

Albany State University
2011-2012 Undergraduate Catalog

ALBANY STATE UNIVERSITY

Albany state university is an integral part of the University System of GA (USG) governed by the USG Board of Regents mandated by the State of Georgia. Albany State University recruits, admits and provides services, financial and instruction to all students without regard to race, religion, sex, disability or national origin. The University is an affirmative action, equal opportunity employer in that all applicants for faculty, staff and student. Employment positions are considered without regard to race, religion, sex, disability or national origin. The statements set forth in this catalog are for information purposes only and should not be construed as the basis of contract between students and this institution. While provisions of this catalog will ordinarily be applied as stated, Albany State University reserves the right to change any provision listed in this catalog, including but not limited to, academic requirements for graduation, without actual notice to individual students. It is especially important that each student note that it is his/her responsibility to keep him/her apprised of current graduation requirements for his/her particular degree program.

Albany State University is an affirmative action, equal opportunity educational institution.

Albany State University
Catalog and Announcement 2011-2012
(Official Series)

Vol. XLVII, No.1, July 2011

For information on Admissions Call
(229)430-4646, 1-800-822-RAMS (Georgia only) or
Visit the web site at www.asurams.edu

*Catalog updates can be viewed @ www.asurams.edu

TABLE OF CONTENTS

MISSION, HISTORY & PROFILE	6	ANNUAL APPLICATION DEADLINE DATES	19
MISSION STATEMENT	7	SATISFACTORY ACADEMIC PROGRESS (SAP)	19
HISTORY	8	QUALITATIVE MEASUREMENT	20
PROFILE	9	QUANTITATIVE MEASUREMENT	20
ACCREDITATION	9	DEFINITION OF HOURS ATTEMPTED AND COMPLETED	20
UNDERGRADUATE AND GRADUATE STUDIES	9	MAXIMUM TIME FRAME: DEFINITION OF HOURS ATTEMPTED	20
THE JAMES PENDERGRAST MEMORIAL LIBRARY	9	TRANSIENT COURSES	21
THE ALBANY STATE UNIVERSITY ALUMNI ASSOCIATION	9	SECOND DEGREES, DOUBLE MAJORS, AND MINORS	21
ADMISSIONS	12	COMPLETED PROGRAM OF STUDY BUT NO DEGREE EARNED	21
ADMISSIONS INFORMATION	13	UNOFFICIAL WITHDRAWAL (GRADES OF "F" IN ALL COURSES)	21
GENERAL REQUIREMENTS	13	REINSTATEMENT OF FINANCIAL AID	21
FRESHMAN ADMISSIONS	13	APPEALS PROCESS	21
SAT REQUIREMENTS	13	SOURCES OF FINANCIAL AID	22
ACT REQUIREMENTS	13	SCHOLARSHIPS	22
MINIMUM ADMISSION REQUIREMENTS	13	THE PRESIDENTIAL SCHOLARSHIP	22
COLLEGE PREPARATORY CURRICULUM (CPC)	13	THE ALBANY STATE UNIVERSITY FOUNDATION SCHOLARSHIP	22
AREAS OF DEFICIENCY ALTERNATIVES ..	14	JAMES H. PORTER ACADEMIC SCHOLARSHIPS	22
ENGLISH	14	GEORGIA'S HOPE SCHOLARSHIP (HELPING OUTSTANDING PUPILS EDUCATIONALLY)	23
MATHEMATICS	14	THE HOPE PROMISE SCHOLARSHIP PROGRAM	23
SCIENCE	14	THURGOOD MARSHALL SCHOLARSHIPS ..	23
SOCIAL SCIENCE	14	ALBANY STATE UNIVERSITY NATIONAL ALUMNI ASSOCIATION SCHOLARSHIPS ..	23
FOREIGN LANGUAGE	14	MARIE H. DIXON SCHOLARSHIP	23
HOME SCHOOL GRADUATES OR GRADUATES OF NON-ACCREDITED HIGH SCHOOLS	15	ALBANY STATE UNIVERSITY ATHLETIC SCHOLARSHIPS	23
TRANSFER STUDENTS	15	ALBANY STATE UNIVERSITY MUSIC SCHOLARSHIP	23
TRANSIENT STUDENTS	15	THE GATES MILLENNIUM SCHOLARS PROGRAM ..	23
INTERNATIONAL STUDENTS	15	LAW ENFORCEMENT PERSONNEL DEPENDENTS GRANT	24
ADVANCED PLACEMENT FOR FRESHMEN	16	GEORGIA PUBLIC SAFETY MEMORIAL GRANT	24
JOINT ENROLLMENT PROGRAM/ACCEL ..	16	ROBERT C. BYRD SCHOLARSHIP PROGRAM	24
ADMISSIONS	16	TY COBB SCHOLARSHIP	24
SENIOR CITIZENS AMENDMENT ..	16	ALICE MINOR STUBBS HAWTHORNE SCHOLARSHIP	24
SPECIAL STUDENTS	16	EXTERNAL SCHOLARSHIPS	24
APPLICANTS FROM A NON-ACCREDITED COLLEGE	16		
READMITS	16		
AUDITORS	17		
MOVE ON WHEN READY	17		
FINANCIAL INFORMATION	18		
FINANCIAL AID INFORMATION	19		
FINANCIAL AID APPLICATION PROCEDURES	19		

GRANTS.....	24
FEDERAL PELL GRANT	24
FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (SEOG).....	24
FEDERAL TEACH GRANT	24
.....	25
EMPLOYMENT	25
FEDERAL WORK-STUDY PROGRAM	25
LOAN PROGRAMS.....	25
FEDERAL DIRECT SUBSIDIZED LOAN	25
FEDERAL DIRECT UNSUBSIDIZED LOAN	25
FEDERAL DIRECT PLUS LOAN (UNDERGRADUATES AND GRADUATES).....	25
FEDERAL DIRECT GRAD PLUS LOAN (GRADUATES)	25
FEDERAL PERKINS LOAN (FORMERLY NDSL).....	25
VETERANS ASSISTANCE PROGRAMS	25
REFUND POLICY FOR FINANCIAL AID RECIPIENTS	26
RETURN OF TITLE IV FUNDS	26
WITHDRAWAL DATE	26
OFFICIAL WITHDRAWALS	26
UNOFFICIAL WITHDRAWALS	26
REPAYMENT OBLIGATIONS	26
PROCEDURES FOR RETURN OF TITLE IV FUNDS (R2T4).....	26
FINANCIAL INFORMATION	27
STUDENT FEE SCHEDULE	27
DEFINITION OF FULL-TIME STUDENT.....	27
CITIZENS OF GEORGIA 62 AND OLDER	28
AUDIT (NON-CREDIT) FEE	28
PAYMENT OF FEES AND CHARGES.....	28
GENERAL REFUNDS	28
ROOM AND BOARD REFUNDS	28
BOARDING STUDENT FEES	28
ENROLLMENT	30
MANAGEMENT & STUDENT AFFAIRS	30
STUDENT AFFAIRS	31
MISSION STATEMENT	31
STUDENT HEALTH SERVICES	31
COUNSELING SERVICES	31
REGENTS CENTER FOR LEARNING DISORDERS (RCLD)	31
DISABILITY STUDENT SERVICES	31
PROVISIONS FOR LEARNING DISABILITIES AND PHYSICALLY IMPAIRED STUDENTS	31
DEFINITION OF DISABILITY	31
GENERAL DOCUMENTATION GUIDELINES	32
LEARNING DISABILITIES	32
ATTENTION-DEFICIT/HYPERACTIVITY DISORDER (AD/HD)	33

PERVASIVE DEVELOPMENTAL DISORDERS	33
ASPERGER'S DISORDER.....	33
AUTISTIC DISORDER.....	34
ACQUIRED BRAIN INJURY (ABI)	34
PSYCHOLOGICAL DISORDERS	35
SENSORY DISORDERS	35
DEAF AND HARD OF HEARING.....	35
VISUAL DISORDERS	35
MOBILITY DISORDERS	36
SYSTEMIC DISORDERS	36
STUDENT LIFE & ACTIVITIES.....	36
THE JAMES C. REESE STUDENT UNION.....	37
CAMPUS ORGANIZATIONS	37
THE CENTER FOR THE AFRICAN AMERICAN MALE (CAAM).....	38
ACADEMIC INFORMATION	39
REQUIRED ATTENDANCE REGULATIONS: CLASS ATTENDANCE.....	39
STATEMENT OF DISRUPTIVE AND OBSTRUCTIVE BEHAVIOR	39
CAREER SERVICES	39
THE RIGHT TO SHARE IN POLICY MAKING	39
DEGREE REQUIREMENTS	40
APPLICATION FOR DEGREE.....	40
COMMENCEMENT	40
REGENTS' TEST	40
REGENTS' TESTING PROGRAM ADMINISTRATIVE PROCEDURES.....	40
GUIDELINES FOR REMEDIAL COURSES	41
TESTING AND REMEDIATION REQUIREMENTS:.....	42
SPECIAL CATEGORIES OF STUDENTS.....	42
STUDENTS WITH LEARNING DISABILITIES, TEST ANXIETY, OR OTHER DOCUMENTED NEEDS.....	42
REGENTS' TEST PROCEDURES FOR FOREIGN AND HANDICAPPED STUDENTS	43
MATRICULATION TIME FOR DEGREE	43
CREDIT LOAD	43
ACADEMIC AFFAIRS	44
REQUIREMENTS/.....	44
REGULATIONS & SUPPORT SERVICES.....	44
ACADEMIC SUPPORT SERVICES	45
ACADEMIC ADVISEMENT	45
GRADING SYSTEM.....	45
GRADUATION/DEGREE AUDIT	46
HONORS AND AWARDS	46
ACADEMIC STANDING	46
ACADEMIC PROBATION/SUSPENSION.....	47
RESIDENCE CLASSIFICATION	47
LEGAL RESIDENCY REQUIREMENTS (REGENTS' RULES).....	47
REGISTRATION AND SCHEDULE CHANGES	48

AUDITING COURSES FOR NONCREDIT	48
WITHDRAWAL FROM UNIVERSITY	48
TRANSCRIPTS	48
ACADEMIC CLASSIFICATION	49
ACADEMIC RENEWAL POLICIES AND PROCEDURES.....	49
POLICIES.....	49
PROCEDURES.....	49
REPEAT POLICY STATEMENT	49
TRANSIENT STATUS	49
VETERANS ASSISTANCE PROGRAM.....	50
BUCKLEY AMENDMENT.....	50
GRADE POINT AVERAGE	50
POLICY: VISITORS IN UNIVERSITY CLASSROOMS	50
STATE OF GEORGIA LEGISLATIVE REQUIREMENTS	50
SECOND DEGREES.....	50
PROCEDURE FOR APPLYING TO TAKE COLLEGE LEVEL EXAMINATION PROGRAM (CLEP):.....	50
SPECIAL PROGRAMS	52
THE HONORS PROGRAM	53
ADMISSION	53
RETENTION	53
OUTREACH PROGRAMS	53
SDU CREDIT.....	53
NON-CREDIT COURSES.....	53
COOPERATIVE EDUCATION	54
OFF-CAMPUS PROGRAMS	54
DEPARTMENT OF MILITARY SCIENCE ARMY ROTC PROGRAM.....	54
TWO-YEAR PROGRAM.....	54
SCHOLARSHIP PROGRAM	55
DEPARTMENTAL MISSION.....	55
REQUIREMENTS FOR ROTC	56
B. MILITARY SCIENCE CURRICULUM.....	56
FRESHMAN YEAR	56
FALL	56
SPRING	56
CENTER FOR EXCELLENCE IN TEACHING, LEARNING AND ADVISING	56
FACULTY AND STAFF DEVELOPMENT	57
RETENTION	57
REGENTS' TESTING	57
ACADEMIC ADVISEMENT	57
LEARNING SUPPORT SERVICES	57
LEARNING SUPPORT COURSES.....	57
LEARNING SUPPORT SUSPENSION	57
OTHER SERVICES	58
THE WEEKEND UNIVERSITY	58



MISSION, HISTORY & PROFILE

CONTENTS

MISSION STATEMENT

Albany State University, an historically black institution in Southwest Georgia, has been a catalyst for change in the region from its inception as the Albany Bible and Manual Training Institute to its designation as a university. Founded in 1903 to educate African American youths, the University proudly continues to fulfill its historic mission while also serving the educational needs of an increasingly diverse student population.

A progressive institution, Albany State University seeks to foster the growth and development of the region, state and nation through teaching, research, creative expression and public service. Through its collaborative efforts, the University responds to the needs of all its constituents and offers educational programs and service to improve the quality of life in Southwest Georgia.

The primary mission of Albany State University is to educate students to become outstanding contributors to society. Offering Bachelor's, Master's and Education Specialist degrees and a variety of non-degree educational programs, the University emphasizes the liberal arts as the foundation for all learning by exposing students to the humanities, fine arts, social sciences and the sciences. Global learning is fostered through a broad-based curriculum, diverse University activities and the expanding use of technology.

A leader in teacher education, nursing, criminal justice, business, public administration and the sciences, Albany State provides a comprehensive educational experience with quality instruction as the hallmark of all its academic programs. The University embraces the concept of "students first" as a core institutional value and is committed to "education on a personal level." The University advocates the total development of students, especially the underserved, and provides a wholesome academic environment in which students can study, learn and develop through their interaction with fellow students, faculty, staff, administrators, visiting scholars and community leaders. Consistent with the core mission of the University System of Georgia, Albany State University exhibits the following characteristics:

- A supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of students, faculty and staff;
- Cultural, ethnic, racial, and gender diversity in the faculty, staff and student body, supported by practices and programs that embody the ideals of an open, democratic and global society;
- Technology to advance educational purposes, including instructional technology, student support services and distance education;
- Collaborative relationships with other system Institutions, state agencies, local schools and technical institutes, and business and industry, sharing physical, human, information, and other resources to expand and enhance programs and services to the citizens of Georgia.
- With other state universities in the University System of Georgia, Albany State University shares:
- A commitment to excellence and responsiveness within a scope of influence defined by the needs of an area of the state, and by particularly outstanding programs or distinctive characteristics that have a magnet effect throughout the region or state;
- A commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, serves a diverse and college-prepared student body, promotes high levels of student achievement, offers academic assistance, and provides developmental studies programs for a limited student cohort;
- A high quality general education program supporting a variety of disciplinary, interdisciplinary, and professional academic programming at the baccalaureate level, with selected Master's and Education Specialist degrees, and selected Associate degree programs based on area need and/or inter-institutional collaborations;

- A commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the educational level within the University's scope of influence;
- A commitment to scholarly and creative work to enhance instructional effectiveness and to encourage faculty scholarly pursuits, and a commitment to applied research in selected areas of institutional strength and area need. While Albany State University shares much in common with other state universities, it is dedicated to preparing leaders for underserved populations and is committed to the following distinctive purposes:
 - Providing quality educational experiences for underserved populations in the region, state and nation;
 - Promoting and preserving the historical and culturally distinctive traditions which define African American culture;
- Offering of a comprehensive array of programs in health care services, community development, human disabilities, cultural enhancement, business and economic development, international trade and entrepreneurship;
- Graduating marketable students not only through technologically advanced academic programs but also through undergraduate research, studies abroad, internships, service learning and developmental pre-professional experiences;
- Improving the quality of life of African-American males via the educational, research, intervention and service programs coordinated through the Center for the African-American Male.

HISTORY

Albany State University, established originally as the Albany Bible and Manual Training Institute and supported by private and religious organizations, was founded in 1903 by Joseph Winthrop Holley. The Institute provided religious and manual training for African American youths of Southwest Georgia. The mission was to train teachers to teach basic academic skills and to train in the trades and industries, with special emphasis on domestic science and art. The Institute remained a privately supported Institution until 1917.

In 1917, the Institute became a state-supported, two-year college with a Board of Trustees, and its name was changed to Georgia Normal and Agricultural College. Offering only a limited program in agriculture, the College viewed as its primary purpose the training of elementary teachers. In 1932, the Board of Regents was established, and the college became a part of the newly established University System of Georgia.

In order to meet the changing needs of society, the mission of the College was expanded in 1943, and the College was granted four-year status and authorized to confer the bachelor's degree in elementary education and home economics. At this time, the College assumed the name Albany State College. Six years later, the program of the College was again expanded to include offerings in the arts and sciences, with majors in the humanities and social studies.

