



LOUISIANA COLLEGE

PREPARING GRADUATES ♦ TRANSFORMING LIVES

Graduate Catalog 2018-2019

BACKGROUND

Identity

Louisiana College is a private, Baptist, coeducational college of liberal arts and sciences with selected professional programs. The campus is located in the Alexandria-Pineville area of central Louisiana. Louisiana College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the associate, baccalaureate, and master degrees. Separate accreditation for specific programs has been awarded by the Accreditation Council for Business Schools and Programs (ACBSP), the Louisiana State Department of Education (LSDE), the Council on Social Work Education (CSWE), the American Association of Colleges of Nursing (AACN), the Commission on

Collegiate Nursing Education (CCNE), the Louisiana State Board of Nursing (LSBN), and the Commission on Accreditation in Physical Therapy Education (CAPTE), the National Association of Schools of Music (NASM), the Commission on Accreditation for Athletic Education (CAATE), and the Teacher Education Accreditation Council (TEAC).

The College is located on an 81-acre campus with a total of 23 academic and residential buildings. Most of the students at Louisiana College come from Central Louisiana, but many states and several foreign countries are represented in the current student body. The faculty and staff of Louisiana College genuinely care for the students. Their primary concern is to enhance student learning and to encourage the student's Christian growth. The college was chartered in 1906 as a non-profit corporation with the object "to own, operate and conduct a Baptist college, to foster Christian education." It is governed by a Board of Trustees which is chosen by the Louisiana Baptist Convention.

History

Louisiana College was founded in Pineville, Louisiana, on October 3, 1906. It is the successor to two earlier Louisiana Baptist schools, Mt. Lebanon University and Keatchie Female College. The first, a men's school founded in 1852 by the North Louisiana Baptist Convention, was located in the community of Mt. Lebanon. The women's college, founded in 1857 by the Grand Cane Association of Baptist Churches, was located in the community of Keatchie. After a history beset by financial difficulties, both schools came under control of the State Baptist Convention in 1899. An Education Commission was selected by the state convention to administer the schools with the understanding that both would be succeeded by a more centrally located college as soon as a suitable campus could be selected. When Louisiana College was opened in 1906, Mt. Lebanon College was closed, followed by Keatchie a few years later. The enrollment of students in 1906 at the opening of the college was nineteen. Today, more than 12,000 have graduated since the college was founded.

Louisiana College was administered by the Education Commission until 1921, when the commission was replaced by a Board of Trustees as called for in a new charter. The first administrative head of Louisiana College was W.F. Taylor, whose title was chairman of the faculty. Since its opening, Louisiana College has had eight presidents: Dr. E.O. Ware, appointed in 1908; Dr. W.C. Friley, in 1909; Dr. Claybrook Cottingham, in 1910; Dr. Edgar Godbold, in 1941; Dr. G. Earl Guinn, in 1951; Dr. Robert L. Lynn, in 1975; Dr. Rory Lee, in 1997; Dr. Joe W. Aguilard, in 2005 and Dr. Richard B. Brewer, in 2015.

Mission

The mission of Louisiana College is to provide liberal arts, professional, and graduate programs characterized by devotion to the preeminence of the Lord Jesus, allegiance to the authority of the Holy Scriptures, dedication to academic excellence for the glory of God, and commitment to change the world for Christ by the power of the Holy Spirit.

Liberal Arts Education

The liberal arts tradition originated in the medieval period in which university studies were comprised of grammar, rhetoric, and logic to strengthen the students' ability to reason and to articulate their views

to others. It also included the study of arithmetic, music, geometry and astronomy. This program of study presently focuses on the study of history, language, science, the arts, communications, and religion. Studies in the liberal arts are designed to equip students with a broad knowledge of many important fields and to develop well-rounded individuals who can adapt to face many different career challenges.

Louisiana College seeks to prepare students to excel in their careers and future endeavors by cultivating knowledge and skills central to the liberal arts tradition. Through a broad-based general education program as well as specialized study in the arts and sciences or a selected pre-professional program, students develop the skills both for a chosen profession and for life as a responsible and thoughtful member of society. Education of the total person is accomplished through all programs and activities of the college.

The Preeminence of Christ

Christians confess Jesus as Lord over all of life (Romans 10:9). In order to be truly Christian, a college must humbly submit to the authority of Jesus Christ, acknowledging Him as the One in whom all the treasures of wisdom and knowledge abide (Colossians 2:3). Education is devoted to the pursuit of truth. Because Jesus is the embodiment of truth (John 14:6) and because He knows all truth (John 21:17), He alone is fully-qualified to reveal the truth (John 18:37). As the college's doctrinal statement (The Baptist Faith and Message) acknowledges: "Christianity is the faith of enlightenment and intelligence. In Jesus Christ abide all the treasures of wisdom and knowledge. All sound learning is, therefore, part of our Christian heritage."

Because Jesus is Lord, Christian professors place all learning under the authority of Christ and His Word. Christian scholars present diverse concepts and approaches in the classroom and commit to represent these accurately and fairly. They are confident that when these views are thoroughly examined and critiqued that the supremacy of Christian truth will be evident.

Because Jesus is the Creator who made all things for His glory, true Christian education seeks to glorify Christ by pointing to the marvels, mysteries, and order of the world which He has made. Because the Christian professor and student pursue learning for Christ's glory, they approach scholarship as an act of worship that expresses devotion to Christ and fulfills His command to "love God with all your mind" (Matthew 22:37). True Christian education is thus a trilogy consisting of inseparable commitments to Lordship, scholarship, and worship.

The Authority of the Holy Scriptures

The Holy Bible is truth without any mixture of error. The college seeks to view all areas of knowledge from a distinctively Christian perspective and integrate Biblical truth thoroughly with each academic discipline. The college affirms that all truth is from God and recognizes that all knowledge is ultimately a product of divine revelation. Divine revelation has three facets: natural revelation, the ordered universe created by God; special revelation, the Christian Scriptures; and personal revelation, God incarnate, Jesus Christ. Properly interpreted, the testimonies of these various forms of divine revelation are never contradictory.

Academic Excellence

Every Christian endeavor should be characterized by excellence. Believers recognize that Christ created them for His glory. Their lives, both personal and academic, are to be devoted to the pursuit of His glory. When the Scriptures bring the truth of Jesus' authority and preeminence to practical application, they command, "Whatever you do, in word or indeed, do everything in the name of the Lord Jesus, giving thanks to God the Father through him... .Whatever you do, do it enthusiastically, as something done for the Lord and not for men" (Colossians 3:17,23). Christian educators fully commit their minds and their hearts to their work with an awareness that they are both empowered and guided by Christ who enables them to exceed their own personal limitations (Ephesians 3:20; 1 Corinthians 1:24-25; 2 Corinthians 12:9-10).

In all of its programs, Louisiana College is committed to academic excellence in the context of Christian community. The college recruits highly qualified faculty who value effective teaching and learning, who are engaged in scholarly and creative activity, and who are committed to their own professional development and academically rigorous instruction. With its small classes, individualized instruction, empathetic advising, and personal attention, the college provides students with a quality educational experience.

Changing the World for Christ

Louisiana College is both a partner and servant of the Christian church which supports it. The college shares the church's mission of changing the world by propagating the gospel of Jesus Christ. The college may aid the church in the fulfillment of its mission by preparing outstanding Christian leaders for a variety of professions. Because Christian scholars pursue serious scholarship for the glory of Christ and are empowered by the Holy Spirit, Christian education should be characterized by a standard of academic excellence that exceeds that of its secular peers. Consequently, graduates from Christian institutions should be prepared for outstanding performance and achievement in their chosen occupations. The College affirms the Christian ideal that all believers in every discipline engage in Christian ministry by exhibiting Christian character and proclaiming the message of Jesus Christ. When professional expertise is coupled with Christian character that exhibits righteousness, truth, and brotherly love, Christian professionals will significantly impact their world.

Our Heritage

This commitment to distinctively Christian education is part of a rich tradition that has characterized Louisiana College's history. The third stanza of the college alma mater clearly states the mission of the institution: "Christian knowledge e'er bestowing until eternity."

The official seal of Louisiana College that adorns many of the objects associated with our school bears three words, *Deo, Veritati, Patriae*, superimposed on an open Bible. The open Bible signifies that the Holy Scriptures are our source of knowledge for the ultimate truths in life. The Latin words describe our school as dedicated to God, to truth, and to country. The commitment to God is stated first. It both precedes and supersedes all other commitments. This does not imply that our founders did not value truth. They merely recognized that God is the source of all truth. The founders knew that it is only through commitment to and worship of the God of all truth that the ultimate truths of life are disclosed and discovered.



The official Louisiana College hymn urges professors to inform their students of the truths revealed by God, “Teach us the truths that come from God’s own mind.” This institution remains steadfastly committed to fulfilling that charge.

Beliefs and Values

The foundation for the College’s mission and policies is a shared set of beliefs and values that reflect its Louisiana Baptist heritage. The College’s doctrinal statement, which provides the guiding principles for maintaining the college’s Christian identity, is the Baptist Faith and Message. Through our doctrinal statement, we “identify and affirm certain definite doctrines that Baptists believe, cherish, and with which we have been and are now closely identified. Our living faith is established upon eternal truths. Thus this generation of Southern Baptists is in historic succession of intent and purpose as it endeavors to state for its time and theological climate those articles of the Christian faith that are most surely held among us. It is the purpose of this doctrinal statement of faith and message to set forth certain teachings which we believe” (The Baptist Faith and Message). The College recruits faculty and staff who are committed followers of Christ, who participate actively in a local church, and who are aware of and will teach or perform professionally in harmony with the doctrinal statement. The College also expects and supports the pursuit of the highest level of Christian values in the lives of faculty, staff, administration, trustees, and students.

Louisiana College seeks to create a community of learning and free inquiry. However, the college recognizes that Christian education maintains a proper balance between academic freedom and academic responsibility. The academic freedom of a Christian professor is limited by the preeminence of Jesus Christ, the authoritative nature of the Holy Scriptures, and the mission of the institution.

The partnership between Louisiana College and the Baptist churches, associations, and convention within the state constitutes one of the major strengths of the college. Louisiana College deeply values its relationship with Louisiana Baptists, whose generosity allows the college to offer quality liberal arts education at an affordable cost to its students. In recognition of these substantial resources, the college seeks to prepare students who are entering various vocations to assume leadership roles in churches and in denominational life. Because Louisiana College honors its Baptist heritage and acknowledges its great debt to Louisiana Baptist churches for the generous gifts that enable the college to operate, the college only employs faculty to teach courses in the Christian Studies Division who are committed Southern Baptists who document through their annual contracts their personal affirmation of an agreement with The Baptist Faith and Message. They also affirm biblical inerrancy as defined by the Chicago Statement on Biblical Inerrancy.

The College affirms the value of diversity within the Christian community and attracts students from a variety of denominations. The presence of dedicated Christian faculty and staff members from other

Christian denominations affirms the faith of these students from other traditions and provides spiritual mentorship for them. Students without a Christian faith commitment are welcome in this community of learning and are treated with respect.

ACADEMIC FACILITIES

Alexandria Hall was named in honor of the citizens of Alexandria whose generosity made possible its construction in 1920. In 2000, the Ruth O'Quinn Center for Liberal Arts and Professional Studies was developed in Alexandria Hall to upgrade technology resources in the primary academic facility of the College, especially in the area of teacher education. The O'Quinn Center was named in honor of Ruth O'Quinn, a 1960 *magna cum laude* graduate of Louisiana College.

The Louisiana College Library, located in the **Richard W. Norton Memorial Library** building, provides access to more than 100,000 physical volumes, 270,000 electronic books, nearly 77,000 e-journals, and over 135 electronic databases, many offering full-text. The library is a selected depository for Federal and State government documents. The large computer lab provides access to the Internet, email, the library catalog, and a variety of electronic resources supporting the college's curricula. The library's membership in various organizations (OCLC, LOUIS, ACL) provides researchers the opportunity to obtain books, journals articles, and other resource materials which are not available through the library's local collections. The library provides spaces for individual study and study groups, computer labs, and a coffee bar.

Weathersby Fine Arts Building was completed in 1961, renovated in 1993, and contains offices and instructional facilities for the Departments of Art and Music. The building features an exhibition gallery with adjacent storeroom, a 151-seat recital hall, and a band rehearsal room. An elevator provides second floor access to handicapped students and a Student Lounge is located in the front, center section of the second floor.

H. O. West Physical Education Building, dedicated in 1965, contains a newly renovated gymnasium, heated swimming pool, offices, and classrooms for the Department of Health & Physical Education. Henry E. Walden Gymnasium, named in honor of Henry E. Walden, who served as coach and director of athletics from 1921 until 1953, is adjacent to the West Building. The Richard L. Crowell Tennis Center provides six lighted tennis courts, and the Wildcat baseball team plays home games on the Billy Allgood Baseball Field, named for the college's long-time baseball coach and athletic director.

Guinn Religious Education Center contains classroom space and offices for the Division of Christian Studies, the 125-seat Frances S. Bolton Chapel, and the 1,800-seat auditorium which contains the Gladys Tatum West Pipe Organ, a 185-rank, five-manual Moeller organ, which is among the largest in the South. Completed in 1973, this facility was named to recognize the contributions made by Dr. G. Earl Guinn, former president, and members of his family to Louisiana College.

Charles J. Cavanaugh Hall of Science contains offices, classrooms, and laboratory facilities for the Department of Biology, Chemistry, Mathematics and Nursing. Completed in 1969, the building was named in 1975 to honor Charles J. Cavanaugh, renowned professor of biology from 1945 to 1977.

Martin Performing Arts Center, completed in 1992, is highlighted by a state-of-the-art theater that seats about 250. The main level houses offices and classrooms for the Division of Media, Communications, and Theatre Department, as well as important support areas for the theatre program.

The rear, ground-level portion of the building houses a TV studio, radio and TV production rooms, and a room for distance learning down-link and up-link equipment.

The Louisiana College **Student Success Center** (SSC) is a comprehensive one-stop-shop for academic support services on campus. The SSC provides students with access to free tutoring in core courses, thereby fostering the independent, critical thinking skills needed to succeed in college and beyond. Located in the Norton Library, the SSC offers a range of academic assistance in the form of individual tutoring, study groups, and other support services for LC's student body. Students meet with peer tutors who have excelled in the course they tutor and who have been trained to facilitate discussion on course content. All of the programs and initiatives offered in the Center are free for LC students.

STATEMENTS OF COMPLIANCE

Family Education Rights and Privacy Act of 1974

The Family Educational Rights and Privacy Act of 1974 is a federal law that protects the privacy of student education records. Students have specific, protected rights regarding the release of such records or information contained therein. In compliance with the Family Educational Rights and Privacy Act (FERPA) and Louisiana College's policy on the Disclosure of Educational Records, a student may grant the College the right to release confidential information such as grades, academic progress reports, class attendance records, financial aid, disciplinary actions, financial account information, to parent(s)/guardian(s)/spouse by completion of the "Student Consent to Release Confidential Information Form." The release does not apply to information such as counseling and health records. A separate release is required to release or discuss health and counseling information. Authorization for release of other confidential information is valid as long as the student is enrolled at Louisiana College or until a written statement from the student cancels the request to release confidential information.

Disclosure of Educational Records

Louisiana College will disclose information from a student's educational records only with the written consent of the student except in certain legally permissible situations, i.e., to college officials who have a legitimate educational interest in the records, to certain government or other public officials, and to parents of an eligible student who claim the student as a dependent for income tax purposes. However, information designated by Louisiana College for directory purposes, or the results of any disciplinary proceeding conducted by the College alleging a sex offense of the accused may be released without the student's consent. Otherwise, to release information, the student must complete and sign a Student Consent to Release Confidential Information Form authorizing the release of confidential information. The form must be submitted in person to: Office of the Registrar, Alexandria Hall, Room 145 and/or Office of Student Development, Hixon Student Center, Room 214.

Directory Information

Louisiana College designates the following items as Directory Information: student name, address, telephone number, email address, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards/honors received, full or part-time enrollment status, most recent previous school attended, and photographs. The College may disclose any of those items without prior written consent, unless the student completes and submits to the Registrar's Office the Request to Prevent Disclosure of Directory Information Form within the first two weeks of classes each semester.

