



GRADUATE CATALOG 2022-2023

AGNES
SCOTT
COLLEGE

Agnes Scott College

2022-2023 Graduate Catalog

Graduate and Post-Baccalaureate Studies

Agnes Scott College

141 E. College Ave., Decatur, GA 30030

Graduate and Post-Baccalaureate Admission and Enrollment Services: 404.471.6894

Monday-Friday, 8:30 am - 4:30 pm

[Schedule a meeting](#)

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, gender identity, gender expression, 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.

Agnes Scott College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate and master's degrees. 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).

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 a separate academic catalog.

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

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Letter from the Dean

Welcome to Agnes Scott College!

You have joined a phenomenal community of forward-thinkers. At Agnes Scott, we educate students to think deeply, live honorably, and engage the intellectual and social challenges of our time. As a graduate or post-baccalaureate student, you will experience significant intellectual and professional growth during your program. One of the hallmarks of an Agnes Scott education is a commitment to student success—that means your success. This commitment begins as soon as you enroll, continues with each classroom experience, and extends throughout your life as alumni.

This academic catalog includes official policies and information about campus processes and resources, as well as information about your academic program of study. Agnes Scott offers five master's degrees and seven certificates. Whether you are pursuing a master's degree, a professional certificate, or both, and whether you take classes in person or online, the Agnes Scott community of faculty and staff are dedicated to supporting your academic and professional success.

Each academic program is organized around the principles, practices and professional contexts of its field of study. We believe that this approach to graduate education best equips you to meet the challenges of tomorrow. Additionally, all programs include a required practicum, internship, or a commensurate applied learning opportunity to ensure you acquire meaningful, hands-on experience in the field. This approach to graduate study is enhanced by co-curricular programs designed to support your academic growth and help you achieve professional success.

Throughout your program, you will be led by faculty and staff committed to your success. The faculty at Agnes Scott College are exemplary in their fields; they are accomplished scholars, talented professionals, and dedicated mentors. As a student, you will have the opportunity to learn from them—both in and beyond the classroom. Our professional staff will ensure you receive the information you need to be successful in your program, and will connect you to the college services and programs available. I encourage you to attend the many professional development events offered by the Office of Graduate Advising at Agnes Scott—each is designed with your success in mind.

You are joining a community of approximately 200 forwarding-thinking graduate and post-baccalaureate students enrolled at Agnes Scott this year. I am confident that this community of students, in addition to our faculty and staff, will anchor and inspire you, as it does for me everyday. I cannot wait to celebrate all of your successes, whether that is with a hug as you cross the stage at commencement, or through applause on LinkedIn when I see you land your dream job or admission to that top medical school.

I wish you all the best as you embark on your graduate studies.

Sincerely,



Kelly H. Ball, PhD
Associate Vice President and Dean for 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.
- The college's 1,115 undergraduate, graduate, and post-baccalaureate students come from 42 states/U.S. territories and 12 countries. Driven by purpose and supported by the college's award-winning faculty, Agnes Scott's 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.
- Agnes Scott College offers 14 master's degrees, certificates, and academic programs:
 - Agnes Accelerated: 4+1 Graduate Bridge program;
 - Post-baccalaureate certificates in pre-allied health and pre-medical studies;
 - M.A degrees in clinical mental health counseling, social innovation and in writing and digital communication; M.S. degrees in data analysis and communication and medical sciences;
 - Graduate certificates in advocacy and public engagement, data visualization, evaluation and assessment methods, technology leadership and management and writing and digital communication.
- Faculty: 89 full-time, 100 percent of tenure-track faculty hold a Ph.D. or other terminal degree
- Student-faculty ratio: 11 to 1
- Average class size: 18
- Graduates: Agnes Scott's alumnae include Rhodes, Marshall, Fulbright, Truman, Goldwater, Gates Millennium, and Posse scholars; the former chief justice of the South Carolina Supreme Court; Tony Award- and Pulitzer Prize winners, an acclaimed artist, and a Grammy Award-winning singer/songwriter; the former CEO of ANN, INC, parent company of Ann Taylor and Loft; a former governor of the Federal Reserve Board; and the first female Rhodes Scholar in Georgia. Agnes Scott graduates are found as part of the professional organizations at AT&T, CARE, the Centers for Disease Control and Prevention (CDC), Deloitte, Children's Healthcare of Atlanta, Google, The Home Depot, Teach for America, and the Peace Corps. Alumnae have been accepted to the following medical schools and health professions programs: Duke University, Emory University, Mercer University, Medical College of Georgia, Morehouse School of Medicine, PCOM (Georgia Campus), Stanford University, University of Florida, University of Georgia School of Veterinary Medicine, University of Miami, University of Pittsburgh, University of Texas, VCOM (Auburn Campus), and Vanderbilt University.

Graduate Studies Leadership

Graduate Studies is led by the associate vice president and dean for graduate studies, with the support of the senior director of graduate enrollment and the senior director of 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 Accessible Education, the Office of Internship and Career Development, the Center for Writing and Speaking, and the Resource Center for Math and Science.

Associate Vice President and Dean for Graduate Studies – Dr. Kelly H. Ball

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 AVPGS oversees the graduate faculty and graduate programs directors, as well as the Office of Graduate Enrollment and Admission and the Office of Graduate Advising.

Senior Director of Graduate Enrollment – Michelle Lacoss

The senior director of graduate enrollment is responsible for graduate and post-baccalaureate recruitment, admission, enrollment, and enrollment marketing. The senior director oversees the Office of Graduate Enrollment and Admission, which includes the Enrollment, Operations and Business Manager, the Assistant Director of Graduate Admission, the Graduate Admission Counselor and the Graduate Admission Fellow.

Senior Director of Graduate Studies – Dr. Elizabeth Egan Henry

The senior director of graduate studies is responsible for graduate and post-baccalaureate advising, student academic and professional success, and academic partnerships. The senior director oversees the Office of Graduate Advising, which includes the Director of Health Professions Advising and Partnerships, the Graduate and Post-Baccalaureate Advisor, and the Practicum Specialist.

Faculty Leadership of the Graduate Programs

2022-2023

Program	Faculty	Role
Advocacy and Public Engagement	Mina Ivanova ('25)	program coordinator
Clinical Mental Health Counseling	Jennifer Fulling-Smith ('25)	program director
Clinical Mental Health Counseling	Mary Huffstead ('25)	clinical coordinator
Data Analysis and Communication	Carlee Bishop ('25)	program director
Data Visualization	Wendy Kallina ('23)	program coordinator
Evaluation and Assessment Methods	Wendy Kallina ('23)	program coordinator
Medical Sciences	Shoshana Katzman ('23)	acting director
Post-Baccalaureate Pre-Medical	Mary Nell Higley ('25)	program director
Post-Baccalaureate Pre-Allied Health	Mary Nell Higley ('23)	acting director
Social Innovation	Kelly Ball ('23)	interim director
Technology Leadership and Management	Carlee Bishop ('25)	program coordinator
Writing and Digital Communication	Mina Ivanova ('25)	program director

Graduate and Post-Baccalaureate Studies

Mission Statement

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 Morehouse School of Medicine, Mercer University School of 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.

Learning Outcomes

Certificate in Advocacy and Public Engagement

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.
- Critically analyze messages.
- Apply ethical communication principles and practices.

MA in Clinical Mental Health Counseling

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.

MS in Data Analysis and Communication

Students completing the Master of Science in data analysis and communication will be able to:

- Organize and analyze complex data sets to answer a critical question.
- Employ data visualization techniques to communicate to diverse audiences.
- Analyze and interpret qualitative and quantitative data.
- Design and deliver complex data analyses to multiple audiences.

Certificate in Data Visualization

Students completing the graduate certificate in data visualization will be able to:

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

Certificate in Evaluation and Assessment Methods

Students completing the graduate certificate in evaluation and assessment methods will be able to:

- Develop assessment and evaluation plans based on project goals.
- Organize evaluation logistics.
- Analyze and interpret quantitative and qualitative evaluation data.
- Articulate rationale for assessment and evaluation.
- Communicate results to multiple stakeholder audiences using written and graphic formats.

MS in Medical Sciences

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

- Demonstrate knowledge of concepts in the medical sciences and draw linkages between structure and function at the level of molecules, cells, organs, and systems.
- Demonstrate knowledge of social and cultural influences on human health.
- Analyze medical literature and understand its impact on medicine and society.
- Perform statistical analyses of data common in medicine and healthcare.

Certificate in Post-Baccalaureate Pre-Allied Health

Students completing the certificate program in post-baccalaureate pre-allied health studies will be able to:

- Demonstrate knowledge of concepts in the biological and anatomical sciences and draw linkages between structure and function at the level of molecules, cells, organs and systems.
- Demonstrate knowledge of concepts in inorganic and organic chemistry necessary for advanced health professions programs.
- Demonstrate scientific reasoning and quantitative analysis.
- Perform laboratory practices and techniques.

Certificate in Post-Baccalaureate Pre-Medical Studies

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

- Demonstrate knowledge of concepts in the biological sciences and draw linkages between structure and function at the level of molecules, cells, organs and systems.
- Demonstrate knowledge of concepts in inorganic and organic chemistry and the physical sciences necessary for medical school.

- Demonstrate scientific reasoning and quantitative analysis.
- Perform laboratory practices and techniques.

MA in Social Innovation

Students completing the Master of Arts in Social Innovation will be able to:

- Demonstrate mastery of theories of social innovation.
- Write and speak at an advanced level for diverse audiences and stakeholders.
- Explain how social innovators can address social problems creatively through sound management practices and entrepreneurial thinking.
- Design and implement evaluation plans that measure effective organizations in concert with desired outcomes.
- Create visions for transformative change and outline how to affect such change locally and globally.

Certificate in Technology Leadership and Management

Students completing the graduate certificate in technology leadership and management will be able to:

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

Certificate in Writing and Digital Communication

Students completing the graduate certificate in writing and digital communication will be able to:

- 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.
- Analyze the impact and ethical dimensions of writing and digital communication.
- Evaluate meanings of visual images and sequences in the context of inclusive digital communication.

MA in Writing and Digital Communication

Students completing the Master of Arts in writing and digital communication will be able to:

- 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.
- Analyze the impact and ethical dimensions of writing and digital communication.
- Evaluate meanings of visual images and sequences in the context of inclusive digital communication.

Admission and Enrollment

Graduate and Post-Baccalaureate Admission

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

A bachelor's degree in any field of study from a regionally accredited institution, 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.

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 and has been reviewed by the graduate admission committee. 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. For questions about the application process or the graduate program, please email gradadmission@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 standard admission requirements and program specific requirements, as applicable. Additional materials may be requested by the graduate admission committee.

Standard Admission Requirements:

- 1) Complete, Submitted Online Application as follows:
 - [General Graduate Online Application](#) (for all graduate programs except Medical Sciences and Post-Bacc studies)
 - Post-Baccalaureate Common Application System, [PostBacCAS](#) (Medical Sciences Accelerated, Traditional, and all Post-Bacc programs)
- 2) Two Letters of Recommendation: Academic or Professional Recommendations only; no personal recommendations will be considered by the admission committee
- 3) Statement of Purpose: maximum 800 words
- 4) Résumé or Professional CV
- 5) Official Transcripts (see Transcript Requirements for details)
- 6) International applicants only:
 - International Graduate Student Certification of Finances (see section below for details)
 - Proof of English Proficiency (see section below for details)

Completed applications will be reviewed and decisions will be made by the graduate admission

committee. A student's record of achievement in a bachelor's program or other graduate program is one reliable indicator of success in a graduate program. Accordingly, Agnes Scott recommends an undergraduate GPA of 3.000 or higher as a baseline for its programs. Some programs have a higher recommended GPA. Graduate programs at Agnes Scott College do not require a GRE score.

Program-Specific Admission Requirements

Clinical Mental Health Counseling (M.A.) Admission Requirements

All applicants must submit all standard application materials as detailed above, in addition to program-specific application requirements, for the application to be considered complete. See below for program specific requirements. For questions about the application process or the program, please email gradadmission@agnesscott.edu.

Statement of Purpose: Prospective graduate students applying to the Master of Arts in Clinical Mental Health Counseling must submit a statement of purpose, approximately 1,000 words, that discusses:

- 1) your career goals
- 2) an example of an impactful helping relationship in a professional setting
- 3) the meaning of equity and diversity to your professional and personal life.

Medical Sciences (M.S.) Admission Requirements

Prospective graduate students must apply to the Medical Sciences (M.S.) program through the Post-Baccalaureate Common Application System, [PostBacCAS](#). For questions about the application process or the program, please email gradadmission@agnesscott.edu.

All applicants must submit all standard application materials as detailed above, in addition to program-specific application requirements, for the application to be considered complete. See below for program specific requirements.

- 1) [Online Application](#) through the PostBacCAS
- 2) Official transcripts from all post-secondary institutions attended, 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.
- 3) 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)

If applicants are missing a semester of recommended coursework, they may be required to complete the equivalent coursework at Agnes Scott. Completed applications will be reviewed and decisions will be made by the graduate admission committee. Competitive candidates have an academic record that is likely to be viewed favorably by medical school admissions committees. Accordingly, Agnes Scott recommends an undergraduate GPA of 3.000 or higher.

Post-Baccalaureate (Graduate Certificate) Admission Requirements

Prospective students must apply to the post-baccalaureate pre-allied health, pre-medical accelerated and pre-medical flex programs through the Post-Baccalaureate Common Application System, [PostBacCAS](#). For questions about the application process or the program, please email gradadmission@agnesscott.edu.

All applicants must submit all standard application materials as detailed above, in addition to program-specific application requirements, for the application to be considered complete. See below for program specific requirements.

- [Online Application](#) through the PostBacCAS

- Official transcripts from all post-secondary institutions attended, 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.
- GPA Recommendations: Applicants to the Post-Baccalaureate Pre-Medical Accelerated Program are expected to have a GPA of 3.500 or greater, and typically have *not* completed more than four 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
- Applicants to the Post-Baccalaureate Pre-Medical Flex Program and Pre-Allied Health Program are recommended to have a GPA of 3.000 or greater, and may have taken pre-medical courses within the last five years.

The 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.

Writing and Digital Communication (M.A.) Admission Requirements

All applicants must submit all standard application materials as detailed above, in addition to program-specific application requirements, for the application to be considered complete. See below for program specific requirements. For questions about the application process or the program, please email gradadmission@agnesscott.edu.

- 1) Professional/Academic Writing Sample: Prospective graduate students applying to the Master of Arts in Writing and Digital Communication must submit a writing sample as part of their application. The writing sample should be a minimum of 5 pages in length, and no more than 12 pages in length. The writing sample is submitted as part of the application materials.

Application Deadlines

The Admission Committee reviews applications on a rolling basis, starting after the priority deadline and extending through through the end of each application cycle listed below.

To commence programs starting in the summer semester:

- Priority Application Deadline: November 15
- Regular Application Deadline: February 15
- Final Application Deadline: April 15

To commence programs starting in the fall semester:

- Priority Application Deadline: November 15
- Regular Application Deadline: February 15
- Standard Application Deadline and Final International Application Deadline: April 15
- Final Deadline: June 15
- Space Available: August 1

To commence programs starting in the spring semester:

- Final Application Deadline: November 1

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. 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 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 committee.

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 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 are not received before the first day of classes. Conferral dates must occur before the first day of graduate classes for the graduate program.

Transcript Submission

Applicants should submit their transcripts directly to Agnes Scott College, unless applying through the PostBacCAS system as noted in the *Program-Specific Admission Requirements* section above. To submit transcripts, 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 for graduate admission 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.

International Applicants

International graduate applicants applying into one of our online graduate certificate or master's programs, 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 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. These programs include our Clinical Mental Health Counseling master's or our Medical Sciences master's programs. 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.

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.

Current Undergraduate Applicants

Currently enrolled undergraduates at Agnes Scott with a GPA of 3.000 or higher may apply using an expedited application process if applying for one of the college's graduate or post-baccalaureate

programs during the final year of undergraduate study. The Office of Graduate Admission recognizes the quality of undergraduates coming from the college and has an admission process for students desiring to enroll in an Agnes Scott graduate or post-baccalaureate program immediately following their undergraduate degree completion.

If an Agnes Scott undergraduate student applies for graduate or post-baccalaureate admission with a cumulative GPA equal to or greater than 3.000, they will generally be exempt from submitting a statement of purpose, professional resume, and, if applying to Writing and Digital Communication, a writing sample. This level of academic achievement, in conjunction with faculty recommendations, generally indicates to the admission committee that the applicant is prepared for the academic rigor of Agnes Scott graduate and post-baccalaureate programs. Additional materials, not to exceed the standard graduate or post-baccalaureate admission application, may be requested as needed.

If an undergraduate applicant has a cumulative GPA below 3.000, they must follow the standard application process, submitting all requested materials for their intended program to ensure holistic application review.

Graduate Admission Process

This abridged admission process pertains to Agnes Scott undergraduate students applying to a graduate program in the following situations:

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

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

- Completed online application form
- Recommendations from two faculty
- Unofficial undergraduate transcript with a cumulative GPA equal to or greater than 3.000
- Admission consultation with the assistant director of graduate admission - the consultation allows the graduate admission committee to know the applicant better and hear about the applicant's interest in their intended program as a part of an holistic application review

Medical Sciences (M.S.) and Post-Baccalaureate Admission Process

This expedited admission process will apply to Agnes Scott undergraduate students applying to the Master of Science in medical sciences program and any of the Post-Baccalaureate programs in the following situations:

- Completing bachelor's degree in December or May and applying for summer or fall entry.

Undergraduate students who wish to enroll in the Master of Science in medical sciences program or a Post-Baccalaureate program the summer or fall following their receipt of the bachelor's degree should submit these abridged materials to the [PostBacCAS](#), in addition to arranging for an admission consultation with the admission counselor.

Agnes Accelerated

Agnes Accelerated includes the 4+1 Graduate Bridge programs and Early Assurance programs 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 studies.

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 programs:

- Data Analysis and Communication (M.S.)
- Medical Sciences (M.S.)
- Social Innovation (M.A.)
- Writing and Digital Communication (M.A.)

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 Bridge
- Two (2) recommendations:
 - One from SUMMIT or major adviser
 - One from a faculty member who has taught you
- Statement of purpose
- Writing sample (required only for students applying for Writing and Digital Communication)
- Copies of official transcripts (the Office of Graduate Admission 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 been conferred with 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 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.

Early Assurance participating programs:

- Clinical Mental Health Counseling (M.A.)

Applying to for Early Assurance:

The non-binding 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 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 would complete the [Standard Admission Requirements](#) noted above and submit their complete application with materials by the Early Assurance deadline of November 1, 2022. If admitted, students would be required to submit a \$350 enrollment deposit by April 15, 2023 to secure their spot in the graduate program.

Non-Degree Seeking Applicants

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

- Non-degree seeking students may not register for courses that are part of a cohort program.
- Non-degree seeking students do not receive registration priority over degree-seeking students.
- Non-degree seeking students are not eligible for graduate positions on campus.
- Non-degree seeking students are expected to complete the same course assignments as degree-seeking students, and are subject to the policies of the instructor's syllabus as well as all academic policies and community standards of Agnes Scott .
- Non-degree seeking students are graded, and an academic transcript is created
- Non-degree seeking students are billed for the courses in which they register.
- Non-degree seeking students are subject to the same tuition and fees as other graduate students.