Beginning in 1954, secondary-level programs were developed for teacher preparation in science, health and physical education, business, music, mathematics and natural sciences. The College continued to experience growth and development and was authorized in 1961 to offer a four-year degree program in nursing.

Always striving to address the educational needs of the time, the graduate program, a cooperative effort with Georgia State University, was added to the curriculum during the fall of 1972. Under this program, master's degrees were offered in business education, mathematics education, elementary education, English education, health and physical education, music education and science education (biology, chemistry and physics). In the spring of 1975, a master's degree in business administration, through Valdosta State College, was added to the graduate program.

During the decade of the '70s, the number of faculty earning the doctorate degree increased by more than fifty percent, and in September 1981, the College began offering a graduate program designed and delivered solely by faculty and staff of Albany State College. Master's degrees in business administration and education were offered. Since then criminal justice, nursing and public administration have been added.

Albany State College was granted university status in July 1996, and the name of the Institution was changed to Albany State University. During this impressive growth and development, the University has been guided by the following presidents:

Joseph Winthrop Holley, D.D., LL.D. (1903-1943)

Aaron Brown, Ph.D., LL.D., Ed.D. (1943-1953)

William H. Dennis, LL.D. (1953-1965)

Thomas Miller Jenkins, J.D., LL.D. (1965-1969)

Charles L. Hayes, Ed.D. (1969-1980)

Billy C. Black, Ph.D. (1980-1996)

Portia Holmes Shields, Ph.D. (1996-2005)

Everette J. Freeman, Ed.D., M.A., B.A., (2005 – Present)

PROFILE

ACCREDITATION

Albany State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award Bachelor's, Master's and Education Specialist degrees. Albany State University is also accredited by the National Council for Accreditation of Teacher Education, the Georgia Professional Standards Commission, the Association of Collegiate Business Schools and Programs, the National League for Nursing, the Georgia Board of Nursing, and Council on Social Work Education. Individual colleges and departments also hold memberships in the regional and national professional organizations associated with the respective discipline.

UNDERGRADUATE AND GRADUATE STUDIES

The ASU Undergraduate Curriculum includes studies in various disciplines through the college of Arts and Humanities, the College of Business, the College of Education and the College of Science & Health Professions. The University offers graduate studies leading to the Master of Education degree (M.Ed.), Master of Business Administration degree (M.B.A.), the Masters of Science in Criminal Justice degree (M.S.), the Master of Public Administration degree (M.P.A.), the Master of Science degree in Nursing (M.S.N.) and the Specialist degree in Educational Administration (Ed.S.).

THE JAMES PENDERGRAST MEMORIAL LIBRARY

The James Pendergrast Memorial Library is a modern, 73,000 square foot facility, which opened in 1994, and seats more than 100. The library is the largest facility of its kind in Southwest Georgia. It features study areas, a large lecture room, GSAMS Room, and ASU's state-of-the-art Academic Student Technology Lab. The Educational Technology Center, Office of Instructional and Informational Training Room, NASA/SEMMA Lab and the Curriculum Resource Center are all housed in the Library. The six million dollar building houses more than 199,196 volumes and subscriptions to 268 periodicals. The library maintains an extensive microfiche collection, including the Full ERIC DOCUMENT collection on microfiche. The library has an automated library system called Voyager which includes cataloging, circulation, serials, acquisitions and a public catalog. Special collections include Black Literature, and books written by Dr. Joseph Winthrop Holley, founder of the University.

The James Pendergrast Memorial Library support Albany State University's academic programs. It supports the achievement of the goals as stated in the mission of the University through providing information resources, instructional materials, and access to research. It aids Albany State University in serving a regional role in Southwest Georgia in the area of library resources. The Library's on-line public catalog (GIL/Galileo Interconnected Libraries) also referred to as the RAMCAT is available from any remote site to all who have internet connection. The location is <http://gil.asurams.edu>. GIL also offers remote access to other libraries in the University System of Georgia.

The library has a strong virtual collection that includes Galileo which is a collection of many databases indexing thousands of periodicals and scholarly journals. Over 2,000 journals titles are full-text. Other resources include EBSCO Host, Interlibrary Loan and GIL Express which provides online borrowing of books for universal borrowing between other institutions in the University System of Georgia.

THE ALBANY STATE UNIVERSITY ALUMNI ASSOCIATION

The Alumni Association of Albany State University is a composite group of graduates and former students as well as friends of the University who are associate members. The organization exists to support and promote the interests of the University. The Alumni Association is organized on a local, state, regional and national basis. It has a resident office and a full-time Director of Alumni Affairs/Executive Secretary who

Academic Calendar 2011-2012

Fall Semester 2011

Arts & Humanities

Business

Education

Sciences &
Health
Professions

Graduate
School

Course
Descriptions

Personnel
& Index



ADMISSIONS

CONTENTS

Auditors.....

ADMISSIONS INFORMATION

The admissions policy of Albany State University is designed to admit those applicants who show a reasonable probability for success in completing requirements for a degree. In considering the applicant, the Office of Enrollment Services will review the previous academic record, entrance examination scores and grade-point average.

All applicants must present the required credentials for review and evaluation. Acceptance or denial of admission is determined by the Director of Enrollment Services subject to the right of appeal to the Committee on Admissions and Academic Evaluation. An applicant who is unable to enroll during the semester he/she is accepted must notify the Office of Recruitment and Admissions if he/she wishes to enter the University at a later date.

An application for admission is considered when the completed application and all requested credentials have been received by the University.

GENERAL REQUIREMENTS

An applicant must submit the following credentials by May 1 for Fall Semester, November 15 for Spring Semester, April 1 for Summer Semester.

- A completed official application form with a \$20 non-refundable application fee. The Application for Admission must be submitted online. It is available at <http://www.asurams.edu>.
- A Certificate of Immunization and Pre-Medical Entrance form prior to enrollment. Albany State will forward to accepted applicants an immunization and medical form to be completed immediately upon receipt.

FRESHMAN ADMISSIONS

An official high school transcript of the previous academic work should be mailed by the high school counselor or principal directly to the University. The official high school transcript should indicate all courses taken and certify the date of graduation with a diploma from a regionally accredited high school. All applicants for admission to the first year class as regular students are required to take the College Board SAT Reasoning Test OR the ACT (American College Testing) assessment test to be admitted to Albany State University. Albany State University's SAT School Code is 5004; ACT School Code is 0782.

Students who have been out of high school at least five years or whose high school class graduated at least five years ago, and hold a high school diploma from a regionally accredited high school, or satisfactorily completed the GED, and have earned fewer than 30 transferable semester credit hours are not required to take the SAT or ACT; however, these students must take the College Placement Examination and complete any Developmental Studies/Learning Support requirements. A student must meet the following minimum requirements.

SAT REQUIREMENTS

Year	CPC Unit Requirements	*SAT Verbal Score	*SAT Math Score	*Minimum HSGPA	Index
2011	16	430	400	2.22	1940
2012	17	430	400	2.22	1940

ACT REQUIREMENTS

Year	CPC Unit Requirements	*ACT English Score	*ACT Math Score	*Minimum HSGPA	Index
2011	16	17	17	2.22	1940
2012	16	17	17	2.22	1940

MINIMUM ADMISSION REQUIREMENTS

Students must have two of the four (SAT Verbal/ACT English, SAT Math/ACT Math, HSGPA, Freshman Index) plus the College Preparatory Curriculum unit requirements to be accepted $\text{Freshman Index} = FI = 500 \times (\text{HSGPA}) + \text{SAT Verbal/Critical Reading} + \text{SAT I Math (OR)} FI = 500 \times (\text{HSGPA}) + (\text{ACT Composite} \times 42) + 88$

COLLEGE PREPARATORY CURRICULUM (CPC)

Students who score the following minimum entrance examination scores may be exempted from taking the College Placement Examination if they meet the requirements of the College Preparatory Curriculum.

SAT Requirements	ACT Requirements
Verbal 430	English 17
Math 400	Math 17

Students graduating from high school in 1988 or later must meet the requirements of the College Preparatory Curriculum (CPC). Students lacking required courses in any of the five areas must make up the deficiencies according to established guidelines. College courses taken to satisfy deficiencies will not apply toward core or degree requirements, but will be calculated in the cumulative grade point average. The following high school courses are minimum requirements for admission as a freshman. In June 1995, the Board of Regents adopted the Admissions Policy Direction to ensure that students who enter the University System of Georgia are prepared to succeed.

Applicants to Albany State University must have the following number of high school credits to be enrolled without restrictions:

Courses (Units)	Graduates in 2011 and earlier Instructional Emphasis	Courses (Units)	Graduates in 2012 and later Instructions Emphasis
English (4)	Grammar and Usage Literature (American and World) Advanced Composition Skills	English (4)	Grammar and Usage Literature (American and World) Advanced Composition Skills
Math (4)	Algebra 1, Algebra 2, Geometry and an additional high level mathematics course	Math (4)	Algebra 1, Algebra 2, Geometry and an additional high level mathematics course OR Math I, Math II, Math III and an additional mathematics course
Science (3)	At least two lab sciences from Biology, Chemistry, Physics or related areas of Science	Science (4)	Biology I, Physical Science or Physics, Chemistry I or Earth systems, Environmental Science or an advanced placement science
Social Science(3)	American History World History Economics and Government	Social Science(3)	American History World History Economics and Government
Foreign Language(2)	Two courses in one language emphasizing speaking, listening, reading and writing	Foreign Language(2)	Two courses in one language emphasizing speaking, listening, reading and writing

AREAS OF DEFICIENCY ALTERNATIVES

ENGLISH

The student must pass the Reading and English portions of the College Placement Exam (CPE) or complete the Developmental Studies/Learning Support English and Reading courses.

MATHEMATICS

The student must pass the Math portion of the College Placement Exam" or complete the Developmental Studies/Learning Support Mathematics courses.

SCIENCE

The student must complete one four-hour course, either BIOL 1111K, PHYS 1001K or CHEM 1151K, with a grade of "C" or better. (Hours earned will not satisfy any of the 10-hour lab science requirements in core D of the core curriculum; however, the course taken can be used to satisfy the "sequence" requirement.) The student can earn equivalent credit through CLEP or transfer.

SOCIAL SCIENCE

The student must complete one three-hour history or economics course, either HIST 1111, HIST 1112, HIST 2111, HIST 2112 (non history majors) or ECON 2105 , ECON 2106 (non business majors) with a grade of "C" or better or earn equivalent credit through CLEP, or transfer.

FOREIGN LANGUAGE

The student must complete one three-hour introductory/elementary foreign language course (FREN 1101, GERM 1121 or SPAN 1131) with a grade of "C" or better. All College Preparatory Curriculum deficiencies must be made up before the student has earned 30 semester hours of college level credit. The earned hours used to satisfy deficiencies cannot be used to satisfy degree requirements. Transfer students satisfying the CPC requirements elsewhere in the University System will be recognized as having met those requirements at Albany State upon admission and evaluation of transcripts.

HOME SCHOOL GRADUATES OR GRADUATES OF NON-ACCREDITED HIGH SCHOOLS

Graduates of Home School programs or Non-accredited high schools may satisfy admissions requirements using SAT scores and satisfactory documentation of equivalent competence in each of the areas at the college-preparatory level. Applicants who achieve designated scores on each of the following SAT II Subject Tests in an area will be considered to have demonstrated equivalent competence and do not need to submit additional documentation in that area: English Writing, Literature, Math IC or Math IIC, American History & Social Studies, World History, Biology, and one of the following: Chemistry or Physics.

TRANSFER STUDENTS

Applicants who have attended other institutions can apply for admission with advanced standing, provided they are academically eligible to re- turn to the college or university last attended and have 30 or more transferable college credits. Students transferring from other colleges must send official transcripts of all previous college work to the Office of Enrollment Services at Albany State University. Students with fewer than 30 transferable college credits will be required to meet the Freshman Admissions standards for Albany State University.

The applicants' eligibility for admission will be based on previous academic performance. The Institution reserves the right to require high school transcripts and ACT or SAT scores for transfer students; it also reserves the right not to accept the credits of an institution, regardless of its accreditation status, when the University determines that the course content is not equivalent to the course content at Albany State University.

Students must report all courses completed at other institutions. Failure to report previous college attendance is sufficient cause for cancellation of registration and credits earned at Albany State University. A maximum of 90 academic semester hours from an accredited senior college may be applied to the program in which an applicant desires enrollment, provided that grades earned are "C" or better. Applicants who have completed the core requirements in a transfer program in another unit of the University System will receive full transfer credit for all core courses. A maximum of 30 semester hours in any combination of independent study, extension and/or credit by examination earned at other accredited institutions can be accepted toward graduation.

Albany State University will accept as transferred credit "D" grades earned in core curriculum courses; no freshman English courses with grades less than "C" will be accepted as transfer credit. All transfer applicants accepted for admissions will be provided a copy of their transcript evaluation, which includes the work accepted from the college(s) previously attended. This evaluation must be presented upon registration to the students' advisors. Unofficial transcripts cannot be evaluated. Applicants who have NOT completed at least 30 semester hours of transferable college credits should complete all the requirements for freshman admissions. Students who have not completed Developmental Studies requirements at another System institution shall be admitted only in accordance with the Developmental Studies guidelines. Applicants transfer ring from an institution or program that did not require the College Preparatory Curriculum may be subject to College Preparatory Curriculum requirements.

TRANSIENT STUDENTS

Students who are regularly enrolled in other institutions may be allowed temporary matriculation at Albany State University. Transient admission is ordinarily limited to one semester. Transient students must submit official applications for admission and letters of approval from the Registrar of the institution in which they are enrolled certifying that they are currently eligible to return to the parent institution, and that they have been granted permission to enroll at Albany State University for a specified period of time. The University requires that the letter of approval from the Registrar include a list of courses that the student should take while enrolled at Albany State University.

INTERNATIONAL STUDENTS

International students must meet the following regular admission requirements:

- Complete an official application for admission.
- Have an official United States evaluation completed for all NON-USA secondary schools attended and for examinations taken. Applicants must have the equivalent of a U.S. high school college preparatory diploma.
- Test scores providing evidence of English language proficiency. If English is not the official language of the applicant's home country, then the applicant must take the Test of English as a Foreign Language (TOEFL). Minimum scores for the TOEFL are 523 on the paper test or 193 on the computer test or 69 on the internet based test. The school's destination code is 5004.
- Scores on the SAT from the College Board or scores on the ACT from the American College Testing Program.
- Scores from the College Placement Examination of the University System of Georgia.
- Must present evidence of adequate financial resources for the entire period the student will attend Albany State University (complete the Albany State University Certificate of Finances form).

ADVANCED PLACEMENT FOR FRESHMEN

Albany State University grants advanced placement with credit for beginning freshmen who have achieved a score of three (3) or higher on Advanced Placement Tests. Three semester hours of credit may be given in one or more areas in which the tests are administered

JOINT ENROLLMENT PROGRAM/ACCEL

The Joint Enrollment Program at Albany State University offers academically superior high school juniors or seniors an opportunity to enroll for college credit prior to the completion of their high school program of study provided they reside in close proximity to permit class attendance at the University and his/her high school during the same period of time. Students entering through the joint enrollment program must have completed the University System Of Georgia College Preparatory Curriculum requirements with the following exceptions: Students with SAT verbal scores of at least 530 or ACT English scores of at least 24 who have not completed the final unit of high school English and/or social science may be permitted to fulfill these high school requirements with the appropriate college courses taken through the joint enrollment program. Students who have not completed the College Preparatory Curriculum requirements may be admitted through the joint enrollment program if they are enrolled in the necessary high school courses and scheduled to complete the requirements by the end of their senior year. Students enrolled in public secondary institutions may be eligible for tuition reimbursement under the Post Secondary Option (PSO) program and should contact their high school counselor for information.

Procedures for applying for enrollment in the Joint Enrollment Program are listed below:

- Complete an official application form.
- Have SAT scores or ACT scores mailed to the Office of Admissions. A minimum SAT composite score of 970, with at least 430 minimum on verbal and at least 400 minimum on math, or a minimum ACT composite score of 21, with at least 18 minimum on verbal and at least 16 minimum on math.
- Submit a completed joint enrollment application and advisement form.

