

# CHAPTER I

## WHAT IS ACADEMIC ADVISING?

Good, conscientious academic advisement is vital for the student to succeed in an academic career. What are some of the desired benefits from a good academic advisement program? As students are guided through their chosen academic programs, achieving and maintaining acceptable grade point averages (GPAs), academic advisement helps the student successfully attain educational and career goals. By meeting all the needs of a student, a strong advising program will result in increased student retention. Ultimately, students will have a greater degree of satisfaction with their advisors and the institution.

Academic advisement is more than the perfunctory signing of a registration form. It establishes a relationship which encourages the development of interpersonal communication between a faculty member and student. Advising should provide an added dimension to teaching. It is the advisor's opportunity to take special interest in both the academic and personal welfare of students.

## THE FACULTY ADVISOR

The faculty advisor is the key person in helping individualize a student's education. As such, the advisor's major responsibilities are to help advisees understand themselves better, more fully understand their environment with its opportunities and challenges, and make the most of their potential abilities in meeting challenges and realizing opportunities.

### **Specific goals and responsibilities of the faculty advisor include the following:**

1. Help students define and develop realistic educational career plans, consistent with their abilities and interests.
2. Monitor progress toward educational/career goals at regular intervals (ex. Using a current degree evaluation during and after registration periods).
3. Show advisee a CAPP Degree Evaluation and explain the benefits of using it.
4. Discuss relationships between instructional program and occupation/career.
5. Interpret instructional policies, procedures, and requirements.

6. Approve or facilitate all designated educational transactions (schedule, drops and adds, change of major/advisor, and graduation requirements including waivers, substitutions, catalog term changes and CAPP adjustments).
7. Maintain an advising file for each advisee.
8. Inform students of the nature of the advisor/advisee relationship.
9. Assist advisees in identifying career opportunities.
10. Inform students of special services available to them for remediation, academic assistance, and other needs.

Advisors should be aware of the following limitations on their advising responsibilities:

1. An advisor cannot make decisions for an advisee but can be a sympathetic listener and even offer various alternatives for the student to consider.
2. An advisor cannot increase the native ability of the advisee, but can encourage maximum use of that ability.
3. An advisor should not in any way criticize a fellow faculty member to a student, but can make a friendly approach to any instructor who is involved in the student's problem.
4. An advisor cannot be a good counselor and betray a student's confidence on matters of a confidential nature, but this should not necessarily preclude exchange of helpful information between advisor and instructor or the deans. This exchange should be conducted in a professional and discreet manner.
5. An advisor cannot attempt to handle cases of emotional disturbances which fall outside the behavioral pattern of students adjudged reasonably normal. When complex problems arise concerning financial aid, mental or physical health, or personal-social counseling, advisors should refer students to professional personnel through the office of the VP of Student and Enrollment Services.

## TIPS ON ADVISEMENT

### Catalog

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. This is effective with students who are first time entering or re-admitting summer 2002 or later. A catalog term change is needed if the student is not going to graduate under the student's entry catalog.

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

### Core Curriculum

Advice for Core Areas A-E:

Area A - Liberal Arts majors and students whose fields require little upper level mathematics should take MATH 1101(Mathematical Modeling). Students in science and science-related curricula should take MATH 1112 or 1113. Engineering majors are required to take MATH 2053 (Calculus I) in Area A.

Area B - Students must complete COMM 1100 or COMM 1000 and CISM 2201 in this area of the core or in Area F.

Area C - ENGL 1102 is a pre-requisite for HUMN 2221, HUMN 2222, ENGL 2131, ENGL 2132, ENGL 2111, ENGL 2112, ENGL 2121 and ENGL 2122.

Area D1 (Non-Science Majors) - Advisors should note that any of the following will satisfy the semester of laboratory science course required in Area D1 (non-science majors) of the Core Curriculum: BIOL 1003/1003L, PHSC 1011/1011L or 1012/1012L or any of the lab science courses listed in Area D2. Additional lab or non-lab courses may be taken to complete the Area D1 requirement. The courses selected should be based on later requirements of the major and the student's interest. In Area D1 a sequence of courses is recommended.

Area D2 (Science Majors) - BIOL 2107/L and BIOL 2108/L; CHEM 1211/L and CHEM 1212/L; PHYS 1111/L and PHYS 1112/L; PHYS 2211/L and

PHYS 2212/L will satisfy the two-semester laboratory sequence that is required in Area D2 (science majors) of the Core Curriculum. The courses selected should be based on later requirements of the major, any CPC requirements, and the student's interest.

Area E - Students should consider the prerequisites of courses in Area F when choosing electives in Area E.

Note: Freshman Seminar, ABAC 1000, is required for graduation. (Transfer students may exempt with transfer of 20 semester hours or 30 quarter hours of academic coursework.) Also required for graduation are PHED 1100C and two PHED activity courses.

The general education core for Associate of Applied Science degrees includes ENGL 1101, ENGL 1102 or BUSA 2105, MATH elective determined by program, POLS 1101, HIST 2112, CISM 2201 or other computing technology elective, and COMM 1100 or COMM 1000.

<b>Course Load</b>	Students should take about five courses per term (fifteen class hours per week) to graduate in two years. If students average fewer than five courses per semester, they will not graduate in two years.
<b>Curriculum</b>	Know the College Preparatory Curriculum and its requirements. Know the core curriculum.
<b>Exams</b>	Be aware of the exam schedule (posted on the web) when advising a student. It is not good to have all the student's final exams fall on the same day.
<b>Financial Aid</b>	For financial aid purposes, all courses for which a student (1) registers, (2) is paid financial aid, and (3) receives a grade (including W, WF, I, IP, and F) are counted as "attempted" courses. According to federal regulations, students must successfully complete at least 67% of attempted coursework. Students on financial aid who are considering dropping a course should be referred to the financial aid office for assistance.
<b>Goals</b>	Try to determine advisees' capabilities and limitations early in their college careers if possible. Records such as SAT scores, placement test scores, and high school and/or college grades are helpful.  If advisees have set their expectations and/or goals too high or too low, try to point this out in a humane way and help them reevaluate their expectations and goals within the limits of their capabilities.

**Graduation** Students should see their advisor, apply for graduation, and pay graduation fees by November 1 for spring graduation and April 1 for summer or fall graduation.

**Lab Courses** Advisees should not put off taking lab courses. If they do, it will mean that the last two terms at the college may be loaded with lab courses, and scheduling will be extremely difficult.

**Late Registration** To complete registration on the first 5 class days of fall or spring term (first 2 days of summer term), students should follow these steps:

- a. Report to advisor for academic advisement.
- b. Check with Housing Office for residency requirements.
- c. If receiving financial aid, report to the Financial Aid Office.
- d. Register for classes on Internet.
- e. Report to the Business Office to pay fees.

**Number of Degrees** Students may earn any combination of the following:

1. Students are allowed to receive only one AA degree.
2. Students are allowed to receive only one AS degree.
3. Students may earn multiple AAS degrees.
4. Students may earn multiple certificates.

Example: A student may receive 1 AA degree, 1 AS degree, 5 AAS degrees, and 3 certificates from ABAC. The student would need to submit a graduation application and pay the graduation application fee for each of these degrees/certificates.