Parental Disclosures without Written Consent

Under FERPA, when a student turns 18 years of age or enrolls at a postsecondary institution at any age, all parental FERPA rights are transferred to the student. However, FERPA does provide for some information to be shared by schools with parents or legal guardians without the student's consent. Examples are: (1) disclosure of educational records if the student is a dependent for income tax purposes. This would apply to a student who was a dependent for the most recent tax year; (2) disclosure of educational records if a health or safety emergency involves their student; or (3) if the student is under age 21 and has violated any law or policy concerning the use or possession of alcohol

or a controlled substance. Parents should discuss their intentions to obtain confidential information with their student whenever feasible.

Questions or complaints regarding FERPA rights should be directed to the Vice President for Academic Affairs or the Vice President for Student Development and Enrollment Management.

Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990

Louisiana College does not discriminate on the basis of disabilities in the operation of its programs. Classrooms, residence halls, auditoriums, and other public facilities provide accessibility or alternate locations and services for persons with physical disabilities.

Following acceptance for admission, a student who has a physical and/or learning disability that qualifies under Section 504 of the Rehabilitation Act and who desires modifications or accommodations should contact the Director of the Student Success Center for information and guidance. This voluntary notification will be helpful in planning suitable accommodations and assuring satisfactory adjustments to the campus environment.

Special Services and Disabilities Accommodations:

All students are measured by the same academic standards. Those students who have greater needs may contact the Student Success Center where extensive individualized tutoring is arranged. Assistance is provided with note taking, study skills, time management, research, paper writing, etc. Tapes of text are available. Tests accommodations within a distraction free environment and with extended time can be arranged. For more information, contact the Director of the Student Success Center.

Louisiana College is committed to following Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 as amended in 2008, and other applicable federal and state regulations and university policies which prohibit discrimination on the basis of disability. Under these laws, students with a documented disability have a right to receive reasonable accommodations. Students also have responsibilities under these laws.

Student Rights and Responsibilities

Students with disabilities have the right to:

- An equal opportunity to learn.
- An equal opportunity to participate in and benefit from the academic community.

Students with disabilities shall be responsible for:

- Registering with Student Success Center Special Services.
- Submitting documentation of a disability from a qualified and appropriate professional that demonstrates how the disability affects/impacts a particular delivery system, instructional method, or evaluation criteria when requesting accommodations.
- Completing a Student Success Center orientation prior to receiving accommodations.
- Requesting accommodations through the Student Success Center each semester in a timely manner.
- Meeting with faculty and other service providers to discuss accommodations as needed. Information about the disability is confidential.
- Notifying Student Success Center of any issues, concerns, or delays in receiving requested accommodations in a timely manner.

- Meeting and maintaining fundamental academic standards of the Louisiana College.

Louisiana College is committed to student success; however, we do not require students to use accommodations nor will we provide them unless they are requested by the student. The student must take the lead in registering with Student Success Center Special Services and submitting requests for accommodations each semester.

Student Success Center
Louisiana College
P.O. Box 545
Pineville, LA 71359
Telephone: (318) 487-7629

Sexual Harassment Title IX

Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex in any education program or activity that receives federal funding. Title IX is a powerful tool for students who want to combat gender-based discrimination at school and on college campuses. Under Title IX, discrimination on the basis of sex can include sexual harassment, rape and sexual assault.

Title IX Coordinator's Responsibilities

Louisiana College is committed to responsibly investigating all discrimination and harassment as outlined by Title IX. To do this, the Title IX Coordinator adheres to the following rubric:

Investigation: Thorough Reliable Impartial

Process: Prompt Effective Equitable

Remedy: End the discrimination

Prevent its Recurrence

Remedy the effects upon the victim & community

What is Sexual Harassment?

Louisiana College is committed to providing an environment that is free of sexual harassment. In keeping with this commitment, federal and state laws, and biblical standards, the university will not tolerate any form of sexual harassment.

Sexual harassment is defined as:

Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature, when:

- submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment or status in a course, program or activity.
- submission or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting such individual; or such conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from an education program or activity.

Examples of Sexual Harassment:

- Sexual advances, physical or implied, or direct propositions of a sexual nature.

- A pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliating another.

What to Do

If the incident(s) involve sexual assault or rape, immediately contact the Pineville Police Dept., at 318-442-6603. Such crimes are also considered sexual harassment and as such may be reported under LC's Policy on Harassment.

If you experience, observe, hear about, or believe someone has been sexually harassed in any way, you should make a report of the facts of the incident(s) in a timely manner:

- If the accused is a student, contact either the Title IX Coordinator or other reporting official listed on the back of this pamphlet. You may report to any administrator or faculty/staff member (coach, Student Life personnel, etc.) on campus and those persons will move the information where it needs to go.
- If the accused is a LC employee, please contact the Director of Human Resources at 318-487-7051.

The College will not tolerate sexual harassment of its students and will investigate all allegations of sexual harassment. Where sexual harassment is found, steps will be taken to end it immediately. Students who, in good faith, report what they believe to be sexual harassment, or who cooperate in any investigation, will not be subject to retaliation. Any student who believes he/she has been the victim of retaliation for reporting sexual harassment or cooperating in an investigation should immediately contact the Title IX Coordinator.

What to Expect

Any student who is a victim of sexual harassment can request assistance from the Dean of Students. In dealing with sexual harassment and rape on campus, Louisiana College strongly encourages the full prosecution of all local, state and federal laws.

Victims should contact the Pineville Police Department by dialing 911 from a campus telephone. Victims may also choose to report the incident to Campus Security at 318-308-6505 or 7233 from a campus telephone. Louisiana College, in accordance with college policy, will file all necessary documents with the Pineville Police Department upon receiving a complaint of sexual assault.

Additional Resources

Rapides Regional Medical Center 318-769-3000

Family Justice Center of Central Louisiana 318-448-0884

A complete description of LC's grievance procedure can be found in the LC Student Handbook.

Campus Contacts

Brittany Salloum—Title IX Coordinator 318-487-7502

Vincent Smith—Dean of Students 318-487-7135

Shannon Tassin—Director of Human Resources 318-487-7051

Caleb Funderburk—Director of Residence Life 318-487-7154

Chief Robertson—Director of Campus Security 318-487-7015

Dr. Cheryl Clark—Vice President of Academic Affairs 318-487-7955

Dr. Philip Caples—Dean, School of Missions and Ministries 318-487-7946

Dr. Marilyn Cooksey—Dean, School of Nursing and Allied Health 318-487-7127

Reni Mason—Athletic Director 318-487-7503

Janet Sanders—Coordinator of Health Services 318-487-7750

Leneil Mercer—College Counselor 318-487-7420

Policies Governing Conduct: Students Rights and Responsibilities

Conduct

The Louisiana College Code of Student Conduct exists to reinforce Christian values, to further community and individual responsibility, to insure personal safety, and to instill respect for the rights of others. The Code is based on the same biblical principles on which Louisiana College was originally founded. It is designed to be redemptive and to intentionally facilitate reconciliation between the offending student and the College community. Exceptions to this approach may occur when behavior is repetitive, self-destructive, hazardous to others, or involves a significant legal issue that the College is obligated to uphold.

Individual departments, groups, or organizations within the College may establish higher standards of student conduct. Each student is responsible for all applicable standards. Any sanctions imposed as a result of the violation of these higher standards are in addition to any sanctions imposed by the Office of Student Development. All students are required to respond immediately to any official request from a Louisiana College employee. Failure to respond may result in additional judicial charges and sanctions.

The Code applies to student conduct both on and off campus, and remains in effect for all students until they graduate or officially withdraw from the college, even when classes are not in session. Disciplinary guidelines are to be read broadly and are not designed to define potential violations in exhaustive terms. The Director of Residence Life will handle minor residence life issues or violations.

Academic Integrity

Because the primary purpose of Louisiana College is to be a community of learning and free inquiry and because the College seeks to create an environment that encourages the development of moral and ethical values, the College places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense.

Academic dishonesty violates the bonds of intellectual, spiritual, and moral principles foundational to all knowledge. Furthermore, academic dishonesty may defraud those who eventually will depend upon the integrity of learning and scholarship. Academic integrity, therefore, must be the concern and the responsibility of all members of the college community students, faculty, staff, and administrators.

Academic integrity violations (Academic Dishonesty) encompass any acts that comprise or subvert the integrity of the educational or research process. These offenses include, but are not limited to plagiarism, misrepresentation, fabrication, cheating, stealing, impeding fair and equal access to the educational and research process, and misrepresenting or misusing one's relationship with the College.

Students who evidence an unwillingness or inability to conduct themselves in accord with College standards and any other rules and regulations of the College, either on or off the campus, shall be subject to disciplinary action. Disciplinary expulsion, suspension, and probation may become a part of the permanent record.

All undergraduate students, graduate students, and students enrolled in distance education courses and programs must comply with the institutional policies governing academic and nonacademic conduct as

outlined in the current issue of the Louisiana College Student Handbook. A copy of the handbook is available on the College website.

Student Complaints

The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. All policies and procedures are located in the online Student Handbook.

Louisiana College (LC) maintains and follows adequate procedures for addressing written student complaints and student appeals in a fair and professional manner. Such policies and procedures are available and applicable to every student enrolled in the College regardless of physical locality or learning modality. The College maintains policies and procedures for addressing student complaints in these three areas: academics, student affairs, and student conduct. Records pertaining to academic issues are maintained in a secure location in the Office of Academic Affairs and/or the Registrar's Office, and records pertaining to non-academic issues are maintained in a secure location in the Office of Student Development.

Prior to all formal written complaints, Louisiana College encourages students to resolve concerns in an informal manner. LC aspires to provide an education and services of highest quality to its students and to provide equity and harmony in the application of College policies and procedures that reflect a Christ-centered approach to conflict. Such an example is found in Matthew chapter six which instructs individuals to seek resolution first with the person(s) to whom the offence was initiated. To that end, when a student has a complaint, resolution should be sought through informal communication with the appropriate instructor, dean, staff member, or administrative officer who may be able to help rectify or clarify the situation before a written complaint is initiated. If the issue is unresolved, students have the opportunity to file a formal written complaint. Students may file complaints or appeals concerning academic issues, grades, conduct violations, parking and traffic violations, financial aid, college refunds, and college records. The online Student Handbook details all policies and procedures to file complaints and appeals.

GENERAL ADMISSION REQUIREMENTS

Graduate admission and readmission decisions are made by the Graduate Council based on a variety of factors including, but not limited to: academic records, scores on standardized tests, an analysis of the application for admission, prior enrollments, lapses in enrollment, relevant character or conduct records, and other criteria as may be relevant. Louisiana College seeks to admit students whose academic preparation and background, personal characteristics, behavior, conduct, and cooperative spirit indicate that they would profit from and contribute positively to the life of a Christian university community.

Even though one may be accepted as a graduate student, the applicant may be required to take additional undergraduate courses if lacking any of the undergraduate prerequisites. International students may need to meet additional requirements. Satisfaction of the specified prerequisites does not guarantee an applicant's admission to graduate study at Louisiana College. In evaluating applicants, the College will make an effort to consider all relevant aspects of the applicant's record and suitability for graduate study at Louisiana College.

Louisiana College reserves the right to deny admission to any applicant without assigning reason and to reject any applicant, rescind admission, or discontinue a student's continue enrollment if (a) between the date of an application and the start of classes there is a change in the condition or status of any information provided by the applicant that would have been a basis for denying the application when it was reviewed by the Graduate Council or (b) any information provided by an applicant proves to be untrue at the time of its submission.

Louisiana College complies with all applicable federal and state nondiscrimination laws, and does not engage in prohibited discrimination on the basis of race, color, national or ethnic origin, sex, age, genetic information, veteran status, or disability in admissions and employment. As a religiously affiliated university, Louisiana College is exempt from certain provisions of some nondiscrimination laws.

Some programs have exceptions or other expectations in addition to the following general admission requirements. The applicant must meet any additional requirements as put forth by the respective graduate degree programs.

Application Procedure

Each applicant to the graduate programs at Louisiana College must complete the following:

1. Complete and submit an application to the Admissions Office. Applications are available online through the Admissions Office. admissions@lacollege.edu
2. Submit an application fee \$50. (Some programs require an additional fee.)
3. Hold a baccalaureate degree from a regionally accredited college or university.
4. Submit official transcripts from all colleges and universities attended.
5. Present an undergraduate record that shows a 2.5 GPA based on a 4.0 scale (Some programs require a higher GPA; see program descriptions for deviations from this general requirement.)
6. Demonstrate appropriate undergraduate foundation in major courses for the degree pursued.
7. Submit two (2) letters of recommendation.

8. Submit a writing sample.
9. Submit a resumé.
10. Present proof of immunizations: Documents proof of two immunizations for measles, mumps, and rubella (MMR) if born on or after January 1, 1957.
11. Louisiana College does not provide medical coverage for students, so students are strongly encouraged to have their own major medical coverage.

Students are responsible for requesting official transcripts from previous colleges and universities be mailed to the Dean of the respective school or program. All required transcripts must be on file in the respective school or program before an applicant may be admitted as a student.

Official transcripts are defined as the following:

- Official transcripts from the respective college and university may either be mailed directly from the institution to Louisiana College or emailed electronically from the institution to LC. Electronic or E-Scripts are accepted if sent by the respective college and universities. Transcripts should be mailed from the university or college directly to the Dean of the respective school or program. Transcripts brought by an applicant, relative, etc. or marked “issued to student” are not considered official. For further information regarding transcripts, students may call 318-487-7222.
- Transcripts from international institutions and universities must be reviewed and evaluated through an approved agency. See Admissions for International Students for more information.

Please note that transcripts from any college or university sent to Louisiana College for use in permanent records cannot be copied for student use. Additional copies of these documents for personal use must be obtained directly from institutions previously attended.

Conditional Acceptance

Louisiana College may conditionally admit applicants who do not satisfy all the requirements for full admission. The candidate must write a letter of appeal to the program director, school dean, or division chair of the respective program. The appeal letter should provide the following: 1) an explanation of the circumstances detailing why the student has underperformed academically, 2) any relevant documentation, and 3) an action plan that will help the student be academically successful. The Graduate Council will consider the appeal based on the candidate’s demonstrated potential for successfully completing graduate level coursework. (Examples included, but are not limited to, the student’s GPA on the last 30 hours of the undergraduate program or the student satisfactorily completing graduate-level coursework in another discipline.) If the appeal is approved, the candidate must meet the following requirements:

- Achieve a 3.0 GPA for the first term with completion of a minimum of six credit hours.
- Meet all other requirements for progression in the Graduate Handbook and Student Handbook of the respective degree program.

If a 3.0 quality point average is attained and all other requirements are met, the candidate is required to petition the Registrar for a change of classification upon the close of the term. The candidate must attain a fully admitted status before being eligible to preregister for a second term. Failure to achieve a minimum 3.0 GPA may result in dismissal from the program.

Admissions for International Students

International Student: Any student who is not a US citizen and seeks F-1 status

Requirements for Admission:

- Official completed Louisiana College graduate application
 - Official evaluated transcripts from a credential evaluation service
 - Demonstration of English proficiency
 - Current valid passport
 - Demonstration of financial eligibility
1. **Completed Louisiana College Application:** Louisiana College strongly prefers all students use the online application; however, we realize the online application is not available to some international students. In such instances, students may apply by emailing the paper version of the application to the international office. Application forms are not sent to international students until eligibility for admission has been determined. This determination is based upon the academic records and the required tests.
 2. **Official Transcripts:** Scans of transcripts will be considered by Graduate Admissions for initial admission consideration. However, all accepted students must bring with them and submit to Admissions, official transcripts prior to registering for classes. Any discrepancies in the scans and the official transcripts may result in the student's admission offer being revoked.

Official copies (or copies notarized as official) of the transcripts or mark sheets should be mailed directly to:

International Student Services
Office of Admissions
1140 College Drive, Box 546
Pineville, LA 71359-0560

It will be necessary for such records to indicate above-average ability on the part of the student based on evaluated transcripts of high-school or college courses taken.

A student who has earned college-level course credits in a foreign country comparable to the course credits in the American university system and who wishes to use those credits toward a degree must have the transcripts evaluated by an approved credential service. Information on these can be obtained from the Admissions Office. Transfer credits are limited to six (6).