ADMISSIONS

SENIOR CITIZENS AMENDMENT 23

Citizens of the state of Georgia who are 62 years of age or older are eligible to enroll on a “space available” basis without payment of tuition and fees, except for supplies, laboratory, shop or special fees. To be eligible senior citizens should:

- Meet all requirements for admission, including high school transcript.
- Satisfy all Developmental Studies requirements, where applicable.
- Present a birth certificate at the time of admission to prove age at the time of registration.
- Meet all system and institutional requirements such as Regents’ Test, GRE, etc., if seeking a degree.

All academic records will be maintained for course work completed by senior citizens.

SPECIAL STUDENTS

University students who desire to take undergraduate courses for career purposes are classified as special students. These students should complete the following admission procedures:

- Submit an application for admission with a \$20 application fee.
- Submit a copy of degree or college transcripts certifying graduation from a program at a senior level institution.

APPLICANTS FROM A NON-ACCREDITED COLLEGE

Students may be admitted conditionally from colleges that have been approved by the corresponding State Board of Education but not by the regional accrediting association. The work completed at the non-accredited college must be validated before the student is classified or the credits are fully accepted.

To validate the work done at the non-accredited institution, students must complete one year of satisfactory work in residence at Albany State University. In most cases, students will be required to complete the English, science and professional courses in residence. Should students fail to maintain an average of “C” or better while in residence, the University will not accept the work completed at the non-accredited institution. If students maintain a “C” average or better during the first year of enrollment, they should contact the Records Office to insure credit validation.

READMITS

Students who have previously attended Albany State University and have not been in attendance for a semester or more are required to file an application for readmission in the Office of the Registrar, by the deadline dates listed on the academic calendar for admission. Students must reenter the same academic department in which they were last enrolled until the change of major is approved.

AUDITORS

Students who desire to register as “auditors” are required to submit the following items:

- An application for admission with a nonrefundable \$20 application fee.
- An official high school transcript showing date of graduation or the General Education Development (GED) Examination.

“Auditors” must pay the regular fees for enrollment and shall be prohibited from receiving credit at a later time for courses for which they were registered as “auditors.” Faculty members may attend classes offered by other faculty members of Albany State University without registering as auditors. Auditors do not receive credit, but receive a grade of V (see grading system).

MOVE ON WHEN READY

Move On When Ready is a dual enrollment program for students who want to attend Albany State University to complete the graduation requirements for high school and earn college credit simultaneously. Students may complete their junior and/or senior year of high school in MOWR program. Students must meet the following criteria: Have a minimum SAT Score of 970 with at least a 430 minimum on the Critical Reading section and at least a 400 minimum on the Math section or have an ACT composite score of 21 with at least an 18 on the English section and at least a 16 on the Math section; have been a Georgia resident since the October FTE count of the prior school year. Students wanting to enroll in Albany State University through the Move on When Ready program must meet with their high school counselor to ensure that completed ASU courses will satisfy high school graduation requirements.

Procedures for applying for enrollment in the Joint Enrollment Program are listed below:

- Complete an official ASU application form with the non-refundable application fee of \$20.
- Submit official test scores to the Office of Enrollment services.

Students must self-identify as a MOWR applicant when applying.



FINANCIAL INFORMATION

CONTENTS

Financial Aid Application Procedures

Definition of Full-Time Student

FINANCIAL AID INFORMATION

It is the Mission of the Albany State University Office of Financial aid to provide financial assistance to students and parents for the purpose of financing their education. The Office of Financial Aid Office will serve its customers (actual and potential) by providing proper customer service, adequate consumer information and also by providing adequate financial aid packages to meet their financial needs, based on their individual eligibility, to meet their cost of attendance (direct and indirect). Albany State University provides financial assistance for promising students who, without such help, would be unable to attend. The University, however, believes that the principal responsibility for financing an education lies with students and their families. Most financial aid programs are based on the financial needs of students. Need is the difference between the cost of education at Albany State University and the amount applicants and their families are expected to contribute toward the cost of education.

FINANCIAL AID APPLICATION PROCEDURES

Students desiring financial aid should complete the Free Application for Federal Student Aid (FAFSA) as soon as possible after January 1. Students are urged to complete the FAFSA online at <http://fafsa.ed.gov>. The Albany State University School Code is 001544.

Annual Application Deadline Dates

April 15, 2011	Priority FAFSA Processing Deadline
June 1, 2011	FAFSA Processing Deadline for the Fall Semester
June 30, 2011	Verification Document Deadline Date

The Office of Financial Aid will be processing completed applications for the academic year as soon as Federal regulations are received and the Board of Regents determines tuition rates for the academic year. A student must be accepted for enrollment (new students and readmits) before he/she can be awarded.

Application processing can take six weeks or longer during peak processing periods. Although the priority deadline is April 15 of each year, application that are not completed by the following deadlines may be processed by the beginning of that semester: Fall semester, June 15; spring semester, November 15; summer semester, April 15. If you have not completed the application process (this included providing additional documentations as requested by the Office of Financial Aid) by the dates given above, you should be prepared to pay all educational costs assessed on your fee statement.

SATISFACTORY ACADEMIC PROGRESS (SAP)

Federal regulations require that all students receiving any form of financial assistance make and maintain satisfactory academic progress (SAP) toward the completion of their degrees, within a reasonable period of time, in order to remain eligible to receive assistance. Students are evaluated on the basis of GPA (Grade Point Average), credit hour completion, and maximum time frame. Students are considered to be making satisfactory academic progress if they meet the two standards of measurement (Qualitative and Quantitative). Failure to maintain SAP will result in the loss of all federal and state aid, including:

- Federal Pell Grant
- Federal Supplemental Education Opportunity Grant (FSEOG)
- Federal Work Study
- Federal Stafford Loans (Subsidized and Unsubsidized)
- Federal Plus Loans
- Federal Perkins Loans
- Federal Teach Grant
- State of Georgia Financial Aid Programs including the Georgia HOPE Scholarship Programs
- Other Grant and/or Scholarship programs which require Satisfactory Academic Progress verification.

Satisfactory Academic Progress will be reviewed based on cumulative academic history. Qualitative and Quantitative measurement will be evaluated at the end of Spring Semester to determine eligibility for the next academic year.

In order to be eligible for federal financial aid funding or the Georgia HOPE Scholarship, a student must be making "Good" Satisfactory Academic Progress (SAP). Four (4) standards are used to measure Satisfactory Academic Progress:

QUALITATIVE MEASUREMENT

Evaluation of Grade Point Average (GPA rule)

Undergraduate students must maintain a 2.0 or above cumulative grade point average. Graduate students must maintain a 3.0 or above cumulative grade point average. Renewal and Repeat classes are included in the GPA calculation for financial aid purposes.

QUANTITATIVE MEASUREMENT

Completion Percentage (67% rule)

1. Students must, as a minimum, complete at least 67% (or 2/3) of the courses they attempt toward a program of study. Please NOTE: Satisfactory grades are A, B, C, D, or S. All remedial courses (Learning Support and Regents) past the first 30 hours and Academic Renewal classes are included in this calculation.

Maximum Timeframe (150% rule)

2. Students must complete their program of study within the allowable timeframe. The maximum number of hours allowed is 150% of the number of semester hours required to earn a degree. For example at Albany State University, the average degree requires 120 hours for completion and the average graduate degree requires 60 hours for completion; therefore students may not receive financial aid after they have attempted 190 semester hours (undergraduate), 90 hours for Second Undergraduate, and 90 semester hours (graduate). The first 30 semester hours of Learning Support and Regents courses combined are not counted in the maximum number of hours. Academic Renewal and Transfer credits are counted in the maximum number of hours.

Students who change majors or degree programs may reach their eligibility limits for receiving financial aid before obtaining a degree. Students who elect to change majors or degree programs should do so early to avoid jeopardizing eligibility for financial aid.

Maximum Learning Support (Max Remediation rule)

3. Students cannot receive financial aid for more than 30 semester hours of remedial coursework (Learning Support and Regents courses). If these courses must be taken beyond 30 semester hours, students must enroll at their own expense. If an appeal is granted through the appeal process, then the student may receive financial aid to cover the cost of the remedial classes

DEFINITION OF HOURS ATTEMPTED AND COMPLETED

Hours counted as attempted include:

- All ASU courses for which the student receives any of the following grades: A, B, C, D, S, F, I and U
- All ASU courses marked as W, WF, and IP
- All ASU hours forgiven under the Academic Renewal Policy and Grade Replacement Policy as approved by the Office of Academic Services and Registrar.

Hours not counted as attempted include:

- All ASU courses designated as Audit

Hours successfully completed include:

- All ASU courses for which the student receives a passing grade: A, B, C, D and S

Hours unsuccessfully completed include:

- All ASU courses for which the student receives any of the following grades: F, I or U
- All ASU courses marked as W, WF or IP

MAXIMUM TIME FRAME: DEFINITION OF HOURS ATTEMPTED

Hours counted as attempted include:

- All ASU courses for which the student receives any of the following grades: A, B, C, D, S, F, I and U
- All ASU courses marked as W, WF, and IP
- All ASU hours forgiven under the Academic Renewal Policy and Grade Replacement Policy as approved by the Office of Academic Services and Registrar.
- All credits accepted for transfer from another institution

TRANSIENT COURSES

Approved Transient courses are considered to be courses attempted at Albany State University and are monitored for Satisfactory Academic Progress accordingly.

SECOND DEGREES, DOUBLE MAJORS, AND MINORS

There are no adjustments to Qualitative or Quantitative measurements for students seeking second degrees double majors and or minors.

COMPLETED PROGRAM OF STUDY BUT NO DEGREE EARNED

A student who completes the academic requirements for a program, but does not have a degree is not eligible for further Federal Title IV aid for that program.

The Office of Academic Services and Registrar, after approving the audit, will determine if the student has completed all course requirements for degree. This includes courses for double major or minor. After your audit for degree has been completed, you will be identified as a potential graduate. If you fail to meet graduation requirements, you may no longer be eligible to receive financial aid funds.

- Students who did not have the required GPA to earn their degree will not be eligible to receive financial aid funding, through the Office of Financial Aid, for the next semester of enrollment
- Students who did not pass any required exam (comprehensive exam, Praxis, etc.) will not be eligible to receive financial aid funding, through the Office of Financial Aid, for the next semester of enrollment.

Students who are not eligible to receive financial aid funding through the Office of Financial Aid, for the next semester enrollment will have to pay out of pocket.

UNOFFICIAL WITHDRAWAL (GRADES OF “F” IN ALL COURSES)

Students who earn a grade of “F” in all courses at the end of a semester are defined as Unofficially Withdrawn from the university by the Federal Department of Education.

REINSTATEMENT OF FINANCIAL AID

Students may apply for reinstatement of financial aid by achieving one of the following:

- Accomplishing a successful appeal through the process described below
- Enrolling at your own expense until you are making “Good” Satisfactory Academic Progress towards a degree.

APEALS PROCESS

An appeals process is available for students who have extenuating circumstances that account for their lack of academic progress. Appeals must be made in writing to the Financial Aid Appeals Committee. Students must submit the Financial Aid Appeals Petition form along with supporting documents to indicate the specific reason(s) for failure to make satisfactory progress. The committee will review the petition and supporting documents, as well as past performance and past academic record. Students will be notified in writing of the committee’s decision. Students that are academically eligible for enrollment and are approved for financial aid through an appeal remain eligible until the next evaluation period. Please make sure that you include all documentation you think will be necessary with your appeal petition as both approvals and denials are final.

- Students whose appeal has been approved by the Financial Aid Appeals Committee will be evaluated for Satisfactory Academic Progress at the end of semester of enrollment until the minimum standards for Qualitative and Quantitative measurement are met.
- Beginning with the Fall 2011 semester, students are allowed to submit a maximum of five (5) Financial Aid Appeal Petitions.
- Students whose appeal has been approved are not meeting minimum Qualitative and or Quantitative measurements, and thus may not be eligible for certain grant or scholarship programs, such as those offered by the State of Georgia.
- Your appeal cannot be granted if mathematically, you cannot meet the minimum graduation requirements for your degree within the maximum timeframe allowed. Students in this situation will not qualify for Federal financial aid funds and thus will have to pay tuition cost at their own expense.
- If you are readmitting (completed Readmission Application) back into the university, your Appeal Petition cannot be acted upon until you have been approved for readmission back into the university by your Academic Department

The Financial Aid Appeals Committee will review all students whose Satisfactory Academic Progress did not improve after the 1 term of enrollment and determine if the student will be approved for financial aid eligibility for the subsequent term, denied financial aid eligibility for the subsequent term, or have to provide additional documentation by appealing for the subsequent semester. A student may be required to provide an academic success plan as developed Albany State University Academic Advising Office or your departmental academic advisor.

Depending on information provided in your appeal, the Office of Financial Aid may forward your information to the Albany State University Office of Counseling and Testing for evaluation.

SOURCES OF FINANCIAL AID

SCHOLARSHIPS

THE PRESIDENTIAL SCHOLARSHIP

The Albany State University Foundation recognizes Presidential Scholars each academic year, granting an award which may be up to the student's cost of attendance. A Presidential Scholar must rank in the upper five percent of his/her graduating high school class and must have a competitive SAT/ACT score. In addition to SAT/ACT requirements, valedictorians and salutatorians will be considered. Additionally, applicants will need three letters of recommendation and a 500 word essay. The Application deadline is April 20th of each year. The student who wishes to apply for the Presidential Scholarship should contact the Velma Fudge Grant Honors Program, Office of the President or the Office of Financial Aid. Please visit the Financial Aid Website at <http://www.asurams.edu> for application procedures.

THE ALBANY STATE UNIVERSITY FOUNDATION SCHOLARSHIP

The Albany State University Foundation will recognize Foundation Scholars each academic year, granting an award which may be up to \$2000 per year. An Albany State University Foundation Scholar must have a competitive SAT/ACT score which should be no less than 1000 SAT or 22 Composite ACT and a 3.5 grade point average. The student who wishes to apply for the Albany State University Foundation Scholarship should contact the Velma Fudge Grant Honors Program, Office of the President or the Office of Financial Aid. Please visit the Financial Aid Website at <http://www.asurams.edu> for application procedures.

JAMES H. PORTER ACADEMIC SCHOLARSHIPS

Porter Academic Scholarships are made possible through a trust fund created by James H. Porter and authorized by the Board of Regents of the University System of Georgia. The scholarships are provided as an incentive to attract academically talented students to the University. Priority will be given to prior recipients for renewal.

AWARD CRITERIA

MINIMUM ELIGIBILITY REQUIREMENTS TO RECEIVE THE JAMES H. PORTER ACADEMIC SCHOLARSHIP INCLUDE:

- Must be a Georgia resident
- Must be a full-time student (graduate or undergraduate)
- Undergraduate students
 - Students with no previous college credit (freshman) must have an SAT (critical reading and mathematics) 1000 or higher and a high school GPA in academic subjects of 3.0 or better
 - Students with prior college experience must have a college GPA of 3.3 or better
- Graduate Students
 - Must have a minimum undergraduate GPA of 3.3 or higher
 - Must have a minimum score:
 - 1,100 (verbal and quantitative) or higher on the GRE or;
 - 500 or higher on the GMAT and;
 - Meet program admission test score requirements
- Awards are limited to four years (undergraduate) and/or two years (graduate)
- Renewal awards
 - Must maintain a 3.0 GPA or higher
 - Renewal is not automatic and is dependent on available funding.
 - Students are expected to re-apply every year.

Determination of Award Amounts

The determination of the Scholarship award amounts are based on available funding.

Scholarship awards for the James H. Porter Academic Scholarship are from \$1000 - \$5000 annually.

GEORGIA'S HOPE SCHOLARSHIP (HELPING OUTSTANDING PUPILS EDUCATIONALLY)

If you are a Georgia resident enrolling in a degree program at a Georgia public college, university, or technical college, you may be eligible for the HOPE Scholarship. The Georgia HOPE Scholarship's award covers 90% of the prior year matriculation (tuition) cost. The HOPE Scholarship no longer provides funding for mandatory fees nor does it provide a book allowance.

The HOPE Scholarship Program is funded through the Georgia Lottery. The program will assist entering freshmen graduating from a Georgia high school, with a "B" average in a college preparatory curriculum. The scholarship provides assistance, which includes tuition, mandatory fees and a book allowance up to \$150 per semester.

