

# Academic Policies and Procedures

## CLASSIFICATION OF STUDENTS

Students are classified as freshmen or sophomores on the basis of semester hours of work successfully completed, as follows:

1. Freshman: A student who has earned fewer than 30 semester hours credit.
2. Sophomore: A student who has earned 30 or more semester hours credit.

## NEW STUDENT ORIENTATION

Each semester, students new to ABAC are required to attend a New Student Orientation session prior to entering the college. Orientation sessions are conducted at various times and locations to serve our students. Exceptions are made for bachelor degree or higher college graduates, joint enrollees, transient students, and ACE students.

The Orientation programs are designed to assist the student in making the transition into college a rewarding educational experience. The programs at these sessions include group and individual academic advising, registration for courses, and general orientation to college life.

Orientation sessions are held during the summer for new students who enter fall semester. The student is given an opportunity to select the session to attend. Additional sessions are held prior to spring and summer semesters.

A non-refundable orientation fee is charged for each student to cover the costs of meals and other services.

## COURSE LOAD AND ATTENDANCE

The normal course load for a full-time student is 15 semester hours per semester, plus ABAC 1000, PHED 1100 and two PE activities. Ordinarily this course load will consist of five courses of three semester hours each, which meet one, two, or three days per week. The upper limit is 18 semester hours. A student with a cumulative Institutional GPA of 3.0 or better may carry additional course work.

## COLLEGE POLICY ON CLASS ATTENDANCE

Courses at Abraham Baldwin Agricultural College are provided for the intellectual growth and development of students. To attain maximum success, students must attend all their classes, be on time, and attend all scheduled course activities including, but not limited to, field trips, seminars, study sessions, individual conferences, and lectures. This interaction with instructors and other students is an important element of the learning process, and a high correlation exists between class attendance and course grades. A student must understand the importance of regular participation in classroom and laboratory activities. The absence of any student affects not only his or her performance but the performance of the class as a whole. Absence from class, for whatever reason, does not excuse a student from full responsibility for class work or assignments missed. Students must accept this responsibility.

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Instructors will keep accurate attendance records and must report the individual number of absences with midterm and final grades. Students whose number of unexcused absences is more than twice the number of class meetings per week (the equivalent of two weeks of instruction) will receive a grade of "F" for the course. Fewer absences than twice the number of class meetings per week may result in grade penalties at the discretion of the instructor. Specific attendance requirements applying to labs, clinics, accelerated classes or Learning Support will be adapted to the unique situation by the appropriate division. Final determination of what constitutes an excused absence rests with the classroom instructor. In implementing this Policy, faculty will not include in a student's unexcused absences those absences incurred due to authorized and approved College sponsored events (or in the case of joint-enrollment students high-school sponsored events) in which the student represents the institution as part of a group or under the direct supervision of a faculty or staff member.

Whenever a student is absent, whether for official or personal reasons, the student must assume responsibility and provide notice to the instructor, preferably in advance, for making arrangements for any assignments and class work missed because of the absence. However, final approval for make up work remains with the individual instructor.

A student who stops attending class without officially withdrawing from the course is subject to this attendance policy and will receive a grade of "F" for the course.

At the beginning of each semester, instructors will explain clearly to their students specific attendance requirements (including possible penalties). Additionally, they will publish the attendance policy on their syllabi and web-sites.

A student penalized for excessive absences may appeal through the grade appeal process, as stated in ABAC's college catalog and student handbook.

### INSTITUTIONAL ABSENCE

A student who serves as an official representative of the college is defined as one who:

is authorized to use the college name in public relationships outside the institution;

regularly interacts with non-college individuals and groups over an extended period of time (at least one semester);

represents the college as a part of a group and not as an individual;

represents the college under the direct supervision of a college faculty or staff member; and

is authorized in writing, in advance, by the President of the college.

Such a student is in no way released from the obligations and responsibilities of all students, but will not be penalized with unexcused absences when absences result from regularly scheduled activities in which he/she represents the college.

Further, it is the responsibility of each student to contact instructors prior to the absence and to make arrangements to make up any work that will be missed, in a manner acceptable to the instructor. Advisors of activities will schedule off-campus activities in a manner that does not unduly disrupt the learning process for a student.

### WITHDRAWALS

**Dropping Classes:** If a student needs to reduce his/her course load during a particular semester, that student may officially withdraw from a class with a grade of

"W," provided he/she takes this action before the mid-point in the semester or session (see the college calendar) or if very unusual circumstances require the withdrawal after the mid-point. After midterm, a student withdrawing from a class will receive a "WF". The student who wants to withdraw from a course must first see his/her academic advisor for permission to withdraw. At that point the advisor completes a drop form and the student follows the steps outlined on the form and submits it to the Enrollment Services Office. See the "Change of Schedule" section below for further information. Although a "W" has no impact on the GPA, the student should be aware that there are possible negative Financial Aid ramifications in withdrawing from any class.

**Total Withdrawal from the College:** Any student who voluntarily withdraws from the college must first consult the Enrollment Services Office. A student who withdraws from the college prior to mid-term will receive a "W" in all classes in which he/she is enrolled. A student who withdraws from the College after mid-term will receive a "WF," unless significant mitigating circumstances exist and the student is passing the class at the time of withdrawal.

**Withdrawal from Learning Support Courses:** A student who wishes to withdraw from a required learning support course must also withdraw from any college-level courses in which he/she is enrolled. This requirement does not apply to Regents' remediation courses.

**Medical Withdrawal:** Prior to mid-term, medical withdrawals are the same as any other official withdrawal from the college. The student will receive "W's" in all classes. After mid-term, a student seeking a medical withdrawal must submit medical documentation from a physician and/or hospital to the Student Development Office. If the Medical Withdrawal Committee determines that a student be totally withdrawn from classes for a given term for medical reasons, the Student Development Office will notify the student's instructors and the Registrar's Office. The student will be given the grade of "W" in all classes. In cases that the instructor is not notified by the Student Development Office, assignment of a "W" is strictly up the individual instructor's discretion. In all cases, the student should make every effort to keep the instructor informed of any situation which affects class attendance.

## CHANGE OF SCHEDULE (DROP/ADD)

A student is discouraged from changing schedules after classes begin. However, consideration is given to every request for a change in a student's program, and recommendations are made in accordance with the educational goals and the individual needs of the student.

If, after registration, a change in schedule becomes necessary, all changes should be made at the beginning of the semester during the official drop/add period. The official drop/add period is published in the official college calendar. **No refund will be made for a dropped course after the official drop/add period.** During the drop/add period, students may change their schedule through Banner Web.

## ACADEMIC DISHONESTY

Because Abraham Baldwin Agricultural College has the dual responsibility of educating students and helping them mature into worthy citizens who take their place in the larger community, it has adopted a code for dealing with academic irregularities.

Academic irregularities include, but are not limited to, giving or receiving of unauthorized assistance in the preparation of any academic or clinical assignment; taking or attempting to take, stealing, or otherwise obtaining in an unauthorized manner any material pertaining to the education process; selling, giving, lending, or

otherwise furnishing to any person any question and/or answers to any examination known to be scheduled at any subsequent date; fabricating, forging, or falsifying lab or clinical results; plagiarism in any form related to themes, essays, term papers, tests, and other assignments; breaching any confidentiality regarding patient information.