3. **Demonstration of English Proficiency:** Applicants will be accepted to Louisiana College without conditions based on their mastery of the English language as described below:

Unconditional Admission - Students whose native tongue is not English and desire to be unconditionally admitted to Louisiana College shall exhibit adequate mastery of the English language as evidenced by the TOEFL or IELTS exams. Unconditional admission is defined for the purpose of this section as applicants

who are allowed to enroll in for-credit courses with no additional assistance, requirements, or stipulations. Scores obtained within three years of the application date will be considered for admission. Exam scores older than three years of the application date will not be considered for admission. The exam scores required for unconditional admission are as follows:

A) The Test of English as a Foreign Language (TOEFL)-Internet based test (IBT)- An official TOEFL IBT score sent directly from the ETS testing agency should be sent to Louisiana College on behalf of the student. Students will earn a minimum composite score of 85 on the TOEFL-IBT. Reading and Writing section scores will individually be higher than 20. Students submitting other forms of the TOEFL (paper or computer-based) shall obtain equivalent scores as described above.

B) International English Language Testing System (IELTS) - Students must submit an official IELTS score from the IELTS testing agency sent directly to Louisiana College. Scores equivalent to the TOEFL described in the section above must be obtained.

4. Current Valid Passport - Students must submit a copy of their valid passport to be considered for admission.

5. Demonstration of Financial Eligibility - The United States Government requires all F-1 visa sponsors to ensure a student's ability to finance their education in the USA. A student must have sufficient funds available to pay all institutional charges at the time of registration. A statement of financial responsibility must be submitted stating that the student has sufficient funds available to support tuition, room and board at Louisiana College. Louisiana College requires students to submit a bank certificate scan showing financial assets in excess of \$25,000 USD to cover one year's expenses of studying at Louisiana College. International students are subject to the payment deadlines and purge dates outline in the Financial Information section of this catalog.

Additional Information

In order to receive an F-1 visa, international students must schedule an appointment with the nearest U.S. consulate or embassy in their country within 90 days of departure. They must take along their documentation, letter of acceptance, and I-20 for presentation and review. The Department of Homeland Security (DHS) recommends the entering student be honest and have copies of all documentation sent to Louisiana College available for review by the U.S. custom official at the consulate, embassy, or U.S. port of entry. Custom officials may at any point of the student's travel to the United States deny him/her entry into the country.

Students residing in the United States who are not U.S. citizens and are not on F-1 status may enroll with permission from the Admissions Committee and must pay tuition and fees in full at registration.

Transfer Credit

Louisiana College recognizes that appropriate graduate-level courses completed at other accredited institutions may be acceptable for credit. Students must submit course descriptions, a syllabus, and a Course Evaluation Request Form to petition the head of the graduate program for graduate credit to be transferred. Transfer credit must be submitted with the application, reviewed, and accepted by the division chair, major professor, and/or the dean of the graduate school within the first term of

enrollment. Students are limited to 6 hours of transfer credit. However, students may write a letter of appeal to the Dean of the school or program and petition the Graduate Council to accept up to 3 additional hours. Once admitted to the LC graduate program, students may not take graduate courses elsewhere.

In order to determine if work completed at other institutions is commensurate with the requirements of the respective graduate program, the following criteria will be employed:

- Transfer courses must be appropriate for the degree program and have commensurate academic content and learning outcomes to the course being substituted.
- Even when prior coursework is deemed satisfactory, the head of the program reserves the right to evaluate student competency through examination when such evaluation is deemed necessary.
- All transfer credit must have earned a grade of “B” or better.
- The student must be in good standing with the institution at which the courses were completed.
- Transfer credit will only be evaluated if a student has followed all the guidelines outlined in this policy.

Transfer credit for international students must meet all the criteria above and have detailed credential evaluation by one of the following services:

World Education Service, Inc.
P.O. Box 5087
Bowling Green Station
New York, NY 10274

Education Evaluators International, Inc.
11 South Angell Street #348
Providence, RI 02906

Any student who prefers to use a different evaluation service must submit a request in writing to the Registrar and ask for a written approval.

Readmission Policy

Graduate students who plan to re-enter graduate school after missing a fall, spring, or longer length of time should contact the respective school or division for readmission at least three weeks before registration. A student readmitted after an interruption of more than two years in the course of study at Louisiana College may, at the discretion of the University, be required to fulfill the graduation requirements in the catalog in force at the time of readmission.

Students who change degree programs assume responsibility for meeting all prerequisite and degree requirements for the degree to which they are changing as established by the Graduate Catalog in use at the time the change is requested.

Students placed on academic suspension who want to continue in the degree program may appeal to the Dean or Director of the program and the Graduate Council. The student should submit a letter of

appeal to the Dean or Director of the program addressing the circumstances that resulted in suspension, explaining any changes, and requesting reinstatement. The Dean or Director of the program will submit the appeal letter to the Graduate Council for consideration. In such cases, the decision of the Graduate Council regarding readmission will be final.

Changing Majors:

If a student changes from one major to another or changes emphasis within the major where there are different requirements for Admission, the student must reapply and meet the admission requirements of the new program, including any undergraduate prerequisites and standardized tests. Graduate hours accumulated during the first major will remain on the transcript (official permanent record) but will be excluded from the overall GPA calculation for the new program.

ACADEMIC POLICIES

Academic Advising:

Since a basic goal of Louisiana College is to provide personal attention to the needs, interests, and abilities of each student, the College emphasizes the role of its faculty in the academic advising of students. Academic advising is a cornerstone of student success. Without proper advising, students may fail to accomplish expected student learning outcomes for their chosen degree. Proper academic advising enhances student retention rates and student success. Students deserve the best academic advising available to them. To that end, only teaching faculty within the student's graduate program will provide academic advising.

School deans or division chairs will assign a faculty advisor to each student who will assist the student in planning an academic program and following a curriculum. Students are required to meet and/or correspond with their faculty advisor prior to registering for classes each semester and must obtain the advisor's permission to register. Upon granting permission to register, faculty advisors will clear students to register online.

Attendance

Class attendance is an essential part of the education process, and students are expected to attend regularly and punctually all classes and laboratories for which they are registered. Cumulative absences may result in a lowered grade or loss of credit for the course. Tardiness is also subject to penalty. Although some specific requirements may vary according to the nature and structure of the course, the following guidelines summarize institutional policy:

- Class attendance is required, and accurate records are kept.
- Class attendance is essential to success in the instructional process, and students are expected to attend all classes.
- Individual faculty members set their own attendance regulation for their classes and inform their students of them; however, students must attend at least 80% of the class meetings in order to receive credit for the course.
- When a student has missed 20% of the class, the instructor will complete, sign, and forward a Report for Excessive Absences form or submit the information online to the Registrar. Upon receipt of the Report for Excessive Absences, the Registrar will record the grade of "FA" (Failure for Absences) in the student's record, forward the appropriate copies of the report to the student, the VPAA Office, and the Financial Aid Office.
- The calculation of the semester grade, including any penalty for absences, is the responsibility of the faculty member and may vary according to the nature of the course and the grading scale used.
- Students are responsible for notifying instructors of their absence. With prior notification, a faculty member may excuse an absence for serious illness or for other emergency reasons that the faculty member finds justifiable.
- Whether an absence is excused or not, the student who is absent misses some learning that takes place in the class. The responsibility for work missed rests entirely with the student.

- A student registering late will be charged for all absences occurring prior to class, although these may be treated as excused absences.

Online classes at Louisiana College are not independent study/self-paced classes. The instructor is the one responsible for setting the pace, not the student. Attendance in online classes is defined as active participation in class learning activities. Pre-registered students are required to interact in some manner within the first seven days of the semester. Students who register late are required to interact in some manner within seven days of registering for the course.

While online instructors will define the amount and frequency of interaction between the students and the learning management system, at a minimum, students must interact on a weekly basis to be counted as present. Attendance is measured weekly and is based on documentable engagement with course content. Attendance is monitored by timely submission of assignments, including tests, homework, projects, discussion board entries, etc. A student is expected to complete such assignments by the appropriate due date. Failure to complete such assignments by the due date may be recorded as an absence.

Full-Time Course Load

In order for a student to be classified as a full-time graduate student, the student must be enrolled for a minimum of 6 credit hours during the regular semester. A graduate student who is enrolled in 3 credit hours in any of the three summer sessions, Maymester, Summer I and Summer II, will be classified as a full-time student. The maximum course work during a regular semester is 9 credit hours. Deans/chairs may grant exceptions to students who request to take additional credit hours.

Changing Schedule

Students register for courses on-line through the Jenzabar portal according to schedules published on the website. Students receive clearance to register after the required consultation with an advisor, and the student must understand that if there is any deviation from the schedule agreed upon with the advisor, full responsibility rests on the student. After classes have begun, courses may be added or dropped according to the College calendar published in the on-line catalog and schedule. Changes in schedule involving either the adding or dropping of a course or changing to another course must be made through the Office of the Registrar.

Adding and Dropping Courses

After the second full week of classes in a fall or spring term, students will be administratively dropped from those classes for which they are registered but not attending.

A course that is dropped officially before the end of the add/drop period will not be entered on the student's permanent record. The official add and drop date for each term is published in the College calendar and class schedule. After that official date, students are not permitted to enroll in class unless extenuating circumstances prevented the student from enrolling. Special permission may be granted after consultation with the dean and/or division chair, the Registrar, and the Vice President for Academic Affairs.

After the official drop date, students may not drop a course without receiving a "W," "WP" or "WF." Students who withdraw from a course after the end of late registration through the sixth week of the

regular semester will receive a “W.” Students who withdraw after the sixth week can receive a “WP” if they have a “C” or better average and will receive a “WF” if failing (below a “C” average) at the time of withdrawal. A grade of “WF” has the same effect as an “F” on GPA calculations. A grade of F is given when one simply drops out of a course without following the procedure for dropping it officially.

Withdrawal or Resignation from the College

No withdrawal is official unless it is made through the Office of Academic Affairs, the Registrar’s Office, and the Business Office. The resignation process will be complete once the resignation form is presented to and signed by the Vice President for Academic Affairs. Refunds will be calculated as of the date the resignation process began as noted on the resignation form. Students who feel they have extenuating circumstances, such as personal injury, death of a family member, serious illness, etc., that may warrant amending the official resignation date may file an appeal with the Office of the Vice-President for Business Affairs. Enrollment at Louisiana College represents a contractual commitment by the student to fulfill all financial obligations (including repayment of financial aid) to the College regardless of when the student may cease to be enrolled.

GRADING SYSTEM

Course Level Requirements:

Graduate credit will not be given for a 500-level course if taken previously at the undergraduate level and may not be repeated as a graduate-level course. For a Master's degree, a minimum of 50 percent of course work must be earned in 600-level courses.

Grades

Louisiana College employs a 4-point grading system with the standard marks, "A," "B," "C," "D" and "F". A WIP designates a work-in-progress during the semester, but is not recognized as a grade.

Additional considerations of importance are as follows:

- A (superior in quality or excellent)
- B (given for work which is consistently good and which manifests sufficient interest, effort, or originality to lift it beyond average)
- C (minimal work and shows that basic requirements in class assignments have been met, but is not considered standard work for graduate students)
- D (earns no credit and is below the standard required for graduation)
- F (indicates failure and carries no credit)
- A grade of D or F in any graduate-level course will suspend the student from the degree program. Students who want to continue in the degree program may appeal to the dean of the program and the Graduate Council. (See Academic Standing for additional information.)
- FA indicates that the student failed the course due to excessive absences.
- F* indicates an administrative F if an instructor fails to submit a final grade. See "Submitting Final Grades" for the complete policy.

Students who withdraw from a course after the end of late registration through the sixth week of the regular semester will receive a "W." Students who withdraw after the sixth week can receive a "WP" if they have a "C" or better average and will receive a "WF" if failing (below a "C" average) at the time of withdrawal. A grade of "WF" has the same effect as an "F" on GPA calculations.

Academic Standing: Probation and Suspension

Progress toward a degree is measured both quantitatively and qualitatively through consideration of the number of grade point hours and the grade point average. Grade point average (GPA) is calculated by dividing the number of grade points by grade point hours.

The requirement for remaining in good academic standing as a graduate student is the same requirement for graduation. All graduate students must maintain a 3.0 GPA on all graduate courses. Only 2 grades of "C" may be applied toward the completion of any master's degree program.

Academic Probation and Suspension

When a student's GPA drops below 3.0, the student is placed on academic probation. The Registrar's Office will notify students that they have been placed on academic probation. During probation, the

student has one semester to improve the GPA to the required 3.0. Students on academic probation may not improve their GPA by taking courses at other institutions. In cases in which the student needs to repeat a course and the course is not offered until the following semester, the student will remain on probation until able to repeat the course. If the student is successful in regaining a 3.0, the student will be back in good standing. However, if the student is unsuccessful or if a student makes a “D” or “F,” the student will be placed on academic suspension. The student must appeal to the Graduate Council Committee to be readmitted to the program. If the appeal is granted and the student is readmitted, the student is placed on probational status for one semester. After one semester, if the student’s GPA has not reached the required 3.0, the student may appeal to remain in the program. However, a student is only allowed to go through the appeal process a total of two times.

Appeal Procedure for Academic Suspension

Students placed on academic suspension who want to continue in the degree program may appeal to the Dean or Director of the program and the Graduate Council. The student must submit a letter of appeal to the Dean or Director of the program at least two weeks prior to the start date of the next semester addressing the circumstances that resulted in suspension, explaining any changes, and requesting reinstatement. The Dean or Director of the program will submit the appeal letter to the Graduate Council for consideration. In such cases, the decision of the Graduate Council regarding readmission will be final.

Incompletes

If students are prevented from completing a course by circumstances beyond their control, a grade of “I” may be requested. Students may receive the grade of “I” provided they have attended 80 percent of the total number of class sessions, are passing the course, and are prevented from completing the course before the last day of the semester by a documented, extenuating circumstance beyond his/her control, such as deployment, natural disaster, medical illness or surgery, family emergency, death in the immediate family, or job relocation. Failing to attend class or turn in required course work does not meet the qualifications of an extenuating circumstance. The student must provide relevant support documentation, substantiating the stated circumstance, and the student must provide documentation from the instructor for attendance and grade. Students must submit a written request asking the instructor to report an “incomplete.” All of the documentation must be submitted with the “incomplete form” to the VPAA for final approval.

To deal honestly and fairly with students, incompletes should only be assigned to students who qualify for the extended time and should not be administered to prevent a student from receiving a failing grade or to allow the student more time to pass the course. An “incomplete” may not be given merely because students fail to complete all course requirements on time, nor is it an option that may be elected at their own discretion. It is a student’s responsibility to make specific arrangements with the instructor to complete the course work.

Students who are granted “incompletes” have until the date set by the instructor (but not later than the final class day of the next regular semester from the end of the term in which the course was taken) to complete the remaining course requirements. Any incomplete grade not removed by the date set by the instructor (but not later than the final class day of the next regular semester from the end of the term in which the course was taken) will automatically become an “F.”

Repeating Courses

Students may repeat one course for one grade replacement, and the prior grade will be removed from the cumulative GPA. Only one grade replacement is allowed. If a student repeats more than one course, all grades will be used in computing the cumulative grade point average. This means that all attempts at a repeated course will be computed into the cumulative grade point average, and all course grades will appear on the transcript.

Submitting Final Grades

A faculty member's teaching responsibilities include providing grades honestly and fairly within the grading system established by the institution and within the deadlines specified by the Registrar. Louisiana College recognizes the standard marks of "A," "B," "C," "D" and "F" as acceptable grades. A WIP designates a work-in-progress during the semester but is not recognized as a grade.

All faculty are required to submit final grades by the final grade submission deadline established by the Registrar and the VPAA. If any student is not assigned a grade by the deadline, the Registrar's Office will first attempt to contact the instructor of record. If the instructor cannot be reached, the Registrar will issue an "administrative F" (F*) grade and will instruct the student to contact the instructor. The grade will remain an "administrative F" (F*) until the instructor submits a Grade Change Form. Only faculty members are permitted to request a Grade Change Form, and the Registrar's Office will issue the form on a case-by-case basis. Once the Grade Change Form has been submitted to the Registrar's Office, the "administrative F" (F*) will be removed from the student's academic record. The only grade that the Registrar may assign without a Grade Change Form from a faculty member is an "administrative F" (F*). An "administrative F" will be designed as F* on the student's record.

Independent Studies

Independent study and/or directed independent study course are allowed, but only in situation where a required course is not available or in unusual circumstances that prevent a student from taking a course in the normal manner. Independent study and/or directed independent study courses may be taken at LC and are limited to 6 hours. Permission from the advisor and appropriate dean is required.