Students who are not academically eligible for a HOPE Scholarship immediately after high school graduation may be eligible for a HOPE Scholarship after attempting 30, 60 or 90 hours of study, or students who lost HOPE due to not maintaining a 3.0 grade-point average may be eligible to regain HOPE after attempting 60 or 90 hours of study. Eligibility under both categories can be considered by completing the HOPE Evaluation Request Form. The assistance from the scholarship is the same as that of a freshman receiving HOPE. For more information on HOPE Scholarship go to: <http://www.gacollege411.org>.

THE HOPE PROMISE SCHOLARSHIP PROGRAM

This program will provide forgivable loans of \$3,000 per year to students who commit to teach in a Georgia public school and have a cumulative 3.0 or higher grade average after their sophomore year in college. For more information on HOPE Promise Scholarship go to: <http://www.gacollege411.org>.

THURGOOD MARSHALL SCHOLARSHIPS

The Thurgood Marshall Scholarship is awarded to entering freshman enrolled in full-time study pursuing a bachelor's degree. The recipient must have attained a score of 1,100 minimum on the SAT and a score of 24 minimum on the ACT, and a grade point average of 3.0. Additionally, the recipient must be recommended by his/her high school and demonstrate commitment to academic excellence and community service.

ALBANY STATE UNIVERSITY NATIONAL ALUMNI ASSOCIATION SCHOLARSHIPS

The Albany State University National Alumni Association awards scholarship annually to undergraduate students. For more information, you can contact the Albany State University National Alumni Association at 229-430-3982. Scholarships include:

- ❖ The Marie H. Dixon (see below)
- ❖ National Alumni Association Directors Scholarship
- ❖ Pre Alumni Association Scholarship

MARIE H. DIXON SCHOLARSHIP

The Marie H. Dixon Scholarship is presented by the Albany State University Alumni Association to perpetuate the memory of its president emeritus. This award is made to one eligible student who is either enrolled at Albany State University or intends to enroll at the institution.

The ASU Alumni Association grants one \$1,000 scholarship annually. The recipient must meet the following requirements:

- ❖ A minimum 2.5 grade-point average.
- ❖ Exhibit outstanding leadership abilities through specific activities and events.
- ❖ Demonstrate a financial need.

For more information or to apply, contact the office of Alumni Affairs at (229) 430-4658.

ALBANY STATE UNIVERSITY ATHLETIC SCHOLARSHIPS

The Director of Intercollegiate Athletics should be contacted for information.

ALBANY STATE UNIVERSITY MUSIC SCHOLARSHIP

Interested students should contact the Chairperson of the Department of Fine Arts.

THE GATES MILLENNIUM SCHOLARS PROGRAM

The Gates Millennium Scholars Program (GMS), funded by a grant from the Bill & Melinda Gates Foundation, was established in 1999 to provide outstanding African American, American Indian/Alaska Native, Asian Pacific Islander American, and Hispanic American students with an opportunity to complete and undergraduate college education.

To apply, visit <http://www.gmsp.org>.

Scholarship

LAW ENFORCEMENT PERSONNEL DEPENDENTS GRANT

This grant in the amount of \$2,000 per academic year is awarded to eligible Georgia residents who are dependent children of Georgia law enforcement officers, prison guards or firemen who are permanently disabled or were killed in the line of duty. Students who qualify should contact the FAO. For more information go to: <http://www.gacollege411.org>.

GEORGIA PUBLIC SAFETY MEMORIAL GRANT

The son or daughter of any Georgia public safety officer who was killed or is permanently disabled in the line of duty is eligible for this grant. The program, which is funded by the Georgia Lottery for Education, covers the Cost of Attendance at a Georgia public post-secondary institution, minus other gift aid received, including the Law Enforcement Personnel Dependents Grant. For more information on Georgia Public Safety Memorial Grant go to: <http://www.gacollege411.org>.

ROBERT C. BYRD SCHOLARSHIP PROGRAM

This scholarship program is available to students who demonstrate outstanding academic achievement. The purpose of the program is to promote student excellence and achievement and to recognize exceptionally able student who show promise of continued excellence. The recipient receives a stipend of \$1,500 for the academic year. For more information on the Robert C. Byrd Scholarship go to: <http://www.gacollege411.org>.

TY COBB SCHOLARSHIP

This scholarship is awarded annually to sophomores, juniors and seniors. Recipients must be a Georgia resident, demonstrate financial need, and possess a 3.0 grade-point average or better. Applications can be obtained by writing: Ty Cobb Foundation, P.O. Box 725, Forest Park, GA 30051.

ALICE MINOR STUBBS HAWTHORNE SCHOLARSHIP

This scholarship was established in memory of Mrs. Hawthorne to inspire youths to beat the odds and obtain a college education. The scholarship covers tuition and fees at Albany State University. The recipient must meet the following requirements:

- Be enrolled in the ASU College of Business
- Major in marketing or management
- Maintain a grade-point average of 2.5 or better
- Entering junior or senior status

EXTERNAL SCHOLARSHIPS

Numerous Scholarships are available through external sources such as local churches, clubs, professional organizations, private foundations and civic groups. High school students should also check with their high school libraries and guidance counselors. The FAO posts on a continuous basis through ASU-INFO (e-mail) scholarship announcements that are received in the FAO. The World Wide Web is a great and helpful resource when searching for scholarships, and many provide free information. Listed below are some reputable scholarship Web sites.

www.fastweb.com
www.gacollege411.org
www.studentaid.ed.gov
www.dl.ed.gov

www.dlenote.ed.gov
www.collegeispossible.org
www.collegeboard.org

www.freschinfo.com
www.collegenet.com
www.scholarships.com

GRANTS

FEDERAL PELL GRANT

The fund makes financial assistance available to eligible students attending approved post-high school institutions. Eligibility and actual amount of aid are determined by the Office of Education. This is a need-based program for undergraduates with no repayment required. Completion of the Free Application for Federal Student Aid (FAFSA) is required. For more information on the Federal Pell Grant go to: <http://www.fafsa.ed.gov> and <http://www.pin.ed.gov>

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (SEOG)

The Supplemental Educational Opportunity Grant Program is for students with exceptional financial need who, without the grant, would be unable to continue their education. This is a federally-funded grant program for undergraduate students who have not earned a bachelor's degree. To be eligible, a student must be enrolled at least half-time. The maximum award for an academic year is \$4,000; however, because of limited funds, awards generally do not exceed \$1,000 per academic year. This award is based on need with no repayment required.

FEDERAL TEACH GRANT

Through the College Cost Reduction and Access Act of 2007, Congress created the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program that provides grants of up to \$4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families. If, after reading all of the information on this fact sheet, you are interested in learning more about the TEACH Grant Program, you should contact the financial aid office at the college where you will be enrolled.

IRAQ AND AFGHANISTAN SERVICE GRANT

A student who is not eligible for a Pell Grant but whose parent or guardian was a member of the U.S. Armed Forces and died as a result of service performed in Iraq or Afghanistan after September 11, 2001 may be eligible to receive the Iraq and Afghanistan Service Grant.

Additional Student Eligibility Requirements

- ❖ - Be under 24 years old or
- ❖ - Enrolled in college at least part-time at the time of the parent's or guardian's death.

The grant award is equal to the amount of a maximum Pell Grant for the award year – not to exceed the cost of attendance for that award year.

EMPLOYMENT

FEDERAL WORK-STUDY PROGRAM

The Federal Work-Study Program provides jobs for students who need financial aid and who must earn a part of their educational expenses. Students must be enrolled at least half-time. In arranging a job and determining how many hours per week a student may work under this program, the student's financial need, class schedule and academic progress will be taken into account. This program is based on need.

LOAN PROGRAMS

FEDERAL DIRECT SUBSIDIZED LOAN

These loans are for students who demonstrate financial need. The federal government is the lender. The institution administers the program. The interest rates are variable and adjusted each year. The interest rate will never be greater than 8.25 percent. Subsidized means the federal government pays the interest of these loans while the student is in school on at least a half-time basis. A loan fee of 3% is deducted from each disbursement. The federal government retains this amount as an origination fee, which reduces the cost of supporting low-interest loans. Payment begins six months after the student leaves college. Free Application for Federal Student Aid (FAFSA) form is required.

FEDERAL DIRECT UNSUBSIDIZED LOAN

The unsubsidized loan is not based on financial need. The government does not pay the interest on these loans. It has the same terms and conditions as the subsidized loan. Free Application for Federal Student Aid (FAFSA) form is required.

FEDERAL DIRECT PLUS LOAN (UNDERGRADUATES AND GRADUATES)

Federal PLUS loans are for parents with good credit histories who want to borrow to help pay for their dependent students' education. The first payment on a PLUS Loan is due within 60 days after the final loan disbursement. The interest rates are variable and adjusted each year. The interest rate is capped at 9%. A loan fee of 4% is deducted from each disbursement. Free Application for Federal Student Aid (FAFSA) form is required.

FEDERAL DIRECT GRAD PLUS LOAN (GRADUATES)

Graduate and professional degree students can borrow a Direct GRAD PLUS Loan to help cover education expenses. The terms and conditions applicable to the Direct PLU Loan for undergraduate students. These terms and conditions include:

- A determination that you (the applicant) do not have an adverse credit history and
- A fixed interest rate of 7.9% for Direct PLUS Loans.

Unlike parent PLUS applicants, you (the student applicant) are required to complete the Free Application for Federal Student Aid (FAFSA). In addition, before you can receive a PLUS Loan, your school must have determined your minimum eligibility for Direct Subsidized and Unsubsidized Stafford Loans.

FEDERAL PERKINS LOAN (FORMERLY NDSL)

Funds are provided to the University for the purpose of making low-interest, long-term loans available to students who demonstrate need. Loans are available to both graduate and undergraduate students. Repayment of a Perkins Loan begins nine months after the student leaves college, graduates or drops below half-time. The interest rate is 5%. Free Application for Federal Student Aid (FAFSA) form is required.

VETERANS ASSISTANCE PROGRAMS

Veterans, active duty personnel, and eligible dependents are encouraged to take full advantage of benefits available through the Veterans Administration. Those students eligible for benefits should apply for Admissions to the University and complete the Admissions process. An application for VA Education Benefits should be completed prior to entering the institution. The Veteran or other eligible persons are advised to have money available to cover the first semester's tuition and fees at the time of enrollment. Albany State University does not participate in advanced payment with the VA. Interested persons should contact the Veterans Affairs component of the Registrar's Office for information and assistance pertaining to eligibility and application for Veterans Educational Benefits at (229) 430-4638.

REFUND POLICY FOR FINANCIAL AID RECIPIENTS**RETURN OF TITLE IV FUNDS**

As cited in section 484B of the Higher Reauthorization Act of 1998 (1965) and section 668.22 of the Federal Register, students who receive Title IV grant or loan funds and withdraw from a school after beginning attendance, the amount of Title IV grant or loan assistance earned by the student must be determined for the amount of time class was attended, and if necessary, return the calculated unearned portion, to the Department of Education. You may also be subject to Albany State University's Satisfactory Academic Progress guidelines.

Title IV grants and loans include:

- | | |
|---|-----------------------------------|
| 1. Pell Grant | 6. Subsidized Stafford Loan |
| 2. Academic Competitiveness Grant | 7. Perkins Loan |
| 3. National SMART Grant | 8. Parent Plus (Graduate Student) |
| 4. Supplemental Education Opportunity Grant | 9. Parent Plus Loan (Parent) |
| 5. Unsubsidized Stafford Loan | |

The Return of Title IV Funds (Return) regulations do not dictate an institutional refund policy. Instead, a school is required to determine the earned and unearned Title IV aid a student has earned as of the date of the student ceased attendance based on the amount of time the student spent in attendance. The calculation of Title IV funds earned by the student has no relations to the student's incurred institutional charges.

WITHDRAWAL DATE**OFFICIAL WITHDRAWALS**

For official withdrawals, the date you withdraw from classes is the date of record for Return of Title IV Funds calculations, unless your intent to withdraw on an alternate date is documented. If you are not going to continue to attend school, you will need to complete an official withdrawal through the Registrar's Office as soon as you decide to leave.

UNOFFICIAL WITHDRAWALS

In the case of an unofficial withdrawal where the student did not complete the semester, and took no action to officially withdraw from the university through the Registrar's Office; the university will determine the withdrawal date.

Federal Regulations mandate that Albany State University must calculate earned and unearned portions of financial aid if necessary and return those funds to the student or the Department of Education whether the student "Officially" withdrew or "Unofficially" withdrew from the University.

REPAYMENT OBLIGATIONS

If you do not attend classes, you will have to repay all financial aid funds received. If you do not attend classes, you have not established eligibility for the financial aid that you received therefore all financial aid funds MUST be repaid within 30 days.

If you attend classes, the University will calculate your repayment based on federal regulations. The repayment calculation is based on the time you attended classes for that semester. This calculation, based on the withdrawal date, determines the type and amount of financial aid you received. The calculation also identifies the financial aid earned for the semester and the amount the University and you must return to the Department of Education.

PROCEDURES FOR RETURN OF TITLE IV FUNDS (R2T4)

If the total amount of Title IV grant and/or loan funds that the student earned is less than the amount received by the student, the difference between these amounts must be returned to the Title IV program (Department of Education) in the following order of priority (not to exceed the amount originally disbursed):

- | | |
|-----------------------------------|---|
| 1. Unsubsidized Stafford Loan | 6. Pell Grant |
| 2. Subsidized Stafford Loan | 7. Academic Competitiveness Grant |
| 3. Perkins Loan | 8. National SMART Grant |
| 4. Parent Plus (Graduate Student) | 9. Supplemental Education Opportunity Grant |
| 5. Parent Plus Loan (Parent) | |

The institution and the student share the responsibility for returning Title IV funds. The institution returns the "unearned" Title IV funds that have been paid to the school to cover the student's institutional charges received from Title IV grant and/or loan programs. The student is responsible to repay any unpaid institutional charges resulting from the Return of Title IV Funds Calculation.

The school must return Title IV funds due to the Department of Education no later than 30 days after the date the school determines the student withdrew. Due to the time necessary to research the last date of enrollment for students who unofficially withdraw from the university (must investigate by contacting all professors). In cases involving unofficially withdrawn students, they maybe be notified of the unearned portion well after the withdrawal took place.

If the student owes funds back to the Department of Education, the university will advise the student within 30 days of determining that the student withdrew. The student has 45 days from the date of notification from the university to take action on the overpayment. If the student's portion of unearned Title IV funds includes a federal grant, the student has to pay no more than 50% of the initial Pell award that the student is responsible for returning.

PLEASE NOTE: Students who completely withdraw from the University will be subject to Financial Aid Satisfactory Academic Progress (SAP) Guidelines. Please visit the SAP guidelines that refer to Minimum Percentage of Credit Hours Completion at www.asurams.edu.

FINANCIAL INFORMATION

Albany State University receives the major portion of its operating funds through appropriations from the State of Georgia. This arrangement enables the University to offer high quality educational programs to its students at a minimal cost. The fiscal year for the University consists of three semesters—summer, fall and spring—and student fees are assessed on this basis. Fees are charged in accordance with the regulations and schedules set forth in this section, the basis of which is a 12 semester hour minimum load. Since fees are due and payable as an integral part of registration, students must pay all assessed fees during the process.

STUDENT FEE SCHEDULE

The University reserves the right to change, without previous notice, its fees, charges, rules and regulations at the beginning of any semester; however, this right will be exercised cautiously. It is the student's responsibility to know the fees which are in effect each semester for which he/she enrolls.

DEFINITION OF FULL-TIME STUDENT

A student with an academic schedule of 12 or more semester hours is considered a full-time student. A student with less than 12 semester hours is considered a part-time student. With this status, a student pays all semester fees, in full, except the tuition, which is paid on a per-semester hour basis. The fee per semester hour is as follows:

	Undergraduate	Graduate
In-state Tuition	\$143.00	\$170.00

Out-of State Tuition	\$530.00	\$678.00
----------------------	----------	----------

Other Fees and Charges

	Undergraduate	Graduate
Graduation Fee	\$30.00	\$40.00
Applied Courses	\$ 100.00	\$ 100.00
Books and Supplies—estimate per	\$ 500.00	\$ 500.00
Laboratory Fees (For noted courses)	\$ 25.00	\$ 25.00
Late Fee	\$ 50.00	\$ 50.00

Re-instatement Fee	\$150..00	\$150.00
--------------------	-----------	----------

- Graduation fees are only payable during the student's senior year.
- Books and supply purchases are handled directly through the campus bookstore.
- Late fee is charged when one fails to complete the registration process by the date noted on the academic calendar.