#### **Due Process for Academic Dishonesty Cases**

- Step 1. When a faculty member suspects that a student has engaged in academic dishonesty, the faculty member will call the student into a private meeting in the faculty member's office. (The division chair will be notified of and will approve any action.)
- Step 2. The faculty member will confront the student with the evidence of dishonesty and/or academic irregularity. The faculty member and the student will discuss the specifics of what occurred. If the student confesses and accepts responsibility for academic dishonesty, then the faculty member will ask the student to sign in his/her own handwriting, a statement which makes clear that the student admits responsibility for the academic dishonesty. The faculty member will then consult with the division chair. The faculty member is then free to reprimand the student, to give a failing grade for the assignment, or to require the student to resubmit the assignment in question. With approval of the division chair, the faculty member can increase the penalty up to and including a "WF" for the course if the incident(s) merit this severe penalty.
- Step 3. If the student refuses to sign a statement accepting responsibility for the act(s) of academic dishonesty, then a full hearing on the matter must be held. The faculty member and chair will document this incident and schedule a meeting with the student. This information will be turned over to the Academic Dean, who will make the determination of charges against the student and notify him/her in writing. The charges will be mailed by the Academic Dean to the student along with a notice to appear at a hearing, and, if the student wishes, to bring witnesses. At least three days' notice is necessary unless the student waives the notice in writing.
- Step 4. If the student requests a hearing, the Academic Dean has the option of hearing the case for administrative adjudication, convening a special hearing panel including faculty and students, or of referring it to the Student Life Hearing panel which handles all other disciplinary matters on campus. The committee will provide its recommendation to the Academic Dean. The Student Life Hearing Panel, when hearing cases of academic dishonesty, will include two faculty members, two students (one of whom will be the SGA president and the other an associate justice,) and the Director of Student Life, who oversees campus discipline and the Code of Conduct. The Chief Justice of the SGA chairs the panel. The Vice President for Student Affairs will serve as advisor to the panel for all academic dishonesty cases. In general, the decision of the Academic Dean or his/her designee will not be appealed to the Student Life Hearing Panel. An appeal of the Dean's decision will go directly to the President who may choose to use the Student Life Hearing Panel to make a recommendation to him.
- Step 5. The student has a right to appeal the decision of the hearing officer or hearing panel within ten calendar days of the decision. The appeal will be to the President or his designee. The President's decision is final. The President reserves the right to review all disciplinary cases and the judgments made during the process.

## **RESIDENCY REQUIREMENTS FOR GRADUATION**

Resident credit is defined as credit earned at Abraham Baldwin. In order to be eligible for a transfer degree (Associate of Arts or Associate of Science) from Abraham Baldwin, the student must complete at least 20 semester hours toward the degree in residence at ABAC. To be eligible for any career-technological degree (A.A.S), the student must complete at least 30 hours toward the degree in residence at ABAC. In order to be eligible for a certificate from ABAC, the student must complete at least 2/3 of the credit hours required for the certificate in residence. Transfer, CLEP, Advanced Placement, Physical Education and Freshman Seminar credit does not count as resident credit.

## **FRESHMAN SEMINAR COURSE**

The College offers first-time entering students a freshman seminar course (ABAC 1000). This course is recommended for all first-time entering first year students and covers information considered essential for the transition to a college environment. Among the topics considered are study skills, cultural diversity, time management, career development and identification of various college resources.

## **PHYSICAL EDUCATION REQUIREMENTS**

All students (with the exceptions noted herein) will be required to take two activity courses and the Health & Wellness class (PHED 1100.) The Health & Wellness class is a graduation requirement for all students except those graduating in the ADN Nursing program. The Health & Wellness requirement applies even if the student is exempt from activity courses. A student must select two different activity courses to fulfill the physical education requirement. Students enrolled in certificate programs with less than 20 hours of course work will not be required to complete these courses.

Veterans with 180 days or more active military duty must file a copy of their DD 214 with the Office of Enrollment Services to receive two hours of physical education activity course credit. Veterans exempting their activity requirement through military service are required to successfully complete PHED 1100 as a graduation requirement.

Most physical education courses (labeled PHED) meet twice a week and are assigned one (1) hour credit.

Physical education course grades are calculated in all grade point averages.

Students who have earned a bachelor's degree from another institution will be considered to have met all physical education requirements for graduation from Abraham Baldwin Agricultural College.

## **COMPETENCY REQUIREMENT IN HISTORY AND CONSTITUTION**

Every student who receives an associate degree or certificate of more than 19 hours from a University System of Georgia institution is required by the Georgia legislature to show competency in United States and Georgia history and a knowledge of the constitutions of the United States and Georgia. Successful completion of POLS 1101 may be used to fulfill the constitution requirements for both career-technology and college-transfer students. Successful completion of HIST 2112 may be used to fulfill the history competency requirements. A student who transfers American History and/or Political Science courses from institutions outside the state must also fulfill the legislative requirements in Georgia history and/or Constitution by examination. Certificate students must pass examinations on the Georgia and U.S. Constitutions and must meet the Georgia and U.S. History

competency requirement through a course or examination.

### **COMPUTER COMPETENCY**

A computer competent person understands the capability of computers, as well as the computer-related peripherals, and is able to apply that knowledge to solve problems (personal and professional) and to further his/her overall knowledge. Specifically, a person of minimal computer competency has a basic working knowledge of operating systems, word processing and information retrieval, which includes but is not limited to, use of the Internet, e-mail, on-line library services, and/or other remote services. In addition to level-one competencies, a person of moderate computer competence will have some mastery of the use of spreadsheets, database management, telecommunications, multimedia, and graphic applications. In addition to levels one and two, a person of advanced computer competence will also be proficient in the use and manipulation of specialized software such as statistical analysis packages and computer assisted drafting (CAD) programs, familiar with network concepts, and knowledgeable of a programming language such as Pascal.

Minimum computer competency, which is a requirement for graduation from the College, can be demonstrated through successful completion of, or exemption from, CISM 2201 or higher computer course. For exemption information, contact the Division of Business Administration.

### **SPEECH COMPETENCE**

Minimum speech competence, a requirement for graduation, can be demonstrated through successful completion of COMM 1000 or COMM 1100. BUSA 2105, successfully completed Fall 2007 or later, demonstrates speech competency for Business Administration majors only.

### **PLACEMENT BY EXAMINATION**

A student with high SAT/ACT math scores may exempt College Algebra. This enables him/her to begin in Pre-Calculus or Trigonometry. Trigonometry may be exempted by acceptable scores on CLEP or departmental examination. A student who scores below the college's minimum level on the placement examination is required to successfully complete learning support math before attempting Mathematical Modeling, College Algebra, or other math courses.

### **CREDIT FOR NONCREDIT COURSE WORK**

Although rare, the College awards academic credit for course work taken on a noncredit basis only when there is documentation from a nationally recognized educational organization that the noncredit course work is equivalent to a designated credit experience. The credit must also be approved by the appropriate division chair.

### **CREDIT BY EXAMINATION**

A regularly enrolled student may earn credit for some courses offered by the college, at the discretion of his/her academic advisor and the division chair, by successfully completing a comprehensive proficiency examination. While rare, this method of receiving college credit can reward students who have experienced significant learning experiences through occupational or non-traditional means. Application for such examination must be made to the division chairperson for the course being challenged. Credit by examination cannot be earned for any course

which has been previously attempted by the student. Credit earned by examination will be entered on the student's record, will be counted as credit for graduation, and may be transferable to other institutions in the University System of Georgia. Credits earned by examination are not included in computing grade point averages because a letter grade is not assigned.

### COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

A student enrolled at Abraham Baldwin may earn full credit for certain courses by achieving acceptable scores on the College Level Examination Program tests. With a few exceptions, adequate test scores will match and substitute for specific courses in the current catalog. CLEP Tests are administered by the Student Development Center. All test results are evaluated by the Office of Enrollment Services and if credit is earned the results are recorded by course, course number, and semester hours earned. Successful CLEP tests are credited toward graduation but do not carry grades or quality points. CLEP credit is transferable within the University System of Georgia. Students interested in learning more about the College Level Examination Program should contact the Office of Student Development. Pre-registration and payment are required.

