pursue careers in the area of Strategic Communication. The certificate introduces students to the principles of strategic communication and the theoretical background and practical skills necessary to analyze and create effective communication campaigns that can influence public discourse and impact diverse audiences.

Learning Outcomes
Students completing the graduate certificate in advocacy and public engagement will be able to:

- Influence public discourse.
- Create messages appropriate to the audience, purpose, and context at a professional level.
- Critically analyze messages and qualitative data.
- Apply ethical communication principles and practices.

Requirements for the Graduate Certificate in Advocacy and Public Engagement
To fulfill the requirements for the APE graduate certificate, students must successfully complete three core courses and one elective course for a total of 12 credit hours and complete the program with a minimum GPA of 3.000.

Core Courses

WDC-614	Grant & Proposal Writing
WDC-618	Technologies of Social Change
WDC-636	Solutions Journalism

Electives

WDC-616	Environmental Rhetoric
EAM-640	Project Management

Students who would like to take a course in another program must receive the approval of that program's director.

Data Analysis

Program Overview
The Data Analysis certificate is designed to serve as a stacking certificate toward the MS in Strategic Communication or to be completed as a stand-alone program of study.

The Data Analysis Certificate prepares students to collect, analyze, interpret, and present data. Today's leaders know that data is not an asset until it is analyzed and translated into the language of the stakeholder. Students will obtain hands-on experience processing and analyzing data acquired by different research methods in order to gain critical insights that can impact public discourse and drive policy and decision making. Using a range of presentation skills and techniques, including data visualization, students will also learn how to effectively communicate the results of their analyses and present complex ideas rapidly and intuitively to diverse audiences.

Learning Outcomes
Students completing the certificate program in Data Analysis will be able to:

- Create messages appropriate to the audience, purpose, and context at a professional level.
- Apply ethical communication principles and practices.
- Critically analyze messages and qualitative data.

Employ data analysis and visualization techniques for quantitative communication inquiry and to communicate to diverse audiences.

Requirements for the Certificate in Data Analysis
To fulfill the requirements for the Data Analysis Certificate, students must successfully complete three core courses and one elective course for a total of 12 credit hours and complete the program with a minimum GPA of 3.000.

Core Courses

EAM-620	Collection of Data
EAM-630	Data Analysis I
EAM-635	Data Analysis II

Electives (two courses for 6 credit hours)

DVS-600	Principles of Data Visualization
DVS-630	Communication of Data
APT-615	Ethical Use of Technology and Data

Students who would like to take a course in another program must receive the approval of that program's director.

Health Communication

Program Overview

The Health Communication certificate is designed to serve as a stacking certificate toward the MS in Strategic Communication or to be completed as a stand-alone program of study.

The Health Communication Certificate introduces students to methods and techniques used by health communicators to plan, design, and evaluate effective public campaigns in various forms for diverse audiences. Knowledge and skills gained in the class are transferable to any field that requires the ability to analyze audiences, craft strategic messages, interpret complex data sets, and make technical and scientific information accessible and engaging for the general public.

Learning Outcomes

Students completing the certificate program in Health Communication will be able to:

- Create messages appropriate to the audience, purpose, and context at a professional level.
- Apply ethical communication principles and practices.
- Analyze and interpret qualitative and quantitative data.

Employ data analysis and visualization and techniques for communication inquiry and to communicate to diverse audiences.

Requirements for the Graduate Certificate in Health Communication

To fulfill the requirements for the Health Communication graduate certificate, students must successfully complete three core courses and one elective course for a total of 12 credit hours and complete the program with a minimum GPA of 3.000.

Core Courses

MDS-603	Health Communication Methods
MDS-604	Planning and Evaluating communication Campaigns
WDC-613	Science Writing

Electives (one course for 3 credit hours)

DVS-600	Principles of Data Visualization
DVS-630	Communication of Data
EAM-640	Project Management

Students who would like to take a course in another program must receive the approval of that program's director.

Medical Sciences

Faculty

Shoshana Katzman, chair and associate professor of medical sciences
Mary Nell Higley Summey, director for post-baccalaureate programs and senior instructor in chemistry
Thalita Abrahão, assistant professor of medical sciences
Carmen Carrion, assistant professor of medical sciences
Erica Harris, assistant professor of medical sciences
Jennifer Hill, assistant professor of chemistry
Jennifer Hurst-Kennedy, professor of medical sciences
Mi-Sun Kim, assistant professor of chemistry
Paul Wallace, professor of physics and astronomy

Associated Staff

Academic Overview

Medical Sciences includes six programs of study: the Post-Baccalaureate Pre-Medical accelerated and bridge certificate programs, the Post-Baccalaureate Pre-Allied Health certificate program, and the Master of Science in Medical Sciences Accelerated and Online Programs.

To qualify for a post-baccalaureate certificate, each student must:

- Complete a minimum of 37 credit hours*
- Complete the core courses outlined in program plan
- Achieve a minimum cumulative grade point average of 3.500 on all core courses taken in the program,
- and a grade of no less than C in all courses taken at Agnes Scott.

*minus those calculated from exemptions obtained during admission to the program

To qualify for a master's degree in medical sciences, each student must:

- Complete a minimum of 36 credit hours for an accelerated master's or 33 credit hours for the online accelerated master's
- Achieve a minimum 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 C in all courses taken at Agnes Scott.

Post-Baccalaureate Pre-Medical Programs

Program Overview

The Post-Baccalaureate Pre-Medical Programs are standalone certificate programs designed for students who are career changers (accelerated) or academic record enhancers (bridge). These programs are designed for students who seek 1) prerequisite courses required for admission to medical, dental, or veterinary school and 2) opportunities to expand their competencies as professional school applicants. The program includes post-baccalaureate level courses in chemistry, biology, physics, and biochemistry. Through full-time study with access to dedicated health professions advising, these programs prepare students to be competitive applicants for medical, dental, or veterinary school. In addition to their coursework, students receive formalized test preparation for MCAT, DAT, or GRE as a part of the program. See section Test Preparation for details about the test preparation offerings.

Learning Outcomes

Students completing the program in post-baccalaureate pre-medical studies will be able to:

- Explain concepts in the biological sciences and draw linkages between structure and function at the level of molecules, cells, organs, and systems.
- Analyze and interpret laboratory literature and its impact in inorganic and organic chemistry and the physical sciences necessary for advanced health professions programs.
- Apply critical thinking skills to laboratory and scientific scenarios.
- Develop application materials and competencies to support successful acceptance to professional programs.

Certificate Requirements

To fulfill the requirements for the Post-Baccalaureate Pre-Medical certificate, students must:

- Complete a minimum of 37 credit hours*
- Complete the core courses outlined in program plan
- Achieve a minimum cumulative grade point average of 3.500 on all core courses taken in the program,
- and a grade of no less than C in all courses taken at Agnes Scott.

*minus those calculated from exemptions obtained during admission to the program

Program Instructional Format

The pre-medical programs are offered in-person.

Required Courses for the Post-Baccalaureate Pre-Medical Certificate

BIO-510/510L	Integrative Biology I/Lab	Summer
CHE-510/510L	Introduction to Chemistry/Lab	Summer I
CHE-520/520L	Foundations of Inorganic and Physical Chemistry/Lab	Summer II
BIO-511/511L	Integrative Biology II/Lab	Fall
CHE-530/530L	Organic Chemistry I/Lab	Fall
PHY-502/502L	Elements of Physics/Lab	Fall
MDS-623	Academic Success in Medicine and Health	Fall
CHE-540/540L	Organic Chemistry II/Lab	Spring
PHY-503/503L	Elements of Physics II/Lab	Spring
MDS-632	Medical Biochemistry	Spring

**All courses are restricted by program of enrollment. Students who would like to take a course in another graduate program must receive the approval of that program's director and the director of the post-baccalaureate program.

Students may request to enroll in additional undergraduate coursework beyond 36 hours at Agnes Scott, and must be approved by the program director and the associate vice president and dean for graduate studies.

Post-Baccalaureate Pre-Allied Health Program

Program Overview

The Post-Baccalaureate Pre-Allied Health Program is a standalone certificate program designed for students who seek 1) prerequisite courses required for admission to physician assistant programs, physical therapy programs, and other health professions schools and 2) opportunities to expand their competencies as professional school applicants. The program includes post-baccalaureate level courses in chemistry, biology, anatomy and physiology, among others. Through full-time study over 12 months, and with access to dedicated health professions advising, the program prepares students to be competitive applicants for health professions schools. In addition to their coursework, students receive formalized test preparation for MCAT, DAT, OAT, or GRE as a part of the program. See section Test Preparation for details about the test preparation offerings.

Learning Outcomes

Students completing the Post-Baccalaureate Pre-Allied Health Program will be able to:

- Explain concepts in the biological sciences and draw linkages between structure and function at the level of molecules, cells, organs, and systems.
- Analyze and interpret laboratory literature and its impact in inorganic and organic chemistry and the physical sciences necessary for advanced health professions programs.
- Apply critical thinking skills to laboratory and scientific scenarios.
- Develop application materials and competencies to support successful acceptance to professional programs.

Certificate Requirements

Certificate Requirements To fulfill the requirements for the Post-Baccalaureate Pre-Allied Health certificate, students must:

- Complete a minimum of 37 credit hours*
- Complete the core courses outlined in program plan
- Achieve a minimum cumulative grade point average of 3.500 on all core courses taken in the program,
- and a grade of no less than C in all courses taken at Agnes Scott.

*minus those calculated from exemptions obtained during admission to the program

Program Instructional Format

The pre-allied health program must be completed in-person.

Required Courses for the Post-Baccalaureate Pre-Allied Health Certificate

BIO-510/510L	Integrative Biology I/Lab	Summer
CHE-510/510L	Introduction to Chemistry/Lab	Summer I
CHE-520/520L	Foundations of Inorganic and Physical Chemistry/Lab	Summer II
BIO-511/511L	Integrative Biology II/Lab	Fall
CHE-530/530L	Organic Chemistry I/Lab*	Fall
MDS-620/620L	Anatomy and Physiology I/Lab	Fall
MDS-623	Academic Success in Medicine and Health	Fall
BIO-601/601L	Microbiology/Lab*	Spring

MDS-630/630L	Anatomy and Physiology II/Lab	Spring
MDS-632	Medical Biochemistry	Spring

*Students pursuing physical therapy or optometry programs may take PHY 502/502L in lieu of CHE 530/530L and PHY 503/503L in lieu of BIO 601/601L

**All courses are restricted by program of enrollment. Students who would like to take a course in another program must receive the approval of that program's director and the director of the post-baccalaureate program.

Students may request to enroll in additional undergraduate coursework beyond 36 hours at Agnes Scott, and must be approved by the program director and the dean for graduate studies.

Medical Sciences

Program Overview

The Master of Science in Medical Sciences is a specialized master's degree program with in person and online program options. These programs are designed for students who have 1) completed the undergraduate prerequisite courses required for admission to professional programs such as medical school and 2) who seek advanced academic coursework and opportunities to expand their competencies as professional school applicants. Building on the prerequisite course requirements, the program includes graduate-level courses in anatomy and physiology, cell biology, genetics, biostatistics, and biochemistry, among others. Through full-time study with access to dedicated health professions advising, these programs prepare students to be competitive applicants for medical school and graduate programs in related disciplines.

Learning Outcomes

Students completing the Master of Science in medical sciences will be able to:

- Explain concepts in the medical sciences and draw linkages between structure and function at the level of molecules, cells, organs, and systems.
- Analyze and interpret medical literature and explain its impact on medicine and society.
- Apply critical thinking skills to clinical and scientific scenarios, including case studies, drug therapies, and the pathogenesis of human diseases.
- Develop materials and competencies to support successful applications to professional programs.

Program Instructional Format

Students admitted to the medical sciences programs must complete the program fully in-person. Students admitted into the online program complete their degree fully online in 12 months. Students enrolled in the online program do not complete the in-person labs or practicums.

Degree Requirements

To qualify for a master's degree in medical sciences, each student must

- Complete a minimum of 36 credit hours for an accelerated master's or 33 credit hours for the online accelerated master's
- Achieve a minimum 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 C in all courses taken at Agnes Scott.

Required Core Courses

MDS-610	Medical Cell Biology
MDS-614	Biostatistics
MDS-620	Anatomy and Physiology I with Lab

MDS-623	Academic Success in Medicine and Health
MDS-624	Professional Success in Medicine and Health
MDS-630	Anatomy and Physiology II with Lab
MDS-632	Medical Biochemistry
MDS-660	Service and Outreach in Healthcare

Elective Courses

APT-615	Ethical Use of Technology and Data
BIO-601	Microbiology with Lab
MDS-601	Social and Behavioral Determinants of Health
MDS-603	Health Communication Methods
MDS-604	Planning and Evaluating Communication Campaigns
MDS-611	Genetics of Human Disease
MDS-612	Fundamentals of Epidemiology
MDS-613	Parasitology in Health and Disease
MDS-615	Current Topics in the Cellular and Molecular Basis of Disease
MDS-616	Biotechnology
MDS-617	Immunology
MDS-618	Cancer Biology
MDS-621	The Chemistry of Metals in Medicine
MDS-619	Diseases and Disorders of the Immune System
MDS-625	Neurobiology
MDS-626	Ethics in Medical Research and Practice
MDS-627	Medical Cognitive Neuroscience
MDS-631	Evolutionary Medicine
MDS-650	Internship
MDS-685	Independent Study
MDS-690	Directed Research

**All courses are restricted by program of enrollment. Students who would like to take a course in another program must receive the approval of that program's director.
**Students enrolled in the online program do not complete the in-person labs or practicums.

**Post-baccalaureate Pre-Medical (Accelerated or Bridge) students who completed MDS 623 and/or MDS 632 during their post-baccalaureate program will have those course credits applied toward the Master of Science in Medical Sciences minimum credit requirements.

For a list of approved prerequisites or electives available for course substitution or additional study, students may request to take courses, pending approval by the medical sciences chair.

Mary Lou Cornwall Hawkes ‘65 and James B. Hawkes Physician Assistant

LeAnne Martinelli, program director and professor of physician assistant studies
Raulniña Uzzle, medical director and director of community health initiatives
Erin Lepp, associate program director and associate professor of physician assistant studies
Felicia Slaton, director of clinical education and assistant director of physician assistant studies
Malatrice Montgomery, assistant professor of physician assistant studies
Corban Sandoe, assistant professor of physician assistant studies
Megan Timpone, assistant professor of physician assistant studies

Program Overview

In Agnes Scott College’s Master of Medical Science (MMSc) program, students seeking certification and licensure as a physician assistant (PA) will learn to practice in all areas of medicine and gain expertise in community-based healthcare. The Cornwall Hawkes PA Program meets the urgent, growing need for healthcare professionals. Agnes Scott College has applied for Accreditation - Provisional from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). Students will complete 102 graduate credits over 24 consecutive months, with the first year of on-campus learning followed by a year of supervised clinical practice experiences in all major areas of medicine: community health, emergency medicine, surgery, women’s health, behavioral medicine, hospital medicine, and pediatrics, among others. Upon completion of the program, students will be prepared to take the Physician Assistant National Certifying Examination (PANCE) and, upon certification and licensure, can begin practicing as a PA in all disciplines of medicine.

Mission Statement

The mission of Agnes Scott College’s Mary Lou Cornwall Hawkes ‘65 and James B. Hawkes Physician Assistant Program cultivates compassionate, critical-thinking physician assistants (PAs) to practice evidence-based medicine, serve local communities, and assume leadership roles that help promote patient-centered healthcare.

Vision

The Cornwall Hawkes PA Program is intentional about creating a collaborative environment that produces high-quality healthcare providers committed to community health.

Core Values

Cornwall Hawkes PA Program’s core values include:

- A Commitment to Excellence in Innovation, Teaching and Learning
- A Commitment to an Appreciation of Various Life Experiences
- A Commitment to a Community that Values Justice, Healthcare Equity, and Integrity

Core Values Expanded

- A Commitment to Excellence in Innovation, Teaching and Learning
    - To academic excellence and creativity that encourages lifelong learning.
    - To personal interaction between students and faculty that emphasizes mentorship, collaborative learning and professional growth.
    - To the utilization of wide-ranging, innovative techniques and technologies.
- A Commitment to an Appreciation of Various Life Experiences
    - To a student body and a faculty who contribute diverse perspectives of their life

experiences.
    - To respectful engagement with divergent ideas, philosophies and perspectives from all members of the college community.
    - To foster a collaborative community that encourages scientific inquiry and promotes respectful dialogue across differences.
- A Commitment to a Community that Values Justice, Healthcare Equity, and Integrity
    - To support the development of leadership skills and community service experiences needed to provide high-quality, equitable care to all patient populations.
    - To develop clinical education opportunities in urban and rural communities.
    - To provide a learning community that expects honorable behavior and professionalism.

Goals of the Cornwall Hawkes PA Program

- Recruit and support qualified learners with varied life experiences who complete training to become physician assistants.
- Provide a comprehensive evidence-based curriculum to prepare PA graduates with the advanced medical knowledge and clinical skills to think critically and to provide high-quality, patient-centered care.
- Prepare PA students to communicate effectively with patients and to collaborate as an integral member of an interprofessional healthcare team to provide high-quality, patient-centered care.
- Foster a learning environment that promotes student leadership and community service experiences.

Cornwall Hawkes PA Program Competencies

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) defines competencies as "the knowledge; interpersonal, clinical, and technical skills; professional behaviors; and clinical reasoning and problem-solving abilities required for PA practice." (ARC-PA, 2020).

PA students of the Agnes Scott College's Cornwall Hawkes PA Program will build upon the knowledge and skills gained during the didactic and clinical year training to achieve the competencies upon completion of the program:

Medical Knowledge
1.1 Demonstrate understanding of biomedical and clinical sciences to include anatomy and physiology, pathophysiology, epidemiology, and the mechanisms of common diseases for all major organ systems to provide culturally sensitive patient care across the life span.
1.2 Order and interpret appropriate diagnostic studies to develop differential diagnosis.
1.3 Develop individualized therapeutic management plans using pharmacologic and nonpharmacologic modalities.

Interpersonal and Communication Skills
2.1 Demonstrate verbal, nonverbal, and written communication skills to elicit and provide effective exchange of information to patients, their families, and all members of the health care team.
2.2 Use interpersonal and communication skills to foster a collaborative community that promotes respectful dialogue across differences.

Clinical and Technical Skills
3.1 Demonstrate proficiency in performing a history and physical examination across the lifespan.
3.2 Demonstrate proficiency in performing essential medical and surgical procedural skills for entry

into PA Practice.
3.3 Use information technology to support patient care decisions and patient education.

Professional Behaviors
4.1 Demonstrate an understanding of the laws and regulations that govern PA professional practice.
4.2 Demonstrate respect for others in health care decision making.
4.3 Exhibit responsible and ethical practice in patient-centered care.

Clinical Reasoning and Problem-solving Abilities
5.1 Critically interpret and analyze collected data to formulate differential diagnoses, therapeutic care plans, and appropriate preventative strategies.
5.2 Applies knowledge of evidence-based medicine to provide patient-centered care.

Program Instructional Format
The Cornwall Hawkes PA Program curriculum occurs in-person, in a sequential format, with each course and semester building on the prior course and semester.

Degree Requirements
To fulfill the requirements for the Master of Medical Sciences, students must:

- Complete 102 semester hours with a passing grade in each course and with a 3.0 cumulative grade point average
- Successfully demonstrate professional and academic performance standards throughout the student's career in the Cornwall Hawkes PA Program
- Successfully demonstrate the competencies, which the program defines as "the knowledge; interpersonal, clinical, and technical skills; professional behaviors; and clinical reasoning and problem-solving abilities required for PA practice." (ARC-PA, 2020)
- Successfully complete the Summative Evaluation within the last four months of the program and Senior Seminar Project
- Receive the recommendation by the faculty of the Cornwall Hawkes PA Program with final verification by the program director.

Didactic Year

PAS 601	Essentials of Medical Sciences (3)	Fall II
PAS 602	Physiology (2)	Fall II
PAS 603	Biostatistics (3)	Fall II
PAS 605	Medical Communication (2)	Fall II
PAS 606	PA Professional Practice I (1)	Fall II
PAS 610	Anatomy with Lab (4)	Fall II
PAS 612	Physical Assessment & History with Laboratory (4)	Spring
PAS 615	Laboratory Interpretation I (3)	Spring
PAS 620	Clinical Medicine I (4)	Spring
PAS 625	Essentials of Behavioral Medicine (2)	Spring

PAS 630	Pharmacotherapeutics I (3)	Spring
PAS 635	Evidence-Based Medicine I (1)	Spring
PAS 616	Laboratory Interpretation II (3)	Summer
PAS 621	Clinical Medicine II (3)	Summer
PAS 627	Essentials of Emergency Medicine (2)	Summer
PAS 631	Pharmacotherapeutics II (3)	Summer
PAS 636	Evidence-Based Medicine II (1)	Summer
PAS 604	Ethics in Medicine (1)	Fall I
PAS 607	PA Professional Practice II (1)	Fall I
PAS 617	Laboratory Interpretation III (2)	Fall I
PAS 622	Clinical Medicine III (3)	Fall I
PAS 628	Essentials of Surgical Medicine (2)	Fall I
PAS 632	Pharmacotherapeutics III (3)	Fall I
PAS 637	Evidence-Based Medicine III (1)	Fall I

Clinical Year

PAS 650	Family Medicine in Community Health(5)
PAS 651	Women's Health (5)
PAS 652	Pediatric Medicine (5)
PAS 653	Emergency Medicine (5)
PAS 654	Inpatient Internal Medicine (5)
PAS 655	Surgical Medicine (5)
PAS 656	Behavioral Health (5)
PAS 657	Elective (5)
PAS 660	Senior Seminar (5)

*All PAS courses are restricted by program of enrollment.

Special Curricular Opportunities

Agnes Scott offers learning opportunities on and off campus to expand students' choices and extend their learning experiences beyond the classroom.

Agnes Accelerated: 4+1 Graduate Bridge

The 4+1 graduate bridge program is a pathway designed for students who intend to complete a master's degree at Agnes Scott College. The 4+1 graduate bridge provides an opportunity for qualified undergraduate students who intend to enroll in a master's program at Agnes Scott to complete both their bachelor's degree and their master's degree in approximately five years of full-time study.

4+1 Graduate Bridge:

- Medical Sciences Accelerated (MS)
- Strategic Communication (MS)

Bachelor's degree-seeking students admitted into the 4+1 graduate bridge are eligible to take up to eight credit hours of graduate level coursework at Agnes Scott during their final two semesters of undergraduate study. After conferring the bachelor's degree, students in the 4+1 graduate bridge are eligible to become master's seeking students at Agnes Scott, subject to the policies and processes below.

Phase 1: Bachelor's degree-seeking students applying to participate in the 4+1 graduate bridge

Bachelor's degree-seeking students work toward the degree requirements at their bachelor's institution. After having earned a minimum of 76 credit hours (typically in the spring of the junior year), students with the intent to complete a master's degree at Agnes Scott submit an application to participate in the 4+1 graduate bridge. Review the *Graduate and Post-Baccalaureate Admission* section for details about applying to participate.

Phase 2: Bachelor's degree-seeking students approved to participate in the 4+1 graduate bridge

Bachelor's degree-seeking students who are approved to participate in the 4+1 graduate bridge may take up to eight credit hours total of graduate level coursework during their final two semesters of undergraduate coursework (excluding summer). These eight credit hours of graduate coursework will count as electives toward the bachelor's degree, and the grades will be included in the calculations for the undergraduate GPA, subject to the policies of the bachelor's degree-granting institution.