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

Employees

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

No employee of the college who is currently enrolled as a graduate student at Agnes Scott may work full-time at Agnes Scott and be enrolled in more than six credit hours per semester without written permission of their supervisors and the associate vice president and dean for graduate studies.

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 by the deadline listed in their acceptance letter. In the event of extenuating circumstances, extensions to submit the enrollment deposit may be requested by writing to the 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 applied in its entirety to tuition incurred during the student's first semester of enrollment. If the student is not registered for classes during the first semester of enrollment due to an approved deferral of registration, no balance will be refunded nor applied to a future semester.

Deferral of Registration

Graduate and post-baccalaureate students are admitted to start their program during summer, fall, or spring semesters. Admission indicates entry into a specific program and for a specific semester as stated in the letter of admission.

Agnes Scott College does not offer deferral of admission for graduate or post-baccalaureate programs, unless an exception is approved by the senior director of graduate enrollment as noted below. If a student cannot enroll as stated on the letter of admission, or would like to enroll into a program different from the program of admission, a new application will need to be submitted.

Once a student has accepted their admission, by paying their enrollment deposit and submitting any outstanding official transcripts as stated in their letter of admission, they are officially enrolled at Agnes Scott. At this point, graduate and post-baccalaureate students facing extraordinary circumstances may request to defer course registration for up to one year to be enrolled. Any grant awards offered during their initial enrollment will be reconsidered and are not guaranteed for the deferred term. Failure to register will result in a "renege" status and the student will need to apply for entry for a future term. Requests must be submitted in writing to the senior director of graduate enrollment no later than 10 days prior to the start of the semester.

Students who defer registration 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.

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 Request for Transfer Credit Form, including official transcripts for all coursework ([Graduate Transfer Credit Request Form](#) or [Post-Baccalaureate Transfer Credit Request Form](#)). Students may be asked for copies of syllabi for requested transfer courses.

Requests to transfer credit hours will only be reviewed prior to matriculation. Request for Transfer Credit Forms must be submitted by the first day of classes for the semester of matriculation into the student's program. Requests submitted after the first day of the semester of matriculation will not be considered. Requests will be reviewed for consideration upon receipt of the completed

form's electronic submission.

Transfer credit hours may satisfy credit hours pending evaluation and recommendation by the senior director of graduate studies. The senior director of graduate studies 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 senior director of graduate studies 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, and an A- or higher for undergraduate courses to transfer to a post-baccalaureate certificate
- 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)
- For graduate level transfer credit, the credit was earned in a graduate-level course, wherein the student was enrolled for graduate credit
- For graduate level transfer credit, the credit was not counted toward a conferred degree or certificate.

The senior director of graduate studies will consult with the relevant faculty program director for any requests that do not clearly meet the criteria listed above. Upon recommendation of the senior director of graduate studies, 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.

Transfer Policy for Credit Earned at Non-US Institutions

In the case of a transfer from a non-United States institution, eligible graduate or post-baccalaureate 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 senior director of graduate studies for approval before the first day of classes of the semester or semesters requested. A leave of absence may be for one or two semesters, with a maximum of two semesters during a student's graduate program. A student may request the director extend their leave of absence from one semester to two semesters.

During an approved leave of absence, the student may not audit or otherwise attend courses and may not access campus facilities reserved for 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 the senior director of their intent to return by emailing gradsupport@agnesscott.edu of their intended 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 senior director of graduate studies 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.

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 an emergency or other extraordinary circumstance 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 senior director of graduate studies for approval. The request will be reviewed for consideration upon receipt of the completed form's electronic submission. If approved, the emergency mid-semester leave of absence is active through the end of the semester of approval. During the emergency leave of absence, the student remains enrolled at the college.

A student returning from an emergency leave of absence must meet with the senior director of graduate studies for course registration.

Withdrawing from the College

A student who wishes to withdraw from the college must obtain an electronic withdrawal form from the senior director of graduate studies. 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 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 hardship or medical problem, they may appeal this policy. Appeals must be submitted to the director 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, in consultation with the director, may approve grades of MED for all courses instead of W or WF.

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. 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 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

Health Records Requirement

Graduate and post-baccalaureate students who enroll are not required to complete an entrance health physical; however, all students must submit the required immunization and vaccination records and complete the required entrance forms on the Student Health Services Patient Portal. A health hold will be placed on the student's account if immunization records are not received by the Wellness Center via the online portal by May 1 for summer admission, by August 1 for fall admission or December 1 for spring admission. Visit the [Wellness Center](#) for more details and access to 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.

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 financial aid office. In accordance with The Family Educational Rights and Privacy Act of 1974, Agnes Scott will not release this information to others without the student's written consent.

Graduate Assistantships

Graduate assistants are awarded by Graduate and Post-Bacc 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. 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;
- Graduate Assistantship Grant of \$400/credit hour

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 semester (Fall, Spring, Summer) and will be awarded by Graduate and Post-Bacc Studies to qualified students. These are able to be renewed through a student's program completion upon approval of office and/or academic standing.
- Graduate students will work with the assigned project supervisor for 10-15 hours per week for the time period indicated on the contract based on assignment, 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 15th
- Spring semester: January 15
- Summer semester: May 15 or June 1
- A graduate assistant may not be employed in any another position on the Agnes Scott campus nor can they hold two assistantship positions in one semester
- International students will have additional steps to complete to be hired.

Grants and Awards

Agnes Scott College awards several types of grants to graduate and post-baccalaureate students 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—there is not an additional application required to be considered for a grant. Grants are awarded to students on a competitive basis upon admission. The terms of each grant differ by program and status (full-time vs. part-time status), 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

The Director's Grant is an award offered on a competitive basis at the time of admission. This grant is allocated per class by semester and available to eligible applicants based on the length of the program.

Dean's Grant

The Dean's Grant is awarded on a competitive basis at the time of admission. This grant is allocated per class by semester and available to eligible applicants based on the length of the program.

President's Scholars Grant

The President's Scholars Grant is the college's most competitive award for graduate and post-baccalaureate study. 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.

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 Writing and Digital 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 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.

Innovator's Grant

The Innovator's Grant is awarded to graduate students in specific programs on a competitive basis at the time of admission. This grant is allocated per class by semester and available to eligible applicants based on the length of the program. Recipients may be in the following programs: Data Analysis and Communication or Social Innovation.

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.

Federal Loan Assistance

Federal Direct Stafford Loan

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

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

Federal Direct Graduate PLUS Loan

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

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

Federal Financial Aid for Post-Baccalaureate Programs

Loan assistance may be available to students in the post-baccalaureate pre-allied health, pre-medical, and pre-medical flex program. Students must complete the Free Application for Federal Student Aid (FAFSA) to qualify for Federal Direct Stafford Loans, as noted below. Loan borrowers in this program are limited to borrowing for only one consecutive 12-month period and are considered to be a fifth-year senior when determining the annual loan amount. Previous undergraduate borrowing may limit the amount available for students in this program.

To apply:

- Complete the Free Application for Federal Student Aid (FAFSA) for the program's academic year.
- List your year in college as "undergraduate 5th year/other undergraduate."
- Select "other" as the program category/type.
- 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.

Federal Education Loan Options include:

- Direct Subsidized Loan
- Direct Unsubsidized Loan
- Parent PLUS Loan

Post-baccalaureate students will not be eligible for federal need-based grants such as the Pell Grant.

FAFSA Process and Requirements for Federal Verification

The Department of Education randomly selects FAFSA records for a process known as "verification." Colleges are required to confirm or verify specific data elements from the FAFSA according to current federal regulations.

Other Financing Options

The college offers several other options for financing an Agnes Scott education. These programs are

designed to help a student manage resources in ways that will enable them to make their expected contribution toward college costs. Detailed information on these programs is available in the Office of Financial Aid.

Private, Alternative Student Loans

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

Private, Credit-Based Student Loans

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

Private Loans for Post-Baccalaureate Programs

A private, credit-based alternative loan may be available to post-baccalaureate 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.

To view and compare alternative loans available to Agnes Scott students, please go to [ElmSelect](#). Search "Agnes Scott College" for school and "undergraduate" for the program. When viewing the loan options, make sure to check the degree-seeking requirements in the details. Post-baccalaureate students should look for loans that are available to non-degree seeking students.

Student Responsibilities

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

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

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

Notification of Awards

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

All first-time borrowers are required to complete Entrance Counseling and a Master Promissory Note at 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 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.

Post-baccalaureate students have 12 consecutive months to complete their program while receiving federal financial aid for additional undergraduate study preparing them for a professional degree.

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

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

Financial Aid Warning

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

Financial Aid Probation

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

A student on financial aid probation will receive a separate letter that will outline the academic requirements they must meet in order to receive aid for the following semester. If they then meet the terms of the probation, they will be permitted to continue to participate in the federal financial aid programs for a subsequent semester. Students who have been placed on probation shall be considered to be making satisfactory academic progress for the purposes of receiving financial aid as long as they continue to meet the academic requirements outlined in their probationary letter. The Office of Financial Aid will review the records of students who are on financial aid probation at the end of each semester. If the student does not meet the terms of the probation, the student will forfeit eligibility for all federal financial aid programs and/or grants offered by the college.

Loss of Eligibility Due to Lack of Satisfactory Progress

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

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

Right to Appeal

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

Tuition and Fees

Tuition is due at the beginning of each semester. Students who do not resolve their balance in full by the end of the drop/add period will be dropped from pre-registered courses in the following semester and have a hold placed on their account. To re-register, students must clear their account balance and pay a \$100 re-registration fee.

Any additional monies due to the college as a result of course changes during the drop/add period are due at the time of the change.

Tuition (fall 2022 - spring 2023):

Post-Baccalaureate students: \$975 per credit hour
Graduate students: \$950 per credit

Tuition (summer 2023 - spring 2024):

Post-Baccalaureate and Medical Sciences masters students: \$1,050 per credit hour
Graduate students (all except Medical Sciences): \$950 per credit

Mandatory Fees

- Program fee: A program fee is assessed each semester a graduate or post-baccalaureate student is enrolled in one or more credit hours. The program fee appears on students' bills, and is considered part of the cost of attendance. Program fees per semester enrolled are:
 - fall 2022 - spring 2023: \$80 per semester enrolled
 - summer 2023 - spring 2024: \$100 per semester enrolled
- Conferral Fee: Students are required to submit the electronic conferral form prior to the first day of course registration for the final semester of the student's program. A nonrefundable conferral fee of \$150 for graduate degrees and \$50 for certificates is assessed and due on the same day as tuition.

Additional Fees

- Health Insurance: Health insurance is optional for students enrolling in a graduate program or post-baccalaureate program, with the exception of international students. Students may elect to enroll in Agnes Scott College's health insurance plan. More information regarding the plan can be found on the [Wellness Center's webpage](#). All international students at Agnes Scott College (ASC) are required to maintain health and accident insurance coverage during the entire time they are enrolled at the college. Under this requirement, all international students will be enrolled in the ASC GeoBlue international student health insurance plan

unless they opt out and provide yearly documentation of enrollment in a comparable United States-based plan. International plans not based in the United States are not considered comparable coverage and students must enroll in the ASC-provided health insurance. For information about the Student Health Insurance Requirements, including coverage dates and the annual premiums, please contact the Wellness Center. International students who wish to waive enrollment in the ASC-provided student health insurance plan will need to complete the annual waiver process prior to the deadline. Students will need to complete the annual insurance enrollment/waiver process each year they are enrolled at Agnes Scott. For questions related to the ASC GeoBlue international student health insurance, please email insurance@agnesscott.edu or call the Wellness Center at 404.471.7100.

- 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. To learn more or to purchase a meal plan, please visit the [Campus Dining Services webpage](#).

Payment Policy

Students must pay their account balances in full in order to register for future terms and receive their transcripts.

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

- Fall 2022 Semester Deadline: August 15, 2022
- Spring 2023 Semester Deadline: December 15, 2022
- Summer 2023 Semester Deadline: May 15, 2023

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 and/or receiving an official transcript. To re-register in future courses and continue in their program, students must resolve their balance in full, and email gradsupport@agnesscott.edu to re-register for future courses. At this point, students will be assessed a \$100 re-registration fee.

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

All financial obligations to the college must be met before a student can receive a diploma, certificate, an official transcript of record, or official grades. Students who do not resolve their account balances over two or more billing periods are subject to administrative withdrawal.

Monthly Statements of Account

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

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

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

Delinquent Accounts

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

Refund Policy

A refund refers to college charges that are refunded to the student and/or to the financial aid sources that covered those charges. Refunds are made within 30 days of the student's complete withdrawal from the college. Students who withdraw from all classes 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. No refund will be made of the enrollment deposit.

Agnes Scott's institutional refund policy 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 Advising receives notification from the student. The student must initiate the withdrawal process by contacting the senior director of graduate studies and then complete the appropriate digital form. Withdrawal is complete upon receipt of the completed form's electronic submission.

A similar schedule is issued for summer tuition refunds, with dates proportional to the compressed summer schedule.

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. An exception is that students are not required to return 50 percent of the grant assistance received that is their responsibility to repay.

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
- Student

Academic Policies

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

Degree Requirements

Agnes Scott confers 12 graduate degrees and certificates. Agnes Scott confers the Master of Arts and the Master of Science degrees, in addition to post-baccalaureate and graduate certificates.

Certificate coursework may be used to satisfy the requirements for a master's degree, creating a stackable pathway. For information, see the Stackable Graduate Certificate policy.

The post-baccalaureate programs result in a certificate for those students who meet program requirements for cumulative GPA and complete the required coursework in:

- Post-Baccalaureate Pre-Allied Health
- Post-Baccalaureate Pre-Medical (Accelerated and Flex programs)

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
- Social Innovation
- Writing and Digital Communication

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

- Data Analysis and Communication
- Medical Sciences

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 Visualization
- Evaluation and Assessment Methods
- Technology Leadership and Management
- Writing and Digital Communication

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

- complete a 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.

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

- complete a minimum of 36 credit hours, with 28 credit hours in residence;
- satisfy all relevant requirements of the college and any additional requirements of the program; and
- 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 B in all courses taken at Agnes Scott. To complete a Post-Baccalaureate Certificate with distinction, students must earn a minimum grade point average of 3.700.

Graduate students pursuing a certificate or degree must complete their program within five years of

beginning a program of study. Post-baccalaureate students must complete their program within two years of beginning a program of study. 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 senior director of graduate studies.

Stackable Graduate Certificates

Stackable graduate certificate programs provide an opportunity for degree-seeking graduate students to earn a transcribed 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 a relevant Master of Science or Master of Arts 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 a 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 of Arts or Master of Science may pursue a stackable graduate certificate within or outside their primary area of study. Students participating in the 4+1 program may also complete a stacking certificate as part of their master’s degree. Students have a time limit of five years from enrollment to complete both the stackable certificate and a Master of Arts or Master of Science.

Students must enroll in the stacking certificate program in order to confer both the certificate and the master’s degree.

The following is a list of master’s degrees and the graduate certificates that stack by virtue of the approved list of electives for each master’s program.

Data Analysis and Communication

- Data Visualization
- Evaluation and Assessment Methods
- Technology Leadership and Management

Social Innovation

- Advocacy and Public Engagement
- Evaluation and Assessment Methods
- Technology Leadership and Management

Writing and Digital Communication

- Advocacy and Public Engagement
- Writing and Digital Communication

Residency Requirement

All graduate and post-baccalaureate coursework leading to a degree, certificate, or committee or composite letter is to be completed at Agnes Scott. During admission, post-baccalaureate and graduate degree-seeking students may request up to 8 credit hours of transfer credit from prior coursework be reviewed for transfer credit, per the Transfer Credit policy. 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 and post-baccalaureate certificates, depending on program requirements.

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 (including summer sessions). Full-time graduate students in the Master of Arts in Clinical Mental Health Counseling and Master of Science in Medical Sciences programs achieve standard progress as graduate degree seekers by completing a minimum of 18 credit hours per academic year.

Post-baccalaureate students achieve standard progress by completing the required courses in the program in 12 months, in accordance with the course sequence. Standards of progress differ from the criteria for Satisfactory Academic Progress, which are detailed in the section on Financial Aid.

Graduation and Commencement

Graduate degrees and certificates are conferred three times a year in August, December, and May. There is one commencement ceremony in May for bachelor's and master's students. A master's student must fulfill all graduation degree requirements to participate in commencement in the semesters prior to commencement (see the Academic Program, Degree Requirements section of the catalog). Certificate students do not participate in commencement exercises.

A student must complete and submit an electronic conferral form to the senior director of graduate studies by the first day of course selection in the semester prior to the one in which they intend to complete their graduate or certificate program. 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.

To complete their program, graduate students must satisfy all program requirements and all college requirements.

Academic Probation and Dismissal Policy

Academic Probation

A graduate student seeking a master's degree or graduate certificate is placed on academic probation if they have a cumulative GPA of less than 3.000. Post-baccalaureate students are subject to dismissal or academic probation if they have a cumulative GPA of less than 3.000.

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

A student on academic probation may not hold any elected or appointed office, and may not participate with any noncredit performing group or in any organized college activities except those activities that are associated with their academic program. Additional restrictions may also be imposed by the associate vice president and dean for graduate studies.

A student who withdraws from a graduate program while on academic probation will remain on probation if they are readmitted, until their academic performance in the graduate program returns them to good standing. Appeals regarding academic probation will be heard by the associate vice president.

Academic Dismissal

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

- Two consecutive semesters with a cumulative GPA below 3.000 (or one semester plus the two summer sessions immediately before or after)
- Two consecutive semesters of academic probation (or one semester plus the two summer sessions immediately before or after)
- Failure to pass a 3-credit course in one academic year
- Failure to satisfy the terms of a program remediation plan (for students enrolled in the Clinical Mental Health Counseling program)

The Graduate Academic Standards Committee composed of the vice president for academic affairs and dean of the college, the associate vice president and dean for graduate studies, the senior director for graduate studies, and two members of the Graduate Committee on Policy, Curriculum and Academic Planning 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 probation or remediation. A student readmitted after academic dismissal will be placed on academic probation for their first semester. Any transcript issued following the academic dismissal will carry the notation of academic dismissal.

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

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

Students enrolled in the Clinical Mental Health Counseling program should consult the CMHC Student Handbook and the policy on remediation and retention.

Course Policies

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

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 100-499 are designed at the undergraduate level, and include courses in the post-baccalaureate curriculum.

Courses are numbered as follows:

100 Level: A student completing courses at the 100 level will demonstrate one or more of the following:

- Ability to engage in, consider, or apply introductory-level skills, techniques, or concepts within a discipline, an aspect of a discipline, or an interdisciplinary field
- Explanation of concepts from a survey within a discipline or program of study
- Explanation of a survey of related concepts among disciplines
- Development of a foundation for further study

200 Level: A student completing courses at the 200 level will demonstrate one or more of the following:

- Ability to engage in, consider, apply, or reinforce Intermediate-level skills, techniques, or concepts within a discipline
- Attainment of focused consideration of an aspect or aspects of a discipline
- Development of targeted knowledge of interdisciplinary connections
- Development of skills or knowledge suitable for continuation to advanced study

300 Level: A student completing courses at the 300 level will demonstrate one or more of the

following:

- Ability to engage in, consider, apply, or master advanced-level skills, techniques, or concepts within a discipline
- Attainment of advanced consideration of an aspect or aspects of a discipline
- Development of detailed knowledge of interdisciplinary connections
- Development of skills or knowledge suitable for continuation to independent or capstone study

400 Level: A student completing courses at the 400 level will demonstrate one or more of the following:

- Detailed synthesis of concepts within a discipline
- Completion of an independent or capstone study that illustrates mastery of an aspect of that discipline
- Creation of original research or artistry
- Advanced consideration of interdisciplinary connections
- Attainment of skills or knowledge suitable for continuation to professional or graduate study

Courses ranging in number from 500-699 are designed for graduate students pursuing 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 the senior director of graduate studies. 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.