#### CREDIT-BY-EXAMINATION POLICY FOR CLEP EXAMINATIONS

<b>Composition and Literature</b>	<b>ACE Recommended Score</b>	<b>ABAC Course Number</b>	<b>Semester Hours</b>
American Literature	50	ENGL 2131/2132	3
Analyzing and Interpreting Literature	50	No Credit	---
English Composition w/Essay	50	ENGL 1101	3
English Literature	50	ENGL 2121/2122	3
Freshman College Composition	50	No Credit	---
<b>Foreign Languages</b>			
French Language – Level 1 (two semesters)	50	LANG 11XX, LANG 12XX *	6
French Language – Level 2 (four semesters)	62	LANG 11XX, LANG 12XX, LANG 21XX, LANG 22XX *	12
German Language – Level 1 (two semesters)	50	LANG 11XX, LANG 12XX *	6
German Language – Level 2 (four semesters)	63	LANG 11XX, LANG 12XX, LANG 21XX, LANG 22XX *	12
Spanish Language – Level 1 (two semesters)	50	SPAN 1001 & 1002	6
Spanish Language – Level 2 (four semesters)	66	SPAN 1001, 1002, SPAN 2001, 2002	12
<b>Social Sciences and History</b>			
American Government	50	POLS 1101	3
History of the United States I: Early Colonizations to 1877	50	HIST 2111	3
History of the United States II: 1865 to the Present	50	HIST 2112	3
Human Growth and Development	50	PSYC 2103	3
Humanities	50	HUMN 2221, 2222	6
Introduction to Educational Psychology	50	No Credit	---
Principles of Macroeconomics	50	ECON 2105	3
Principles of Microeconomics	50	ECON 2106	3
Introductory Psychology	50	PSYC 1101	3
Social Sciences and History	50	No Credit	---

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Introductory Sociology	50	SOCI 1101	3
Western Civilization I: Ancient Near East to 1648	50	Area E Elective **	3
Western Civilization II: 1648 to Present	50	Area E Elective **	3

### Science and Mathematics

Biology	50	BIOL 2107, 2107L	4
Calculus	50	MATH 2053	4
Chemistry	50	CHEM 1211, 1211 L	4
College Algebra	50	MATH 1111	3
College Algebra-Trigonometry	50	MATH 1113	4
College Mathematics	50	No Credit	---
Natural Sciences	50	No Credit	---
Trigonometry	50	MATH 1112	3

### Business

Principles of Accounting	50	ACCT 2101 & 2102	6
Introductory Business Law	50	BUSA 2155	3
Information Systems and Computer Applications	50	CISM 2201	3
Principles of Marketing	50	MKTG 2175	3
Principles of Management	50	MGMT 2165	3

\* LANG 12XX, LANG 21XX, and LANG 22XX may be used in the core curriculum Area B or Area C to meet the "foreign language (1002 or higher)" requirement.

\*\* This elective may be used in the core curriculum Area E to meet three hours of the "choose 6 hours" requirement.

## ADVANCED PLACEMENT PROGRAM (AP)

Abraham Baldwin participates in the Advanced Placement (AP) Program of the College Entrance Examination Board. Through this program a high school student who plans to enroll at Abraham Baldwin can take AP examinations in several subject areas. Generally, if a student scores a "3" or higher on one or more examinations, the college will provide regular college credit in the subject areas of the exam(s), provided that the subject area(s) are taught by the college. In this way a high school student can gain college credit and/or advanced placement at Abraham Baldwin before actually beginning the college freshman year. Persons desiring further information about the Advanced Placement Program should contact their high school counselor.

Because of variation in credit awarded by different USG institutions, any student who is awarded AP credit at ABAC should determine what AP credit is accepted at their preferred transfer institution. Students should adapt their course work at ABAC to meet the requirements of their intended transfer institution.

AP EXAMINATION	MINIMUM SCORE	ABAC COURSE CREDIT	SEMESTER HOURS
Art History	3	ARTS 2213	3
Biology	3	BIOL 2107/L	4
	4	BIOL 2107/L, BIOL 2108/L	8
Calculus AB	3	MATH 1113, MATH 2053	8
Calculus BC	3	MATH 2053, MATH 2054	8
Chemistry	4	CHEM 1211/L (May challenge CHEM 1212/L see Sci/Math Division)	4
	5	CHEM 1211/L, CHEM 1212/L	8

Computer Science	3	CSCI 1301	4
Econ-Macro	3	ECON 2105	3
Econ-Micro	3	ECON 2106	3
English Lang/Comp	3	ENGL 1101	3
	5	ENGL 1101, ENGL 1102	6
English Lit/Comp	3	ENGL 1101	3
	5	ENGL 1101, ENGL 1102	6
Environmental Science	3	SCIE 1005/L	4
European History	3	ELECTIVE IN CORE AREA E *	3
French	3	LANG 12XX **	3
	4	LANG 12XX, LANG 21XX **	6
	5	LANG 12XX, LANG 21XX, LANG 22XX **	9
German Language	3	LANG 12XX **	3
	4	LANG 12XX, LANG 21XX **	6
	5	LANG 12XX, LANG 21XX, LANG 22XX **	9
Government & Politics	3	POLS 1101	3
Human Geography	3	GEOG 1101	3
Latin	3	LANG 12XX **	3
	4	LANG 12XX, LANG 21XX **	6
	5	LANG 12XX, LANG 21XX, LANG 22XX **	9
Music Theory	3	MUSC 1134, MUSC 1135	4
Physics B	5	PHYS 1111/L, PHYS 1112/L	8
Physics C	3	PHYS 1111/L, PHYS 1112/L	8
	5	PHYS 2211/L, PHYS 2212/L	8
Psychology	3	PSYC 1101	3
Spanish	3	SPAN 1002	3
	4	SPAN 1002, SPAN 2001	6
	5	SPAN 1002, SPAN 2001, SPAN 2002	9
Statistics	3	MATH 2000	3
Studio Art	3	ART ELECTIVE	3
US History	3	HIST 2111	3
	5	HIST 2111, HIST 2112	6
World History	3	HIST 1111	3
	5	HIST 1111, HIST 1112	6

\* This elective may be used in the core curriculum Area E to meet three hours of the "choose 6 hours" requirement.

\*\* LANG 12XX, 21XX, and 22XX may be used in the core curriculum Area B or Area C to meet the "foreign language (1002 or higher)" requirement.

## STUDY ABROAD PROGRAM

Abraham Baldwin College students have an opportunity to participate in an international studies program. A student can register for ABAC credit for classes offered through a summer study program sponsored by the European Council of the University System of Georgia or can arrange other study-abroad opportunities

through the campus International Coordinator. Financial aid is available for many of the programs. For further information, an interested student should contact the International Coordinator in the Division of Humanities.

### **ACADEMIC ASSISTANCE CENTER**

The Academic Assistance Center, located on the ground floor of the Carlton Center, provides tutoring free of charge to all currently enrolled ABAC students. The Math and Writing Centers are open daily on a drop-in basis. Tutoring in other subjects is scheduled according to tutor availability and varies each semester.

### **GRADES AND FINAL EXAMINATIONS**

Grades are based on performance by the student in the classroom and laboratory as shown through tests, oral responses and other class work, outside assignments, experiments, term papers, other acceptable academic procedures and final examinations. The grade is intended to reflect student progress toward objectives of the course.

Each student, including a candidate for graduation, is required to take final examinations in courses each semester in accordance with the published final exam schedule. No instructor shall deviate from the published schedule of final exams for a class or individual student without the written approval of the division chair.

### **THE GRADING SYSTEM**

All institutions of the University System of Georgia shall use a 4.0 grade point average system. The following grades are approved for use in institutions of the University System of Georgia and are included in the determination of the grade point average:

A .....	excellent (4.0)
B .....	good (3.0)
C .....	satisfactory (2.0)
D .....	passing (1.0)
F .....	failure (0.0)
WF .....	withdrew failing (0.0)

The following symbols are approved for use in the cases indicated, but will not be included in the determination of the grade point average.

- I — This symbol indicates that a student was producing satisfactory work, but for non-academic reasons beyond his/her control, was unable to meet the full requirements of the course. If an "I" is not satisfactorily removed after twelve months, the Registrar will change the symbol "I" to the grade "F." "I's" cannot be removed by re-enrolling in and completing a course.
- W — This symbol indicates that a student was permitted to withdraw without penalty. Withdrawals without penalty will not be permitted after the mid-point of the semester except in cases of hardship as determined by the Academic Dean.
- WM— This symbol indicates a student was permitted to withdraw under the Board of Regents policy for military service refunds. The use of this symbol indicates that this student was permitted to withdraw without penalty at any time during the term.
- S — This symbol indicates that credit has been given for completion of degree requirements other than academic course work. The use of this symbol is approved for dissertation and thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs.

Exceptions to the use of this symbol for academic course work must be submitted to the Chancellor for approval.

- U — This symbol indicates unsatisfactory performance in an attempt to complete degree requirements other than academic course work. The use of this symbol is approved for dissertation and thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs. Exceptions to the use of this symbol for academic course work must be submitted to the Chancellor for approval.
- V — This symbol indicates that a student was given permission to audit the course. Students may not transfer from audit to credit status.
- K — This symbol indicates that a student was given credit for the course via a credit-by-examination program approved by the respective institution's faculty. (CLEP, AP, Proficiency, etc.)