GENERAL GRADUATION REQUIREMENTS

Course Level

A minimum of 50 percent of work for a Master's degree must be in 600-level courses; these are courses exclusively for graduate students. The 500-level courses listed in this catalog are approved for credit toward the Master's degree.

Time Limitation

All students pursuing the graduate degree must complete the required work within five years after enrolling in Louisiana College graduate programs. Credit may not be allowed for any course taken prior to five years before graduation.

Final Assessment

All master's degree programs at Louisiana College require a candidate's final assessment prior to graduation. This assessment may take the form of a written comprehensive exam, a portfolio, a capstone course, oral examination, and/or thesis. If a thesis is required, students must follow the guidelines established by each program. No more than 6 hours may be allowed for the thesis course or completion. If a thesis is not required, a course that requires special research and a formal research project will be required.

Grade Requirement

All Master's degree programs must be at a minimum 30 hours, and student must earn a 3.0 GPA. Graduate divisions may require a higher GPA and establish other criteria as long as it meets the minimal for the overall requirements.

Application for Degree

Admission to Degree Candidacy

To be eligible for admission to candidacy for a graduate degree, a student must comply with the following requirements:

- Students must complete the "Self-Auditing Curriculum" for their respective degree programs. Each "Self-Auditing Curriculum Form" is located on the Registrar's website.
- After demonstrating satisfactory completion of all requirements, the Self-Auditing Curriculum Form must be submitted to the Registrar's Office no later than by the end of the second week of the semester prior to the anticipated graduation.
- Satisfactory completion is interpreted as having a B average on all graduate work pursued (3.0 GPA). Individual departments may have additional requirements for admission to candidacy.
- At the time of submitting the Self-Auditing Curriculum Form to the Registrar's Office, students must pay to the Business Office a \$100 degree application fee.
- Students who fail to comply with the following guidelines and timeline will be required to pay a \$200 late fee to the Business Office.

Attendance at Graduation

Students who meet graduation requirements are expected to march at Commencement. Students who do not participate in Commencement will be required to pay an additional handling fee of \$100 to the Business Office before picking up their diploma from the Registrar's Office. Students must attach the receipt from the Business Office to the diploma request before the request will be processed.

STUDENT SUPPORT SERVICES

Student ID

Faculty, staff and students are required to have a Louisiana College identification card in their possession at all times and to present their Louisiana College identification card upon request. Identification cards are issued to new students at the beginning of each term. These cards can be used for identification purposes on campus for campus dining and library services, admission to events, student discounts, and will be scanned for chapel credit. There is no charge for the initial card. A \$10 fee will be charged for replacement ID cards. Contact Student Life for additional information at (318) 487-7124.

Vehicle Registration

All motorized vehicles operated on the Louisiana College campus must be registered with Campus Security. Decals may be purchased at the time of registration. Commuters have several parking areas designated for their use. Two commuter parking lots are located on the boulevard across from the Fine Arts Building. In addition there is a parking lot located behind Martin Performing Arts Center. A limited number of parking spaces is available on the streets surrounding the campus.

Commuter Meal Plan

A commuter may purchase a meal plan from the Business Office which can be used at both The Den and Hattie B. Strother Cafeteria. The plan is sold in \$100 increments with additional increments available during the semester. The student receives a bar code which is affixed to his/her student ID. The bar code is scanned at the time of purchase.

Health Services

Louisiana College Health Services aims to promote and help maintain the physical, emotional, and spiritual health of our students, faculty, and staff. The Health Service Center is located on the main floor of the Hixson Student Center, Room 144. Supervised by the Coordinator of Health Services, the facility provides service for students, faculty, and staff. During the academic year, a Registered Nurse is on duty each Monday through Thursday from 8:30 a.m.-4:00 p.m. and closed on Fridays. The office number is 318- 487-7750. Though Health Services is not a resident facility offering primary health care, it does serve as a referral service and a dispensary for a limited inventory of first aid supplies and over-the-counter medications. No fee is charged for a visit to the nurse. The nurse is also available to administer allergy injections to students that are enrolled, but this requires a physician's order with specific instructions regarding schedule and dosing. The student would be responsible to provide the allergy vial along with a \$15.00 per semester fee to cover the cost of the syringes. The nurse can assist with keeping track of blood pressure or glucose readings and can administer B12 or other cyclically administered injections with written orders and serum/medication provided by the student's physician.

The nurse in Health Services consults with Dr. Kenneth Johnson (College Physician) for further treatment when needed. Dr. Johnson holds a clinic and sees students who are ill in Health Services each Wednesday from 12:30 p.m. – 2:00 p.m. (during the spring and fall semesters). An appointment is required to see the doctor. There is no fee charged for a visit to the doctor; however, the cost of prescription medications, lab work, or x-rays (if ordered by Dr. Johnson) would be the responsibility of the student.

Medical Records

Each new/transfer student must submit a “Health History Record” and “Proof of Immunization Compliance” form to the Admissions Office or to Health Services prior to registration. Immunization for tetanus & diphtheria (Td) or Tdap within the past 10 years, two doses measles, mumps, & rubella (MMR), 3 doses or one series of the hepatitis B vaccination, and a meningococcal meningitis vaccine is required of new students. Waiver forms are also available for the student should they decide to decline receipt of the required vaccines. The nurses closely monitor immunization records for new/transfer students to assure compliance with the Louisiana law regarding required immunization for admission to an Institution of Higher Learning. These medical forms are housed in the Health Services Office. Students’ medical records are kept confidential and are maintained in Health Services. These records may be released to a physician only with the written consent of the student.

Blood Donor Program

Louisiana College is a member of the Louisiana Lifeshare Blood Center Program. The school schedules Donor Days on campus each fall and spring semester.

Health Fair

A Health Fair is held annually, in the spring semester, in order to provide a wealth of health information and offer free/reduced screenings to the students, faculty, and staff of Louisiana College.

Insurance Coverage

Students are highly encouraged to subscribe to an insurance policy covering hospitalization and surgery and should provide a statement of proof of insurance prior to registration. Louisiana College is not responsible for insuring students or for insurance coverage of those students who fail to subscribe to an insurance program.

Emergencies

Students who are need of urgent or emergency medical care after hours may contact one of the local walk-in clinics that are staffed with a doctor or nurse practitioner, or go to the emergency room at one of the local hospitals. Students can contact the walk-in clinics at the numbers listed below to obtain directions and office hours. The walk-in clinics should be able to bill your insurance for the visit.

Cenla Occupational Medicine Clinic	318-787-0610--Pineville
Huey P. Long Urgent Care	318-483-3911--Pineville
Incarnate Word Community Clinic	318-448-6800--Alexandria
Kisatchie Walk-In Clinic	318-473-1921-Alexandria
Premiere Urgent Care	318-787-6877--Alexandria
Rapides After Hours Urgent Care	318-487-1925--Pineville

The local emergency room contact numbers are listed below:

Rapides Regional Medical Center	318-769-3000
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Campus Security

Louisiana College Campus Security is a private security force, employed by Louisiana College, and working at the discretion of the Director of Safety and Security. There is a core of full-time employees supplemented with part-time guards.

Campus security is responsible for traffic control, law enforcement, and security of the College. Security is on the radio frequency with the Pineville Police Department, Pineville Fire Department, and Emergency Rescue (911). All of these agencies are only a few blocks from the campus and cooperate regularly with Louisiana College Security.

Security is on duty twenty-four hours a day, seven days a week, and strives to serve the campus community in every way possible for safety, service, and protection.

Campus Security does not have the power to make an arrest. Campus security does work very closely with the Pineville Police Department. All crimes in violation of the law are reported to Pineville Police for appropriate action including arrest and/or prosecution. Violations of campus regulations are handled by campus security, and those in violation are referred to the proper College administrative officials for disciplinary action.

Classroom buildings remain open until 10:00 p.m. most of the time. The security officer on duty makes periodic rounds through the campus buildings; however, students should be advised that there are no security or staff members posted on duty in these buildings.

Campus security can be reached by dialing 308-6505 or 487-SAFE (7233); and if you are unable to contact Campus Security and it is an emergency, please call Pineville Police at 442-6603 or 911.

Access to Campus Facilities

Most campus buildings and facilities are accessible to the campus community, guests, and visitors during normal business hours. Access to buildings after normal business hours, weekends, and holidays is available by contacting the security officer on duty 318-308-6505. Access to labs or secured classrooms will require written authorization for access from the professor or instructor responsible for that facility. Students will be required to present their student identification card for access.

Student Counseling Services

Personal problems, whether from within or beyond the College environment, sometime divert students from their educational goals. Under the guidance of the Dean of Students and the School Counselor, Student Development provides a setting in which students may discuss problems in confidence with a professional counselor. Students may consult a counselor regarding emotional difficulty, home conflict, marital discord, personal growth needs, academic ability, or a variety of other personal and social concerns. In counseling sessions, the emphasis is on exploring alternatives, providing insight, and evaluating new directions.

Both counselor and student agree to maintain the private nature of information shared by the student. This confidentiality is essential to an effective counseling relationship and is assured at Louisiana College. All counseling records are secured by the Counselor and may not be shared with other persons without the expressed approval of the student.

Sessions are usually scheduled for one hour. Counseling appointments are available Monday-Friday 8:30 a.m. -4:30 p.m. Interested students may call the School Counselor. For further information regarding counseling services call 318-487-7134 or 318-487-7134. The Office is located on the 2nd floor of Hixson Student Center next to the BCM.

Academic Tutorial Services

The Louisiana College Student Success Center (SSC) is a comprehensive one-stop shop for academic support services on campus. The goal of the SSC is to increase retention by providing students with access to free tutoring in core courses, thereby fostering the independent, critical thinking skills needed to succeed in college and beyond. Located in the Norton Library, the SSC offers a range of academic assistance in the form of individual tutoring, study groups, and other support services for LC's student body. Students meet with peer tutors who have excelled in the course they tutor and who have been trained to facilitate discussion on course content. All of the programs and initiatives offered in the Center are free for LC students.

For Assistance in Writing

The first stop for writing help is the Writing Center, located in the Student Success Center. Trained writing assistants work one-on-one with students on every aspect of the writing process. Typically, students are asked to make appointments, but walk-ins are welcome if an appointment is available.

The Writing Center provides free help on writing assignments, including:

- Analytical essays
- Argumentative essays
- Response papers
- Research papers in all majors
- Book reports and reviews
- Film and drama reviews
- Lab reports
- Critiques
- Proposals, business reports, letters, and memos
- Service learning writing projects

Students receive help with all phases of the writing process, from brainstorming ideas to synthesizing sources, tightening arguments, and revising for clarity and style. Writing assistants do not edit or correct students' papers; instead, they work with students to help them strengthen their critical thinking skills and improve their own writing. Online assistance for distance education students is also available.

There are many opportunities for students to receive academic support. For individual assistance, one should first contact the course professor. Some departments provide tutorial labs and/or study sessions.

The Richard W. Norton Memorial Library provides technologically-enriched resources, services, and spaces to foster a community of collaborative teaching, learning, and research. In seeking to fulfill its mission, the library strives to be a key partner in students' academic pursuits, collaborating to achieve success together.

Resources

The library provides resources in multiple formats to meet the research needs of students (undergraduate, graduate, residential, and online), faculty, and staff across the disciplines. The library's physical resources number approximately 100,000 volume equivalents, some of which are organized into focal collections, such as juvenile materials, the divinity collection, the Hyatt collection, and special collections and archives. Electronic resources, which are accessible 24/7 online via any Internet connection, include over 270,000 e-books, nearly 77,000 e-journals, and over 135 databases from such companies as EBSCO, ProQuest, Oxford, and Gale. The library is a selective depository for both state and federal government documents. Materials are discoverable via the library's online catalog, LCCat, and EBSCO's discovery service, both of which are available on the library's website at <http://lacollege.libguides.com/home>.

Access

Through authentication services, current students (undergraduate, graduate, residential, and online), faculty, and staff have access to the library's online resources on or off campus. Off-campus access is facilitated via a proxy service, which requires that users simply provide their current campus login credentials before being directed to online resources. During the regular semester, the library is open 70 hours per week, providing access to the library's physical materials and study spaces. Exceptions to regular hours are posted on the library's website and social media accounts. Entrance doors are locked 15 minutes prior to the posted closing time.

Course Reserves

Each semester, faculty may choose to place reading materials on reserve for equitable access and use. Course reserves are searchable in the library's online catalog, LCCat, and are typically available for student use in three-hour increments, although faculty may choose other loan periods at their discretion. Materials are available at the library's circulation desk. Course reserves are facilitated through the library's Circulation Services department.

Special Collections and Archives

The library retains and organizes materials related to the history of Louisiana College. Some of the more extensive holdings include course catalogs, yearbooks, and College newspapers. Other collections include faculty-authored works, alumni-authored works, and materials related to the history of Baptists in Louisiana. Special collections include the Robert MacGimsey Collection and the Joseph Willis Institute Collection. Access to these materials is restricted and must be made by appointment.

Services

Borrowing

In addition to traditional borrowing services for the library's physical resources, which are also available for us by distance students with items delivered via postal services, the library participates in several reciprocal borrowing programs, which benefits students enrolled in online programs in particular. Within the state, authorized users may visit and borrow materials from other participating academic institutions in the state's consortium, LOUIS. Nationally, authorized users may borrow materials from other institutions participating in the ACL Reciprocal Borrowing program. For information on borrowing limits, renewals, fees, etc., see the library's website at <http://lacollege.libguides.com/borrowing>.

Interlibrary Loan

The library's membership in various organizations (OCLC, LOUIS, ACL) provides researchers the

opportunity to obtain books, journal articles, and other resource materials which are not available through the library's local collections. Interlibrary loan allows the library to supplement its collections and enhance research opportunities. Interlibrary loan services may be used to request needed materials, typically at no cost and within a matter of days, depending upon the resource.

Research Assistance

Qualified library faculty and staff use research and course guides, custom tutorial videos, an FAQ, on-site workshops, and classroom instruction to connect students with targeted resources and strategies for conducting research and completing assignments. In addition, research help is available via a variety of communication channels, including e-mail, phone, chat, and text. Research consultations may also be scheduled with a librarian to receive tailored personal research assistance. Since the vast majority of these services are mediated via online platforms, they are readily accessible to online students.

Spaces

A variety of study spaces in the library accommodate the learning needs and preferences of students. Located on the first floor, “the commons” provides a comfortable, collaborative space ideal for large group project meetings and is equipped with several mobile whiteboards. Five group study rooms, which can be reserved in advance, offer more privacy for smaller group work. The computer lab offers 20 thin client computer workstations, which are loaded with the Microsoft Office Suite (Access, Excel, PowerPoint, Publisher, Word, etc.), Acrobat Reader, Internet browsers (Chrome, Firefox, IE), and media players (Windows Media and QuickTime). Wi-Fi is available throughout the building. Individual study carrels are available in the library book stacks. The library’s coffee bar, Overdue Brew, provides complementary hot beverages for library visitors.

Bookstore

The Bookstore is located on the main floor of the Hixson Student Center and offers a full range of textbooks, classroom supplies, gifts, and personal items. Bookstore hours are from 7:45 a.m. – 4:30 p.m., Monday through Thursday and 7:45 a.m. – 11:30 on Friday, except during College holidays. Hours of operation between semesters may vary and will be posted. All major credit cards are accepted for purchases.

Textbooks for each semester are listed on the Louisiana College Bookstore website at <https://bookstore.lacollege.edu/>. Online students are able to purchase books from the LC’s Bookstore through an online site at www.bkstr.com/louisianastore/home. Students select their textbooks from the course number and then check out. LC’s Bookstore receives a message and information for shipping the textbooks to the students. In addition, students can also contact the bookstore directly and conduct the transaction over the telephone at 318-487-7630.

Used textbooks are bought by the bookstore on terms determined by the management. Copies of the buyback policy are available in the bookstore. General merchandise returns must be made within 30 days and be accompanied by a receipt. Items that have been special ordered and are not normally carried by the bookstore are not returnable. Electronic items are returnable only if they are in their original unopened packaging, or if after opening, the item is found to not be in workable condition.

Textbooks can be returned for full refund during the drop/add period at the beginning of each semester provided the following requirements are met: a) cash receipt and proof of class change or drop are provided with all signatures, b) withdrawal from college form presented along with cash receipt, c) class schedule and receipt provided in the event the wrong book has been purchased. New textbooks

cannot be returned for a full refund if the book has been marked in any way. Textbooks purchased in sealed packages must be returned in unopened original packaging. If opening the textbook is unavoidable, students are asked to keep the original packaging and return it with the book.

