



Handbook for academic advisors

2010-2011

Chapter 1

ABAC Academic Advising Plan

Advising Mission Statement

Abraham Baldwin Agricultural College (ABAC) considers quality academic advising to be essential to student success in meeting educational goals. Therefore, academic advising at ABAC is a mandatory and collaborative process involving students, faculty, and staff, all of whom play important roles in the advising process. As a result of effective academic advising, ABAC students will:

- Develop an educational plan commensurate with their skills, abilities, interests, and goals.
- Be familiar with and use various resources to help them identify and achieve their goals.
- Assume responsibility for meeting requirements of the academic program in which they are enrolled.
- Self-monitor progress toward achievement of their educational goals.
- Focus on their lives beyond college.

The Importance of Advising at ABAC

Student success is the primary goal of advising. Each student who achieves his/her academic and career goals not only enjoys personal success but also impacts his/her family and the College's service area. In addition, each successful alumnus may serve as an ambassador for future recruiting. Retention studies clearly indicate that improved faculty student engagement leads to increased retention and student satisfaction (Tinto, 1993; Willis, 2003). Academic Advising provides a unique opportunity for significant faculty/student interaction to occur.

Advising Procedures

Students are required to meet with an advisor prior to registration each semester and are encouraged to develop an **academic plan**. Two and Four-Year Programs of Study are available on each school's website. The College's advising process is threefold – Learning Support (LS), Undeclared Majors, and Major Advising by School.

Advising of Learning Support students is coordinated by Ms. Cathy Rogers, Learning Support Coordinator. Students are advised by an LS advisors as long as they have two or more LS Requirements.

Students who have completed Learning Support requirements and who have chosen a major are advised by full-time faculty members in their major department/school. Training of our new advisors emphasizes that the advising process should include more than registration; it should include the development of an on-going professional relationship between the advisor and advisee. Advisors should help students define and develop career and academic goals and

encourage participation in extra-curricular activities appropriate to the student's major or career interest.

Advising of Undeclared Majors is coordinated by Ms. Annie Sims of the Office of Student Development. A group of faculty advisors assists Ms. Sims. These students are encouraged to explore various academic and career options with the goal of choosing a major within two semesters.

Measuring Advising Outcomes related to Institutional Effectiveness

1. % of students enrolled for the following semester; and
2. Student advising survey, results, and steps to improve outlined in faculty evaluation process; and.
3. New advisor training sessions; and
4. Advising update sessions for all faculty

Chapter 2

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, found at www.abac.edu/registrar/CAPP.cfm and explain the benefits of using it.
4. Discuss relationships between instructional program and occupation/career.
5. Interpret instructional policies, procedures, and requirements.
6. Facilitate transactions (schedule, drop/add, change of major or advisor, and graduation requirements, waivers, substitutions, catalog term changes and CAPP adjustments). Forms can be found at http://www.abac.edu/registrar/faculty_resources.cfm Information on how to

change majors can be found at http://www.abac.edu/registrar/how_to.cfm

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 which call for personal, social, or mental health counseling, the advisor should refer the student to the Student Development Center. If physical health is an issue, the student should be encouraged to visit the Student Health Center.
6. An advisor should not attempt to provide financial aid counseling. All but the most basic financial aid questions should be referred to the Enrollment Services Office for clarification.

Tips for Advising Learning Support Students

COMPASS Placement Testing

Incoming freshmen are required to take the **COMPASS Placement Exam** unless they can exempt due to entering ACT or SAT scores and completion of the College Preparatory Curriculum (CPC). The exemption scores, **effective for students entering Spring 2009** are as follows:

- SAT Verbal (Critical Reading) score ≥ 480
- SAT Math score ≥ 480
- ACT English ≥ 20
- ACT Math ≥ 20

Transfer students can exempt the COMPASS test by:

- Having previously taken the COMPASS and obtained passing scores required by ABAC;
- Having passed a college-level English course with a "C" or better to exempt the Reading and Writing portions of the COMPASS; or
- Having passed a college-level math course with a "C" or better to exempt the Math portion of the COMPASS.