Participating in the 4+1 graduate bridge does not alter the student's type. Until the bachelor's degree is conferred, the student remains a bachelor's degree-seeking student for purposes of federal and state financial aid as well as any aid awarded to them as part of their undergraduate admission.

Agnes Scott bachelor's degree-seeking students participating in the 4+1 graduate bridge are held accountable to the Agnes Scott College Undergraduate Catalog. The Agnes Scott College Graduate Catalog governs any issues that pertain to their graduate level courses. Accordingly, bachelor's degree-seeking students may not take graduate courses pass/fail, as this is not an option for graduate coursework.

If an undergraduate student participating in the 4+1 graduate bridge program earns a D, D- or F grade in their graduate class, the student may not register for additional graduate credit hours without the approval of the associate vice president and dean for graduate studies.

Non-Agnes Scott bachelor's degree-seeking students taking graduate courses as part of the 4+1 graduate bridge are subject to the Agnes Scott College Graduate Catalog. For their undergraduate coursework, they are subject to the catalog of their bachelor's degree granting institution. Non-Agnes Scott bachelor's degree-seeking students who are accepted into the 4+1 graduate bridge are not permitted to register for any undergraduate courses at Agnes Scott through

the 4+1 graduate bridge. However, they may still register for Agnes Scott undergraduate courses through the Cross-Registration process (ARCHE).

Phase 3: Applying for Graduate Admission from the 4+1 Graduate Bridge
Students participating in the 4+1 bridge and who are in their final undergraduate semester, must apply for admission into the Graduate Program, typically in their final semester as a bachelor's degree-seeking student.

Review the *Graduate and Post-Baccalaureate Admission* section for details about the application process.

Internship, Practicum and Directed Research Courses

Clinical Mental Health Counseling

CMC 660 Counseling Practicum / CMC 650: Counseling Internship I / CMC-670: Counseling Internship II

The general goal of the practicum for students in the clinical mental health counseling program is to master skills learned in previous courses by demonstrating interpersonal skills, analytical thinking, and flexible decision-making when working with clients. Students will engage in individual counseling and group experiences with actual clients in a clinical mental health setting. During the practicum experience, students are urged to engage clients of culturally diverse populations, genders, and age groups.

During their two semester internship, students in the clinical mental health counseling program will engage in real-life work experiences under the supervision of a course instructor (faculty supervisor) and a professional in the field (site supervisor). A significant portion of the internship experiences will be client contact. Students are expected to engage clients of culturally diverse populations, genders, various age groups (as appropriate to the site), and diverse lifestyles in work.

Sample performance objectives for these courses may include:

- Develop and effectively use procedures for meeting with clients in individual and group settings.
- Establish an appropriately safe and accepting atmosphere for clients/students.
- Demonstrate an appropriate respectful, genuine, empathic attitude with clients.
- Demonstrate an understanding of the client's presenting problem.
- Articulate the client's problems.
- Elicit appropriate information from clients.
- Recognize, understand, distinguish differences among, and transmit understanding of cognition, affect, and behavior presented by clients.
- Demonstrate understanding of the theme(s) in issues presented by the client.
- Plan effective counseling strategies to meet the client's needs.
- Demonstrate ability to assess the counseling process and appropriately modify.
- Distinguish client needs from one's own needs.
- Examine one's self (i.e., values, beliefs, strengths, limitations) in the counselor- client and counselor-supervisor relationships.
- Demonstrate ability to effectively participate in the supervision process.
- Consult with parents/families (as applicable) and related professionals as appropriate to the client/student's functioning in areas such as academic, social skills, cognitive abilities, and

physical ability.
- Adhere to and demonstrate an understanding of the ethical and legal responsibilities of counselors.
- Demonstrate a working knowledge of cultural and ethnic diversity.
- Demonstrate a working knowledge of intersectional sociocultural identities (race, ethnicity, gender, sexual identity, disability status, age, and/or religion, etc).
- Demonstrate a working knowledge of community resources.
- Formulate and describe a personal theory and style of counseling.
- Demonstrate leadership by taking responsibility for tasks assigned within the goal statements, providing appropriate feedback during individual and group supervision, and taking charge of the appropriate material for the case study presentation.

Direct and Indirect Services

During the practicum, students will engage in counseling with clients as well as other practicum and internship related activities. A minimum number of hours are required for practicum and across both internships related to direct and indirect services. During practicum, students must obtain a minimum of 100 hours, 40 of which must be in direct services. During internship, students must obtain a minimum of 600 hours, 240 of which must be in direct services. Activities for direct and indirect include, but are not limited to the following:

- Individual and group counseling
- Working with parents/families
- Collaboration
- Consultation
- Coordination
- Advocacy and leadership
- Supervision
- Professional development
- Program management and development
- Assessment and effective use of data
- Mentoring with site supervisor

Supervision

Clinical mental health counseling students are expected to fully participate in practicum supervision sessions. Extensive supervision is provided by the faculty supervisor, on-site supervisor, and/or other means as established by the faculty supervisor. Students engage in 1 hour of weekly site supervision with their site supervisor, 1.5 hours of weekly on-campus group supervision with their faculty supervisor, and during practicum or as needed during internship, an additional hour of individual or triadic supervision with their faculty supervisor. Supervision by the practicum or internship instructor will most likely take place on the Agnes Scott College campus, however, in some cases and with the approval of the program director and clinical coordinator, supervision may be required at some other meeting site or virtually.

Registration

Consultation with the program clinical coordinator is necessary before the student completes the field experience application and is a requirement for approval of the field experience application. Students will not be registered for practicum/internship unless the field experience application has been appropriately submitted and approved. Registration information and procedures are administered by the program director in consultation with the clinical

coordinator and the graduate enrollment manager. Students should consult the list of approved placement sites and directly inquire with the agency where they wish to be placed about potential placement at that site.

Counseling practicum (CMC-660) and internship (CMC-650 & 670) allows for variable credit hours depending on student need. Each respective course is traditionally offered as 3 credit hours; however, students may choose to enroll in up to 6 credit hours for each counseling practicum or internship course. Variable credit hours are intended to support students who have decelerated their clinical sequence to maintain part-time status as an enrolled graduate student in counseling.

Grades

The faculty supervisor officially determines the final grade. Grades for CMC practicum and internship courses Pass or Fail. The determination of the grade is the result of considerable collaboration by the faculty supervisor and on-site supervising counselor.

Procedures

All practicum and internship paperwork, including site placement information, student practicum/internship application, site contracts/MOUs, proof of student liability insurance for counseling practice, and student hours logs for practicum and internships, are managed through Tevera. Through a one-time Clinical Management Software Fee, paid on the first tuition statement, students will gain lifetime access* to Tevera. Faculty and site supervisors have access to Tevera's software platform, which enables electronic signatures to confirm participation hours. The use of Tevera also allows students to access their hours logs post-graduation when applying for licensure in their respective state, and it is the responsibility of the student to maintain access through Tevera (i.e., keeping their login access) to their hours logs after graduation.

Approved placement sites for clinical mental health counseling practicums and internships include:

- 3d Psychotherapy, LLC
- A Place for Me Counseling
- Advantage Behavioral Health Systems
- Art it Out Therapy Center (2 locations)
- Avant Interventional Psychiatry
- Atlanta Metropolitan State College
- Be Well Atl Psychotherapy, LLC
- Brighter Tomorrows Consulting, LLC
- Building Bridges Counseling and Wellness
- Center for Victims of Torture
- Children's Center for Hope and Healing
- CHRIS 180
- Claratel Behavioral Health (formerly Dekalb Community Service Board) (5 clinics)
- Clayton State University Counseling Center
- Comprehensive Counseling Services, LLC
- Cumberland Academy of Georgia
- Department of Juvenile Justice State of Georgia (Statewide partnership)
- Eastchester Family Services
- Emory University Hospital at Emory Decatur Hospital (Transitions Outpatient Program)

- Emory University: Department of Family & Preventive Medicine
- Families First
- Family Counseling Association of North Georgia
- Fava Counseling Associates
- Gaia Counseling & Wellness
- Georgia Center for Child Advocacy
- Grant Park Counseling Group
- Grounded Wellbeing
- Hopebound
- Inneractions Therapy Service
- Jewish Family & Career Services
- Kennesaw State University
- Manna Scholarship Fund, Inc.
- Marcus Autism Center
- Odyssey Family Counseling Center
- Our House, Inc.
- Pathways Transition Programs, Inc.
- Perspectives Center for Holistic Therapy (2 locations)
- Positive Impact Health Centers (2 locations)
- Push Thru Therapy
- SafePath Children's Advocacy Center
- Samaritan Counseling Center of Atlanta
- Skyland Trail
- Someone Cares Inc. of Atlanta
- The Berman Center
- The Bloom Wellness & Therapy Center
- The Boyce L. Ansley School
- The Link Counseling Center
- The Summit Wellness Group
- Training and Counseling Center (TACC)
- Wellspring Living, Inc.
- Willowbrooke at Tanner Behavioral Health

**Lifetime access is guaranteed by Tevera, which is independent of Agnes Scott College. Tevera was founded in 2003.*

Medical Sciences

MDS-624 Professional Success in Medicine/MDS-660 Service and Outreach in Healthcare Sequence

The professional success in medicine and service and outreach in healthcare signature course sequence is developed by Agnes Scott College's Physician Advisory Group for current students in the Master of Science in Medical Sciences programs and provides post-baccalaureate and graduate pre-medical students with the opportunity to be taught by professors who hold a Doctor of Medicine (MD), Doctor of Osteopathic Medicine (DO), a Master of Physician Assistant, or equivalent.

During the two-credit hour professional success in medicine course, students develop the skills, attributes and attitudes necessary to succeed as a healthcare professional. Under the supervision of the professor, students reflect on their current strengths and consider how to use those strengths to excel in the application process, as a learner in a rigorous professional program,

and as a healthcare practitioner. Students will become familiar with healthcare delivery in the United States, including the members of the medical team and their roles.

The service and outreach course requires a 3-6 hour commitment per week over a semester. Additionally, this course includes a substantive academic component. Students should review the course description for more information about the course. Students meet individually with the alumni mentor, who guides individual students in researching and applying to for-credit community service opportunities and supports each student in determining the experience that best fits their goals.

Students approved for MDS 660 complete their volunteer experience or community service projects with metropolitan Atlanta hospitals, clinics and nonprofits while enrolled in MDS-660. Recent sites include:

- American Heart Association - Atlanta Chapter
- Atlanta Pediatric Dental Specialists
- Atlanta VA Health Care System
- Ben Massell Dental Clinic
- Bethesda Community Clinic
- Capstone Hospice
- Children’s Healthcare of Atlanta - Egleston Hospital
- Children’s Healthcare of Atlanta - Scottish Rite Hospital
- Children’s Healthcare of Atlanta - Hughes Spalding Hospital
- Children’s Healthcare of Atlanta Heart Center - Feed the Heart Program
- Clarkston Community Health Center
- Clarkston Community Health Center - Harriet Tubman Women's Clinic
- DeKalb County Medical Examiner’s Office
- Embrace Refugee Birth (Friends of Refugees program)
- Emory Clinic
- Emory Decatur Hospital
- Emory Decatur Labor Support
- Emory Hillandale Hospital
- Emory Johns Creek Hospital
- Emory Saint Joseph's Hospital
- Emory University Hospital
- Emory University Hospital Midtown
- Emory Winship Cancer Institute
- Ethne Dental
- Ethne Health
- Fayette C.A.R.E. Clinic
- Flourish Pediatrics
- Golden Rule Hospice
- Good Samaritan Health Center (2 locations)
- Grady Health System
- Grant Park Clinic
- Innovative Nursing Solutions And Hospice Care LLC (INS Hospice)
- Inspiritus formerly Lutheran Services of Georgia
- MedShare
- Morehouse School of Medicine, Department of Gastroenterology
- Modern Internal Medicine Urgent
- Northside Hospital Atlanta Auxiliary
- Our House Health/Community Advanced Practice Nurses (CAPN)

- Physicians' Care Clinic
- Piedmont - Henry County
- Shepherd Center
- Shifa Clinic Duluth
- Symponia Hospice
- Wellstar Kennestone Regional Medical Center
- Wellstar North Fulton Medical Center

Because school affiliation agreements between Agnes Scott College and hospitals do not permit students in the volunteer programs to do anything clinically, it is not meant to be an experience for learners to obtain direct patient care hours. Agnes Scott College post-baccalaureate and graduate students must meet the requirements as set by their program and the community volunteer site affiliates and at all times maintain the proper role of the pre-medical professions student in a clinical setting, including an obligation to protect patients' privacy. (Students with the required credentialing and employment can consult the medical sciences department chair about the process for enrolling in the academic course, MDS-650 Internship).

All for-credit volunteer experiences or community service projects for MDS 660 must be cleared by the associate director of health professions advising or a designated health professions advisor before any student can participate.

Please note that MDS 660 courses are only offered during the academic semester and may be repeated twice.

MDS 650 Internship

The college recognizes that learning through independent, clinical internships can be a valuable addition to classroom learning and endeavors to make possible worthwhile experiences for students whose pre-health academic programs benefit from such opportunities. For-credit internships include a substantive (and graded) academic component. Graduate and post-baccalaureate students who meet the requirements of their program of study may apply for a for-credit internship.

Students interested in an internship for credit should speak with the department chair or program director to determine if an internship fits their academic plan. Graduate and post-baccalaureate students must be in good standing and meet any other site requirements in order to pursue a for-credit internship.

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 8-10 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 attendance
- Reading list
- Series of assignments and/or culminating assignment that supports student's holistic application materials (needs to be unique from the internship work)
- Rubric for grading—A, B, C, D

Internships are graded on a traditional A-F grading scale. An approved internship is entered on a student's course schedule as MDS-650, and tuition is charged based on the student's course load for that semester. Because of the multiple signatures and approvals (including that of the site supervisor), the application and site supervisor paperwork deadline for fall semester is August 15; the deadline for spring semester is December 15; and the deadline for summer semester is May 15.

It is the student's responsibility to complete the form and receive all required signatures.

Credentialing: Many clinical facilities which accept students for rotations use a 3rd party to credential learners (i.e., clear and house the student's background check, drug screen, vaccinations, etc. for the facility). There is often a fee for the student to register for these sites and submit their application which is at the student's expense (i.e., ACEMAPP- ~$50).

Approved placement sites for medical sciences clinical practicums and internships include:

- AllergyMD
- Avant Interventional Psychiatry
- Divine Dermatology & Aesthetics
- Northside Hospital-Midtown Laureate Medical Group
- Northside Hospital-Cobb County Laureate Medical Group
- Northside Hospital-Sandy Springs Laureate Medical Group
- Piedmont Henry
- Shepherd Center

Strategic Communication

Independent Internship (WDC-650)

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 depending on the program of study, but can also be meaningful as non-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. Students interested in an internship for credit should speak with their program director, prior to course registration, to determine if an internship fits their academic plan. Graduate students must be in good standing and meet any other program requirements in order to pursue a for-credit internship.

The program director assists students in identifying 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 a minimum of three credit hours, 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

Internships are graded on a traditional A-F grading scale. 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. The form requires signatures from the faculty supervisor, program director, and the International Student Advisor (international students-only). Because of the multiple signatures and approvals (including that of the internship supervisor), the proposal and internship paperwork deadline for fall semester is August 15; the deadline for spring semester is December 15; and the deadline for summer semester is May 15. The director 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.

Students completing a practicum or internship as part of the Clinical Mental Health Counseling program, Medical Sciences programs or Pre-Allied Health program will receive specific directions via email.

Directed Research

Directed research courses (XXX-690) are open to master's degree students in select graduate programs. During a directed research course, a graduate student works with a faculty member on a project related to a particular field of intellectual interest. Graduate students who are interested in a directed reading should meet with their faculty program director regarding their interest and the application progress prior to course registration.

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 research course outside their program, their application also must describe their preparation in the program offering the course. The application deadline for summer semester Directed Research courses is May 15; the deadline for the fall semester Directed Research Courses is August 15; the deadline for the spring semester Directed Research courses is December 15. Upon approval, the graduate enrollment manager will register students for the practicum course. It is the student's responsibility to complete the form and receive all required signatures.

Bridge to Business

Agnes Scott College, in partnership with the Georgia Institute of Technology's Scheller College of Business, offers graduate students the opportunity to develop their interests in business through the Bridge to Business course (WDC-699). The program takes place during the first three weeks of August and introduces undergraduate and graduate students to key business concepts. Topics such as finance, marketing, accounting, organizational behavior, and strategic management are taught on the Georgia Tech campus by faculty members from Tech and Agnes Scott. Company site visits and online business simulations complement case study discussions and lectures. The program carries six Agnes Scott academic credits, is designated a Directed Research course, and is categorized as a Summer Session II course. The program director approves students for the course as they would register for any Summer Session course. For more information, see the website www.agnesscott.edu/bridge-to-business.

ROTC

ROTC courses are open to full-time master's degree students through a cross registration agreement with Georgia Institute of Technology. The recruitment deadline is July 15 and interested students who meet one of the following prerequisites should contact the ROTC recruiting operations officer at Georgia Tech: a) 2-4 years of JROTC in high school; b) prior service in the military, any branch; c) current national guard or coast guard; or d) if not meeting one of the prerequisites, become academically aligned by attending a basic bootcamp provided by the ROTC organization.

Course Catalog

Post-Baccalaureate Courses

BIO-510 INTEGRATIVE BIOLOGY I 3.
This is the first course in a two-semester, graduate-level introductory biology series. In this class, students will examine life on the molecular level. Topics include biomolecules, cellular structures and function, metabolism, and molecular biology.
Corequisite: BIO-510L
Learning Outcomes
- Explain the structure and biological functions of proteins, carbohydrates, nucleic acids, and lipids
- Describe the structure and function of prokaryotic and eukaryotic cells, including organelles and their roles in cellular processes, such as transport, metabolism, and cell cycle regulation
- Explain major molecular biological processes, including DNA replication, transcription, and translation
- Integrate information to develop a comprehensive understanding of complex biological phenomena and healthcare scenarios
- Work collaboratively with interdisciplinary teams, showcasing the ability to integrate knowledge from different fields to address complex biological challenges

BIO-510L INTEGRATIVE BIOLOGY I LABORATORY 1.
This laboratory is an accelerated, introductory laboratory course. Laboratory exercises align with class concepts from BIO-510.
Corequisite: BIO-510

BIO-511 INTEGRATIVE BIOLOGY II 3.
BIO-511 is the second course in a two-semester, graduate-level introductory biology series. Topics include sexual reproduction, patterns of inheritance, evolution, and organ systems.
Prerequisite: BIO-510
Corequisite: BIO-511L
Learning Outcomes:
- Describe the process of meiosis and gametogenesis in sexual reproduction
- Explain Mendelian and Non-Mendelian patterns of inheritance and apply this knowledge to genetic crosses
- Discuss evolutionary patterns and trends and mechanisms of evolution
- Describe the structure of organ systems and how they contribute to overall physiological function
- Integrate information to develop a comprehensive understanding of complex biological phenomena and healthcare scenarios
- Work collaboratively with interdisciplinary teams, showcasing the ability to integrate knowledge from different fields to address complex biological challenges.

BIO-511L INTEGRATIVE BIOLOGY II LABORATORY 1.
This is an accelerated, introductory laboratory course. Laboratory exercises align with class concepts from BIO 511.
Prerequisite: BIO-510 and BIO-510L
Corequisite: BIO-511

BIO-601 MICROBIOLOGY 3.

This course incorporates historical and current events to examine the vast diversity of microbial form and function as well as the beneficial and harmful effects of microbes on human, animal and environmental health. Students will learn and apply the concepts in foundational microbiology including cell structure and function, ecology and evolution. Students will investigate and explore microbe-human interactions in the context of the human microbiome, immunity and microbial diseases. Students will then examine treatments of microbial diseases with antibiotics, immunizations and CRISPR systems. Through the use of scientific literature, students will draw connections between foundational studies and lecture material, analyze empirical data, and synthesize healthcare and policy recommendations.

Prerequisite: BIO-510 and BIO-510L; BIO-511 and BIO-511L

Corequisite: BIO-601L

Learning Outcomes:

- Describe and differentiate among the broad classes of microorganisms including bacteria, fungi, protozoa and viruses
- Interpret the various ecological and evolutionary principles that impact microbes
- Evaluate mechanisms in which microbes can colonize animal host and also cause infection and disease in humans
- Identify strategies employed by antimicrobial therapies and antimicrobial resistance
- Analyze scientific literature and understand its impact on medicine and society

BIO-601L MICROBIOLOGY LABORATORY 1.

This laboratory consists of hands-on with applied problems and assigned article readings, students will learn how to apply laboratory techniques (including microscopy, cell culture, DNA extraction, PCR, gel electrophoresis and microbial community analysis) and recent advances in biotechnology (including genomics, bioinformatics and mRNA-based vaccines) to solve experimental design challenges.

Prerequisite: BIO-510 and BIO-511

Corequisite: BIO-601

CHE-510 INTRODUCTION TO CHEMISTRY 3.

This course delves into the world of atoms and molecules in order to study the structure of matter and the changes it undergoes. The course will provide an introduction to the field of chemistry. Topics include atomic and molecular structure, stoichiometry, acids and bases, enthalpy, and equilibrium. In addition, contemporary problems and applications of these topics may be explored. Examples may include atomic and molecular structure relevant to the design of new material such as memory metals; z stoichiometry as a means of achieving green chemistry; acids and bases in the context of biochemical and environmental reactions; enthalpy in the context of energy generating fuels; and equilibrium and its role in energy storing batteries.

Corequisite: CHE-510L

CHE-510L INTRODUCTION TO BASIC CHEMICAL LABORATORY TECHNIQUES 1.

This lab course focuses on the experimental methods in basic scientific measurements, elementary reactions and analysis arranged around a theme such as forensics or the environment.

Corequisite: CHE-510

CHE-520 FOUNDATIONS OF INORGANIC AND PHYSICAL CHEMISTRY 3.