**Privacy Act** Under the Federal Educational Rights and Privacy Act (FERPA), the institution is prohibited from disclosing any student information without the student's written consent. The only exception is that academic information may be disclosed to ABAC personnel who have a legitimate professional need for the information. Any questions regarding FERPA policies should be directed to the Assistant Registrar.

**Regents' Test** The Regents' Test in reading and writing must be successfully completed by all transfer students and students in some career tech programs prior to graduation. (See program in each career tech major.) The Division of Humanities strongly recommends that students take this examination the semester of their enrollment in ENGL 1102 or BUSA 2105. Students should complete ENGL 1101 with a grade of "C" or better before taking the Regents' Test. Students are required to take the test after earning 30 hours of academic credit.

Students who have taken and failed one part of the Regents' Test must take either RGTE 0199 (for those who failed the essay) or RGTR 0198 (for those who failed the reading portion of the test.) Students who have not taken the test after 45 hours of degree credit must enroll in RGTR and/or RGTE each term until that portion of the test is passed.

Students may fulfill the Regents' Reading Skills requirement and not have to take the Reading Test with any of the following:

SAT Verbal 510 or  
ACT Reading 23

Students may fulfill the Regents' Writing Skills requirement and not have to take the Essay Test with any of the following combinations:

SAT Verbal 530 and an "A" in ENGL 1101 or  
SAT Verbal 590 and a "B" in ENGL 1101 or  
ACT English 23 and an "A" in ENGL 1101 or  
ACT English 26 and a "B" in ENGL 1101 or  
SAT II Writing 650 or  
3 on AP English and Composition or  
3 on AP Literature and Composition

All SAT and ACT test scores must be from a National test administration and not the Institutional SAT or the Residual ACT.

Passing score for the essay portion of the test is "2." The passing score for the reading portion is "61." Further information concerning the Regents' Testing Program can be found in the college catalog.

## **Registration**

Be prepared at early registration and/or registration sessions.

- a. Go over each advisee's record at least twice each term to check the progress of the student. CAPP Degree Evaluation is the best way.
- b. Let advisees know that you are aware of their success or lack of progress by attaching personal notes to their folders after you have gone over them.
- c. Let advisees look over their folders at registration in your presence.
- d. Make students aware of the rules and regulations concerning the student's field of study.
- e. Have on hand various forms that might be needed, such as registration, drop/add, major change forms, CAPP substitution and waiver form, and catalog term change form.

- f. Be familiar with the schedule of classes and the courses offered that fit your advisees' needs.

## **Scheduling**

With semester system, there are fewer opportunities to correct student "setbacks" in progress ("W", "F", and "WF", and student and advisor errors) toward the degree. Advisors and students need to be aware that deviations from intended schedules may have serious consequences.

Advisors should make sure that students take only those courses that will fit into the students' programs. A student should not be assigned a course merely to provide 15 hours for that particular term.

Advisors should encourage students to intermingle their major areas of study with general education requirements. This may result in better grades; in addition, it will enable a student to complete the entire core at ABAC.

## **Transfer**

**It is best for a student to graduate from Abraham Baldwin before transferring to a senior college or university. If students transfer to some senior colleges and universities before completing their freshman year, the senior college or university will hold them to the requirements for first-term entering freshmen.**

Be knowledgeable about the requirements of the state's four-year colleges and universities. For help with complex questions, try to make contact with some knowledgeable person who can help you in advising at the senior colleges or universities to which most of your students transfer.

Keep on hand application forms and scholarship forms and current catalogs from the colleges to which most of your students transfer.

## **Transient Student**

Transient permission must be given for any student actively enrolled at ABAC and who expects to return to ABAC, to take approved course work at a specific institution for one term. The student must contact the other institution and follow their admission procedures to be admitted as a transient student. The student must request an official transcript, including the transient coursework, be sent to ABAC at the end of the term.

1. The student prints a copy of the "Request for Transient Permission" form from the ABAC web page (Registrar's Office, Forms, Transient Request). The Student can also get a copy of the form from the Enrollment Services Office.
2. The student completes all blanks on the form except the box specified for the Enrollment Services Office Use Only.

3. The advisor approves the course selection. The transient request is not complete and cannot be processed without the signature of the advisor.
4. The Enrollment Services Office checks Learning Support requirements, academic standing, and verifies the ABAC (or CORE) equivalent.
5. Transient permission is only awarded for courses with an ABAC (or CORE) equivalent.
6. The Enrollment Services Office sends a transient permission letter to the institution listed on the request. A copy of the letter is mailed to the student and the advisor.

## UGA

Students transferring to UGA should consider taking a world literature course in Area C or a world history, world religion or African-American history course in Area E to meet UGA's cultural diversity requirement.

## Withdrawing from a class

A student who plans to drop a course should be advised to do so before the penalty deadline in order to keep from receiving "WF" or "F." A "W" on the record does not affect GPA--an "F" or "WF" does. However, students with a reasonable expectation of passing a course should be counseled to remain in the course. Advisors should help students analyze why they are having difficulty in a course and advise them on resources available to help.

A student who wishes to withdraw with a "W" from a required learning support course must also withdraw from all college level courses (numbered 1000 or higher) in which he/she is enrolled. A student withdrawn with a "W" by the LS instructor based on the college policy on class attendance will also be administratively withdrawn from all college level courses.

### NOTE:

\* Faculty/advisors should **not** tell a student they will process a class withdrawal for the student. Several signatures are needed on the drop/add forms and it is the student's responsibility to take the completed form to the Enrollment Services Office.

\* A student on financial aid who withdraws from ABAC without documented mitigating circumstances will be disqualified from receiving financial aid in the future. The student may need to personally talk with someone in the financial aid office to be advised of financial aid consequences for the "W".

Signatures needed on the drop/add form:

Academic Advisor

Business Office

Enrollment Services Office

## Withdrawal Procedures

### **Student withdraws from one class, but remains in other classes.**

- *Drop/Add Form* is completed.
- The form must be signed by Advisor, Business Office and Enrollment Services Office.
- A grade of “W” is automatically assigned if the drop form reaches the Enrollment Services Office before the withdrawal without penalty deadline.
- A grade of “WF” is automatically assigned if the drop form reaches the Enrollment Services Office after the withdrawal without penalty deadline.
- The yellow copy of the drop/add form will be sent to the drop instructor.

### **Student withdraws from all classes. This is a Total Withdrawal.**

- Student picks up a *Student Withdrawal Form* in the Enrollment Services Office in the Student Center. Student completes form and hand carries through the following offices for required signatures: Business Office, Financial Aid Office, Housing Office, and Enrollment Services.
- A grade of “W” is automatically assigned for all classes if the form is returned to the Enrollment Services Office before the withdrawal without penalty deadline.
- A grade of “WF” is automatically assigned for all classes if the form is returned to the Enrollment Services Office after the withdrawal without penalty deadline.
- A notice of the Total Withdrawal is sent to each instructor. If medical documentation is received, it will be attached to the notice.

### **Student withdraws after Mid-Term. Can the instructor change the “WF” to a “W”?**

When a “WF” is automatically assigned for either a single class withdrawal or for a total withdrawal, the instructor can still complete the *Assignment of a “W” After Mid-term Form* found in the appendix of the Handbook for Academic Advisors. Each term, the deadline for this form to reach the Enrollment Services Office is 5:00 p.m. on the day before the web is turned on for final grade entry. After the web is turned on for final grade entry, a *Grade Change Form* must be submitted in addition to the *Assignment of a “W” After Mid-Term Form*.