Other returns may be made at 75% of the original price on textbooks provided the book is in the original packaging. Refunds will be made provided books are in resalable condition. In cases where a book is not in resalable condition, as a new textbook, refund will be given at a used textbook price. Study guides that have been written in may not be returned for refund. Bookstore buyback is offered during the week of finals each semester. Textbooks that are being used again the next semester by the departments and are needed to meet the inventory needs of the bookstore will be bought back 50% of the new or used price. A wholesaler will purchase current textbook titles not being used by the bookstore at market wholesale prices. All textbooks must be in resalable condition. The bookstore also offers rental textbooks on a select group of texts approved by wholesale supplier

The Carroll and Elizabeth Hixson Student Center

The Carroll and Elizabeth Hixson Student Center, an integral part of the educational program of the College, is the "community center" for all members of the College family including students, faculty, staff, alumni, and guests. The Hixson Student Center offers a snack bar (The Den), coffee (Star Bucks), television viewing area (The Frye Suite), the LC Bookstore, game room, campus mail services, the Baptist Collegiate Ministry (BCM), Health Services, Counseling Services, Student Government Association (SGA), meeting rooms, organizational area, and lounge areas. The Hixson Student Center also houses the offices of the Student Life Staff.

The Granberry Conference Center

The Conference Center adjoins the Hixson Student Center and includes a formal lounge, the Presidential dining area, and the conference suite. The use of these facilities for special events may be arranged by calling (318) 487-7401.

The Swimming Pool

The swimming pool, located in H.O. West Fieldhouse, is used primarily for the academic program. Special requests are made through the Department of Health and Physical Education at (318) 487-7350.

Richard Crowell Tennis Center

College tennis courts, located near the main entrance to the campus, are available for students, employees, and authorized guests from 8:00 a.m. until 11:00 p.m. daily, except during scheduled class hours. The courts may be reserved for use at other times by calling (318) 487-7401.

James and Mary Baker Health and Wellness Center

The James and Mary Baker Health and Wellness Center, dedicated in March 2001, is comprised of two components, health care and fitness. The 45,193 square foot fitness facility is known as the Louisiana Athletic Club. Amenities include a four lane lap swimming pool, a pool for therapy and exercise classes, a gymnasium, areas for free weights, stationary exercise equipment, an aerobic studio,

racquetball courts, walking track and child care area. Graduate students are eligible for membership at a discounted rate. CHRISTUS Cabrini Healthplex, the 16,467 square foot health care portion of the facility, includes physicians' offices, clinical, and educational space.

FINANCIAL INFORMATION

Louisiana College is known for providing an excellent education at a cost well below the national average. We are the most affordable four-year private college in the state of Louisiana, and one of the least expensive private colleges in the nation.

Policies Governing Finances

The College enforces its financial policies in order to maintain a fair, consistent, and sound business relationship. Prior to enrolling at Louisiana College students should determine that they are able to fulfill these financial obligations. Students who are unable to meet their financial obligations will be withdrawn from all classes. Additionally, they will not be able to register for any upcoming semesters, view or receive grades, or receive transcripts. Students who have questions concerning payment should contact the Business Office at 318- 487-7452 or visit the Business Office located in Alexandria Hall, Room 148.

Payment Deadlines and Purge Dates

In order to complete the fee payment process and to avoid students' courses and schedules from being cancelled, all students must login to the MyLaCollege portal, click on the FINALIZE Tab, and complete all steps in the "Student Check-In" window. Purge dates are posted online for fall and spring semesters and for summer sessions.

Note: Students who have zero or credit balances (a minus sign or "CR" indicates a credit balance) because their tuition/fees are paid by federal financial aid, or other credits are still required to "confirm" registration through the MyLaCollege portal.

Failure to complete tuition/fee payment and confirm the schedule by these deadlines will result in the purge/cancellation of the student's class schedule. Students are responsible for the timely availability of their financial aid (Loans, Grants, Scholarships, etc.) in order to make payments due the College for tuition and fees by the payment (purge) deadline.

Payment

Payment in full is required at the time of registration. Anticipated financial aid will be considered if the student has completed all necessary actions required to qualify for and receive aid. Accepted forms of payment include: Cash, Check, Money Order, Visa, Mastercard, Discover, or American Express.

Payment Plan: Louisiana College has partnered with Higher One to provide students with the option of paying their tuition in monthly installments. Students must enroll in the plan prior to registration.

Information is also available through the Business Office and the Financial Aid Office. This payment plan is the *only* plan accepted by Louisiana College.

NSF Checks: A fee of \$20 plus bank charges will be assessed for handling each NSF check. Check writing privileges will be denied anyone who has written more than one NSF check to the college. Tuition payments returned NSF will result in the immediate withdrawal of the student from all classes.

All questions about outside financial assistance should be directed to the Business Office at 318-487-7452.

Financial Aid

All matters concerning financial aid are under the Director of Financial Aid whose office is located in the Admissions Office in Alexandria Hall. The amount of aid awarded a student is based on either scholarship or financial need.

Federal Student Aid

Students wishing to be awarded federal student aid must complete the Free Application for Federal Student Aid (FAFSA). Louisiana College should be designated as a recipient of FAFSA data. The FAFSA may be obtained from the Louisiana College Admissions Office or may be completed online at www.fafsa.ed.gov. Students should contact the Office of Financial Aid for current guidelines.

Receiving and Maintaining Financial Assistance

Students should be aware that admission status (part-time, regular, alternative certification) determines federal financial aid eligibility and the amounts students are eligible to receive. Non-degree seeking students are not eligible for federal financial aid.

Students on academic probation will be placed on Financial Aid Warning and will be eligible only to receive financial assistance for the first semester on academic probation, and they will be eligible to receive financial assistance for the second semester provided substantial academic progress was made during the first semester.

Students who are denied financial assistance due to unsatisfactory academic progress have the right to appeal the denial. Using the online form, students should place their appeal in writing to the Student Aid Appeals Committee and submit it via email to financial_aid@lacollege.edu. To determine if the appeal has been granted, students may call 318-487-7386 or email financial_aid@lacollege.edu. If the appeal was not been granted, the Financial Aid Office will send a letter explaining what can be done to regain eligibility.

Refund Schedule upon Resignation from the College

No withdrawal is official unless it is made through the Office of Academic Affairs, the Registrar's Office, the Financial Aid Office, and the Business Office. To resign from College, the student should obtain a "Resignation Form" from the Registrar's Office. The form can also be downloaded from the Registrar's webpage. The student should then obtain required signatures and clearances from various campus offices. The resignation

process is finalized once the complete resignation form is returned to the Registrar's Office.

Refunds will be calculated as of the date the resignation process began as indicated by the Registrar's date stamp on the resignation form.

The following tables indicate the current resignation refund schedule for tuitions and fees:

Fall and Spring Semesters

Resignation within:	Refund Percentage:
1st day of class—5 th day of class	100%
6 th day of class—10 th day of class	75%
11 th day of class—15 th day of class	50%
16 th day of class—20 th day of class	25%
After 20 th day of class	No refund

Summer Semester – Four-Week Term

Resignation within:	Refund Percentage:
1 st day of class	100%
2 nd day of class	75%
3 rd day of class	50%
After 4 th day of class	No Refund

This refund schedule begins with the first official day of class which is defined as the first day classes meet and not the first day of class attendance by the student.

Students who feel they have extenuating circumstances, such as personal injury, death of a family member, serious illness, etc., that may warrant amending the official resignation date may file an appeal with the Office of the Vice-President for Business Affairs.

**Federal regulations allow institutions to exclude an administrative fee of \$100 or 5% of the total institutional costs (whichever is less) from Federal refund calculations.

Refunds for room and board are calculated according to the number of full weeks remaining in the semester or term.

No refunds of tuition or fees will be given to students whose enrollment is cancelled as a result of disciplinary action.

Enrollment at Louisiana College represents a contractual commitment by the student to fulfill all financial obligations (including repayment of financial aid) to the College regardless of when the student may cease to be enrolled.

Distribution of Refund Checks

Refunds resulting from drop/adds or resignations will not be made until after an audit of fees has been performed. Refunds resulting from resignations will not be disbursed to students until both Federal and Institutional financial aid sources have been reimbursed according to Title IV regulations. Credit balances resulting from application of financial aid will be available for refund according to Federal guidelines.

Title IV Financial Aid Recipients

In accordance with the 1998 Reauthorization of the Higher Education Act of 1965, the refund policy for Title IV aid recipients has been changed to the “Return of Title IV Funds” policy. The law now defines the amount of Title IV grants and loans that the student has earned the right to use. The amount a student has earned is directly related to the length of time he or she has remained enrolled during the semester. The law requires that a certain percentage of Title IV funds be returned when a student resigns before completing more than 60% of the semester for which s/he received the funds. Specific information and examples regarding the Return of Title IV Funds policy are available in the Office of Student Financial Aid.

GRADUATE FACULTY

Qualifications of Graduate Faculty

The Graduate Faculty are the Louisiana College faculty whose expertise and professional accomplishment are considered by their school deans or division chairs to be of superior quality, and as such appropriate for instruction of students enrolled in graduate degree programs.

Membership

Criteria for membership on the Graduate Faculty will be based upon demonstrable elements in three primary areas: A) Qualifications; B) Performance in program development activities; and C) Performance in academic activities.

Qualifications:

- a. Membership on the Graduate Faculty shall be restricted to those who have an earned terminal degree (highest degree awarded in the discipline) in or related to the faculty member's area of assigned graduate responsibility from an institution accredited by a recognized accrediting agency.
 - b. Graduate Faculty must hold the rank of Assistant Professor or higher.
 - c. Graduate Faculty must hold appropriate licenses if required for the program of study.
1. Performance: Complete documentation must be provided for all the below.
 - a. Authoring a book, or two or more book chapters in nationally recognized academic presses, or two articles in refereed journals in the last five years; juried invitations resulting in musical performance or art exhibition or an original work sponsored by an arts organization or institution of national scope or recognition or presentations at nationally refereed conference resulting in at least two publications in the last five years; or
 - b. Authoring for regional, state, and non-refereed publications resulting in at least two publications in the last five years; juried invitations resulting in musical performance or art exhibition sponsored by an arts organization or institution, or regional or state resulting in at least two presentations in the last five years; or
 - c. Authoring grant proposals and contracts resulting in at least one externally funded grant in the last five years; or
 - d. Two presentations of professional, creative, and scholarly work during the last two years; or
 - e. Holding offices in professional and scholarly organizations during at least two of the last three years.

- f. Participating in consulting, commissions, and other professional endeavors and/or service to enhance the graduate program during at least two of the last three years.
 - g. For clinical faculty, appropriate professional experience or professional participation may be used in conjunction with or in lieu of scholarly activities.
2. **Program Development Activities:** These activities shall be conducted at the initiative of the faculty member or at the request of the school dean or division chair and documented and/or verified.
- a. Program development may include active participation in curriculum development, in the recruitment and retention of qualified graduate students, and in the development of resources or facilities for the enhancement of the graduate program.
3. **Academic Activities:** Teaching, policy making, advising, and directing activities to be conducted in accordance with essential needs of the mission of the graduate program shall include the following:
- a. Teaching a minimum of one graduate course per year as assigned by a school dean or division chair.
 - b. Verified involvement in a graduate-level policy-making Graduate Council Committee, advising students in the graduate curriculum and career matters, directing and/or serving on graduate committees for student research, internships, professional papers, recitals, and exhibitions, and assisting with the direction of the graduate program as needed.

School deans and division chairs have the authority to approve qualified individuals who do not hold membership on the Graduate Faculty to teach designated graduate courses. Such approval must be renewed every three years.

Privileges and Duties/Responsibilities

The privileges and duties/responsibilities of the membership on the Graduate Faculty include the following:

1. teaching graduate-level courses and seminars;
2. teaching graduate students effectively;
3. supervising and guiding graduate student research and study to its completion;
4. serving on the Graduate Council Committee;
5. participating in the formulation of graduate curriculum and policy;
6. ensuring graduate programs in their disciplines are relevant and high quality;
7. maintaining proficiency in their discipline.

Work Load

A faculty member who attains and maintains membership on the Graduate Faculty may be accorded a three-hour reduction in teaching load at the discretion of the school dean and/or division chair, and the Vice President for Academic Affairs.

Graduate Council Committee

The Graduate Council Committee receives information from graduate program heads and makes recommendations regarding admissions to graduate programs based on approved program admission policies; receives, studies, and makes recommendations to the graduate faculty concerning admission and/or curricular changes in graduate programs originating with individual departments; reviews and makes recommendations on proposals for new graduate programs; and monitors the evaluations of graduate programs in assessing the effectiveness of achieving specific program objectives. Committee membership includes the Vice President for Academic Affairs, the deans/chairs of each graduate school/division, seven additional graduate faculty members, and three administrative and/or staff members.

In addition, the Graduate Council is responsible for

- developing and establishing university policies and procedures for graduate work.
- establishing and maintaining the academic standards and regulations for graduate students and faculty.
- conducting continuous study of the graduate curriculum in its relation to the purpose of the institution.
- reviewing and recommending—after departmental approval—all modifications of existing graduate courses, course descriptions, and programs prior to Administrative Council and graduate faculty approval.
- reviewing and recommending for approval all new graduate programs or the deletion of graduate programs.
- functioning as the Graduate Appeals Committee to hear and determine graduate student appeals.
- functioning as the Graduate Admissions Committee to review admission applications and appeals for students who do not meet minimum admission requirements.
- designing and publishing the Graduate Catalog through the office of the VPAA.

School of Education Graduate Studies

Requirements for entry/admission into the School of Education by Program:

Alternative Certification- (TEACH Program)

The requirements for alternative certification has been established and approved by the Board of Elementary and Secondary Education (BESE) in compliance with the Teacher Education Accreditation Council (TEAC) standards (under the umbrella of CAEP). Upon application as a graduate student, candidates will have transcripts evaluated for admission into an appropriate alternate certification program. All requirements must be met before the School of Education recommends certification to the Louisiana Department of Education.

Requirements for Provisional Entry to the School of Education:

1. Applicant must have a minimum of a 2.2 **cumulative** grade point average on all undergraduate coursework. Students are limited to provisional enrollment of 9 hours.

Requirements to be accepted into the TEACH program:

1. GPA of 3.0 or greater on the first 9 hours of coursework taken in the School of Education.
2. Passing scores Praxis I (as of September 1 2014): Core Academic Skills for Educators: Reading, Writing, Mathematics passing scores OR exemption based on either an ACT composite score ≥ 22 , an SAT combined verbal/quantitative score ≥ 1030 , or an earned Master's degree or be highly qualified to teach.
3. Passing score on the Praxis II: Subject Assessments, OR be highly qualified to teach
4. Acceptance to the Program followed by successful review of documents completed during the application process such as official transcripts, resume, and letters of recommendation.

The Teach Program requires candidates to meet the coursework requirements and follow the program structure listed below:

1. 9-12 hrs. (4-5 week hybrid summer semester)
2. Two 3 hr. Methodology seminars: one each in the spring **and** fall semesters.
3. Must secure a full time teaching position in area of certification for the fall **and** spring semesters.
4. Successful completion of a one year residency consisting of two 3 hr. Practitioner Teacher Internships: one each in the fall **and** spring semesters where a mentor is assigned.
5. Reading Requirements: Candidates are required to demonstrate proficiency in the reading competencies as adopted by BESE through one of the following options:
 - a. successfully complete same number of semester hours in reading as required for undergraduate teacher preparation programs;

- b. Elementary Education (Grades 1-5), Special Education (K-12), and Early Childhood (Pre-K – 3) certification candidates must have 9 credit hours of reading OR the Praxis Teaching Reading Exam.
 - c. Pass the appropriate PLT (Principles of Learning & Teaching) for the appropriate grade level of certification.
6. Total hours required in the Teacher Certification Program: 21-27 credit hours with passing grades of “C” or better; **not to exceed two “C”s during the program.**

Certification-Only Program

Louisiana College offers a Certification-Only Program for certification in Grades 1-5, 6-12, All-Level K-12 (art, health and physical education, and music).