Post-baccalaureate students are automatically registered for full-time study, according to their program's schedule, unless approved as an exception by the faculty program director.

Course Registration and Attendance

Students select courses in consultation with their advisors and the senior director of graduate studies according to a schedule published by the Office of the Registrar (typically in April for fall semester and summer terms and in November for spring semester). All students must register at the start of each semester on dates announced in the college calendar, and complete registration by the end of

the registration period. Once registered, students may drop and add classes through the end of the Drop/Add period. Due to the importance of course registration for accurate financial aid packaging and billing, late registrants will be assessed a late registration fee. 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).

Post-baccalaureate students and graduate students in the medical sciences and clinical mental health counseling programs will be registered for all courses by the senior director of graduate studies and may only add or drop a course with permission from the senior director of graduate studies. The director will consult the appropriate faculty director as needed.

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. In this case, the course will not be on the student's transcript. The last day to withdraw from a class with a W grade is posted in the college calendar. No one may withdraw with a W from individual courses after this date. If a student does withdraw from an individual course after this date, a WF will appear on the transcript.

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

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. The last grade earned will be used in the calculation of the cumulative GPA but the original grade and repeated grade will appear on the transcript. A course repeated with a B- or lower grade will only count in the cumulative academic credit once. The repeat policy for courses with a B- or lower grade is only permitted when the course is repeated at Agnes Scott. Graduate students may repeat Agnes Scott courses for which an F was received.

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

Auditing Courses

A currently enrolled graduate or post-baccalaureate student may request to register to audit graduate courses with approval of the senior director of graduate studies. 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.

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 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.

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 the senior director of graduate studies. 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 senior director of graduate studies as soon as possible to inform the college of their situation.

Students who are hospitalized should also contact the senior director of graduate studies before returning to class. The student should provide a copy of their discharge summary at the meeting.

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

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

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.

International students should access further information regarding regulations and policies by meeting with the senior director of graduate studies and the international student advisor.

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.

Completion of Courses

All work for a course, except final examinations and papers or projects in lieu of final examinations, must be completed by 9 a.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 have been posted. The college takes evaluations seriously. The associate vice president and dean for graduate studies reviews all 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.

If a student is unable to complete final exams and related work during the examination period because of illness or other excused cause, the student should request an Incomplete, following the policy on Incomplete Grade.

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. A student seeking an incomplete (I) grade must consult with the senior director of graduate studies 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. An incomplete grade will be given only if the student has documented, extenuating circumstances supporting their request and has received a passing grade for completed course work. Incomplete grades are not appropriate in cases of excessive absences or missed deadlines throughout the semester. Deadlines for incomplete work are set by the associate vice president but must not exceed 10 calendar days after the beginning of the subsequent semester of enrollment. If work is not completed by the deadline, the incomplete grade automatically becomes an F. When a pending Graduate Honor Council case is not resolved before the semester grade deadline, the vice president for student life 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. Only the associate vice president may grant incomplete grades for graduate and post-baccalaureate students.

Grading System

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

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

93 to 100	A	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	

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 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 and copying the senior director of graduate studies. Upon receipt of the complaint the student and the instructor 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 document acknowledging the agreement and foreclosing further action on the grade dispute. These will be submitted to the senior director of graduate studies.

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 and the senior director for graduate studies 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 Graduate Committee on Policy, Curriculum and Academic Planning (Graduate Committee). Should a Graduate 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 Graduate Committee member), then the Faculty Executive Committee officers will substitute one of their committee members for all subsequent roles after the first. The Graduate Committee shall render its decision within a reasonable period of time. The committee's decision is final.

The senior director of graduate studies 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.

Pass/Fail Grades

Graduate and post-baccalaureate courses may not register to take courses on a pass/fail grade basis, unless specifically permitted by their program of study. All graduate and post-baccalaureate courses receive letter grades on a 4.0 scale.

Requests for pass/fail credit in program-designated courses will be approved by the senior director for graduate studies and processed by the Office of the Registrar upon receipt of the electronic 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 the senior director of graduate studies. Once the pass/fail deadline has passed, students may not change to regular graded credit.

If a student receives an A in a pass/fail course, 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.

Programs may offer select courses that are only graded on a Pass / Fail basis. Those courses will be noted in the program's curriculum.

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). If a student has a hold on their account they will be able to complete the ordering process, but their transcript will not be sent until all holds are resolved. If the hold is not resolved within 30 days the transcript order will be canceled.

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, senior director of graduate studies, 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
- Registrar
- 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.

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 (MA)
- Medical Sciences
 - Medical Sciences (MS)
 - Post-Baccalaureate Certificate in Pre-Allied Health
 - Post-Baccalaureate Certificate in Pre-Medicine (Accelerated and Flex programs)
- Advocacy and Public Engagement (Certificate)
- Data Analysis and Communication (MS)
- Data Visualization (Certificate)
- Evaluation and Assessment Methods (Certificate)
- Social Innovation (MA)
- Technology Leadership and Management (Certificate)
- Writing and Digital Communication (MA and Certificate)

Clinical Mental Health Counseling

Jennifer Fulling-Smith, program director and associate professor of clinical mental health counseling
Mary Huffstead, clinical coordinator and assistant professor of clinical mental health counseling
C. Peeper McDonald, assistant professor of psychology

Program 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.

Program Instructional Format

The clinical mental health 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.

Requirements for the Master of Arts in Clinical Mental Health Counseling

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.

Core Courses

CMC-610	Counseling Theories I
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	Individual Appraisal and Assessment
CMC-622	Counseling Theories II
CMC-624	Advanced Psychopathology: Assessment, Diagnosis & Treatment
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	Addictions and Substance Use
CMC-642	Human Growth & Development Across the Lifespan
CMC-644	Program Research & Evaluation
CMC-646	Lifestyle and Career Development Assessment
CMC-650	Internship in Mental Health Counseling I
CMC-660*	Counseling Practicum
CMC-670*	Internship in Mental Health Counseling II
CMC-652	Psychopharmacology & Biological Bases of Behavior

*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	Couple & Family Counseling
CMC-656	Mental Health Consequences of Experiences of Discrimination
CMC-658	Women & Mental Health

Medical Sciences

Faculty

Carlee Bishop, professor of physics

Carmen Carrion, visiting assistant professor of medical sciences

Erica Harris, assistant professor of biology

Mary Nell Higley Summey, director for post-baccalaureate programs and senior instructor in chemistry

Nathan Hutcheson, visiting assistant professor of medical sciences

Shoshana Katzman, acting program director and associate professor of medical sciences

Jennifer Hill-Lumm, assistant professor of chemistry

Mi-Sun Kim, assistant professor of chemistry

Nancy Kilpatrick, instructor in chemistry

Diana Lancaster, instructor in biology

Hannah Marine, instructor in physics

Paul Wallace, associate professor of physics and astronomy

Academic Overview

Medical Sciences includes three academic programs of study: the Post-Baccalaureate Pre-Medical accelerated and flex certificate programs, the Post-Baccalaureate Pre-Allied Health certificate program, and the Master of Science in Medical Sciences.

Post-Baccalaureate Pre-Medical Programs

Program Overview

For nearly 30 years, Agnes Scott College has offered coeducational post-baccalaureate pre-medical programs. The post-baccalaureate pre-medical programs are full-time, structured cohort programs that students complete in 12-months. The Classic Pre-Medical program is designed for academically competitive students who have completed their baccalaureate degree in a non-science field and who now wish to pursue a medical career. The Pre-Medical Flex program is designed for students who have either taken a majority of pre-medical courses in the past, or for students who seek academic record enhancement. The Flex program is also open to students who seek approval to take classes part-time. Students take labs in distinct cohorts organized by their program of study. The programs begin annually at the start of the summer term. The curriculum includes 36 credit hours of laboratory science courses needed for admission to medical school. In addition to their academic coursework, students receive individualized advising and formalized test preparation for MCAT, DAT, or GRE through Princeton Review as a complementary part of the program.

Program of Study

A unique feature of the full-time post-baccalaureate pre-medical program is that students complete the required 36 credit hours of coursework for medical school admission in 12 months. Medical schools view a full-time post-baccalaureate schedule favorably because high achievement during the full-time program demonstrates that a student is capable of performing well in a rigorous medical school program. Students follow the course sequence outlined below, with exceptions only made for courses completed by the student within the last five years, in which the student earned an A- or greater. Requests for course exceptions must be submitted by the first day of summer term. Students who receive an exception may take an elective from within the medical sciences graduate curriculum. Regardless of exceptions, all post-baccalaureate pre-medical students must complete a minimum of 28 credit hours in residence in order to be eligible for the certificate.

As a cohort-based program, all post-baccalaureate pre-medical students are expected to complete the full 36 hour curriculum. Students enrolled in the program may request to enroll in additional coursework beyond 36 hours at Agnes Scott, and will be approved with permission of the senior director of graduate studies. Students taking the MCAT should consider completing an elective course in statistics, psychology, and/or sociology. Some programs require calculus as well. Students pursuing the Mercer University School of Medicine or Morehouse School of Medicine linkages must take all courses at Agnes Scott.

Program Instructional Format

The post-baccalaureate pre-medical program must be completed in person, with the exception of approved electives.

Transfer Credit and Course Substitution Policy

To confer the certificate, students must complete 36 credit hours, 28 of which must be in residency. As part of the admission process, students admitted to the PBPM Certificate Program may request transfer credit for a maximum of 8 credit hours of commensurate coursework completed within the last five years if they achieved an A- or higher in the course, and if that course has not counted toward conferred degree requirements. If the credit counted toward a conferred degree, the student may request an exception from the course requirement, and pursue an elective as a substitution.

Core Course Requirements for the Post-Baccalaureate Pre-Medical Certificate

BIO-110/110L / BIO-610/610L	Integrative Biology I/Lab	Summer
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CHE-150/150L / CHE-610/610L	Introduction to Chemistry/Lab	Summer I
CHE-220/220L / CHE-620/620L	Foundations of Inorganic and Physical Chemistry/Lab	Summer II
BIO-111/111L / BIO-611/611L	Integrative Biology II/Lab	Fall
CHE-240/240L / CHE-630/630L	Organic Chemistry I/Lab	Fall
PHY-102/102L / PHY-602/602L	Elements of Physics/Lab	Fall
CHE-340/340L / CHE-640/640L	Organic Chemistry II/Lab	Spring
PHY-103/103L / PHY-603/603L	Elements of Physics II/Lab	Spring
CHE-301 / CHE-632	Medical Biochemistry*	Spring

Post-Baccalaureate Pre-Medical Flex (full-time option)

BIO-110/110L / BIO-610/610L	Integrative Biology I/Lab	Summer
CHE-150/150L / CHE-610/610L	Introduction to Chemistry/Lab	Summer I
CHE-220/220L / CHE-620/620L	Foundations of Inorganic and Physical Chemistry/Lab	Summer II
BIO-111/111L / BIO-611/611L	Integrative Biology II/Lab	Fall
CHE-240/240L / CHE-630/630L	Organic Chemistry I/Lab	Fall
PHY-102/102L / PHY-602/602L	Elements of Physics/Lab	Fall
CHE-340/340L / CHE-640/640L	Organic Chemistry II/Lab	Spring
PHY-103/103L / PHY-603/603L	Elements of Physics II/Lab	Spring
CHE-301 / CHE-632	Medical Biochemistry*	Spring

Post-Baccalaureate Pre-Medical Flex (part-time option)

Year 1		
CHE-150/150L / CHE-610/610L	Introduction to Chemistry/Lab	Summer I
CHE-220/220L / CHE-620/620L	Foundations of Inorganic and Physical Chemistry/Lab	Summer II
PHY-102/102L / PHY-602/602L	Elements of Physics/Lab	Fall
PHY-103/103L / PHY-603/603L	Elements of Physics II/Lab	Spring
Year 2		
BIO-110/110L / BIO-610/610L	Integrative Biology I/Lab	Summer
BIO-111/111L / BIO-611/611L	Integrative Biology II/Lab	Fall
CHE-240/240L / CHE-630/630L	Organic Chemistry I/Lab	Fall
CHE-301 / CHE-632	Medical Biochemistry	Spring
CHE-340/340L / CHE-640/640L	Organic Chemistry II/Lab	Spring

*These courses may be taken Pass / Fail if elected by the student. See the Pass / Fail policy for details.

For a list of approved electives available for course substitutions or additional study, students may request to take courses in the Pre-Allied Health or Medical Sciences program, pending approval by the senior director for graduate studies.

Post-Baccalaureate Pre-Allied Health Program

Program Overview

For almost 30 years, Agnes Scott College has offered coeducational post-baccalaureate courses preparing students for medical, dental, and veterinary school as well as physician assistant, pre-medical program. Students preparing for a career as a physician assistant, pharmacist, physical therapist and other or allied health professions programs. The post-baccalaureate pre-allied health program is a 12-month or 24-month program designed for students who have completed their baccalaureate degree in a non-science field and who now wish to pursue a health career. The program begins annually at the start of the summer term. The curriculum includes 36 credit hours of laboratory science courses needed for admission to a health professions program. In addition to their academic coursework, students receive individualized advising and formalized test preparation for MCAT, DAT, or GRE through Princeton Review as a complementary part of the program.

Program of Study

A unique feature of the full-time post-baccalaureate pre-allied health program is that students complete the required 36 credit hours of coursework for admission to a health professions program in 12 months. Schools view a full-time post-baccalaureate schedule favorably because high achievement during the full-time program demonstrates that a student is capable of performing well in a rigorous health professions program. In addition to their coursework, students receive formalized test preparation for MCAT, DAT, or GRE through Princeton Review as a complementary part of the program.

Students follow the course sequence outlined below, with exceptions only made for courses completed by the student within the last five years, in which the student earned an A- or greater. Requests for course exceptions must be submitted by the first day of summer term. Students who receive an exception may take an elective from within the medical sciences graduate curriculum. Regardless of exceptions, all post-baccalaureate pre-allied health students must complete a minimum of 28 credit hours in residence in order to be eligible for the certificate.

As a cohort-based program, all post-baccalaureate students are expected to complete the full curriculum. Students enrolled in the program may request to enroll in additional coursework at Agnes Scott, and will be approved with permission of the director of the post-baccalaureate pre-medical program and the associate vice president and dean for graduate studies. Students taking the MCAT should consider completing an elective course in statistics, introductory psychology, and/or sociology. Some programs require calculus as well.

Program Instructional Format

The post-baccalaureate pre-allied health program must be completed in person, with the exception of approved electives.

Transfer Credit and Course Substitution Policy

To confer the certificate, students must complete 36 credit hours, 28 of which must be in residency. As part of the admission process, students admitted to the PBP-Allied Health Certificate Program may request transfer credit for a maximum of 8 credit hours of commensurate coursework completed within the last five years if they achieved an A- or higher in the course, and if that course has not counted toward conferred degree requirements. If the credit counted toward a conferred degree, the student may request an exception from the course requirement, and pursue an elective as a substitution.

Post-Baccalaureate Pre-Allied Health (full-time option)

BIO-110/110L / BIO-610/610L	Integrative Biology I/Lab	Summer
CHE-150/150L / CHE-610/610L	Introduction to Chemistry/Lab	Summer I
CHE-220/220L / CHE-620/620L	Foundations of Inorganic and Physical Chemistry/Lab	Summer II
BIO-111/111L / BIO-611/611L	Integrative Biology II/Lab	Fall
CHE-240/240L / CHE-630/630L	Organic Chemistry I/Lab	Fall
MDS-620/620L	Anatomy and Physiology I/Lab	Fall
BIO-201/201L / BIO-601/601L	Microbiology/Lab	Spring
MDS-630/630L	Anatomy and Physiology II/Lab	Spring
MDS-660	Clinical Practicum	Spring

Post-Baccalaureate Pre-Allied Health (part-time option)

Year 1		
BIO-110/110L / BIO-610/610L	Integrative Biology I/Lab	Summer
	Elective	Summer
BIO-111/111L / BIO-611/611L	Integrative Biology II/Lab	Fall
	Elective	Fall
BIO-201/201L / BIO-601/601L	Microbiology/Lab	Spring
	Elective	Spring
Year 2		
CHE-150/150L	Introduction to Chemistry/Lab	Summer I
CHE-220/220L / CHE-620/620L	Foundations of Inorganic and Physical Chemistry/Lab	Summer II
CHE-240/240L / CHE-630/630L	Organic Chemistry I/Lab	Fall
MDS-620/620L	Anatomy and Physiology I/Lab	Fall
MDS-630/630L	Anatomy and Physiology II/Lab	Spring
MDS-660	Clinical Practicum	Spring

Electives

MDS-601	Social and Behavioral Determinants of Health	Fall
MDS-614	Biostatistics	Fall
MDS-624	Professional Success in Medicine and Health	Spring

Medical Sciences Program

Program Overview

The Master of Science in Medical Sciences is a 12 month, specialized master's program. The program is designed for students who have completed the undergraduate pre-medical courses required for admission to medical school and who seek advanced academic coursework and opportunities for clinical experiences as they prepare for medical school or related graduate programs and professional opportunities. Building on the pre-medical course requirements, the program includes graduate level courses in anatomy and physiology, medical cell biology, genetics, public health, and medical biochemistry, among others. The accelerated program features a cohort model, with classes beginning in summer and concluding at the end of the spring semester.

Through full-time study and with dedicated health professions advising, the program prepares students to be competitive applicants for medical school and graduate programs in related disciplines.

Program Instructional Format

The medical sciences program must be completed fully in person, with the exception of approved electives that are offered online.

Core Courses

MDS-610	Medical Cell Biology
MDS-614	Biostatistics
MDS-620	Anatomy and Physiology I with Lab
MDS-601	Social and Behavioral Determinants of Health
MDS-624	Professional Success in Medicine and Health
MDS-626	Ethics in Medical Research and Practice
MDS-630	Anatomy and Physiology II with Lab
MDS-632	Medical Biochemistry
MDS-660	Clinical Practicum
MDS-690	Directed Research

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 senior director for graduate studies.

Advocacy and Public Engagement

Faculty

Mina Ivanova, program coordinator and assistant professor of writing and digital communication

Program Overview

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.

Program Instructional Format

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

Requirements for the Graduate Certificate in Advocacy and Public Engagement

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

Core Courses

WDC-618*	Technologies of Social Change
SOI-610	Foundations of Social Policy

Electives

WDC-614*	Grant and Proposal Writing
WDC-618*	Technologies of Social Change
WDC-628*	Persuasive Writing and Speaking
WDC-636*	Solutions Journalism
WDC-6xx	Environmental Rhetoric
SOI-610	Foundations of Social Policy

*Courses with an asterisk are offered online.