If the COMPASS has been taken previously, then the scores need to either be indicated on the college transcripts from the transferring institution or be faxed to the Office of Student Success. **Scores over 3 years old will not be accepted** and the student should schedule a COMPASS test.

Passing COMPASS scores, **effective for students entering Spring 2009**, are as follows:

- Reading ≥ 78
- English ≥ 60
- Algebra ≥ 45
- Pre-Algebra ≥ 35 (Pre-Nursing majors only)

Retesting

Students may retest **once** in each subject area. Retesting must take place prior to the first day of class. A \$25 fee is assessed regardless of the number of subject areas taken. The retest may not take place on the same date as the initial test.

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. The following are University System Learning Support pre-requisites.

- a. exit or exempt Learning Support Reading as a prerequisite for Social, Natural, and Physical Science courses
- 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).

ABAC has additional Learning Support prerequisites. See appendix A-19.

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. 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 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 Learning Support Coordinator. (The 20-hour rule is applicable.)
- b) Students who have earned 20 semester hours of college-level credit and have not completed required Learning Support courses may enroll ONLY in Learning Support courses until requirements are 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.
- 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. ABAC 1000 and activity PE classes are exceptions to this policy.
- d) To exit a Learning Support area, students must complete the exit

level Learning Support course in that area and attain the at least the ABAC minimum score on the COMPASS.

3. Students who are required to take Learning Support work in two or 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. Students must exit Learning Support in three (3) semesters to avoid being suspended from all University System institutions. Explain to the student that he/she can take no more than 20 credit hours of college course work before exiting Learning Support.

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 and advisor 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.

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, 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 plus one additional course for a total of 7 hours.

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. This is initially set as the student's first term at ABAC, or subsequently changed to reflect the effective term of any major change. In order to use a different catalog term in CAPP, the advisor will submit Graduation Catalog Term Change request <http://www.abac.edu/Registrar/forms/>. 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 Director of Student Development.
- Core Curriculum** Advice for Core Areas A-E. See catalog for the year of advisee's enrollment http://www.abac.edu/catalog/2009_2010/index.cfm .
- Course Load** 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. However, some first-semester students may be well advised to take less than a 15-hour course load, depending on their current level of academic preparation.
- Curriculum** Know the College Preparatory Curriculum (CPC) and its requirements. Know the core curriculum.
- Degree Evaluation** 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.

If a student has a few quarter credit courses, please enter them with a red pen on the Degree Evaluation. Quarter credit courses can be seen on the "Courses Not Used" list accessed in the "Additional Information" section.

The "What If" option is available. This option is good for Undeclared students and for students who are thinking about changing their major.

Exams

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.

Financial Aid

For financial aid purposes, all courses for which a student (1) registers, (2) is paid financial aid, and (3) or 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 Enrollment Services Office for assistance.

Goals

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 diplomatic 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 the \$20 graduation fee by as noted in the schedule below. A \$10 late charge is required for applications submitted after the deadline.

Graduation application submission schedule:

Fall Semester:	The 4 th Friday after classes begin.
Spring Semester:	The 4 th Friday after classes begin.
Summer term:	The 3 rd Friday after classes begin.

Graduation applications and accompanying degree evaluations should **not** be submitted to the Office of Enrollment Services until any requested changes (see bulleted items below) have been received and processed by Enrollment Services. The advisor will receive an e-mail notification when the following requests have been received and processed:

- Catalog term changes
- Course adjustments (transfer programs)
- Substitutions and waivers (career-tech programs)

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 during the drop/add period, 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 Enrollment Services Office.
- d. Register for classes on Banner.
- e. Log in to e-stallion to pay fees.

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

1. Students may earn multiple B.A. and/or B.S. degrees
2. Students may earn multiple B.A.S. degrees
3. Students are allowed to receive only one AA degree.
4. Students are allowed to receive only one AS degree.
5. Students may earn multiple AAS degrees.
6. 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 Registrar.

Regents' Test ABAC will no longer administer the Regents' Test and no student will need to take the Regents' Test in order to graduate from ABAC.