- This program may serve graduates who started in education but finished their degree in another area OR a student who has graduated but missed their opportunity to enroll in the summer TEACH PROGRAM.
- Entry requirements for this program remain the same as those required to enter the TEACH program.
- *Coursework attained is at the undergraduate level in the certification-only program.*
- *As long as the practitioner has met the 80 classroom experience hours required by the LDOE, we encourage them to consider completing his/her teacher certification by enrolling in the TEACH program the next summer in order to obtain graduate credits and work toward a MAT degree.*

Master of Arts in Teaching Degree (MAT)

Requirements for Entry:

1. Applicant must have a minimum of a 2.5 **cumulative** grade point average on all previously completed coursework (undergraduate and graduate).
2. Passing scores Praxis I (as of September 1, 2014): Core Academic Skills for Educators: Reading, Writing, Mathematics passing scores OR exemption based on either an ACT composite score ≥ 22 , an SAT combined verbal/quantitative score ≥ 1030 , or an earned Master's degree or be highly qualified to teach.
3. Passing score on the Praxis II: Subject Assessments, OR be highly qualified to teach.
4. Passing score on the Praxis III: Principles of Learning and Teaching for the appropriate grade levels taught for certification purposes.
2. Acceptance to the Program followed by successful review of documents completed during the application process such as official transcripts, resume, and letters of recommendation.

All courses must be satisfactorily completed with a minimum cumulative GPA of 3.0 on graduate work. **Candidates must have successfully passed the appropriate PLT (Principles of Learning & Teaching) by completion of the first semester in the program for the appropriate grade level of certification. Candidates must also complete the 33 credit hours with no more than 6 semester hours of graduate course work with a grade of "C" or lower.** Should a candidate fail to meet the above requirements at any time during the program, he/she will be notified and assigned a probationary status. The candidate will be required to submit a letter of appeal to the School of Education, which will be reviewed by the Graduate Council. Upon review by the committee, the student will be notified by the Dean of Education as to the status of his/her eligibility to continue in the program.

Master of Education Degree in Educational Leadership

Requirements for Entry:

1. Applicant must have a minimum of a 2.5 **cumulative** grade point average on all previously completed coursework (undergraduate and graduate).
2. Acceptance to the Program followed by successful review of documents completed during the application process such as official transcripts, resume, and letters of recommendation.

All courses must be satisfactorily completed with a minimum cumulative GPA of 3.0 on graduate work. **Candidates must complete the 36 credit hours with no more than 6 semester hours of graduate course work with a grade of "C" or lower.** Should a candidate fail to meet the above requirements at any time during the program, he/she will be notified and assigned a probationary status. The candidate will be required to submit a letter of appeal to the School of Education, which will be reviewed by the Graduate Council. Upon review by the council, the student will be notified by the Dean of Education as to the status of his/her eligibility to continue in the program.

Educational Leadership- (Add-On Certification)

Requirements for Entry:

Applicant must have OR be actively seeking a Master's degree, and have a minimum of a 3.0 **cumulative** grade point average on all previously completed graduate level coursework.

The Alternative Path for Educational Leader Level 1 is a certification pathway that includes 24 credit hours of graduate level coursework. The program assures that individuals who complete the program have documented evidence of skills that meet all standards required by Louisiana Board of Education to attain an Alternative Path Educational Leader Certificate Level 1

The Alternative Path for Educational Leader Level 1 builds on the successful post-baccalaureate program already in place. A holistic approach to educational leadership training is emphasized in the course progression. Each course considers real world applications educational leaders routinely face. Courses will be sequenced strategically so that candidates will experience a common-sense flow of materials and information.

Class discussions, case studies, lectures from experts and ample clinical experiences will be the primary mode of training. Text books will be utilized to supplement and enhance the courses. They may provide the structure and reinforce the research-based nature of the training, but each book serves to support and validate real experiences of the professors and guest speakers. Every professor and guest speaker will have expert and intimate knowledge of the subject matter they present. All of the professors and guest speakers will have leadership experience and an overwhelming majority will have served as a principal and/or a district superintendent. Our goal is to allow the most effective leaders from across the country an opportunity to share best practices with our candidates.

Admission for Cohorts

All students/candidates admitted into the School of Education are guaranteed equal opportunity to fulfill program requirements via on-campus or online course offerings.

Off campus (distance learning) course locations may be offered when the particular cohort reaches a minimum of 15 individuals.

Application Procedure for all Graduate Programs in the School of Education

Each applicant for admission must complete and submit the following directly to the School of Education:

1. Required online application for admission that corresponds to the specific program of choice.
2. An application and electronic portfolio fee (non-refundable; must accompany application).
3. Two (2) copies of official transcript(s) from **all** previous collegiate work (Associate's, bachelor's, master's, doctorate), and any transferable graduate credit requests.
Official transcripts are:
 - a. *Electronic or E-Scripts are accepted if sent by the respective Universities to: education@lacollege.edu*
 - b. *Those mailed from the college or university directly to the Department of School of Education, Louisiana College, L.C. Box 585, 1140 College Drive, Pineville, LA 71359; those brought by applicant, relative, etc. or marked "issued to student" are not considered official.*
 - c. *Transcripts from international institutions and universities must be reviewed before application for admission is considered.*
4. Letter of Intent for employment (for alt. certification only) (or current teaching contract copy) unless seeking student teaching in lieu of Internship
5. Two letters of recommendation (forms provided)

ACADEMIC INFORMATION

Admission to Degree Candidacy

All requirements for degree candidacy should be completed when a student has earned 12 hours of graduate work and must be completed before the student receives credit for more than 18 hours of work toward a degree. The Registrar's Office notifies eligible student by letter.

To be eligible for admission to candidacy for a graduate degree, a student must:

1. Have satisfied all requirements for regular admission to graduate study.
2. Have satisfactorily completed a minimum of 12 semester hours of graduate work at Louisiana College. Satisfactory completion is interpreted as having a B average on all graduate work pursued (3.0 GPA). Individual departments may have additional requirements for admission to candidacy. Please consult the appropriate catalog section describing requirements for the specific degree you seek.
3. Have on file in the Registrar's Office a record of an acceptable score from the PRAXIS Series; PPST, or National Teacher Examination Core Battery or Core Academic Skills for Educators tests as required by the degree program (TEACH and MAT only).
4. Residence Requirements: The Louisiana College MAT or MEd. Programs have no residency requirements.

Degree Plan of Study

A Degree Plan of Study will be given to all students by the School of Education to assist the student in planning for the selected academic program.

Post-Baccalaureate, Non-degree: one who already holds a bachelor's degree and is not working toward a degree at Louisiana College and/or who is eligible to take any graduate or undergraduate course for which the student is qualified as determined by the department concerned.

Full-Time Graduate Student: One must be enrolled for a minimum of five semester hours or the maximum number of hours offered by the program per semester to be classified as a full-time graduate student during a regular semester. International students (F-1) must maintain full-time enrollment while pursuing their degree in compliance with Immigration and Naturalization regulations. In summer school a graduate student who is enrolled for a minimum of six semester hours across a full summer session will be classified as a full-time student.

School of Education Graduate Courses

ED 503 Advanced Topics in Education Contemporary problems requiring research and reporting workshop situations for a teacher or group of teachers or other educational

workers. Prerequisite: permission of the Coordinator of the Department of School of Education. (1-3 credit hours)

ED 570 (Section A) The Professional Teacher This course addresses learning styles, child and adolescent development/psychology, the diverse learner, classroom management/organization, assessment, instructional design, and instructional strategies. Twenty four hours of observation are required.

Nine credit hours

ED 570 (Section E) The Professional Teacher- (Early Childhood Certification ONLY) *This course is an additional week of the summer semester taken in addition to ED 570 Section A. It is designed to acquaint the candidate with early childhood and kindergarten school programs. A major emphasis will be placed on basic curriculum areas, suggested teaching strategies, and activities. Correlated into the course work will be lesson planning, through electronics (ex. teacher tube) they will critique the interactions between young children and the teacher. Also, we will discuss different resources, unit preparation, and professional readings. *Required by students seeking Early Childhood Certification. Three credit hours.

ED 570 (Section S) The Professional Teacher- (Special Education ONLY) *This course is an additional week of the summer semester taken in addition to ED 570 Section A. It provides a basic understanding of special educational law, public policy, and what is expected of Special Educators in the classroom. Students in this class will be challenged to view these exceptionalities through a Christian Worldview, which embraces the sanctity of human life, no matter the disability and demonstrate support for families of exceptional children. Students gain an understanding of the criteria requirements for each category, how to develop an Individualized Education Program and conduct a Functional Behavior Analysis, as well as how to develop and implement behavior interventions, and accommodations and modifications as outlined by the reauthorization of IDEA 2004 and IDEIA 2007. *Required by students seeking Special Education Certification. Three credit hours.

ED 571 Seminar in Teaching Literacy Success

This seminar will address common pitfalls of first year teachers and provide innovative strategies to reach difficult learners in content literacy. Three credit hours.

ED 572 Seminar in Reading, Instructional Pedagogy, Specialized Skills and Practices

This course will address accepted pedagogy across grade levels and content areas as well as specialized methodology that especially engages the difficult learner. This seminar will also focus on studying and applying to classroom settings the research building blocks to teaching reading. Three credit hours.

ED 573 Practitioner Teacher Internship

This course is designed for in-service teachers seeking certification and will be a lab course with three hours credit. The intern will receive supervision from the principal, a designated classroom teacher, and a university supervisor. The intern will enroll in this course for two semesters and credit will be given each semester. Credit three hours each semester for two semesters.

ED 574 Methods of Teaching Reading/ELA in an Integrated Curriculum

This course provides an overview of a balanced and integrated approach to teaching literacy in the elementary grades (A separate section if taught for the Middle/Secondary grades). Education majors are taught how to integrate reading, writing, speaking, and listening strategies and activities as they teach students how to read with fluency and comprehension. Two credit hours

ED 576 Methods of Teaching Math/Science in an Integrated Curriculum

This course involves planning and facilitating of mathematics/science lessons, technology, the selection and use of materials, and implementation of assessment theory and techniques. Eighteen hours of field-based experiences are required. Intern teachers also plan, facilitate, and assess the effectiveness of constructivist-oriented lessons simulated with peers and presented with students in the classroom. . Two credit hours

ED 575 Practicum in Reading/ELA Methods and Strategies

This course is a follow-up to the instructor presentations of Reading/ELA methods material that culminates in clinical field experiences that reflect implementation of research from lecture experiences. Candidates plan, facilitate, and assess the effectiveness of constructivist-oriented lessons simulated with peers and presented with students in the classroom. One credit hour

ED 577 Practicum in Math/Science Methods and Strategies

This course is a follow-up to the instructor presentations of math/science methods material that culminates in clinical field experiences that reflect implementation of research from lecture experiences. Candidates plan, facilitate, and assess the effectiveness of constructivist-oriented lessons simulated with peers and presented with students in the classroom. One credit hour

ED 579 Methods of Instruction

This course is designed to increase awareness in teaching methods and strategies by defining the fundamental purpose of effective planning, demonstrating effective strategies and methods of instruction and describing methods of including culturally appropriate curricula in the classroom. Three credit hours

ED 600 Educational Leadership Using Research Design and Technology

Procedures in Educational Research will focus on the origin, purposes, and types of educational research. Students will locate educational information, calculate and interpret statistical data, and prepare research reports. Three credit hours

ED 601 Methods of Teaching with Significance

This course will focus on a survey and analysis of current theories of motivation and basic and applied issues related to achievement factors. Christian principles/methods of servant leadership will be studied and applied. The relationship between motivation and classroom management as exemplified by the servant leader will be covered with evidences provided. Three credit hours

ED 603 Advanced Practitioner Teacher Internship

Experienced teachers will produce a professional teacher portfolio that documents their teaching philosophy, their school setting, their competency in prescribed practitioner teacher attributes, their competency in exemplary teacher behaviors, a reflective teaching practice, student work samples, their professional development activities, and satisfactory ratings of their job performance as evaluated by their school-based and/or school district supervisors. Nine credit hours

ED 702 Curriculum and Instruction

This course analyzes the relationship between current practice and research in the supervision of curriculum and instruction. Topics include the concepts and techniques necessary for establishing a research based, comprehensive program for staff supervision; establishing performance standards; diagnosing staff needs; matching supervision with staff needs; creating the supervising climate; and using results effectively. Three credit hours

ED 703 Educational Philosophy

This course is designed for educators to explore the nature and purposes of education from a thoughtful, critical, and philosophical perspective. The educator will explore the connection between philosophic perspectives and educational practices such as teaching methodology, curriculum, the role of the teacher and the student, and the nature of the learner. Three credit hours

ED 710 Culture, Diversity, & Educational Philosophies

This course will primarily utilize “traditional” approaches of instructional delivery. The course enhances an educator’s ability to develop instructional programs for students with diverse learning needs and to assess and support these students. Various philosophies of education will be presented and related to the needs of a diverse student population. Special emphasis is given to students with exceptionalities (special education), English language learners and economically disadvantaged students. Three credit hours

ED 715 Data Driven School Leadership

This course will primarily utilize “traditional” approaches of instructional delivery. The course will provide an overview of the use and understanding of data to drive student learning and school change. Three credit hours

ED 720 The School, Community, and Social Issues

This course will primarily utilize “traditional” approaches of instructional delivery. The school plays a vital role in many communities. This course explores the impact community schools and school leaders have on social structure and community culture. Social issues such as the political influences on schools will also be addressed. Three Credit hours

ED 725 School Management: Finance and Personnel

This course will primarily utilize “traditional” approaches of instructional delivery. The course will present intricacies of school leadership. Constructing and managing a school budget, bid laws, donations, and foundations will be discussed. Personnel matters including tenure, evaluation, salary determination, termination procedures, contracts, and constructive hiring practices will also be explored. General leadership issues such as the role of publically elected officials in the school, school board relations, community relations etc. will be explored. Three credit hours

ED 727 Current Issues Facing School Leaders

School leadership requires a dynamic skill set including versatility, flexibility, and relativity. This course will be “discussion” based centered on current issues facing school leaders in the region. Practicing leaders will participate in discussions facilitated by the professor. Discussion topics will be determined by the professor and will be driven by real-time issues. The intent of the course is to prepare new leaders to face the issues that are not “text book” or predictable situations. Examples of such situations might include death of a faculty member, violent school incidents, extraordinary budget cuts or influx of funds, exceptional athletic season, etc. Three credit hours.

ED 730 Professional Ethics and School Law

This course will primarily utilize “traditional” approaches of instructional delivery. The course is designed to introduce legal principles and interpretations of constitutional and statutory laws. Judicial decisions and precipitating school policies are discussed. The course will help the school leader examine their personal, ethical and moral base from which they will lead. Three credit hours.

ED 750 School Leadership Practicum/Internship

This course will primarily utilize a “field-based” approach of instructional delivery. The course will allow participants an opportunity to apply their leadership skills in a real-world setting. They will serve in a leadership capacity at

the school level. A mentor will be assigned to the participant to give advice and support to the intern. Three credit hours

Teacher Certification Only (TEACH)

Candidate Name:	Date of Birth:
Student ID #:	PL certification #:
Date of Application:	Catalog Year: 2016
Projected Completion Date:	Circle One: Accepted Provisional

Program Plan of Study

Course Number	Semester Offered / Course Title	Course Credits	Registration Details
Summer			
ED 570 A	The Professional Teacher	9	Required for all students.
ED 570 E	The Professional Teacher EC	3	For Early Childhood Cert. only (taken in addition to 570 A)
ED 570 S	The Professional Teacher SPED	3	For Sped. Cert. only (taken in addition to 570 A)
Fall			
ED 571*	Seminar in Teaching Success	3	*Choose section based on grades: A: PK-2, B: 3-5, C: 6-8, D: 9-12 S: Sped k-12
ED 573 A	Practitioner Internship Fall	3	Required for all students
Spring			
ED 572*	Seminar in Instructional Strategies	3	*Choose section based on grades: A: PK-2, B: 3-5, C: 6-8, D: 9-12 S: Sped k-12
ED 573 A	Practitioner Internship Spring	3	Required for all students
Total Credits Required for Certification		21*	*24 if certifying in SPED or Early Childhood

Program Completion: Responsibility for reading catalog requirements and passing praxis by required deadlines for completion of the program rests entirely upon the student.