CITIZENS OF GEORGIA 62 AND OLDER

Georgians 62 years of age and older are eligible to enroll as undergraduate or graduate students on a “space available” basis without paying most of the normal fees or tuition. For complete eligibility requirements and application information, contact the Admissions Office.

AUDIT (NON-CREDIT) FEE

Fees for attending class on an audit or non-credit basis are calculated on the same schedule as regular academic fees.

PAYMENT OF FEES AND CHARGES

ALL FEES AND CHARGES ARE PAYABLE AT THE TIME OF REGISTRATION. Fees to the University are to be paid by Cash, Money Order, Certified Check, Cashier's Check, Traveler's Check, Visa or MasterCard—ONLY. Remittance should be made payable to Albany State University and addressed to the Office of Fiscal Affairs. Remittance should be for the EXACT AMOUNT of the fees due per semester. When fees are sent by mail, the full name and the social security number of the student for whom payment is intended should be provided. Personal checks (subject to approval). COUNTER CHECKS ARE NOT ACCEPTED.

GENERAL REFUNDS

In accordance with the refund policy of the Board of Regents, refunds will be made on institutional charges and other mandatory fees upon a student's total withdrawal from the institution. The refund amount for a student withdrawing from the institution shall be based on a prorated percentage, determined by dividing the number of calendar days in the semester that the student completed by the total calendar days in the semester. The total calendar days in a semester will include the weekends, but will exclude scheduled breaks of five or more days in which a student was on an approved leave of absence.

A student is only eligible to retain the percentage of Title IV aid disbursed that is equal to the percentage of the enrollment period completed by the student. The unearned Title IV aid must be returned to the appropriate federal aid program(s). Students who withdraw from the institution when the calculated percentage of completion is greater than 60% are not entitled to a refund of any proportion of institutional charges and no Title IV aid needs to be returned. When one withdraws prior to the first day of class, he/she is entitled to a 100% refund. A refund of all tuition and other mandatory fees shall be made in the event of death of a student at any time during the academic year.

The student is responsible for returning the unearned Title IV Program assistance for which the school is not required to return. The amount to be returned is the net amount disbursed from each source in the same order required by the school (Unsubsidized FFEL/Direct Stafford Loan, Subsidized FFEL/Direct Stafford Loan, Perkins Loan, FFEL/Direct PLUS, Pell Grant, FSEOG and other Title IV programs) less the portion returned to the respective source(s) by the school. Loan proceeds are returned in accordance with the terms of the promissory note, while only 50 percent of the grant assistance (Pell Grant and/or FSEOG) is the responsibility of the student to pay. The grant overpayment must be paid or payment arrangements should be made up to 45 days after being sent notification from the school or following the date the school was required to notify the student. Failure to act will result in the reporting of the overpayment to the Department of Education, where it will be referred for collection and loss of eligibility for Title IV funds until overpayment is paid in full.

Any student who wishes to withdraw from the University must secure a withdrawal form from the Registrar's Office, complete it and have it approved by the Registrar, Director of Financial Operations, Vice President for Student Affairs and Director of Financial Aid. The student must file a copy in each office and will then be eligible for a refund of fees in accordance with the above policy.

ROOM AND BOARD REFUNDS

Refunds for room and board will be made on a pro-rata basis. The student will be charged for each day of the semester for which he/she remains in the dormitory and uses the dining hall and laundry services. Any student who wishes to withdraw from the dormitory must secure a Housing Release Contract Form from their respective resident hall director. The completed form and key to the dormitory room must be submitted to the resident hall director and the identification card must be returned to the RamCard Office prior to the issuance of a refund.

BOARDING STUDENT FEES

Students from outside of the Albany area are expected to live on the campus. The following rates include room rental, meals, tuition, technology, health, activity, athletics and laundry fees for in-state undergraduate students enrolled for 12 or more hours.

	Double Occupancy	Triple Occupancy	Quad Occupancy	Apartment Occupancy
Andrews, Wiley and Gibson Halls	\$3,755.00			
North, South and East Halls	\$3,922.00			
Andrews Hall(Limited number of rooms)		\$3,057.00		
4 Bedroom Suite				\$4,342.00
4 Bedroom Apartment				\$3,925.00

Students who do not have accommodations in the residence halls may secure their meals in the University dining hall by purchasing the board plan or making deposits to a pre-paid RamBucks Account. The board plan costs \$950.00 per semester. The deposits made to the RamBucks Account may vary, yet the credited funds can be used at the various campus dining locations.





ENROLLMENT MANAGEMENT & STUDENT AFFAIRS

CONTENTS

Athletics

The Right to Share in Policy Making .

Academic Information

STUDENT AFFAIRS

Student Affairs exists to create a culture of vibrant student learning through involvement. Our teams of student development educators facilitate the growth and development of students as referenced in the mission statement below.

MISSION STATEMENT

Our mission is to develop students who are responsible, empowered and who graduate prepared to respond to the challenges of leadership and service. In order to foster this mission, Student Affairs will partner with other university divisions to provide progressive, innovative, "student-centered" programs and services while fostering the "students first" philosophy.

STUDENT HEALTH SERVICES**COUNSELING SERVICES**

The primary function of Counseling Services is to support students in their total development by providing services and programs to optimize their emotional, interpersonal, intellectual and academic well-being.

Professional staff provides confidential psychological counseling and consultation services to currently enrolled ASU students. The department offers brief individual and couples therapy. Additional services offered through Counseling include marital and family therapy, group sessions, crisis intervention, consultation, outreach, presentations, workshops, and referrals.

Counseling Services also sponsors The BACCHUS and GAMMA Peer Education Network, a student organization that provides peer education related to alcohol and drug prevention. Special programs are scheduled throughout the year but particularly during Homecoming Week, National Collegiate Alcohol Awareness Week and Safe Spring Break Week to promote healthy decision making regarding alcohol and drugs.

REGENTS CENTER FOR LEARNING DISORDERS (RCLD)

The Regents Center for Learning Disorders (RCLD) at Georgia Southern University is one of three centers in Georgia established by the Board of Regents to provide assessments, resources, and research related to students with learning disorders. The Center serves students from GSU and twelve additional institutions in the southern area of the state. Students with a history and/or those perceived as having learning disabilities, ADHD, or psychological disabilities may be referred by the enrolling institution's disability service provider for a comprehensive assessment, feedback on appropriate academic accommodations, and recommendations for optimal educational achievement. Disability service providers may consult with the Center regarding disability documentation and assessments performed by other professionals.

DISABILITY STUDENT SERVICES

Any student interested in having an evaluation must contact the Disability Services Coordinator for information concerning the availability of these services. The Disability Services Coordinator will also make available the criteria for identifying specific learning disabilities, ADHD, and/or accepting outside evaluations (assessments completed by an agency other than one of the three Centers).

Any student interested in having an evaluation must contact the Disability Services Coordinator for information concerning the availability of these services. The Disability Services Coordinator will also make available the criteria for identifying specific learning disabilities, ADHD, and/or accepting outside evaluations (assessments completed by an agency other than one of the three Centers).

PROVISIONS FOR LEARNING DISABILITIES AND PHYSICALLY IMPAIRED STUDENTS

Albany State University's policy regarding students with learning and physical disabilities complies with the University System of Georgia Board of Regents policies and all related Federal legislation. Students who have documented disabilities, who have met all of the admissions criteria and are otherwise qualified, should voluntarily register with the university Disability Services Coordinator. Albany State University provides accommodations which enable disabled students to pursue their educational goals.

DEFINITION OF DISABILITY

An individual must demonstrate that his/her condition meets the definition of a disability under the Rehabilitation Act, 1973 and/or the Americans with Disabilities Act (ADA), 1990, and its Amendment (2009). The ADA defines a disability as a physical or mental impairment that substantially limits one or more major life activities.

Substantially limits, under ADA, refers to significant restrictions as to the condition, manner, or duration under which an individual can perform a particular major life activity as compared to most people.

Whether a condition is substantially limiting to support an accommodation request is a decision made by qualified professional(s) based upon multiple sources of information.

A clinical diagnosis is not synonymous with a disability. The specific symptoms that are present should be stated in the documentation. Evidence that these symptoms are associated with substantial impairment in a major life activity is required for provision of accommodations. A detailed description of current substantial limitation in the academic environment is essential to identify appropriate academic accommodations, auxiliary aids, and services. Specific requests for accommodations need to be linked to the student's current functional limitations, and the rationale for each recommendation clearly stated.

GENERAL DOCUMENTATION GUIDELINES

All institutions are required to have written policies and procedures for review of documentation submitted by students with disabilities. Decision-making for the provision of institutional-level accommodation is provided by the Office of Disability Services (ODS) or a designated office at an individual college or university.

Secondary education eligibility reports, Individualized Educational Plans, Summary of Progress reports, or previous provision of special education services may not be sufficient documentation for college-level accommodations.

Documentation should provide a diagnostic statement identifying the disability, describe the diagnostic criteria and methodology used to diagnose the condition, and detail the progression of the condition if its impact on the student's functioning is expected to change over time.

Documentation should provide an adequate representation of the student's current functional abilities. In most situations, documentation should be within three years of the student's application for services. Professional judgment, however, must be used in accepting older documentation of conditions that are permanent or non-varying, or in requiring more recent documentation for conditions for which the functional impact may change over time.

Documentation must include the names, signatures, titles, and license numbers of the appropriate evaluators, as well as the dates of testing and contact information. Evaluators must be licensed professionals whose training and licensure status is consistent with expertise in the disability for which they provide documentation.

LEARNING DISABILITIES

Learning disabilities is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical skills. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behaviors, social perception, and social interaction may exist with learning disabilities but do not, by themselves, constitute a learning disability. Although learning disabilities may occur concomitantly with other disabilities (e.g., sensory impairment, mental retardation, serious emotional disturbance), or with extrinsic influences (such as cultural differences, insufficient or inappropriate instruction), they are not the result of those conditions or influences. (National Joint Committee on Learning Disabilities, Learning Disabilities: Issues on Definition, January, 1990.)

Specific documentation guidelines for Learning Disabilities include the following:

- General documentation guidelines listed in Appendix D.
- Clear and specific identification of a learning disability must be stated. For example, the terms "Learning styles" or "Learning differences" are not synonymous with a learning disability.
- Documentation of a developmental and educational history consistent with a learning disability.

Since the manifestations of a learning disability may change over the period of childhood and adolescence, documentation must reflect either data collected within the past three years or after the age of 18.

Information gained from standardized assessment instruments is one essential piece of the methodology used to diagnose learning disabilities. Therefore, documentation of learning disabilities must include standardized measures of academic achievement and cognitive processing abilities that have age-appropriate normative data for high school/college students or older adult non-traditional students. All standardized measures must be represented by standard scores and percentile ranks based on published norms.

Documentation of a functional limitation(s) in one or more of the following areas of academic achievement:

- Reading (decoding, fluency, and comprehension)
- Mathematics (calculations, math fluency, and applied reasoning)
- Written Language (spelling, fluency, and written expression)

Documentation of relative strength(s) in academic achievement in order to establish the presence of a significant discrepancy between academic domains. The presence of a significant discrepancy will typically require a difference of one standard deviation between scores. However, qualified professionals may use other widely accepted metrics for documenting a significant difference between two scores (e.g., standard error of measurement).

Documentation that alternative explanations for the academic limitation(s) have been considered and ruled out (e.g., low cognitive ability, lack of adequate instruction, emotional factors such as anxiety or depression).

Documentation of a pattern of cognitive processing weaknesses and strengths that is associated in a meaningful way with the identified area(s) of academic limitation.

Both processing weaknesses and processing strengths must be identified and must represent a significant discrepancy between cognitive domains. The presence of a significant discrepancy will typically require a difference of one standard deviation between scores. However, qualified professionals may document a significant difference between two scores using other widely accepted metrics (e.g., standard error of measurement).

Processing weaknesses and strengths must be evident on multiple measures and not based on a single discrepant score on an individual test or subtest. Cognitive Processing Skills (selection dependent upon case) include the following:

- Attention
- Executive Functions
- Fluency/Automaticity
- Memory/Learning
- Oral Language
- Phonological/Orthographic Processing
- Visual-Motor
- Visual-Perceptual/Visual-Spatial

Documentation that alternative explanations for the cognitive limitation(s) have been considered and ruled out (e.g., low cognitive ability, lack of adequate instruction, emotional factors such as anxiety or depression).

These guidelines are intended to guide the review of documentation and cannot substitute for the expertise and clinical judgment of a qualified professional. Failure to fully meet each of the above criteria does not automatically preclude a diagnosis of learning disabilities. In some circumstances, this diagnosis may be justified, based on an expert's integration of a student's history, test performance, and current functioning.

ATTENTION-DEFICIT/HYPERACTIVITY DISORDER (AD/HD)

AD/HD is a persistent pattern of inattention and/or hyperactivity-impulsivity that is more frequently displayed and more severe than is typically observed in individuals at a comparable level of development. The manifestations of AD/HD result in functional impairment in at least two settings (e.g., academic, occupational, social). The diagnosis of AD/HD is based on the following specific criteria included in the current version of the Diagnostic and Statistical Manual of Mental Disorders (DSM) of the American Psychiatric Association.

Specific documentation guidelines for AD/HD include the following:

- General documentation guidelines listed in Appendix D.
- Diagnosis and corresponding code from the most recent DSM must be included.

Assessment of the following diagnostic criteria is required and evaluation results must be included in the documentation:

Developmental history of either inattention and/or hyperactivity-impulsivity symptoms during childhood. The specific symptoms that were present in childhood should be stated in the documentation. Corroboration of childhood symptoms should be included, and may need to be gathered from a variety of possible data sources (e.g., parent/guardian report, school records, past evaluations). Evidence that these symptoms were associated with some functional impairment in home and/or school settings also must be included.

Current symptoms of either inattention and/or hyperactivity-impulsivity must be present. The specific symptoms that are present should be stated in the documentation. Self-reported current symptoms should be corroborated by an independent informant who has been able to observe the student's recent functioning with adequate regularity to provide this type of information. Evidence that these symptoms are associated with functional impairment in academic, occupational, and/or social settings also must be included.

The frequency/severity of both childhood and current AD/HD symptoms should be documented by comparison to individuals at a similar level of development. Documentation must include the results of standardized rating scales that provide comparison to age-based normative data.

PERVASIVE DEVELOPMENTAL DISORDERS

Pervasive developmental disorders are characterized by severe and pervasive impairment in several areas of development including reciprocal social interaction skills, communication skills, or the presence of stereotyped behavior, interests, and activities. Several different disorders fall within this category including Asperger's Disorder and Autistic Disorder.

ASPERGER'S DISORDER

Asperger's Disorder is a pervasive developmental disorder characterized by qualitative impairment in social interactions and the presence of repetitive and stereotyped behaviors, interests, and activities.

Specific documentation guidelines for Asperger's Disorder include the following:

- General documentation guidelines listed in Appendix D.
- Diagnosis and corresponding code from the most recent DSM.

Assessment of the following diagnostic criteria is required and evaluation results must be included:

- Developmental history that includes evidence of Asperger's Disorder symptoms in childhood and documents the absence of clinically-significant general delay in early cognitive or language development.
- Documentation of current qualitative impairment in social interaction.
- Documentation of current restricted, repetitive, and stereotyped patterns of behavior, interests, and activities.

Assessment of broad cognitive ability and language function using standardized assessment measures with age-appropriate norms.

AUTISTIC DISORDER

Autistic Disorder is a pervasive developmental disorder characterized by qualitative impairment in social interactions, qualitative impairment in communication affecting both verbal and nonverbal communication skills, and the presence of repetitive and stereotyped behaviors, interests, and activities.

Specific documentation guidelines for Autistic Disorder include the following:

- General documentation guidelines listed in Appendix D.
- Diagnosis and corresponding code from the most recent DSM.