This foundation course focuses on introductory aspects of inorganic and physical chemistry. Topics may include fundamental chemical reactions, nuclear structure and radioactivity, molecular shapes, trends as seen in the periodic table, equilibrium, gas laws, molecular collision theory, the laws of thermodynamics, phases, reaction rates, and reaction mechanisms. To illustrate the role

of chemistry in fundamental physical and chemical behaviors, examples are chosen from a variety of areas including environmental, medical, and forensic applications.
Prerequisite: CHE-510 and CHE-510L
Corequisite: CHE-520L

CHE-520L FOUNDATIONS OF INORGANIC AND PHYSICAL CHEMISTRY LABORATORY 1.
Labs introduce students to the analysis and interpretation of observations. This course will also illustrate fundamental principles of chemistry including: reactivity of main group and transition metals; bonding and its relation to behavior; solution behavior; gas laws; heat capacity and enthalpy changes; and kinetics of reactions.
Prerequisite: CHE-510 and CHE-510L
Corequisite: CHE-520

CHE-530 ORGANIC CHEMISTRY I 3.
The systematic study of the chemistry of organic compounds with emphasis on theories of structure and reactivity. Specific topics include basic organic molecular structure and bonding, isomerism, stereochemistry, molecular energetics, substitution and elimination reactions, and reactions of biologically relevant functional groups.
Prerequisite: CHE-510 and CHE-510L
Corequisite: CHE-530L

CHE-530L ORGANIC CHEMISTRY LABORATORY 1.
Introduction to fundamental experimental techniques of carbon-based molecules, including organic synthesis, purification and separation techniques, and theory and interpretation of infrared and nuclear magnetic resonance spectroscopy.
Corequisite: CHE-530

CHE-540 ORGANIC CHEMISTRY II 3.
This course is a continuation of CHE-240 and it continues the systematic study of the principal functional groups in organic compounds. Specific topics include the theory and chemical reactivity of conjugated and aromatic systems, the fundamentals of organic synthesis, and reactions of biologically relevant functional groups.
Prerequisite: CHE-530 and CHE-530L
Corequisite: CHE-540L

CHE-540L ORGANIC CHEMISTRY II LABORATORY 1.
Project-based synthesis based laboratories including functional group analyses and reactions. Use of advanced instrumentation including nuclear magnetic resonance, infrared spectroscopy, and GC-MS are required for analysis of project results.
Corequisite: CHE-540

PHY-502 ELEMENTS OF PHYSICS I/LAB 4.
Quantitative discussion of physical phenomena. Knowledge of algebra and trigonometry is required.

PHY-503 ELEMENTS OF PHYSICS II/LAB 4.
Elements of Physics II/Lab. Continuation of Physics 102/502 lecture and lab.
Prerequisite: PHY-502

Graduate Courses

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

CMC-610 FOUNDATIONAL THEORIES OF COUNSELING 3.

This course will provide an overview of the process and mechanisms of change, human behavior, and applications of the major foundational theories of counseling and psychotherapy. Learners will focus on the history and integration of foundational theories as they relate to individual psychotherapy, multicultural, developmental, and systemic foundations. A multicultural lens will be used to examine each theoretical framework and evaluate utility based on its culture-bound factors and applicability to diverse populations. The course will examine current trends and evolutions in the practice of counseling. Registration is limited by program of study.

Learning Outcomes:

- Demonstrate understanding of core principles of foundational counseling theories
- Evaluate the major theories of counseling and psychotherapy through a critical examination of the socio-historical contexts
- Critique foundational counseling theories using the multicultural and social justice counseling competencies
- Analyze the various theories in relation to the diverse populations that receive counseling services
- Demonstrate theory-based counseling skills and techniques

CMC-612 PROFESSIONAL ORIENTATION TO CLINICAL MENTAL HEALTH COUNSELING 3.

This course is designed to introduce students to the profession of clinical mental health counseling and support their professional identity development. Students will gain foundational knowledge of all facets of the professional duties and responsibilities of clinical mental health counselors including: roles of counselors, clients, and supervisors, the history of mental health counseling, organizational structures, ethics, accreditation, national certification, and the licensure process. Students will create their individualized professional goals plan, which will include degree attainment, the path to licensure, and specialization. Students will engage in a variety of activities, such as in-class quick writes, case conceptualizations, and oral presentations. Registration is limited by program of study.

Learning Outcomes

- Explain the history and philosophy of the counseling profession and its specialty areas
- Articulate the professional role of the mental health counselor and the relationship to other health, behavioral health, and human service providers within the context of multilayered health and human services systems

- Investigate public policies on the local, state, and national levels that impede or support access, equity, and quality of care
- Demonstrate the advocacy leadership skills needed to address institutional and social barriers that impede access, equity, and success for clients
- Formulate a personal growth and development plan that includes professional self-evaluation and self-care strategies appropriate to professional counseling practice

CMC-613 PROFESSIONAL ORIENTATION TO SCHOOL COUNSELING 3.

This course is designed to provide foundational knowledge to students in the profession of school counseling and support their professional identity development. Students will gain foundational knowledge of all facets of the professional duties and responsibilities of school counselors including: roles of school counselors, the history school counseling, the structure and organization of the American educational system, the role of consultation in schools, advocacy in promoting educational equity and access, accreditation, national certification, and the school counseling certification process. Students will create their individualized professional goals plan, which will include degree attainment, the path to certification, and practice advocacy as an emerging school counselor. Registration is limited by program of study.

Learning Outcomes

- Explain the history and evolution of school counseling as a profession
- Articulate the professional role of school counselor in supporting student learning, growth, and wellness within a school system
- Investigate the organizational structure and history of the American educational system as well as the social, political, and cultural influences on current educational practices
- Demonstrate the advocacy and leadership skills needed to address institutional and social barriers that impede access, equity, and positive student outcomes in schools
- Formulate a personal growth and development plan that includes professional self-evaluation and self-care strategies appropriate to professional counseling practice

CMC-614 COUNSELING DIVERSE POPULATIONS: SOCIAL, LINGUISTIC, & CULTURAL FOUNDATIONS 3.

This course will provide learners with an introduction to the influence of culture on human behavior and mental processes. From an ecological systems lens, learners will be encouraged to explore their own cultural background, self-identity, worldview, self-esteem, and to understand how their implicit biases and perspectives influence the counseling process. Topics begin with an examination of theoretical definitions of culture, and cover a broad range of theories and research findings regarding cultural influences on human behavior and cognitive processes. Learners will examine the diversity of human expression in contexts ranging from everyday modes of functioning, family, work, and other social relationships. With an understanding of how culture influences human behavior, learners will be equipped to understand one's own cultural identities and therefore interact with clients and stakeholders with cultural sensitivity. Course content will highlight cross-cultural research and methodology. Registration is limited by program of study.

Learning Outcomes

- Examine counseling theories and their origins, and how they relate to one's own cultural identity and worldview
- Explore and understand how cultural background, self-identity, self-esteem and worldview influence the counseling dynamic and the role of the counselor
- Develop insight into one’s own cultural conditioning and how these conditions and values influence our work with multiculturally diverse clients
- Learn and practice culturally appropriate techniques and intervention strategies

CMC-616 MEASUREMENT AND ASSESSMENT IN COUNSELING 3.
This course is designed to provide an understanding of individual and group approaches to clinical assessment, appraisal, and evaluation in a multicultural society. Comprehension and application of basic concepts of standardized and nonstandardized testing techniques are examined, including norm-referenced assessment, criterion-referenced assessment, inventory methods, psychological testing, environmental assessment, performance assessment, and behavioral observation. Procedures for suicide assessment, self-harm assessment, abuse assessment and reporting, substance use assessment, and other clinical mental health assessment procedures are examined. Learners will discuss the social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations. Applicable ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments, as well as techniques in conducting assessments and delivering assessment results will be evaluated. Registration is limited by program of study.
Prerequisite: CMC-612

Learning Outcomes

- Identify historical perspectives of the nature and meaning of assessment procedures
- Explain ways in which age, race, gender, sexual orientation, ethnicity, language, disability, culture, religion, spirituality, and other social and cultural factors relate to the assessment and evaluation of individuals, groups, and specific populations
- Apply statistical concepts including scales of measurement, measures of central tendency, measures of variability, shapes and types of distributions, correlations, standard scores, and percentile ranks
- Identify the relationship between reliability and validity of mental health assessments and evaluating reliability and validity in terms of theory of measurement error
- Explain basic concepts of standardized and non standardized testing and assessment techniques, including clinical intake skills, norm-referenced and criterion-referenced assessment, individual and group test and inventory models, psychological testing, performance assessment, environmental assessment, and behavioral observations

CMC-617 DESIGN, IMPLEMENTATION, AND EVALUATION OF SCHOOL COUNSELING PROGRAMS 3.
This course is designed to introduce mental health counseling students to the clinical skills relevant to beginning practice in the field. Utilizing Stoltenberg's developmental model, students will understand foundational principles, clinical skills, and the client experience. Students will engage in a clinical lab experience and review various social justice oriented media to supplement the lectures. Registration is limited by program of study.
Corequisite: CMC-612

Learning Outcomes

- Identify how school and student data is used to design and implement school programs delivered by school counselors
- Explain how to use data to evaluate areas of strength and improvement of school counseling programs to support positive student outcomes
- Apply the ASCA Model, specifically the ASCA Mindsets and Behaviors for Student Success, to develop and evaluate school counseling programs
- Develop a lesson plan, including diverse classroom management strategies and differentiated instructional strategies, to address the unique needs of all students
- Explain how school-wide data is used to evaluate and promote systemic change and advocacy

CMC-620 PRINCIPLES AND TECHNIQUES OF COUNSELING 3.
This course is designed to introduce mental health counseling students to the clinical skills

relevant to beginning practice in the field. Utilizing Stoltenberg's developmental model, students will understand foundational principles, clinical skills, and the client experience. Students will engage in a clinical lab experience and review various social justice oriented media to supplement the lectures. Registration is limited by program of study.
Corequisite: CMC-612

Learning Outcomes

- Examine the nature of the counseling relationship
- Describe, understand, and apply the major foundational ideas in counseling
- Apply basic counseling skills (e.g., questioning, encouraging, paraphrasing, and summarizing)
- Articulate the impact of the counselor-client relationship and the role of personal and social responsibility
- Demonstrate culturally sensitive counseling skills for individuals of culturally diverse backgrounds (i.e., race, ethnicity, socioeconomic status, religion, disability, gender, sexual orientation, etc.)

CMC-622 POSTMODERN THEORIES OF COUNSELING 3.
This course will build on knowledge acquired in Foundational Theories of Counseling (CMC-610) and Principles and Techniques of Counseling (CMC-620). Learners will integrate the principles of counseling and postmodern theories with an emphasis on the subjective meaning to the lived experiences of diverse populations. The course will allow students to engage in the practical application of clinical techniques and review and practice skills related to identified theories. An emphasis will be placed upon cultural humility to promote a cultural context that is inclusive of gender, race, ethnicity, class, sexual orientation, ability, and age. Registration is limited by program of study.
Prerequisites: CMC-610 and CMC-620

Learning Outcomes

- Integrate counseling principles and tenets of postmodern theories
- Demonstrate counseling skills corresponding to postmodern theories and models reviewed
- Demonstrate attentiveness to the biopsychosocial, emotional, and spiritual concerns of clients in therapy
- Demonstrate an ability to facilitate an inclusive cultural context for clients
- Articulate an understanding of postmodern that inform the student's own professional development as a counselor

CMC-623 CONSULTATION & LEADERSHIP IN SCHOOL LEADERSHIP 3.
This course introduces students to school-based consultation and leadership in school counseling. Students learn about theory and application of models with stakeholders such as parents/caregivers, teachers, administration, and community partners. Digital literacy and use of technology in school consultation for effective communication with stakeholders about student progress and outcomes is reviewed. Registration is limited by program of study.
Prerequisite: CMC-613

Learning Outcomes

- Describe models of consultation and leadership in school counseling
- Apply models of consultation with identified stakeholders
- Demonstrate effective use of technology and digital literacy when applying a consultation model to case studies
- Demonstrate advocacy in the school setting through applying leadership models of school counseling

CMC-624 DIAGNOSIS & TREATMENT PLANNING 3.

This course provides students with a basic understanding of human behavior across a continuum by examining an overview of psychiatric disorders. Students will examine the etiology and classification of mental health disorders and approaches to treatment. The course familiarizes learners with vocabulary and diagnostic categories using the most updated version of the DSM. Topics will cover the mental health profession and relevant ethical, legal, social, and theoretical considerations. Registration is limited by program of study.

Prerequisite: CMC-612

Learning Outcomes

- Discuss the historical context and implications of diagnosis
- Discuss the etiology of mental health disorders
- Identify methods of assessing and classifying mental health disorders
- Understand how to diagnostically conceptualize a client
- Identify therapeutic approaches and techniques used in the treatment of mental health disorders
- Understand how to create a treatment plan

CMC-626 LEGAL, ETHICAL AND PROFESSIONAL ISSUES IN COUNSELING 3.

This course focuses on ethical and legal issues in mental health counseling. The overarching goal of the course is to socialize students into the profession of mental health counseling, while understanding the ethical and legal implications of the profession. A major objective of this course is for students to learn how to critically engage in ethical decision making as a professional counselor. In addition, students will learn about essential elements of professional counseling including the professional code of ethics, informed consent, limitations to confidentiality, expected roles and responsibilities of counselors and clients, training, certification and licensing, accreditation, professional identity, and future developments. Registration is limited by program of study.

Learning Outcomes

- Understand the various facets of professional counselor identity and related issues
- Develop a thorough knowledge of ethical and legal considerations in professional counseling
- Understand the complex relationship between legal regulations and ethical practice
- Demonstrate informed use an ethical decision making model to critically process ethical issues in professional counseling

CMC-632 GROUP THEORY AND PROCESS 3.

This course will provide foundational knowledge and skills related to group development, process, and dynamics; group counseling theories; and group leadership and counseling methods. Emphasis will be placed on factors to consider when developing, conducting, and evaluating groups. Learners will explore different theoretical approaches to counseling groups, as well as evaluating various types of counseling groups. The course content will highlight ethical, legal, and professional issues. Participation in an experiential growth group in this course is required. Registration is limited by program of study.

Prerequisite: CMC-620.

Learning Outcomes

- Explain theories of group counseling and group work, including commonalties, and distinguishing characteristics
- Compare group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles

- Summarize principles of group dynamics, including group process components, developmental stages, and group members' roles and behaviors
- Describe factors to consider when developing, conducting, and evaluating groups, including characteristics of group members, types of groups, group counselor orientations and behaviors, co-leadership, settings and criteria and methods of evaluation
- Apply group counseling knowledge through leadership or co-leadership of an in-class growth group and participate in the required in-class group experience

CMC-634 CRISIS, TRAUMA & GRIEF COUNSELING: IMPACT, INTERVENTION & MANAGEMENT 3.
This course is designed to provide knowledge, competencies, and skill acquisition in crisis intervention, trauma, and grief counseling. Learners will investigate ecological, developmental, and social values that impact individuals, families, and communities at multiple intersections of identity. Trauma associated with racism, poverty, violence, immigration, refugee status, homelessness, abuse, death, injury, health, and crime (as well as other conditions and issues) will be explored. Culturally relevant crisis intervention models and crisis intervention triage assessment practices will be examined. Skills to address multicultural issues as relevant to stress, crisis, and trauma, will be evaluated. Learners will investigate the neurobiological and bodily responses to trauma and implications for treatment. This course will also provide learners with a foundation to understanding and applying models, types, and theories of grief and bereavement counseling skills and techniques. Registration is limited by program of study.
Prerequisites: CMC-614, CMC-620, CMC-626

Learning Outcomes

- Demonstrate knowledge of key concepts related to theories associated with conceptualizing crisis, trauma, and grief
- Identify the nature of and types of crisis, trauma, and grief and bereavement experiences
- Relate psychosocial factors associated with trauma response, such as age, ability, gender, sexuality, cultural and racial identities, class, and spirituality and religion
- Demonstrate knowledge of cognitive, affective, behavioral, and neurological factors associated with stress, crisis, and trauma
- Apply crisis intervention response skills, such as suicide intervention, crisis intervention triage, basic stages of trauma counseling, and strategies for grief and bereavement work

CMC-636 SUBSTANCE ABUSE & ADDICTIONS COUNSELING 3.
This course provides an overview of counseling theory, techniques and professional/ethical standards that are most effective in counseling clients who have been diagnosed with an addictive disorder. Students will acquire knowledge about prevention strategies, relapse prevention strategies, treatment planning, the importance of family therapy and self-help groups, and how they relate to psychosocial rehabilitation treatment outcomes. Research related to most effective and practical theoretical counseling models that foster personal growth, healing and change will be presented. Students will develop an ability to critique current research and media using recovery, multicultural, and social-justice oriented frameworks. The importance of comprehensive integrated treatment of individuals with co-occurring psychiatric and substance use disorders will be emphasized. Registration is limited by program of study.
Prerequisite: CMC-624

Learning Outcomes

- Examine the ecological biopsychosocial-spiritual framework as an addiction and recovery heuristic
- Evaluate the role of brain physiology in addiction and recovery
- Appraise alcoholism and drug dependency as a family disease

- Examine addictions counseling from multicultural and social justice perspectives that takes into account issues of individual differences, culture and diversity
- Compare abstinence-based, recovery-oriented and harm-reduction models of care

CMC-642 HUMAN GROWTH & DEVELOPMENT ACROSS THE LIFESPAN 3.

This course is an introduction to theories of lifespan development and their practical applications for counselors. An overview of the psychological, biological, ethnic, cultural, socioeconomic, and environmental factors that influence human growth and development across the lifespan will be provided. Counseling strategies and interventions based on lifespan developmental theories to meet the personal, social, and academic needs of individuals and groups will be discussed. Learners will investigate psychological developmental processes during infancy, childhood, adolescence, adulthood, and older adulthood, and process implications for counseling. Major life cycle events such as birth, death, and dying will be discussed from an intersectional framework. Registration is limited by program of study.

Learning Outcomes

- Articulate and critique theories of development across the lifespan
- Examine the influence of mental and physical health conditions on overall wellness from a developmental perspective
- Demonstrate understanding of developmental stages in the context of cultural differences, and the role of systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness
- Integrate a wellness-based perspective to advocate for the health and well-being of individuals experiencing major life cycle events across the lifespan
- Investigate models of psychosocial adjustment and adaptation to illness and disability across the lifespan

CMC-644 RESEARCH AND PROGRAM EVALUATION 3.

This course is an introduction to research and program evaluation in counseling. The course will offer an overview of quantitative, qualitative, and mixed research methods used in the field of counseling, including basic research designs, methods of participant recruitment, data collection and analysis, informed consent, and ethical research practices. Course assignments will include article critiques, which will allow students to become informed consumers of published research to inform their practice in various settings. The course will also focus on community-engaged research and program evaluation to promote equity in quality mental health care and culturally-sensitive evidence-based practice. Registration is limited by program of study.

Learning Outcomes

- Identify strengths and weaknesses for the basic qualitative and quantitative research designs
- Articulate basic principles of research design, action research, and program evaluation, including traditional experimental design as well as qualitative and single subject designs
- Read and critique published research in the counseling profession and related disciplines
- Understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of counseling programs
- Collect, evaluate and share process, perception, and outcome data for counseling programs and interventions
- Understand ethical issues related to conducting research

CMC-646 CAREER DEVELOPMENT & COUNSELING 3.

In this course, learners will examine career development and career counseling from various theoretical orientations, the relationship between theory and practice, and how these come together in professional counseling work. Emphasis is placed on the unique contributions that

diverse factors such as age, gender, race, ethnic group, sexual orientation, disability, etc. make to career and work options across the lifespan for individuals and systems. The course will critically examine traditional career development theories, career assessment and occupation information systems, and general assumptions about career and work. Students will learn about career development and counseling interventions and programs that can be applied within school, work, and community settings. Registration is limited by program of study.

Learning Outcomes

- Explain theories and models of career development and career counseling
- Explain the interrelationships among and between factors such as culture, gender, work, mental well-being, relationships, and other life roles as related to career and lifestyle development over the lifespan
- Identify and utilize career, vocational, educational, and labor market information resources, visual and print media, and computer-based career information to facilitate career planning and development for diverse populations
- Identify and utilize relevant instruments, techniques, and technologies for assessing abilities, interests, values, personality, and other factors that contribute to career planning and development for diverse populations
- Identify and apply evidence-based career counseling skills and techniques to facilitate individual skill development for career, educational, and life-work planning and management

CMC-650 COUNSELING INTERNSHIP I 3.

Counseling Internship I is a culminating, advanced work experience in the field under supervision. This field experience course is with a community site partner from the approved clinical site list for counseling students. This course is one of two parts across two semesters. Clinical hours at the community partner site across the two internship semesters must total 600 hours. Both course material and field experience will contribute to meeting internship requirements for licensure as a Licensed Professional Counselor in Georgia. Registration is limited by program of study.
Prerequisite: Approved internship application; CMC-660
Registration note: Students may request to take the course for more than the standard credit hours, pending director approval. See CMHC Internship Policy for details.

Learning Outcomes

- Enhance developing counseling skills, including relationship building, techniques, interventions, assessment, and treatment planning
- Practice on-going case conceptualization of clients and their presenting concerns
- Apply and critique counseling theories as appropriate to clients and their presenting concerns with the aim of integrating at least one personal theory of counseling
- Obtain 300 of the 600 total hours required across internship by providing counseling or conducting related work with the community partner site
- Engage in weekly supervision with faculty and site supervisors as required

CMC-652 PSYCHOPHARMACOLOGY & BIOLOGICAL BASES OF BEHAVIOR 3.

This course will use a biopsychosocial model to explore the history and use of psychopharmacology in the treatment of mental health conditions. An overview of neurobiology and neurotransmission is provided to highlight the mechanisms of action of psychotropic medications. Commonly prescribed medications in the field of mental health and clinical practice will be discussed, as well as the role of working alongside medical professionals in the interdisciplinary treatment of mental health concerns. This course will also offer information related to medication side effects, medication interactions, guidelines for client referral and medical evaluation, and recommendations for communicating with physicians, psychiatrists, and other medical professionals. Registration is limited by program of study.

Prerequisite: CMC-624

Learning Outcomes

- Examine fundamentals of neurobiology and neurotransmission as it relates to psychotropic medications
- Identify major categories of psychotropic medications, their rationale for use, mechanism of action, common side effects, and drug interactions
- Articulate processes and techniques of referring clients for medical evaluation or re-evaluation, as well as strategies for working collaboratively with other healthcare professionals
- Demonstrate the ability to provide client education and research information regarding psychotropic medications, as well as the synthesis of psychopharmacology and counseling skills
- Articulate ethical considerations in current treatment of children, adolescents, adults, and older adults from an intersectional framework

CMC-654 COUNSELING CHILDREN & ADOLESCENTS 3.

This course will provide an overview of counseling theories and their application with children and adolescents. Cognitive-behavioral, multicultural, feminist, psychodynamic, behavioral, and humanistic theoretical orientations among others may be reviewed. The course will also provide an overview of the practical application of counseling techniques when working with youth, such as play therapy, creative expressive arts, and movement. Emphasis will be placed on approaches and skills that are integral to contemporary and multicultural settings with children and adolescents. Ecological, developmental, and systemic foundations of counseling will serve as a foundation for learning about school and community-based interventions with youth. Registration is limited by program of study.

Prerequisites: CMC-610, CMC-622, CMC-620, CMC-624, CMC-626, CMC-642.

Learning Outcomes

- Examine historical and cultural views of behavior in children and relate these existing counseling theories
- Practice techniques and interventions related to working with children and adolescents
- Construct conceptualizations of children and adolescents from ecological, developmental, and systemic perspectives
- Formulate a repertoire of therapy interventions and demonstrate ability to use them in vivo with children and adolescents
- Identify and apply culturally responsive skills and interventions with children and adolescents

CMC-655 COUNSELING COUPLES & FAMILIES 3.

This course will present theories and models of counseling couples, partners, and family systems. Emphasis is placed on relational and participatory couple and family-centered practices that promote, support, and enhance partners' and family members' competence and confidence in various aspects of their lives. Students will explore how characteristics of systems can influence partner and family interactions and functioning across the lifespan. Learners will gain knowledge in culturally-responsive assessment techniques and intervention strategies used in intimate relationship and family counseling. The course will provide the opportunity to build a strong theoretical foundation, allowing for application with couples, partners, and families in counseling. Learners will engage in activities related to family and intimate relationship assessment, interventions, and the integration of approaches to couples, partners, and families in counseling. Registration is limited by program of study.

