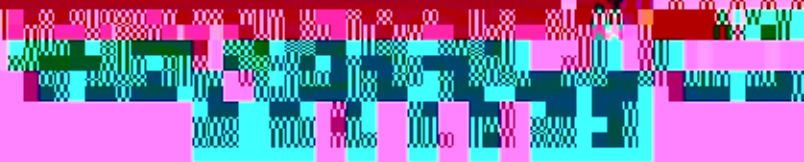
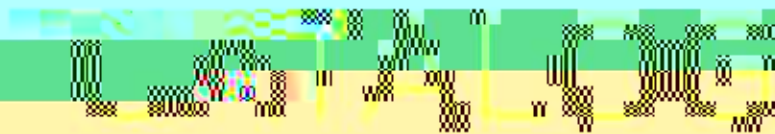


# GRADUATE





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are returning to college to complete their degrees. The engagement of the Agnes Scott community in the intellectual, cultural, and social issues of its times represents both the proud history and the bright future of the college.

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

r 2015

<sup>1</sup> Charter, Decatur Female Seminary, August 27, 1889

<sup>2</sup> Agnes Scott Ideal, Frank H. Gaines, 1889

## Agnes Scott College Values

### **A Commitment to Women**

To a holistic approach to education for women, acknowledging the primacy of intellectual development, with opportunities for physical, social, cultural, and spiritual development.

To perspectives within the liberal arts tradition that are particularly significant for women.

### **A Commitment to Teaching and Learning**

To academic excellence, rigor, and creativity that engender the joy of learning.

To personal interaction between students and faculty with an emphasis on independent study and mentoring.

To the utilization of wide-ranging pedagogical techniques and technologies.

To an emphasis on collaborative learning.

### **A Commitment to the Liberal Arts**

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

To the liberal art

# About Agnes Scott College

Agnes Scott College is committed to educating women to be effective change agents in a global society. This commitment is expressed through SUMMIT, which equips all students with a strong foundation in global learning and leadership development, a Board of Advisors, and a focus on professional success that prepares students for post-graduate work in a globalized world.

SUMMIT is rooted in a liberal arts curriculum that emphasizes academic excellence, interdisciplinary study, and experiential learning through internships, mentored research, and study

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telescope with a 1.4 GHz (20 cm) receiver. A powerful laser, used to probe the atmosphere above the observatory, is located in the rear of the building. Built in cooperation with the Georgia Tech Research Institute (GTRI) and supported by funding from the National Science Foundation, the Eyesafe Atmospheric Research LIDAR (EARL) is a student-operated Light Detection and Ranging (LIDAR) facility.

The college is a member of the Southeastern Association for Research in Astronomy (SARA) consortium ([saraobservatory.org](http://saraobservatory.org)), providing students and faculty the opportunity to make remote observations with 1-meter telescopes located at Kitt Peak (Arizona), Cerro Tololo (Chile), and the

On the ground level you can find the Black Cat Café, and several dining and lounge spaces.

On the first floor you can find the information desk, the Cyber Café, a USPS post office, Amazon Locker (Estrela), and event spaces like the Amelia Davis Luchsinger Lounge, the Sunroom, and the Patricia Collins Butler Center. The first floor is also a home away from home for commuting students with a lounge and locker room dedicated to this community of students. Recently added is the undergraduate student-only workout room (located in room 114) which includes treadmills, an elliptical machine, recumbent bikes, a rowing machine, and kettle bells.

On the second floor you can find the Center for Student Involvement, the Gué Pardue Hudson Center for Leadership and Service, the Office of the Senior Associate Dean of Students, the Office of Religious and Spiritual Life, the Office of Student Outreach and Education, the student government association and programming board offices, and two conference rooms.

On the third floor you can find the student organization workroom, a student lounge, a conference room, the Muslim prayer room, the Gay Johnson McDougall Center for Global Diversity and Inclusion, the Trailblazers Lounge, and the Office of the Vice President for Equity and Inclusion.