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, and graduation applications.
- f. Be familiar with the schedule of classes and the courses offered that fit your advisees' needs.
- g. Explain Priority Registration as illustrated below:

Overall Credit Hours determine priority status for early registration for fall and spring terms. A student can view his/her Overall Completed Credit Hours at the very bottom of the Banner web transcript. Hours for Priority 1, 2, and 3 are announced each term via e-mail to faculty/staff and students.

Scheduling

With the 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 mix 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 ABAC 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 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 available here:
<http://www.abac.edu/registrar/forms/Transient%20Permission.pdf>.
The Student can also get a copy of the form from the Enrollment Services Office.
2. The student completes Section I and Section III of the form.
3. The advisor approves the course selection. The transient request is not complete and cannot be processed without the signatures of the advisor and school Dean or Department Head
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.

Withdrawal Procedures

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. W's do count as attempts for Financial Aid purposes. 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 in which he/she is enrolled with the exception of ABAC 1000 and PHED activity 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 Enrollment Services Office to be advised of financial aid consequences for the "W".

Signatures needed on the drop/add form:

Instructor
Business Office
Enrollment Services Office

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

- € *Drop/Add Form* is completed.
- € The form must be signed by *instructor* and the *Director of Learning Support* before completing the withdrawal at the *Enrollment Center*.
- € A grade is assigned as appropriate for the specific class, depending on when the form reaches the Enrollment Services Office: "W" if received BEFORE the mid-term withdrawal deadline; "WF" if received AFTER the mid-term withdrawal deadline.
- € The yellow copy of the drop/add form will be sent to the drop instructor.
- € The gold copy of the drop/add form is given to the student.

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 obtains required signatures from Student Financial Services, Housing, and Enrollment Services.

- € Grades for each course are assigned as appropriate, depending on when the form reaches the Enrollment Services Office AND the part of term for each course: “W” if received BEFORE the mid-term withdrawal deadline; “WF” if received AFTER the withdrawal without academic penalty deadline.
- € A notice of the Total Withdrawal is sent to each instructor.

In extenuating circumstances, an instructor may elect to assign a grade of “W” even if the withdrawal form was received in Enrollment Services after the mid-term withdrawal deadline. To do so, complete and submit the form Assignment of “W” After Mid-Term found on the Resources page at www.abac.edu/registrar/faculty_resources.cfm

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 on the Registrar’s webpage under Resources for Faculty/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*, <http://www.abac.edu/registrar/forms/W%20after%20Mid-Term.pdf>

Student withdraws for medical reason.

Medical Withdrawals are considered on a case by case basis.

A student must withdraw from ALL classes with a Medical Withdrawal.

It is the responsibility of the student to complete the Medical Withdrawal process by providing proper documentation to the Director of Student Development. A Medical Withdrawal can be considered ONLY for a student’s condition and not that of a family member.

A student must request in writing that a Medical Withdrawal is desired. The student’s full name, address, phone number, ABAC ID number, and reason for the Withdrawal need to be submitted to the Director of Student Development. The request must be dated and signed by the student.

Documentation must be from, and signed by, a non-family member licensed Medical Doctor on office letterhead for physical conditions that are so serious that a student would not be able to complete the semester. The Doctor must clearly state a Medical Withdrawal is warranted. In the case of a mental health issue, documentation must be from, and signed by, a non-family member licensed Professional Counselor, Licensed Clinical Social Worker, Psychologist or Psychiatrist on office letterhead.

The Director of Student Development will present requests to the Medical Withdrawal Committee for consideration, when necessary.

If the Medical Withdrawal is approved, the grades of “W” or “WF” will be assigned. If a student is passing a class, a grade of “W” may be awarded based on the Instructor’s discretion. If a student is

not passing a class, the grade of “WF” will be assigned. Note that “WF” is calculated in the grade point average the same as “F.” The student is responsible for submitting evidence to the Instructor which is acceptable to the Instructor that a “W” is warranted.

If a Medical Withdrawal is not approved, it is the student’s responsibility to complete the regular withdrawal process. If the student discontinues attendance without officially withdrawing from the College, failing grades will be assigned and the student will be ineligible for any refund that would have been applicable with an official withdrawal.

The Registrar, Business Office, Office of Student Life & Housing and the Director of Financial Aid will each receive a notice of the student’s approved Medical Withdrawal from the Director of Student Development.