- You **MUST** pass the Praxis PLT prior to applying for your Level 1 Teaching Certification, or continuation of a MAT degree.
- Early Childhood, Special Education, and Elementary 1-5 candidates must pass the Praxis Teaching Reading Exam (#0204) OR fulfill the hour requirements below: (ED 503 is offered in the Spring semester for those needing to attain 3 more credit hours to fulfill the below requirements)
 - Early Childhood PK-3 and Elementary 1-5 programs: must have 9 hours.
 - Middle Grades 4-8 program: must have 6 hours
 - Secondary Grades 6-12, and ALL level K-12 programs: must have 3 hours
 - Special Ed areas: 9 hours OR pass the Praxis Teaching Reading Exam.

ALL students must apply online at lacollege.edu for acceptance to the Graduate School TEACH/MAT program. Assistance with the application process and all other inquiries about the TEACH program should be made directly to Louisiana College School of Education by emailing education@lacollege.edu, or calling the School of Education at 318.487-7302.

TEACH COMPLETER

MAT DEGREE PLAN OF STUDY

Candidate Name:	Date of Birth:
Student ID #:	Certification Level:
Date of Entrance:	Catalog Year: 2016
Projected Completion Date:	Circle One: Accepted Provisional

Course Number	Semester Offered / Course Title	Course Credits	Registration Details
Accepted from TEACH			
ED 570 A	The Professional Teacher	9	Must have no more than 2 Cs on this coursework and have passed the PLT Praxis Exam.
ED 571	Seminar in Teaching Success	3	
ED 572	Seminar in Teaching Success	3	
ED 573	Practitioner Internship Fall/Spring	6	
Summer			
ED 574*	Methods in ELA/Reading	2	*Choose section based on grade taught: A: PK – 5, B: 6 – 12
ED 576*	Methods in Math/Science	2	
ED 601 A	Teaching with Significance	3	Required for all students.
Fall			
ED 575*	Practicum in ELA/Reading	1	*Choose section based on grade taught: A: PK – 5, B: 6 – 12
ED 577*	Practicum in Math/Science	1	
ED 600*	Ed. Leadership Research	3	
Total Credits Required for Degree		33	

Transfer Courses: A *Request for Transfer Credit Form* and official transcripts of transfer work must be filed with the Teacher Education Department before courses can be approved.

Program Completion: Responsibility for reading catalog requirements for completion of the program and for knowing when the program has been completed rest entirely upon the student.

*Candidate must apply for Graduation one calendar year before expected graduation date.

ALL students must apply online at lacollege.edu for acceptance to the Graduate School TEACH/MAT program. Assistance with the application process and all other inquiries about the TEACH/MAT program should be made directly to Louisiana College School of Education by emailing education@lacollege.edu, or calling the School of Education at 318.487-730

TRADITIONAL

MAT DEGREE PLAN OF STUDY

Candidate Name:	Date of Birth:
Student ID #:	Certification Level:
Date of Entrance:	Catalog Year: 2016
Projected Completion Date:	Circle One: Accepted Provisional

Course Number	Semester Offered / Course Title	Course Credits	Registration Details
Summer			
ED 574*	Methods in ELA/Reading	2	*Choose section based on grade taught: A: PK – 5, B: 6 – 12
ED 576*	Methods in Math/Science	2	
ED 601 A	Teaching with Significance	3	Required for all students.
Fall			
ED 575*	Practicum in ELA/Reading	1	*Choose section based on grade taught: A: PK – 5, B: 6 – 12
ED 577*	Practicum in Math/Science	1	
ED 600*	Ed. Leadership Research	3	
ED 573*	Practitioner Internship	3	Must have 3+ years of experience
Spring			
ED 603 A	Advanced Practitioner Internship	9	Must be taken after ED 600
ED 579 A	Methods of Instruction	3	Offered Fall & Spring
Choose Two of the Following Electives:			
ED 710 A	Culture, Diversity, & Educational Philosophies	3	Offered in the Fall
ED 715 A	Data Driven School Leadership	3	Offered in the Summer
ED 720 A	The School, Community, and Social Issues	3	Offered in the Summer
ED 725 A	School Management: Finance and Personnel	3	Offered in the Spring
ED 727 A	Current Issues Facing School Leaders	3	Offered in the Spring
ED 730 A	Professional Ethics and School Law	3	Offered in the Fall
Total Credits Required for Degree		33	

Transfer Courses: A Request for Transfer Credit Form and official transcripts of transfer work must be filed with the Teacher Education Department before courses can be approved.

Program Completion: Responsibility for reading catalog requirements for completion of the program and for knowing when the program has been completed rest entirely upon the student.

*Candidate must apply for Graduation one calendar year before expected graduation date.

ALL students must apply online at lacollege.edu for acceptance to the Graduate School TEACH/MAT program. Assistance with the application process and all other inquiries about the TEACH/MAT program should be made directly to Louisiana College School of Education by emailing education@lacollege.edu, or calling the School of Education at 318.487-7302.

Master of Arts in Teaching - WACO Cohort

Degree Plan of Study and Tuition Costs

Candidate Name:	Date of Birth:
Student ID #:	TEXAS certification #:
Admission Status/Date:	Catalog Year: 2016
Projected Graduation Date:	Graduation App Submission Date:

Course Number	Semester Offered / Course Title	Course Credits	Tuition Cost
Semester offered: Summer			Estimated*
ED 570 W*	The Professional Teacher	9	\$4260 (\$355 x 12)
ED 601 W	Teaching with Significance	3	
ED 574 A*	Methods in ELA/Reading	2	\$1420 (\$355 x 4)
ED 576 A*	Methods in Math/Science	2	
Semester offered: Fall			
ED 600 W	Ed Leadership Research	3	\$2840 (355 x 8)
ED 575 A*	Practicum in ELA/Reading	1	
ED 577 A*	Practicum in Math/Science	1	
ED 573 W*	Practitioner Internship	3	
Semester offered: Spring			
ED 603 A	Advanced Practitioner Internship	9	\$3195 (355 x 9)
Total Credits Required for Degree		33	\$11,715.00

Transfer Courses: A *Request for Transfer Credit Form* and official transcripts of transfer work must be filed with the Teacher Education Department before courses can be approved.

Program Completion: Responsibility for reading catalog requirements for completion of the program and for knowing when the program has been completed rest entirely upon the student.

*Tuition Rates above are for 2016-2017 and are set by LC Board of Trustees. This amount is estimated and subject to change when official rates are announced.

Courses appearing in black above are ONLINE courses through Louisiana College, and must be taken in the respective semesters as shown above.

*****Courses denoted with an asterisk are DUAL enrollment courses.** These 18 hours of the required 33 for the Master's Degree are provided through work completed in the TPCP program. Students **MUST** be enrolled in these courses through the Region 12 TPCP program before registering for them and receiving credit with Louisiana College.

ALL students must apply online at lacollege.edu for acceptance to the Graduate School/MAT program. Assistance with the application process and all other inquiries about the WACO MAT degree program should be made directly to Louisiana College by emailing education@lacollege.edu.

M.Ed. in Educational Leadership

DEGREE PLAN OF STUDY

Candidate Name:	
Student ID #:	
Date of Entrance:	
Projected Completion Date:	

Course Number	Semester Offered / Course Title	Course Credits	Registration Details
Foundational Courses			
ED 600 L	Ed. Leadership Research	3	Prerequisite: 601, 702, 703
ED 601 A	Teaching with Significance	3	Offered Fall/Spring/Summer online
ED 702 A	Curriculum and Instruction	3	Prerequisite: ED 601
ED 703 A	Philosophy of Education	3	Prerequisite: ED 601
Leadership Courses			
ED 710 A	Culture, Diversity, & Educational Philosophies	3	Offered in the Fall
ED 715 A	Data Driven School Leadership	3	Offered in the Summer
ED 720 A	The School, Community, and Social Issues	3	Offered in the Summer
ED 725 A	School Management: Finance and Personnel	3	Offered in the Spring
ED 727 A	Current Issues Facing School Leaders	3	Offered in the Spring
ED 730 A	Professional Ethics and School Law	3	Offered in the Fall
ED 750 A	School Leadership Practicum	6	Must be taken in Fall & Spring Must have at least 3 other leadership courses completed before enrolling.
Total Credits Required for Degree		36	

Transfer Courses: A Request for Transfer Credit Form and official transcripts of transfer work must be filed with the Teacher Education Department before courses can be approved.

Program Completion: Responsibility for reading catalog requirements for completion of the program and for knowing when the program has been completed rest entirely upon the student.

*Candidate must apply for Graduation one calendar year before expected graduation date.

ALL students must apply online at lacollege.edu for acceptance to the Graduate School program. Assistance with the application process and all other inquiries about the Graduate program should be made directly to Louisiana College School of Education by emailing education@lacollege.edu, or calling the School of Education at 318.487-7302.

EDUCATIONAL LEADERSHIP PROGRAM OF STUDY

ADD-ON CERTIFICATION

Candidate Name:	Date of Birth:
Student ID #:	Certification Level:
Date of Entrance:	Catalog Year: 2016
Date of Conferred Master Degree:	

Course Number	Semester Offered / Course Title	Course Credits	Registration Details*
ED 710 A	Culture, Diversity, & Educational Philosophies	3	Offered in the Fall
ED 715 A	Data Driven School Leadership	3	Offered in the Summer
ED 720 A	The School, Community, and Social Issues	3	Offered in the Summer
ED 725 A	School Management: Finance and Personnel	3	Offered in the Spring
ED 727 A	Current Issues Facing School Leaders	3	Offered in the Spring
ED 730 A	Professional Ethics and School Law	3	Offered in the Fall
ED 750 A	School Leadership Practicum	6	Must be taken Fall/Spring Must have at least 3 other courses completed before enrolling for Fall.
Total Credits Required for Certification		24	

***Course offering dates are subject to change.**

Transfer Courses: A *Request for Transfer Credit Form* and official transcripts of transfer work must be filed with the Teacher Education Department before courses can be approved.

Program Completion: Responsibility for reading catalog requirements for completion of the program and for knowing when the program has been completed rest entirely upon the student.

***Candidate must also pass the PRAXIS School Leaders Licensure Assessment (SLLA) and apply for certification with the Louisiana State Department of Education upon completion.**

ALL students must apply online for ADD-ON CERTIFICATION at lacollege.edu for acceptance to the Graduate School Leadership Certification Program. Assistance with the application process and all other inquiries about this program should be made directly to Louisiana College School of Education by emailing Dr. Amy Craig at amy.craig@lacollege.edu, or calling the School of Education at 318.487-7304.

School of Human Behavior

Master of Social Work Program

The MSW curriculum is a 60-hour graduate program which includes field experiences. The Louisiana College MSW program offers areas of specialization during the advanced/2nd year in healthcare/behavioral health and advanced generalist practice. To successfully complete the area of specialization, a student must take 9 hours of elective courses in their chosen area of specialization and complete both advanced year field placements in either a healthcare/behavioral health agency or an advanced generalist practice setting. Students have the option of entering the program as part-time, full-time (2 years), or full-time advanced standing (1 year). A student who has received a baccalaureate degree in social work from an undergraduate program accredited by the Council on Social Work Education may be eligible for the advanced standing option. Certain coursework criteria must have been met through the undergraduate social work degree as well.

Part-time—6 hours/semester---3-4 years to complete

Fulltime—15 hours/semester—2 years to complete

Advanced standing—15 hours/semester—1 year to complete

The MSW degree will require students to successfully complete a non-thesis track. Candidates for this degree must pass a comprehensive exam during their final semester of study and complete a capstone paper relating to the understanding and application of social work values/Christian values.

Admission requirements specific to the MSW Program are as follow:

- Must hold an undergraduate degree from an accredited college or university;
- Must submit official transcripts from all colleges and universities attended
 - Official transcripts are:*
 - d. *Electronic or E-Scripts are accepted if sent by the respective Universities to: maw@lacollege.edu*
 - e. *Those mailed from the college or university directly to the School of Human Behavior, MSW Program, Louisiana College, L.C. Box 605, 1140 College Drive, Pineville, LA 71359.*
- Must have a cumulative GPA of 3.0 or higher for admission to the two-year traditional track, a student with a 2.5 cumulative GPA may be considered for probationary admission
- Three letters of recommendation
- Current resume'
- Admissions Essay
- Admissions Interview
- 9 hours of social science courses and 9 hours of humanities courses in undergraduate work

To qualify for advanced standing: a student must meet the above requirements, and hold a degree from a CSWE accredited BSW program, and have a B or higher in all undergraduate core social work courses.

Master of Social Work (MSW)

DEGREE PLAN OF STUDY

Candidate Name:	
Student ID #:	
Date of Entrance:	
Projected Completion Date:	

Course Number	Semester Offered / Course Title	Course Credits	Registration Details
Generalist Year Courses			
SW 501	Social Work & Social History	3	Offered in Fall & Spring
SW 505	Practice I: Individuals & Families	3	Offered in Fall &/or Spring
SW 506	Practice II: Groups	3	Offered in Fall &/or Spring
SW 510	Practice III: Understanding & Working w/ Communities & Organizations	3	Offered in Fall &/or Spring
SW 519	Human Behavior & the Social Environment OR	3	Offered in Fall &/or Spring
SW 520 & SW 521	Human Behavior & the Social Environment I & II	6	Offered in Fall & Spring
SW 525	Understanding Child Welfare	3	Offered in Fall &/or Spring
SW 533	Research Methods in Social Work	3	Offered in Fall
SW 549	Policy: Practice & Analysis	3	Offered in Spring
SW 550	Field Practicum I	3	Offered in Fall & Spring
SW 551	Field Practicum II	3	Offered in Fall & Spring
Advanced Year Courses			
SW 600	Understanding Mental Illness and the DSM-5	3	Offered in the Fall & Spring
SW 605	Advanced Clinical Practice	3	Offered in Fall &/or Spring
SW 606	Advanced Clinical Practice Theories, Models, & Interventions	3	Offered in Fall &/or Spring
SW 613	Ethics & Advanced Practice	3	Offered in Fall & Spring
SW 633	Practice & Program Evaluation	3	Offered in Spring
SW 650	Field Practicum III	3	Offered in Fall & Spring
SW 651	Field Practicum IV	3	Offered in Fall & Spring
	Elective Courses	9	Offered in Fall & Spring
Total Credits Required for Degree		60	

Program Completion: Responsibility for reading catalog requirements for completion of the program and for knowing when the program has been completed rest entirely upon the student.

*Candidate must apply for graduation by the end of the 2nd week of the semester prior to the expected graduation date.

ALL students must apply online at lacollege.edu for acceptance to the MSW program. Assistance with the application process and all other inquiries about the MSW program should be made directly to the program by emailing maw@lacollege.edu, or calling the School of Human Behavior at 318.487-7745.