Prerequisites: CMC-620, CMC-622, CMC-642

Learning Outcomes

- Describe theories and practices of counseling couples, partners, and families
- Explain the historical roots of couple and family counseling and therapy
- Summarize theories and models of family development and transitions across the family life-cycle
- Explain how diverse backgrounds, cultures, lifestyles, circumstances, and communities influence families and relationships
- Describe the professional, ethical, legal, and cross-cultural issues related to practicing couple, partners, and family counseling

CMC-656 MENTAL HEALTH CONSEQUENCES OF DISCRIMINATION 3.

This seminar will provide an overview of the theoretical perspectives, research methods, empirical findings, and practical applications of the biopsychosocial consequences of experiences of prejudice and discrimination in society. This seminar will feature research and scholarship that highlights experiences of racism, sexism, classism, heterosexism, etc. Learners will gain knowledge about how experiences related to race, gender, culture, sexuality, and privilege in society can lead to differential treatment, especially for persons that hold underrepresented and marginalized identities. This seminar will include strategies for the assessment and treatment of experiences of discrimination and their mental health impact. Registration is limited by program of study.

Prerequisite: CMC-614

Learning Outcomes

- Articulate and apply theoretical perspectives related to experiences of prejudice and discrimination across the human experience
- Summarize, interpret, and apply research and scholarship highlighting the mental health consequences of experiences of discrimination
- Articulate the impact of prejudice and discrimination for persons with underrepresented and marginalized identities
- Identify and critique clinical tools and strategies used in the assessment of the psychological and health consequences of experiences of discrimination
- Articulate advocacy strategies and treatment plans focused on addressing the mental health consequences of race, gender, sexual, class, and other forms of discrimination

CMC-658 WOMXN & MENTAL HEALTH 3.

This seminar will provide an overview of how gender, as a social construct, influences lived experiences, cognitions, and behavior. Learners will examine how gender-biases affect the therapeutic relationship between client and counselor. Research and scholarship highlighting experiences of womxn in clinical practices such as, diagnosis, assessment, and definitions of typical or "normative" behavior, will be offered. Mental health considerations for womxn experiencing or considering pregnancy as well as postpartum or after pregnancy will be highlighted. An overview of feminist and womxmist therapeutic models will be provided to inform considerations for engaging the mental health treatment of women. Principles, interventions, and therapeutic goals embodying feminist and womxnist counseling practice will be introduced. Registration is limited by program of study.

Prerequisites: CMC-622, CMC-624

Learning Outcomes

- Demonstrate an understanding of the key factors that inform current practice and future directions of counseling with womxn clients

- Describe the historical context and define different types of feminist and womxnist counseling models
- Articulate the role of gender biases in mental health diagnosis, assessment, and clinical practice
- Articulate an understanding of interventions, therapy goals, and ethical considerations within the context of feminist and womxnist counseling theory and practice
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CMC-660 COUNSELING PRACTICUM 3.

Counseling Practicum enables students to practice their counseling skills by assuming the role of a counselor-in-training on their community partner sites. Students carry out all the activities and functions performed by employed counselors on site under supervision of a qualified licensed mental health provider. Counseling Practicum is the first field based experience required of counseling students in their clinical sequence. Students are required to complete 100 hours with the community partner site under supervision, and 40 of those must be direct hours with clients. Both course material and field experience will contribute to meeting practicum requirements for licensure as a Licensed Professional Counselor in Georgia. Registration is limited by program of study.

Prerequisites: Approved internship application; Approval of the clinical coordinator and program director; CMC-612, CMC-620, CMC-622, CMC-624, CMC-626

Learning Outcomes

- Apply and critique developing counseling skills, including relationship building, techniques, interventions, assessment, and treatment planning
- Practice case conceptualization of clients and their presenting concerns
- Apply and critique counseling theories as appropriate to clients and their presenting concerns
- Obtain 100 total hours providing counseling or conducting related work with the community partner site
- Engage in weekly supervision with faculty and site supervisors as required

Registration note: Students may request to take the course for more than the standard credit hours, pending director approval. See CMHC Internship Policy for details.

CMC-670 COUNSELING INTERNSHIP II 3-6.

Counseling Internship II is a culminating, advanced work experience in the field under supervision. This field experience course is with a community site partner from the approved clinical site list for counseling students. This course is one of two parts across two semesters. Clinical hours at the community partner site across the two internship semesters must total 600 hours. Both course material and field experience will contribute to meeting internship requirements for licensure as a Licensed Professional Counselor in Georgia. Registration is limited by program of study.

Prerequisite: Approved internship application; CMC-650.

Registration note: Students may request to take the course for more than the standard credit hours, pending director approval. See CMHC Internship Policy for details.

Learning Outcomes

- Enhance continued developing counseling skills with an aim towards independent practice
- Practice on-going case conceptualization of clients and their presenting concerns
- Examine own personal theory of counseling, based in applied knowledge and experience of counseling theories as appropriate to clients and their presenting concerns
- Obtain the last 300 of the 600 total hours required across internship by providing counseling or conducting related work with the community partner site
- Engage in weekly supervision with faculty and site supervisors as required

CMC-690 DIRECTED RESEARCH 3.

Directed research (CMC-690) courses are open to master's degree students in select graduate programs. During a three-credit directed research course, a graduate student in the counseling program works with a faculty member on a project related to a particular field of intellectual interest for elective credit in the counseling program. Graduate students who are interested in a directed research elective should speak with the faculty program director regarding their interest and prior to course registration. The program director will provide the available options of directed research under specific counseling faculty each fall and spring. Counseling students in their second year of course work are eligible for this elective. The directed research course elective is only allowed to be taken once in the 60 credit hour Master of Arts degree in counseling. Registration is limited by program of study.
Prerequisites: CMC-612 & CMC-626
Corequisites: CMC-650 or CMC-670

Learning Outcomes

- Demonstrate advanced knowledge of a particular subject or technology
- Relate research knowledge and interests to the counseling profession
- Produce a professional quality, independent research project

CMC-699 COMPREHENSIVE EXAMINATION: CPCE 0.

In this zero-credit course taken in the final semester of enrollment, students will register for and complete their comprehensive examination, the Counselor Preparation Comprehensive Examination (CPCE), and report a passing score to the program director to meet criteria for this course and their program of study. Registration is limited by program of study.
Prerequisite: Students must be enrolled in their final semester of the counseling program to take CMC-699. Once students submit the conferral form and it is approved, students will be registered automatically in CMC-699 by Graduate Studies.

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-630 COMMUNICATION OF DATA 3.

In this course, students will develop the oral and written presentation skills demanded in data-driven environments. Students will learn to identify and articulate business questions and then translate data into compelling and effective narratives for decision-making. This course will introduce students to a variety of media that can be used in the analysis, interpretation, creation, and transfer of information. The importance of understanding the context, the audience, and the

intended use of the data are emphasized.

Learning Outcomes

- Demonstrate mastery of interactive data analysis techniques used in data visualizations
- Assess context and audience characteristics to tailor content
- Enhance presentations with visualizations and emotionality
- Understand the role of data in decision-making processes

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 I 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-635 DATA ANALYSIS II 3.

This course introduces students to a variety of statistical methods for multivariate data. Multivariate analyses are complex methods that build upon the univariate analyses covered in EAM 630 Data Analysis I. Topics will include methods for hypothesis testing (multivariate analysis of variance (MANOVA), multiple regression), data reduction (factor analysis, principal components) and classification (cluster analysis).
Prerequisite: EAM-630 Data Analysis I

Learning Outcomes

- Recognize the need for a multivariate statistical method
- Choose an appropriate multivariate statistical method for the context and data
- Conduct multivariate analyses using a variety of computer programs

- Conduct descriptive statistics, correlation, and t-test analyses
- Interpret and critique the results of multivariate analyses
- Communicate the results of complex analyses to a variety of audiences

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

GRD-602 MASTERING SPREADSHEET BASICS LAB 1.

This course is designed for students who want to gain the necessary skills to create, edit, format, and print basic worksheets. Students will also learn how to work with formulas, charts and formatting. The intent of this course is to prepare students to use this powerful tool to address challenges requiring knowledge and use of spreadsheets. This is a jointly developed course to meet knowledge and skills requirements for not only graduate programs but also for professional success well beyond their program of study.

Learning Outcomes

- Recognize when and where spreadsheets should be applied to various problem scenarios and demonstrate problem formulation for the appropriate scenarios
- Create, construct formulas, format and modify spreadsheets to meet scenario objectives
- Construct a spreadsheet in order to enter, manage, edit, manipulate, and format a given set of data
- Create and modify charts for a given scenario and conduct analysis as appropriate

GRD-603 ADOBE BASICS WITH ILLUSTRATOR 1.

This course is designed as an introduction to the Adobe Creative Suite with an emphasis on Adobe Illustrator. Illustrator is a graphics application that enables users to create content for print, web, and video. Students in this course will have a working knowledge of functions and features and develop foundational skills in drawing, text, and graphics.

Learning Outcomes

- Identify the components and capabilities of Illustrator
- Navigate and customize the user interface
- Draw shapes and create text
- Design graphs and objects
- Prepare and deploy documents for print, web, and pdf

MDS-601 SOCIAL AND BEHAVIORAL DETERMINANTS OF HEALTH 3.

This course provides an overview of select social and behavioral theories used in public health to explain and predict health behaviors, as well as to inform the design of intervention strategies and evaluation methods. The course employs an ecological framework, examining theories at the policy, community, organizational, interpersonal and individual levels. Particular emphasis is placed on the role of structural and social determinants of health in shaping health behaviors and risks.

Learning Outcomes

- Identify behavioral and psychological factors that affect a population's health
- Explain the role of social, political and economic determinants of health in population health and inequities
- Select appropriate social and behavioral science theories to inform research and practice related to a specific health problem

MDS-603 HEALTH COMMUNICATION METHODS 3.

Using historical and contemporary case studies, this course introduces students to a variety of different health communications methods, and critically examines the characteristics of both successful and unsuccessful health communication campaigns. Examples of health communications methods covered include: social marketing, media advocacy, risk communication, patient-provider communication, entertainment education, social media campaigns, digital storytelling, and image events. Students will consider the practical, financial and ethical implications of each method covered, as well as the evidence of effectiveness.

Learning Outcomes

- Describe commonly used and emerging approaches in the field of health communications
- Discuss the strengths, limitations and applications of a variety of communications methods
- Identify the lessons learned and make recommendations for addressing challenges encountered in past communications campaigns
- Interpret data from evaluations of health communications interventions
- Design a health communications campaign using one of the methods discussed in the course

MDS-604 PLANNING AND EVALUATING HEALTH COMMUNICATIONS CAMPAIGNS 3.

In this course, students will learn to plan, implement and evaluate health communication campaigns, with particular emphasis on community-based participatory approaches. Following the steps of the PRECEDE-PROCEED model, the course teaches students to: conduct needs and assets assessments; identify and prioritize health problems and their determinants; select appropriate communications strategies; implement health communications interventions; and conduct process, outcome and impact evaluations.
Prerequisite: MDS-603 Health Communication Methods

Learning Outcomes

- Plan community needs and assets assessments to inform the design of health communications activities
- Design logic models to guide intervention and evaluation planning
- Select appropriate communication strategies based on considerations of determinants, audience and context; tailor messages and communications media for different audience segments; and develop communication briefs to share with content creators
- Describe the importance of cultural competence in communicating public health content
- Create Gantt charts to guide program implementation and develop project budgets

MDS-610 MEDICAL CELL BIOLOGY 4.

Because the source of all health problems ultimately originates at the cellular level, a comprehensive understanding of human disease and pathologies requires one to know the normal cell structure and function and how dysfunction translates into human pathologies. Initially, the course uses text and primary literature to establish foundational and contemporary knowledge of normal cell structure and function. Building on this foundation, students will apply their cellular knowledge to the analysis of clinical case studies of human pathologies and evaluate the use of current and prospective treatments. Registration is limited by program of study.
Prerequisite: BIO-510 and BIO-510L; BIO-511 and BIO-511L

Learning Outcomes

- Describe the structure and function of cellular organelles and how they interact in normal cells
- Apply their knowledge of normal cell function to the analysis and interpretation of cellular dysfunction and clinical symptoms of human disease
- Describe the mechanism of current treatments for human pathologies in the context of cell dysfunction
- Discuss how the advances of prospective treatments may cure or improve symptoms

MDS-611 GENETICS OF HUMAN DISEASE 3.

Students will gain a mastery of linking molecular genetic changes to human disease phenotypes. This course will revisit concepts of Mendelian genetics and apply the various complex patterns of heritable traits. Students will investigate the eukaryotic gene organization, structure and function by analyzing the levels of central dogma with genomic and transcriptomic data in model organisms and humans. Students will evaluate how molecular and cellular changes can be determinants of various human diseases. Students will gain an understanding of how therapeutic interventions manipulate genetic and cellular machinery. Students will utilize a well-annotated genome browser and analyze primary literature to understand human genetic disease diagnosis, prognosis and treatment.

Prerequisite: BIO-510 and BIO-510L; BIO-511 and BIO-511L

Learning Outcomes

- Describe basic inheritance patterns and gene organization
- Evaluate Mendelian and complex inheritance patterns
- Analyze gene mutations and predict possible effects on phenotype
- Evaluate different types of inheritance patterns for human genetic diseases
- Analyze data related to human genetic diseases and treatments and relate genetic variations to disease risk, treatment, and outcomes

MDS-612 FUNDAMENTALS OF EPIDEMIOLOGY 3.

This course will introduce the students to epidemiology, the study of the distribution and determinants of health and disease in human populations. Students will learn about the role of epidemiology in public health and medicine, key epidemiological measures, experimental and observational study designs, and bias and confounding. In addition, students will utilize critical thinking skills to interpret and analyze data from published studies in the field of epidemiology.

Learning Outcomes

- Evaluate the distribution of risk factors and disease outcomes for various populations
- Calculate and interpret measures of disease frequency and impact
- Compare and contrast the strengths and weaknesses of epidemiologic study designs
- Analyze the potential impact of bias and confounding in epidemiological studies, and describe methods for minimizing those impacts
- Critically evaluate epidemiological data from published research studies.

MDS-613 PARASITOLOGY IN HEALTH AND DISEASE 3.

This course examines the biology of parasites of major medical importance. Students will learn how parasites are transmitted to their host(s) and the pathologies that are generated from host-parasite interactions. Students will also examine the epidemiology of parasitic infections, as well as the methods for diagnosis and treatment of parasitic infections.

Prerequisite: BIO-510 and BIO-510L; BIO-511 and BIO-511L

Learning Outcomes

- Describe the morphology, life cycles, behavior, and taxonomy of the medically important

blood & tissue and intestinal protozoans and helminths
- Analyze the epidemiology, pathology, diagnosis, and treatment of the parasitic infections
- Evaluate the impact of parasites on human health from individuals to populations
- Critically examine literature associated with research in the field including therapeutic strategies

MDS-614 BIOSTATISTICS 3.

This course will explore statistical methods and principles necessary for understanding and interpreting data used in medical sciences and the field of health sciences. Course topics include descriptive statistics, graphical data summary, sampling, statistical comparison of groups, correlation, and regressions. This course will include lecture, group discussions, critical reading of published research, analysis of data, and interpretation of data. Case studies and primary literature will be given to discuss the interpretation and applications of biostatistics. The course will conclude with a project using Biostatistics in everyday medicine.

Learning Outcomes

- Determine which statistical methods are suitable for a given type of data
- Evaluate different data collection approaches and how the strength of evidence varies among these approaches
- Apply statistical concepts to data sets and explain the results
- Interpret and critically examine statistical claims stated in published research

MDS-615 CURRENT TOPICS IN THE CELLULAR AND MOLECULAR BASIS OF DISEASE 3.

The objective of this course is to promote critical thinking and analysis of data related to current biomedical research, drug therapies and the cellular and molecular basis of disease. Students will research individual topics, develop background information from a specific topic to present, describe techniques and methods used, interpret and present data from the literature and discuss the findings and significance and formulate new hypotheses and design experiments based on the research and findings presented. Topics vary from year to year, and the course may be repeated for credit when the content changes.

Prerequisite: MDS-610

Learning Outcomes

- Critically read, interpret, and present published data
- Develop critical thinking and problem-solving skills
- Demonstrate skills in interpreting and critically evaluating scientific data

MDS-616 BIOTECHNOLOGY 3.

This course provides a comprehensive examination of various fields of biotechnology and their applications in society, including microbial, plant, animal, and biomedical technologies. Course topics include recombinant DNA technology, genetic engineering, organismal and tissue-level cloning, diagnostic testing, genomics and personalized medicine, gene therapy, and regenerative medicine techniques such as stem cell therapies and tissue engineering. Furthermore, students will use this knowledge to evaluate current, relevant biotechnology literature.

Prerequisite: BIO-510 and BIO-510L; BIO-511 and BIO-511L

Learning Outcomes

- Describe modern and historical applications of biotechnology and their use in society
- Explain the generation of recombinant DNA and its applications in biotechnology
- Explain the processes of genetic engineering and cloning in microbial, plant, and animal systems
- Evaluate applications of biotechnology in medicine, including diagnostic testing, pharmacogenomics, gene therapy, and regenerative medicine

- Analyze and critique current literature in biotechnology

MDS-617 IMMUNOLOGY 3.

Students will learn the molecular and cellular components of the immune system. This course will examine the cells and tissues of the immune system, the function of key receptors and interactions between various immune cells. We will cover immune system development, innate and acquired immunity, diseases and treatments involving immunization, immunodeficiency, and autoimmunity. Building on this foundation, students will apply their knowledge to analyze data from scientific research and evaluate the use of current and prospective treatments and drug therapies.

Prerequisite: MDS-610

Learning Outcomes

- Describe the characteristics and functions of the tissues and cells that make up the immune system
- Conceptualize how the innate and adaptive immune responses coordinate to fight invading pathogens.
- Evaluate the underlying causes and consequences of dysregulated immune responses and disorders of the immune system
- Analyze immunomodulatory strategies used to enhance immune responses or to suppress unwanted immune responses including those in transplantation and autoimmune diseases
- Critically review relevant literature associated with research in the field including therapeutic strategies to treat immunological diseases

MDS-618 CANCER BIOLOGY 3.

In this course students will learn about the molecular and cellular pathogenesis of tumors and modern cancer diagnostics and therapeutics. Course topics include cell cycle regulation, modes and mechanisms of cell death, signal transduction, tumor development and maturation, environmental and genetic causes of cancers, identification and measurement of cancer biomarkers, chemotherapeutics, and cancer biotechnological treatments. Additionally, students will apply this knowledge to critically evaluate recent, peer-reviewed cancer biology literature.

Prerequisite: MDS-610

Learning Outcomes

- Explain the regulation of the cell proliferation and death at the molecular-level and how dysregulation of these processes contribute to cancers
- Describe the role of oncogenes and tumor suppressors in oncogenic transformation
- Compare and contrast environmental and heritable causes of cancers
- Explain current cancer diagnostic tools and therapeutic interventions
- Analyze and critique current literature in the field of cancer biology

MDS-619 DISEASES AND DISORDERS OF THE IMMUNE SYSTEM 3.

Students will build on their knowledge of immunology by delving into research and primary literature related to a series of diseases and disorders of the immune system. These complications arise when the immune system does not function properly, causes collateral damage upon activation, or responds to antigens that are either self-antigens or foreign antigens that are not pathogenic. Students will apply their knowledge to analyze primary literature to explore the underlying cause, clinical implications and current and prospective drug therapies related to these diseases.

Prerequisite: MDS-617

Learning Outcomes

- Evaluate the underlying cause of immunological diseases and disorders

- Critically review relevant literature associated with research in the field
- Analyze current and prospective drug therapies and their clinical outcomes

MDS-620 ANATOMY AND PHYSIOLOGY I 3.

This course covers human anatomy and physiology from an integrative perspective. Students learn the structure and function of the integument, skeletal, muscular, and nervous system, from the cellular to the organismal level. In addition, the course covers disease pathology as it relates to these systems.

Prerequisite: BIO-510 and BIO-510L; BIO-511 and BIO-511L

Corequisite: MDS-620L

Learning Outcomes

- Identify anatomical structures, explain their physiological functions in the human body
- Employ anatomical knowledge to predict physiological consequences and use understanding of function to predict the features of anatomical structures
- Analyze primary medical science literature related to the themes of the course
- Interpret pathophysiological scenarios by contrasting them with the physiological mechanisms of each system.
- Relate concepts in general biology to complex biological systems in the human body

MDS-620L ANATOMY AND PHYSIOLOGY I LAB 1.

This lab accompanies MDS-620 and covers human anatomy and physiology from an integrative perspective. Students learn the structure and function of the integument, skeletal, muscular, and nervous systems during the semesters, from the cellular to the organismal level.

Prerequisite: BIO-510 and BIO-510L; BIO-511 and BIO-511L

Corequisite: MDS-620

MDS-621 THE CHEMISTRY OF METALS IN MEDICINE 3.

This course focuses on the role of metals in the human body and medical treatments. Using case studies and current research, students will learn of the importance of various inorganic compounds in critical biological functions such as iron's role in oxygen transport and storage or the delicate equilibrium of sodium and potassium. The course will explore how metals are used in disease diagnosis and treatments ranging from how chelating agents work to reverse heavy metal poisoning or the use of contrast agents in imaging technology.

Prerequisite: BIO-110 and BIO-110L; CHE-510 and CHE-510L; CHE-520 and CHE-520L; CHE-530 and CHE-530L; CHE-540 and CHE-540L; MDS-610

Learning Outcomes

- Describe how base and transition metals function in biological processes
- Evaluate how metals are used in the diagnosis and treatment of disease
- Analyze data and case studies related to disease and disorder treatment strategies
- Critically examine literature associated with research in the field including therapeutic strategies

MDS-623 ACADEMIC SUCCESS IN MEDICINE AND HEALTH 1.

The Academic Success in Medicine and Health course is tailored for graduate students who are preparing to apply to medical school and other health professions programs. Students will work with faculty and staff to receive coaching to help them navigate their time within their graduate program, the application process and select professional schools that align with their career aspirations. This course aims to equip students with the critical academic skills and knowledge needed to excel in the competitive application process and build a strong foundation for success

in medical and health-related careers.

Learning Outcomes

- Develop advanced study skills and strategies to excel in challenging advanced science coursework.
- Gain a comprehensive understanding of the medical and health professions application process, including personal statement development, recommendation letter solicitation, and professional school selection
- Utilize campus resources to help maintain a healthy work-life balance while navigating the demands of graduate-level academics and application processes

MDS-624 PROFESSIONAL SUCCESS IN MEDICINE AND HEALTH 2.

In this course students learn the skills, attributes and attitudes necessary to succeed in the healthcare professions. Through outside reading, small group discussion, and written reflections, students identify and cultivate the necessary strengths to excel as applicants to medical and health professions programs, as learners in rigorous professional programs, and as healthcare practitioners. Students also become familiar with healthcare delivery in the United States, including the members of the medical team and their roles.

Learning Outcomes

- Demonstrate knowledge of personal strengths and attributes and how those strengths apply to the health professions
- Achieve a deep understanding of and begin to apply the evidence-based strategies for personal growth and skill acquisition necessary for success in a rigorous professional program
- Communicate effectively about one's own academic and professional experiences with diverse audiences

MDS-625 NEUROBIOLOGY 3.