### Evans Hall

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

### Athletic Facilities

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

Students, faculty and staff also have free access to a state-of-



available on a first-come, first-served basis. The schedule is determined by the Center for Student Involvement using the input and feedback of students and the college community. During college closures, holidays, and breaks, the shuttle will only operate at the discretion of the Center for Student Involvement. For the full shuttle usage policy that includes rates for departments and student organizations, please visit the Center for Student Involvement website.

## Honor System

Ethics and values are central to the purpose, curriculum, and social life of Agnes Scott. The Honor System, one of the oldest in the country, is governed by students. Each student is expected to uphold **W K H V \ V W H P T A n d K i n d s K n o w** and take personal responsibility for their integrity and behavior. Violations of the Honor System are reviewed by the Graduate Council. In choosing Agnes Scott, a student accepts the Honor System as their way of life and formally adopts it with the following pledge:

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

## Student Government Association

Agnes Scott College is a community that values open communication among faculty, students, and administrators. The Student Government Association (SGA) acts as a formal liaison between students and the administration. Through this association students are, to a large extent, self-governing as they assume responsibility for many policies and regulations. The SGA manages the student activity fee collected from all undergraduate students and allocates the funds to the many chartered student organizations on campus. Listings of all student organizations may be found in the [Student Organizations](#) section of the Agnes Scott website as well as in the Center for Student Involvement in the Alston Campus Center.

## 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.

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care, and promotion of and encouragement of positive health practices. Reference materials on wellness issues are also available.

## Student Outreach

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

## Religious and Spiritual Life

The 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.

## Gué Pardue Hudson Center for Leadership and Service

Citizenship and leadership are inextricably linked and are vital for each student to be successful. The goal of leadership is to bring about positive change, and within community and society, this is frequently done through various forms of community, civic, and global engagement. CLS programs empower students to become change agents in their communities by equipping them with the skills to become civically engaged, develop leadership skills, and apply the knowledge acquired from SUMMIT courses in practical ways. By learning about and addressing societal needs alongside impacted communities, students participating in experiential programs have the opportunity to live their leadership in Decatur and beyond, preparing students to lead and thrive in a global society.



# 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 and Extended Programs, under policies and standards established by the faculty, considers each application and examines evidence of sound academic preparation, ability, motivation, maturity, and integrity. Every completed application is reviewed thoroughly.

Documentation of foreign credentials, as documented by an official evaluation of foreign credentials, is required for admission to any post-baccalaureate, JUDGXDWH FHUWLILFDWH RU PDVWHU¶V GHJUHH SURJUDP

Most students are admitted on the basis of their academic, professional, and personal achievements without regard to 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.

All applications have been reviewed by the graduate admission committee. Admission can only be granted by the assistant dean for graduate and extended programs or the vice president of academic affairs.

## Application Process

### Graduate Application Requirements

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**International Graduate Student Certification of Finances** , international applicants only  
All international graduate applicants are required to submit the [International Graduate Student Certification of Finances form](#). This form is needed to obtain complete and accurate information



## 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-





Agnes Scott College. The senior director of graduate enrollment will ensure that the following criteria are met:

- x The credit earned must have an earned grade of B or higher (3.000 or higher on 4.0 scale)

- x Non-degree seeking students are not for graduate positions on campus
- x Non-degree seeking students are expected to complete the same course assignments as degree- V H H N L Q J V W X G H Q W V D Q G D U H V X E M H F W W R W K H S R O L F L H V R I V all academic policies and community standards of Agnes Scott
- x Non-degree seeking students are graded, and an academic transcript is created
- x Non-degree seeking students are billed for the courses in which they register
- x Non-degree seeking students are subject to the same fees as other graduate students

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

## 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







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 notification date for withdrawals 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 and Extended Programs receives notification from the student. Within five business days of the last day of attendance, the student must initiate the withdrawal process by contacting the Office of Graduate and Extended Programs at [gradadmission@agnesscott.edu](mailto:gradadmission@agnesscott.edu). The student must then complete the appropriate form, including all required signatures, within three business days after receiving the form. Withdrawal is complete when the completed form is submitted to the Office of Graduate and Extended Programs.