Course Titles and Course Descriptions for Generalist Year

SW 501 Social Work and Social History

This course examines the history, values, and evolution of the social work profession. This course entails a survey of the field of social welfare, history of the development of social services in the United States, analysis of the need for social services in contemporary American society, social work functions, and career opportunities. Credit: 3 hours

SW 505 Practice I: Individuals and Families

This course introduces the student to practice theories and skills specifically with individuals and families. Engagement, assessment, planning and intervention are emphasized and practiced. Credit: 3 hours

SW 506 Practice II: Groups

This course is the sequel to Practice I. Emphasis is placed on introduction to practice theories and skills with groups including types of groups, development of groups and ethical issues involved. Credit: 3 hours

SW 510 Practice III: Understanding and Working with Communities and Organizations

This course is the third practice course of the foundation year and focuses on macro level practice with communities and organizations. Introduction to practice theories and skills will be emphasized. Credit: 3 hours

SW 519 Human Behavior & the Social Environment: This course explores the many theoretical frameworks and research as it relates to human behavior and the social environment. The systems which influence human behavior throughout the lifespan (individuals, families, groups, communities and organizations) will be examined with special emphasis on human diversity. Additionally, this course will examine micro, mezzo, and macro issues across the life course from birth to late adulthood. Credit: 3 hours

OR

SW 520 Human Behavior & the Social Environment I (HBSE)

This course will explore the many theoretical frameworks and research as it relates to human behavior and the social environment. The systems which influence human

behavior throughout the lifespan (individual, families, groups, organizations) will be examined with special emphasis on human diversity. Credit: 3 hours

&

SW 521 Human Behavior & the Social Environment II (HBSE)

This course is the second of two required HBSE courses in the social work curriculum. It examines micro, mezzo and macro issues across the life course, from birth to late adulthood. It will explore the biological, psychological, social, emotional, spiritual and cultural aspects with a continued focus on diversity and oppression. Credit: 3 hours

SW 525 Understanding Child Welfare: This course is designed to thoroughly explore the area of child welfare including the historical, theoretical and practice perspectives, trauma informed care, child welfare practice settings, and services that support the family. Attention is especially given to the diversity of families and societal problems that impact child abuse and neglect issues. Credit: 3 hours

SW 533 Research Methods in Social Work

This course will involve completing a qualitative and/or quantitative research proposal to provide an understanding of a scientific, analytic, and ethical approach to building knowledge for social work practice. The content will prepare students to develop, use and effectively communicate empirically based knowledge. Research knowledge is used by students to provide efficient and effective services; to promote change; to improve or modify practice, policy and delivery of social services; and to evaluate their own practice. Credit: 3 hours

SW 549 Policy: Practice and Analysis

This course examines policy practice with emphasis on formulation of social welfare policy. Students will understand how to analyze major social welfare policies as well as learn how to advocate for populations at risk. Students will examine ethical issues of policy making and policy implementation. Students will be encouraged to think critically about the role of politics and policy in the delivery and sustenance of human rights and social and economic justice. Credit: 3 hours

SW 550 & 551 Field Practicum I & Field Practicum II

The field practicum courses are the signature pedagogy of the LC Master of Social Work Program. Students' progress through the practicum courses in order, with completion of each being a prerequisite for the next. Field Practicum I and II include supervised field experience totaling 466 hours in an approved internship agency setting (233 per semester). Primary focus is on generalist social work with individuals and families, groups, communities, and organizations, as applied to a wide variety of practice settings. The Field Practicums allow students to integrate and practice the classroom knowledge, values, and skills learned in a supervised, instructional, environment in which the student can gain feedback and grow in their identity as a professional social worker. Students will demonstrate proficiency in competency practice behaviors measured by supervisor evaluations of student's progress toward goals and tasks set forth in the student's learning plan. The focus is on application of foundation knowledge, skills, values, and ethics to

practice in working with the client, community, and organizational systems. Field Practicum II builds upon the foundation established in Field Practicum I, and enhances the student's ability to engage in evidenced based research and practice approaches, as well as increased skill in advocacy and policy practice. Students must make application for field placement and plan to complete both field courses during the foundation year. There may be circumstances which require exceptions to the traditional semester placement which will be handled on an individual basis and according to Field Educational Policy. Field Practicum I: 3 credit hours; Field Practicum II: 3 credit hours

Course Titles & Course Descriptions for Second/Advanced Year

SW 600 Understanding Mental Illness and the DSM-5

This course will examine the differential diagnosis of mental disorders. Etiology, prevalence, predisposing factors, assessment, and treatment of mental disorders will be studied. Credit: 3 hours

SW 605 Advanced Clinical Practice

This course will examine and emphasize more specialized knowledge and skills for advanced clinical social work practice with individuals, families and groups. Assessment tools and skills as well as evidence-based interventions will be strongly presented in this course. Issues such as advocacy, professional identity and the social worker's role will be reviewed. Credit: 3 hours

SW 606 Advanced Clinical Practice Theories, Models, and Interventions

This course builds on the skills, knowledge, and values of the previous advanced clinical practice course, practicum experience, and foundation year theory base. Through this hands-on course students will deepen their knowledge of integrated clinical practice in an area of emphasis relevant to the client population served through their field practicum. This course covers multiple practice theories, models of practice, and evidence based practice interventions that are currently used in field with diverse clients. Credit: 3 hours

SW 613 Ethics and Advanced Practice

This course is designed to help students thoroughly understand and integrate through application of the NASW Code of Ethics into their field experience, academic experience and professional experience upon graduation. Emphasis will be placed ethical decision making in relation to contemporary social work and social welfare issues/dilemmas. Credit: 3 hours

SW 633 Practice and Program Evaluation

This course will provide the student with in-depth knowledge of theoretical and practical approaches to evaluating programs and practice. The student will gain a stronger understanding of program planning and development as well as how to monitor practice and programs. Credit: 3 hours

SW 650 & 651 Field Practicum III & Field Practicum IV

The field practicum courses are the signature pedagogy of the LC Master of Social Work Program. Students' progress through the practicum courses in order, with completion of each being a prerequisite for the next. Field Practicums III & IV build upon the foundation year field practicums and reinforce the integration of academic content with direct client practice in a chosen concentration or advanced generalist internship setting. The advanced clinical practice courses directly integrate several assignments which are to be implemented in the field practicum setting. Both advanced field practicum courses more fully develop and deepen students' ability to understand and integrate theoretical perspectives and models and evidence-based interventions into direct supervised practice with diverse client populations in a broad range human service settings.

Field Practicum's III and IV include supervised field experience totaling 466 hours in an approved internship agency setting (233 per semester). Students in the advanced year Field Practicum courses continue to demonstrate proficiency in and work toward mastery of CSWE competencies and practice behaviors. Students are evaluated twice each semester by the Field Supervisor to assess progress toward goals and tasks set forth in the student's learning plan and to measure attainment of each competency and corresponding practice behaviors.

Students must make application for advanced year field placement and plan to complete both advanced year field courses during the advanced year. There may be circumstances which require exceptions to the traditional semester placement which will be handled on an individual basis and according to Field Educational Policy. Field Practicum III: 3 credit hours; Field Practicum IV: 3 credit hours.

Course Titles & Course Descriptions for Electives

SW 620 Crisis Intervention

This advanced elective course examines different types of crisis and approaches to crisis intervention within professional practice in a variety of healthcare/behavioral health settings with all population groups. This course builds on foundation content about crisis intervention presented in Practice I, II, III and Human Behavior in the Social Environment as well as the content in the DSM-5 course. Credit: 3 hours

SW 625 Grief and Loss: Theories and Skills for the Social Work Professional

This course equips the graduate student and future professional social work practitioner with specialized knowledge and skills to effectively engage individuals, families, groups, organizations and communities that have experienced a variety of losses and co-occurring grief reactions. This course emphasizes understanding the dynamics of multiple theories of loss and grief as well individual and group treatment approaches and interventions as they apply across the lifespan. Special attention will be given to cultural and spiritual influences, including the significant role of faith communities and religiously affiliated providers in response to loss and grief. Strategies to address the specific grieving needs of members of vulnerable populations will be explored. Students will explore their own responses to loss and grief and how those impact their responses to others, and they will

also learn skills and strategies to address the effects of vicarious trauma on helping professionals. Credit: 3 hours

SW 628 Social Work in Rural Communities: This course is designed to familiarize students with issues unique to rural and remote communities and to prepare students for advanced generalist social work practice in rural areas. Strengths inherent in all individuals, families and communities will be emphasized and used as a generalist problem solving method covered in this course. Credit: 3 hours

SW 630 Clinical Social Work: Integrated Healthcare

This advanced elective course defines a social worker's role in the primary care setting. It focuses its content on the building of knowledge and skills in behavioral health care within the primary care setting. The course introduces the idea of the integrated healthcare team necessary to working with chronic, comorbid disorders and conditions. This course builds on the content in the DSM-5 course. Credit: 3 hours.

SW 632 Forensic Social Work

This course explores the intersection of human rights, social work, public health, and the legal system. The various diverse populations expressed within most forensic societies often lack access to type of quality psychosocial care and service that forensic social workers may bring to bear. These populations and the forensic and legal atmospheres in which they cohabit will be studied and discussed along with possible integrations of micro, mezzo, and macro psychosocial practices and skills. Credit: 3 hours

SW 635 School Social Work

This advanced practice elective course will provide the student with the opportunity to investigate many aspects within the context of the public-school setting including the role of the school social worker within the parameters of governmental regulations and as a member of the professional team. Credit 3 hours.

SW 638 Human Services Management/Supervision: This advanced elective course provides a focus on human service organizations and their managerial functions. Students develop the analytical and interpersonal skills necessary for program planning and management, and gain an understanding of the politics of planning in an organizational, inter-organizational, and community context. Students have the opportunity to practice problem formulation and program planning related to their field placements. Credit: 3 hours.

Carolyn and Rife Saunders School of Nursing and Allied Health

Master of Science in Nursing

The RN-MSN program consists of two components. The first component is for the registered nurse with an Associate degree or diploma who wants to articulate into an MSN program. The MSN component is for BS prepared nurses (from the LC RN-BSN track or another approved BSN program). The MSN curriculum consists of 38 credit hours with a Clinical Nurse Leader concentration. There are 600 clinical immersion hours to round out the advanced practice requirements.

Part-time--- 3-5 hours/semester --- 3-4 years to complete

Full-time--- ≥ 6 hours/semester --- 2 years to complete

The MSN degree is a non-thesis degree but requires completion of two capstone immersion clinical courses under the preceptorship of an MSN prepared registered nurse. The curriculum is designed to help facilitate the graduate in passing the certification examination.

Division of Nursing Mission:

The mission of the DON is to offer courses of professional study from a Christian perspective that builds upon the liberal arts to prepare safe, competent generalist nurses who will collaborate with members of the healthcare team to provide holistic, evidenced-based, patient centered care.

Graduate program outcomes:

The graduate program objectives, below, are based on national competencies and are congruent with the undergraduate objectives.

Upon completion of the program, the graduate will be able to:

- Integrate knowledge from nursing and related sciences, societal issues and trends, healthcare delivery systems, and finances to interpret patterns and trends within a specified healthcare microsystem in order to deliver safe, competent, comprehensive healthcare.
- Demonstrate a leadership role in collaborating with members of the interprofessional team in developing, implementing, and evaluating care for a specified healthcare microsystem.
- Demonstrate effective written, oral, and technological communication abilities.
- Facilitate interdisciplinary care within the context of a Christian worldview that fosters respect for diverse populations.
- Create awareness of professional role development through the avenues of evidence-based practice, graduate education, and lifelong learning.
- Advocate for the role of the Clinical Nurse Leader as manager and coordinator of care for an individual or cohort.

(Adapted from AACN CNL competencies of 2013).

Admission requirements specific to the MSN program are as follows:

- Must hold an unencumbered US registered nursing license(s),
- No state board or legal action against licensure in any state,
- Earned BSN from an accredited nursing program,
- GPA of ≥ 2.6 on BSN last 30 hours of upper level coursework,
- Undergraduate courses in assessment, pathophysiology, pharmacology, statistics, and nursing research,
- Official transcripts from all colleges and universities attended,
- An onsite essay or essay proctored by ProctorU,
- While experience is not required, related practice experience may make the applicant more competitive.

International or students whose primary language is nor English must have the following:

- BSN or its equivalent,
- Current US registered nursing license,
- Proficiency in speaking, writing, and reading English (See LC ToFEL requirements).

The curriculum schema and course sequence for the MSN program:

Spring	Summer	Fall
501 Professional Role 2 hours	503 Outcomes Management 3 hours	506 Research 3 hours
511 Healthcare Policy 2 hours	548 Contemporary Issues 2 hours	603 Pharmacology 3 hours
518 Informatics 2 hours	601 Pathophysiology 3 hours	508 Theoretical Foundations 2 hours
610 Leadership 3 hours	625 Capstone 1 2 hours	630 Capstone II 4 hours
608 Assessment 4 hours	525 Healthcare Promotion 3 hours	

Graduation requirements for the MSN program are as follows:

- Fifty percent of coursework must be at the 600-course level,
- The program of study must be completed within 5-years of admission,

- Cumulative GPA of 3.0 or higher,
- Submit a degree application

MSN Course Titles and Descriptions

NM 501- Professional Role Development

Focuses on the transition from registered nurse to graduate study in order to become a clinical nurse leader. Introduces principles and standards of scholarly writing, evidenced-based practice, becoming a leader of the interprofessional team, coordination of care, and managing healthcare outcomes. Two credit hours.

NM 503- Outcome Management and Quality Improvement

The course examines measurements utilized to analyze data and trends to improve healthcare outcomes for individual and cohorts of patients. Emphasis will be placed on how to select appropriate outcomes measures and measurement tools. Three credit hours.

NM 506- Nursing Research and Evidenced-Based Practice

An in-depth examination of the nursing research design and implementation. Emphasis is on the identification of researchable questions and critiquing research to utilize as the bases of nursing practice. Current ethical issues are also explored. Undergraduate research and statistics course required. Three credit hours.

NM 508- Theoretical Foundations of Nursing Science.

Critical analysis of the theories and concepts from nursing and related disciplines that underlie nursing practice. Includes leadership, management, cultural competence, and change theories. Two credit hours.

NM 511- Healthcare Policy, Finance, and Organizations.

A critical analysis of the major forces influencing healthcare delivery. Included are historical, societal, organizational, and financial influences that have had an impact on the development of healthcare policies and delivery. Two credit hours.

NM 518- Healthcare Informatics

Explores the use of healthcare technology to coordinate care, utilize data, and improve communication for the improvement of healthcare outcomes for individuals and cohorts. Ethics of technology are also examined. Two credit hours.

NM 525- Healthcare Promotion and Illness Prevention

Examines the incidence, distribution, and causal factors of health problems in diverse populations across the life-span. Models of health promotion, disease prevention, and epidemiology are emphasized. Three credit hours.

NM 548- Contemporary Advanced Nursing Issues in Healthcare Delivery.

This course focuses on issues and trends that have an impact on healthcare delivery. Included are bioethical, legal, political, and social issues and trends that impact nursing practice. Emphasis is on the critical analysis of current and projected issues encountered in the designing, implementing, and coordinating holistic healthcare. Two hours credit.

NM 601- Advanced Pathophysiology

Presents the pathophysiology of organs and organ systems necessary to understand the bases of clinical problems. Emphasis is clinical presentation, the interaction of body systems in pathophysiologic states, and development and evaluation of appropriate healthcare strategies. Pre-requisites: admission to Louisiana College, the nursing major and MSN program, a successfully completed undergraduate pathophysiology course, and an unencumbered RN license. Three credit hours.

NM 603- Advanced Pharmacology and Therapeutics.

An in-depth study of the nursing implications of the pharmaceutical agents used to treat altered healthcare states. Emphasis is on mechanisms of action, adverse reactions, drug interactions, and the decision-making processes for the use of specific pharmaceutical agents. Three credit hours.

NM 608- Advanced Health Assessment and Diagnostic Reasoning. This course provides the didactic and clinical components necessary to develop the advanced psychomotor and communication skills necessary to conduct an advanced health assessment. Includes the physiological, psychological, genetic/genomic, environmental, spiritual, and cultural elements needed to complete a comprehensive health examination. NM 601 and 603 pre-requisites or Co-requisites. Four credit hours. (Includes two hours of lab/clinical application of skills.)

NM 610- Leadership and Interprofessional Practice

Critical exploration of the clinical nurse leader role within microsystems, theories of lateral integration of healthcare, application of leadership skills, and function within an interprofessional team. Three credit hours. (Includes a clinical preceptorship experience requiring the equivalent of 150 contact hours of clinical over the term.)

NM 625- Clinical Nurse Leader Capstone I.

First of two practicum clinical preceptorship experiences that build on the concepts and principles learned in previous courses. The emphasis of the course is to build the clinical foundation for designing, implementing, and evaluating healthcare for individuals or a cohort. Two credit hours. (Requires 150 contact hours of clinical over the term.)

NM 630- Clinical Nurse Leader Capstone II. Second of two practicum clinical preceptor experiences. Continues the focus on expanding the clinical foundation required for lateral integration of care as a member of the interprofessional team in preparations for autonomous practice. Four credit hours. (Requires 300 contact hours of clinical over the term.)

The online service ProctorU will be used to verify students' identity in all online courses and for proctoring quizzes and exams in the appropriate courses. Student authentication is provided through the Ucard process. The student connects with an online proctor who verifies the student's identity and develops a keystroke biometric that can be used for assessments, assignments, and attendance.

There are two levels of security for proctoring examinations. The higher level involves the student connecting online with a live proctor via webcam who verifies the student's identity as well as security of the students' testing area and then observes the student for the duration of the testing period. The lower level involves recording the student during the testing period followed by review by a ProctorU proctor.

Louisiana College complies with the Family Education rights and Policy Act. ProctorU and other services used in the DON courses, such as VoiceThread, are signatories with the Student privacy pledge. These services are committed to maintaining student privacy by using secure methods for payment, not storing financial information, and not sharing student personal or contact information. Charges for student authentication and proctoring services will be included in student fees.

The MSN program is approved by SACSCOC. The Division of Nursing is seeking approval by CCNE.