### **TRANSIENT PERMISSION**

To be eligible for transient permission, the student must have attended ABAC within the past three terms. Permission to enroll on a transient basis at another institution for the purpose of transferring credits back to ABAC must be secured in advance of such enrollment. Transient permission originates with the student's academic advisor, and will only be granted for courses equivalent to an ABAC course. The student must request a copy of the transcript from the other institution sent to ABAC at the end of the transient term.

### **GRADE POINT AVERAGES**

The cumulative Regents' grade point average (RGPA) in each institution of the University System of Georgia will be calculated by dividing the number of hours scheduled in all courses attempted in which a grade of A, B, C, D, F, or WF has been received into the number of grade points earned on those hours scheduled. Only grades earned in courses numbered 1000 or higher are included in the ABAC RGPA, and if a course is repeated, all grades are included in the RGPA calculation.

Institutional Courses. These are courses which are numbered below 1000 and are, therefore, not bound by the Uniform Grading System. The main difference is that a non-punitive grade of "IP" may be assigned if a student strives but fails to progress sufficiently enough to earn a "C" or higher grade. An "IP" indicates considerable progress was made but not sufficient for a "C" or better. An "F" is appropriate if the student fails to put forth sufficient effort through lack of class attendance and participation.

The institutional grade point average (IGPA) is similar to the RGPA except that all ABAC credits, including institutional (Learning Support) credits, are included and only the most recent grade earned for repeated courses will be used in the IGPA calculation. The transfer grade point average is similar to the RGPA except that it includes only the earned transfer credits.

The IGPA will be used to determine academic standing at ABAC. However, other institutions may use the RGPA for determining the admission status for transfer students. In addition, only the RGPA will be utilized for determining academic Honors status for Honors Day and for the President's Honor List, the Dean's Honor List, and the Distinguished Achievement List. See the section on Honors Day for more information.

The graduation grade point average (GGPA) is calculated at the time of graduation. The GGPA will include only the grades earned in courses which satisfy degree requirements. If a course is repeated, this GPA includes only the grade earned in the most recent attempt.

Students who graduate from ABAC with a high Regents' GPA and a high Overall GPA are recognized as Honor Graduates. The Overall grade point average is calculated the same as the RGPA except it includes only the credits included in the IGPA and the transfer GPA. See the Honor Graduates section of the catalog for additional information.

### **THE REPORTING OF GRADES**

Mid-term advisory grades are reported on web Banner to a student who has a "C," "D," or "F" in any class. These grades are not entered on the student's permanent record.

Final grades are reported by the instructor to the Office of Enrollment Services within twenty-four hours following the end of the examination schedule. Students should check final grades on web Banner. Final grades are mailed to students placed on suspension. Final grades are mailed to any student who makes a written request through the Enrollment Services Office before the end of the term.

Final grades submitted by the instructor cannot be changed subsequently except when special circumstances merit. A formal grade change request must be submitted to the Registrar by the instructor after the change is approved by the chair of his/her division and the Academic Dean.

### **APPEAL OF GRADES**

A student wishing to contest a grade earned in fall semester must initiate the appeal in writing to the instructor within the first thirty calendar days (from the first day of class) of the following spring semester. A student wishing to contest a grade earned in spring semester or summer term must initiate the appeal within the first thirty calendar days (from the first day of class) of the following fall semester. A student must first appeal the matter in writing to the instructor(s) who taught the course. The appeal must specify reasons indicating why the assigned grade is incorrect or inappropriate. The instructor(s) will respond to the student in writing within ten working days of the date of the appeal. Should this response not satisfy the appeal, the student will appeal in writing within ten working days from the date of the instructor's response to the chair of the academic division in which the course was taught. The chair may conduct a conference including the chair, the student, and the instructor. The chair may convene an impartial committee in the discipline to review pertinent documents. Within ten working days from the date of the student's appeal to the chair, the chair will respond to the student in writing. Should this procedure fail to resolve the appeal, the student must provide a written appeal to the Vice President for Academic Affairs and Dean within ten working days from the date of the division chair's response. The Vice President for Academic Affairs will then take the appeal to the Academic Review Committee, where further hearings may be conducted. Should this procedure fail to resolve the appeal, the student must provide a written appeal to the President of the college within ten working days of the Academic Dean's response. The judgment of the President will be considered the final and binding decision on the matter.

The appeals process is intended to provide a venue whereby a student may voice a claim of discrimination, capricious or unfair dealings, or denial of due process.

### **ACADEMIC PROBATION**

The college recognizes three categories of academic standing: Good Standing, Academic Probation, and Academic Suspension. Each student's academic standing will be determined by academic performance as reflected in the institutional grade point average, calculated each semester.

A student is required to maintain a minimum institutional grade point average (IGPA) to remain in good academic standing. Minimum standards are related to total credit hours attempted by the student. These minimum standards are:

<u>Total Hours Attempted</u>	<u>Minimum Cumulative IGPA</u>
0-12	1.5
13-24	1.6
25-36	1.7
37-48	1.8
49-60	1.9
60+	2.0

A student with a cumulative IGPA below the minimum standard will be placed on Academic Probation. A student on Academic Probation is restricted to enrollment in a maximum of 14 semester hours and is required to seek assistance through the Academic Intervention Management Program (AIM). Students on Academic Probation may be in jeopardy of losing financial aid.

### ACADEMIC SUSPENSION

A student not attaining minimum academic standards subsequent to being placed on Academic Probation will be suspended from the college. The minimum standards for avoiding Academic Suspension are related to total hours attempted by the student. These standards are:

<u>Total Hours Attempted</u>	<u>Minimum Cumulative IGPA</u>
0-24	No minimum
25-36	1.5
37-48	1.6
49-60	1.7
60+	1.8

Any student with an IGPA below the above minimum levels will be suspended from the college. The first suspension will be for one semester; subsequent suspensions will be for one calendar year (3 terms). A student may appeal academic suspension by notifying in writing the Vice President for Academic Affairs. Appeals must be filed no later than noon on the day prior to registration day for the semester in which the student wishes to re-enroll.

### LEARNING SUPPORT SUSPENSION

If a student does not complete requirements for a Learning Support area in twelve semester hours or three semesters, whichever occurs first, the student will be suspended. The student may not be considered for readmission within three years of the suspension.

Prior to suspending a student who has not exited a Learning Support area within the twelve semester hour or three semester limit, the college may allow the student to appeal for one additional course. The student must:

1. be individually evaluated and determined to have a reasonable chance of success.
2. be in an exit level course.
3. have reached the limit in only one Learning Support area.

If granted the additional course, the student may enroll in only the Learning Support course.

### ACADEMIC RENEWAL

The Academic Renewal policy allows ABAC degree-seeking students who have

experienced academic difficulty to make a fresh start after an absence of five calendar years from Abraham Baldwin College. A student returning after the break will be able to start with a new Academic Renewal Grade Point Average (ARGPA). No grades earned prior to the break will be included in the ARGPA, but courses in which a grade of "C" or better was earned will count toward the degree and will not have to be repeated. However, Academic Renewal has no effect on the cumulative Regents grade point average (RGPA), which includes all credit courses taken excluding learning support/developmental studies courses. If a student does not request Academic Renewal status at the time of re-enrollment after a five year or greater period of absence, the student may do so within three academic semesters of re-enrollment or within one calendar year, whichever come first. For more information regarding the Academic Renewal policy, contact the Enrollment Services Office.

### **INSTITUTIONAL POLICY UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974**

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

- (1) The right to inspect and review the student's education records within 45 days of the day the college receives a request for access. Students should submit to the Registrar written requests that identify the record(s) they wish to inspect. The Registrar official will make arrangements for access and notify the student of the time and place where the records may be inspected.
- (2) The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the college to amend a record that they believe is inaccurate or misleading. They should write the college official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- (3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the college in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the college has contracted (such as an attorney, auditor, or collection agent); or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:  
Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-4605

No personally identifiable information from the education records of a student will be disclosed to any third party by any official or employee of the college without written consent of the student. FERPA guidelines state that institutions may release, without written consent, those items specified as public or directory information for currently enrolled students and for former students unless the student completes a written request with the Enrollment Services Office to prohibit the release of directory information. The request must be completed in the Enrollment Services Office by the end of the published official drop/add period or it will be assumed that directory information may be disclosed for the current academic term. A request to prohibit the release of directory information will remain in effect until the student notifies the Enrollment Services Office in writing. FERPA defines directory information as information contained in an educational record of a student that generally would not be considered harmful or an invasion of privacy if disclosed. Directory information includes, but is not limited to, student's name, address, telephone listing, email address, photo, date and place of birth, major field of study, grade level (freshman or sophomore), enrollment status (full-time, part-time, or number of credit hours), participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received (including honors such as Dean's list) and the most recent previous educational agency or institution attended by the student.