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

## Return of Title IV Funds

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

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student mus



- x 90 days after the date Agnes Scott College certifies tuition and fees following the receipt of the certificate of eligibility.
2. Agnes Scott College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, and will not require eligible veteran financial obligations to Agnes Scott College due to the delayed disbursement funding from VA under Chapter 31 or 33.
  3. Agnes Scott College requires the following information to process Veterans Benefits under Chapter 31 (Vocational Rehabilitation and Employment) or Chapter 33 (Post-9/11 GI Bill benefits):
    - x Submit a certificate of eligibility for entitlement to Agnes Scott College no later than the first day of the term for which benefits are being requested.
    - x Submit a written request to the Agnes Scott College School Certifying Official (SCO) to use such entitlement.
    - x Provide additional information necessary for proper certification of enrollment by the Agnes Scott College School Certifying Official (SCO).
    - x Students are required to pay any balance for the amount that is the difference between the disbursement by the established payment deadline for the term.

## 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>).

- x These loan options must be repaid with interest.
- x Qualifying students must be enrolled at least half-time (5 credit hours).
- x 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](http://studentloans.gov).

Before you continue: If you have placed a security freeze on your credit file, you must lift or



## Agnes Scott College Payment Plan

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

## 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.

## Post-Baccalaureate Pre-Medical Program Loans

Loan assistance may be available to students in the post-baccalaureate pre-medical program.

### Federal Financial Aid:

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:

- x  &RPSOHWH WKH )UHH \$SSOLFDWLRQ IRU )HGHUDO 6WXGHQW \$LG )\$)6
- x  List your year LQ FROOHJH DV ³XQGHUJUDGXDWK WK \HDU RWKHU XQGHUJ
- x  Select "other" as the program category/type.
- x  The Agnes Scott College FAFSA school code is 001542.
- x  Your completed FAFSA will indicate which federal education loans you may be eligible to receive and the amount.

Federal Education Loan Options include:

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

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

### Private Loans

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](#) 6HDUFK ³\$JQHV 6FRWW &ROOHJH´ IRU VFKRRO DQG ³XQGHUJUDGXDWK

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

## Academic Rules Governing the Policy

- x 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.
- x Withdrawals/Incompletes: Grades of W and I are counted as courses attempted and count toward the maximum time-frame.
- x Audited Courses: Students do not earn any academic credits for audited courses. They do not count in the calculation of attempted hours.

## Satisfactory Progress Definition

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

## Qualitative Standards ± Grade Point Averages

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

## Grade Changes

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

## Procedures

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

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

## Financial Aid Warning

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

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

# Academic Program

## Program, Degree, and Certificate Requirements

Agnes Scott offers 10 graduate and extended programs. The post-baccalaureate programs do not offer a credential upon completion. Agnes Scott confers the Master of Arts and the Master of Science degrees, in addition to graduate certificates. Agnes Scott does not confer graduate certificates on **VWXGHQWV ZKR DUH HQUROOHG LQ RU KDYH EHHQ DGPLWWHG WdD PDVW** of study at Agnes Scott.

The post-baccalaureate programs result in committee letters or letter packets for those students who meet program requirements for cumulative GPA and completion of coursework in:

- x Post-Baccalaureate Pre-Medical Program
- x Post-Baccalaureate Bridge to Medical Sciences Program

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

- x Social Innovation
- x Writing and Digital Communication

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

- x Data Analysis and Communication
- x Technology Leadership and Management

The graduate certificate is conferred on those strk

course may count toward any program more than once. Graduate students must apply and be admitted into each program in which they seek a credential. Students should declare they are pursuing a joint PDVWHU†V DQG FHUWLILFDWH SURJUDP XSRQ PDWULFXODWLRC WR SXUVXH D MRLQW PDVWHU†V DQG FHUWLILFDWH DIWHU HQUROOLQJ DV additional program. Once they are admitted to both programs, graduate students must notify their faculty advisor and the senior director of graduate enrollment of their intent to complete the joint PDVWHU†V GHJUHH DQG JUDGXDWH FHUWLILFDWH 6WXGHQWV PD\ UHWXUQ WR \$JQHV 6FRWW ZLWKLQ ILYH HHDUV RI FRP graduate certificate and apply to complete the other program as a joint program of study, subject to these policies.