### **Student withdraws for medical reason.**

If the Medical Withdrawal Committee (VPAA, VPSES, and Director of Student Development) 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 other cases that the instructor is not notified by the Student Development Office, assignment of a “W” is strictly up to the individual instructor’s discretion.

## **Items to Be Covered at Initial Meeting with Advisees**

1. Go over the thrust of the curriculum in which you are advising. (In other words, if you are advising in a four-year agriculture major, make sure that your advisees understand that they are in a four-year program).
2. Review how students can change major.
3. Review criteria for taking the Regents' Test.
4. Review applicable portions of the Tips on Advisement.
5. Emphasize the importance of graduation and when graduation application should be filed (April 1 or November 1).
6. Discuss the results of academic excellence. Note when scholarship information will be available and when applications should be made. Explain the grade point averages necessary for the various graduation honors designations.
7. Encourage students to strive for a balanced daily schedule of classes--both morning and afternoon, both MWF and TR--for the sake of built-in study hours and a reasonable final examination schedule.
8. Remind students to take a balance of rigorous courses and less difficult ones each term, rather than attempting all the most demanding courses in the same term.
9. Inform students of their priority (based on number of hours) and set appointments for advising. (Post an advising schedule on your door)
10. Advise students of your office hours for the semester and tell them where your office is located. Indicate your email address and the telephone number where a message can be left if you are unavailable.
11. Explain why a CAPP Degree Evaluation should be viewed after the student registers each term.

## **Items to Be Covered with Advisees at Individual Meetings**

1. Go over the courses required in this program. Explain why a CAPP Degree Evaluation should be viewed often, especially after the student registers each term.
2. Mention any desired sequencing of courses and terms that certain classes are taught (if they are not taught each term).
3. Discuss required Regents' Test remediation as well as the history and Constitution requirements and P.E. and residency requirements.
4. Review senior college and university entrance requirements for transfer programs.
5. Review the majors available at area senior colleges and universities for those who are in transfer programs.
6. Review the job market and prospects for students in career programs.
7. Review the calculation of cumulative GPA, institutional GPA, and graduation GPA.
8. In reference to class attendance, discuss the ramifications of unwarranted class withdrawal--the negative impact on financial aid, the actual dollar costs, the building of poor work habits, and the message that the number of "Ws" on a transcript gives a potential employer. Students receiving financial aid who wish to withdraw from a class should be referred to the Financial Aid Office before the drop is processed to discuss the possible detrimental effect on financial aid.
9. Review the co-curricular activities appropriate to the students involved.
10. Remind students that they can replace D or F grades and improve their GPA's at ABAC if they earn higher grades in the most recent class. However, students should be aware that most senior colleges base admission to the major program on the cumulative GPA.
11. Send students on Academic Probation to the Learning Support office (Conger 213) for the assignment of an AIM mentor.
12. Do not advise a student whose name is not on your advisee list. Send the student to get a major change form.
13. Let the student know that Enrollment Certifications only include courses in which the student is actively enrolled. Any course(s) the student drops will not count toward full-time status.

# **CHAPTER II**

## **REQUIREMENTS FOR ADMISSION AND INITIAL ADVISEMENT**

The basis of admission under which a student enters the college will dictate the nature of the coursework required and the academic advisor to whom the student is assigned. The following categories are descriptive of the bases of student admission with which academic advisors typically will deal:

1. Learning support students;
2. Students graduating from high school more than five years ago;
3. Students graduating from high school fewer than five years ago, majoring in Career and Technological fields of study;
4. Students graduating from high school fewer than five years ago, majoring in College Parallel/Transfer fields of study.

The initial advisement procedures for each of these categories will be discussed in turn.

### **Advising Program for Incoming Freshmen**

Every student at Abraham Baldwin will be assigned to a faculty advisor, determined by the major field of study. All incoming students will participate in an orientation program. This program will involve advising, testing, and early registration for classes, as well as orientation. Incoming freshmen place high value on time with their advisors. Advisors should use this time to introduce their advisees to the college catalog, their program of study, CAPP degree evaluation, and other information relating to the advisee's interests and needs. Those students who do not declare a major will be assigned to an advisor for Undeclared students. Undeclared students are those who have not yet declared a major and who are, therefore, concentrating on core, general education courses. This advisor will help the student select courses from a general curriculum based on the Core Curriculum and will provide continuing guidance to the advisee in setting goals and choosing the appropriate major for these goals. Once the student has decided on a major, he/she will be transferred to an advisor in the selected field of study.

## **Advising Program for Incoming Transfer Students**

Every transfer student will be assigned a faculty advisor at Abraham Baldwin based on the advisee's chosen major. The advisor will help plan a program of study and aid in relating previous college experiences to the present program selected at Abraham Baldwin. When advising the transfer student, advisors will need to orient the student to Abraham Baldwin and maintain a record of advisement sessions, just as they would any student new to the college. Also, advisors need to discuss the evaluation of that student's transcript record of previous college courses taken elsewhere and the awarding of credit at Abraham Baldwin for that work. The evaluation of transfer credit may be seen on Web Banner.

## **Advising Program for Readmitted Students**

Every readmitted student who has been out of ABAC for a year or more will be assigned to a faculty advisor based on the advisee's chosen major. If a student has been out of ABAC for less than one year, the student will return to the same advisor. The advisor will help plan a program of study and also aid in relating previous Abraham Baldwin experiences to the present program. Students who have experienced academic difficulty in the past should refer to the section on Academic Renewal in the college catalog.

## **Academic Intervention Management**

1. The Academic Advisor and the AIM Mentor will work together to help the student identify problems which may be causing the student to be less than successful. The Academic Advisor will receive a copy of the AIM contract and should communicate to the Mentor any suggestions.
2. The Academic Advisor will receive a copy of the probation letter sent to the student.
3. The Academic Advisor should ask the student the name of his/her AIM Mentor. If the student does not have a Mentor, the Academic Advisor should direct the student to the Office of Learning Support (Conger Hall, Room 213).
4. In advising the student for a class schedule, the Academic Advisor should follow the guidelines stated in the probation letter:

The student may register for no more than 14 hours.

The student must participate in the AIM Program or sign a waiver in the LS office.

5. If the student early registered, the Academic Advisor should contact the student to change the schedule to comply with the conditions of probation stated in the letter.

## **Placement Tests**

The COMPASS placement test is used for entering students. Students who enter the college with scores below 480 SAT-Verbal/20 ACT or 400 SAT-Mathematics/17 ACT are required to take the COMPASS placement tests in the appropriate areas. The results of this test determine whether the student's skills in English, reading, and mathematics are at a level sufficient to attempt college level work without first taking the applicable Learning Support course(s).

All students who have not met College Preparatory Curriculum requirements in English or Math are required to take the appropriate parts of the COMPASS placement test. Non-traditional students must take all three areas of the placement test.

See Appendix for COMPASS Placement Cutoffs.