### **TRANSCRIPTS AND TRANSFER OF RECORDS**

A transcript is a document containing the student's permanent academic record. It contains a minimum amount of personal data about the student and a chronological account of the student's academic achievements.

Any student or former student who wishes to have a transcript of his/her record at the college released must make the request in writing to the Enrollment Services Office one week prior to the date the transcript is needed. This request may be submitted by mail, fax, or in person and must include complete name and address of the individual or agency to receive the transcript. The request must be signed and dated by the student. A statement describing the purpose for which the transcript is to be used may save the student time and money, since some agencies have special regulations for receiving transcripts.

Transcripts are usually mailed within 3 business days of the date a written request is received. ABAC does not charge for sending transcripts unless a student requests more than 10 copies in one calendar year or unless a student requests our rush transcript service. There is a \$2.00 per transcript charge if more than 10 copies are requested in a calendar year. We provide a rush, or same day, transcript service for a charge of \$20.00 per transcript. Rush transcript requests submitted and paid for by 3:00 pm, will be available for pick up between 4:30 - 4:45 pm on the same business day.

### **PRESIDENT'S HONOR LIST**

Superior achievement in academics is recognized each semester by the publication of a President's Honor List, which includes those students who complete 12 or more academic hours (non-Learning Support) with a Regents' grade point average of 4.0.

The President's Honor List is provided to the hometown newspapers of those students whose names appear on the list.

### **DEAN'S HONOR LIST**

Excellence in scholastic achievement is recognized each semester by the

publication of a Dean's Honor List naming those students who complete all academic work for which they are registered during the semester with a minimum Regents' grade point average of 3.3, and who carry at least 12 hours of academic (non-Learning Support) work.

The Dean's Honor List is provided to the honor students' hometown newspapers.

### **DISTINGUISHED ACHIEVEMENT LIST**

The Distinguished Achievement List, published at the end of each semester, recognizes excellence in scholastic achievement among part-time students. To be included on the Distinguished Achievement List, a student must have completed between six and eleven semester hours of academic (non-Learning Support) course work with a term Regents' grade point average of 3.3 or higher.

### **HONORS PROGRAM**

The Abraham Baldwin Honors Program is a combination of special experiences during the freshman and sophomore years which together provide a more meaningful college career for academically talented students than would otherwise be the case.

All courses in the Honors program encourage student participation through interactive classroom techniques; all classes require the students to engage in some substantial research and/or use of sources beyond the assigned textbook to supplement and enhance the students' understanding of the course material and assignments.

The Honors Program consists of two Honors Seminar courses and six specifically modified Core Curriculum courses (additional Honors Seminars can be offered as needed). Honors Program students take the two Seminar courses as freshman and two of the Core courses each year. These courses are scheduled alongside other courses required for completion of the student's degree.

Upon completion of the Honors Program, a student should be better prepared to undertake junior and senior level work at institutions to which he or she transfers after leaving ABAC.

Normally, membership in the Honors Program is gained by invitation from or application to the Honors Coordinator. For further information, contact the Honors Program Coordinator in the Division of Humanities.

### **CORE CURRICULUM HONORS COURSES**

COMM 1100H Human Communication (Honors).....	3 hours
ENGL 1101H Composition I (Honors).....	3 hours
ENGL 1102H Composition II (Honors).....	3 hours
ENGL 2132H Survey of American Literature II (Honors) .....	3 hours
HIST 2112H United State History II (Honors).....	3 hours
POLS 1101H American Government (Honors) .....	3 hours
SCIE 1005H Environmental Science (Honors) .....	4 hours

### **HONORS SEMINARS**

HNRS 1101 Honors Seminar.....	1 hour
HNRS 1102 Honors Seminar.....	1 hour
HNRS 2101 Honors Seminar.....	1 hour
HNRS 2102 Honors Seminar.....	1 hour

### **HONORS DAY**

Honors Day was introduced to give public recognition to students who achieve

high scholastic records. A student is selected for honors on the basis of the following criteria:

1. completing 15 non-institutional semester hours at Abraham Baldwin with a 3.2 cumulative Regents' grade point average qualifies a student as an Honor Student.
2. completing 15-44 non-institutional semester hours at Abraham Baldwin with a 3.75 cumulative Regents' grade point average qualifies a student as a Superior Honor Student.
3. completing 45 non-institutional semester hours at Abraham Baldwin with a 3.75 cumulative Regents' grade point average qualifies a student as a Distinguished Honor Student.

## REQUIREMENTS FOR GRADUATION

Associate degrees in Arts, in Science, and in Applied Science are awarded in a graduation ceremony at the end of the Spring and Fall Semesters to those students meeting requirements. Participation in the graduation ceremony is encouraged.

Students must meet the graduation requirements as listed in a single ABAC catalog which is not more than five years old at the time of their graduation and which is in effect for a term during which they earned academic credit at ABAC. There will be no exceptions unless specifically approved by the Vice-President for Academic Affairs.

In order to meet the graduation requirements at Abraham Baldwin, a student must:

1. complete the required courses and credit hours outlined in the catalog for the degree and major for which he/she is a candidate.
2. have a 2.0 or higher graduation grade point average and have completed a minimum of 60 semester hours of academic work plus physical education courses.
3. earn at least 20 semester hours at Abraham Baldwin which are applicable to the A.A. or A.S. degrees or 30 hours at Abraham Baldwin which are applicable to the A.A.S. degree for which he/she is a candidate. Transfer, CLEP, Advanced Placement, Physical Education and Freshman Seminar credit does not count as resident credit.
4. satisfactorily complete all parts of the Regents' Exam as required by the specific program requirements.
5. satisfy minimum computer competency through successful completion of, or exemption from, CISM 2201 or equivalent.
6. satisfy speech competence requirement through successful completion of COMM 1000 or COMM 1100 (or BUSA 2105 taken Fall 2007 or after for Business Administration majors).
7. comply with the Georgia law which requires a minimum level of competence in Georgia and U.S. History and in Georgia and U.S. Constitution through examination or through specified courses.
8. complete required physical education or have a specifically approved exemption filed with the Office of Enrollment Services (see PHYSICAL EDUCATION REQUIREMENTS section).
9. meet all financial and other obligations to the college.
10. apply for graduation with the Enrollment Services Office by November 1 for May graduation and by April 1 for July or December graduation. Applications received after the ceremony will be evaluated with the following semester's applications.
11. pay \$20 graduation fee before turning in application to the Enrollment Services Office. A late charge of \$10 is required if the application is turned in

## Academic Policies and Procedures

after the deadlines in item 10 above.

12. If a student is completing graduation requirements at another institution, he/she must have the other institution send an official copy of the transcript to ABAC within one week of the graduation date. In order for the student to participate in ABAC's graduation ceremony, the Enrollment Services Office must receive verification that the student remains enrolled in the required course(s) after the other institution's mid-term withdrawal deadline. This verification should be received no later than the last day of classes for the ABAC graduation term.

A student who is a candidate for a certificate must:

1. complete the required courses prescribed in the catalog for the certificate for which he/she is a candidate.
2. have a 2.0 or higher graduation grade point average.
3. earn at Abraham Baldwin at least 2/3 of the coursework required for a certificate program. Transfer, CLEP, Advanced Placement, Physical Education and Freshman Seminar credit does not count as resident credit.
4. meet all financial and other obligations to the College.
5. apply for graduation with the Enrollment Services Office in the final semester of attendance. The application deadlines are:
  - Fall Semester – 4<sup>th</sup> Friday after classes begin
  - Spring Semester – 4<sup>th</sup> Friday after classes begin
  - Summer Semester – 3<sup>th</sup> Friday after classes beginApplications received after the ceremony will be evaluated with the following semester's applications.
6. pay \$20 graduation fee before turning in application to the Enrollment Services Office. A late charge of \$10 is required if the application is turned in after the deadlines in item 5 above.
7. for certificate programs requiring more than 19 hours of coursework, students must comply with the Georgia law which requires a minimum level of competence in Georgia and U.S. History and in Georgia and U.S. Constitution through examination or through specified courses.
8. for certificate programs requiring more than 19 hours of coursework, students must complete required physical education or have a specifically approved exemption filed with the Office of Enrollment Services (see PHYSICAL EDUCATION REQUIREMENTS section).