A Medical Withdrawal is official when it is received and processed by the Office of the Registrar from the Director of Student Development.

A Medical Withdrawal does not automatically void an ABAC housing contract. This is a separate process the student completes through the Office of Student Life & Housing.

Students’ eligibility for receiving financial aid of any form can be affected by withdrawing from the College, regardless of the reason for the withdrawal.

Medical Withdrawals will not be accepted after 12:00 noon on the last day of class for the semester the Medical Withdrawal is being requested.

Medical withdrawals for prior semesters will be granted only if the student can provide adequate documentation that the medical condition for which the student withdrew was such that the student or family members could not contact the College before the semester ended.

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. 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:

Total Hours Attempted Minimum Cumulative IGPA

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.

A student returning to ABAC after suspension will be placed on post-suspension probation and be subject to probation requirements as noted above. Students on post-suspension probation status and attaining a minimum term GPA of 2.0 or higher 5 9 Academic Policies and Procedures will be allowed to continue in the probationary status until the IGPA for good academic standing is reached.

Items to Be Covered at Meetings with Advisees

1. Review the curriculum for which you are advising. (In other words, if you are advising a four-year agriculture major, make sure that your advisees understand that they are in a four-year program as opposed to a two-year career and technological major).
2. Review senior college and university entrance requirements for transfer programs. Review the majors available at area senior colleges and universities for those who are in transfer programs.
3. Review the job market and prospects for students in career programs.
4. Review how students can change major, form available at <http://www.abac.edu/registrar/major%20change%20instructions.cfm>. Remind the student that only a Dean or the Dean's Administrative Assistant can submit the major change request.
5. Discuss history and Constitution requirements and P.E. and residency requirements.
6. Review applicable portions of the Tips on Advisement.
7. Emphasize the importance of graduation and when graduation application should be filed.
8. 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. Review the calculation of cumulative GPA, institutional GPA, Regents' GPA and graduation GPA. See http://www.abac.edu/registrar/how_to.cfm. 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
9. 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.
10. 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 Enrollment Services Office before the drop is processed to discuss the possible detrimental effect on financial aid.

11. 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.
12. Inform students of their priority (based on number of hours) and set appointments for advising. **(Post an advising schedule on your door).**
13. Mention any desired sequencing of courses and terms that certain classes are taught (if they are not taught each term).
14. 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.
15. Explain why a CAPP Degree Evaluation should be viewed after the student registers each term.
16. Encourage students to visit the Student Success Center, bottom floor Carlton Center.
17. Do not advise a student whose name is not on your advisee list. Send the student for the School Dean's Office to get a major/advisor change form.
18. If appropriate, explain the Academic Renewal Policy.

Chapter 3

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 transfer majors.

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 and early registration for classes, as well as orientation. 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 Banner Web. Information is mailed to the student regarding the evaluation of transfer credit accepted by ABAC. The student may request a second review of credit not accepted by submitting a request for transfer credit review and submit detailed course information. See <http://www.abac.edu/registrar/TransferCredit.cfm>

Advising Program for Readmitted Students

Every former student who has been out of ABAC for three semesters or more must reapply for admission. The student 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 three semesters, 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.

Honors Program

Honors Program Core Courses are designated by "H" following the course number (e.g., ENGL 1102 H.) Students with a 3.2 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 3.2 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 Critical Thinking and/or 480 Math, or the ACT 20 verbal and/or 20 Math, 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 Appendix-19.

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 see Enrollment Services for re-evaluation of their high school transcript.

Beginning Freshmen Majoring in College Transfer Fields of Study

The College Preparatory Curriculum applies 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
Natural Sciences	-	3 units
Social Science	-	3 units
Foreign Language	-	2 units

The Enrollment Services Office will determine from an analysis of the student's high school transcript whether these CPC requirements have been met. If these requirements have been met **and** if the student has SAT scores of 480 Verbal and 480 Math or higher, or ACT scores of 20 English and 20 Math or higher, he/she will proceed to regular college-level work without placement testing.