\*UDGXDWH VWXGHQWV ZKR ZLVK WR FRPSOHWH FUHGLW KRUXV WRZ credit hours toward a certificate will receive credit for the certificate after all requirements are complete.

The student may request that Agnes Scott confer the master's degree once all requirements for that degree are met. The student may request Agnes Scott confer the graduate certificate once all standard requirements for the certificate are met. Students who complete a certificate while SXUVXLQJ D FRPELQHG PDVWHU†V DQG FHUWLILFDWH ZLOO QRW EH DEOH all credit hours for the standalone certificate are complete.

## 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 PDVWHU†V VHHNLQJ VWXG may request up to 6 credit hours of transfer credit from prior graduate coursework be reviewed for transfer credit, per the Transfer Credit policy. Please refer to the Transfer Credit policy for additional details.

## Transfer Credit

Credit that is approved during the admission process as transfer credit will count as electives in a VWXGHQW†V DFDGHRLFSURJUDP\ DSSURYHG DV WUDQVIHU FUHGLW IR programs. No transfer credit may satisfy the core courses WRZDUG D PDVWHU†V GHJUHH transfer credit appear on the Agnes Scott transcript but are not included in the calculation of cumulative grade point average. Additional details are available in the [Graduate Transfer Credit Policy](#) detailed in the Graduate Admission section.

## 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. A leave of absence form must be submitted to the assistant director of graduate and extended programs for approval before the start of the semester or semesters requested. A leave of absence may be for one or two semesters, with a PD[LXP RI WZR VHPHVWHUV G\HODU D VWXGHQW†V may request the assistant 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 Office of Graduate and Extended Programs of their intent to return by emailing [gradsupport@agnesscott.edu](mailto:gradsupport@agnesscott.edu)









waiting list. No student is allowed to add a course after the last day to add courses as posted in the college calendar







Academic Standards and Admission (CASA). Should a CASA member be any of the following: the faculty member involved in the dispute, the chair/program director involved in the dispute, or the FEC officer involved in the dispute, then the faculty member shall recuse themselves from all matters regarding the case. The president of the Faculty Executive Committee shall serve in their place. If any person happens to be in the dispute process multiple times in different roles (e.g., professor and chair, chair and CASA member), then the FEC officers will substitute one of their committee members for all subsequent roles after the first. CASA shall render its decision within a reasonable

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The director of academic advising and accessible education will monitor the progress of the complaint throughout the process and determine when the deadlines have passed. CASA will address any questions related to the process.

## 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 c **ROOHJH \$ VWXGHQW ZLOO EH FRQVLGH**  
**DWWHQGDQFH' IURP WKH GDWH** class. FERPA rights include:

- 1) **7KH ULJKW WR LQVSHFW DQG UHYLHZ WKH VWXGHQW¶V HGXFDWLRQ UH**  
 Scott receives a request for access.

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

A student does not have the right to inspect and review these education records:

- x Financial records, including any information those records contain, of her or his parents
- x 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
- x **&RQILGHQWLDO OHWWHUV DQG FRQILGHQWLDO VWDWHPHQWV RI U**  
 education records after January 1, 1975, if
  - x the student voluntarily signed a waiver of right to inspect and review those letters and statements; and
  - x those letters and statemen **WV DUH UHODWHG WR •@pH €**







Post-baccalaureate pre-medical students achieve standard progress by completing the required courses in the program in 12 months, in accordance with the course sequence.

## 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

The vice president for student affairs and dean of students shall also provide the psychiatrist  
RU SV\FKRORJLVW D ZULWWHQ GHVFULSWLRQ RI WKH VWXGHQW¶V EHKDYL  
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



- 9) Acting upon a formal written student complaint appealed to the committee by an individual directly involved in the original complaint or referred to the committee by a vice president as provided in the Student Complaint Policy.
- 10) Acting upon a formal written report from the VPAA to hear cases involving disruptive classroom behavior.