This course examines foundational principles in cellular neuroscience from a microscopic to a macroscopic level. This includes the structure and function of neuronal cells, their electrophysiological nature and the various extracellular and intracellular signaling used to communicate within the nervous system. The course will cover the major systems and pathways that regulate behavior and sensation, explore modern neuroimaging techniques and utilize primary literature to understand current topics in the field.

Prerequisite: BIO-510 and BIO-510L; BIO-511 and BIO-511L

Learning Outcomes

- Describe the structure and function of the different types of cells in the nervous system
- Evaluate the electrophysiological nature of neurons
- Analyze pathways and behavior regulated by the nervous system
- Articulate the function and pathology of drugs on the nervous system
- Critically examine relevant literature associated with research in the field including therapeutic strategies to treat diseases associated with the nervous system

MDS-626 ETHICS IN MEDICAL RESEARCH AND PRACTICE 3.

In this course, students review recent medical research as well as notable research in the fields of medicine and health, as well as case-studies related to patient care. This course prepares students to identify ethical issues that arise during medical research and patient care. The course includes research-related topics such as ethical considerations for research design, conflict of interest, commercialization of results, placebos, and vulnerable populations. The course also explores

ethical frameworks for navigating issues related to patient care, such as clinical judgment, resource allocation, patient privacy and confidentiality, informed consent, and considerations related to race, gender, sexuality, religion, culture, age, etc. Registration is limited by program of study.

Learning Outcomes

- Describe the relationship between medicine and ethics in clinical research and practice
- Identify common ethical challenges in medical research and practice
- Assess ethical problems in medical research and practice and determine ethical responses
- Describe the ethical roles and responsibilities of healthcare providers, researchers, hospitals, and regulating bodies

MDS-627 MEDICAL COGNITIVE NEUROSCIENCE 3.

In this course students will gain a deeper understanding of cognitive neuroscience and its impact on human cognitive disorders. This course will examine the neural basis of human cognitive function and perception and their neurophysiological correlates as revealed by functional imaging techniques and clinical populations. The primary focus is on contemporary health problems in neurocognition. Students will also investigate the biological mechanisms, dominant theories, and experimental techniques which are found in both research and clinical studies in the field of cognitive neuroscience. Topics covered will be: perception, memory, language, problem solving, creative thinking, intelligence, attention, as well as disorders in these domains.
Prerequisite: MDS-620

Learning Outcomes

- Describe neuro anatomy and cognitive function
- Evaluate case studies and how different cognitive disorders develop
- Analyze literature from clinical studies to better understand treatments and therapies
- Analyze data related to neurocognitive disorders and their treatments as well as relating behavioral or physiological variations to these disorders, treatments, and outcomes
- Synthesize information over different types of cognitive disorders to better understand differential diagnosis

MDS-630 ANATOMY AND PHYSIOLOGY II 3.

This course is a continuation of Anatomy and Physiology I, covering human anatomy and physiology from an integrative perspective. Students learn about electrolyte and acid-base balance, the structure and function of the special sense organs, endocrine, circulatory, respiratory, lymphatic, digestive, urinary, and reproductive systems, from the cellular to the organismal level. In addition, the course covers disease pathology as it relates to these systems.
Prerequisite: MDS-620 and MDS-620L
Corequisite: MDS-630L

Learning Outcomes

- Identify anatomical structures, and explain their physiological functions in the human body Employ anatomical knowledge to predict physiological consequences and use an understanding of function to predict the features of anatomical structures
- Analyze primary medical science literature related to the themes of the course Interpret pathophysiological scenarios by contrasting them with the physiological mechanisms of each system
- Relate concepts in general biology to more complex biological systems in the human body

MDS-630L ANATOMY AND PHYSIOLOGY II LABORATORY 1.

This lab is a continuation of Anatomy and Physiology I lab, covering human anatomy and physiology from an integrative perspective. Students learn the structure and function of the

special sense organs, endocrine, circulatory, respiratory, digestive, urinary, and reproductive systems, from the cellular to the organismal level during the semester. In addition, the course covers disease pathology as it relates to these systems.
Prerequisite: MDS-620 and MDS-620L
Corequisite: MDS-630

MDS-631 EVOLUTIONARY MEDICINE 3.
Evolutionary histories of humans and pathogens have profound implications on human health and susceptibility to disease. Students will investigate host-pathogen dynamics from an evolutionary perspective. Students will apply evolutionary principles (genetic variation, natural selection, mutations, gene flow, genetic drift and sexual selection) to human and pathogen life cycles, social behaviors and disease dynamics (transmission, susceptibility, resistance and treatment). Students will apply their knowledge to analyze primary literature and popular science communication media to explore the mechanisms and clinical implications of current topics including evolutionary trade-offs of immunity, antibiotic resistance and vaccine development.
Prerequisite: BIO-510 and BIO-510L; BIO-511 and BIO-511L

Learning Outcomes

- Describe drivers of evolution and their applications to human disease susceptibility and resistance
- Analyze the adaptive, complex life cycles and social behaviors of pathogens that have co-evolved with humans
- Analyze disease transmission through an evolutionary perspective between human host and pathogens
- Analyze phylogenetic trees and link their application to the development of vaccines and antibiotic resistance
- Analyze and critique primary literature and science communication media in the field of evolutionary medicine

MDS-632 MEDICAL BIOCHEMISTRY 4.
This course covers the fundamentals of medical biochemistry with clinical significance for pre-medical students. The course examines the structure and function of biomolecules, enzyme kinetics, bioenergetics, catabolic and anabolic metabolic pathways, and regulation of biochemical processes. Registration is limited by program of study.
Prerequisite: BIO-510 and BIO-510L; BIO-511 and BIO-511L; CHE-510 and CHE-510L; CHE-520 and CHE-520L; CHE-530 and CHE-530L

Learning Outcomes

- Demonstrate critical thinking skills and hypothesis-driven scientific inquiry through the analysis of complex data in the scientific literature and connection of observations to scientific theory
- Utilize their knowledge of the structure and reactivity of the common classes of biomolecules to describe the molecular mechanisms of normal and abnormal cellular function
- Apply their understanding of the dynamic buffering and oxygen binding capacity of blood to describe clinical conditions
- Describe the chemistry and clinical significance of metabolic pathways including glycolysis, the Kreb's Cycle, and lipid metabolism

MDS-650 INTERNSHIP 3-4.
On-the-job training or continuing medical education in the healthcare field through approved internship sites. Interns complete related course work with a faculty supervisor. See program application process. May be repeated for a maximum of eight credits for the Master of Science

degree and a maximum of four credits for the graduate certificate. See associate director of health professions advising.
Prerequisite: Approved internship application

Learning Outcomes

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

MDS-660 SERVICE AND OUTREACH IN HEALTHCARE 4.

Under the supervision of their instructors, students develop clinical skills such as performing a basic physical examination. In addition, students will acquire volunteer or community service experience and with the support of their instructor, delve more deeply into topics such as ethical decision making, patient-provider communication, and diversity, and equity and inclusion in healthcare.
Prerequisite: Approved practicum application and MDS-624

Learning Outcomes

- Explore and examine various subspecialties within medicine
- Demonstrate knowledge of various health professions and how practitioners work together to provide patient care
- Assess one's future role in the clinical experience
- Articulate personal goals in medicine through polished verbal and written communication

MDS-685 INDEPENDENT STUDY 3.

The independent study course is open to students enrolled in post-baccalaureate or MDS programs 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 independent study including the project, goals and final project/presentation. Registration is limited by program of study. May be repeated for a maximum of six credits total (MDS 685 and/or MDS 690) for the Master of Science degree or the graduate certificate.
Prerequisite: Approved independent study proposal.

Learning Outcomes

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

MDS-690 DIRECTED RESEARCH 3.

The directed research course is open to students enrolled in post-baccalaureate or MDS programs 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. Registration is limited by program of study. May be repeated for a maximum of six credits total (MDS 685 and/or MDS 690) for the Master of Science degree or the graduate certificate.
Prerequisite: Approved directed research proposal.

Learning Outcomes

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

PAS-601 ESSENTIALS OF MEDICAL SCIENCE 3

This course builds a strong foundation of the medical sciences including concepts in immunology, genetics, nutrition, microbiology, and molecular mechanisms of health and disease. This course is designed to provide students with an introductory understanding of scientific concepts that will be applied to the study of clinical medicine.

Learning Outcomes:

Upon successful completion of this course, the student is expected to:

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- Explain the fundamental concepts of the immune system: innate and adaptive components.
- Apply immunologic concepts to clinical situations of hypersensitivity reactions, immunodeficiency, autoimmunity, and transplantation.
- Evaluate evidence-based therapeutic and preventive strategies, including vaccines and immunomodulatory treatments.
- Describe molecular mechanisms of genetic disease and modes of inheritance.
- Apply interpretation of pedigrees and genetic testing results to patient management through professional, ethical, and culturally sensitive genetic counseling.
- Identify and discuss common genetic conditions (Marfan's, hypertrophic cardiomyopathy, thalassemia, hemophilia, and Huntington's Disease) relevant to PA practice.
- Outline the roles of macronutrients and micronutrients in metabolism, growth, and the maintenance of health across the lifespan
- Describe the impact of nutrition on disease states.
- Apply principles of nutritional support, including enteral and parenteral nutrition, in acute and chronic care settings.
- Compare and contrast characteristics (structure, classification, and growth requirements) of bacteria, viruses, fungi, and parasites in order to evaluate human health and disease.

PAS-602 PHYSIOLOGY 2

This course examines the homeostatic mechanisms of human physiology. Each organ system will be analyzed and assessed in terms of structure and function in relation to providing appropriate medical care. Students will learn the regulatory function of the human body at the cellular, tissue, and organ system levels. This course provides foundational knowledge which students will apply to the study of diseases and disorders.

Learning Outcomes:

Upon successful completion of this course, the student is expected to:

- Describe the fundamental mechanisms that operate within cells, tissues and organs to maintain physiological functions.
- Explain the fundamental biological processes essential for maintaining homeostasis including cellular physiology, immune response, osmotic regulation, neurochemicals, hormones, vital changes, filtration and excretion, digestion, metabolism and feedback mechanisms.
- Explain the physiological mechanisms and functions of each organ system.
- Distinguish physiological responses to stress including compensatory mechanisms.
- Describe how disruptions in normal physiology lead to pathological changes and clinical manifestations for diseases in all organ systems.
- Identify risk factors and triggers for various diseases and explain their roles in disease progression.
- Explain the major stages of human development, from embryonic and fetal development to infancy, childhood, adolescence, adulthood, and the aging adult.

PAS-603 BIOSTATISTICS 3

This course will explore statistical concepts and methods in order to understand how to interpret the medical literature. Emphasizing the role of statistical methods in evidence-based medicine, students will critically evaluate, analyze, and apply these principles to clinical decision-making.

Learning Outcomes:

Upon successful completion of this course, the student is expected to:

- Explain key statistical concepts: probability, distribution, hypothesis testing, confidence intervals, and p-values as they relate to clinical research.
- Interpret descriptive and inferential statistics in medical studies.
- Apply inferential statistical techniques to review medical literature.

- Identify different types of study designs and their implications for validity, bias, and reliability of research findings.
- Critically analyze and synthesize research findings.
- Interpret measures of association and risk in medical literature.
- Recognize common statistical errors, limitations, and biases in medical literature.
- Identify effect sizes in research articles and interpret their clinical implications.
- Enhance skills in communicating statistical findings to other healthcare providers and patients, emphasizing implications for clinical decision making.
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PAS-604 ETHICS IN MEDICINE 1

This course introduces students to ethical considerations, principles, and dilemmas in the practice of medicine. The course also explores ethical frameworks for navigating issues related to patient care and ethical decision-making.

Learning Outcomes:

Upon successful completion of this course, the student is expected to:

- Define the terms medical ethics, beneficence, nonmaleficence, autonomy, rights, justice, paternalism, and casuistry.
- Discuss medical ethics in health care and the difference between the term "law" and ethics".
- Demonstrate the knowledge about the definition of death across cultures and the legal criteria for determining death.
- Discuss the differences between privacy and confidentiality, while being able to identify the consequences/harm when it is not maintained.
- Describe justice and futility in healthcare and how it affects health care ethics.
- Demonstrate knowledge and understanding of the role of decision making capacity and surrogate decision in medical ethics.
- Discuss DNR and advanced directives and its long-term impacts.
- Discuss the importance of moral injury, moral distress, and burnout and its importance to healthcare providers
- Communicate ethical considerations and decisions to patients, families, and healthcare teams in a respectful and culturally sensitive manner.
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PAS-605 MEDICAL COMMUNICATION 2

This course is designed to provide students with the skills to effectively communicate with patients and healthcare providers. Students will explore various aspects of medical communication, including verbal and non-verbal communication, active listening, empathy, and delivering difficult news. Students will develop tools to conduct patient interviews, elicit a medical history, and provide medical documentation of patient encounters.

Learning Outcomes:

Upon successful completion of this course, the student is expected to:

- Demonstrate effective communication when interviewing and eliciting a medical history in patients across all age groups from initial presentation through ongoing follow-up, including infant, adolescent, adult, and elderly populations.
- Demonstrate effective communication techniques to meet diverse patient needs including disability status, special healthcare needs, ethnicity/race, gender/identity, religion and spirituality, sexual orientation, and social determinants of health.
- Demonstrate ability to use active listening skills in communications involving patient response to illness, injury, or stress.
- Discuss the delivery of difficult news and how to communicate sensitive topics to patients with empathy and ethical communication.
- Properly document both a comprehensive and problem-focused medical history.
- Discuss ways to establish interprofessional communication that emphasizes a team approach to patient-centered care beyond the traditional physician-PA team.
- Obtain informed consent through patient-centered communication.

PAS-606 PA PROFESSIONAL PRACTICE I 1

The course is the first of a two-part series that prepares students to succeed professionally as practicing physician assistants. Students will explore topics related to the history of the profession, develop skills in advocacy and leadership, engage in service learning activities, and cover concepts of public health as they relate to the role of the practicing PA.

Learning Outcomes:

Upon successful completion of this course, the student is expected to:

- Explain the historical development of the physician assistant profession.
- Demonstrate a commitment to leadership, service, and professional advocacy.
- Define principles of interprofessional collaboration.
- Discuss PA's role as a member of a patient-centered, interprofessional healthcare team.
- Apply knowledge of structural and social determinants of health in shaping health behaviors.
- Analyze concepts of public health and the public health system as they relate to the role of the practicing PA in order to promote health and prevent disease.

PAS-607 PA PROFESSIONAL PRACTICE II 1

The course is the second of a two-part series that prepares students to succeed professionally as practicing physician assistants. Students will explore topics related to the business of healthcare, health care delivery systems, health policy, and improving patient safety.

Learning Outcomes:

Upon successful completion of this course, the student is expected to:

- Compare and contrast different models of healthcare delivery and payor systems.
- Describe health policy and its impact on PA practice.
- Demonstrate knowledge of laws and regulations regarding professional practice and conduct, PA certification, licensure, and credentialing requirements.
- Build foundational knowledge of medical billing and coding.
- Explore continuous quality improvement practices and how this impacts patient safety and reduces medical errors.
- Discuss strategies to promote provider personal resilience and wellness and prevent burnout and impairment.
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PAS-610 ANATOMY WITH LAB 4

This course offers a comprehensive study of gross and functional anatomy of the human body at the cellular, tissue, organ, and system level. Through a combination of lectures, laboratory work, and interactive activities, students will explore organ systems and tissues, fostering a deeper understanding of the anatomical basis of health and disease.

Learning Outcomes:

Upon successful completion of this course, the student is expected to:

- Describe the relationship between structure and function at molecular, cellular, tissue, organ, and system levels.
- Illustrate the application of the anatomical concepts to clinical medicine.
- Locate anatomical structures of the human body.
- Integrate anatomical knowledge with other basic and clinical sciences.
- Distinguish normal anatomical variants from abnormal or pathological conditions.
- Differentiate between types of tissues and explain how the structural organization of cells within these tissues supports their specialized functions.
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PAS-612 PHYSICAL ASSESSMENT & HISTORY WITH LABORATORY 4

In this course, students learn and practice the fundamental techniques of performing an age-appropriate physical examination. Students will learn to systematically assess, interpret, and document findings during comprehensive and problem-focused physical examinations. Students will learn to distinguish between normal and abnormal physical exam findings in order to

formulate differential diagnoses and develop patient assessment plans.

Learning Outcomes:

Upon successful completion of this course, the student is expected to:

- Perform complete and focused physical examinations recognizing normal and abnormal findings across all age groups.
- Describe the pathophysiology related to a physical exam including anatomical structures and function.
- Demonstrate relevant special tests during a physical examination.
- Clearly communicate provider actions and clinical findings during a physical exam.
- Illustrate the proper way to document medical findings related to a physical exam.
- Conduct a thorough patient history using the review of systems.
- Distinguish normal versus abnormal findings seen on a physical exam.

PAS-615 LABORATORY INTERPRETATION I 3

This course is the first in a series that provides students with the knowledge and skills to think critically when ordering and interpreting laboratory and diagnostic studies. Students will also gain skills in diagnostic and therapeutic procedural techniques**.** The course will align with the topics covered in Clinical Medicine I, including infectious disease, EENT, pulmonology, and cardiology.

Learning Outcomes:

Upon successful completion of this course, the student is expected to:

- Demonstrate proficiency when ordering and interpreting laboratory tests and diagnostic imaging studies across all age groups from initial presentation through ongoing follow-up.
- Perform and interpret bedside ultrasonography.
- Demonstrate proficiency in performing clinical and procedural skills.
- Apply clinical reasoning to optimize test selection.
- Explain the risks, benefits, and patient considerations of diagnostic and procedural interventions.

PAS-616 LABORATORY INTERPRETATION II 3

This course is the second in a series that provides students with the knowledge and skills to think critically when ordering and interpreting laboratory and diagnostic studies. Students will also gain skills in diagnostic and therapeutic procedural techniques**.** BLS instruction, testing and certification will also be included in this course. The course will align with the topics covered in Clinical Medicine II including gastroenterology, endocrinology, hematology, and musculoskeletal medicine and rheumatology.

Learning Outcomes:

Upon successful completion of this course, the student is expected to:

- Demonstrate proficiency in ordering and interpreting laboratory tests and diagnostic imaging studies across all age groups from initial presentation through ongoing follow-up.
- Perform and interpret bedside ultrasonography.
- Demonstrate proficiency in performing clinical and procedural skills.
- Apply clinical reasoning to optimize test selection.
- Explain the risks, benefits, and patient considerations of diagnostic and procedural interventions.

PAS-617 LABORATORY INTERPRETATION III 2

This course is the third in a series that provides students with the knowledge and skills to think critically when ordering and interpreting laboratory and diagnostic studies. Students will also gain skills in diagnostic and therapeutic procedural techniques**.** The course will align with the topics covered in Clinical Medicine III including genitourinary, renal, reproductive health, pediatrics, geriatrics, and neurology.

Learning Outcomes:

Upon successful completion of this course, the student is expected to:

- Demonstrate proficiency in ordering and interpreting laboratory tests and diagnostic studies across all age groups from initial presentation through ongoing follow-up.
- Perform and interpret bedside ultrasonography.
- Demonstrate proficiency in performing clinical and procedural skills.
- Apply clinical reasoning to optimize test selection.
- Explain the risks, benefits, and patient considerations of diagnostic and procedural interventions.

PAS-620 CLINICAL MEDICINE I 4

This course series is designed to provide students with a comprehensive study of acute and chronic disease and disorders by organ system across the lifespan including infant, children, adolescent, adult and elderly patients. Organ systems included will be infectious disease, EENT, pulmonary and cardiovascular systems.. Students will learn clinical presentation, pathophysiology, diagnosis, pharmacotherapeutic and medical management.

Learning Outcomes:

Upon successful completion of this course, the student is expected to:

- Apply understanding of medical sciences such as anatomy, physiology, and pathophysiology to develop a comprehensive understanding of disease processes and patient care.
- Describe the clinical presentation/physical exam, epidemiology, pathophysiology, generate differential diagnoses, appropriate diagnostic studies, appropriate management plan, and prognosis for emergent, acute, and chronic common EENT, infectious disease, pulmonary, and cardiovascular disorders for prenatal, infant, pediatrics, adolescents, adults, and geriatrics.
- Identify advantages, risk factors, prevention, and lifestyle modifications relevant to the prevention and management of common EENT, infectious disease, pulmonary, and cardiovascular disorders.
- Differentiate cases requiring rehabilitation services and specialist referral from those manageable in primary care across all age groups.
- Discuss preventive, emergent, acute, and chronic medical conditions in the different organ systems.
- Apply knowledge of evidence-based medicine to provide comprehensive patient-centered care to different patient populations.

PAS-621 CLINICAL MEDICINE II 3

This course series is designed to provide students with a comprehensive study of acute and chronic disease and disorders by organ system across the lifespan including infant, children, adolescent, adult and elderly patients. Organ systems included will be gastroenterology, endocrinology, hematology, dermatology and musculoskeletal/rheumatology. Students will learn clinical presentation, pathophysiology, diagnosis, pharmacotherapeutic and medical management.

Learning Outcomes:

Upon successful completion of this course, the student is expected to:

- Apply understanding of medical sciences such as anatomy, physiology, and pathophysiology to develop a comprehensive understanding of disease processes and patient care.
- Describe the clinical presentation/physical exam, epidemiology, pathophysiology, generate differential diagnoses, appropriate diagnostic studies, appropriate management plan, and prognosis for emergent, acute, and chronic common gastrointestinal, endocrine, hematologic, dermatologic, and musculoskeletal/rheumatologic systems.
- Identify advantages, risk factors, prevention, and lifestyle modifications relevant to the prevention and management of common gastrointestinal, endocrine, hematologic, dermatologic, and musculoskeletal/rheumatologic systems.

- Differentiate cases requiring rehabilitation services and specialist referral from those manageable in primary care across all age groups.
- Discuss preventive, emergent, acute, and chronic medical conditions in the different organ systems.
- Apply knowledge of evidence-based medicine to provide comprehensive patient-centered care to different patient populations.

PAS-622 CLINICAL MEDICINE III 3

This course series is designed to provide students with a comprehensive study of acute and chronic disease and disorders by organ system across the lifespan including infant, children, adolescent, adult and elderly patients. Organ systems included will be gastrourinary, renal,neurology, reproductive health, pediatrics and geriatrics. Students will learn clinical presentation, pathophysiology, diagnosis, pharmacotherapeutic and medical management.

Learning Outcomes:

Upon successful completion of this course, the student is expected to:

- Apply understanding of medical sciences such as anatomy, physiology, and pathophysiology to develop a comprehensive understanding of disease processes and patient care.
- Describe the clinical presentation/physical exam, epidemiology, pathophysiology, generate differential diagnoses, diagnostic studies, appropriate management plan, and prognosis for emergent, acute, and chronic common genitourinary, renal, neurology, reproductive health, pediatrics and geriatrics disorders.
- Identify advantages, risk factors, prevention, and lifestyle modifications relevant to the prevention and management of common genitourinary, renal, neurology, reproductive health, pediatrics and geriatrics disorders.
- Differentiate cases requiring rehabilitation services and specialist referral from those manageable in primary care across all age groups.
- Discuss preventive, emergent, acute, and chronic medical conditions in the different organ systems.
- Apply knowledge of evidence-based medicine to provide comprehensive patient-centered care to different patient populations.