Assessment of the following diagnostic criteria is required and evaluation results must be included in the documentation:

- Developmental history that includes evidence of Autistic Disorder symptoms in childhood.
- Documentation of current qualitative impairment in social interaction.
- Documentation of current qualitative impairment in communication
- Documentation of current restricted, repetitive, and stereotyped patterns of behavior, interests, and activities

Assessment of broad cognitive ability and language function using standardized assessment measures with age-appropriate norms

ACQUIRED BRAIN INJURY (ABI)

Brain injury can result from external trauma, such as a closed head or an object penetration injury, or internal trauma, such as a cerebral vascular accident or tumor. ABI can cause physical, cognitive, emotional, social, and vocational changes that can affect an individual for a short period of time or permanently. Depending on the location and extent of the injury, symptoms can vary widely. Understanding functional changes after an injury and resulting implications for education are more important than only knowing the cause or type of injury.

Specific documentation guidelines for ABI include the following:

- General documentation guidelines listed in Appendix D.
- Documentation of date of occurrence/diagnosis and the nature of the neurological illness or traumatic event that resulted in brain injury.

Depending upon the functional domains impacted by the injury, assessments of cognitive and academic deficits and strengths, psychosocial-emotional functioning, and/or motor/sensory abilities relevant to academic functioning may be essential components of documentation of the impact of an acquired brain injury for an individual student.

Impairments following an acquired brain injury may change rapidly in the weeks and months after the injury, and a more stable picture of residual weaknesses may not be apparent for 1-2 years after an injury. More recent documentation may be necessary to adequately assess the student's current accommodation needs.

Cognitive and academic processing weaknesses and strengths must be evident on multiple measures and not based on a single discrepant score:

Academic Achievement:

- Reading (decoding, fluency, and comprehension)
- Mathematics (calculations, math fluency, applied reasoning)
- Written Language (spelling, fluency, written expression)

Cognitive Processing Skills

- Attention
- Executive Functions
- Fluency/Automaticity
- Memory/Learning
- Oral Language
- Phonological/Orthographic Processing
- Visual-Motor
- Visual-Perceptual/Visual-Spatial

PSYCHOLOGICAL DISORDERS

Some individuals experience significant disruptions in mood, thinking, and behavioral regulation that are secondary to a psychological disorder. Many different psychological disorders can interfere with cognitive, emotional, and social functioning and may negatively impact a student's ability to function in an academic environment. The symptoms and associated impairment may be either chronic or episodic. Test anxiety by itself is not considered a psychological disorder. Complete descriptions and diagnostic criteria for psychological disorders are available in the current version of the DSM.

Specific documentation guidelines for psychological disorders include the following:

- General documentation guidelines listed in Appendix D.
- DSM diagnosis and corresponding DSM code.
- Description of the history, current symptoms, and severity of the disorder.
- Description of the expected progression or stability of the disorder.
- Description of the current functional limitations impacting academic performance resulting from the disorder.

SENSORY DISORDERS**DEAF AND HARD OF HEARING**

Individuals who are deaf or hard of hearing experience a reduction in sensitivity to sound. Amplification may not assist the individual in interpreting auditory stimuli. Individuals who are deaf or hard of hearing from birth may experience lags in the development of speech and most often have language-based deficiencies.

Specific documentation requirements for hearing disorders include the following:

- General documentation guidelines listed in Appendix D.
- Description of the history, current symptoms, and severity of the disorder.
- Description of the expected progression or stability of the disorder.
- Description of the current functional limitations impacting academic performance resulting from the disorder.

VISUAL DISORDERS

Visual impairments are disorders in the function of the eyes that cannot be adequately corrected by medical or surgical intervention, therapy, or conventional eyewear. Individuals with visual disorders may not have any usable vision or the vision may be extremely limited (light, color or shadow perception only).

Specific documentation requirements for visual disorders include the following:

- General documentation guidelines listed in Appendix D.
- Description of the history, current symptoms, and severity of the disorder.
- Description of the expected progression or stability of the disorder.
- Description of the current functional limitations impacting academic performance resulting from the disorder.

MOBILITY DISORDERS

Mobility impairments refer to conditions that limit a person's coordination or ability to move. Some mobility impairments are congenital while others are the result of illness or physical injury. The functional abilities and limitations resulting from the impairment will vary from individual to individual.

Specific documentation requirements for mobility disorders include the following:

- General documentation guidelines listed in Appendix D.
- Description of the history, current symptoms, and severity of the disorder.
- Description of the expected progression or stability of the disorder.
- Description of the current functional limitations impacting academic performance resulting from the disorder.

SYSTEMIC DISORDERS

Systemic disabilities are conditions affecting one or more of the body's systems, including the respiratory, immunological, neurological, circulatory, or digestive systems. Systemic disabilities are often unstable therefore, the need for and type of reasonable accommodations may change over time.

Specific documentation requirements for systemic disorders include the following:

- General documentation guidelines listed in Appendix D.
- Description of the history, current symptoms, and severity of the disorder.
- Description of the expected progression or stability of the disorder.
- Description of the current functional limitations impacting academic performance resulting from the disorder.

OTHER DISABILITIES

Disabilities as defined by the ADA that are not covered by the guidelines described above may be eligible for accommodations to USG policies.

DISABLED STUDENT SERVICES

Albany State University complies with the Rehabilitation Act of 1973 (Section 504) and The Americans with Disabilities Act of 1990 (Title II). Students with special needs, accommodations and/or questions relating to either of 504/ADA should contact the Disability Services Coordinator.

RELIGIOUS LIFE

Albany State University recognizes the need for spiritual guidance in the lives of its students and endeavors to give such guidance through non-denominational religious activities. One of the highlights of annual campus activities is the observance of Religious Emphasis Week. At this time ministers and spiritual consultants from various churches and organizations are invited to participate.

UNIVERSITY POLICE AND PARKING REGULATIONS

Albany State University Police provide 24 hours a day protection to faculty, staff, students, visitors. ASU Police employs State of Georgia certified police officers with full arresting powers to facilitate safety, maintain orderly conduct of University business and provide parking facilities in support of this function within the limits of available space. The police department's website provides important information you should know if planning to attend or visit ASU campus. Additional information will be provided during orientation or you may contact ASU Police at (229) 430-4711. We are located on campus directly across from the ACAD/Administration Building.

STUDENT GOVERNMENT ASSOCIATION (SGA)

The purpose of SGS is to serve and represent the student body; to serve and work toward the betterment of the University; to provide sound, democratic self-government; encourage cooperation among students, faculty, administration, and community; and to promote school spirit and loyalty to Albany State University.

STUDENT ACTIVITIES ADVISORY BOARD (SAAB)

The purpose of SAAB is to enlighten the student body through the implementation of co-curricular and extracurricular activities on the campus of Albany State University. Considering that SAAB is a separate entity from SGA, this organization is able to provide direct service to students in the form of quality programming. The SAAB staff is hospitable at events and promotes school spirit and collaboration among students, faculty, staff and the local community.

STUDENT LIFE & ACTIVITIES

The purpose of the Office of Student Life & Activities is to enhance student learning and the quality of campus life, to assist in the retention of students, to foster personal development, to promote an environment in which cultural diversity is valued and respected, and to improve the overall educational experience of students. The staff is responsible for providing assistance and resources in all aspects of program planning to student organizations, as well as campus departments.

Our mission is to provide both personal and professional customer service that transcends the Albany State University community by promoting student recruitment, retention, and holistic learning through the establishment of a safe, secure and inclusive environment, where students are free to express themselves and engage in co-curricular activities that encourage student leadership, ongoing development and total wellness in order to matriculate, graduate and successfully progress in to a competitive workforce that will challenge them to utilize and maximize their full potential. This is accomplished through the promotion of student governance, cultural, intellectual, social, recreational, and leadership activities outside the classroom. The Office of Student Activities recognizes that its mission is accomplished through the close interaction of students, faculty, and staff working together to meet the extracurricular and co-curricular needs of the students attending Albany State University.

The Office of Student Life & Activities offers a number of programs and services to fulfill its mission. For example, the department is responsible for University Programming, Community Service Projects, Intramural Sports and Open Recreation, Greek Life, Judicial Affairs, Ombudsman functions, Student Leadership Development Programs, Student Government Association, Student Clubs and Organizations, Recreational Services, use of Sanford Hall Gymnasium, use of J.C. Reese Student Union Building, use of the new Student Center and use of ASU Grounds. The department also approves flyers, posters, handouts, and the like for distribution and posting on campus.

The Office of Student Life & Activities is also responsible for advising the following groups: Student Activities Advisory Board, Miss Albany State University & Royal Court, Mr. Royal Gentleman & Royal Gentlemen, ASU Pan-Hellenic Council, Paraprofessionals Promoting Perfection Organization and the Student Government Association.

Events such as ASU by Candlelight, President's Council Student Leader Dinners, Coronation, Homecoming, Miss ASU Pageant, Mr. Royal Gentleman Competition and the Student Government Association Elections are just a few other activities the Office of Student Activities sponsors.

THE JAMES C. REESE STUDENT UNION

The J.C. Reese Student Union and the new Student Center are gathering places for campus, creating a sense of community among students, faculty, staff, alumni and friends of Albany State University.

They both serve as campus "Living Rooms" for all students and for student life and activities. They have as objectives the fulfillment of cultural, educational, developmental, and recreational desires of all students of Albany State University. The student union and new student center are also designed to provide a clean, comfortable, holistic and safe environment for both formal and informal events, as well as quality services, for the University and the ASU community.

Various programs and activities are planned and supervised by the Office of Student Life & Activities to broaden the experiences of each student.

The facilities and services of the Union/Student Center are for students to make full use. They include conference and meeting rooms, ball rooms, lounges, Recreational Centers, the ASU Bookstore, a Post Office, the RAM Card Office, Laundry Services, Chick-fil-A, Einstein Brothers Bagels, ATM (Bank of America), Higher One Card System, and information/customer service desk and vending machines. Offices include Student Government Association, Student Activities Advisory Board, Counseling and Disability Services, Student Life/Judicial Affairs, Recreation & Intramural Sports, Student Activities and the Vice President of Student Affairs. Normal hours of operation are from 8:00 a.m. – 5:00 p.m. on Monday – Friday. However, hours are subject to change due to student needs. There is also an on-campus Subway located in Hall 4 and Pizza Hut in Hall 6.

CAMPUS ORGANIZATIONS

The University recognizes the role, which organized activities serve in enlarging the educational experiences of the members of the University community. Intellectual and personal growth takes place in student organizations, which have effective leaders and effective members. Students are encouraged to participate in programs provided by these organizations and the staff of the University serves to assist student organizations in programs. As a result, the University has adopted criteria for the approval of student organizations.

The Office of Student Activities shall review and act on all requests for such approval. Criteria for this approval and procedures to be followed in seeking approval are included in the Manual for Clubs and Organizations, published by the Office of Student Activities.

Organizations duly recognized under these policies and procedures enjoy certain privileges:

- A meeting place assigned in available University facilities.
- Appropriate and available facilities for social functions assigned to an organization in accordance with University policies.
- The privilege of participation in specified activities and programs is accorded an organization... (i.e. Homecoming Activities in accordance with University policies).

Concomitantly, approved organizations, as agencies within the University community, are responsible for conforming to University regulations and procedures as contained in the Student Survival Guide and the Student Handbook. Suggestions for revision should be brought to the attention of the Office of Student Life & Activities. There are various registered clubs and organizations on campus (affiliated with our office), including several Honor Organizations, Service Greek-letter Fraternities and Sororities, Social Greek-letter Fraternities and Sororities, General Interest & Departmental Organizations, Academic Organizations, International Organizations, Leadership Organizations, and Religious Organizations. These organizations have applied for and met all the qualifications to actively operate on campus. Meaningful involvement in such out-of-class experiences is likely to provide opportunities for the development of self-governance, leadership, decision-making, team building and planning skills.

Membership in these organizations is open to students in good standing, who meet the common-interest objectives of the organization and their own internal criteria and standards. The majority of these organizations should contact the advisor. Guidelines are also outlined for students wishing to establish their own student club or organization.

THE CENTER FOR THE AFRICAN AMERICAN MALE (CAAM)

The center for the African- American male (CAAM) at Albany State University is dedicated to developing African-American men to be leaders in the community, the state of Georgia and the nation. Within the framework of applied culturally sensitive research, the center fulfills its commitment to improving the image, as well as the quality of lives of African-American families by addressing the developmental needs, interests and talents of male collegiate students and youth.

Through special programs and mentorship training the Center strives to improve the “total man” academically, spiritually and socially. CAAM participants give back to the community by mentoring, tutoring and otherwise contributing to Albany State University, the city of Albany and the Southwest Georgia region. Continually nurtured and supported in positive ways, participants of The Center for the African American male will become successful leaders and contributors to a more just society.

ACADEMIC INFORMATION

REQUIRED ATTENDANCE REGULATIONS: CLASS ATTENDANCE

Class attendance at Albany State University is compulsory. Students' grades are based on daily class participation and performance. Teachers will not administer examinations and quizzes to students who have been absent from class for reasons other than official business of the University, sickness, or emergencies such as death in immediate family, jury duty, court summons, etc. When students are absent for emergency reasons, the number of excused absences permitted should not exceed the number of credit hours awarded for the course except for the most extreme avoidable emergencies (e.g., death of family members, jury duty, etc.). The instructor will officially certify all excused absences.

STATEMENT OF DISRUPTIVE AND OBSTRUCTIVE BEHAVIOR

The Board of Regents of the University System of Georgia reaffirms the policies to support fully, freedom of expression by each member of the academic community and to preserve and protect the rights of freedom of its faculty members and students to engage in debate, discussion and peaceful and non-disruptive protest and dissent. The following statement relates specifically to the problem described below. It does not change or in any way infringe upon the Board's existing policies and practices in support of freedom of expression and action. Rather, it is considered necessary to combat the ultimate effect or irresponsible disruptive and obstructive actions by students and faculty which destroy academic freedom and the institutional structures through which the University operates.

In recent years, a new, serious problem has appeared on many college and university campuses in the nation. Some students, faculty members and others have, on occasion, engaged in demonstrations, sit-ins, and other activities that have clearly and deliberately interfered with the regular and orderly operation of the institution concerned. Typically, these actions have been the physical occupation of a building or campus area for a protracted period of time for the use of, or display of, verbal or written obscenities involving indecent or disorderly conduct.

These actions have gone beyond all heretofore recognized bounds of meetings for discussion, persuasion, or even protest, in that: (1) acquiescence to demands of the demonstrators is the condition for dispersal and (2) the reasonable and written directions of institutional officials to disperse have been ignored. Such activities thus have become clearly recognizable as an action of force, operating outside all established channels on the campus, including that of intellectual debate and persuasion which are at the very heart of education.

The Board of Regents is deeply concerned by this problem. Under the Constitution of the State of Georgia, under all applicable court rulings and in keeping with the tradition of higher education in the United States, the Board is ultimately responsible for the orderly operation of the several institutions of the University System and the preservation of academic freedom in these institutions. The board cannot and will not divest itself of this responsibility.

For these reasons and in order to respond directly and specifically to this new problem the Board of Regents stipulates that any student, faculty member, administrator or employee, acting individually or in concert with others, who clearly obstructs or disrupts, or attempts to obstruct or disrupt any teaching, research, administrative, disciplinary, or public service activity, or any other activity authorized to be discharged or held on any campus of the University System of Georgia is considered by the Board to have committed an act of gross irresponsibility and shall be subject to disciplinary procedures, possibly resulting in dismissal or termination of employment.

CAREER SERVICES

The overall mission of the Office of Career Services is to create and maintain an educational environment which complements, enhances and supports the broader academic mission of Albany State University. It is of utmost importance to recognize and address the uniqueness and diversity of our students and alumni and to address proactively their career development and job search needs. This will be accomplished by providing professional advisement and the most up-to-date guidance resources available. The staff seeks to assist students and alumni with choosing career interest, gaining related work experience, and providing guidance in their full-time professional job search through three distinct areas:

- Self-Assessment: Career advisement and testing.
- Experiential Learning Opportunities: Shadowing and mentoring experiences, internships and cooperative education.
- Professional Employment Services: On-campus recruitment, job fairs, jobs listings, internet resources, resume referrals and job search readiness workshops. Services also include graduate and professional school visitations, a career resource library and computer-based programs.