Data Analysis and Communication

Faculty

Carlee Bishop, program director and professor of physics
Wendy Kallina, visiting associate professor of psychology

Program Overview

Today's leaders know that data is not an asset until it is analyzed and translated into the language of the stakeholder. The Data Analysis and Communication program prepares students to collect, analyze, interpret, and present data. Students will obtain hands-on experience processing and analyzing data acquired by different research methods. The curriculum extends the traditional approach to research and analysis through the deliberate embedding of presentation skills in the courses. Students will learn to communicate the results of their analyses, at the appropriate level of detail, to a variety of audiences.

Program Instructional Format

The data analysis and communication program may be completed fully online or through a combination of in-person and online courses. Not all courses are offered online. The requirements and student learning outcomes are the same, regardless of instructional format.

Requirements for the Master of Science in Data Analysis and Communication

To fulfill the requirements for the data analysis and communication Master of Science, students must successfully complete the six core courses for 18 credit hours and an additional five elective courses for 15 credit hours for a total of 33 credit hours and complete the program with a minimum GPA of 3.000.

Core Courses

EAM-620*	Data Collection
EAM-630*	Data Analysis I
EAM-635*	Data Analysis II
APT-615*	Ethical Use of Technology and Data
DVS-600*	Principles of Data Visualization
DVS-630*	Communication of Data

Electives (five courses for 15 credit hours)

APT-610*	Systems and Critical Thinking
APT-620*	Modeling and Simulation for Insight
DAC-650	Internship
DAC-690	Directed Research
DVS-640*	Advanced Visualization Design
EAM-610*	Principles of Evaluation Design
EAM-640*	Project Management
WDC-614*	Grant and Proposal Writing
WDC-615*	Craft of Analytical Writing
WDC-626	Journalism in the Digital Age
WDC-628	Persuasive Writing and Speaking
WDC-630*	Visual Thinking and Web Design

*Courses with an asterisk are offered online.

Requirements for the Master of Science in Data Analysis and Communication-Data Visualization

To fulfill the requirements for the data analysis and communication Master of Science with a

certificate in data visualization, students must successfully complete the six core courses in the master’s program and an additional course, DVS-640 Advanced Visualization Design, to satisfy the core requirements for the certificate, for a total of 33 credit hours. Students must complete the program with a minimum GPA of 3.000. See the Stackable Graduate Certificate Policy.

Requirements for the Master of Science in Data Analysis and Communication-Evaluation and Assessment Methods

To fulfill the requirements for the data analysis and communication Master of Science with a certificate in evaluation and assessment methods, students must successfully complete the six core courses in the master’s program and an additional course, EAM-610 Principles of Evaluation Design, to satisfy the core requirements for the certificate for a total of 33 credit hours. Students must complete the program with a minimum GPA of 3.000. See the Stackable Graduate Certificate Policy.

Requirements for the Master of Science in Data Analysis and Communication-Technology Leadership and Management

To fulfill the requirements for the data analysis and communication Master of Science with a certificate in technology leadership and management, students must successfully complete the six core courses in the master’s program and an additional two courses to satisfy the core and elective requirements for the certificate for a total of 33 credit hours. Students must complete the program with a minimum GPA of 3.000. See the Stackable Graduate Certificate Policy.

TLM Core Courses (select one course for 3 credit hours)

APT-610*	Systems and Critical Thinking
APT-625	Human Centered Design and Implementation
APT-630*	Managing and Leading Technical Teams
APT-640*	Creative Problem Solving and Decision Making

TLM Electives (select one course for 3 credit hours)

APT-610*	Systems and Critical Thinking
APT-620*	Modeling and Simulation for Insight
APT-625	Human Centered Design and Implementation
APT-630*	Managing and Leading Technical Teams
APT-640*	Creative Problem Solving and Decision Making
EAM-640*	Project Management
TLM-650	Internship
TLM-690	Directed Research

Data Visualization

Faculty

Wendy Kallina, program coordinator and visiting associate professor of psychology

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

Program Instructional Format

The data visualization program may be completed fully online or through a combination of in-person and online courses. Not all courses are offered online. The requirements and student learning outcomes are the same, regardless of instructional format.

Requirements for the Graduate Certificate in Data Visualization

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

Core Courses

DVS-600*	Principles of Data Visualization
DVS-640*	Advanced Visualization Design
EAM-630*	Data Analysis I

Electives (one course for 3 credit hours)

DVS-615	Visualizing Time and Place
DVS-625	Interactive Visualizations
DVS-630*	Communication of Data
DVS-695	Topics in Data Visualization
APT-615*	Ethical Use of Technology and Data
EAM-610*	Principles of Evaluation Design
EAM-620*	Data Collection
EAM-635*	Data Analysis II
EAM-640*	Project Management
WDC-615*	Craft of Analytical Writing
WDC-626	Journalism in the Digital Age
WDC-630*	Visual Thinking and Web Design

*Courses with an asterisk are offered online.

Evaluation and Assessment Methods

Faculty

Wendy Kallina, program coordinator and visiting associate professor of psychology

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

Program Instructional Format

The evaluation and assessment methods program may be completed fully online or through a combination of in-person and online courses. Not all courses are offered online. The requirements and student learning outcomes are the same, regardless of instructional format.

Requirements for the Graduate Certificate in Evaluation and Assessment Methods

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

Core Courses

EAM-610*	Principles of Evaluation Design
EAM-620*	Data Collection
EAM-630*	Data Analysis I

Electives (one course for 3 credit hours)

EAM-635*	Data Analysis II
EAM-640*	Project Management
EAM-695	Topics in Evaluation and Assessment
APT-615*	Ethical Use of Technology and Data
DVS-600*	Principles of Data Visualization
DVS-630*	Communication of Data
WDC-614*	Grant and Proposal Writing
WDC-615*	Craft of Analytical Writing
WDC-628*	Persuasive Writing and Speaking

*Courses with an asterisk are offered online.

Social Innovation

Faculty

Kelly Ball, interim program director and associate professor of philosophy and women’s, gender and sexuality studies

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

Program Instructional Format

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

Requirements for the Master of Arts in Social Innovation

To fulfill the requirements for the social innovation master’s degree, students must successfully complete the core courses and electives for a total of 33 credit hours. Students must also maintain a minimum GPA of 3.000.

Core Courses

WDC-618*	Technologies of Social Change
SOI-620*	Funding and Investing in Social Ventures
SOI-660	Social Innovation Practicum
EAM-640* or SOI-635*	Project Management (640) or Nonprofit Management and Philanthropy

Electives (seven courses for 21 credit hours)

SOI-610	Foundations of Social Policy
SOI-635*	Nonprofit Management and Philanthropy
SOI-650	Internship
SOI-690	Directed Research
APT-610*	Systems and Critical Thinking
APT-625	Human Centered Design and Implementation
APT-640*	Creative Problem Solving and Decision Making
DVS-630*	Communication of Data
EAM-620*	Data Collection
EAM-630*	Data Analysis I
MDS-601	Social and Behavioral Determinants of Health
WDC-614*	Grant and Proposal Writing
WDC-615*	Craft of Analytical Writing
WDC-618*	Technologies of Social Change
WDC-626	Journalism in the Digital Age
WDC-628*	Persuasive Writing and Speaking
WDC-630*	Visual Thinking, Digital Design

WDC-636	Solutions Journalism
WDC-640*	Critical Communication
WDC-xxx	Environmental Rhetoric

*Courses with an asterisk are offered online. If a student takes both EAM-640 and SOI-635, the first course will count as a core requirement, and the second course will count as an elective.

Requirements for the Master of Arts in Social Innovation-Advocacy and Public Engagement

To fulfill the requirements for the social innovation Master of Arts with a certificate in advocacy and public engagement, students must successfully complete the five core courses in the master's program and an additional three courses to satisfy the elective requirements for the certificate for a total of 33 credit hours. Students must complete the program with a minimum GPA of 3.000. See the Stackable Graduate Certificate Policy.

APE Electives (three courses for 9 credit hours)

WDC-614*	Grant and Proposal Writing
WDC-618*	Technologies of Social Change
WDC-628	Persuasive Writing and Speaking
WDC-636	Solutions Journalism
WDC-6xx	Environmental Rhetoric

Requirements for the Master of Arts in Social Innovation-Evaluation and Assessment Methods

To fulfill the requirements for the social innovation Master of Arts with a certificate in evaluation and assessment methods, students must successfully complete the five core courses in the master's program and an additional three courses to satisfy the core and elective requirements for the certificate for a total of 33 credit hours. Students must complete the program with a minimum GPA of 3.000. See the Stackable Graduate Certificate Policy.

EAM Core Courses (two courses for 6 credit hours)

EAM-620*	Data Collection
EAM-630*	Data Analysis I

EAM Electives (one courses for 3 credit hours)

EAM-640*	Project Management
DVS-630*	Communication of Data
WDC-614*	Grant and Proposal Writing
WDC-615*	Craft of Analytical Writing
WDC-628*	Persuasive Writing and Speaking

Requirements for the Master of Arts in Social Innovation-Technology Leadership and Management

To fulfill the requirements for the social innovation Master of Science with a certificate in technology leadership and management, students must successfully complete the five core courses in the master's program and an additional two courses to satisfy the core requirements for the certificate for a total of 33 credit hours. Students must complete the program with a minimum GPA of 3.000. See the Stackable Graduate Certificate Policy.

TLM Core Courses (two courses for six credit hours)

APT-610*	Systems and Critical Thinking
APT-625	Human Centered Design and Implementation
APT-640*	Creative Problem Solving and Decision Making

Technology Leadership and Management

Faculty

Carlee Bishop, program coordinator and professor of physics

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

Program Instructional Format

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

Requirements for the Graduate Certificate in Technology Leadership and Management

To fulfill the requirements for the technology leadership and management graduate certificate, students must successfully complete two core courses for 6 credit hours and an additional two elective courses for 6 credit hours for a total of 12 credit hours and complete the program with a minimum GPA of 3.000.

Core Courses (two courses for six credit hours)

APT-610*	Systems and Critical Thinking
APT-615*	Ethical Use of Technology and Data
APT-625	Human Centered Design and Implementation
APT-630*	Managing and Leading Technical Teams
APT-640*	Creative Problem Solving and Decision Making

Electives (two courses for six credit hours)

APT-610*	Systems and Critical Thinking
APT-615*	Ethical Use of Technology and Data
APT-620*	Modeling and Simulation for Insight
APT-625	Human Centered Design and Implementation
APT-630*	Managing and Leading Technical Teams
APT-640*	Creative Problem Solving and Decision Making
DVS-600*	Principles of Data Visualization
EAM-630*	Data Analysis
EAM-640*	Project Management
SOI-600	Principles of Social Innovation
TLM-650	Internship
TLM-690	Directed Research
WDC-618*	Technologies of Social Change

*Courses with an asterisk are offered online.

Writing and Digital Communication

Faculty

Mina Ivanova, program director and assistant professor of writing and digital communication

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

Program Instructional Format

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

Requirements for the Master of Arts in Writing and Digital Communication

To fulfill the requirements for the master's degree, students must successfully complete five core courses and six electives for a total of 33 credit hours and maintain a minimum GPA of 3.000. They must also submit a digital portfolio of original work that meets the standards set by the program prior to graduation. Completed digital portfolios must be submitted to the faculty adviser and program director by December 1 for students completing in the fall, May 1 for students completing in spring, and July 1 for students completing in summer.

Core Courses

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

Electives (six courses for 18 credit hours)

WDC-612*	Creative Writing in the Digital Age
WDC-614*	Grant and Proposal Writing
WDC-615*	The Craft of Analytical Writing
WDC-618	Technologies of Social Change
WDC-622*	Digital Storytelling
WDC-626	Journalism in the Digital Age
WDC-628*	Persuasive Writing and Speaking
WDC-636*	Solutions Journalism
WDC-6xx	Environmental Rhetoric
WDC-650	Internship
WDC-690	Directed Research
WDC-695	Topics in Writing and Digital Communication
APT-615*	Ethical Use of Technology and Data
DVS-630*	Communication of Data
EAM-640*	Project Management

Requirements for the Master of Arts in Writing and Digital Communication-Advocacy and Public Engagement

To fulfill the requirements for the writing and digital communication Master of Arts with a certificate in advocacy and public engagement, students must successfully complete the five core courses in the master's program and an additional four courses to satisfy the core and elective requirements for the certificate for a total of 33 credit hours. Students must complete the program with a minimum GPA of 3.000. They must also submit a digital portfolio of original work that meets the standards set by the program prior to graduation. Completed digital portfolios must be submitted to the faculty adviser and program director by December 1 for students completing in the fall, May 1 for students completing in spring, and July 1 for students completing in summer. See the Stackable Graduate Certificate Policy.

APE Core Course

WDC-618	Technologies of Social Change
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APE Electives (three courses for 9 credit hours)

WDC-614*	Grant and Proposal Writing
WDC-628	Persuasive Writing and Speaking
WDC-636	Solutions Journalism
WDC-6xx	Environmental Rhetoric

Requirements for the Master of Arts in Writing and Digital Communication-Writing and Digital Communication

To fulfill the requirements for the writing and digital communication Master of Arts with a certificate in writing and digital communication, students must successfully complete the five core courses in the master's program and an additional four WDC courses to satisfy the requirements for the certificate for a total of 33 credit hours. Students must complete the program with a minimum GPA of 3.000. They must also submit a digital portfolio of original work that meets the standards set by the program prior to graduation. Completed digital portfolios must be submitted to the faculty adviser and program director by December 1 for students completing in the fall, May 1 for students completing in spring, and July 1 for students completing in summer. See the Stackable Graduate Certificate Policy.

Requirements for the Graduate Certificate in Writing and Digital Communication

To fulfill the requirements for the WDC graduate certificate, students must successfully complete one core course and three electives for a total of 12 credit hours and maintain a minimum GPA of 3.000. They must also submit a digital portfolio of original work that meets the standards set by the program prior to graduation. Completed digital portfolios must be submitted to the faculty adviser and program director by December 1 for students who plan to complete in the fall, May 1 for students completing in spring, and July 1 for students completing in summer.

Core Courses

WDC-640*	Critical Communication
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Electives

WDC-612*	Creative Writing in the Digital Age
WDC-614*	Grant and Proposal Writing
WDC-615*	The Craft of Analytical Writing
WDC-618*	Technologies of Social Change
WDC-622*	Digital Storytelling
WDC-624	Transmedia Storytelling
WDC-626	Journalism in the Digital Age
WDC-628*	Persuasive Writing and Speaking

WDC-630*	Visual Thinking and Web Design (if not taken as a core course)
WDC-636*	Solutions Journalism
WDC-650	Internship
WDC-670	Digital Media Production (if not taken as a core course)
WDC-690	Directed Research
WDC-695	Topics in Writing and Digital Communication
APT-615*	Ethical Use of Technology and Data
DVS-630*	Communication of Data
EAM-640*	Project Management

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:

- Data Analysis and Communication (M.S.)
- Medical Sciences (M.S.)
- Social Innovation (M.A.)
- Writing and Digital Communication (M.A.)

Bachelor's 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 *Admission and Enrollment* 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 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 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).

Internship, Practicum and Directed Research Courses

Internships(XXX-650 OR XXX-670)

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. Post-baccalaureate students may complete a for-credit internship in the spring semester, or during their glide year, by application. 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 the senior director of graduate studies, prior to course registration, to determine if an internship fits their academic plan. Graduate and post-baccalaureate students must be in good standing and meet any other program requirements in order to pursue a for-credit internship.

The senior director of graduate studies 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, senior director of graduate studies, 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.

Practicum (XXX-660)

Practicum courses are available as core courses or electives for master's degree students and post-baccalaureate students in select programs. A practicum may be repeated as allowed by the specific program. To earn credit, students must gain independent professional experience and complete related coursework under the supervision of qualified faculty. Practicum experiences vary by specific program, but include:

- On-the-job training and fieldwork at an approved site
- Providing direct patient care in a clinical setting
- Work on a significant project with their current employer
- Work in teams on a significant project that addresses specific organizational challenges

Prior to course registration, students who are interested in a practicum should speak with the senior director regarding their interest and the application process. Graduate and post-baccalaureate students must be in good standing and meet any other program requirements in order to pursue a practicum. The academic component must support program learning outcomes and, when possible, be customized to meet student learning goals Typical elements include:

- Produce a professional quality project or product
- Apply the principles and skills learned during prior coursework to field work, clinical settings, etc.
- Demonstrate knowledge of how a diverse team works together effectively
- Assess one's own professional competencies, including diversity and communication
- Present results professionally in writing and orally

The application should include the name of the site, clinical setting, employer, or teammates, the project title, a description of the project, a statement of the student's preparation for such a project, and the deliverables, measurements, or other criteria that serve as the basis for the grade. The form requires signatures from the faculty supervisor, senior director of graduate studies, and the International Student Advisor (international students-only). Because of the multiple signatures and approvals, the practicum 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 senior director will register students for the practicum course. It is the student's responsibility to complete the form and receive all required signatures.

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

Directed Research (XXX-690)

Directed research courses 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 speak with the faculty program director regarding their interest and, prior to course registration, meet with the senior director of graduate studies regarding the application process.

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

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

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.

Linkage Agreements

Pre-medical post-baccalaureate and graduate students can reach their goal of becoming a physician a year earlier, avoiding the "glide year," through Agnes Scott College's linkage programs with Mercer University School of Medicine and Morehouse School of Medicine. Please note that students are not guaranteed admission into the linkage programs.

Post-baccalaureate pre-medical students who are enrolled full-time, 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.

Mercer University School of Medicine

Post-baccalaureate pre-medical 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 certificate or pre-medical flex 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
- Earn a total percentile rank of 65% or better on the MCAT
- 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 certificate, pre-medical flex, 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 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 flex program in the summer session, or the Master of Science in medical sciences 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)
- Earn SAT scores \geq 1250 or MCAT scores \geq 495 (Biological, Biochemical Foundations of Living Systems, BBFLS \geq 124) by the end of their program at Agnes Scott. (The MCAT scores are waived if the SAT requirement is met)
- Evidence of service activities
- Continue to demonstrate the personal, ethical and professional qualities required of Morehouse School of Medicine students

Course Catalog

Post-Baccalaureate Courses

- BIO-110/610 INTEGRATIVE BIOLOGY I 4.
An integrated study of biological form and function as they relate to ecology, evolution and genetics. Inquiry-based approaches to problem solving in science.
Corequisite: BIO-110L/610L
- BIO-111/611 INTEGRATIVE BIOLOGY II 4.
An integrated study of biological form and function using one or more current problems such as addiction and cancer as a central theme. Molecular, cellular, and organismal biology and the relationship of biological issues to science and society.
Corequisite: BIO-110L/610L
Prerequisite: BIO-110/610
- BIO-201/601 MICROBIOLOGY 4.
Cell biology, metabolism, genetics, and phylogeny of bacteria and archaea. Introduction to eukaryotic microbes and viruses. Principles of pathogenesis, immunology and environmental microbiology. Applications in biotechnology, medicine and industry. Individual laboratory project and use of representative literature in the discipline.
Prerequisite: BIO-110/610 and BIO-111/611
- CHE-160/610 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-150L/610L
- CHE-150/610L 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-150/610
- CHE-220/620 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-150/610; CHE-150L/610L
Corequisite: CHE-220L/620L
- CHE-220/620L FOUNDATIONS OF INORGANIC AND PHYSICAL CHEMISTRY LAB 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-150/610; CHE-150L/610L

Corequisite: CHE-220/620

CHE-240/630 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-150/610 and CHE-150L/610L

Corequisite: CHE-240L/630L

CHE-240/630L 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-240/630

CHE-301/632 MEDICAL BIOCHEMISTRY 4.