## **TIPS FOR ADVISING LEARNING SUPPORT STUDENTS**

1. Until Learning Support requirements have been satisfied, students shall not be permitted to take credit courses that require the content or the skills of the prerequisite courses. Each institution shall inform students of those courses that have Learning Support courses as prerequisites. Students with Learning Support placement must:
  - a) exit or exempt Learning Support Reading as a prerequisite for Social, Natural, and Physical Science courses (additional areas for exit or exemption such as Learning Support English or Learning Support Mathematics would be at the discretion of the institution). See appendix for additional prerequisites.
  - b) exit or exempt Learning Support English and Reading as prerequisites for college-level English;
  - c) exit or exempt Learning Support Mathematics as a prerequisite for Mathematics, Physics, and Chemistry (any science courses with a prerequisite of college-level mathematics would also require exit or exemption from Learning Support Mathematics).
2. The following requirements apply to students with Learning Support requirements:
  - a) 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. Three 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 orientation course or physical education or other activity or performance course may be taken that term 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 LS Director. (The 20-hour rule is applicable.)
  - If career-tech students need all three Learning Support areas, they may take English and reading with other college level courses (such as appropriate Ag, Study Skills, P.E., performance class, etc.). The following semester, the student should then enroll in the appropriate math remediation course.
- b) 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. Students with transfer credit or credit earned in a certificate or prior degree program who are required to take Learning Support courses for their current degree objectives may earn up to 20 additional hours of college-level credit. After earning the additional hours, such students may enroll in L S courses only.
- c) 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.
- d) To exit a Learning Support area, students must complete the exit level Learning Support course in that area and attain at least the University System minimum score on the appropriate part of the COMPASS.
3. Students who are required to take learning support work in two or all three areas will be advised by a learning support advisor. Any student required to take learning support work in only one area will be assigned to an advisor in the chosen field of study.
4. A student who wishes to withdraw with a “W” from a required learning support course must also withdraw from all college level courses (numbered 1000 or higher) in which he/she is enrolled. A student withdrawn with a “W” by the LS instructor based on the college policy on class attendance will also be administratively withdrawn from all college level courses.

## **Learning Support Suspension**

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.

## **HONORS PROGRAM**

Honors Program Core Courses are designated by “H” following the course number (e.g., HUMN 2222H.) Students with a 3.0 or better GPA who are not enrolled in the Honors Program may enroll in these courses with the permission of the Honors Program Director.

Honors Seminars in Area B of the Core are open to all students. However, because of the intensive interdisciplinary readings required in the seminars and the emphasis on independent student learning, students with a GPA below 3.0 should probably not be advised to enroll in these courses.

# COLLEGE PREPARATORY CURRICULUM

## **Beginning Freshmen Graduating High School At Least 5 Years Ago (Non-traditional students)**

Students who graduated from high school five or more years ago, or who completed the GED but who would have graduated from high school five or more years ago had they remained enrolled, are not bound by the College Preparatory Curriculum. Guidelines for admission of non-traditional students are as follows:

1. All non-traditional students will be required to take the COMPASS test as appropriate in English, reading, and mathematics. The individual COMPASS scores will dictate whether the student should take learning support work.
2. These procedures will be applicable to students who intend to major in career and technological fields of study as well as the college parallel/transfer areas.
3. For the purposes of placement and advisement, undeclared students will be treated as college transfer students.

## **Beginning Freshmen Majoring in Career and Technological Fields of Study**

The advisement and placement of students who graduated from high school less than five years ago will be determined by whether the students are two- or four-year majors.

1. Students majoring in two-year, Career Tech Programs of study are not bound by the College Preparatory Curriculum.

The following placement and advising provisions will apply to career and technological students who graduate from high school less than five years ago.

- a. If a student has an SAT score of at least 480 Verbal and/or 400 Math, or the ACT equivalent, and has completed CPC requirements in English and/or math, he/she will not be required to take the COMPASS for placement purposes but will proceed directly to college-level work.
- b. If the scores are lower than the cutoffs above, placement will be determined by the

## COMPASS.

2. Once the placement process is complete, the career-tech student will be advised according to the results. Should the student be required to complete one or more learning support courses, the provisions of the "Learning Support" section will apply.

**NOTE:** Should a career-tech student graduating from high school less than five years ago be required to take learning support course work, he or she may take regular college-level work at the same time only if such college-level work does not require the skills of a learning support area in which the student is deficient. See the list of courses requiring learning support prerequisites in the Appendix.

3. Career-tech students who graduate from high school less than five years ago may change their majors to four-year fields of study, but they will be held to the requirements of the College Preparatory Curriculum and may be required to complete course work to satisfy CPC deficiencies. Students who wish to check their CPC status when considering a change to a four-year major need to follow the procedure for a change of major.

### **Beginning Freshmen Majoring in College Parallel/ Transfer Fields of Study**

The College Preparatory Curriculum will apply to any student described in the categories below.

1. Those students graduating from high school less than five years ago. This includes students graduating from any high school, public or private, in-state or out-of-state. (This provision does not apply to students who graduated more than five years ago, regardless of when they enroll in a University System institution.)
2. Students who passed the GED in lieu of high school graduation if their class graduated less than five years ago.
3. Transfer students graduating from high school less than five years ago who have not completed 30 hours of transfer credit at the college level.

Students who have satisfied the College Preparatory Curriculum have successfully completed the following college prep courses in high school:

English	-	4 units
Mathematics	-	4 units
Science	-	3 units
Social Science	-	3 units
Foreign Language	-	2 units



Mathematics	MATH 0097 and MATH 0099 <u>or</u> 37 or higher on the algebra section of COMPASS
Science	PHSC 1011 & PHSC 1011L <u>or</u> PHSC 1012 & PHSC 1012L <u>or</u> BIOL 2107 & BIOL 2107L <u>or</u> BIOL 1003 & BIOL 1003L
Social Science	HIST 1112 <u>or</u> HIST 2111 <u>or</u> SOCI 1101 <u>or</u> PSYC 1101 <u>or</u> ECON 2105
Foreign Language	SPAN 1001 <u>or</u> other beginning college course in foreign language

Students who take CPC deficiency courses may not count those courses for graduation from Abraham Baldwin or for transfer credit if transferring to another University System institution. The English and Math CPC requirements will also count as meeting Learning Support requirements if the student has SAT/ACT scores below 480V-400M/20V-17M. Otherwise, learning support requirements are independent of CPC requirements.

**Learning Support requirements are always considered first priority. Any required learning support course work, as indicated by COMPASS scores, must be completed first. CPC requirements must be completed after all learning support requirements have been met, except in cases where both learning support and CPC course work can be taken simultaneously. In no event can a student take CPC or regular college-level credit course work if learning support prerequisites required for that course have not been met.**

**Priority 1 - Learning Support course work**

**Priority 2 - CPC deficiency course work**

**Priority 3 - Regular college-level credit course work**

Learning Support prerequisites for CPC deficiency courses are:

	READING	ENGLISH	MATH
PHSC 1011 & L	*		*
PHSC 1012 & L	*		*
BIOL 1003 & L	*		
BIOL 2107 & L	*	*	

HIST 1112	*	*	
HIST 2111	*	*	
SOCI 1101	*	*	
PSYC 1101	*	*	
ECON 2105	*		*
SPAN 1001	*	*	

If a student changes his/her major field of study from a career-technological field to a college transfer field, courses taken in the CPC areas above for the two-year degree will satisfy the CPC deficiencies in the four-year degree for students. The student will also be held to any higher Learning Support standards which may apply in mathematics. For example, the student may be required to take MATH 0099 if the COMPASS algebra score is below 37 or the CPE algebra sub-score is below 75 and his/her two-year major did not require MATH 1111. But completing MATH 0099 will also satisfy the CPC deficiency in mathematics. If a student changes a major from a four-year to a two-year field of study, courses taken to meet CPC deficiencies in Science, Social Science, and Foreign Language may be used for graduation credit where appropriate.