PAS-625 ESSENTIALS OF BEHAVIORAL MEDICINE 2

This course focuses on essential concepts from the social and behavioral sciences. Instruction will focus on the prevention, screening, diagnosis, management and referral of acute and chronic psychiatric and behavioral conditions. Through lecture and case discussion, students will formulate care plans that are patient-centered, culturally sensitive and focused on helping patients develop coping mechanisms and adopt more healthful behaviors.

Learning Outcomes:

Upon successful completion of this course, the student is expected to:

- Apply an understanding of symptom presentation, developing a differential diagnosis, and determining the criteria for severity and duration of common psychiatric and behavioral conditions.
- Develop an approach to the pharmacotherapeutic treatment of psychiatric and behavioral conditions including recognition of the indications, contraindications, and side effects of medications commonly used to treat psychiatric illnesses and behavioral conditions.
- Demonstrate effective communication and interviewing skills for patients with mental health disorders.
- Develop strategies for maintaining personal mental health and resilience.
- Apply knowledge of evidence-based medicine to provide comprehensive patient centered care to different patient populations.

PAS-627 ESSENTIALS OF EMERGENCY MEDICINE 2

This course focuses on the fundamental concepts necessary for PA practice in emergency medicine settings across the lifespan. Students will learn clinical presentation, pathophysiology, diagnosis, pharmacotherapeutic and medical management of common emergencies in all organ systems. ACLS instruction, testing, and certification will also be included in this course.

Learning Outcomes:

Upon successful completion of this course, the student is expected to:

- Apply medical knowledge and critical thinking skills to diagnose and manage acute presentations of common emergencies in all organ systems.
- Identify essential components of the history and physical examination and generate differential diagnoses in emergent patient encounters across all age groups from initial presentation to follow up.
- Order and interpret diagnostic studies in emergent patient encounters across all age groups from initial presentation through ongoing follow-up.
- Develop management plans utilizing appropriate clinical and technical skills for patients presenting with urgent or emergent conditions.
- Demonstrate effective communication in emergent situations with patients, their families, and other members of the healthcare team.
- Discuss ethical and legal considerations in emergency medicine and end-of-life care.

PAS-628 ESSENTIALS OF SURGICAL MEDICINE 2

This course focuses on the fundamental concepts necessary for PA practice in surgical medicine including the evaluation, diagnosis, and management of surgical conditions. Instruction will focus on perioperative approach to the patient including preoperative, intraoperative, and post-operative care. Students will learn the indications, contraindications, and intervention of common surgical procedures and techniques.

Learning Outcomes:

Upon successful completion of this course, the student is expected to:

- Describe the clinical presentation, physical examination, epidemiology, pathophysiology, pertinent surgical anatomy, differential diagnoses, appropriate diagnostic studies, for common surgical conditions.
- Demonstrate knowledge of surgical techniques and procedures.
- Apply the principles of perioperative patient care, including preoperative, intraoperative, and postoperative management to patient care discussions.
- Describe pharmacological interventions and pain management approaches used in surgery.
- Develop an evidence-based management plan for each surgical condition, including indications for surgical versus nonsurgical treatment options.
- Recognize the role of team-based care in management of the surgical patient.

PAS-630 PHARMACOTHERAPEUTICS I 3

This course series is designed to provide students with a comprehensive understanding of the pharmacologic management of human diseases and disorders. This course is organized in sequence with the Clinical Medicine I course. Through a blend of lectures, case studies, and interactive activities, students will build foundational knowledge about pharmacokinetics, pharmacodynamics, mechanisms of drug action, drug interactions, adverse reactions, and safe prescribing practices.

Learning Outcomes:

Upon successful completion of this course, the student is expected to:

- Describe fundamental pharmacokinetic and pharmacodynamic principles.
- Differentiate underlying mechanisms of adverse drug reactions, drug hypersensitivity, drug allergy, and drug side effects.
- Demonstrate the mechanism of reporting and documentation of adverse drug reactions (ADRs).

- Explain how different variables may modify drug response in special populations including pediatrics, geriatrics, and in patients with liver disease and renal disease.
- Discuss the classes of drugs used to treat common infectious disease, EENT, pulmonary, and cardiovascular conditions.
- Select the first and second-line medications in the treatment of common infectious disease, EENT, pulmonary, and cardiovascular conditions.
- Develop a therapeutic management plan to include patient education and counseling, applying principles of pharmacology and pharmacotherapeutics, and monitoring patient adherence and safety.
- Consider the use of nonpharmacologic modalities as part of the therapeutic management plan in the treatment of common infectious disease, EENT, pulmonary, and cardiovascular conditions.

PAS-631 PHARMACOTHERAPEUTICS II 3

This course series is designed to provide students with a comprehensive understanding of the pharmacologic management of human diseases and disorders. This course is organized in sequence with the Clinical Medicine II course. Through a blend of lecture, case studies, and interactive activities, students will continue to explore pharmacokinetics, pharmacodynamics, mechanisms of drug action, drug interactions, adverse reactions, and safe prescribing practices.

Learning Outcomes:

Upon successful completion of this course, the student is expected to:

- Discuss the classes of drugs used to treat common gastrointestinal, endocrine, hematologic, dermatologic, and musculoskeletal/rheumatologic conditions.
- Select the first and second-line medications in the treatment of common gastrointestinal, endocrine, hematologic, dermatologic, and musculoskeletal/rheumatologic conditions.
- Identify common adverse effects and major drug interactions for the members of each class of drugs discussed.
- Develop a therapeutic management plan to include patient education and counseling, applying principles of pharmacology and pharmacotherapeutics, and monitoring patient adherence and safety.
- Consider the use of non-pharmacological modalities as part of the therapeutic management plan for the treatment of common gastrointestinal, endocrine, hematologic, dermatologic, and musculoskeletal/rheumatologic conditions.

PAS-632 PHARMACOTHERAPEUTICS III 3

This course series is designed to provide students with a comprehensive understanding of the pharmacologic management of human diseases and disorders. This course is organized in sequence with the Clinical Medicine III course. Through a blend of theoretical knowledge, case studies, and interactive activities, students will continue to explore pharmacokinetics, pharmacodynamics, mechanisms of drug action, drug interactions, adverse reactions, and safe prescribing practices.

Learning Outcomes:

Upon successful completion of this course, the student is expected to:

- Discuss the classes of drugs used to treat common genitourinary, renal, infectious disease, reproductive health conditions.
- Select the appropriate first and second-line medications in the treatment of common genitourinary, renal, neurologic, and reproductive health conditions.
- Identify common adverse effects and major drug interactions for the members of each class of drugs discussed.
- Develop a therapeutic management plan to include patient education and counseling, applying principles of pharmacology and pharmacotherapeutics for the medications used in the treatment of common neurology, genitourinary, renal, and reproductive health conditions.

- Consider the use of non-pharmacological modalities as part of the therapeutic management plan for the treatment of common neurologic, genitourinary, renal, and reproductive health conditions.
- Apply knowledge learned to develop pharmacologic treatment strategies for special populations to include pediatrics disorders for prenatal, infant, pediatrics, adolescents, and geriatric conditions.

PAS-635 EVIDENCE-BASED MEDICINE I 1

This three-part course series is designed to provide students with the essential skills needed to critically evaluate and integrate the best available evidence into clinical decision-making. The first course will build on the foundational skills established in the Biostatistics course through the use of interactive cases to develop a systematic and practical approach to search, interpret, and evaluate the medical literature. Students will engage in lectures, journal club, and case-based discussions. Students will begin preliminary efforts for their scholarly work which will conclude in the Senior Seminar course.

Learning Outcomes:

Upon successful completion of this course, the student is expected to:

- Demonstrate skills to formulate a clinical question and search the medical literature. .
- Interpret statistical results and the clinical significance of those results as applied to patient care.
- Engage in discussion about evidence-based practice through journal club participation
- Communicate evidence-based findings clearly and professionally to patients, families and members of the healthcare team.
- Demonstrate a commitment to academic integrity and the ethical practice of medicine.
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PAS-636 EVIDENCE-BASED MEDICINE II 1

This is the second course in a series designed to provide students with the essential clinical reasoning skills needed to critically evaluate, integrate, and summarize the best available evidence to inform clinical decision-making in patient care. Students will engage in facilitated case-based discussions to learn how to formulate prioritized differential diagnoses using clinical decision-making frameworks and create patient-centered management plans.

Learning Outcomes:

Upon successful completion of this course, the student is expected to:

- Apply a structured clinical reasoning process to analyze patient cases, integrating history, physical exam findings, diagnostic data, and differential diagnoses.
- Develop and justify management plans that integrate current evidence, patient preferences, and clinical practice guidelines.
- Evaluate the influence of social determinants of health and cultural factors on patient presentations, diagnostic accuracy, and treatment planning.
- Communicate clinical reasoning effectively through collaborative discussions, written documentation, and oral case presentations to members of the healthcare team.
- Reflect on personal clinical reasoning processes and incorporate peer and faculty feedback to enhance critical thinking, self-assessment, and lifelong learning skills.
- Demonstrate a commitment to academic integrity through self-reflection, self-directed learning and scholarly inquiry.
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PAS-637 EVIDENCE-BASED MEDICINE III 1

This course series is designed to provide students with the essential skills to critically evaluate, integrate, and summarize the best available evidence to inform clinical decision-making and evidence-based practice. Students will engage in journal club activities and case-based discussions to apply evidence-based medicine skills. Students will continue efforts towards the

production of scholarly work including drafting a publishable quality clinical review article and conference-ready poster on a clinical topic of their choosing. Students' scholarship will be completed and showcased in the Senior Seminar course.

Learning Outcomes:

Upon successful completion of this course, the student is expected to:

- Demonstrate skills in critical appraisal of the medical literature for application to patient care.
- Engage in discussion of evidence-based medicine through participation in patient case discussion and in a journal club.
- Interpret statistical results and clinical significance.
- Formulate clinical questions using PICO(T).
- Communicate evidence-based findings clearly and professionally to patients, families, and members of the healthcare team in both written and oral presentation formats.
- Demonstrate a commitment to academic integrity.
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PAS-650 FAMILY MEDICINE IN THE COMMUNITY 5

This 5-week supervised clinical practice experience (SCPE) provides students with direct patient care exposure in community health and family medicine. Building on the didactic curriculum, students will apply and expand their knowledge and skills with an emphasis on preventive, acute, and chronic care encounters in outpatient community health centers. The anticipated patient population may include adolescents, adults, and elderly.

Under the supervision of board-certified or otherwise qualified preceptors, students will participate in patient evaluation, diagnosis, treatment, and education while developing the ability to function effectively as part of an interprofessional healthcare team. This SCPE offers students the opportunity to develop culturally sensitive, patient-centered care while strengthening clinical reasoning, communication, and professional skills.

Learning Outcomes:

Upon successful completion of this course, the student is expected to:

- Apply medical knowledge and clinical reasoning skills when conducting history and physical exams across the lifespan to include adolescents, adults, and elderly patients in an outpatient community health (family medicine) practice setting.
- Utilize clinical reasoning skills and problem-solving abilities to create differential diagnoses and management plans for preventive, acute, and chronic encounters across the life span, to include adolescents, adults, and elderly patients in an outpatient community health (family medicine) setting.
- Demonstrate proficiency in performing essential clinical and technical skills in a manner that is evidence-based and patient-centered for encounters in an outpatient community health (family medicine) practice setting.
- Provide patient-centered education to patients and caregivers in an outpatient community health (family medicine) practice setting.
- Accurately order and interpret laboratory and diagnostic tests required for evaluation of patients in an outpatient community health (family medicine) practice setting.
- Accurately document a thorough but concise medical note for preventive, acute, and chronic patient encounters in an outpatient community health (family medicine) practice setting.
- Demonstrate appropriate professional behaviors and interpersonal communication skills as part of an interprofessional healthcare team in an outpatient community health (family medicine) practice setting.
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PAS-651 WOMEN'S HEALTH 5

This 5-week supervised clinical practice experience (SCPE) provides students with direct patient

care exposure in women's health. Learning experiences emphasize prenatal and gynecologic care in the outpatient setting, with potential additional exposure in hospital and operating room environments. Building on the didactic curriculum, students will apply and expand their knowledge and skills by participating in preventive, acute, and chronic encounters. The anticipated patient population may include adolescents, adults, and elderly.

Under the supervision of board-certified or otherwise qualified preceptors, students will participate in patient evaluation, diagnosis, treatment, and education while developing the ability to function effectively as part of an interprofessional healthcare team. This SCPE offers students the opportunity to develop culturally sensitive, patient-centered care while strengthening clinical reasoning, communication, and professional skills.

Learning Outcomes:

Upon successful completion of this course, the student is expected to:

- Apply medical knowledge and clinical reasoning skills when conducting history and physical exams for across the lifespan to include adolescents, adults, and elderly patients in women's health settings.
- Utilize clinical reasoning skills and problem-solving abilities to create differential diagnoses and management plans for preventive, acute, and chronic encounters across the life span, to include adolescents, adults, and elderly patients in women' health setting.
- Demonstrate proficiency in performing essential clinical and technical skills in a manner that is evidence-based and patient-centered for encounters in women's health settings.
- Provide patient-centered education to patients and caregivers in women's health setting.
- Accurately order and interpret laboratory and diagnostic tests required for evaluation of patients in women's health setting to include prenatal and gynecologic encounters.
- Accurately document a thorough but concise medical note for preventive, acute, and chronic patient encounters across the lifespan to include adolescents, adults, and elderly patients in women's health setting.
- Demonstrate appropriate professional behaviors and interpersonal communication skills as part of an interprofessional healthcare team in women's health setting.
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PAS-652 PEDIATRIC MEDICINE 5

This 5-week supervised clinical practice experience (SCPE) provides students with direct patient care exposure in pediatric medicine. Building on the didactic curriculum, students will apply and expand their knowledge and skills in outpatient pediatric clinics, with emphasis on caring for infants, children, and adolescents across preventive, acute, and chronic care encounters.

Under the supervision of board-certified or otherwise qualified preceptors, students will participate in patient evaluation, diagnosis, treatment, and education while developing the ability to function effectively as part of an interprofessional healthcare team. This SCPE offers students the opportunity to develop culturally sensitive, patient-centered care while strengthening clinical reasoning, communication, and professional skills.

Learning Outcomes:

Upon successful completion of this course, the student is expected to:

- Apply medical knowledge and clinical reasoning skills when conducting history and physical exams for patients across the lifespan to include infants, children and adolescent patients in outpatient pediatric medicine settings.

- Utilize clinical reasoning skills and problem-solving abilities to create differential diagnoses and management plans for preventive, acute, and chronic for patient encounters across the lifespan to include infants, children and adolescent patients in outpatient pediatric medicine settings.
- Demonstrate proficiency in performing essential clinical and technical skills in a manner that is evidence-based and patient-centered for encounters in outpatient pediatric medicine settings.
- Provide patient-centered education to patients and caregivers in outpatient pediatric medicine settings.
- Accurately order and interpret laboratory and diagnostic tests required for the evaluation of patients in outpatient pediatric medicine settings.
- Accurately document a thorough but concise medical note for preventive, acute, and chronic patient encounters across the lifespan to include infants, children, and adolescent patients in outpatient pediatric medicine settings.
- Demonstrate appropriate professional behaviors and interpersonal communication skills as part of an interprofessional healthcare team in outpatient pediatric medicine settings.
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PAS-653 EMERGENCY MEDICINE 5

This 5-week supervised clinical practice experience (SCPE) provides students with direct patient care exposure in emergency medicine. Building on the didactic curriculum, students will apply and expand their knowledge and skills with an emphasis on emergent care encounters in the emergency department. The anticipated patient population may include adolescents, adults, and elderly.

Under the supervision of board-certified or otherwise qualified preceptors, students will participate in patient evaluation, diagnosis, treatment, and education while developing the ability to function effectively as part of an interprofessional healthcare team. This SCPE offers students the opportunity to develop culturally sensitive, patient-centered care while strengthening clinical reasoning, communication, and professional skills.

Learning Outcomes:

Upon successful completion of this course, the student is expected to:

- Apply medical knowledge and clinical reasoning skills when conducting history and physical exams across the lifespan to include children, adolescents, adults, and elderly patients in emergency medicine settings.
- Utilize clinical reasoning skills and problem-solving abilities to create differential diagnoses and management plans for preventive, acute, and chronic encounters across the lifespan to include children, adolescents, adults, and elderly patients in emergency medicine settings.
- Demonstrate proficiency in performing essential clinical and technical skills in a manner that is evidence-based and patient-centered for encounters within the emergency medicine settings.
- Provide patient-centered education to patients and caregivers within the emergency medicine settings.
- Accurately order and interpret laboratory and diagnostic tests required for evaluation of patients within the emergency medicine settings.
- Accurately document a thorough but concise medical note for emergent and acute patient encounters within the emergency medicine settings.
- Demonstrate appropriate professional behaviors and interpersonal communication skills as part of an interprofessional healthcare team within the emergency medicine settings.
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PAS-654 INPATIENT INTERNAL MEDICINE 5

This 5-week clinical practice experience provides students the opportunity to gain direct patient care experience in inpatient internal medicine/hospital medicine settings. Building on the didactic

curriculum, students will apply and expand their knowledge and skills with an emphasis on acute and chronic care internal medicine encounters in the hospital setting. The anticipated patient population may include adults and elderly.

Under the supervision of board-certified or otherwise qualified preceptors, students will participate in patient evaluation, diagnosis, treatment, and education while developing the ability to function effectively as part of an interprofessional healthcare team. This SCPE offers students the opportunity to develop culturally sensitive, patient-centered care while strengthening clinical reasoning, communication, and professional skills.

Learning Outcomes:

Upon successful completion of this course, the student is expected to:

- Apply medical knowledge and clinical reasoning skills when conducting history and physical exams for adolescents, adults, and elderly patients in the inpatient internal medicine setting.
- Utilize clinical reasoning skills and problem-solving abilities to create differential diagnoses and management plans for preventive, acute, and chronic encounters across the life span, to include adults, and elderly patients in the inpatient internal medicine setting.
- Demonstrate proficiency in performing essential clinical and technical skills in a manner that is evidence-based and patient-centered for encounters in the inpatient internal medicine setting.
- Provide patient-centered education to patients and caregivers in the inpatient internal medicine setting.
- Accurately order and interpret laboratory and diagnostic tests required for evaluation of patients in the inpatient internal medicine setting.
- Accurately document a thorough but concise medical note for preventive, acute, and chronic patient encounters in the inpatient medical record.
- Demonstrate appropriate professional behaviors and interpersonal communication skills as part of an interprofessional healthcare team in the inpatient internal medicine setting.
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PAS-655 SURGICAL MEDICINE 5

This 5-week supervised clinical practice experience (SCPE) provides students with direct patient care exposure in surgical medicine in the operating room. Students will apply and expand the knowledge and skills learned during the didactic curriculum to surgery. Building on the didactic curriculum, students will apply and expand their knowledge and skills with an emphasis on acute and chronic care encounters which may require surgical intervention. Students will participate in the pre-operative, intra-operative, and post-operative care of patients. The anticipated patient population may consist of adults and the elderly. This clinical rotation may also include experiences in inpatient and outpatient settings. Under the supervision of board-certified or otherwise qualified preceptors, students will participate in patient evaluation, diagnosis, treatment, and education while developing the ability to function effectively as part of an interprofessional healthcare team. This SCPE offers students the opportunity to develop culturally sensitive, patient-centered care while strengthening clinical reasoning, communication, and professional skills.

Learning Outcomes:

Upon successful completion of this course, the student is expected to:

- Apply medical knowledge and clinical reasoning skills when conducting history and physical exams for pre-operative, intra-operative, and post-operative patient encounters in the surgical medicine setting.
- Utilize clinical reasoning skills and problem-solving abilities to create differential diagnoses and management plans for acute, and chronic encounters in the surgical medicine setting.
- Demonstrate proficiency in performing essential clinical and technical skills in a manner that is evidence-based and patient-centered for encounters in the surgical medicine setting.
- Provide patient-centered education to patients and caregivers in the surgical medicine setting.

- Accurately order and interpret laboratory and diagnostic tests required for evaluation of patients in the surgical medicine setting.
- Accurately document a thorough but concise medical note for pre-operative, intra-operative and post-operative patient encounters in the surgical medicine setting.
- Demonstrate appropriate professional behaviors and interpersonal communication skills as part of an interprofessional healthcare team in the surgical medicine setting.

PAS-656 BEHAVIORAL MEDICINE 5

This 5-week supervised clinical practice experience (SCPE) provides students with direct patient care exposure in behavioral and mental health care. Students will apply and expand the knowledge and skills learned during the didactic curriculum. Building on the didactic curriculum, students will apply and expand their knowledge and skills with an emphasis on acute and chronic care encounters. The anticipated patient population may consist of children, adolescents, adults and the elderly. Under the supervision of board-certified or otherwise qualified preceptors, students will participate in patient evaluation, diagnosis, treatment, and education while developing the ability to function effectively as part of an interprofessional healthcare team. This SCPE offers students the opportunity to develop culturally sensitive, patient-centered care while strengthening clinical reasoning, communication, and professional skills.

Learning Outcomes:

Upon successful completion of this course, the student is expected to:

- Apply medical knowledge and clinical reasoning skills when conducting history and physical exams across the life span to include adolescents, adults, and elderly patients in behavioral and mental health setting.
- Utilize clinical reasoning skills and problem-solving abilities to create differential diagnoses and management plans for preventive, acute, and chronic encounters across the life span to include adolescents, adults, and elderly patients in behavioral and mental health setting.
- Demonstrate proficiency in performing essential clinical and technical skills in a manner that is evidence-based and patient-centered for encounters in behavioral and mental health setting.
- Provide patient-centered education to patients and caregivers in behavioral and mental health setting.
- Accurately order and interpret laboratory and diagnostic tests required for evaluation of patients in behavioral and mental health setting.
- Accurately document a thorough but concise medical note for preventive, acute, and chronic patient encounters in behavioral and mental health setting.
- Demonstrate appropriate professional behaviors and interpersonal communication skills as part of an interprofessional healthcare team in behavioral and mental health setting.
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PAS-657 ELECTIVE CLINICAL PRACTICE EXPERIENCE 5

This 5-week elective supervised clinical practice experience (SCPE) provides students with the opportunity to expand their clinical knowledge, refine essential skills, and apply core competencies within a medical or surgical specialty assigned by program faculty. Under the direct supervision of licensed preceptors, students will evaluate, examine, educate, and manage patients across the lifespan in settings that may include inpatient, outpatient, emergency, or operative care, while further defining their role as physician assistants. In addition to developing specialty-specific skills, students continue to strengthen core competencies in patient evaluation, communication, professionalism, and interprofessional collaboration. This experience builds on the didactic curriculum, supports achievement of program learning outcomes, and facilitates the transition to entry level clinical PA practice.

Learning Outcomes:

Upon successful completion of this course, the student is expected to:

- Apply medical knowledge and clinical reasoning skills when conducting history and physical exams across the lifespan in the assigned elective specialty setting.