Fundamentals of biochemistry topics with clinical significance for post-baccalaureate pre-medical students, including structure and function of biomolecules, enzyme kinetics, bioenergetics, catabolic and anabolic pathways, and regulation of biochemical processes. This course may be taken pass/fail. See the pass/fail policy for details.

Prerequisite: BIO-111/611 and BIO-111L/611L and CHE-240/630 and CHE-240L/630L

CHE-340/640 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-240/630 and CHE-240L/630L

Corequisite: CHE-340L/640L

CHE-340/640L 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.

Prerequisite: CHE-240/630 and CHE-240L/630L

Corequisite: CHE-340/640

PHY-102/602 ELEMENTS OF PHYSICS I/LAB 4.

Quantitative discussion of physical phenomena. Knowledge of algebra and trigonometry is required.

PHY-103/603 ELEMENTS OF PHYSICS II/LAB 4.

Elements of Physics II/Lab. Continuation of Physics 102/602 lecture and lab.

Prerequisite: PHY-102/602

Graduate Courses

- APT-610 SYSTEMS AND CRITICAL THINKING 3.
- This course introduces systems thinking as an approach to problem solving and a way to address future needs. Systems thinking allows students to view a problem or need from a holistic perspective rather than the individual parts. This course also incorporates concepts to promote critical thinking, creativity, and innovation.
- Learning Outcomes
- Identify systems thinking concepts applied to technology areas
 - Choose appropriate systems thinking tools to facilitate creative solutions for various technical challenges
 - Demonstrate the use of critical thinking tools to holistically develop solutions for various problems and needs
- APT-615 ETHICAL USE OF TECHNOLOGY AND DATA 3.
- In this course students will research, identify, formulate perspectives, and discuss ethical challenges in the use of technology and data. Ethical challenges investigated may include, but are not limited to: environmental impacts, privacy considerations, public safety, workplace exposure, data gathering and sharing, and intellectual property. Students analyze a range of case studies related to ethical issues in emerging technologies and data collection and use.
- Learning Outcomes
- Demonstrate understanding of the ethical implications associated with potential or emerging technologies
 - Identify the ethical concerns and risks associated with data gathering and sharing
 - Understand the obligations of professionals in terms of the ethical use of technology and data.
 - Apply ethical guidelines, policies, or regulations to analyze real world ethical challenges with the use of data and technology
- APT-620 MODELING AND SIMULATION FOR INSIGHT 3.
- Students in this course utilize modeling and simulation to enhance their skills in communications, decision-making, optimization, cause and effects analysis, and engineering economics. The course introduces deterministic and stochastic modeling techniques, as well as different simulation methodologies. Topics include problem formulation, conceptual modeling, simulation methodologies, verification and validation, design of experiments, simulation execution, and output analysis.
- Learning Outcomes
- Recognize when and where modeling and simulation should be applied to technology challenges
 - Demonstrate problem formulation and concept modeling for various problems
 - Evaluate various modeling and simulation tools for applicability to associated tasks
 - Apply modeling and simulation techniques to answer various questions
 - Analyze and provide recommendations based on results of simulation
- APT-625 HUMAN CENTERED DESIGN AND IMPLEMENTATION 3.
- This course guides students through the systematic process of identifying systems objectives from a human perspective, how to accomplish these objectives and how to bring the solution into operation. Students utilize human centered design, along with other design techniques, to bridge the gap between problem domain and the solution domain.
- Learning Outcomes
- Apply appropriate methods to translate user needs into system objectives

- Distinguish between human centered design and technology centered design methodologies
- Determine and apply the appropriate design approach for a given design challenge
- Identify interoperability, support and lifecycle issues for sample problems and real-world projects

APT-630 MANAGING AND LEADING TECHNICAL TEAMS 3.

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

Learning Outcomes

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

APT-635 EMERGING TECHNOLOGIES 3.

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

Learning Outcomes

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

APT-640 CREATIVE PROBLEM SOLVING AND DECISION MAKING 3.

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

Learning Outcomes

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

APT-695 TOPICS IN APPLIED TECHNOLOGY 3.

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

Learning Outcomes

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

DAC-650 INTERNSHIP 3.

On-the-job training in data analysis and 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 Science degree and a maximum of three credits for the graduate certificate. See senior director of graduate studies.

Prerequisite: Approved internship application.

Learning Outcomes

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

DAC-690 DIRECTED RESEARCH 3.

The directed research course is open to students enrolled in the DAC 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

DVS-600 PRINCIPLES OF DATA VISUALIZATION 3.

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

Learning Outcomes

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

DVS-615 VISUALIZING TIME AND PLACE 3.

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

Learning Outcomes

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

DVS-625 INTERACTIVE VISUALIZATIONS 3.

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

Learning Outcomes

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

DVS-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

DVS-640 ADVANCED VISUALIZATION DESIGN 3.

This course focuses on designing effective, compound data visualizations that contain information-rich graphics and multiple elements in order to tell a story or create an argument. Emphasis will be placed on static and dynamic dashboards and report card style visualizations that are often utilized in organizational and management settings. Students will gain working knowledge of R, Python, and other Cs+ languages.

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

Learning Outcomes

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

DVS-695 TOPICS IN DATA VISUALIZATION 3.

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

Learning Outcomes

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

EAM-610 PRINCIPLES OF EVALUATION DESIGN 3.

This course will examine the role of evaluations in organizations, policy-making, programmatic decision-making and fundraising. It will introduce research designs commonly employed to monitor ongoing programs and measure outcomes. The course will also address strategies for engaging stakeholders in evaluations. By the end of the course, students will be able to identify the appropriate research design for a specific evaluation need, taking into consideration financial

and logistical constraints. Students will also design logic models to guide evaluation planning.

Learning Outcomes

- Explain the importance of evaluation, assessment and monitoring
- Create and employ logic models to guide planning, implementation, management, monitoring and evaluation of projects
- Describe different kinds of experimental, quasi-experimental, non-experimental and mixed methods designs used in evaluation research
- Identify the strengths and limitations of different kinds of research designs and methodological approaches
- Select the appropriate designs for specific project needs and constraints

EAM-620 DATA COLLECTION 3.

This course prepares students to use both quantitative and qualitative research methods, and will address how, when, and why different methods are deployed. In this course, students will learn about quantitative and qualitative data collection methods, sampling strategies for quantitative research, how to design effective survey questions, conduct focus groups and in-depth interviews, understand the role of sample size, select categories of quantitative variables, and assess the reliability and validity of their measurement tools.

Learning Outcomes

- Write specific objectives and measurable research questions
- Identify the appropriate research methods to address specific research questions
- Create sampling strategies and recruitment plans for qualitative and quantitative research based on underlying assumptions
- Develop and practice using data collection instruments for surveys, in-depth interviews, and focus groups
- Apply principles of human subject research ethics to evaluation methods

EAM-630 DATA ANALYSIS 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

EAM-695 TOPICS IN EVALUATION AND ASSESSMENT 3.

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

Learning Outcomes

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

GRD-601 INTRODUCTION TO GRADUATE STUDIES 1.

This 7-week course introduces new students to the standards and expectations of graduate studies at Agnes Scott and helps build a supportive intellectual community. Through writing intensive practices, students reflect and build on their strengths as writers, scholars, and professionals. They learn about and apply analytical writing and research skills, time management skills, and strategies for personal wellbeing. Students also learn about ways in which they can most effectively plan their program of study. They are introduced to campus support services and resources.

Learning Outcomes

- Understand the curricular and administrative requirements and expectations for their program of study
- Understand the basic principles of academic theory and research and how they can be applied in professional contexts
- Learn techniques for generating written work in any genre and developing ideas and arguments through writing
- Build confidence in their readiness for graduate level work and enthusiasm for their program of study

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-602 FOUNDATIONS OF PUBLIC HEALTH

This course provides a graduate level introduction to public health, and prepares students to interpret, critically assess, and effectively communicate epidemiological data. The course introduces students to the core functions and essential services of public health, and to the basic principle and methods of epidemiology. Students will learn about evidence-based public health, and about evolving approaches to public health practice and healthcare delivery.

- Explain the importance of health communications for each of the main subdisciplines of public health (Biostatistics, Epidemiology, Behavioral Science and Health Education, Health Management and Policy, Environmental Health, and Global Health), using both contemporary and historical examples
- Discuss the relevance of the core functions and essential services of public health

- Explain the difference between primary, secondary and tertiary prevention, and provide examples to illustrate each
- Interpret and explain basic statistics used in public health
- Describe the most commonly used study designs in public health research, and discuss the applications, strengths and limitations of each

MDS-603 HEALTH COMMUNICATION METHODS

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.

- 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-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.

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-612 MOLECULAR BIOLOGY AND GENETICS WITH LAB

4.

Students will learn and apply the concepts in classical and molecular genetics including the concepts of gene function, gene replication, transcription and translation. Additionally, this class will cover the molecular basis of genetic functions, mutations, Mendelian genetics, cellular function, and developmental genetics. Through the course lecture, group work, and assigned article readings, students will learn how to apply recent advances in biotechnology (including genomics, genetic engineering technology, CRISPR, and mRNA based vaccines) to solve experimental design challenges. Registration is limited by program of study.

Learning Outcomes

- Understand how genetic information in prokaryotic and eukaryotic organisms is organized, expressed, and regulated
- Acquire and apply knowledge about the methods used to study genetics
- Understand a link between bioinformatics and laboratory-based experiments

- Develop an understanding of how molecular genetics can be used in applied biotechnology
- Design experimental solutions to common problems occurring in basic and applied molecular genetic research

MDS-614 BIostatISTICS 3.

This course will explore statistical methods and principles necessary for understanding and interpreting data used in medical sciences and medical policy formation. Course topics include descriptive statistics, graphical data summary, sampling, statistical comparison of groups, correlation, and regression. This course will include lecture, group discussions, critical reading of published research, analysis of data as well as case studies to discuss problems and applications of biostatistics. The course will conclude with a survey of areas of current biostatistical research approaches. Recommended co-requisite: GRD-602.

Learning Outcomes

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

MDS-620 ANATOMY AND PHYSIOLOGY I WITH LAB 4.

This course and lab covers human anatomy and physiology from an integrative perspective. Students learn the structure and function of the integument, skeletal, muscular, and nervous system during the semesters, from the cellular to the organismal level. In addition, the course covers disease pathology as it relates to these systems and bioethics. Registration is limited by program of study.

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
- Interpret and understand primary medical science literature related to the themes of the course
- Relate concepts in general biology to complex biological systems
- Discuss the importance of ethics in medical sciences

MDS-624 PROFESSIONAL SUCCESS IN MEDICINE AND HEALTH 2.

The course prepares students to succeed professionally in medical school and other health professions, starting with a successful application, and continuing through a meaningful career. Course topics include personal statements and interviewing, leadership in medicine and health, and personal leadership assessments to support student reflection. Guest speakers, including alumni who are doctors and/or other healthcare professionals, will attend sessions to offer insight into the health professions and navigating the medical and health professions. Registration is limited by program of study.

Learning Outcomes

- Produce a portfolio of written documents that reflects professional accomplishments and describes one's academic and clinical experiences
- Communicate effectively about one's own academic and professional experiences with diverse audiences
- Demonstrate knowledge of personal strengths and attributes and how those strengths apply to the health professions

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-630 ANATOMY AND PHYSIOLOGY II WITH LAB 4.

This course is a continuation of Anatomy and Physiology I, covering human anatomy and physiology from an integrative perspective. Students learn the structure and function of the endocrine, circulatory, respiratory, lymphatic, 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 and bioethics. Registration is limited by program of study. Prerequisite: MDS-620 Anatomy and Physiology I with Lab

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
- Interpret and understand primary medical science literature related to the themes of the course
- Relate concepts in general biology to more complex biological systems
- Discuss the importance of ethics in medical sciences

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.

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 Krebs's Cycle, and lipid metabolism

MDS-660 CLINICAL PRACTICUM 4, 6, OR 8.

This course provides students with the opportunity to gain practical experience in clinical settings

that involve direct patient care. In addition to direct clinical practicum hours, course content includes assignments related to topics such as ethical decision-making; patient-provider communication; diversity, equity and inclusion in healthcare; working on treatment teams, in addition to assignments for students to reflect on their clinical experiences.

Note: Students registering for 6 or 8 credits (instead of the standard 4), are required to meet with the instructor before the first week of classes to agree on a supplemental syllabus of additional assignments meriting the additional credit hours. Registration is limited by program of study.

Prerequisite: Approved internship application.

Learning Outcomes

- Apply knowledge from coursework to clinical settings
- Demonstrate knowledge of various health professions and how practitioners work together to provide patient care
- Assess one's own role in the clinical experience, including diversity and communication

MDS-690 DIRECTED RESEARCH 3.

The directed research course is open to students enrolled in the MDS 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. Registration is limited by program of study.

Prerequisite: Approved directed research proposal.

Learning Outcomes

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

CMC-610 COUNSELING THEORIES I 3.

This course will provide an overview of the basic concepts, history, process of psychotherapy, mechanisms of change, and applications of the major schools of counseling and psychotherapy. Learners will focus on the integration of theory as it relates 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 thoroughly examine current trends and pressing questions in the practice of counseling. Registration is limited by program of study.

Learning Outcomes

- Evaluate the major theories of counseling and psychotherapy through a critical examination of the socio-historical contexts
- Compare and contrast the various theories in relation to the diverse populations that receive counseling services
- Identify the multicultural competencies and multicultural counseling components in relation to counseling theories
- Describe the dialectic between theories of personality and development, and the practices of counseling and psychotherapy
- Demonstrate theory-based counseling skills and techniques

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

This graduate course is designed to introduce learners to the profession of mental health counseling and to support their professional development. Learners will gain foundational knowledge of all facets of the professional duties and responsibilities of mental health counselors including: roles, organizational structures, ethics, standards, and credentialing. Learners will engage in a variety of activities designed to apply course content and achieve the learning outcomes. Examples of learning activities include in-class quick writes, ethical dilemmas, case

studies, role-plays, 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 personal and professional self-evaluation and self-care strategies appropriate to a counselor's role and responsibilities

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. More specifically, the course will introduce the dynamic and fluid nature of cultural influences on human behavior and emphasize the importance of self-reflection for helping professionals. 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 such as: lifespan development, abnormal behavior and mental health, self-concept, emotion, motivation, learning, intelligence, perception, memory, communication, social cognition, and social behavior. 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 better equipped to interact with clients and stakeholders from a global perspective. Course content will highlight cross-cultural research and methodology. Registration is limited by program of study.

Learning Outcomes

- To understand the major theories in counseling and their origins and how they relate to their own cultural identity and worldview
- To explore and understand how cultural background, self-identity, self-esteem and worldview influence the counseling dynamic and the role of the
- To develop and apply basic counseling skills (e.g., questioning, encouraging, paraphrasing, and summarizing)
- To understand the impact of the counselor-client relationship and the role of personal and social responsibility
- To develop culturally sensitive interviewing and counseling skills for individuals of culturally diverse backgrounds (i.e., race, ethnicity, social class, religion, disability, sexual orientation, etc.)

CMC-616 INDIVIDUAL APPRAISAL AND ASSESSMENT 3.

This course is designed to provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society. Comprehension and application of basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, inventory methods, psychological testing, and behavioral observations are examined. Learners will discuss the social and cultural factors related to the assessment and evaluation of

individuals, groups, and specific populations. Identifications of applicable ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling will be evaluated. Registration is limited by program of study.

Learning Outcomes

- Identify historical perspectives of the nature and meaning of assessment
- Explain basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations
- Apply statistical concepts including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
- Explain and evaluate reliability and validity in terms of theory of measurement error, models of reliability and validity, and the relationship between reliability and validity
- Identify how age, race, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other social and cultural factors relate to the assessment and evaluation of individuals, groups, and specific populations

CMC-620 PRINCIPLES AND TECHNIQUES OF COUNSELING 3.

This course is the first part of a yearlong sequence designed to introduce mental health counseling students to the clinical skills relevant to beginning practice in the field. Both the course material and lab experience will contribute to meeting practicum requirements for licensure as licensed professional counselor in Georgia. Registration is limited by program of study.

Learning Outcomes

- Examine the nature of the counseling relationship
- Describe, understand, and apply the major foundational ideas in counseling
- Learn specific counseling skills and practice their application
- 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-622 COUNSELING THEORIES II 3.

The ability to interact and work successfully with others in society begins with an understanding of where we, ourselves, stand with regard to complex social issues such as racism, classism, sexism, disability, and other human rights issues. The broader goal of the practicum experience is fostering personal growth, deepening critical consciousness, engaging in lifelong learning and social change. This course will provide learners with the opportunity to increase understanding of themselves and their impact on others. Course activities will be designed to facilitate growth in specific counseling skills, case conceptualization skills, self-awareness, and professional development. Learners will engage in activities including: role plays, case presentations, professional self-assessment, and peer consultation. Registration is limited by program of study.

Learning Outcomes

- Develop your basic counseling and interviewing skills with individuals
- Develop a structure for counseling sessions to build a helping relationship
- Keep progress notes for all individual counseling sessions in accordance with the site requirements
- Observe and co-lead group based counseling sessions

- Engage in at least one consultation experience, when possible. Consultations may include: caretaker/parent consultation, consultation with systems (e.g., mental health agencies or school personnel), or formal peer review

CMC-624 ADVANCED PSYCHOPATHOLOGY: ASSESSMENT, DIAGNOSIS & TREATMENT 3.

This course provides students with a basic understanding of abnormal human behavior by examining an overview of psychiatric disorders. Students will examine the history, theories, models and classification of mental disorders and approaches to their treatment. The course familiarizes learners with vocabulary and diagnostic categories currently in use, using the DSM-V. Topics will cover the mental health profession and relevant legal, social and theoretical issues. Advanced Psychopathology will assist learners in the classification of abnormal behavior. Registration is limited by program of study.

Learning Outcomes

- Discuss the historical context of abnormal behavior and identify methods of assessing and classifying abnormal behavior psychology
- Identify the causal factors involved in abnormal psychological disorders
- Identify physical disorders related to psychological stress factors
- Identify some of the categories of psychological disorders as delineated in DSM-V
- Explain the therapies used in the treatment of mental disorders and society's response to maladaptive behavior

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

This is an advanced seminar focusing 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; the focus will be on providing students with an opportunity to learn about the identity of mental health counselor and the expected roles and responsibilities. A major objective of this course is for students to learn how to critically think about the ethical principles and guidelines within mental health counseling. In addition, students will learn about certification and licensing, accreditation, professional identity, the history of mental health counseling, and future developments. Registration is limited by program of study.

Learning Outcomes

- Review the fundamentals of ethics theory from philosophical and psychological perspectives
- Develop a thorough knowledge of ethical issues in science and practice
- Understand the complex relationship between legal regulations and ethical practice
- Learn about the ways in which diversity and multicultural competencies relate to professional practice and ethical practice

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. Registration is limited by program of study.