A student who does not satisfy the graduation requirements in the term specified on the graduation application should contact the Enrollment Services Office and inform us of plans for completing the degree requirements. The graduation application of these students will be kept in the Enrollment Services Office for one calendar year. If a student does not meet all of the graduation requirements within one calendar year of the original intended term of graduation, the student will be required to submit another graduation application and pay another graduation application fee.

## HONOR GRADUATES

Students who graduate with a high Regents' GPA and a high Overall GPA are recognized as honor graduates.

Honors – Regents' and Overall GPA's of 3.3 to 3.74.

High Honors – Regents' and Overall GPA's of 3.75 to 3.94

Highest Honors – Regents' and Overall GPA's of 3.95 to 4.0

## STATUS OF GRADUATES

The Associate Degree is awarded to students who fulfill a two-year organized curriculum of college work either in a career program or in a parallel or transfer program. The degree, however, does not in itself entitle a student to transfer to advanced standing in a four-year college or university. Each institution prescribes its own admission requirements. A student who wishes to transfer to a higher-level institution must satisfy the course and grade requirements of the college to which he/she intends to transfer.

## REGENTS' TESTING PROGRAM

### REGENTS' TESTING PROGRAM ADMINISTRATIVE PROCEDURES

These procedures implement Policy 307 of the Board of Regents of the University System of Georgia.

#### i. Regents' Reading and Writing Skills Requirements

Students enrolled in undergraduate degree programs leading to the baccalaureate degree and certain Technology Program degrees shall pass the Regents' Reading Skills and Regents' Writing Skills courses as a requirement for graduation. These courses are offered for institutional credit. Students may exempt these courses through examination by passing the Regents' Tests or an approved alternative test in reading comprehension and in writing. Students who have earned 45 credit hours and have not passed or exempted the courses must take the Regents' Skills courses during each subsequent semester of enrollment. Students enrolled in a Regents' Skills course must pass the corresponding Regents' Test in order to receive a passing grade for the course.

Students with 30 or more semester credit hours transferring from outside of the System or from a System program that does not require the Regents' Skills courses must take the courses if they have not passed or exempted the courses before their third semester of enrollment

The following are the specific implementation procedures:

- a. Students in programs leading to the baccalaureate degree and certain Technology Program degrees are expected to have satisfied the Regents' Reading and Writing Skills Requirements by the time they complete 45 college-level semester credit hours. Students satisfy the requirements by passing the Regents' Reading Skills course (RGTR 0198) and Regents' Writing Skills course (RGTE 0199) or by exemption.
- b. These requirements apply regardless of whether the student has taken or passed any other courses, including English courses, or completed any other institutional requirements.
- c. College-level credit hours include all credit with the exception of institutional credit.
- d. Students who have earned 45 college level credit hours and who have not satisfied the requirements will be required to register for the appropriate course(s) the next semester enrolled. The only exception that may be made is for part-time students taking one of the courses and no college-level credit courses.
- e. Students may exempt RGTR 0198 by scoring at or above specified scores on the following examinations:
  - Regents' Reading Test exemption score: 61
  - SAT-I Verbal exemption score: 510
  - ACT Reading exemption score: 23

## Academic Policies and Procedures

(SAT or ACT scores must be from a national administration. Scores from institutional SAT or residual ACT test will not be acceptable for this purpose.)

- f. Students may exempt RGTE 0199 by scoring at or above specified scores on the following examinations:
  - Regents' Essay Test exemption score: 2
  - College Board AP English Language and Composition exemption score: 3
  - College Board AP English Literature and Composition exemption score: 3
  - International Baccalaureate higher-level English exemption score: 4
  - SAT II English Writing exemption score: 650
  - SAT-I Verbal Score and English 1101 grade combination (not available for students entering the System Summer 2008 or later)
    - SAT-I Verbal score of at least 530 and grade of "A" in English 1101
    - SAT-I Verbal score of at least 590 and grade of "B" in English 1101
    - ACT English score of at least 23 and grade of "A" in English 1101
    - ACT English score of at least 26 and grade of "B" in English 1101
  - SAT Reasoning score, Writing Section exemption score: 560 (effective Spring 2007)
- g. Additional standardized test scores may be specified by the Senior Vice Chancellor for Academics and Fiscal Affairs for use in exempting RGTR 0198 and RGTE 0199. Such scores must be from a national test administration and must indicate a very high probability (at least .95) of passing one of the courses or the associated component of the Regents' Test. Tests used to exempt the writing requirement must include an externally-graded writing sample.
- h. Students with fewer than 45 semester hours of college-level credit are not required to take either RGTR 0198 or RGTE 0199. Students can take the Regents' test once they have earned a "C" or better in ENGL 1101. ABAC encourages students to take the test the semester in which they are enrolled in ENGL 1102.
- i. Students should take the Regents' Test in the semester after they have earned 30 credit hours if they have not taken them previously. Institutions may not prohibit students who have earned at least 30 credit hours but are not yet subject to the 45-hour Regents' course requirements from taking the Regents' Tests for the first time.
- j. Students may be permitted or required to take the Regents' Tests prior to the completion of 30 credit hours.
- k. Students may be permitted to take the Regents' Tests during a semester in which they are not enrolled.
- l. Having passed RGTR 0198 and RGTE 0199 shall not be a condition of transfer into an institution. All transferring students from programs leading to the baccalaureate degree within the System shall be subject to all provisions of this policy. Students with 30 or more semester credit hours transferring from outside of the System or from a System program that does not require the Regents' courses should take the Regents' Test during their first semester of enrollment in a program leading to the baccalaureate degree and certain Technology Program degrees unless they have otherwise exempted the courses. Those who have not exempted the courses before their third semester of enrollment are subject to the course requirements.
- m. Students entering with AP credit, credit from other advanced placement programs or examinations, and/or joint enrollment credit may take the Regents' Tests during their first two semesters of enrollment if they have earned a grade of "C" or better in ENGL 1101. They are not subject to

System-mandated course requirements unless they have earned at least 45 hours and been enrolled at least two semesters.

- n. ABAC requires all transfer degree students to pass the Regents' Test in order to graduate. For career-technology programs, the following degrees do not require the Regents' Test to be passed:
  - Nursing
  - Agricultural Business Technology (provided ENGL 1102 is passed with a "C" or better)
  - Fashion Merchandising
  - Children and Family Services
  - Interior Design
  - Agricultural Engineering Technology
  - Golf Turf Management
  - Commercial Turf Management
  - Sports Turf Management
  - Landscape Design and Grounds Management
  - Ornamental Production
  - Golf Clubhouse Management
- o. The Regents' Reading Test and Regents' Essay Test are to be administered in accordance with the instructions provided in the Regents' Testing Program Administration Manual.
- p. Institutions are responsible for enforcing the requirements related to the Regents' Reading Skills and Regents' Writing Skills courses.

**ii. Guidelines for Regents' Reading Skills and Regents' Writing Skills Courses**

- a. Students enrolled in a Regents' course must pass the corresponding Regents' Test in order to receive a passing grade for the course.
- b. Students not passing the course receive a "U" and must repeat the course until they pass. Those passing receive a grade of "S".
- c. Each course carries two hours of institutional credit.
- d. The following are the course descriptions:

**Regents' Reading Skills (RGTR 0198)**

The Regents' Reading Skills course is intended to ensure that all graduates of USG institutions possess certain minimum skills in reading comprehension. Students work on improving their comprehension of material drawn from a variety of subject areas (social science, natural science and humanities) with various modes of discourse (exposition, narration and argumentation). Critical thinking and the following four major aspects of reading are emphasized: vocabulary in context, inferential and literal comprehension, and analysis.

**Regents' Writing Skills (RGTE 0199)**

The Regents' Writing Skills course is intended to ensure that all graduates of USG institutions possess certain minimum skills in writing. Students learn to evaluate their own writing strengths and weaknesses and work on improving their writing skills so that they are able to write an essay meeting the Regents' criteria.

**iii. Special Categories of Students**

- a. Students Holding a Baccalaureate or Higher Degree  
A student holding a baccalaureate or higher degree from a regionally accredited institution of higher education will not be required to pass RGTR 0198 or RGTE 0199 in order to receive a degree from a University System institution.