**CAUTION:** Because of the more complex nature of academic advising with CPC requirements, the following points must be observed without exception.

1. Do not advise a student for registration without access to academic records.
2. Do not advise a student who has completed a major change from two-year to four- year or four-year to two-year without a properly authenticated revision of CPC fields in BANNER.
3. If an advisee indicates that he/she has transfer credit from another college and you have no record of that credit, do not advise that student until his/her transfer coursework shows on the web transcript.

If you are uncertain about any aspect of a student's status with regard to the CPC or learning support, contact your division chair or the Enrollment Services office before making a commitment to the student.

### **Advisement of International Students**

International students are assigned to the international student advisor in the division in which each student is majoring, unless they are student athletes, learning support students, or undeclared. International student athletes are advised by the Athletic Director. International students who are in learning support or are undeclared are assigned to designated international student advisors for those

categories. Student Enrollment Services staff will provide these advisors with information about the rules and regulations pertaining to international students' course load, work opportunities, immigration status, etc.

Due to September 11, 2001, the US Patriot Act, and Homeland Security Measures, stricter enforcement of timely reporting requirements for international students has become critical. The following items should be strictly adhered to when advising international students. Failure to report certain information could put these students in violation of their "F1" status and subject them to possible deportation.

1. *Full-time Enrollment* – Students must maintain enrollment in a minimum of 12 semester hours. Dropping below full-time status is a direct violation of their F1 status. There are limited exceptions to this provision which must be discussed with a Designated School Official (DSO) *prior to the occurrence*. This approval can be granted only once in the academic career of a student. Students are not allowed to drop below six semester hours. Without prior approval from a DSO, the student is considered out of status and may be subject to deportation.
2. *Extension* – In the event an international student is unable to complete a program of study, because of a change of major or documented illness, by the program end date on his/her I-20 they must apply for an extension prior to the end date. Delays caused by academic probation or suspension are not acceptable reasons for program extensions. A DSO may not grant an extension if the student did not apply for an extension until after the program end date noted on the I-20.
3. *Transfer* – An international student who wishes to transfer to another institution must notify a DSO to initiate the process.
4. *Employment* – On-campus employment must either be performed on the school's premises, (including on-campus commercial firms which provide services for students on campus, such as the school bookstore or cafeteria), or at an off-campus location which is affiliated with the school. In any event, the employment must be an integral part of the student's educational program. On-campus employment pursuant to the terms of a scholarship, fellowship, or assistantship is deemed to be part of the academic program of a student otherwise taking a full course of study. *Note: This is a somewhat complex area and should be discussed with a DSO before employment begins as students are required to have proof of financial support for one year in order to obtain an I-20.* If the student has severe economic hardship and has been enrolled in two semesters (excluding summer), authorization may be granted by the DSO for off-campus employment.
5. *Internship* – An F1 student may be authorized, by the DSO, to participate in a

curricular practical training program which is an integral part of an established curriculum. Curricular practical training is defined to be alternate work/student, internship, cooperative education, or any other type of required internship or practicum which is offered by sponsoring employers through cooperative agreements with the school.

6. *Current name and address* – a student must inform the DSO of any legal changes to his or her name or any change of address within 10 days of the change. This can be accomplished by submitting a Change of Name/Address form to the Enrollment Services Office in the Student Center.

## **CAPP**

### **Curriculum Advising and Program Planning**

Some things you need to know

- CAPP uses the catalog term assigned to the student, which is initially set as the student’s first term at ABAC. In order to use a different catalog term in CAPP, the advisor will submit an email to Enrollment Services. The person to contact by email will be announced in August 2005.
- Course adjustments for **Transfer Programs** should be sent to Enrollment Services by email. The person to contact by email will be announced in August 2005.
- Course substitutions or waivers for **Career-Tech Programs** should be requested and approved on the *CAPP Degree Substitution and Waiver Form* in the Appendix of the Advisor Handbook.
- Graduation applications and accompanying degree evaluations should **not** be processed by the advisor and submitted to Enrollment Services until all requested changes have been received and processed by Enrollment Services. The advisor will receive notification when the following requests have been received and processed:
  - Catalog term changes
  - Course adjustments (transfer programs)
  - Substitutions and waivers (career-tech programs)
- Undeclared majors will receive the message “You are currently an undeclared major. A full degree evaluation cannot be run until you declare a major.”
- Please question CPC requirements if the requirements show “Not Applicable” and the major is a transfer degree (AA or AS.) There may be a coding problem.
- The “What If” option is available. This option is good for Undeclared students and for students who are thinking about changing their major.

*Updated May 12, 2005*

# Faculty Instructions for Running a Web Degree Evaluation

## For Faculty:

ABAC Home Page <http://www.abac.edu>

[Banner Web](#)

Enter Secure Area

Faculty Services

Advisor Menu

Degree Evaluation

Select Term (This should be current term)

Submit

Enter Student's ID or enter the name for a search

Submit

Verify student name

Submit if student name is correct

The web will show student's current program (major) and catalog term

Choose Generate New Evaluation at the bottom of the screen

Choose Program (you should only receive a choice for programs the student is assigned to in Banner)

Choose Term (this should be current term)

Generate Request

You should now be at Degree Evaluation Display Options

There will be three options and you should review all three.

- If you would like to print the degree evaluation, then you should check the box for "printer friendly version."
- You will need to print the "Detail Requirements" in Landscape or some of the columns will not print.
- "Detail Requirements" and "Additional Information" are part of and should be attached to the graduation application when the application is turned in to the Enrollment Services Office.

## For Students:

ABAC Home Page <http://www.abac.edu>

[Banner Web](#)

Enter Secure Area

Student and Financial Aid

Student Records

Degree Evaluation

Select Term (This should be the current term.)

Submit

The web will show your current program (major) and catalog term

Choose Generate New Evaluation at the bottom of the screen

Choose Program (you should only receive a choice for programs you are assigned to in Banner)

Choose Term (this should be current term)

Generate Request

You should now be at Degree Evaluation Display Options

There will be three options and you should review all three.

If you would like to print the degree evaluation, then you should check the box for "printer friendly version."

You will need to print the "Detail Requirements" in Landscape or some of the columns will not print.

The "What-If" option is an excellent tool for undeclared majors or for students who are considering a major change.

*Updated May 11, 2005*

## **CHAPTER III**

### **MORE ON CAREER AND TECHNOLOGICAL PROGRAMS**

1. Credit for many career-technological courses will not transfer to other institutions of higher education. Some institutions will accept credit for some of these courses; however, institutions vary. Students should be made aware of this.
2. Courses designed primarily for career-technological programs are not designated as such in any manner in the college catalog or in the schedule of classes. Therefore, it is incumbent that advisors determine which courses are career-technological and which are not.
3. It is possible for some students to change from a career-technological program to a transfer program. However, the student should be made aware that credit for some career-technological courses cannot be used for credit toward graduation in a transfer program. In cases where a student wishes to change major, the advisor and the student should work closely with the division chair into whose division the student wishes to transfer in order to avoid misunderstandings about course credits.
4. Career-technological students should take English during the first term of the freshman year. If advisees are required to take learning support work in English, they must enroll in English 1101 immediately after exiting the learning support course.
5. Many of the career-technological programs require more than 4 semesters to complete. If a student has to take one or two learning support courses and/or earns one or two "Fs", the student should be made aware that it will take longer to complete the program.
6. The college catalog notes which Career and Technological programs require the Regents' Test. A grade of "C" or better is required in ENGL 1101 before students are eligible to take the Regents' Test unless they have earned 30 degree semester credit hours, in which case they must attempt the test regardless of whether or not they have completed English.