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

Judicial Review Committee members are:

- x President of the College, Chair
- x Vice President for Academic Affairs and Dean of the College
- x Vice President for Student Affairs and Dean of Students
- x Registrar
- x President of Graduate Honor Council
- x Vice President of Graduate Honor Council
- x Secretary of Graduate Honor Council
- x Assistant director of student integrity and community standards (non-voting member)
- x Four Faculty Members
- x **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

## 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 of Graduate Honor Council, 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 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 assistant director of student integrity and community standards or their designate 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

- x To serve as president of Graduate Honor Council and to preside over its meetings, voting only in case of a tie;
- x To assemble material and work with cases over which Graduate Honor Council has primary jurisdiction;



## Areas of Jurisdiction

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

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

Areas of appellate jurisdiction include referrals from the dean of students and/or assistant 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 (GHC) is a student organization established by the President of Agnes Scott College. The GHC is a student organization established by the President of Agnes Scott College. The GHC is a student organization established by the President of Agnes Scott College.

# Academic Support Services

## Office of Graduate and Extended Programs

The Office of Graduate and Extended Programs supports graduate and post-baccalaureate students in all aspects of their experience at Agnes Scott. The office is a resource for students, staff, and faculty regarding academic standards, policies, and special curricular opportunities for graduate and post-baccalaureate students. Programs and events to enhance learning, promote wellness and community engagement, and support student 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 and Extended Programs is also responsible for ensuring all academic VWDQGDUGV DQG SROLFLHV DUH IROORZHG \$OO IRUPV UHODWHG WR DV VWXGHQWV VWDWXV DW WKH FROOHJH DUH DYDLODEOH LQ WKH RIILFH [gradsupport@agnesscott.edu](mailto:gradsupport@agnesscott.edu). The office maintains the official records of graduate and post-baccalaureate students, from application to program completion.

## Academic Accommodations for Students with Disabilities





connect with coaches to join groups of interest. Career Communities include:

- x Health, Sustainability and Science careers
- x Technology, Business, Media and Communications careers
- x



x 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 Center website. Graduate and post-baccalaureate students may seek support in the evenings and on Saturdays by reaching the ITS helpdesk at [itshelp@agnesscott.edu](mailto: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<sup>2</sup> 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 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](http://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-baccalau







# Agnes Accelerated: 4+1 Graduate Bridge Program

The 4+1 graduate bridge p



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

Phase 3: 4+1 graduate bridge program VWXGHQWV FRPSOHWLQJ WKH EDFKHORU¶V DQC  
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## Committee Letter Policy

The post-baccalaureate 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 medical school applications (including students pursuing dental medicine, veterinary medicine, and physician assistant programs) of each student meeting academic preparation for medical school 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.

To qualify for a committee letter from Agnes Scott, a student must complete a minimum of five courses from the program in residence. The student must also achieve above a 3.500 GPA in coursework completed at Agnes Scott. This committee letter service is only available up to two years after 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 Agnes Scott College Graduate Honor Council and/or Judicial Review Committee.

For post-baccalaureate 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 a committee letter. A letter packet includes a cover letter from the director of health professions advising and partnerships, but unlike the committee letter, the letter packet does not contain an evaluative letter from the health professions committee. This letter packet service is only available up to two years after 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.

## Post -Baccalaureate Pre -Medical Course Sequence

### Core Courses

BIO-110/110L	Integrative Biology I/Lab	Summer
CHE-150/150L	Introduction to Chemistry/Lab	Summer I
CHE-220/220L	Foundations of Inorganic and Physical Chemistry/Lab	Summer II
BIO-111/111L	Integrative Biology II/Lab	Fall
CHE-240/240L	Organic Chemistry I/Lab	Fall
PHY-102/102L	Elements of Physics/Lab	Fall
CHE-340/340L	Organic Chemistry II/Lab	Spring
PHY-103/103L	Elements of Physics II/Lab	Spring
CHE-305	Medical Biochemistry	Spring

### Courses

BIO-110/L.....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. Students will register for 3-credit BIO-110 lecture and 1-credit BIO-110L lab as required corequisites.

BIO-111/L.....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. Students will register for 3-credit BIO-

111 lecture and 1-credit BIO-111L lab as required corequisites.

Prerequisite: BIO-110 and BIO-110L

CHE-150 .....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.



# Data Analysis and Communication

## Director

Wendy Kallina, visiting associate professor of psychology.