## Academic Policies and Procedures

- b. **Students Whose Native Language Is Not English**  
Non-native speakers of English must have graduated from a non-U.S. high school in order to receive extra time on the test, or have proof of taking the GED in Spanish, or the TOEFL or MELAB for proof of English proficiency. Students whose first language is not English take the test in two parts at separate times and are allowed double time. Any non-native speaker of English who has not passed both parts of the Regents' Test before earning 45 hours must take remediation every semester until both parts of the test are passed.
- c. **Students With Disabilities**  
ABAC complies with the Americans with Disabilities Act. For students with appropriately documented and approved disabilities, accommodations are provided on a case-by-case basis. Arrangements for special accommodations are made through the Student Development Center.
- d. **Former Students**  
Students who failed the Regents' Reading Test before Fall Quarter, 1980, shall not be held to a higher passing standard at a subsequent retaking of the test than was in effect at the time of their original attempt. All transfer program degree and certain Technology Program degree students, regardless of when they entered the system, must pass or exempt the Regents' Skills courses as a requirement for graduation.
- e. **Students Residing Out Of State**  
Students who live out of state may be permitted to have the Regents' Tests administered out of state if they have fulfilled course requirements and follow the procedures outlined in the Regents' Testing Program Administration Manual.

### **iv. Essay Review**

A student may request a formal review of his or her Regents' Essay Test if that student's essay received at least one passing score among the three scores awarded. The review procedures will be as follows:

- a. A student must initiate the review procedure by mid-term of his/her first semester of enrollment after the semester in which the essay was failed. The review must be initiated, however, within one calendar year from the semester in which the failure occurred.
- b. Students whose essays are under review and who have earned 45 credit hours must enroll in the Regents' Writing Skills course.
- c. The review will be initiated at the campus level, with procedural matters to be determined by the institution. The on-campus review, however, will be conducted by the three faculty members designated by the institution as a review panel. The on-campus review panel may (1) sustain, by majority opinion, the essay's failing score, thus terminating the review process, or (2) recommend, by majority opinion, the re-scoring of the essay by the Regents' Testing Program Office. The student will be notified concerning the results of the on-campus review. A decision by the on-campus review panel to terminate the review process is final.
- d. If the on-campus panel recommends re-scoring of the essay, that recommendation will be transmitted in writing, along with the essay, to the office of the System Director of the Regents' Testing Program. The Director will utilize the services of three experienced Regents' essay scorers other than those involved in the original scoring of the essay to review the essay, following normal scoring procedures for the Regents' Essay Test. The decision of the panel on the merits of the essay will be final, thus terminating

the review process. The student will be notified through the institution concerning the results of the review.

## **SPECIAL ADMINISTRATION OF THE REGENTS' TEST**

### **STUDENTS WITH VISUAL, HEARING, OR MOTOR IMPAIRMENT**

An alternative means of exempting or examining students with visual, hearing, or motor impairment may be used. Such examination shall equal the standards of the Regents' Tests. In most cases, the Regents' Test would be administered with accommodations determined by the institution on the basis of the student's appropriately documented and approved needs.

The Regents' Reading Test administration for a student with a visual, hearing, or motor impairment should correspond as closely as possible to the student's usual means of obtaining information from text. A visually impaired student, for example, could use the Braille, large-print, recorded or text-to-speech version of the Reading Test.

If a student with a visual, hearing, or motor impairment is unable to handwrite an essay on the regular Essay Test form for rating, the essay may be locally rated in the format produced by the student (e.g., typed or written on enlarged paper), or the essay may be copied to the regular Essay Test form by a proctor and submitted to the Regents' Testing Program Office for rating. The Regents' Testing Program Office cannot obtain ratings for essays that are not written on the regular test form or that are otherwise identifiable as special administrations.

### **STUDENTS WITH LEARNING DISABILITIES OR OTHER DOCUMENTED NEEDS**

The following procedure is for the accommodation of students who are competent in the skills required by the Regents' Reading Skills and Regents' Writing Skills courses but are unable to demonstrate competence in a standardized administration of the Regents' Tests because of a learning disability or other documented problem. A diagnosis of learning disability must include evidence of a discrepancy between ability and achievement in the area affecting test performance and must be consistent with the definition and criteria for evaluation provided in Section 2.22 of the Academic Affairs Handbook. This documentation must be approved by the Regents' Center for Learning Disorders and is coordinated through the Student Development Center. Arranging for appropriate documentation and approval needs to be completed preferably the semester before a student takes the test.

The documentation for each student is to be evaluated and maintained by the institution.

### **Allowable Accommodations and Restrictions**

The accommodations that may be made are limited to the following:

- extended time
- separate room for test administration
- large-print test format
- use of a word processor, typewriter, or scratch paper for composing the essay (The student must handwrite the essay on the regular essay form for grading, or, if the student's diagnosis indicates an inability to copy the essay, the test administrator or proctor must copy the essay as written by the student with no changes and send both the original and copied essay to the Regents' Testing Program Office.)
- reading of the essay to the student (If the student's diagnosis indicates a visual processing deficit that prevents the student from reading his or her own essay accurately, the proctor may read the essay aloud exactly as written)

while the student makes corrections to the essay.)

- transcription of reading test responses to the scanner sheet

Essays must be rated through the usual rating process, which does not allow for the provision of any information about the student to the raters. Raters cannot be asked to take a student's disabilities into account when rating an essay. Instead, appropriate modifications in the test administration process must allow the student's essay to be rated through the usual process.

All test administrations must meet the following conditions:

- The Essay and Reading Test responses must be submitted to the Regents' Testing Program Office for scoring.
- The product submitted must be in the standard format for grading: the essay must be handwritten on the regular Essay Test form with no extra paper, and the Reading Test responses must be recorded on the student's scanner sheet.
- Tests must be administered under secure conditions, and all work must be completed under supervision.

Accommodations other than those described above may be made only upon recommendation of a Regents Center for Learning Disorders. The Centers will make recommendations for students with learning disabilities or acquired brain impairment. The procedures used by the Centers are described in Section 2.22.

The Regents' Reading and Writing Skills courses may not be waived for students with disabilities. However, appropriate accommodations will be provided.

### **STUDENTS ENROLLED IN REGENTS' READING SKILLS OR REGENTS' WRITING SKILLS COURSES AT LEAST TWICE**

Students who perform well in RGTR 0198 or RGTE 0199 but continue to fail the corresponding Regents' Test may have test anxiety that interferes with their test performance. A student may be given double time if he or she has been enrolled in RGTR 0198 at least twice or not passed the reading test after two attempts; or enrolled in RGTE 0199 at least twice or not passed the writing test after two attempts and there is evidence that the student has the skills required for passing the corresponding Regents' Test but is unable to display the skills during a regular timed test administration.

### **THE LEARNING SUPPORT PROGRAM**

The Learning Support Program offers courses in English, reading, and mathematics. All learning support courses numbered below 1000 carry institutional credit only. All entering students are required to take the COMPASS placement tests in writing, reading, and mathematics to determine whether they are required to take learning support courses. Exception: Students who graduated high school less than 5 years ago with a College Preparatory Diploma may not be required to take all parts of the placement test if they also:

- Scored 480 or above on SAT Verbal or
- Scored 400 or above on SAT Math or
- Scored 20 or above on ACT English or
- Scored 17 or above on ACT Math

Non-traditional students must take all three areas of the COMPASS placement test. A student scoring below the minimum score on the writing, reading, and/or mathematics placement test, must take the appropriate learning support courses since these courses are designed to teach skills needed for success in college level work. Placement test scores, ACT or SAT scores, and high school records are used to determine whether a student is placed in learning support courses, regular college courses, or advanced college courses. Below is a summary of the learning support

requirements from the Learning Support Policy of the University System of Georgia.