### **Division of Agriculture and Forest Resources**

1. It is not considered good practice to allow a career-tech student to complete practical work experience requirements (CWE and internship) at home, with relatives, or at a place of previous employment. The Division of Agriculture and Forest Resources expressly forbids this practice except in rare cases and only with the approval of the division chair.

2. The amount paid by an employer to a student on practical work experience should be determined by the student and employer before the work experience starts in order to avoid misunderstandings. The college has no policy governing payment to the student on internship or CWE.
3. In some career-technological programs in the Division of Agriculture and Forest Resources, it is permissible for a student to take 9 semester hours of extra academic credit in lieu of the practical work experience. The student who wishes to do so must get specific approval of the advisor and the division chair.
4. Some technical programs require a minimum grade of "C" to earn graduation credit for major courses.

### **Division of Business Administration**

1. Students who are uncertain of whether they want a two-year degree in a career program or a four-year degree in business administration would do well to take courses in the latter program since some courses in general business are not transferable.
2. A grade of "C" or better in ENGL 1101 is a prerequisite for BUSA 2105.
3. A grade of "C" or better in ACCT 2101 is a prerequisite for ACCT 2102.
4. CISM 2201 is a pre-requisite for all of the ITEC courses in the Information Technology program.
5. Those enrolled in career business programs (Associate of Applied Science degrees) are exempt from the Regents' Test.

### **Division of Nursing**

1. Students cannot register for nursing courses unless they have met the requirements for admission to the nursing program and have been notified by letter of their acceptance.
2. A clear articulation agreement is in place with other institutions, so students earning an AS in Nursing may enroll in BSN completion programs without losing prior course credits.
3. Students who have not been admitted into the Nursing Program are classified as Pre-Nursing and will have up to 45 semester hours (75 quarter hours) to be admitted into the Nursing program, change majors, or lose eligibility for financial aid.

4. Students should take general education courses before nursing courses if at all possible.
5. Completing PNUR 1104 with a “C” or better is a pre-requisite to enter Nursing Program.
6. If Learning Support is required in Math, student must exit MATH 0090 (REMM 0090) prior to taking PNUR 1104.
7. Students must pass both parts of the Regents’ Test prior to entering final semester of Nursing.

## **Division of Social Science**

1. Social Science career-technological students who must complete practical work experience requirements should not be allowed to do so at home, with relatives, or at a place of previous employment, unless approved by the advisor and the division chair.
2. The amount paid by an employer to a student for practical work experience should be determined by student and employer before the work experience starts. The college has no policy governing payment to the student while on internship.
3. All Social Science courses require that learning support reading prerequisites be satisfied. Learning Support English prerequisites must be met for all courses except SOCI 1160, 2293, GNDR 1101, and all CRJU courses.
4. POLS 1101 and HIST 2112 are required in the General Education component of all of ABAC’s career-technological programs. The only prerequisites for these courses are ENGL 0099 and READ 0099 *or* exemption from learning support English and Reading. Students who transfer credit for POLS 1101 from an out-of-state institution will be required to pass the Georgia government exemption exam, and students who transfer credit for HIST 2112 from an out-of-state institution will be required to pass the Georgia history exemption exam in order to satisfy the legislative competency requirements. Advisors should contact the chair of the Division of Social Science for more information.
5. Human Services Tech/General Option science requirement is BIOL 1003 or higher and BIOL 1004 or higher.
6. SOCI 2110 requires a grade of “C” or better in SOCI 1101 as a prerequisite
7. PSYC 2103 and PSYC 2201 require a grade of “C” or better in PSYC 1101.
8. GNDR 1101, HIST 2201, HIST 2232, HIST 2255, POLS 2201, POLS 2401, RELG 1100, SOCI 2110, and most CRJU courses are not offered every term; attention should be given to scheduling these courses as offered, especially if they are graduation requirements.

9. POLS 2101 is to be used only in Area F for some Social Science majors and will not substitute for POLS 1101.

## **MORE ON COLLEGE TRANSFER PROGRAMS**

### **Division of Agriculture and Forest Resources**

1. Some of the courses in the 4-year agricultural transfer program are taught only once a year or on even or odd years; other courses require a prerequisite before enrollment. For example, Animal Science 2010/L is a prerequisite to Animal Science 2203. Students should consult with their advisor concerning these situations.
2. Some courses require a grade “C” or better to exit, such as English 1101.
3. It is important that the student have a general idea of the area of concentration for his/her transfer program to aid the advisor in helping in the Area F course selection.
4. Be aware that many of the technical courses are not transferable to UGA, Auburn, or Florida, but may be accepted at other colleges.
5. Many transfer programs require a 2.5 or higher transfer GPA for a student to be accepted. Students should consult with their advisor for transfer requirements.

### **Division of Business Administration**

1. MATH 1111 and MATH 2003 are the two mathematics courses that most students must complete successfully to transfer to USG senior colleges and major in business administration. Advisors for students who intend to transfer to UGA should check with admissions at the UGA School of Business for current requirements. MATH 2000 is required for students who will be attending Georgia Southwestern on ABAC campus.
2. ACCT 2101 and ACCT 2102, Principles of Accounting, should be taken in two consecutive terms, preferably the first and second term of the sophomore year.
3. Students desiring to complete the bachelor's degree in the College of Business Administration at the University of Georgia should be aware of specific entrance requirements. P.E. courses are not counted in the grade point average for admission to the College of Business at the University of Georgia. All college credit classes (regardless of relevance to a business major) are counted in that grade point average (except for P.E.). Currently, a student must have a 3.0 GPA or higher for admission.
4. To qualify for graduation, Business Administration majors must have at least a “C” average in the business core (Area F).

5. If an advisee is unsure about a business major, ECON 2105 or BUSA 1105 is suggested as the first business course.
6. Accounting courses may be “challenged” if a student has completed several accounting classes at a technical institute.
7. Students who are uncertain whether they want a two-year degree in a career program or a four-year degree in business administration would do well to take courses in the latter since some courses in general business are not transferable.
8. A grade of "C" or better in ENGL 1101 is a pre-requisite for BUSA 2105.
9. ECON 2105 and ECON 2106 cannot be taken in the same term.
10. Students should be aware that a “D” in an Area F class will not be accepted by the School of Business at USG senior colleges.