7RGD\|V OHDGHUV NQRZ WKDW GDWD LV QRW DQ DVVHW XQWLO LW LV DQ 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 in person 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.

## Student Learning Outcomes

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

- x organize and analyze complex data sets to answer a critical question;
- x employ data visualization techniques to communicate to diverse audiences;
- x analyze and interpret qualitative and quantitative data; and
- x d

# Data Visualization

Director

## Courses

### DVS-600 .....PRINCIPLES OF DATA VISUALIZATION.....3.

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

#### Learning Outcomes

- x Explain the basic principles of data management
- x Evaluate the use of data management concepts and visualization techniques in data visualizations
- x Use common computer programming languages to analyze data and produce data visualizations
- x 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

- x Use visualization techniques to communicate data related to time and space
- x Produce visualizations related to time and place using computer-programming skills
- x 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

- x Demonstrate mastery of interactive data analysis techniques used in data visualizations
- x Employ data visualization techniques to answer a research question
- x Utilize computer-programming skills to produce interactive data visualizations
- x 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

- x Demonstrate mastery of interactive data analysis techniques used in data visualizations
- x Assess context and audience characteristics to tailor content
- x Enhance presentations with visualizations and emotionality



- x Enhance presentations with visualizations and emotionality
- x 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: nine credit hours of DVS courses or permission of the instructor.

Learning Outcomes

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

DVS-695



## Courses

- EAM-610 .....PRINCIPLES OF EVALUATION DESIGN.....3.
- This course will examine the role of evaluations in organizations, policy-making, programmatic decision-making and fundraising. It will introduce research designs commonly employed to monitor ongoing programs and measure outcomes. The course will also address strategies for engaging stakeholders in evaluations. By the end of the course, students will be able to identify





APT-640	Creative Problem Solving and Decision Making
EAM-610*	Principles of Evaluation Design
EAM-620	Data Collection (see advisor prior to registration )
EAM-640*	Project Management
WDC-614	Grant and Proposal Writing
WDC-615	Craft of Analytical Writing
WDC-618	Technologies of Social Change

\* If both EAM-610 and EAM-640 are taken, the first course taken will count toward fulfilling the core course requirement. The second course will count as an elective.

**Courses**

SOI-600.....SOCIAL INNOVATION PRINCIPLES.....3.

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

Learning Outcomes

- x Examine the challenges and rewards of entrepreneurship and management in creating and developing social ventures
- x Build the knowledge, skills, and attitudes necessary for responding successfully to the challenges their communities face
- x Define new possible roles and strategies for entrepreneurs and organizations to address social needs and to contribute to sustainable development;
- x 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

- x Describe historical context of social problems
- x Explain how social policies to address social problems are constructed, implemented, contested and evaluated
- x 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 cli



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



# Technology Leadership and Management

## Director

Carlee Bishop, visiting 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 programs in Technology Leadership and Management include experiential and problem-based learning opportunities and provide applicable

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## Program Instructional Format

The Technology Leadership and Management program may be completed fully in person 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

## Student Learning Outcomes



## Courses

### APT-600.....FOUNDATIONS OF APPLIED TECHNOLOGY.....3.

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

#### Learning Outcomes

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

### APT-610.....SYSTEMS AND CRITICAL THINKING.....3.

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

#### Learning Outcomes

- x Identify systems thinking concepts applied to technology areas
- x Choose appropriate systems thinking tools to facilitate creative solutions for various technical challenges
- x 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

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

### APT-620.....MODELING AND SIMULAT

- x Evaluate various modeling and simulation tools for applicability to associated tasks
- x Apply modeling and simulation techniques to answer various questions
- x 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

- x Apply appropriate methods to translate user needs into system objectives
- x Distinguish between human centered design and technology centered design methodologies
- x Determine and apply the appropriate design approach for a given design challenge
- x 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

- x Categorize key organizational characteristics of successful technology driven companies
- x Appraise leadership characteristics and skills captured in various case studies
- x 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

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

TLM-690 .....DIRECTED RESEARCH.....3.