Learning Outcomes

- Describe the relevance and usefulness of group work to the counseling profession
- Explain theories of group counseling and group work, including commonalities, 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 stage theories, and group members' roles and behaviors
- Describe factors to consider when developing, conducting, and evaluating groups, including characteristics of group members, group counseling methods, group counselor orientations and behaviors, settings and criteria and methods of evaluation

CMC-634 CRISIS, TRAUMA & GRIEF COUNSELING: IMPACT, INTERVENTION & MANAGEMENT 3.

The course is designed to provide students with knowledge of and competencies in trauma and crisis counseling in urban and multicultural contexts in school based settings. We specifically investigate ecological, developmental, and social variables that impact ethnic minority and low-income communities and their experience of trauma. 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 intervention models and strategies will be discussed for various forms of crisis and trauma. These include the use of cultural-ecological crisis assessment and intervention models for school and community based settings. The main priority in this course is to (1) help you develop cultural sensitivity in trauma and crisis counseling; (2) address multicultural issues as relevant to stress and trauma, (3) become competent in basic crisis intervention skills, techniques, and models, (4) develop a knowledge base of the various types of trauma and how to effectively counsel in crisis situations, (5) understand the functions of the body in response and treatment to trauma, and (6) understand and appreciate ecological, social, biological, and cultural factors associated with experiences of trauma and crises. Registration is limited by program of study.

Learning Outcomes

- Knowledge of key concepts related to theories associated with conceptualizing trauma and crisis
- Knowledge of nature and types of trauma/crisis
- Knowledge of intervention models in urban and multicultural settings
- Knowledge of psychosocial factors associated with trauma response (e.g., age, ability, gender, cultural and racial identities, class, and spirituality/religious faith)
- Knowledge of cognitive, affective, behavioral, and neurological factors associated with trauma

CMC-636 ADDICTIONS AND SUBSTANCE USE 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. Learners will acquire knowledge about prevention strategies, relapse prevention strategies, treatment planning, and 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. Learners will develop an ability to critique current research 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.

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 lifespan developmental theory and its practical application for counselors. An overview of the psychological, biological, ethnic, cultural, socioeconomic, and environmental factors that influence the growth and development through the lifespan will be provided. Counseling strategies and interventions based on lifespan developmental theory to meet the personal, social, and academic needs of students will be included. Registration is limited by program of study.

Learning Outcomes

- Articulate and critique major developmental theories throughout the lifespan
- Understand human growth and development across the lifespan, including normal and abnormal development and developmental crises
- Develop a strength-based psychological perspective and advocate towards the development of resilience among children, adolescents and across the lifespan
- Have knowledge of counseling strategies for assessing and addressing developmental needs of individuals within a multicultural and ecological context)
- Understand developmental stages in the context of cultural differences and be able to apply that understanding to counseling youth, individuals, and family systems

CMC-644 RESEARCH AND PROGRAM EVALUATION 3.

This course is an introduction to research and program evaluation. The course will offer an overview of quantitative and qualitative research methods used in the field of counseling, including basic research designs, methods of participants recruitment and data collection, consent, and ethical issues. Course content will include basic statistics, which will allow students to become skilled and informed consumers of published research to inform practice in various settings. The course will also focus on the process of conducting research in the field of counseling in accordance with ethical guidelines and standards of 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 LIFESPAN AND CAREER DEVELOPMENT ASSESSMENT 3.

In this course, learners will examine career development from various theoretical standpoints, the relationship between theory and practice, and how these come together in the day-to-day tasks and responsibilities of the career counselor. 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 lifestyle development across the lifespan. The course will also critically examine traditional career development theories, as well as major career assessment and occupation information systems. An overview of components and evaluation of career counseling interventions and programs in schools, work, and community settings will also be provided. Registration is limited by program of study.

Learning Outcomes

- Explain theories and models of career planning and development, counseling, and decision-making, including commonalities, and distinguishing characteristics
- Explain the interrelationships among and between factors such as culture, gender, work, mental well-being, relationships, and other life roles and as related to career and lifestyle development over the lifespan
- Identify and synthesize 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 use relevant instruments, techniques, and technologies for assessing abilities, interests, values, personality, and other factors that contribute to career and lifestyle development for diverse populations
- Identify and apply evidence-based career counseling processes and techniques to facilitate individual skill development for career, educational, and life-work planning and management, including those applicable to specific populations

CMC-650 INTERNSHIP IN MENTAL HEALTH COUNSELING I

3.

Internship in Mental Health Counseling I is designed to introduce students to specific issues of clinical importance frequently encountered in counseling practice. Specific topics will be discussed in class/lecture format followed by practice/discussion sessions. Experienced guest lecturers with expertise in various areas of clinical practice will provide information on clinical interventions for certain special populations, which will help you prepare for practice in the field. Both course material and lab experience will contribute to meeting internship requirements for licensure as a Licensed Professional Counselor in Georgia.

Prerequisite: Approved internship application.

Learning Outcomes

- Review professional issues in mental health counseling, including foundations of the counseling field, licensure requirements, issues of professional development, membership in professional organizations, and strategies for self-care
- Trace the history and impact of managed care on clinical practice
- Discuss and practice skills related to intake process, diagnosis, clinical documentation, and treatment planning
- Discuss issues related to evidence-based practice and its impact on assessment and intervention
- Study psychopharmacological interventions and implications for diagnosis and treatment

CMC-660 COUNSELING PRACTICUM

3.

This course will link the theoretical foundations and perspectives of counseling theory (obtained in Counseling Theories I) to their application in the practice of counseling. Learners will use their knowledge of the principles and history of modern counseling theories to understand the use of such theories with the counseling profession. 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.

Prerequisite: Permission of director.

Learning Outcomes

- Learn and demonstrate an understanding of counseling skills corresponding to theories and models reviewed
- Demonstrate attentiveness to the biopsychosocial, emotional, and spiritual concerns of clients in therapy

- Demonstrate an ability to facilitate a client's experience and understanding of the counseling process
- Develop an understanding and appreciation of clients' individual and cultural identity as it relates to the counseling process
- Articulate an understanding of counseling models that inform the student's own professional development as a counselor

CMC-670 INTERNSHIP IN MENTAL HEALTH COUNSELING II 3.

This seminar is designed to complement the second year master's student internship placement by providing each student with the opportunity to explore his/her experiences as a beginning mental health counselor. The course seeks to foster students' professional and personal development as a beginning counselor through the discussion of clinical and professional issues that gain prominence through the course of the internship experience and simultaneously learn the value of peer supervision. This will be achieved through class discussions, assigned readings and case presentations and by providing students the opportunity to discuss their experiences with peers in an atmosphere of mutual respect and support. Students are encouraged to consider various theoretical models in their work toward integrating theory, research, and practice, to explore various issues related to sociocultural diversity and social justice as it relates to practice. Prerequisite: Approved internship application.

Learning Outcomes

- To introduce students to the practical application of the counseling skills and theories introduced in more didactic coursework
- To provide an opportunity for students to begin to develop their own unique style of counseling and gain a greater sense of their identity as a counselor
- To provide opportunities for students to experience the many dynamic elements of a counseling relationship; e.g., transference, countertransference, projection, projective identification and establishing and maintaining boundaries
- To provide opportunities for counselors to reflect upon issues of diversity within the counseling relationship and work from a multicultural perspective
- To encourage students to continually think about, appreciate and use their own reactions, feelings, thoughts and emotions (i.e., countertransference) that come up during a counseling session to provide a framework for further understanding their clients' issues

CMC-652 PSYCHOPHARMACOLOGY & BIOLOGICAL BASES OF BEHAVIOR 3.

This course will use a biopsychosocial to examine the history and use of psychopharmacology in the treatment of mental disorders. Content will provide an overview of neurobiology in an effort to highlight the mechanisms of action of psychotropic medications. Commonly prescribed psychotropic medications in the field of mental health and clinical practice and the role of working with medical professionals in the interdisciplinary treatment of mental health issues will be covered. The course will also offer information related to medication side effects, guidelines for client referral for medication evaluation, and recommendations for communicating with physicians, psychiatrists, and other medical professionals. Registration is limited by program of study.

Learning Outcomes

- Understand the fundamentals of neurophysiology it relates to psychotropic medications
- Summarize major categories of psychotropic drugs, their rationale for use, mechanisms of action, common side effects, and drug interactions
- Explain the process and techniques of referring clients for medication evaluation or re-evaluation, and strategies for working collaboratively with other professionals
- Identify research and provide basic education to clients about psychotropic medications

- Explain the synthesis of psychopharmacology and psychological therapies in the care of the patient
- Articulate ethical considerations in current pharmacological treatment of mental health patients

CMC-654 COUNSELING CHILDREN & ADOLESCENTS 3.

This course will provide an overview of the major theories in the field of clinical mental health counseling and their application to counseling with children and adolescents.

Cognitive-behavioral, multicultural, feminist, psychodynamic, behavioral, and humanistic theoretical orientations will be introduced. The course will also provide an overview of the practical application of counseling theories when working with clients across the lifespan. Emphasis will be placed on approaches and skills that are integral to contemporary, multicultural, urban, and low-income settings. 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.

Learning Outcomes

- Examine historical and cultural views of behavior in children and relate these perceptions to diagnostic problem description and intervention
- Become familiar with various assessment instruments and procedures related to working with children
- Discuss several different theoretical perspectives on psychological disorders among children and adolescents
- Develop a repertoire of therapy interventions and demonstrate ability to use them in vivo with children and adolescents
- Learn how to select various skills and techniques from different theoretical orientations to accommodate and build relationships with diverse youth

CMC-655 COUPLE & FAMILY COUNSELING 3.

This course will present general systems theory and theories and models of couple and family systems. Emphasis is placed on relational and participatory (capacity-building) couple and family-centered practices that promote, support, and enhance couples' and family members' competence and confidence in various aspects of their lives. Learners will explore how characteristics of systems can influence couple and family interactions and functioning across the lifespan. Learners will gain knowledge in culturally-responsive assessment techniques and intervention strategies used in couple and family counseling. The course will provide the opportunity to build a strong theoretical foundation, allowing for the application to couple and family counseling. To this end, learners will engage in activities related to family and couple assessment, intervention planning, and the development of their own approach to couple and family therapy. Registration is limited by program of study.

Learning Outcomes

- Describe the theory and practice of systems theory relative to couple and family counseling
- 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
- Describe the professional, ethical, legal, and cross-cultural issues related to practicing couple and family therapy

CMC-656 MENTAL HEALTH CONSEQUENCES OF EXPERIENCES OF DISCRIMINATION 3.

The course will provide an overview of the theoretical perspectives, research methods, empirical findings, and practical applications of the clinical, cognitive, psychological, and social consequences of experiences of prejudice and discrimination in society. The course will feature research and scholarship that highlights theories of prejudice and discrimination as they relate to 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 groups. The course will feature strategies for the assessment and treatment of experiences of discrimination and their mental health impact. Registration is limited by program of study.

Learning Outcomes

- Articulate theoretical models related to experiences of prejudice and discrimination across the human experience
- Summarize, interpret and apply results from research studies highlighting the mental health consequences of experiences of discrimination
- Identify and critique clinical tools used in the assessment of the psychological and health consequences of experiences of discrimination
- Articulate development of treatment plans focused on addressing the mental health consequences of race, gender, sexual, class, and other forms of cultural discrimination

CMC-658 WOMEN & MENTAL HEALTH

3.

This course will provide an overview of how gender, as a social construct, influences cognitions and behavior. Learners will also examine how gender-biases may affect the therapeutic relationship between client and counselor/therapist. Research and scholarship highlighting the prevalence of gender biases in clinical practices such as, diagnosis, assessment, and definitions of typical or “normative” behavior, will be offered. An overview of feminist therapeutic models will be provided to inform considerations for engaging the mental health treatment of women. Principles, interventions, and therapeutic goals embodying feminist counseling practice will be introduced. Registration is limited by program of study.

Learning Outcomes

- Demonstrate an understanding of the key factors that inform current practice and future directions of professional counseling with women clients
- Articulate how sex and gender influence cognitive scripts and behaviors
- Describe the historical context and define different types of feminist counseling models
- Articulate the role of gender biases in mental health diagnosis, assessment, and clinical practice
- Demonstrate an understanding of interventions, therapy goals, and ethical considerations within the context of feminist counseling therapy and practice

SOI-600 SOCIAL INNOVATION PRINCIPLES

3.

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

Learning Outcomes

- Examine the challenges and rewards of entrepreneurship and management in creating and developing social ventures

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

SOI-610 FOUNDATIONS OF SOCIAL POLICY 3.

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

Learning Outcomes

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

SOI-615 COMMUNITY ECONOMIC DEVELOPMENT 3.

Students will learn the different forms of development (public, private, and cross-sector) and their benefits and trade-offs for addressing the social, economic, and socioeconomic needs of communities and neighborhoods. Students will also learn about community economic development practices in various geographical contexts (urban and rural communities within domestic and global contexts).

Learning Outcomes

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

SOI-620 FUNDING AND INVESTING IN SOCIAL VENTURES 3.

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

Learning Outcomes

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

SOI-625 ENTREPRENEURIAL LEADERSHIP AND ETHICS 3.

Most successful entrepreneurs learn quickly the importance of influencing others to support their ideas and to help shepherd those ideas into operational ventures. In this course, students will

explore the traditional and modern theories of leadership, what entrepreneurial leadership means from an ethical and social responsibility perspective, how to instill trust and commitment from others (both within and outside the venture), and the processes and outcomes of ethical decision making within entrepreneurial workspaces.

Learning Outcomes

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

SOI-635 NONPROFIT MANAGEMENT AND PHILANTHROPY 3.

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

Learning Outcomes

- Describe contemporary issues in the nonprofit sector and the frameworks for addressing these challenges
- Analyze nonprofit organizations' growing social needs amidst resource constraints
- Explain theories of nonprofit management and philanthropic leadership
- Examine ethical dilemmas in non-profit sector

SOI-650 INTERNSHIP 3.

On-the-job training in social innovation through approved field work sites. Interns complete related course work with a faculty supervisor. See senior director of graduate studies.

Prerequisite: Approved internship application.

Learning Outcomes

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

SOI-660 SOCIAL INNOVATION PRACTICUM 3.

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

Prerequisite: Permission of director.

Learning Outcomes

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

SOI-690 DIRECTED RESEARCH 3.

The directed research course is open to students enrolled in the SOI 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

TLM-650 INTERNSHIP 3.

On-the-job training in technology leadership and management through approved field work sites. Interns complete related course work with a faculty supervisor. See senior director of graduate studies.

Prerequisite: Approved internship application.

Learning Outcomes

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

TLM-690 DIRECTED RESEARCH 3.

The directed research course is open to students enrolled in the TLM 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-610 CONTENT STRATEGY AND DIGITAL PORTFOLIO DESIGN 3

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

Learning Outcomes

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

WDC-612 CREATIVE WRITING IN THE DIGITAL AGE 3.

This course explores traditional genres of creative writing—poetry, fiction, creative nonfiction, and dramatic writing—as well as crossgenre, multigenre, and experimental forms— as they are

embodied in or augmented by digital media. Students will seek an expanded understanding of text and of genre as they analyze and practice creative writing. The course emphasizes deep revision, line-editing, oral interpretation, and multimodal presentation of final work.

Learning Outcomes

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

WDC-614 GRANT AND PROPOSAL WRITING 3.

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

Learning Outcomes

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

WDC-615 THE CRAFT OF ANALYTICAL WRITING 3.

In this workshop-style course, students will hone the writing and speaking skills necessary for success in their academic and professional careers. Reading assignments will focus on developing sophisticated critical analysis and argumentation skills adaptable for different purposes and audiences. Writing assignments will focus on developing clear, persuasive prose at the sentence, paragraph, and essay levels, culminating in drafting and revising an original research paper, which students will adapt for a 10-15 minute oral presentation.

Learning Outcomes

- Students will enhance their ability to invent, arrange, and deliver effective and ethical arguments for academic and professional audiences
- Identify and adapt to the generic conventions of distinct academic and professional contexts
- Produce a research report
- Adapt a written research paper for delivery in a persuasive oral presentation
- Develop greater grammatical competence

WDC-618 TECHNOLOGIES OF SOCIAL CHANGE 3.

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

Learning Outcomes

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

WDC-620 DEVELOPING CONTENT FOR THE WEB AND SOCIAL MEDIA 3.

This course covers principles of writing, editing, and developing multimedia content for the

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

Learning Outcomes

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

WDC-622 DIGITAL STORYTELLING 3.

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

Learning Outcomes

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

WDC-624 TRANSMEDIA STORYTELLING 3.

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

Learning Outcomes

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

WDC-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.

Through case studies of communication practices spanning public health, political, and crisis communication, advertising, public relations, and propaganda, this course illuminates major theoretical perspectives and concepts related to persuasion in the digital age. Students will become familiar with qualitative and quantitative approaches to persuasion and will explore the opportunities, limitations, and ethical implications of persuasive communication by developing

original content for a digital media campaign.

Learning Outcomes

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

WDC-630 VISUAL THINKING AND WEB DESIGN 3.

Students will learn to expand their digital design skills to resolve visual problems, implementing line, texture, color, spatial illusion, materiality, compositional frameworks, and subject matter. Emphasis is on the design process and conceptual development relating to web and mobile platforms. This course equips students with a working knowledge of industry-standard creative software and Cascading Style Sheets and acquaints them with principles of accessibility and UX.

Learning Outcomes

- Identify and analyze key concepts and principles of visual design
- Assess the technical and stylistic needs of a given project, depending on purpose, platform, accessibility, and audience
- Evaluate meanings of visual images and sequences
- Demonstrate advanced proficiency in relevant software programs
- Utilize the principles of accessible digital design to design a responsive web page and create it using Cascading Style Sheets

WDC-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 senior director of graduate studies.

Prerequisite: Approved internship application.

Learning Outcomes

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

WDC-670 DIGITAL MEDIA PRODUCTION 3.

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

Learning Outcomes

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

WDC-6xx 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 extradiscursive 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-690 DIRECTED RESEARCH 3.

The directed research course is open to students enrolled in the WDC Master of Arts program who

have demonstrated a level of mastery that prepares them for research. In this course a student and a faculty instructor work together to determine the topic, direction, and requirements of the research and an independent final project.

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 both the master's degree and graduate certificate in Writing and Digital Communication.

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 senior director of graduate studies, students will be registered automatically in the Portfolio Capstone by the Office of Graduate Advising.

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

Academic Success Resources

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

The Office of Graduate Advising is led by the senior director for graduate studies, and reports to the associate vice president and dean for graduate studies. The Office is responsible for ensuring all academic standards and policies are followed. All forms related to a student's academic program or to the student's status at the college are available electronically. The office maintains the official records of graduate and post-baccalaureate students, from application to program completion.

Academic Advising

All graduate and post-baccalaureate students have access to individualized academic, professional and career advising.

The senior director of graduate studies leads a dedicated academic advising team that supports all graduate and post-baccalaureate students in planning and completing their academic course of study. The senior director oversees the administration of the policies in this catalog, and has approval authority on academic policies established by the faculty and associate vice president and dean for graduate studies. The senior director collaborates with faculty directors, faculty advisors, the director of health professions advising and partnerships, graduate and post-baccalaureate advisors, and career coaches to prepare students for professional success and develop their leadership abilities.