- Utilize clinical reasoning skills and problem-solving abilities to create differential diagnoses and management plans for preventive, acute, and chronic encounters across the life span relevant to the elective specialty population.
- Demonstrate proficiency in performing essential clinical and technical skills appropriate to the assigned elective setting in an evidence-based and patient-centered manner.
- Provide patient-centered education to patients and caregivers tailored to the conditions, needs, and context of the elective specialty population.
- Accurately order and interpret laboratory and diagnostic tests relevant to evaluation and management within the elective specialty.
- Accurately document patient encounters clearly, and concisely, in alignment with medical, legal, and billing standards for the elective rotation setting.
- Demonstrate appropriate professionalism, ethical behaviors and effective interpersonal communication as a member of the part of the healthcare team within the elective specialty setting.
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PAS-660 SENIOR SEMINAR 5

This multi-component course verifies that each student meets the program competencies required to enter clinical practice. Students will take part in the end of curriculum and technical skills summative examination within the final 4 months of the program. The summative exam and continued didactic education that will test and expand their clinical and technical skills, clinical reasoning and problem-solving abilities, interpersonal skills, medical knowledge, and professional behaviors. Additionally, his course will also allow students to complete their Senior Seminar scholarly paper and conference poster presentation.

Learning Outcomes:

Upon successful completion of this course, the student is expected to:

Summative Evaluation and Didactic EOR Lectures

- Synthesize and apply core medical knowledge across all organ systems, demonstrating readiness for entry-level clinical practice as a PA.
- Demonstrate the clinical reasoning and technical skills necessary to solicit a problem-focused history and perform a physical examination for a patient encounter.
- Develop accurate different diagnoses.
- se critical thinking and problem-solving skills to order and analyze laboratory and diagnostic tests.
- Demonstrate critical thinking and clinical reasoning skills to develop a written patient management plan to include writing prescriptions, initiating referrals, and providing patient-centered education during a preventive, emergent, acute, chronic, or rehabilitative patient encounter.
- Accurately and safely perform technical skills.
- Model ethical and professional behaviors necessary for practice as a PA.
- Demonstrate knowledge of regulations and tasks regarding PA professional practice.

Senior Seminar Scholarly Paper and Conference Poster Presentation

- Critically appraise the medical literature and apply findings to patient care through the creation of a well-constructed scholarly paper.
- Clearly communicate findings from the medical literature through delivery of an oral poster presentation to an audience of health professionals.
- Engage in self-reflection, accept feedback, and identify opportunities for professional growth.
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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-613 SCIENCE WRITING 3.

This course prepares students to write about scientific research in ways that make complex specialized knowledge or research accessible and engaging to broad audiences in a variety of forms and media. Beyond crafting accurate and lucid prose, scientists and science communicators today face the challenge of mis- and disinformation, particularly in online environments, and the erosion of trust in expert authority and public institutions. The ability to communicate effectively and ethically and to build trust is crucial to keeping the public informed about the science and policies that impact lives and shape our world.

Learning Outcomes

- Master techniques of science writing and communication to produce clear, accurate, and effective content.
- Assess the strategic needs of science writing projects to determine the format and stylistic elements most appropriate for the target audience
- Examine the ethical, social and political aspects of scientific information and the media coverage of science and medicine
- Critically analyze scientific sources and findings in order to present technical information accurately to broad audiences.

WDC-614 GRANT AND PROPOSAL WRITING 3.

This course covers the process of proposal writing for fundraising along with the contexts and strategies of the current philanthropic environment. Students will research funding opportunities, devise a strategy of approach based on the potential funder, identify and plan successful projects with achievable goals and realistic budgets, as well as long-term stewardship and cultivation plans. Students will develop the skills needed to follow up on both successes and rejections to encourage long-term relationships with the funding sources whether the immediate request is funded or not. The focus of the course will be writing persuasive proposals.

Learning Outcomes

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

WDC-616 ENVIRONMENTAL RHETORIC 3.

This course takes a constitutive approach to environmental rhetoric rooted in the understanding of discourse as a site of political and social struggle. In other words, we will approach the

rhetorical construction of the "environment" and the various controversies and debates surrounding the greatest challenge of our time--climate change--through the systematic study of communication in all of its modalities: language, images, sounds, symbols, and embodied performance. It is through these media that we produce our social reality and come to access and understand the world, including "nature," without denying its extradicursive dimension. We will examine the ways in which various stakeholders--activists and advocacy groups, corporate players, scientists, journalists, indigenous communities, politicians, educators, and so on--wield rhetorical tools in an effort to control environmental discourse to achieve their disparate ends. Environmental issues, given their increasing urgency and existential significance, are a privileged site for the study of contested rhetorics; conversely, rhetoric offers the conceptual and methodological tools needed for a deeper understanding of the issues at the local and the global level and offers theoretical and practical resources to imagine and create a more just and sustainable world.

Learning Outcomes

- Analyze rhetorical constructions of the "environment" in the discourses of various social actors and assess their consequences for public policy and global action on climate change
- Develop a sophisticated understanding of academic theories of environmental communication and rhetorical studies
- Explain and engage in current environmental controversies through the development of sound arguments of their own using appropriate and ethical rhetorical strategies and tactics

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 from diverse cultural and geographic contexts, this course examines the roles of communication and technology in collective action whether in the form of social movements or as embodied and enacted by individuals. In addition to engaging social movement and communication theory, we will analyze the media and civic engagement practices and strategies used to effect change and to resist or disrupt the centralized, hegemonic messages of corporate or state-run media institutions.

Learning Outcomes

- Explain and apply social movement and communication theory in a sophisticated way
- Analyze the ways in which patterns of communication intersect with identity formation and socio-political power
- Explain the impact of digital media on social movements' ability to mobilize and to control and disseminate their messages
- Demonstrate technical ability with producing effective and strategic digital messages, digital stories, and professional quality digital media
- Produce a professional quality research project

WDC-626 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-628 PERSUASIVE WRITING AND SPEAKING 3.

This class is designed to enhance students' ability to craft and deliver strategic, persuasive messages to broad audiences. The method for enhancing students' effective communication skills will be a combination of theory, critical analysis, and practice. Drawing on fields as diverse as rhetorical theory and criticism, argumentation, cognitive linguistics, and neuroscience, the course illuminates major theoretical perspectives and concepts related to persuasion. By analyzing historical and contemporary examples from diverse spheres of human knowledge and practice and in a variety of media, students will explore the opportunities, limitations, and ethical implications of persuasive communication and craft their own effective messages.

Learning Outcomes

- Understand and apply theoretical perspectives and concepts related to persuasion to real world communication examples
- Analyze and evaluate how mediation and the changing media environment affects persuasion
- Develop the skills needed to present complex information effectively for different audiences and in a variety of media
- Evaluate the ethical dimensions of suasive communication

WDC-630 VISUAL THINKING AND WEB DESIGN 3.

Students expand digital design skills to develop a practice for visual problems solving with applied exercise using Line, texture, color, spatial illusion, materiality, compositional frameworks and subject matter. Emphasis in the work of this course is on the overview of the creative design process, conceptual development understanding, and an ability to identify and communicate art language (specifically the elements and principles of design) to digital platforms. This course equips students with a working knowledge of industry-standard creative software (Adobe Creative Suite; Wordpress web building and related plugins, Cascading Style Sheets {CSS} and will familiarize students with the importance of accessibility, copyright and user experience (UX). Digital Communications have one foot in the overarching principles of responsive web design and another in media production. Previous versions of this course have been more general. The revised core targets and deepens students' engagement with both of these areas and allows for more advanced introduction to the study of both.

Learning Outcomes

- Identify visual problems and offer creative visual solutions
- Become a more informed consumer and skilled producer of effective typography
- Identify opportunities for data visualization when telling complex stories and strategize appropriate presentation solutions
- Identify and avoid ethical problems when it comes to image editing and generative AI

WDC-636 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

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. See program director.
Prerequisite: Approved internship application.

Learning Outcomes

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

WDC-690 DIRECTED RESEARCH 3.

The directed research course is open to students enrolled in the Strategic Communication Master of Science 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.
Prerequisite: Approved directed research proposal.

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-699 PORTFOLIO CAPSTONE 0.

In this zero-credit course taken in the final semester of matriculation, students update and submit the digital portfolio they created in WDC-610 to ensure it meets all program requirements. A completed, professional quality portfolio is a requirement for the master's degree.
Prerequisite: Students must be in their final semester to take the Portfolio Capstone. Once students submit the conferral form and it is approved by the program director, students will be registered automatically in the Portfolio Capstone by Graduate Studies.

Learning Outcomes

- Identify and apply key concepts and principles of writing and digital communication
- Demonstrate professional-level research, writing and speaking skills
- Assess the technical and stylistic needs of a project in order to design successful digital media

Student Success Resources

Graduate Studies supports graduate and post-baccalaureate students in all aspects of their experience at Agnes Scott. The Office of Graduate Enrollment 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 by the various programs. The office also facilitates graduate and post-baccalaureate student orientations, which are held twice annually.

The Office of Graduate Enrollment is led by the senior director for graduate enrollment, and reports to the associate vice president and dean for graduate studies. The office is responsible for ensuring students have the resources they need to succeed in their programs of study. The office also assumes responsibility to ensure 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 electronically. The office maintains the official records of graduate and post-baccalaureate students, from enrollment to program completion.

Graduate Advising

The faculty department chairs, program directors and faculty advisors support graduate and post-baccalaureate students in planning and completing their academic course of study. The faculty department chairs and program directors administer the policies in this catalog, and have approval authority on academic policies established by the faculty and associate vice president and dean for graduate studies. The associate vice president and dean for graduate studies oversees this administration of these policies.

All graduate and post-baccalaureate students are assigned a faculty advisor upon matriculation. The faculty advisor provides subject matter expertise and supports students' academic success. Graduate and post-baccalaureate students are encouraged to meet at least once each semester with their faculty advisor to discuss progress and questions related to their academic program.

Graduate and post-baccalaureate students should meet with their program director, faculty advisor, or the graduate enrollment manager regarding questions about program requirements, campus resources, and policies referenced in this catalog, including requesting a leave of absence or withdrawing from their program.

Health Professions Advising

Our talented health professions advising team supports post-baccalaureate and medical sciences students during their programs. The team stays abreast of current practices in medical school admissions, and admissions requirements and trends for other health professions programs. The Office of Health Professions Advising is led by the associate director of health professions advising, and reports to the chair of medical sciences. The associate director administers the linkage programs and supervises the activities of the health professions advising office. All pre-allied health, pre-medical and medical sciences students are required to attend at least one pre-medicine or pre-health workshop prior to scheduling an appointment with the health professions advising team.

Students meet individually with the advisor for timeline planning and to increase their competitiveness for the medical school or health professions pathway of their choosing. Upon identifying the programs the student intends to apply for, the advisor provides a referral to the next

member of the advising team who will guide students through the application cycle.

Test Preparation

Competitive scores on admissions exams are an important part of an applicant's overall profile to professional healthcare programs. The post-baccalaureate pre-medical and pre-allied health programs and the Master of Science in medical sciences programs include formalized test preparation for enrolled students at no additional cost. Test preparation options are available for the medical college admission test (MCAT), dental admission test (DAT), and graduate record examinations (GRE). Students receive approximately 120 hours of instruction, as well as preparatory books and materials. The preparation courses begin in October and run through the spring semester. Test preparation benefits are non-transferrable to other individuals. Students may choose one test preparation course to complete and cannot combine test preparation tracks.

Students must be in good academic standing and have earned or have in progress a minimum of twelve credit hours to be eligible to participate in complementary test preparation courses. Students can elect to postpone their test preparation course by a maximum of one year, and take it in the year following their program's completion.

Students must register for their test preparation course. Test preparation courses are opt-in and non-mandatory for the completion of post baccalaureate and medical sciences programs. Students who do not complete 75% or more of the course may be assessed the full cost of the test preparation course ($1400). Students who wish to postpone registration can do so for a maximum of one year following program completion.

Committee Letter Policy

A unique feature of Agnes Scott's post-baccalaureate pre-medical accelerated, pre-medical bridge, pre-allied health programs and Master of Science in medical sciences program is that all students who are enrolled in in-person courses have the opportunity to merit a committee letter.

Committee letters from Agnes Scott College do not compare or rank students within the cohort, but rather evaluate each individual student's academic accomplishments within their program of study, commitment to addressing social issues in healthcare through community service and leadership experiences, volunteer, work, and/or practicum experience in clinical settings, and medical sciences research opportunities (if applicable). Averaging 10 pages in length, each committee letter also includes the original letters submitted by recommenders in their entirety.

To qualify for a committee letter, a student must complete a minimum of 28 credit hours in residence, satisfy all program requirements for conferral of the certificate or degree, maintain a 3.500 GPA or higher at Agnes Scott at the time of requesting a committee letter and throughout the program, and score at or above the 50th percentile on the MCAT or other standardized tests (GRE, DAT, etc.) by July 31. If a student drops below 3.500 GPA at any point in their program of study, the student will no longer be eligible for a committee letter until their GPA is a 3.500 or higher. Students are responsible for meeting all stated deadlines, which include submitting the committee letter evaluation application, requesting confidential letters of recommendation from faculty or external references, confirming receipt of all letters of evaluation, uploading their AMCAS-generated letter or the like, such as AMCAS, AACOMAS, and TMDSAS, request form which contains the unique letter ID number associated with the committee letter, submitting MCAT score, and providing additional information as requested by the the committee chair.

This committee letter service is only available up to one year after the student's completion of the program. If it has been more than one year since completion, the student must utilize individual letters of recommendation, rather than a committee letter, in order to demonstrate to medical schools and health professions programs how they have utilized their time after completion of the program to strengthen their applicant profile.

Committee letters are not provided for students who have violated academic or community standards.

No Show Policy

A no-show is considered any appointment in which a student fails to cancel the appointment within 2 hours of the appointment start time or when the student is more than 15 minutes late without notification. Students who no-show/cancel their scheduled appointment will receive an email from Compass informing them that they have missed the scheduled appointment. After two missed or canceled appointments, students' ability to schedule appointments with the health professions advisors will be rescinded until they meet with their program director.

Linkage Agreements

Pre-medical post-baccalaureate and graduate students can reach their goal of becoming a physician or pharmacist a year earlier, avoiding the "glide year," through Agnes Scott College's linkage programs with Agnes Scott College's Cornwall Hawkes PA Program, Mercer University School of Medicine, Morehouse School of Medicine, New York Institute of Technology College of Osteopathic Medicine (Arkansas campus), Philadelphia College of Osteopathic Medicine Georgia and Presbyterian College School of Pharmacy. Please note that students are not guaranteed admission into the linkage programs.

Pre-medical post-baccalaureate and graduate students who are enrolled full-time in a qualifying academic program of study, in good academic and financial standing, have resolved all student account holds and meet specific qualifications (as determined by linkage institutions) are invited to attend the required workshop and following application guidelines and process set by the Office of Graduate Advising. Students may only apply to one linkage program.

Agnes Scott College's Cornwall Hawkes PA Program

Agnes Scott College's Cornwall Hawkes PA Program has linkages with all Post-Baccalaureate and Medical Sciences master's programs offered by Agnes Scott College. All students who are currently enrolled in one of these programs or within six months of graduation, and meet the following qualifications will be guaranteed an interview for admission consideration*:

- Completed, verified CASPA application submitted by March 1
- Official transcripts from Agnes Scott showing a minimum of one semester of post-bacc or master's coursework
- Students who apply as part of the linkage may have outstanding prerequisites by time of application, to be completed fall and/or spring prior to matriculation at Agnes Scott
- Incoming GPAs (prior to matriculation into a participating ASC program): 3.0 minimum BCP and 3.0 minimum cumulative overall GPA
- Agnes Scott program GPA of 3.75 or higher
- Remain in good overall standing at Agnes Scott College and complete degree requirements for certificate or master's, including remaining requirements for the Cornwall Hawkes PA Program
- Meet all other PA Program admission requirements
- Currently enrolled in or recently matriculated (within 6-months of application submission) in a participating program at Agnes Scott College

Agnes Scott graduate and post-baccalaureate students who do not meet these criteria are encouraged to apply once they have completed their programs of study at Agnes Scott.

*Applicants to this linkage are not guaranteed direct admission.

Mercer University School of Medicine

Post-baccalaureate Pre-Medical Accelerated and Bridge students who are enrolled full-time, in good academic and financial standing, have resolved all student account holds, and who meet specific qualifications are invited to apply into the Mercer University School of Medicine linkage program at the end of their summer semester. Students who are admitted to Mercer University School of Medicine will enroll in the medical school immediately upon completion of their post-baccalaureate program instead of spending the next year applying to medical schools.

Qualification Requirements for the ASC-MUSM linkage program:

- Be a resident of Georgia for a minimum of one year
- Be willing to practice primary care in rural or underserved Georgia
- Enter the post-baccalaureate pre-medical accelerated or pre-medical bridge program in the summer session
- Complete all prerequisite science courses required by Mercer University School of Medicine
- Complete all the requirements and courses within the participating program's curriculum at Agnes Scott
- Maintain an overall grade point average of 3.5 or greater in the core course requirements for the post-baccalaureate pre-medical certificate
- Fulfill admission requirements as outlined by MUSM for the given cycle
- Continue to demonstrate the personal, ethical and professional qualities required of Mercer University School of Medicine students

Morehouse School of Medicine

Post-baccalaureate pre-medical accelerated, pre-medical bridge, medical sciences accelerated graduate students who are enrolled full-time, in good academic and financial standing, have resolved all student account holds and who meet specific qualifications are invited to apply into the Morehouse School of Medicine linkage program at the end of their fall semester. Students who are admitted to Morehouse School of Medicine will enroll in the medical school immediately upon completion of their graduate or post-baccalaureate program instead of spending the next year applying to medical schools.

Qualification Requirements for the ASC-MSM linkage program:

- Committed to medicine, Georgia, and serving underserved populations
- Enter the post-baccalaureate pre-medical certificate or pre-medical bridge program in the summer session, or the Master of Science in medical sciences accelerated program in the summer or fall session
- Complete all prerequisite science courses required by Morehouse School of Medicine by the end of their program at Agnes Scott
- Maintain an overall grade point average of 3.5 or greater in the participating program to be eligible for this linkage:
    - Biology with lab (1 year)
    - General Chemistry with lab (1 year)
    - Organic Chemistry with lab (1yr) - OR -
        - Organic Chemistry with lab (1 semester) and Biochemistry (1 semester)
    - Physics with lab (1 year)
    - College level Math (1 year)
    - English, including composition (1 year)
- Fulfill admission requirements as outlined by MUSM for the given cycle
- Evidence of service activities
- Continue to demonstrate the personal, ethical and professional qualities required of

Morehouse School of Medicine students

New York Institute of Technology College of Osteopathic Medicine
Post-baccalaureate pre-medical accelerated, pre-medical bridge, medical sciences accelerated graduate students who are enrolled full-time, in good academic and financial standing, have resolved all student account holds and who meet specific qualifications are invited to apply into the New York Institute of Technology College of Osteopathic Medicine (NYITCOM) pathway program at the end of their fall semester. Students who are admitted to NYITCOM will enroll in the medical school upon completion of their graduate or post-baccalaureate program instead of spending the next year applying to medical schools.

Qualification Requirements for the ASC-NYITCOM pathway program:

- Earn an overall science grade point average of 3.5 each semester at ASC with a 3.5 cumulative GPA at the graduate institution
- The student will not be required to take the MCAT
- Successful completion of the graduate courses as specified below
    - Required Core Courses for Post Baccalaureate Certificate Students
        - BIO-510/510L Integrative Biology I/Lab
        - BIO-511/511L Integrative Biology II/Lab
        - CHE-510/510L Introduction to Chemistry/Lab
        - CHE-520/520L Foundations of Inorganic and Physical Chemistry/Lab
        - CHE-530/530L Organic Chemistry I/Lab
        - CHE-540/540L Organic Chemistry II/Lab
        - PHY-502/502L Elements of Physics/Lab
        - PHY-503/503L Elements of Physics II/Lab
        - MDS 623 Academic Success in Medicine and Health
        - MDS-632 Medical Biochemistry
    - Required Core Courses for M.S. Students:
        - MDS-610 Medical Cell Biology
        - MDS-614 Biostatistics
        - MDS-620 Anatomy and Physiology I with Lab
        - MDS-630 Anatomy and Physiology II with Lab
        - MDS 623 Academic Success in Medicine and Health
        - MDS-624 Professional Success in Medicine and Health
        - MDS-632 Medical Biochemistry
        - MDS-660 Service and Outreach in Healthcare
        - Additional electives to complete the required 33 credits to obtain the M.S. degree
- Pass a personal interview conducted by NYITCOM faculty.
- Fulfill admission requirements as outlined by NYITCOM for the given cycle
- Continue to demonstrate the personal, ethical and professional qualities required of Morehouse School of Medicine students

Philadelphia College of Osteopathic Medicine Georgia
Post-baccalaureate pre-medical and medical sciences graduate students who are enrolled full-time, in good academic and financial standing, have resolved all student account holds and who meet specific qualifications are invited to apply into the PCOM Georgia linkage program at the end of their fall semester. Students who are admitted to PCOM Georgia will enroll in the medical school immediately

upon completion of their graduate or post-baccalaureate program instead of spending the next year applying to medical schools.

Qualification Requirements for the ASC-PCOM Georgia linkage program:

- Complete all course requirements as listed in PCOM's catalog
- Earn (on the 4.0 grading system) a competitive grade point average cumulative and science coursework of the College's Premedical Post-Baccalaureate Program and Master of Sciences in Medical Sciences Accelerated Program. Competitive grade point averages will be determined by PCOM Georgia utilizing a holistic application review
- Earn a competitive score on the Medical College Admissions Test ("MCAT"). Competitiveness of MCAT scores will be determined by PCOM Georgia in its discretion utilizing a holistic application review. The MCAT should be taken no later than the first available date in May that the AAMC offers the exam.
- Submit an application to PCOM Georgia through AACOMAS no later than October 31st of the senior year and submit all remaining application materials for completion no later than November 30th;
- Demonstrate an understanding and commitment to osteopathic medicine
- Provides a Committee letter summarizing the candidate's qualifications and credentials
- Must be a US citizen or permanent resident (green card holder) at the time of application submission

Presbyterian College School of Pharmacy

Post-baccalaureate pre-medical and medical sciences accelerated graduate students who are enrolled full-time, in good academic and financial standing, have resolved all student account holds and who meet specific qualifications are invited to apply into the Presbyterian College School of Pharmacy linkage program at the end of their fall semester. Students who are admitted to Presbyterian College School of Pharmacy will enroll in the School of Pharmacy program immediately upon completion of their graduate or post-baccalaureate program instead of spending the next year applying to programs.

Qualification Requirements for the ASC-PCP Georgia linkage program:

- Complete all prerequisite courses required by the Presbyterian College School of Pharmacy, with a GPA ≧ 3.5 from Agnes Scott College
- Evidence of commitment to patient care, leadership, and service
- Evidence of service activities
- Outstanding character, ethical standards

Cornwall Hawkes PA Advisor

All PA students will be assigned an advisor. This advisor will be a principal faculty member of the Cornwall Hawkes PA Program. Advisors will meet with each of their advisees on a regularly scheduled basis at least once every semester, but students are also encouraged to request a meeting with their advisor, as the need arises. If a student has a specific question or concern with a lecture, laboratory activity, quiz, exam, or other graded item, the student should first discuss their concern with the course director. Advisors are available for guidance regarding study habits, interview preparation, contract negotiations, obtaining a state's medical license, etc. Advisors, course directors, instructors, or preceptors are not to participate as health care providers in any capacity to the student.