## **Division of Health, Physical Education, and Recreation**

1. All PHED activity courses meet in Gressette Gym on the first day of class.
2. There are no LS requirements for PHED classes.
3. All PHED classes meet two days a week for 50 minutes. Exception: classes scheduled as A or B session classes will meet four days a week, 50 minutes per class for half of the semester. Some day and evening health and wellness classes meet one day a week for 110 minutes.
4. All students are required to take two one-hour activity courses and one two-hour health and wellness class (PHED 1100C). Exception: The health and wellness requirement does not apply to 2-year nursing students.
5. Tuesday - Thursday classes begin at the first of the period and last for 50 minutes.
6. Students who graduated from a college (associate degree or higher) which had P.E. requirements as evidenced by their transcripts will be considered to have met those requirements. A student who has earned P.E. requirements at the college level without actually having earned a degree will be given credit (semester for semester) toward meeting ABAC's graduation requirement, provided ABAC has a like course for substitution.
7. Students may not take the same P.E. course twice for graduation credit.

8. Physical education majors must take BIOL 2107 and 2108 in Area D.
9. Physical Education majors may take MATH 1111 in Area A.
10. PHED 1160C (Bowling) has a \$55 fee payable to the bowling alley on the 1st day of classes.
11. Adaptive PHED is for students under medical restrictions and may be taken only with the recommendation of a physician.
12. Field Experience is for physical education majors only.
13. PHED 1150C (Country Line Dancing I) is a pre-requisite for PHED 1151C (Country Line Dancing II).
14. Students desiring a medical exemption from physical education activity classes must provide documentation from a physician which states the reason and requests exemption from all activity classes. Submission is made to the HPER division chair.

### **Division of Humanities**

1. Each student is placed into English 1101 (a) by a verbal SAT score of at least 480 or an ACT score of 20 or (b) by a score of 60 or higher on the COMPASS test. Students who score less than 60 on the COMPASS test will be placed into Learning Support English.
2. Each student must enroll in the required speech class, COMM 1100 or COMM 1000.
3. Students should enroll in English 1102 or BUSA 2105 in the term immediately following their successful completion of English 1101.
4. The Regents' Test in reading and writing must be successfully completed prior to graduation. The Division of Humanities strongly recommends that students take this examination the term of their enrollment in English 1102 or BUSA 2105. Students are eligible to take the Regents' Test after they have completed English 1101 with a "C" or better. Students are required to take the test in the term after they have completed the 30th semester credit hour.
5. A student who fails to pass the Regents' Test must take appropriate remediation in the area or areas of the test failed. RGTE 0199 and/or RGTR 0198 is the required remediation.
6. ABAC students whose first language is not English and who did not graduate from an American high school will take a parallel Regents' Test. These students should contact the chair of the Humanities Division in King Hall.

7. A student enrolled in the college transfer programs must take a humanities course each term, or graduation will be delayed.
8. ARTS 2213, THEA 1100, and Foreign Language 1002 -- additional Area C options for any college parallel student--may not be offered every term. Advisees needing these courses should plan them according to the course description in the college catalog.
9. Journalism majors planning to attend the University of Georgia's School of Journalism should complete MATH 1111, HIST 2112, foreign language 1001-2002, and ECON 2105 or 2106 as a part of their core curriculum.
10. A student who has completed two years of foreign language in high school must begin college foreign language at the 1002 level. If such a student feels he/she needs the 1001 course, he/she may take the course for audit credit only. Students who feel they can begin at a level higher than 1002 may take the appropriate CLEP test or be tested by the foreign language professor. Students not completing two years of a foreign language in high school must take foreign language at the 1001 level in order to meet the CPC requirement.
11. The Humanities Division offers courses for the division major as well as for students who wish to gain experience in the language and performing arts without majoring in an arts area. Students may enroll in music performance courses for participation in the band or chorus. They may enroll in Journalism Workshop for participation in the publication of the literary magazine, the publication of the newspaper, or in the operation of the radio station. They may enroll in Drama Workshop for participation in Baldwin Players productions or in debate and speech activities.
12. Students may earn credit for some Humanities courses by examination.
13. ENGL 1102 is a pre-requisite for HUMN 2221, HUMN 2222, ENGL 2111, ENGL 2112, ENGL 2121, ENGL 2122, ENGL 2131, and ENGL 2132.

## **Division of Science and Mathematics**

1. Students should consider their overall requirements and plan their lab courses accordingly. This can be best accomplished by working out a two-year plan with their advisors. Otherwise, the student might need several lab courses in the same term, creating an awkward and scholastically difficult semester.
2. Advisors should note that any of the following will satisfy the semester of laboratory science course required in Area D1 (non-science majors) of the Core Curriculum: BIOL 1003/1003L, PHSC 1011/1011L or 1012/1012L. Additional lab or non-lab courses may be taken to complete the Area D1 requirement. Follow-up courses to BIOL 1003/1003L include BIOL

- 1004/1004L, SCIE 1005/1005L and 1006. Follow-up courses to PHSC 1011/1011L or PHSC 1012/1012L include SCIE 1005/1005L, SCIE 1006 and SCIE 1007. The courses selected should be based on later requirements of the major and the student's interest. In Area D1 a sequence of courses is recommended.
3. BIOL 2107/2107L, 2108/2108L; CHEM 1211/1211L, 1212/1212L; PHYS 1111/1111L, 1112/1112L; and PHYS 2211/2211L, 2212/2212L are courses that will satisfy the two semester laboratory sequence required in Area D2 (science majors) of the Core Curriculum. The courses selected should be based on later requirements of the major, any CPC requirements, and the student's interest.
  4. CHEM 1211/1211L, 1212/1212L or PHYS 1111/1111L, 1112/1112L or PHYS 2211/2211L, 2212/2212L are courses that will satisfy the two-semester laboratory sequence required in Area D2B (allied health majors) of the Core Curriculum. The courses selected should be based on later requirements of the major, any CPC requirements, and the student's interest.
  5. BIOL 2011-2012 and BIOL 2050 are NOT acceptable for graduation in Area D.
  6. Courses such as BIOL 1003/1003L, 1004/1004L; 2107/2107L, 2108/2108L; 2011/2011L, 2012/2012L; CHEM 1211/1211L, 1212/1212L; 2040/2040L, 2041/2041L; PHSC 1011/1011L, 1012/1012L; PHYS 1111/1111L, 1112/1112L; 2211/2211L, 2212/2212L are related courses. Students should take related lab courses in succession when possible, rather than allowing a semester or more interval between them.
  7. Students should complete all courses in a lab sequence at ABAC, rather than beginning a sequence to be completed at another institution.
  8. Science and math majors need to check with their advisors about which lab courses are appropriate for their majors in Area D, particularly in any areas (such as mortuary science, chiropractic, astronomy, or geology) not listed in the ABAC catalog.
  9. Students needing MATH 1111 or 1101 and who score below 37 on the COMPASS must first complete MATH 0097 and 0099. Placement will be determined by COMPASS score.
  10. If a student exempts MATH 1111 by means of an SAT Math score of 530 (ACT 25) or above and has completed all CPC math requirements plus high school trigonometry, he/she may take MATH 1113 or MATH 2003. If the student has not completed high school trigonometry, he/she should take MATH 1112. Upon completion of the course with a grade of "C" or better, credit will be given for MATH 1111.
  11. MATH 2003, Applied Calculus, is a course designed for business majors only and will not count in the science programs.