THE RIGHT TO SHARE IN POLICY MAKING

The Albany State University students have a collective right to an appropriate voice in the making of institutional policy generally affecting their social or academic affairs; however, this right is subject to the supervening responsibility of the institution to assure adequate protection for essential interests and policies of the institution. This collective right is recognized by the inclusion of student representation with full voting privileges on all standing institutional committees. To the extent that students are foreclosed from sharing in the making of particular decisions, or kinds of decisions, the institutional policy or interest deemed to require the foreclosure will be explicitly stated. Students will always share in the formulation of standards of student conduct. The status of the University as a fully accredited member of the Southern Association of Colleges and Schools requires that caution be exercised in retaining any student who falls below the accepted academic standards. Students are reviewed each year to determine their academic status. Students are notified of extended probation and suspensions.

DEGREE REQUIREMENTS

A candidate for the Baccalaureate degree from Albany State University must satisfy the following requirements:

1. Complete a prescribed curriculum.
2. Complete a minimum of 120 semester hours with a grade point average of at least 2.00 (C-average) or the departmental requirement.
3. Pass the Regents' Test.
4. Complete a year in residence with a minimum of 30 semester hours.
5. Take an Exit Examination or major area examination.

APPLICATION FOR DEGREE

A Degree Application Card should be filed when students have thirty (30) hours or less to complete for graduation. The application may be secured from the Office of Academic Services and Registrar. On this application students must indicate intended date of graduation. Students who fail to graduate as indicated should complete another form.

Students who complete all requirements for a degree at the close of the summer, fall or spring semester will be given a statement, upon request, certifying requirements have been completed. Credits may be certified to the State Department of Education in order that the certificates to teach may be issued at any time during the school term. Degrees will be awarded pursuant to graduation.

COMMENCEMENT

Commencement is a part of the academic process. Therefore, students are required to be present to receive their degrees. Graduating in absentia, when students cannot attend, requires approval of an acceptable excuse from the Vice President for Academic Affairs. Requests to graduate in absentia should be sent to the Office for Academic Affairs.

REGENTS' TEST

An examination to assess the competency level in reading and writing of students enrolled in degree programs in the University System Institutions will be administered. The following statement shall be the policy of the Board of Regents of the University System of Georgia on this examination.

"It is the responsibility of each institution of the University System of Georgia to assure the other institutions, and the System as a whole, that students obtaining a degree from the institution possess the basic competence of academic literacy; that is, certain minimum skills of reading and writing." Specific information relative to Regents' Test regulations is available in departmental offices, the Office for Academic Affairs, and the Office of the Coordinator of the Regents' Test Program.

A special Regents' Test Program procedure has been outlined and is designed as an alternative means of assessing the reading and writing competencies of foreign students whose native language is other than English and handicapped students who are physically unable to follow the Regents' Test Program established by the Board of Regents.

REGENTS' TESTING PROGRAM ADMINISTRATIVE PROCEDURES

The following procedures implement the Policy on the Regents' Testing Program of the Board of Regents of the University System of Georgia (USG).

- a. Entering freshmen and non-system transfer students in programs leading to the baccalaureate degree who have not met the Regents' Test requirement must sign up for and take the test during their first semester of enrollment and should continue to sign up for and take the test until they have passed it. Beginning with the fall 2008 semester, all students who have not passed the test after two attempts will be required to take the Regents' Test Preparatory courses and continue with these until they have passed the test. Students who make less than 50 in reading on their first attempt at the test will be REQUIRED to enroll in Regents' Test Preparatory courses after that first attempt regardless of the number of hours they have earned and must take the courses every semester until they pass the Regents' Test. Beginning in the spring 2008, English 1101 and Humanities 1111 will not be requirements for taking the test for incoming freshmen and non-system transfers and will be completely waived for all students beginning fall 2008.
- b. Passing the Regents' Test is defined as having passed one or both parts of the test by scoring at or above the minimum passing score specified for each part (2 for the essay writing and 61 for the reading). Students will also be considered as having passed a part of the test if they achieve a predetermined exemption score on another standardized test as specified by the Senior Vice Chancellor for Academic and Fiscal Affairs (March 2007). Scores must be from national test administrations and must indicate a very high probability (at least .95) of passing a part of the Regents' Test. Tests used to fulfill the essay requirement must include an externally-graded writing sample. The following tests and exemption scores are approved, and other tests will be considered as data become available.
 - o Beginning with the fall 2006 semester, students with SAT-I Verbal scores of at least 510 will be considered to have fulfilled the reading comprehension requirement of the Regents' Test and do not need to take the reading portion of the test. Scores must be from a national administration of the SAT. (Scores from institutional SAT tests will not be acceptable for this purpose.) Students will be reported on SIRS (S415B) as having met the Regents' Test reading requirement through scores on the SAT.

- A score of at least 560 on the SAT-I Reasoning Test, Writing Section will be an adequate exemption score for the essay part of the test. In addition, students with SAT-II English Writing exemption scores of at least 650 will exempt the essay test. Again, these scores refer to national administrations of the test, and the English courses such as English 1101 or Honors Humanities 1111 WILL NOT BE REQUIRED.
 - Students with College Board Advanced Placement (AP) English Language and Composition or English Literature and Composition scores of at least 3, and International Baccalaureate (IB) higher-level English scores of at least 4, will be considered as having fulfilled the essay requirement of the Regents' Test and do not need to take the essay portion. Students will be reported on SIRS (S451A) as having met the Regents' Test essay requirement through AP, IB, or SAT-I or SAT-II scores. Students who are trying to exempt either part of the test should complete the process either through the Enrollment Services office or the Office of Academic Services and Registrar in the semester PRIOR TO the semester in which they plan to use the scores to exempt.
 - Students who score below 520 on the Georgia High School Graduation Test will be required to take the Regents' Test Preparatory Writing course in their first semester.
- c. Students with 45 college-level credit hours who have not passed either part of the test are required to take remediation in both reading and writing each semester until they have passed both parts of the test. The only exception that may be made is for part-time students taking one remedial course and no college-level courses.
- d. At the Vice President of Academic Affairs' approval, students may be allowed to take the test during the summer without being enrolled if they have no remediation requirements.
- e. Students who have failed both parts of the Regents' Test at least three times MAY be required to enroll in specialized workshops which will take the students out of the regular, large group classes.
- f. Students who plan to take the test at another school must complete a transient form IN THE SEMESTER PRIOR TO ENROLLMENT there and get approval from the Vice President of Academic Affairs and the Regents' Test Coordinator from both schools involved before going to take the test.
- g. Additional local policies may continue to be written by the ASU Regents' Test Task Force Committee and be approved by the ASU Vice President of Academic Affairs and the Senior Vice Chancellor of Academic and Fiscal Affairs of the University System of Georgia.
- h. Having passed the Regents' Test shall not be a condition of transfer into an institution. All transferring students from programs leading to the baccalaureate degree within the System shall be subject to all provisions of the state and local Regents' Test policies.
- Students transferring from outside of the System or from a program that does not require the Regents' Test should take the test during their first semester of enrollment in a program leading to the baccalaureate degree. Regardless of the number of college-level credit hours, these students will be expected sign up for and take the test and will go into the Regents' Test Preparatory courses for any component that they do not pass after two semesters of enrollment.
 - Students who are transferring from a University System of Georgia school will follow the same guidelines as any other Albany State University student.
- i. The Regents' Test is not a state requirement for an Associate of Applied Science degree or an Associate of Science degree in an allied health field although Albany State (with the state's approval) may choose to require the test.
- j. The Regents' Test is to be administered in accordance with the instructions provided in the Regents' Testing Administration Manual.
- k. Albany State is responsible for enforcing the requirements related to the Regents' Testing Program. Those requirements may be increased provided they are authorized by the Senior Vice Chancellor of Academic and Fiscal Affairs and provided further that such requirements are published in the official university catalog prior to implementation. Such additional requirements in no way affect the transfer of students from one institution to another or the readmission of students to University System institutions.

GUIDELINES FOR REMEDIAL COURSES

- a. Required remedial work shall be in keeping with regulations in satisfaction of federal and state student financial assistance and other such eligibility programs.
- b. Separate courses in remediation for the reading and the essay portions of the test will be provided.

TESTING AND REMEDIATION REQUIREMENTS:

Courses developed for other purposes such as those for Learning Support or for regular credit English will not be used to fulfill the Regents' Test remediation requirement.

- c. Each required Regents' Test remedial course is to consist of a minimum of 25 hours of classroom/laboratory instruction provided before the students retake the test.
- d. Regents' Test remediation courses are to be classified as a regular part of the student's academic load, resulting in institutional credit, and should be handled as part of the regular registration procedure.
- e. Chronic repeaters who have not passed both parts of the test may be required to enroll in specialized, small group workshops rather than the regular Regents' Test Preparatory courses. The workshops will also carry the RGTE 0199 and RGTR 0198 designations.

SPECIAL CATEGORIES OF STUDENTS

- a. A student holding a baccalaureate or higher degree from an accredited institution of higher education will not be required to complete the Regents' Test in order to receive a degree from a University System institution.
- b. Each institution may develop special procedures for certifying the competence of students whose native language is not English. A written description of these procedures shall be submitted to the Chancellor. These procedures shall require a formal examination of competence in English. At a minimum, the examination shall include the writing of an essay. The testing procedures may be locally developed and administered. The grading of the essay may be local and shall involve multiple raters, of which at least two of three must pass the essay. The use of culturally neutral topics, the granting of extended time, and the use of translation dictionaries are permissible accommodations for the essay examination.
- c. Each institution shall develop special procedures, in accordance with the description of procedures and requirements for certifying the competence of students with disabilities. A written description of the institutional procedures shall be submitted to the Chancellor. Such procedures shall include provision for remediation if needed and formal examination prior to certifying competency. Such examination shall equal the standards of the Regents' Testing Program.
- d. Students who took the Regents' Test before Fall Quarter, 1980, and who failed the reading portion of the Regents' Test shall not be held to a higher passing standard at a subsequent retaking of the test than was in effect at the time of their original attempt. All students, regardless of when they entered the system, must pass the test as a requirement for graduation.
- e. Students who have moved out of state after completing all requirements for graduation with the exception of the Regents' Test requirement may be permitted to have the Regents' Test administered out of state if they have fulfilled remediation requirements and follow the procedures outlined in the Regents' Testing Program Administration Manual.

STUDENTS WITH LEARNING DISABILITIES, TEST ANXIETY, OR OTHER DOCUMENTED NEEDS

The following procedure is for the accommodation of students who are competent in the skills required on the Regents' Test but are unable to demonstrate competence in a standardized administration of the test because of a learning disability, severe test anxiety, or other documented problems. A diagnosis of learning disability must include evidence of a discrepancy between ability and achievement in the area affecting test performance and must be consistent with the definition and criteria for evaluation provided in Section 2.22 of the Academic Affairs Handbook. For students to be eligible on the basis of test anxiety there should be evidence that the student has the skills required for passing the test but is unable to display the skills during a regular test administration.

Students who perform well in remedial classes but continue to fail the test should be evaluated for test anxiety. Except in unusual circumstances when strong clinical evidence of test anxiety is available, students would not be accommodated on the basis of test anxiety unless they have enrolled in remedial courses at least twice. The documentation for each student is to be evaluated and maintained by the institution. An Annual Report on Learning Disorders will be made of the types of accommodations made and diagnoses on which the accommodations were based.

ALLOWABLE ACCOMMODATIONS AND RESTRICTIONS:

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

- Extended time
- Separate room for test administration
- Large print test format

- Use of a word processor, typewriter, or scratch paper for composing the essay (the student must handwrite the essay on the regular essay form for grading, or, if the student's diagnosis indicates an inability to copy the essay, the test administrator or proctor must copy the essay as written by the student with no changes and send both the original and copied essay to the Regents' Testing Program Office).
- Reading of the essay to the student (if the student's diagnosis indicates a visual processing deficit that prevents the student from reading his or her own essay accurately, the proctor may read the essay aloud exactly as written while the student makes corrections to the essay).
- Transcription of reading test responses to the scanner sheet. An alternative means of certifying the competence of students with visual, hearing, or motor impairment may be used. Such examination shall equal the standards of the Regents' Testing Program. In most cases, the Regents' Test would be administered with accommodations determined by the institution on the basis of the students' needs.

REGENTS' TEST PROCEDURES FOR FOREIGN AND HANDICAPPED STUDENTS

Foreign students whose native language is other than English and handicapped students whose physical impairments prevent their taking the regular Regents' Test will petition the Office of Academic Affairs and/or the Regents' Test Program coordinator for special administrations of the test. According to Board policy, the remediation requirement may not be automatically waived for students with disabilities.

The Vice President for Academic Affairs will determine the validity of students' requests and forward all justifiable requests to the Regents' Test Coordinator. The coordinator will review each request for exemption from the regular test and establish a test according to the guidelines as set forth in the latest revised Regents' Test policies. The reading test should include a standardized reading test where the student demonstrates minimum comprehension and vocabulary skills. The foreign student's failure to demonstrate satisfactory competence in reading and writing skills will require that the applicant (a) take tutorial or remedial work designed by the Vice President for Academic Affairs until the student is able to achieve an acceptable score on the examination(s) for students whose native language is other than English or (b) take and pass a course in English as a second language. Handicapped students may request alternative methods of certifying their competence even though they may have visual, hearing, motor impairment, or learning disabilities (learning disabilities must be clinically documented). All students will be accommodated on the Regents' Test in accordance with approved University System of Georgia procedures.

MATRICULATION TIME FOR DEGREE

The normal time required to complete degree requirements is four academic years when the student carries a full load, 15 to 16 semesters, and no remedial courses. The maximum time allotted for completing degree requirements is six academic years or 12 semesters. Beyond this period, approval must be obtained on a term-by-term basis from the Vice President for Academic Affairs. Students changing programs will be required to meet the requirements of the department to which the change is being made and must follow the course of study indicated by that department.

CREDIT LOAD

The normal credit load is from 15 to 16 semester hours. Students desiring to carry more than a normal load must have the approval of their advisor, department chairperson and dean of the respective school. Permission to carry 17 or 18 hours will require a 3.0 or above cumulative grade point average. Permission to carry more than 18 hours will require a 3.0 or above cumulative average and a 3.0 semester GPA during the last semester of residence. A graduating senior can carry an overload with a 2.5 cumulative GPA one semester (only) during the senior year. In special cases, students may be permitted to carry more than 20 hours per term provided permission is granted by the Vice President for Academic Affairs. No student will be allowed to carry more than 23 hours during any one semester.



ACADEMIC AFFAIRS REQUIREMENTS/ REGULATIONS & SUPPORT SERVICES

CONTENTS

Academic Advisement

Grade Point Average

State of Georgia Legislative Requirements

ACADEMIC SUPPORT SERVICES

ACADEMIC ADVISEMENT

Academic advisement is available to each student at Albany State University. An advisor will assist each student in planning a program of study in keeping with the student's educational-vocational objectives. Advisors aid the student in selecting academic subjects, in interpreting University regulations and requirements, and in meeting these requirements in correct sequence. Advisors maintain a record of the student's academic progress on a semester basis.

The student is responsible for consulting the advisor on all aspects of his/her educational program. No student is expected to register for a course which has not been approved by the advisor or departmental chairperson. Each student should visit his/her advisor for conferences and program evaluation on a regular basis.