All graduate and post-baccalaureate students should meet with the senior director regarding questions about program requirements, campus resources and policies referenced in this catalog, including requesting a leave of absence or withdrawing from their program.

Post-baccalaureate students and graduate students in the medical sciences and clinical mental health counseling programs may only add or drop a course with permission from the senior director of graduate studies. The director will consult the appropriate faculty director as needed.

All graduate and post-baccalaureate students are also assigned a faculty advisor, who provides subject matter expertise and supports success in demonstrating mastery of the learning outcomes and competencies required for students entering medical and health professions programs or professional development and advancement within a career sector. 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 academic content.

Health Professions Advising

Our talented team of health professions advisors supports post-baccalaureate and medical sciences students during their program. The team stays abreast of current practices in medical school admissions, and the admissions process to other health professions programs. The director of health advising and partnerships administers the linkage programs, implements the committee letter process and administers the clinical practicum experience for pre-medical and pre-health students. The health advising team also includes a graduate and post-baccalaureate advisor and clinical practicum specialist who are supported by the senior director of graduate studies.

All pre-medical and medical sciences students are required to attend at least one workshop in the professional success in medicine series prior to scheduling an appointment with the graduate and post-baccalaureate advisor. During the second semester, 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 director of health professions advising and partnerships, who will guide students through the application cycle.

All pre-allied health students should begin meeting individually with the director of health professions advising and partnerships upon matriculation to the program. The director counsels students on preparation for the varied professional school application timeline and ways to improve their applications to health profession programs.

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 program includes formalized test preparation for enrolled students, through Princeton Review, 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 123 hours of instruction, as well as preparatory books and materials. The preparation courses begin in December, after fall finals, and run through the spring semester. Test preparation benefits are non-transferrable to other individuals. Students may choose one test preparation pathway to see through to completion and cannot combine test preparation tracks. Students must be in good academic standing and complete a minimum of five courses for eligibility of test preparation benefits.

Committee Letter Policy

A unique feature of Agnes Scott's post-baccalaureate pre-medical accelerated, pre-medical flex, pre-allied health programs and Master of Science in medical sciences program is that every student has the opportunity to merit a committee letter. The director of health professions advising and partnerships compiles recommendations from faculty and the program director before authoring a formal committee letter for applications (including students pursuing allopathic medicine, osteopathic medicine, dental medicine, veterinary medicine, and physician assistant programs, among others) of each student meeting requirements.

Committee letters from Agnes Scott are detailed, holistic accounts of the student's academic preparation for a health professions program as well as relevant professional experiences and personal attributes indicative of future success. Averaging 10 pages in length, each committee letter also includes the original letters submitted by recommenders in their entirety. Students are responsible for meeting all stated deadlines, requesting letters of recommendation from faculty or external references, and providing additional information as requested by the director.

The director of health professions advising and partnerships leads the committee letter process, including preparing personalized committee letters for students who meet qualifications. To qualify, a minimum of 28 credit hours must be taken in residence for a student to be considered for a medical school committee letter from Agnes Scott. The student must also have above a 3.500 GPA earned at Agnes Scott at the time of requesting a committee letter. If a student drops below 3.500 GPA after requesting a committee letter, the student will no longer be eligible for a committee letter. This committee letter service is only available up to two years after the student's completion of the program; if it has been more than two years since completion, the student must utilize individual letters of recommendation, rather than a committee letter. Committee letters are not provided for students who have violated academic or community standards, as determined by the Graduate Honor

Council and/or Judicial Review Committee.

For students who earn below a 3.500 GPA during the program, a letter packet will be utilized for their professional school application in lieu of the committee letter. This letter packet service is only available up to two years after the student's completion of the program; if it has been more than two years since completion the student must utilize individual letters of recommendation, rather than a letter packet. Letter packets are not provided for students who have violated academic or community standards, as determined by the Graduate Honor Council and/or Judicial Review Committee.

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](https://www.agnes-scott.edu/academicadvising/accessible-education).

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.

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.

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
- Technology, Business, Media and Communications careers
- Government, Education and International Relations careers
- Nonprofits and Arts careers

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. OICD also collaborates with the Office of Graduate Advising and other campus teams to host at least one general professional development speaker/workshop each semester. Prior topics have included Negotiation, Likeability, The 8th Deadly Career Sin, and Adaptive Leadership.

Alum Network: Graduate students are welcomed into the very 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.

Internships: Early Career Launchers and Career Changers often find internship experiences useful to their professional growth and career knowledge. 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.

Campus Facilities

Bullock Science Center

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

Buttrick Hall

Buttrick Hall is the home to the Office of Graduate Admission, the Office of Graduate Advising, the Office of Internship and Career Development, and the Office of Accessible Education, along with the Offices of the Vice President for Academic Affairs and Dean of the College and the Vice President for Business and Finance. The building was named for Wallace Buttrick, former president of the General Education Board of New York and a friend of the college.

Campbell Hall

Campbell Hall completed its full renovation in 2014 as a 21st-century living and learning community, with centers for writing, speaking, mathematics, and science. Named for John Bulow Campbell, the building originally housed classrooms and laboratories for biology, chemistry, and physics. It now includes classrooms, learning centers, and gathering spaces, in addition to undergraduate dormitories.

Graduate and Post-Baccalaureate Student Lounges

Graduate and post-baccalaureate students have keycard access to two lounges. Centrally located in McCain Library and Bullock Science Center, the lounges provide dedicated places to study or meet with other graduate and post-baccalaureate students.

McCain Library

The James Ross McCain Library combines strong collections, individual attention, inviting study spaces, and advanced technology to meet the learning, research, teaching, and personal development needs of our students, faculty, and staff. Built in 1936, the architecturally distinguished McCain Library reopened in 2001 following total renovation and major expansion. Features include 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. 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 hours and 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).

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, journals, documentaries, popular DVDs, and 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 395 [research databases](#); 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 both in McCain or 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. Research databases offer access to full-text articles, periodical indexes in major academic areas, primary sources, and reference 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 interlibrary loan, 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. For access to public library resources, Agnes Scott students may obtain a card with proof of a DeKalb County mailing address at the Decatur Public Library about three blocks from campus (215 Sycamore Street in Decatur).

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.

Many unusual primary sources and archival items related to the history of the college are housed on Floor 2 in The Betty Pope Scott Noble '44 College Heritage Center. This small museum is

open at set times during the academic year and by appointment for researchers. Digitized yearbooks, historical reports, student newspapers, and alumnae magazines are accessible online from the [LibGuide](#) for McCain Library Special Collections and Archives.

Information Technology

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

- A combination of wireless and wired-network technologies are employed throughout campus.
- 544 networked computers and 32 multi-function print/copy/scan devices are located across campus for faculty, staff, and student use.
- Access to online services and resources available through the campus network include: the course management system, 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 in the evenings and on Saturdays by reaching the ITS helpdesk at itshelp@agnesscott.edu.

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. At least one CWS tutor is a graduate student, although graduate and post-baccalaureate students may meet with any learning assistant.

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

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

Center for Digital and Visual Literacy

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

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

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

In addition to the computer labs, McCain Room G-45 (inside room G-43) houses an audio/visual and podcasting studio accessible by scheduling an appointment via the McCain Library website at www.agnesscott.edu/library. Once you access the library's website, click the "RESERVE A ROOM" link on the middle right hand side of the screen and scroll to locate the FlexStudio schedule.

For more information and a detailed description of services, visit the CDVL website at cdvl.agnesscott.org or stop by Monday-Friday 10 a.m.-6 p.m. for in-person and remote tutoring. The G-37 and G-11 Mac Labs are open for campus use without the need for an appointment. Unless stated otherwise, the CDVL matches McCain Library hours for in-person resources. Weekend hours are also available and posted on the McCain Library website as well as the CDVL website.

Resource Center for Math and Science

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

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

Wellness Center

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

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

The college reserves the right, if an emergency contact cannot be reached, to make decisions concerning emergency health problems for any student who is unable to do so themselves. Students

with specific health problems, serious illnesses, or injuries will be referred to the appropriate specialist or medical facility.

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

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

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

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

Religious and Spiritual Life

The Julia Thompson Smith Chaplain serves as pastor to all members of the Agnes Scott community and coordinates religious activities, offering opportunities for worship, reflection, service, and community building. As a liaison between the college and the broader religious community, the chaplain encourages students to become actively involved with a local church, mosque, synagogue, or other faith community. On-campus worship includes ecumenical worship services, special observances, and events in celebration of notable campus occasions. The chaplain advises student-led religious and spiritual organizations that operate on campus as well as the Interfaith Council, a committee of leaders from each student-led religious/spiritual group and other interested students, reflecting an increasing diversity of faith traditions at Agnes Scott.

Opportunities for reflection on the relationship between faith and learning, as well as on personal and societal issues, are provided through speakers, group discussions, grief support groups, workshops, and spiritual counseling. Through the annual James Ross McCain Faith and Learning Lecture, students have a chance to hear from and interact with internationally recognized scholars, activists, and theologians.

City of Atlanta

The Campus

Just six miles from Atlanta's city center, Agnes Scott is located on a beautiful 100-acre campus in a national historic district and a residential neighborhood of Decatur, Georgia. Emory University, Georgia Institute of Technology, Georgia State University, and the Atlanta University Center are a short drive away, and the University of Georgia is nearby in Athens. The college has 30 buildings and an adjacent apartment complex. With its Collegiate Gothic and Victorian architecture, brick walks, and century-old trees, the campus is a pleasant place to stroll, meet friends, meditate, or study.

Agnes Scott College Faculty

- Patricia Andino (2000)
Instructor in Spanish
B.A., Georgia State University
M.A., Georgia State University
- Charlotte Artese (2003)
Professor of English
B.A., Yale University
Ph.D., Northwestern University
- Elizabeth Bagley (2006)
Director of Library Services
A.B., Mount Holyoke College
M.Ln., Emory University
- Reem Bailony (2016)
Assistant Professor of History
B.A., University of California, San Diego
M.A., University of California, Los Angeles
Ph.D., University of California, Los Angeles
- Kelly H. Ball (2014)
Associate Vice President and Dean for
Graduate Studies, Associate Professor of
Women's, Gender, and Sexuality Studies
and Philosophy
B.A., Transylvania University
M.A., Ohio State University
Ph.D., Emory University
- Anne E. Beidler (1992)
Professor of Art
B.A., Earlham College
B.F.A., University of Connecticut
M.F.A., University of Massachusetts
- Carlee Bishop (2018)
Director of Technology Leadership and
Management, Professor of Physics
B.S., United States Air Force Academy
M.S., Georgia Institute of Technology
Ph.D., Auburn University
- Kristian Blaich (2012)
Visiting Assistant Professor of History
B.A., Portland State University
Ph.D., Emory University
- Barbara J. Blatchley (1990)
Professor of Psychology
B.A., Indiana University
- Ph.D., University of South Carolina
- June Bloch (2020)
Visiting Assistant Professor of Sociology and
Anthropology
B.A., New College of Florida
M.A., University of Virginia
Ph.D., University of Virginia
- Erin Bradley (2019)
Linda Lentz Hubert Assistant Professor of
Public Health
B.A., Spelman College
M.P.H., Emory University
Ph.D., Emory University
- Yakini Brandy (2019)
Visiting Assistant Professor of Chemistry
B.S., University of the Virgin Islands
Ph.D., Howard University
- Amy Breidenthal (2019)
Assistant Professor of Business Leadership
B.S., Vanderbilt University
Ph.D., Georgia Institute of Technology
- Anna Cabe (2022)
Visiting Assistant Professor of English
B.A., Agnes Scott College
MFA, Indiana University
- Mary C. Cain (1999)
Associate Professor of History
B.A., Yale University
M.A., Emory University
Ph.D., Emory University
- Carmen Carrion (2022)
Visiting Assistant Professor of Medical
Sciences
B.S., Georgia Institute of Technology
M.S., Georgia Institute of Technology
Ph.D., Georgia State University
- Harini Chandramouli (2021)
Assistant Professor of Mathematics
B.A., University of Pittsburgh
Ph.D., University of Minnesota
- Augustus B. Cochran, III (1973)
Adeline A. Loridans Professor of Political
Science

- B.A., Davidson College
M.A., Indiana University
Ph.D., University of North Carolina at Chapel Hill
J.D., Georgia State University College of Law
- Autumn Cockrell-Abdullah (2022)
Visiting Assistant Professor of Political Science
B.A., University of South Carolina
M.A., Georgia State University
Ph.D., Kennesaw State University
- Rosemary T. Cunningham (1985)
Hal and Julia T. Smith Chair of Free Enterprise
B.A., Fordham University
M.A., Fordham University
Ph.D., Fordham University
- John D'Amico (2022)
Visiting Assistant Professor of French
B.A., Miami University
M.A., Miami University
Ph.D., Harvard University
- Lara Denis (2002)
Professor of Philosophy
B.A., Smith College
M.A., Cornell University
Ph.D., Cornell University
- Megan O. Drinkwater (2006)
Professor of Classics
B.A., Cornell University
Ph.D., Duke University
- Barbara Drescher (2008)
Instructor of German
B.A., Universität des Saarlandes
M.A., Universität des Saarlandes
Ph.D., University of Minnesota
- Stacey Dutton (2015)
Charles Loidans Associate Professor of Biology and Neuroscience
B.S., University of Maryland, Eastern Shore
Ph.D., Emory University
- Gordon Malcolm Emert Jr. (2005)
Professor of Theatre
B.A., Longwood College
M.Ed., College of William and Mary
M.A., University of Tennessee
- Ph.D., University of Virginia
- Douglas J. Falen (2005)
Professor of Anthropology
B.A., Emory University
Ph.D., University of Pennsylvania
- Douglas A. Fantz (2004)
Associate Professor of Chemistry, Associate Vice President for Academic Affairs and Associate Dean of the College
B.S., Furman University
Ph.D., University of South Carolina
- Timothy S. Finco (1999)
Professor of Biology
B.S., University of Georgia
Ph.D., University of North Carolina at Chapel Hill
- Jennifer Fulling-Smith (2022)
Director and Associate Professor of Clinical Mental Health Counseling
B.F.A., The Art Institute of Atlanta
M.S., Georgia State University
Ph.D., Georgia State University
- Gundolf Graml (2008)
Professor of German, Associate Vice President for Academic Affairs and Associate Dean for Curriculum and Strategic Initiatives
M.A., University of Salzburg, Germany
M.A., University of Minnesota
Ph.D., University of Minnesota
- Melissa Fay Greene (2017)
Distinguished Writer in Residence
B.A., Oberlin College
- Alan Grostephan (2015)
Associate Professor of English
B.A., University of Wisconsin, Eau Claire
M.F.A., University of Wisconsin, Eau Claire
- Elizabeth Hackett (1999)
Associate Professor of Women's, Gender, and Sexuality Studies and Philosophy
B.A., University of Notre Dame
M.A., University of Pennsylvania
Ph.D., University of Pennsylvania
- Erica Harris (2022)
Assistant Professor of Biology
B.A., Rice University

- Ph.D., Emory University
- Lilia C. Harvey (1994)
Charles A. Dana Professor of Chemistry,
Associate Dean for STEM Teaching and
Learning
B.S., Florida International University
Ph.D., Georgia Institute of Technology
- Jennifer Hill-Lumm (2022)
Assistant Professor of Chemistry
B.A., Baylor University
B.S., University of Arkansas at Little Rock
Ph.D., Georgia Institute of Technology
- Mary E. Huffstead (2022)
Assistant Professor of Clinical Mental Health
Counseling
B.S., Indiana State University
M.E., Auburn University
Ph.D., Georgia State University
- Jennifer L. Hughes (1998)
Professor of Psychology
B.S., Auburn University
M.S., Kansas State University
Ph.D., Kansas State University
- Nathan Hutcheson (2022)
Visiting Assistant Professor of Medical
Sciences
B.S., Emory University
Ph.D., University of Alabama at Birmingham
- Roshan Iqbal (2015)
Associate Professor of Religious Studies
B.A., Cornell College
M.A., Tufts University
M.Phil., University of Cambridge
Ph.D., Georgetown University
- Mina Ivanova (2018)
Director and Assistant Professor of Writing
and Digital Communication
B.A., Kutztown University of Pennsylvania
M.A., Villanova University
Ph.D., Georgia State University
- Brielle James (2022)
Visiting Instructor in Psychology
B.S., University of Wisconsin
M.A., Georgia State University
- Viniece Jennings (2020)
Assistant Professor of Public Health
- B.S., Delaware State University
Ph.D., Florida A&M University
- Wendy Kallina (2019)
Visiting Associate Professor of Psychology
B.S., Georgia Southwestern State University
M.S., Georgia Southwestern State University
M.S., Oklahoma State University
Ph.D., Auburn University
- Shoshana Katzman (2022)
Acting Director and Associate Professor of
Medical Sciences
B.S., Rensselaer Polytechnic Institute
Ph.D., University of Rochester
- Waqas A. Khwaja (1995)
Ellen Douglass Leyburn Professor of English
LL.B., University Law College, University of
the Punjab, Pakistan
M.A., University of the Punjab, Pakistan
M.A., Emory University
Ph.D., Emory University
- Mi-Sun Kim (2022)
Assistant Professor of Chemistry
B.S., Sungkyunkwan University
M.S., Sungkyunkwan University
Ph.D., Emory University
- K. Scarlett Kingsley (2016)
Assistant Professor of Classics
B.A., Florida State University
M.St., University of Oxford
M.A., Princeton University
Ph.D., Princeton University
- Julia C. Knowlton (1996)
Professor of French
B.A., Duke University
M.A., University of North Carolina at
Chapel Hill
M.F.A., Antioch University
Ph.D., University of North Carolina at
Chapel Hill
- Alan Koch (2000)
Professor of Mathematics
B.A., University of Vermont
M.A., State University of New York, Albany
Ph.D., State University of New York, Albany
- Jennifer Kovacs '02 (2020)
Associate Professor of Biology

B.A., Agnes Scott College
Ph.D., Georgia Institute of Technology

Tracey E.W. Laird (2000)
Harry L., Corinne Bryant, and Cottie Beverly
Slade Professor of Music
B.A., Loyola University
M.A., University of Michigan
Ph.D., University of Michigan

Jennifer L. Larimore (2012)
Associate Professor of Biology
B.A., Asbury University
Ph.D., University of Alabama at Birmingham

Amy J. Lovell '90 (2000)
Professor of Astronomy
B.A., Agnes Scott College
Ph.D., University of Massachusetts

Christen McDonald (2022)
Assistant Professor of Psychology
B.A., Agnes Scott College
M.S., Georgia State University
Ed.S., Georgia State University
Ph.D., Georgia State University

Yael Manes (2011)
Associate Professor of History
B.A., Tel Aviv University
M.A., Cornell University
Ph.D., Cornell University

Hanna Marine '07 (2016)
Instructor in Physics and Astronomy
B.A., Agnes Scott College
M.S., Georgia State University

Gail Meis (2012)
Registrar
B.S., University of Tennessee
B.S., High Point University

Robert Meyer-Lee (2015)
Professor of English
B.A., Williams College
M.A., New York University
Ph.D., Yale University