When the Enrollment Services Office evaluates a four-year student's transcript, the five CPC areas will be coded as follows:

CPC__ **CPC**__ **CPC**__ **CPC**__ **CPC**__

The codes to be used are found in BANNER as follows:

- RQ** = Required (CPC requirement has not been satisfied)
- SF** = Satisfied by School of Human Sciences Dean
- SH** = Satisfied in high school
- SS** = Satisfied System
- SC** = Requirement met or satisfied in prior institution(s)
- SL** = Requirement met or satisfied at Abraham Baldwin
- WE** = Exempt (Graduated high school more than five years ago or has earned 30 or more transfer hours from another institution)
- SN** = Not applicable (Non-degree, certificate, career associate, non-undergraduate, international, PSO, or joint enrollment student)
- SX** = Requirement met by examination
- P** = Pending, no evaluation
- OT** = On track (for satisfying CPC requirements); category should be updated when student's final high school transcript is received.

Students who have OT, SF, SH, SS, SC, SX, SL or WE codes in the five CPC fields are ready to

go to college-level work if their SAT/ACT scores or COMPASS scores do not indicate a need for learning support work.

Provisional Admission Under the CPC

Students who have a code RQ in any of the five CPC fields will be required to complete one "deficiency" course with a "C" or higher in each RQ area. Priority must be given to the completion of these courses each term of attendance until all have been passed with a C or higher.

STUDENTS WHO EARN 30 OR MORE COLLEGE LEVEL HOURS AND WHO HAVE NOT SATISFIED ALL CPC REQUIREMENTS MAY NOT REGISTER FOR ANY OTHER COURSES EXCEPT LEARNING SUPPORT CLASSES UNLESS THEY ALSO REGISTER FOR THE APPROPRIATE CPC COURSES. "Courses used to satisfy CPC deficiencies do not count toward graduation from Abraham Baldwin or for transfer credit if transferring to another University System institution. "

The courses at Abraham Baldwin which will meet the CPC area deficiencies when completed with a C or higher are listed below:

ENGLISH	ENGL 0099 or 60 or higher on COMPASS
MATHEMATICS	MATH 0099 or 45 or higher on the algebra section of COMPASS
SCIENCE	PHSC 1011 & PHSC 1011L or PHSC 1012 & PHSC 1012L or BIOL 2107 & BIOL 2107L or BIOL 1003 & BIOL 1003L
SOCIAL SCIENCE	HIST 1112 or HIST 2111 or SOCI 1101 or PSYC 1101 or ECON 2105
FOREIGN LANGUAGE	SPAN 1001 or other beginning college course in foreign language

Courses used to satisfy CPC deficiencies do not count toward graduation from Abraham Baldwin or for transfer credit if transferring to another University System institution.

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

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. 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 0097 and MATH 0099 if the COMPASS algebra score is below and his/her two-year major did not require MATH 1111 or MATH 1101. 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 School Dean 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 school in which each student is majoring, unless they are learning support students, or undeclared. International students who are in learning support or are undeclared are assigned to designated international student advisors for those categories. 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.

Chapter 4

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 School Dean into whose school the student wishes to transfer in order to avoid misunderstandings about course credits.
4. 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.

General Graduation Requirements

All students are required to take two one-hour activity courses and one two-hour health and wellness class (PHED 1100). Exception: The health and wellness requirement does not apply to 2-year nursing students.

Some technical programs require a minimum grade of "C" to earn graduation credit for major courses.

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.

Students who graduated from a college (associate degree or higher) which had a minimum of two activity P.E. requirements and one health and wellness requirement, 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.

Students may not take the same P.E. course twice for graduation credit.

Adaptive PHED is for students under medical restrictions and may be taken only with the recommendation of a physician approval of the School of Human Sciences Dean.

Students desiring a medical exemption from physical education activity classes must provide the School of Human Sciences Dean with documentation from a physician which states the reason and requests exemption from all activity classes. The documentation should be on the physician's letterhead and state the reason for full exemption from physical activity.

PHED 1175 First Aid and CPR is a two-hour activity class. This course is recommended for nursing majors and education majors since certification is required in both fields.

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 advisor 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. Advisors should encourage their advisees to visit the Student Development Center for Career Development Counseling to help them make informed decisions about their own interests and educational paths.
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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