- A. Until learning support requirements have been satisfied, students shall not be permitted to take credit courses which require the content or the skills of the prerequisite courses. Students with learning support placement must:
1. exit or exempt learning support reading as a prerequisite for social, natural, and physical science courses;
  2. exit or exempt learning support English and reading as prerequisites for college-level English;
  3. exit or exempt learning support mathematics as a prerequisite for mathematics, physics, and chemistry;
- B. The following requirements apply to those students who have learning support requirements:
1. During each semester of enrollment a student must first register for all required learning support courses before being allowed to register for other courses. This policy also applies to part-time students. Two exceptions are possible:
    - When two or three learning support areas are required and a student is enrolled in at least one learning support course, a freshman seminar course or physical education or other activity or performance courses may be taken that semester instead of one of the required learning support courses.
    - In the event that a required learning support course is not available, a student may enroll in a course for degree credit if the student has met the course prerequisites, subject to the written approval of the division chair.
  - 1a. A third exception applies to students in Career-Tech programs at ABAC
    - If career tech students need all three learning support areas, they may take English and reading with other college level courses that do not have a learning support prerequisite. The following semester, the student should enroll in MATH 0090.
  2. Students who have accumulated 20 semester hours of college-level credit and have not successfully completed required learning support courses may enroll only in learning support courses until requirements are successfully completed.
  3. Students with learning support requirements who are enrolled in both learning support courses and credit courses may not withdraw from the required learning support courses with a "W" unless they also withdraw from credit courses.
  4. To exit a learning support area, students must successfully complete (C or better) the exit level learning support course in that area, meet any established institutional standards, and attain at least the University System minimum score on the appropriate part of COMPASS. An exit writing sample shall also be required in learning support English.
- C. If a student does not complete requirements for an area in twelve semester hours or three semesters, whichever occurs first, the student will be suspended. The student may not be considered for readmission within three years of the suspension.
- Prior to suspending a student who has not exited a learning support area within the twelve-semester hour or three semester limit, an institution may allow the student to appeal for one additional course. The student must:
- be individually evaluated and determined to have a reasonable chance of success
  - be in an exit level course
  - have reached the limit in only one learning support area
- If granted the additional course, the student may enroll in only the learning

support course.

- D. Students who have been suspended from the institution without completing learning support requirements may not be exempted from their learning support requirements through transfer of course credit unless they are eligible for transfer admission under the institution's regular transfer admission policies.
- E. Students who have not taken any college work in the University System for three years may be retested with COMPASS (in any unsatisfied area) and readmitted without a learning support requirement if they meet the institutional criteria for exemption. Students who do not exempt on the retest may appeal for readmission. Students readmitted under this provision are subject to the 20-hour limit on college-level course work and may not take credit work if they had earned 20 credit hours during their previous period(s) of enrollment.
- F. Students with learning disorders who are required to enroll in learning support must fulfill all stated requirements, including the COMPASS requirements. These students should be provided with appropriate course accommodations.

Appropriate course and testing accommodations will be made for students with visual, hearing, or motor impairment.

## Evening and Off-Campus Programs

### GENERAL INFORMATION

Abraham Baldwin's Evening and Off-Campus Programs seek to accommodate both traditional and non-traditional students through flexible programming designed to provide educational opportunities when and where students need them. Through the on-campus evening program a student may obtain one of eight different associate degrees entirely by attending classes at night. Several off-campus locations offer evening core curriculum classes from all 53 programs of study at the college.

A student may attend classes at the Moultrie off-campus location and earn an associate degree either in early childhood education or business administration. In addition, through cooperative agreements with East Central Technical College and Moultrie Technical College, a student may earn an associate of applied science degree in one of several different areas.

ABAC also offers advanced degrees from area universities for associate of science graduates. The universities include Albany State University, Georgia Southwestern State University, Macon State College, and Valdosta State University. The courses are delivered on the ABAC campus through lecture, distance learning, and online classes. These programs permit area residents to receive four-year and graduate degrees without leaving the ABAC campus.

### ADULT COLLEGE ENTRY (ACE) PROGRAM

Adults who want to enter college after being out of school for a number of years may opt to participate in the Adult College Entry (ACE) Program. During the eleven-week program, ACE participants

- complete each step in the admissions, placement, financial aid, advising, and registration processes;
- learn how to take notes, how to study, how to manage their time, and how to master other skills that will contribute to success in college; and
- brush up on math skills in a program tailored to individual needs and goals.

Prospective students who want more information about the ACE Program should call the Evening & Off-Campus Programs Office at ABAC or the Public Service & Business Outreach Center.

## **NON-TRADITIONAL STUDENTS**

Abraham Baldwin has long been known as an academic institution that is willing to help those who are willing to help themselves. This is evidenced by a rapidly growing segment of the student body, non-traditional students, who wholeheartedly embrace both the work ethic and a creed of self-improvement. In turn, the college endorses their efforts, believing that those who are willing to help themselves add a special dimension to the learning process and should be encouraged to do so.

Abraham Baldwin is committed to accommodating the needs of non-traditional students by offering college transfer, career, and developmental programs at times and places which are convenient. It acknowledges that most non-traditional students are adult learners who have family and work responsibilities. Because of this, many have special needs but quite often possess unique strengths and experiences which enhance the classroom environment.

Because of its commitment to the non-traditional student, ABAC has established the Office of Evening and Off-Campus Programs to coordinate and administer the college's evening and off-campus credit programs. The Director serves under the Vice-President for Academic Affairs as chief administrator for the planning, improvement, development, implementation, marketing, and management of these programs. The Office of Evening and Off-Campus Programs works to foster an environment which enhances the partnership among administrators, faculty, staff, and non-traditional students, recognizing that achievement can accrue on a part-time schedule, that there is more than one way to achieve a degree than the traditional path from high-school student directly to day full-time college student, and that learning is often enhanced by the richer context of experience that adults bring to their studies.

## **ON-CAMPUS EVENING DEGREE PROGRAMS**

Through Abraham Baldwin College's Evening Program a student may take advantage of eight different degree programs available during the evenings on campus or may choose to take courses to satisfy a personal interest or a job-related need. The degree programs available through night classes are as follows:

- Associate of Arts — Liberal Arts
- Associate of Science — Criminal Justice
- Associate of Arts — Psychology
- Associate of Arts — Sociology
- Associate of Science — Business Administration
- Associate of Science — Early Childhood Education
- Associate of Science — Human Services (Social Science)
- Associate of Applied Science — Cooperative programs with East Central Technical College and Moultrie Technical College

In addition to these, all core curriculum courses required in each of the 40 college parallel (transfer) programs at Abraham Baldwin are offered through the evening program. Also, because of a unique agreement with other units of the University System in this area, ABAC offers cooperative programs leading to four-year and graduate degrees in several areas.

## **OFF-CAMPUS DEGREE PROGRAMS**

At ABAC on the Square in Moultrie, students can complete the following degree programs:

Associate of Science — Business Administration

Associate of Science — Early Childhood Education

Core curriculum classes required for transfer degrees in a number of other majors are also available.

## **FINANCIAL AID**

Financial aid is available to evening and off-campus students who qualify. Special scholarship opportunities are available for deserving non-traditional, part-time students as well. Scholarship applications may be obtained from the Office of the Vice President for Academic Affairs. The deadline for submitting scholarship applications is March 1 each year. For specific information on financial aid, contact the Financial Aid Office.

**COLLEGE-WIDE COURSE DESIGNATION ABBREVIATIONS**

ABAC	Orientation/Study Skills	HNRS	Honors
ACCT	Accounting	HORT	Horticulture
AECO	Agricultural Economics	HUMN	Humanities
AENG	Agricultural Engineering	ITEC	Information Technology
AENT	Agricultural Technology	JRNL	Journalism
AGRI	Agriculture	MATH	Mathematics
AGRP	Agricultural Pest Mgmt.	MGMT	Management
AGRY	Agronomy	MKTG	Marketing
ARTS	Art	MUSC	Music
ASLH	Animal Husbandry	NURS	Nursing
BIOL	Biology	PHED	Physical Education
BUSA	Business Administration	PHIL	Philosophy
CHEM	Chemistry	PHSC	Physical Science
CISM	Computer Information System	PHYS	Physics
COMM	Communications	PNUR	Pre-Nursing
CRJU	Criminal Justice	POLS	Political Science
CRSS	Plant Science	PSYC	Psychology
CSCI	Computer Science	READ	Reading
ECON	Economics	RELG	Religion
EDUC	Education	RGTR	Regents' Reading Rem
ENGL	English	RGTE	Regents' Essay Rem
ENGL	English	ROTC	Air Force ROTC
FACS	Family and Consumer Sciences	SCIE	Science
FRSC	Forestry	SOCI	Sociology
GEOG	Geography	SOSC	Social Science
GNDR	Gender Studies	SPAN	Spanish
HIST	History	THEA	Drama
HMSR	Human Services		