The student is encouraged to seek assistance from the course director and/or their faculty advisor if

experiencing academic difficulty early in the course, as opposed to waiting until the examination time. Despite prior academic success, newly enrolled students in the Cornwall Hawkes PA Program often find the pace and depth of material to be somewhat overwhelming initially. The Cornwall Hawkes PA Program faculty members are available to assist the student in successfully navigating the program materials and identifying appropriate resources when indicated.

In the event that a student is identified as experiencing academic difficulties, the student will meet with the course director and/or their faculty advisor as soon as possible. In certain circumstances, the program director may be involved during these meetings as well. Prior to this conference, the student should conduct a personal self-assessment focusing on potential sources of difficulty and identifying possible plans for improvement. Following these discussions, the faculty will promptly assist the student in identifying institutional resources and/or student services to assist the student in their continued success in the program, which may include referral for professional counseling and/or disability services.

In an effort to be as successful as possible when participating in student advising, the following roles and expectations for the faculty advisor and student advisee have been established:

Role and Expectation of the Cornwall Hawkes PA Program Faculty Advisor

Listen to the student’s concerns or needs

Be available during office hours or by appointment to meet with students to discuss academic difficulties which have not been resolved at the instructor level and to suggest possible remedies

Acquaint the student with available institutional resources and student services and, when appropriate, refer the student to specific services offered by the College, including professional counseling, campus health services, and/or disability services

Monitor academic and clinical progress and be available for consultation if the student’s progress is in jeopardy

When appropriate, share one’s professional experience in the areas of professional development, career opportunities, and personal growth as related to the PA profession

Roles and Expectations of the Student Advisee

Have a working knowledge of all Program policies and procedures

Provide contributory information in a clear, concise manner to facilitate the advising process

Offer insight into one’s academic performance and potential deficiencies that may exist

Act on academic recommendations and suggestions offered by the course director and faculty advisor

Be responsible for the successful completion of all coursework and practical experience throughout the didactic and clinical components of PA training

Follow-up on referrals for student services which may include professional counseling, campus health care services, disability services, etc.

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.

Guidance for Pregnant/Parenting Students

Agnes Scott College is committed to creating an inclusive environment that supports all students, including students who experience pregnancy, childbirth, or adopt a young child while pursuing graduate studies. The purpose of this pregnant/parental accommodations statement is to expand on the relevant policies in the Student Handbook and to clarify the process for accessing reasonable accommodations for graduate and post-baccalaureate students who seek these accommodations as a result of pregnancy, childbirth, adoption, or related conditions.

Reasonable accommodations will vary from student to student and must be directly related to health care needs associated with pregnancy, childbirth, adoption or related parent or child medical conditions. It is the student's responsibility to request these accommodations from the college. Students should review this guidance as well as the relevant policies and meet with their program director to develop a pregnant/parental accommodations plan. As part of their accommodations plan, students will work directly with all course instructors to determine course-specific modifications and support related to the pregnancy. All plan-related absences will be excused, and the instructor will offer acceptable alternative arrangements to make up missed work. The student will not be required to complete make up work until the student's medically-necessary absences for pregnancy are completed.

Reasonable accommodations may include, but are not limited to: a larger desk, breaks during class, access to elevators, rescheduling tests or exams, excusing absences due to pregnancy or related conditions, submitting work after a deadline missed due to pregnancy or childbirth, providing alternatives to make up missed work, allowing excused absences for parenting students (for all genders) who need to take their children to medical appointments or to take care of their sick children. Parental leave unrelated to medical conditions, such as that provided to employees or through FMLA, is a benefit not available to students as an accommodation.

Students are not required to inform faculty, staff or any member of the administration of their pregnancy or parenting status, unless they are seeking accommodations.

Students are responsible for contacting the Laboratory Specialist within each science department to receive a list of chemicals and other materials that will be used in their laboratory courses. Students should discuss these lists with their doctor to make an informed decision regarding the exposure. In a case where an accommodation to avoid a specific chemical is needed, the lab instructor will provide a reasonable accommodation.

Graduate Studies places no limitations on how long a student may be enrolled when pregnant, provided that they remain able to fulfill their clinical practicum and internship responsibilities as outlined by their specific program requirements and in compliance with the requirements outlined in the school affiliation agreement with each individual clinical partner/site. The program director will

refer a student seeking accommodations to their program director to review with the student the clinical requirements for the coming semester. The program director will assist the student in arranging whatever accommodations may be appropriate because of the pregnancy, such as an altered program of study plan or a leave of absence. At times, exceptions for students may be necessary based on requirements from the clinical partner/site. Clinical partner/site support and constraints will be considered in planning for successful completion of practicum and internship for the student. For clinical mental health counseling students, the program director will be involved in assisting students with planning for practicum and internship needs when pregnancy, childbirth, and/or adoption accommodations are requested by a student.

A student who has a chronic medical condition as a result of a pregnancy should request accommodations from the Office of Accessible Education, and will follow the standard OAE policy and process outlined in this Graduate Catalog and the Student Handbook. This policy also allows for academic accommodation for students who request and receive a leave of absence or an emergency leave of absence from graduate study due to pregnancy and childbirth and/or adoption of a child. Students who receive an emergency leave of absence will earn MED grades or, if the emergency leave is approved within the last three weeks of the course, the student may request an Incomplete from their program director. Time spent on an approved leave of absence due to pregnancy, childbirth, and/or adoption will not count toward time limits governing their graduate degree. Both the duration of leave and extension(s) of time are subject to the overall limits of the prevailing Leave of Absence policy.

This policy is in compliance with Title IX of the Education Amendments of 1972, which prohibits discrimination based on sex in education programs or activities including academic, educational, extracurricular, athletic, and other programs or activities of schools. This prohibition includes discrimination against pregnant and parenting students.

McCain Library

The James Ross McCain Library is home to the Office of Health Professions Advising and 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 comfortable lounge chairs, an outdoor reading terrace, individual study carrels, group study rooms that may be reserved in advance, and wireless network connectivity throughout the facility.

McCain Library is open 94 hours each week during the academic year, with extra hours near exam time (break and summer hours vary). Library staff and student assistants at the Circulation Desk can help locate items to borrow, check out library materials, renew items, handle fines, and/or answer questions about routine library services. They will also assist you in placing a Hold on an item and picking it up at the lockers available after hours outside the main library space on the ground floor, near the Grad Student Lounge (G-13). Your ASC ID will unlock the exterior ground floor doors facing Alston to enter this hallway next to the CDVL (Center for Digital and Visual Literacy). After 10:30 p.m. on Sundays or weeknights, you will also need your ID to unlock McCain's front door.

At the Scottie Research & Rescue Desk on the library's first floor, friendly and knowledgeable librarians provide drop-in research guidance that can save you time locating articles. They also offer individual consultation appointments in-person, by phone, or on Zoom. LibGuides arranged by subject serve as online self-help and keyword-searchable research starters. Support is also available via telephone (404.471.6096), email (library@agnesscott.edu), or online chat. Follow the library's

blog, Facebook, or Instagram stories for updates about new resources, shifts in hours, upcoming events or workshops, or book and film reviews.

The WorldCat library catalog searches McCain's physical collection of books, documentaries, popular DVDs, and audiovisual equipment. WorldCat also allows library users to review their own patron accounts, to renew borrowed items (if not overdue), and to place Holds and Interlibrary Loan requests. The library collection includes over 300 research databases (many of which collate scholarly e-journal articles); more than 211,000 print volumes; 613,000 electronic books; access to 158,000 journal and newspaper titles; approximately 8,296 sound and video recordings; streaming videos; and the college archives.

Many library resources are electronic and are available remotely 24/7. Students may use the Google-like Discover Search option on the library's home page to search most of the electronic databases that McCain Library licenses for the campus community. Alternatively, students may use the A-Z database list to search individual databases by name (e.g., *MEDLINE with Full Text, PsycINFO, or ScienceDirect*) for particular subject concentrations. Research databases offer access to full-text articles, periodical indexes in major academic areas, primary sources, and e-books serving all disciplines. These licensed sources are available anywhere as long as one authenticates access with a network ID (as done for ASC email). The library also lends equipment (for example, cameras, audio recorders, calculators, cell phone chargers, podcasting kits, ring lights, projectors, and headphones) and recreational equipment like yoga mats or puzzles and bicycles.

Through borrowing agreements and free interlibrary loan services, the library expedites access to resources not available through McCain's holdings. Refer to 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.

Course reserves are materials required or recommended by instructors to supplement a class. Most will be online, with a few exceptions loaned from the Circulation Desk for short-term use within the library. Generally, the library does not purchase all required course textbooks, but 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.

Individual study carrels are scattered around the library. Library maps are linked here. Floor 3 and Stack 3 are designated Quiet Study areas. Two large reading rooms, a sun porch, eight group study rooms, and an outdoor terrace with rocking chairs are also available in the building.

Public computers provide library research and network applications. The wireless network serves students with personal laptops or tablets. Wireless laptops for six-hour use may be checked out at the Circulation Desk. For campus printing, students may send a job to networked Canon multifunction printers (Scottie 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 ($30 allocated per year, after which students may buy more); students may also use Canons to print in color, scan, or photocopy. However, students are encouraged not to print unnecessarily; saving to Dropbox or Google Drive is more sustainable. Please sign off public computers after use and do not save files there.

Office of Internship and Career Development

The Office of Internship and Career Development works closely with each graduate program to provide individualized career coaching and relevant professional tools based on student goals and career interests. Agnes Scott faculty and staff maintain relationships with employers, other graduate

and professional schools, friends of the college, alums, and others so that students have access to a rich and vibrant network of professionals. In recognition of the busy lives and varied professional goals of graduate students, learning and access to opportunities is delivered in several ways.

Internships

Many internships are featured on Handshake, and career coaches can provide additional ideas based on student interest. Please consult the Special Curricular Opportunities section for information on academic credit-bearing internships. For internships in the health professions, please also consult a member of the health professions advising team. For internships and practicum in counseling, please see the clinical mental health counseling student handbook.

Career Coaching

Students are encouraged to join at least one of the career communities led by Certified Career Coaches. Each coach curates and shares community specific information on LinkedIn and cultivates relevant employer and alum relationships. Connect with our OICD LinkedIn page and connect with coaches to join groups of interest. Career Communities include:

- Health, Sustainability and Science careers Science and Healthcare
- Technology, Business, Media and Communications careers Business, Technology, Media & Communications
- Government, Education and International Relations careers Government, Policy, Pre-Law and International Relations
- Nonprofits and Arts careers Nonprofit, Arts, Social Impact, & Sustainability

Coaches are also available for one-on-one appointments via compass.agnesscott.edu. Coaches work with graduate students to grow professional communication, share recruiter/employer research, as well as, talk through career pivots and job search strategies. If students do not see a meeting time that fits their schedule, they are encouraged to email the relevant coach. Coaches recognize that graduate student schedules may sometimes require early evening appointments.

Each coach also plans community specific events with visiting recruiters, alums, and other professionals on a variety of topics; increasingly, speakers are virtual which allows on-demand access to recordings.

Digital Access: Agnes Scott uses industry-leader Handshake as our jobs board and networking/recruiting event site. Graduate students are encouraged to complete their profile to customize information to their career interests and to share experiences with recruiters. Students can access Handshake with their Agnes Scott single sign-on at https://agnesscott.joinhandshake.com/. Career Coaches check Handshake regularly to review and provide feedback on resumes.

Canvas and the OICD portal are also used to provide easy access to information about professional development essentials including

- optimizing resumes, cover letters and LinkedIn;
- prepping for a variety of types of interviews; and
- accessing interest inventories and other self-discovery and career interest tools including Vault, which students can access by creating an account with their ASC email address.

Alum Network

Graduate students are welcomed into the engaged Agnes Scott alum network, and alums are often invited to graduate program events. The Summit Career Connect network of alums has over 400 members who have offered to talk to students about their careers, employers and more. Additionally, career coaches can make introductions to alums via LinkedIn.

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 and post-baccalaureate students and is available Sunday through Friday during posted hours.

Tutors understand and practice tutoring as an act of collaborative learning—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.

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. Visit us at agnesscott.edu/writingandspeaking.

Graduate Student Lounges

Graduate and post-baccalaureate students have keycard access to lounge on campus. Centrally located in McCain Library the lounge provides dedicated places to relax from studies or meet with other graduate and post-baccalaureate students. Both lounges are equipped with refrigerators and microwaves.

Graduate Student Organizations

Young Physicians Initiative

The Young Physicians Initiative (YPI) is a mentoring program created to address the disparity of underrepresented minorities in medicine. YPI provides a positive and engaging mentorship experience to prepare post-baccalaureate and graduate students in their journey toward becoming a doctor in the future. The program is implemented at Agnes Scott College by current students in good academic standing. The Emory School of Medicine students who serve as mentors are 100% volunteers dedicated to inspiring the next generation of doctors. See the YPI Program website for additional information about the Agnes Scott College chapter.

Counseling Peer Leaders and Mentors

The Counseling Peer Leaders and Mentors program is a student led and faculty supported counseling student group. The purpose of this group is to identify counseling students who demonstrate leadership and mentorship skills and support enhancement of those leadership and mentorship skills through professional development initiatives. Students who serve as leaders and mentors are in their second year of their program and offer mentorship and leadership to students in their first year. Faculty offer support and structure to this student led program. Counseling students who become peer leaders and mentors have been nominated by faculty or fellow students, or have

self-nominated. Students must be in the counseling program and commit to serving for a year.

Counseling Student Affinity Groups
The counseling program offers affinity groups for current counseling students and who identify as part of one of the following communities: Black, Indigenous, People of Color (BIPOC) and/or Queer. Affinity groups support a specific purpose, interest, or identity and can support students with similar identities by providing a space for students to find connection, support, and opportunities to process their thoughts and experiences. The BIPOC and Queer Affinity Groups offered to counseling graduate students aim to create spaces for community, courage, resilience, and growth for students becoming counselors.

Mary Lou Cornwall Hawkes `65 and James B. Hawkes Physician Assistant Student Society
Student Government: Each cohort will elect class officers, including a president, vice-president, treasurer, and secretary. The role of the officers is to: represent the cohort, program, and profession; collaborate on community service, student activities and fundraising; coordinate mentoring of the cohort behind current class, serve on open house and interview panels, etc.
Community Service Committee: Stemming from the mission and vision of Agnes Scott College and the Cornwall Hawkes PA Program, each cohort is expected to routinely participate in community service (beyond the master's project that each student is required to do also based on community service). A committee will be developed from volunteers to oversee and organize these efforts.
Fundraising Committee: In order to raise funds for community donations, social events, photographs, and graduation add-ons, fundraising efforts will be necessary for each cohort. A committee will be developed from volunteers to oversee and organize these efforts.

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, Canvas; web-based self-service access through AscAgnes to course schedules, class rosters, advising information, and submitting and reviewing grades; 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 and post-baccalaureate students may seek support from the Agnes Scott College Personal Support Center and its team of higher education technology industry professionals 24 hours a day, 7 days a week, and 365 days a year by reaching the center at itshelp@agnesscott.edu. The Personal Support Center team is equipped to handle a wide range of technology-related issues such as user access, password resets, Email, WIFI & network connectivity, Adobe products, Zoom, Google Meet,

printing, and more.

Agnes Scott College Graduate Faculty

(*Designates affiliate graduate faculty status)

Thalita Abrahão (2023)
Assistant Professor of Medical Sciences
PhD, Universidade Federal de São Paulo and University of California Los Angeles

Carmen Carrion (2022)
Assistant Professor of Medical Sciences
BS, Georgia Institute of Technology
MS, Georgia Institute of Technology
PhD, Georgia State University

Hannah Carter (2025)
Assistant Professor of Clinical Mental Health Counseling
BA, Arizona State University
MS, Georgia State University
PhD, Georgia State University

Corban Sandoe (2024)
Assistant Professor of Physician Assistant Studies
BS, Dickinson University
MPH, Emory University
MMSc, Emory University School of Medicine

Danielle Dunkley (2023)
Assistant Professor of Clinical Mental Health Counseling
BA, Amherst College
MS, Mercer University
PhD, Mercer University

Regina Finan (2023)
Assistant Professor of Clinical Mental Health Counseling
BA, Georgia State University
MEd, University of Florida
MS, Georgia State University
PhD, University of Georgia

* Melissa Fay Greene (2017)
Distinguished Writer in Residence
BA, Oberlin College

Erica Harris (2022)
Assistant Professor of Medical Sciences
BA, Rice University
PhD, Emory University

Jennifer Hill (2022)
Assistant Professor of Chemistry
BA, Baylor University
BS, University of Arkansas at Little Rock
PhD, Georgia Institute of Technology

*Hodari-Sadiki Hubbard-James (2023)
Assistant Professor of Astronomy
BA, Berea College
MSc, University of Cincinnati
MS, Georgia State University
PhD, Georgia State University

Mary E. Huffstead (2022)
Associate Professor of Clinical Mental Health Counseling
BS, Indiana State University
MEd, Auburn University
PhD, Georgia State University

Jennifer Hurst-Kennedy (2023)
Professor of Medical Sciences
BS, University of Georgia
PhD, Georgia Institute of Technology

Mina Ivanova (2018)
Director and Assistant Professor of Communication, Data, and Society
BA, Kutztown University of Pennsylvania
MA, Villanova University
PhD, Georgia State University

Janelle Jones (2024)
Assistant Professor of Clinical Mental Health Counseling
BA, Indiana University
MS, Georgia State University
PhD, University of Alabama

Shoshana Katzman (2022)
Chair and Associate Professor of Medical Sciences
BS, Rensselaer Polytechnic Institute
PhD, University of Rochester

Mi-Sun Kim (2022)

Assistant Professor of Chemistry
BS, Sungkyunkwan University
MS, Sungkyunkwan University
PhD, Emory University

Daun Kwag (2024)
Assistant Professor of Clinical Mental Health Counseling
BA, Emory University
MA, Boston University School of Medicine
PhD, Georgia State University

*Jennifer L. Larimore (2012)
Professor of Biology
BA, Asbury University
PhD, University of Alabama at Birmingham

Kristi Lee (2025)
Professor of Clinical Mental Health Counseling
BA, Kansas State University
MC, Idaho State University
PhD, The College of William and Mary

Erin Lepp (2024)
Associate Program Director and Associate Professor of Physician Assistant Studies
BA, Siena College
MMSc, Emory University School of Medicine

*Hannah Marine ’07 (2016)
Senior Instructor in Physics and Astronomy
BA, Agnes Scott College
MS, Georgia State University

*C. Peeper McDonald (2022)
Associate Professor of Psychology
BA, Agnes Scott College
MS, Georgia State University
EdS, Georgia State University
PhD, Georgia State University

LeAnne Martinelli (2023)
Professor of Physician Assistant Studies
BS, University of North Carolina at Chapel Hill
MMSc, Emory University School of Medicine
DHSc, Nova Southeastern University

Malatrice Montgomery (2024)
Assistant Professor of Physician Assistant Studies
BS, Georgia State University
MMSc, Mercer University
DMSc, University of Lynchburg

Ariana Neighbors (2025)
Registrar
BS, Howard Payne University

Amber Norman (2023)
Assistant Professor of Clinical Mental Health Counseling
BA, Florida Agricultural and Mechanical University
MA, University of Central Florida
PhD, University of Central Florida

*Ruth E. Riter (1999)
Professor of Chemistry
BS, Tennessee Technological University
MS, Tennessee Technological University
PhD, Vanderbilt University

Jacqueline Robinson (2025)
Assistant Professor of Clinical Mental Health Counseling
BA, Spelman College
MA, Richmond Graduate University
PhD, Mercer University

*Nell Ruby (1999)
Professor of Art
BA, Rice University
MFA, Washington University

Felicia Slaton (2025)
Director of Clinical Education and Assistant Professor of Physician Studies
BA, Emory University
MHS, Duke University

Jennifer Smith (2022)
Director and Associate Professor of Clinical Mental Health Counseling
BFA, The Art Institute of Atlanta
MS, Georgia State University
EdS, Georgia State University
PhD, Georgia State University

Mary Nell Higley Summey ’01 (2011)
Director of Post-Baccalaureate Pre-Medical Programs and Senior Instructor in Chemistry
BS, Agnes Scott College
MS, Georgia Institute of Technology

*Joel Thomas (2021)
Assistant Professor of Psychology
BA, Harvard University
MS, University of Wisconsin, Madison
PhD, University of Illinois at Urbana-Champaign

Megan Timpone (2024)
Assistant Professor of Physician Assistant Studies
BS, Florida State University
MMSc, Emory University School of Medicine

Mitchell Toomey (2025)
Assistant Professor of Clinical Mental Health Counseling
BA, Augusta University
MS, Georgia State University
PhD, University of South Carolina

Raulnina Uzzle (2024)
Medical Director and Director of Community Health Initiatives
BS, Furman University
MD, University of South Florida College of Medicine

Paul Wallace (2013)
Professor of Physics and Astronomy
BS, Furman University
PhD, Duke University

*Thomas E. Will (2006)
Professor of Economics and Organizational Management
BA, Duke University
MA, Clemson University
PhD, University of Georgia

Lynell Williams (2025)
Assistant Professor of Clinical Mental Health Counseling
BS, Georgia Southern University
MS, Georgia Southern University
PhD, University of Georgia

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

Emeritae/i Faculty

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

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

Ann E. Beidler, PhD
(1992-2023)
Professor of Art

Sarah Blanshei, PhD
(1990-1997)
Dean of the College, Professor of History

Barbara J. Blatchley, PhD
(1990-2024)
Professor of Psychology

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

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

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

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

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

Mary Brown Bullock ’66, PhD
(1995-2006)
President of the College
and Literatures

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

Augustus B. Cochran III, PhD
(1973-2023)
Adeline A. Loridans Professor of Political Science

Lesley Coia, PhD
(2002-2022)
Professor of Education

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

Christine S. Cozzens, PhD
(1987-2022)
Charles A. Dana Professor of English, Vice President for Academic Affairs and Dean of the College

Christopher G. De Pree, PhD
(1996-2021)
Charles A. Dana Professor of Astronomy

James K. Diedrick, PhD
(2005-2020)
Professor of English

Timothy S. Finco, PhD
(1999-2024)
Professor of Biology

Elizabeth Hackett, PhD
(1999-2024)
Associate Professor of Women’s, Gender, and Sexuality Studies and Philosophy

Lilia C. Harvey, PhD
(1994-2023)
Charles A. Dana Professor of Chemistry

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

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

Gué Pardue Hudson ’68, MAT
(1974-2008)
Dean of Students

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

Judith B. Jensen, MLS
(1977-1993)
Librarian

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

Katharine D. Kennedy, PhD
(1981-2019)
Charles A. Dana Professor of History

Elizabeth Kiss, PhD
(2006-2018)
President of the College

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

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

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

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

Dennis McCann, PhD
(1999-2011)

Wallace M. Alston Professor of Bible and Religion

Terry S. McGehee, MFA
(1976-2006)
Professor of Art

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

Gisela Norat, PhD
(1993-2021)
Professor of Spanish

Rafael Ocasio, PhD
(1989-2024)
Charles A. Dana Professor of Spanish

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

John F. Pilger, PhD
(1979-2024)
William R. Kenan Jr. Professor of Biology

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

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

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

Dudley Sanders, MFA
(1979-2018)
Professor of Theatre

Catherine V. Scott, PhD
(1984-2023)
Professor of Political Science

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