12. MATH 1105, Mathematical Inquiry for Teachers, is a course designed for Education majors and will not count in any other curriculum.
13. PHYS 2211/2211L, 2212/2212L, CHEM 2040/2040L, and 2041/2041L are not normally taught in the summer semester, and students should be advised accordingly.
14. Students with a CPC deficiency in mathematics can satisfy that requirement by making an exit score on the COMPASS or by exiting from MATH 0099.
15. It is required that all science/math majors (except Allied Health) complete MATH 1112 or 1113 in Area A. Additionally, middle grades education majors concentrating in an area of science/math must complete MATH 1112 or 1113 in Area A. Allied Health majors may take MATH 1111, 1112, 1113, or 2053 in Area A.
16. Students taking a 4 credit hour math course in Areas A and/or D will transfer the extra hours(s) into Area F.
17. Students who choose to take MATH 1112 in Area A may need to take an additional hour in AREA F since MATH 1112 is only a 3 hour course.
18. All lecture and lab courses have a separate number and grade; therefore, if the lab is required with the lecture, they must be taken concurrently. The only exception is if one component (lecture or lab) is passed and the other failed, only the failed portion need be repeated.
19. Students enrolled in science lab must have the same instructor for lecture and lab.

## **Division of Social Science**

1. POLS 1101 and HIST 2112 are required in AREA E of the Core Curriculum for all students in transfer programs. The only prerequisites for these courses are ENGL 0099 and READ 0099 or exemption from learning support English and reading. In order to satisfy the legislative competency requirements, students who transfer credit for POLS 1101 from an out-of-state institution will be required to pass the Georgia government exemption exam, and students who transfer credit for HIST 2112 from an out-of-state institution will be required to pass the Georgia history exemption exam. Advisors should contact the chair of the Division of Social Science for more information.
2. All Social Science courses require that Learning Support reading prerequisites be satisfied. Learning Support English prerequisites must be met for all courses except GNDR 1101, SOCI 1160, 2293, and all CRJU courses.

3. GNDR 1101, GEOG 1101, HIST 2201, HIST 2232, HIST 2255, POLS 2201, POLS 2401, RELG 1100, SOCI 2110, and most CRJU courses are not offered every term; careful attention should be given to scheduling these courses as offered, especially if they are graduation requirements.
4. EDUC 2204 and 2100 are usually offered only fall and spring terms. EDUC 2204 requires two hours per week of observation time in schools which are scheduled (usually on Tuesday and Thursday) in addition to the class period and thus may conflict with other course offerings. Students desiring this course should take it fall term of their sophomore year, if possible, to avoid conflicts in scheduling. See the catalog description of EDUC 2204 prerequisites.
5. EDUC 2100 is usually offered only fall and spring terms. It requires twelve hours of observation in schools during the semester and has a pre-requisite of a “C” or better in EDUC 2204, or approval of the instructor.
6. SOCI 2110 requires a grade of “C” or better in SOCI 1101 as a prerequisite.
7. PSYC 2103 and PSYC 2201 require a grade of “C” or better in PSYC 1101 as a prerequisite.
8. Education and Psychology majors who have not met the Social Science CPC requirement should NOT use PSYC 1101 to satisfy that requirement. (Those majors must take PSYC 1101 for college credit and earn a “C” or better as a prerequisite for PSYC 2103.)
9. Sociology and Human Services (transfer program) majors who have not met the Social Science CPC requirement should NOT use SOCI 1101 to satisfy that requirement. (Those majors must use SOCI 1101 for college credit.)
10. Middle Grades Education majors with areas of concentration in mathematics or the physical or biological sciences must take MATH 1112 or 1113 in AREA A of the Core Curriculum and must adhere to the science major requirements in Area D of the core.
11. Students who wish to teach at the high school level must choose their area of concentration for all Area F courses. They must notify advisors of their intention to teach. They may choose to take education courses, but those courses will not be included in their two-year degree program. However, education courses taken at the two-year college level will usually transfer to the 4 year schools.
12. POLS 2101 is to be used only in Area F of some Social Science majors, Early Childhood Education majors, and Social Science Education majors at the middle and secondary levels. It will not substitute for POLS 1101.
13. PSYC 2101, Introduction to Psychology of Adjustment, is intended to be used as an elective/survey course of Social Science students who will not require a second Psychology

course for the major but are interested in exploring Psychology as an elective. PSYC 1101 the prerequisite for any second PSYC course.

## **Learning Support**

1. There is a special need to establish a rapport with the advisee by presenting an attitude which signifies a willingness to help and advise the student in any way possible.
2. An advisor should have the advisee's academic scores readily available before making definite recommendations. This information can be found in BANNER Web.
3. Find out what career the student is interested in and discuss it with the student.
4. Examine the student's scores on the SAT/ACT and the COMPASS placement test. It may be necessary to determine from a student's chosen curriculum which math course will be required before the student can be advised into the remedial math course needed.
5. Write on the folder any necessary information concerning the required courses.
6. Advise the student of the courses that should be taken prior to enrolling in courses required for a given major. Explain that this is a policy which has been established by the Board of Regents for the entire University System of Georgia.
7. Advisors must require the student to take the required learning support courses prior to or concurrently with any college level courses. See *TIPS FOR ADVISING LEARNING SUPPORT STUDENTS* for the three exceptions. College level courses must not have incomplete learning support prerequisites. During no semester may a student enroll in only college level courses if there are required learning support courses to complete. If the student is weak in reading and English, it is highly recommended that these courses be taken first and together.
8. After the student's learning support courses have been selected for a given semester, it may be possible for the student to take a beginning course in her/his intended area of concentration. Students needing courses in Learning Support should enroll in all needed courses and all CPC courses required before registering for any college level courses.
9. Explain to the student how to finish the registration process.
10. Tell the student to feel free at any time to come by your office and ask questions, but suggest that an appointment would be appropriate to save the student from being inconvenienced.

11. Explain to the student that he/she may enroll in at most 12 hours per area and must exit learning support in three (3) semesters to avoid being suspended from all University System institutions.
12. Explain to the student that he/she can take no more than 20 credit hours of college course work before exiting learning support.
13. A student who wishes to withdraw with a “W” from a required learning support course must also withdraw from all college level courses (numbered 1000 or higher) in which he/she is enrolled. A student withdrawn with a “W” by the LS instructor based on the college policy on class attendance will also be administratively withdrawn from all college level courses

**NOTE:** Each subsequent semester, a student's grades will be reviewed and any passing of required learning support courses should be noted on the student's folder. After the student has met all learning support requirements, or all except for one course, a major change should be processed. A message is necessary on the folder to show what learning support requirements the student has met. This message should be dated and signed by the advisor.

## **Undeclared Students**

1. Entering freshmen have often been pressured to declare a major although they are not sure of their goals. This choice is arbitrary and can be very frustrating to the student. A major goal in academic advisement is to help eliminate much of this problem. Students should not be pressured into declaring a major on the initial application forms. During orientation, time will be allotted in which the registrar, the advisor, or the career counselor can stress to these entering students the advisability of not declaring a major if there is any reasonable doubt about their future career goals. It is more appropriate for the undeclared student to concentrate on completing “safe” courses (those not specific to a major) in the core.
2. A category of Undeclared major is available, with capable advisors assigned to this area. These advisors have a small number of advisees, so they may meet with them often. During these meetings, career exploration will be the main objective.
3. In scheduling the Undeclared major, the advisor will use mainly Areas A, B, C, D and E of the Core Curriculum for the students in a four-year program. However, such students should decide on which program to enter as early as possible.

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