Eleanor G. Morris (2008)
Associate Professor of Political Science
B.S.F.S., Georgetown University
M.A., Georgia State University
Ph.D., Georgia State University

Robin M. Morris (2010)
Associate Professor of History
B.A., Queens University of Charlotte
M.A., University of Mississippi
M.Phil., Yale University
Ph.D., Yale University

Yvonne D. Newsome (1998)
Professor of Sociology
B.A., University of Memphis
M.A., University of Memphis
Ph.D., Northwestern University

Rafael Ocasio (1989)
Charles A. Dana Professor of Spanish
B.A., University of Puerto Rico
M.A., Eastern New Mexico University
Ph.D., University of Kentucky

Philip Adegboye Ojo (2003)
Professor of French
B.Ed., University of Ibadan, Nigeria
M.A., University of Ibadan, Nigeria
Ph.D., University of Oregon

Ruth Uwaifo Oyelere (2018)
Associate Professor of Economics
B.Sc., University of Ibadan
M.Sc., University of California
Ph.D., University of California

Amy E. Patterson (2013)
Associate Professor of Public Health
B.A., Williams College
M.H.S., Johns Hopkins University
Ph.D., Emory University

Jing Paul (2015)
Associate Professor of Chinese
B.A., Hubei University
M.A., Wuhan University
M.A., Georgia State University
Ph.D., University of Hawai'i at Manoa

Bonnie M. Perdue (2013)
Associate Professor of Cognitive Neuroscience
B.S., University of Georgia
M.S., Georgia Institute of Technology
Ph.D., Georgia Institute of Technology

John F. Pilger (1979)
William R. Kenan Jr. Professor of Biology
B.S., University of Southern California
Ph.D., University of Southern California

Tina Pippin (1989)

- Wallace M. Alston Professor of Bible and Religion
B.A., Mars Hill College
M.Div., Candler School of Theology
M.Th., Southern Baptist Theological Seminary
Ph.D., Southern Baptist Theological Seminary
- Li Qi (2005)
Professor of Economics
B.S., University of International Business and Economics, China
Ph.D., University of Pittsburgh
- Ruth E. Riter (1999)
Professor of Chemistry
B.S., Tennessee Technological University
M.S., Tennessee Technological University
Ph.D., Vanderbilt University
- Srebrenka Robic (2006)
Professor of Biology
B.S., Beloit College
Ph.D., University of California, Berkeley
- Lock Rogers (2008)
Associate Professor of Biology
B.S., University of Georgia
Ph.D., University of Kentucky
- Bridget Roosa (2002)
Professor of Dance, Director of Dance Program
B.A., Southern Methodist University
M.F.A., Florida State University
- Nell Ruby (1999)
Professor of Art
B.A., Rice University
M.F.A., Washington University
- Michael Schlig (1998)
Professor of Spanish
B.A., Dickinson College
M.A., Middlebury College
Ph.D., University of Texas, Austin
- Patricia Higinio Schneider (2008)
Associate Professor of Economics
B.A., Federal University of Pernambuco, Recife, Brazil
M.S., Federal University of Pernambuco, Recife, Brazil
M.A., University of California, Santa Cruz
Ph.D., University of California, Santa Cruz
- Catherine V. Scott (1984)
Professor of Political Science
B.A., University of Florida
M.A., Emory University
Ph.D., Emory University
- Katherine A. Smith (2003)
Professor of Art History
B.A., University of Georgia
M.A., New York University
Ph.D., New York University
- Jason Solomon (2010)
Associate Professor of Music
B.M., University of Georgia
M.M., University of Georgia
Ph.D., University of Georgia
- Qiao Chen Solomon (2008)
Associate Professor of Music
B.A., Capital Normal University, China
M.A., University of Limerick, Ireland
D.M.A., University of Georgia
- Leona Sparaco (2022)
Visiting Assistant Professor of Mathematics
B.A., Siena College
Ph.D., Florida State University
- James Stamant (2014)
Visiting Assistant Professor of English
B.A., State University of New York, Geneseo
B.A., State University of New York, New Paltz
M.A., State University of New York, New Paltz
Ph.D., Texas A&M University
- Nicole Stamant (2011)
Associate Professor of English
B.A., Sweet Briar College
M.A., Texas A&M University
Ph.D., Texas A&M University
- Mary Nell Higley Summey '01 (2013)
Director of Post-Baccalaureate Pre-Medical Programs and Senior Instructor in Chemistry
B.S., Agnes Scott College
M.S., Georgia Institute of Technology
- Mona Tajali (2015)
Associate Professor of International Relations and Women's, Gender, and Sexuality Studies
B.A., University of Florida

- M.A., University of Manchester
Ph.D., Concordia University
- Joel Thomas (2021)
Assistant Professor of Psychology
B.A., Harvard University
M.S., University of Wisconsin, Madison
Ph.D., University of Illinois at Urbana-Champaign
- David S. Thompson (1998)
Annie Louise Harrison Waterman Professor of Theatre
B.A., University of Tennessee
M.F.A., University of Tennessee
Ph.D., University of Texas, Austin
- Harald Thorsrud (2006)
Professor of Philosophy
B.A., University of Nevada, Reno
M.A., University of Nevada, Reno
Ph.D., University of Texas, Austin
- Willie Tolliver Jr. (1996)
Professor of English
B.A., Williams College
M.A., University of Chicago
Ph.D., University of Chicago
- T. Leon Venable (1983)
Professor of Chemistry
B.S., Davidson College
Ph.D., University of Virginia
- Paul Wallace (2013)
Associate Professor of Physics and Astronomy
B.S., Furman University
Ph.D., Duke University
- Lauran Whitworth (2019)
Assistant Professor of Women's, Gender, and Sexuality Studies
B.A., University of Georgia
M.A., Ohio State University
- Ph.D., Emory University
- Thomas E. Will (2006)
Associate Professor of Economics and Organizational Management
B.A., Duke University
M.A., Clemson University
Ph.D., University of Georgia
- Sarah H. Winget (2005)
Professor of Chemistry
B.S., University of Newcastle upon Tyne
D.Phil., University of Oxford
- James S. Wiseman (2005)
Professor of Mathematics
S.B., Massachusetts Institute of Technology
M.S., Northwestern University
Ph.D., Northwestern University
- Shu-chin Wu (2005)
Associate Professor of History
B.A., Fu Jen Catholic University
M.A., University of Wisconsin, Madison
Ph.D., University of Wisconsin, Madison
- Alexandra Yep (2021)
Visiting Assistant Professor of Physics and Astronomy
B.F.A., Emerson College
M.S., California State University, Northridge
Ph.D., Georgia State University
- Abraham Zablocki (2007)
Associate Professor of Religious Studies
B.A., Amherst College
M.A., Cornell University
Ph.D., Cornell University
- Leocadia Zak (2018)
President of the College
B.A., Mount Holyoke College
J.D., Northeastern University

Emeritae/i Faculty

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

- Juan A. Allende, Ph.D.
(1993-2011)
Associate Professor of Political Science
- Sarah Blanshei, Ph.D.
(1990-1997)
Dean of the College, Professor of History
- Sandra T. Bowden, Ph.D.
(1968-2006)
Charles A. Dana Professor of Biology
- Arthur L. Bowling Jr., Ph.D.
(1977-2011)
Associate Professor of Physics
- Christabel P. Braunrot, Ph.D.
(1976-1995)
Associate Professor of French
- Jack T. Brooking, Ph.D.
(1974-1985)
Annie Louise Harrison Waterman Professor
of Theatre
- Lerita Coleman Brown, Ph.D.
(2000-2013)
Ayse I. Carden Distinguished Professor
of Psychology
- Michael J. Brown, Ph.D.
(1960-1962; 1965-1998)
Charles A. Dana Professor of History
- Mary Brown Bullock '66, Ph.D.
(1995-2006)
President of the College
- Gail Cabisius, Ph.D.
(1974-2004)
Associate Professor of Classical Languages
and Literatures
- Frances Clark Calder '51, Ph.D.
(1953-1969; 1974-1986)
Adeline Arnold Loridans Professor of French
- Penelope Campbell, Ph.D.
(1965-2004)
Charles A. Dana Professor of History
- Lesley Coia (2002-2022)
Professor of Education
- Eileen L. Cooley, Ph.D.
(1988-2015)
Professor of Psychology
- Christine S. Cozzens (1987-2022)
Charles A. Dana Professor of English, Vice
President for Academic Affairs and Dean of
the College
- James K. Diedrick Ph.D.
(2005-2020)
Professor of English
- Brenda A. Hoke, Ph.D.
(1993-2011)
Associate Professor of Sociology
- Linda L. Hubert '62, Ph.D.
(1968-2004)
Professor of English
- Gué Pardue Hudson '68, M.A.T.
(1974-2008)
Dean of Students
- Mary K. Jarboe '68, B.A.
(1974-2002)
Registrar
- Judith B. Jensen, M.L.S.
(1977-1993)
Librarian
- Calvert Johnson, D.M.
(1986-2011)
Charles A. Dana Professor of Music,
College Organist
- Katharine D. Kennedy, Ph.D.
(1981-2019)
Charles A. Dana Professor of History
- Elizabeth Kiss, Ph.D.
(2006-2018)
President of the College
- Robert A. Leslie, Ph.D.
(1970-2005)
Professor of Mathematics
- Myrtle H. Lewin, Ph.D.
(1983-2011)
Professor of Mathematics

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

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

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

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

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

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

Gisela Norat, Ph.D.
 (1993-2021)
 Professor of Spanish

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Administration

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Leocadia I. Zak, B.A., J.D.
President of the College

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Associate Vice President and Secretary
of the Board

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Special Counsel to the President and Title IX
Coordinator

Kimberly J. Reeves '12, B.A., M.E.P.D.
Executive Director of the Center for
Sustainability

ACADEMIC AFFAIRS

Rachel A. Bowser, B.A., M.A., Ph.D.
Vice President for Academic Affairs and Dean
of the College, Professor of English

Kelly H. Ball, B.A., M.A., Ph.D.
Associate Vice President and Dean for
Graduate Studies, Associate Professor of
Women's, Gender and Sexuality Studies and
Philosophy

Douglas A. Fantz, B.S., Ph.D.
Associate Vice President for Academic Affairs
and Associate Dean of the College, Associate
Professor of Chemistry

Gundolf Graml, M.A., Ph.D.
Associate Vice President for Academic Affairs
and Dean for Curriculum and Strategic
Initiatives, Professor of German

Lilia C. Harvey, B.S., Ph.D.
Associate Dean for STEM Teaching and
Learning, Charles A. Dana Professor of
Chemistry

Elizabeth L. Bagley, B.A., M.Ln.
Director of Library Services

Dawn Killenberg, B.A., M.B.A.
Executive Director of Internship and Career
Development

STUDENT AFFAIRS

Marti J. Fessenden, B.A., M.Ed., J.D.
Interim Vice President for Student Affairs
and Dean of Students

Tomiko Jenkins, B.A., M.S.W.
Assistant Vice President and Dean of Student
Persistence

Markesha Henderson, B.A., M.S., Ed.D.
Director of Athletics

UNDERGRADUATE ENROLLMENT

Alexa Wood Gaeta '98, B.A.
Vice President for Enrollment and Dean of
Admission and Financial Aid

Miya Walker, B.A., M.P.A.
Director of Admission

Patrick N. Bonones, B.P.A.
Director of Financial Aid

COMMUNICATIONS AND MARKETING

Danita Knight, B.J.
Vice President for Communications and
Marketing

EQUITY AND INCLUSION

Yves-Rose Porcena, B.A., M.A., D.B.A.
Vice President for Equity and Inclusion

Bobby Northern, B.S., M.A., Ph.D.
Director of People and Culture

Wendy Yu, B.S., M.A.
Director of Diversity Education and Training

COLLEGE ADVANCEMENT

Jake B. Schrum, B.A., M.Div.
Interim Vice President for College
Advancement

Mary Frances Kerr '93, B.A.
Senior Director of Alumnae Relations

FINANCE AND ADMINISTRATION

Scott Randazza, B.S., M.Acc.
Interim Vice President for Finance and
Administration

LaNeta M. Counts, B.S., M.Ed.
Associate Vice President for Technology

Lai Chan, B.S., M.B.A.
Controller

Henry Hope, B.S.
Director of Public Safety

David Marder, B.S.
Director of Facilities

Board of Trustees

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Chairperson of the Board

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Vice Chairperson of the Board

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Lea Ann Hudson '76
Secretary of the Board

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Decatur, Georgia

Tapaswee Chandele
Global Vice President of Talent &
Development
The Coca-Cola Company
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Chief Executive Officer and Chief Investment
Officer
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CARE USA
Atlanta, Georgia

Duriya Farooqui
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Intercontinental Hotels Group and
Intercontinental Exchange
Atlanta, Georgia

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Indianapolis (retired)
Black Mountain, North Carolina

Sandy Gordon
Vice President Human Resources
Amazon Transportation Services
Atlanta, Georgia

Parmeet Grover
Senior Partner and Managing Director
Boston Consulting Group
Atlanta, Georgia

Loucy Tittle Hay '87
Entrepreneur and Community Volunteer
Oxford, Georgia

Anne H. Kaiser
Vice President, Community and Economic
Development (retired)
Georgia Power
Atlanta, Georgia

Quinton R. Martin
Vice President, Community Marketing
Office of the President
Coca-Cola North America (retired)
Atlanta, Georgia

Elizabeth Hardy Noe '86
Partner
Paul Hastings (retired)
Atlanta, Georgia

Whitney Miller Ott '03
Partner
Jackson Spalding
Atlanta, Georgia

Deborah Harris Painter '75
Executive Vice President Planning and
Chief Information Officer
Norfolk Southern Corporation (retired)
Norfolk, Virginia

David A. Ross
CEO and President
Task Force for Global Health (retired)
Decatur, Georgia

Kathryn M. Scott '85
Senior Marketing and Analytics Consultant
San Francisco, California

Charles S. Shapiro
President
World Affairs Council of Atlanta (retired)
Atlanta, Georgia

Elizabeth (Lizanne) A. Stephenson '84
Fundraising and Grantmaking
Professional (retired)
Atlanta, Georgia

Elizabeth A. Shiroishi '97
Johns Creek, Georgia

Joanne D. Smith
Executive Vice President and
Chief People Officer

Emeritae/i Trustees

Joanna M. Adams
Atlanta, Georgia

Ann S. Alperin '58
Atlanta, Georgia

Kathleen Blee Ashe '68
Atlanta, Georgia

Pamela J. Bevier '61
New York, New York,
and San Antonio Texas

J. Wallace Daniel III
Atlanta, Georgia

John Walter Drake
Decatur, Georgia

Joyce K. Essien
Atlanta, Georgia

Katherine A. Geffcken '49
Atlanta, Georgia

E. Ann Glendinning '68
Acworth, Georgia

Gail S. Glover '66
Atlanta, Georgia

J. William Goodhew III
Atlanta, Georgia

Sarah W. Guthrie '69
Clearwater, Florida

Mary Lou Cornwall Hawkes '65
Jupiter, Florida, and Manchester-by-the Sea,
Massachusetts

Nancy T. Hill '56
Richmond, Virginia

Sandra T. Johnson '82
Marietta, Georgia

Rebecca B. Jones '63
Wilmington, North Carolina

Delta Air Lines
Atlanta, Georgia

Erica Stiff-Coopwood '98
Attorney and Community Volunteer
Memphis, Tennessee

Mary-Crawford Taylor
Senior Vice-President, Head of Industry
Consulting
Truist Bank
Atlanta, Georgia

Tawana Lee Ware '96
Pediatric Dentist
Indianapolis, Indiana

Harriet M. King '64
Decatur, Georgia

Martha Wilson Kessler '69
Windermere, Florida

Nancy M. Kuykendall '61
Davidson, North Carolina

Christopher M. Little
McDowell, Virginia

Dennis P. Lockhart
Atlanta, Georgia

Portia O. Morrison '66
Chicago, Illinois

Clair M. Muller '67
Atlanta, Georgia

Suzella B. Newsome '57
Atlanta, Georgia

Marsha Norman '69x, H'05
New York, New York

M. Lamar Oglesby
Atlanta, Georgia

Mildred L. Petty '61
Atlanta, Georgia, and
Asheville, North Carolina

Susan M. Phillips '67
Niceville, Florida

Louise H. Reaves '54
Decatur, Georgia

Sally A. Skardon '70
Greenville, South Carolina

Bernie Todd Smith '71
Tampa, Florida, and Naples, New York

John E. Smith II
Naples, Florida

O. Benjamin Sparks
Richmond, Virginia

Jean Hoefer Toal '65
Columbia, South Carolina

David L. Warren
Washington, District of Columbia

John H. Weitnauer
Atlanta, Georgia

Dan C. West
Atlanta, Georgia

Robert C. Williams
Topsham, Maine

Academic Calendar 2022-2023

FALL SEMESTER 2022

Graduate Student Orientation	Tuesday, August 16
First day of graduate classes	Monday, August 22
First day of post-baccalaureate classes	Wednesday, August 24
Last day to add or drop classes using AscAgnes	Monday, August 29
90% Institutional Refund Date for Withdrawals	Tuesday, August 30
Last day to add a Fall class or change to audit	Friday, September 2
Labor Day Holiday	Monday, September 5
50% Institutional Refund Date for Withdrawals	Tuesday, September 13
Last day to drop a Fall class without W grade	Tuesday, September 13
25% Institutional Refund Date for Withdrawals	Tuesday, October 4
Fall break	Thursday-Sunday, October 6-9
Last day to drop a class with W grade	Monday, October 26**
Spring Course Selection on AscAgnes	November 3
Spring Conferral Forms Due	November 3
Thanksgiving break	Wednesday-Sunday, Nov. 23-27
Last day of classes	Monday, December 5
Reading day	Tuesday, December 6
Final Exams	Wed.-Mon., December 7-12
Conferral Date for Graduates Completing in December	Monday, December 12
Spring 2023 Tuition Deadline	Thursday, December 15

SPRING SEMESTER 2023

First day of graduate/post-baccalaureate classes	Tuesday, January 10
Last day to add or drop classes using AscAgnes	Friday, January 13
Martin Luther King Jr. Holiday	Monday, January 16
90% Institutional Refund Date for Withdrawals	Tuesday, January 17
Last day to add a Spring class or change to audit	Friday, January 20
50% Institutional Refund Date for Withdrawals	Monday, January 30
Last day to drop a Spring class without W grade	Monday, January 30
25% Institutional Refund Date for Withdrawals	Tuesday, February 14
Founder's Day	Friday, February 24
Spring Break	Monday-Sunday, March 13-19
Last day to drop a class with W grade or change to P/F	Thursday, March 30**
Spring Holiday	Friday-Sunday, April 7-9
Summer/Fall 2023 Course Selection on AscAgnes	Monday, April 10
Summer/Fall Conferral Forms Due	Monday, April 10
Last Day of Classes	Monday, April 24
Reading day	Tuesday, April 25
Final exams	Wednesday-Tuesday, April 26-May 2
Post-Baccalaureate Ceremony	Friday, May 12
Commencement	Saturday, May 13

** After this date, students who withdraw from a class or withdraw from the college will earn grades of WF. The WF grade calculates just like F grades for the semester and cumulative grade point averages