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

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

Learning Outcomes

- x

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

- x Formulate a problem statement from diverse and inconsistent information
- x Develop and demonstrate simple models to gain insight into complex problems
- x Develop a decision making framework and apply to real world scenarios
- x 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

- x Demonstrate understanding of and competence in subject matter, varying by course topic
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# Writing and Digital Communication

## Director

Mina Ivanova, visiting 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 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 Technology Leadership and Management program may be completed fully in person 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

## Student Learning Outcome

Students completing the



DVS-630      Communication of Data  
 EAM-640      Project Management

**Courses**

WDC-610 .....CONTENT STRATEGY AND DIGITAL PORTFOLIO DESIGN ..... 3

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

Learning Outcomes

- x Identify and apply the principles of content strategy for inclusive digital communication
- x Assess current websites and web writing for accessible design and style
- x Design and build a professional quality digital portfolio website
- x Demonstrate advanced understanding of HTML5, analytics, SEO, and using a content management system
- x 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 <sup>2</sup> poetry, fiction, creative nonfiction, and dramatic writing <sup>2</sup> as well as crossgenre, multigenre, and experimental forms <sup>2</sup> 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

- x Explain and analyze traditional and new genres of creative writing in digital context



WDC-

Learning Outcomes

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

- x Identify traditional and emerging rhetorical strategies used in transmedia storytelling
- x Critique transmedia platforms for design, accessibility, and usage
- x 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

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



### Learning Outcomes

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



- 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
- Lesley Coia (2002)  
 Professor of Education  
 B.A., University College London,  
 M.A., The Institute of Education, University  
 of London  
 Ph.D., The Institute of Education, University  
 of London
- Christine S. Cozzens (1987)  
 Charles A. Dana Professor of English, Vice  
 President for Academic Affairs and Dean of  
 the College  
 B.A., Stanford University  
 M.A., Stanford University  
 Ph.D., University of California, Berkeley
- 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
- Lara Denis (2002)  
 Professor of Philosophy  
 B.A., Smith College  
 M.A., Cornell University  
 Ph.D., Cornell University
- Christopher G. De Pree (1996)  
 Charles A. Dana Professor of Astronomy  
 B.S., Duke University  
 M.S., University of North Carolina at  
 Chapel Hill  
 Ph.D., University of North Carolina at  
 Chapel Hill
- 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 Loridans 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

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)

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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

**\$P\ - /RYHOO ¶**

Professor of Astronomy

B.A., Agnes Scott College



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

Nicole Stamant (2011)

Associate Professor of English

B.A., Sweet Briar College

M.A., Texas A&M University

Ph.D., Texas A&M University



- 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  
: R P H Q S W 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

## OFFICE OF THE PRESIDENT

Leocadia I. Zak, B.A., JD  
President of the College,

/HD \$QQ \*ULPHV +XGVRQ ¶ % \$  
Associate Vice President and Secretary  
of the Board

Marti J. Fessenden, B.A., M.Ed., J.D.  
Special Counsel to the President and Title IX  
Coordinator

SXVDQ \$ .LGG ¶ % \$ 0 \$ 7 ¶

## EQUITY AND INCLUSION

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

Regine Jackson, B.A., M.A., Ph.D.  
Assistant Vice-President for Diversity,  
Equity, and Inclusion Initiatives, Kathy Ashe  
¶ D Q 6 Lawrence Ashe Associate Professor  
of Sociology

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

Lucero Rodriguez, B.S., M.A.  
Director of Diversity Education and  
Deputy Title IX Coordinator for Students

## COLLEGE ADVANCEMENT

Robiaun R. Charles, B.A., M.P.A., Ed.D.  
Vice President for College Advancement

Henry Taylor, B.A., M.A.  
Senior Director of Development

Mary Frances Kerr ¶ 3, B.A.  
Senior Director of Alumnae Relations

## FINANCE AND ADMINISTRATION

Scott Randazza, B.S., MAcc  
Interim Vice President for Finance









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## SUMMER 2022

### Session I

First day of classes .....	Tuesday, May 31
Last day to add a class .....	Thursday, June 2
Last day to drop a class without W grade .....	Monday, June 6
Last day to drop a class with W grade .....	We. We

# Directions to Campus

## BY AIR

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