GRADING SYSTEM

Final grades are submitted at the end of the semester to the Office of Academic Services and Registrar, and these are made a part of a student's permanent record. Copies of final grades are sent to the students, available in Banner for departmental chairpersons, and released to the parents and guardians upon approved request. The official grades with their meanings and quality points follow:

- "A" EXCELLENT: Four quality points are allowed for each semester credit hour.
- "B" GOOD: Three quality points are allowed for each semester credit hour.
- "C" SATISFACTORY: Two quality points are allowed for each semester credit hour.
- "D" LOWEST PASSING GRADE: One quality point is allowed for each semester credit hour.
- "F" FAILURE: This mark indicates poor scholastic work or failure to officially withdraw from the course. In such cases, students must take the required courses at the next opportunity. Students may repeat an elective course if desired. No quality points are allowed.
- "I" This symbol indicates that a student has completed the major portion of the requirements for a given course, but for reasons beyond expected control, such as illness or family emergency, could not complete the course requirements. Normally, incomplete grades must be removed by the end of the first semester following the awarding of the incomplete. If an "Incomplete" is not satisfactorily removed after two semesters of matriculation, the symbol "I" will be changed to "F". To remove an "Incomplete", the student must secure a permit from the Office of Academic Services and Registrar and submit it to the instructor. The instructor will execute a Request to Remove an Incomplete form and submit it to the Office of the Vice President of Academic Affairs for approval.
- "IP" The "IP" symbol indicates that credit has not been given in courses that require a continuation of work beyond the semester for which the student signed up for the course. The use of this symbol is approved for dissertation and thesis hours and project courses. Students may enroll in and take courses in which the "IP" symbol is awarded for up to three successive terms. With the exception of Learning Support and Regents' Test remediation courses, this symbol cannot be used for other courses. If the student has not completed the course(s) after successive terms, the student must request and be granted approval to re-enroll in the course(s) by the Department Chair, Dean and Vice President for Academic Affairs. This symbol cannot be substituted for an "I" (incomplete).
- "W" This symbol indicates that a student was permitted to withdraw without penalty. Withdrawals without penalty will not be permitted after the midpoint of the total grading period.
- "WF" This symbol indicates withdrawal with penalty.
- "S" This symbol indicates that credit has been given for completion of the degree requirements for work other than academic course work. Use of this symbol is approved for dissertation and thesis hours, student teaching, clinical practicum, internship, proficiency requirements in graduate programs and Regents remediation courses. Exceptions to the use of this symbol for academic course work must be submitted to the Chancellor for approval and requested by the Vice President for Academic Affairs.
- "U" This symbol indicates unsatisfactory performance in a student's attempt to complete degree requirements other than academic course work. The use of this symbol is approved for dissertation and thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs. Exceptions to the use of this symbol for academic course work must be submitted to the Chancellor for approval by the Vice President of Academic Affairs.
- "V" This symbol indicates that a student was given permission to audit a course. The student may not transfer from audit to credit status or vice versa during the semester.

“K” This symbol indicates that a student was given credit for a course via a credit by examination program approved by the respective institutions (CLEP, AP, Proficiency, etc.).

“NR” This symbol indicates no grade reported by the instructor.

GRADUATION/DEGREE AUDIT

1. The graduation/degree application process is initiated by the student.
2. The completed application is to be submitted to the Office of Academic Services and Registrar when a student has the following hours remaining to satisfy graduation requirements: 50 hours-Bachelors, 20-Masters or 16 hours-Specialist.
3. In order for the degree audit application to be valid, the student must have taken and passed the Regents' Test and have the required cumulative grade point average for their academic major.
4. Each student should update name and/or address with the Office of Academic Services and Registrar.
5. The student will receive his degree audit check sheet in the mail. The department chairperson prepares the degree audit check sheet. If the student has any questions, contact the department chairperson as soon as possible. He/she should not wait until their expected semester of graduation to resolve any outstanding problems.
6. Students must have the required cumulative grade point average and must have passed the Regents' Test prior to the beginning of the semester in which he is scheduled to graduate.
7. Each student must attend the commencement exercise or request in writing permission to graduate in absentia from the Vice President for Academic Affairs.

HONORS AND AWARDS

To be eligible for the Dean's List, a student must maintain a “B” average and must have carried a credit load of at least 12 semester hours. Academic achievement may be recognized by election to membership into Alpha Kappa Mu National Honor Society and/or one of the discipline honor societies during the junior or senior year. To graduate with honors, a student must have a cumulative grade point average of 3.5 or higher based on the 4.0 system, must have been in residence at Albany State University, and must have completed a minimum of 60 semester hours. The average will be based on all college work completed. The notation of honors is made on the commencement program, the student's permanent record and transcripts as follows:

	Baccalaureate Degree
Summa Cum Laude	3.90 – 4.00
Magna Cum Laude	3.75 – 3.89
Cum Laude	3.50 – 3.74

* For exclusion information regarding Graduation with Honors' requirements, please contact the Office of Academic Services and Registrar.

ACADEMIC STANDING

To assure the most beneficial use of time and resources of both the student and the institution, certain academic standards have been set by Albany State University. If a student is to make and maintain satisfactory progress, he must adhere to these standards. Three factors affect a student's academic status; namely, the cumulative grade point average (CGPA), the number of semester hours earned, and the number of semesters completed. The maximum time allotted for completing degree requirements is six (6) years or eighteen (18) semesters. A student whose academic standing falls below the minimum prescribed standards will be governed by the following:

1. An Academic Probation status will be indicated when a student's cumulative GPA falls below 2.00.
2. The Academic Probation status will be removed if the student's cumulative GPA becomes 2.0 or above at the end of the next semester.
3. If the student's semester GPA is not 2.0 or greater at the end of the subsequent semester, he/she may be suspended for one semester.
4. Learning Support Status. To preclude having two standards (one for Learning Support students and another for new students), the same standards above will apply for all students. Both new students and students exiting Learning Support courses will be tracked using the standards described above beginning with their first semester entering the University or their first semester exiting Learning Support.
5. Readmission. Upon being readmitted after suspension, students must pay for and carry a minimum of 6 credits and achieve a minimum semester GPA greater than 2.0 to preclude subsequent suspension for at least a year. For any new readmissions, this same standard will apply.

ACADEMIC PROBATION/SUSPENSION

A minimum of 12 hours must be completed by part-time students by the end of the first two semesters. They will be expected to complete one-half of the credit hours designated under each academic year. A student who fails to meet the minimum standards will be placed on academic probation. He may be considered making satisfactory progress if he completes at least six hours, with a minimum grade point average of 2.0 for the semester. If the student does not meet the minimum standards after the additional semester, he may be suspended for one semester. If a student elects to change his major or course of study after completing 76 semester hours, the institution will reconsider the student's adherence to the maximum time frame and reevaluate, on an individual basis, for an additional year on the maximum time frame. Only one major course of study change will be considered for increasing the maximum time frame. An appeal process is available for students who have extenuating circumstances which account for their lack of progress. The appeal process is initiated by writing a statement including support documents to the Admissions and Academic Evaluation Committee c/o the Vice President for Academic Affairs indicating the specific reasons for the failure to make satisfactory progress.

The Committee will review the statement as well as past academic progress and will notify the student of its decision. The appeal process must be initiated by the student within 10 days of the notice of probation or suspension. If suspended, students must apply for readmission. Readmitted students will remain on probation until satisfactory academic progress is achieved.

RESIDENCE CLASSIFICATION

Residence status is not changed automatically, and the burden of proof rests with the student to provide documentation that he or she qualifies as a legal resident under the regulations of the Board of Regents of the University System of Georgia. To insure timely completion of required processing, a student/applicant requesting a change in residence classification for a specific semester should file the "Petition for Georgia Residence Classification" and all supporting documentation not later than three weeks (20 working days) prior to registration.

Decisions prior to registration cannot be guaranteed when petitions and all supporting documentation are received after the specified deadline. If the petition is denied and the student wishes to petition for a later semester, a new Petition for Georgia Residence Classification must be submitted for that semester. A petition to be reclassified as a resident of Georgia can be obtained from the Office of Academic Services and Registrar. Supporting documents and petition should be returned by July 1 for fall semester, November 15 for spring semester and May 1 for summer semester. Legal residents of Georgia, as well as certain categories of nonresidents, may be enrolled upon payment of resident fees in accordance with the following Regents' rules:

LEGAL RESIDENCY REQUIREMENTS (REGENTS' RULES)

1. (a) If a person is 18 years or older, he or she may register as a resident student only upon showing that he or she has been a legal resident of Georgia for a period of at least 12 months immediately before the date of registration. (b) No emancipated minor or person 18 years of age or older shall be deemed to have gained or acquired in-state residence status for fee purposes while attending any educational institution in this state, in the absence of a clear demonstration that he or she has in fact established legal residence in this state.
2. If a person is under 18 years of age, he or she may register as a resident student only upon showing that his or her supporting parent or guardian has been a legal resident of Georgia for a period of at least 12 months immediately preceding the date of registration.
3. If a parent or legal guardian of a minor changes his or her legal residence to another state following a period of legal residence in Georgia, the minor may continue to take courses for a period of 12 consecutive months on the payment of in-state tuition. After the expiration of the 12-month period, the student may continue his or her registration only upon the payment of fees at the out of state rate.
4. In the event that a legal resident of Georgia is appointed as guardian of a nonresident minor, such minor will not be permitted to register as an in-state student until the expiration of one year from the date of court appointment and then only upon a proper showing that such appointment was not made to avoid payment of the out-of-state fees.
5. Aliens shall be classified as nonresident students; provided, however, that an alien who is living in this country under an immigration document permitting indefinite or permanent residence shall have the same privilege of qualifying for in state tuition as a citizen of the United States.
6. Waivers: An institution may waive out-of-state tuition for: (a) nonresident students who are financially dependent upon a parent, parents or spouse who has been a legal resident of Georgia for at least twelve consecutive months immediately preceding the date of registration; provided, however, that such financial dependence shall have existed for at least twelve consecutive months immediately preceding the date of registration; (b) international students, selected by the institutional president or his or her authorized representative, provided that the number of such waivers in effect does not exceed one percent of the equivalent full-time students enrolled at the institution in the fall semester immediately preceding the semester for which the out-of-state tuition is to be waived; (c) full-time employees of the University System, their spouses and their dependent children; (d) medical and dental residents and medical and dental interns at the Medical College of Georgia. (e) full-time teachers in the public schools of Georgia or in the programs of the State Board of Technical and Adult Education, and their dependent children. Teachers employed full time on military bases in Georgia shall also qualify for this waiver; (f) career consular officers and their dependents who are citizens of the foreign nation which their consular officer represents, and who are stationed and living in Georgia under orders of their respective governments. This waiver shall apply only to those consular officers whose nations operate on the principle of educational reciprocity with the United States;

(g) military personnel and their dependents stationed in Georgia and on active duty unless such military personnel are assigned as students to system institutions for educational purposes. (h) selected graduate students at university-level institutions. (i) students who are legal residents of out-of-state counties bordering on Georgia counties in which an institution of the University System is located and who are enrolled in said institution.

A student who is classified as a resident of Georgia must notify the Office of Academic Services and Registrar immediately of any change in residence status. If it is determined that the student has misrepresented or omitted facts which result in classification or reclassification as a resident student, retroactive charges for non-resident fees will be made by the Fiscal Affairs officer. PLEASE NOTE: In order to avoid delay and inconvenience upon arrival for registration, prospective students should seek clarification of all questions concerning residence status at the time of admission. Questions for clarification should be addressed to The Office of Academic Services and Registrar, Albany State University, Albany, Georgia 31705.

REGISTRATION AND SCHEDULE CHANGES

Course registration offered by the University is under the direct supervision of the Vice President for Academic Affairs. Complete instructions for registration are available on the web each term. The registration process is vital to the organization and structuring of the student's program. The student is expected to participate in the process and check the courses for which he registers in an attentive and responsible manner. Any student adding a course to his schedule without authorized permission from his/her advisor or departmental chairperson in which he/she is majoring may lose credit for the course added.

Dates regular registration, late registration, and schedule changes can be obtained from the academic calendar available on the web. A late fee may be charged to late registrants. A student's enrollment status is determined by the credit load he/she has paid for on the last day of registration. The student is responsible for attending the class(es) for which he/she officially registers.

AUDITING COURSES FOR NONCREDIT

Students may register to audit a course with the permission of the instructor. Audited courses will not be counted as a part of the normal course load, and a grade of "V" will be awarded. Instructors may establish special conditions for students who audit their courses. Students must pay for audited courses at the same rate as regular courses. Students who wish to audit a course(s) must register as auditors and are not permitted to change from audit to credit or from credit to audit after the last day for late registration. A form to audit a course and instructions for processing the form must be obtained from the Office of Academic Services and Registrar prior to registration.

WITHDRAWAL FROM UNIVERSITY

Students matriculating at the University will be limited to a maximum of 16 semester hours of course withdrawal (drops) during the completion of their undergraduate degrees.

- Students who make changes to their schedules during the add/drop registration period will not be affected.
- Withdrawal hours associated with classes that are dropped due to documented extenuating circumstances will not be included in the 16 hour total.
- Students will receive a "WF" for course withdrawals identified after the 16 hour limit has been reached. There are financial and G.P.A. conditions associated with the "WF".
- "W" grades will be awarded to students who withdraw from classes prior to the end of the schedule change deadline and to those students who are authorized to withdraw due to extenuating circumstances.

Students who find it necessary to withdraw from Albany State University must secure and complete withdrawal forms from the Office of Academic Services and Registrar and have them signed by the Vice-President for Student Affairs, the Vice-President for Fiscal Affairs, the Director of Financial Aid. The student is responsible for submitting one copy of the properly signed form to each of the above listed offices and for retaining a copy of the form for personal records. The Office of Academic Services and Registrar notifies instructors of a student's official withdrawal after the University has received a properly signed form. Students entitled to a fee refund will receive a check from the Office of Fiscal Affairs.

TRANSCRIPTS

The Office of Academic Services and Registrar maintains the academic records of students and issues transcripts of credits for any student who has fulfilled all financial obligations to Albany State University. The official transcript will be issued to any institution, organization or agency if a written request is made by the student. Three to five working days should be allowed for processing of transcripts. The transcript fee is \$3.00. Transcripts from other colleges and high schools are not provided to the student. The student must contact the previous college or high school for those transcripts. All transcript requests must be made in writing. Students can receive unofficial copies of the transcript. Official transcripts with the seal of the institution must be sent directly to the institution or agency using them. In special cases, unofficial transcripts can be transmitted via telecopier/FAX at an additional cost of \$10.

ACADEMIC CLASSIFICATION

Students at Albany State University are classified at the beginning of each term based on the following earned hours:

Freshmen	0-29
Sophomores	30-59
Juniors	60-89
Seniors	90 & above

Special– College graduates who are not studying toward another undergraduate degree are classified as special students.

ACADEMIC RENEWAL POLICIES AND PROCEDURES

POLICIES

University System of Georgia undergraduate students who have been readmitted or reinstated after a period of absence of five (5) calendar years or longer are eligible for academic renewal. Academic renewal for the student signals the initiation of a new grade point average to be used for determining academic standing. This provision allows University System of Georgia degree-seeking students who earlier experienced academic difficulty (probation, continued probation, suspension, cgpa below 2.00) to make a fresh start and have one final opportunity to earn a bachelor's degree.

Former Developmental Studies students may apply for Academic Renewal only if they successfully completed all developmental Studies requirements prior to the beginning of the five-year absence.

The granting of Academic Renewal does not supersede institutional financial aid policies governing Satisfactory Academic Progress and does not supersede the admissions requirements of certain programs (e.g., teacher education) that require a specific minimum grade point average based on all coursework. Re-entry into any academic program is not automatic.

PROCEDURES

Students who wish to apply for Academic Renewal must submit an Application for Academic Renewal. The application may be submitted at the time of readmissions, but no later than the end of three semesters or re-enrollment or one calendar year following re-enrollment, whichever comes first. The Renewal GPA begins with the semester following re-enrollment.

Academic credit for previously completed coursework – including transfer credit – will be retained only for courses in which grades of A, B, C, S or K have been earned. Courses with D or F grades must be repeated if they are required in the student's degree program. Retained grades are not calculated in the Academic Renewal GPA, but are counted in the Academic Renewal Hours Earned.

To earn a degree, a student must meet the institution's residency requirements after acquiring academic renewal status. At least 50% of work toward a degree must be completed after the granting of Academic Renewal status for a student to be eligible for honors at graduation.

Note: Please refer to the Board of Regents, Academic Affairs Handbook, Section 3.16 for additional information on Policies and Procedures.

REPEAT POLICY STATEMENT

The University provides an opportunity for students to repeat courses in which "D" or "F" grades are earned. The following stipulations apply:

1. Effective for all undergraduate students enrolled Fall Quarter, 1997 or after, only the first passing grade will be used to compute the GPA.
2. The first passing grade earned above "D" will be reflected in the cumulative GPA, in lieu of the immediate prior grade.
3. Grade(s) earned in any subsequent repeat of the same course will not be counted.
4. For potential graduates the form must be submitted to the Office of Academic Services and Registrar by the deadline date posted in the Graduation Planning Guide. Any forms submitted after the deadline will not be processed.
5. In applying the criteria for determination of honors and other awards, all grades will be used in the calculations.
6. The Repeat Policy pertains only to courses taken at the attending university (Albany State University).
7. See departmental chairperson for additional information.

TRANSIENT STATUS

Students enrolled in the University as candidates for degrees should not take courses at other colleges without first obtaining written permission from departmental chairpersons and approval of the Vice-President for Academic Affairs. Graduating seniors will not be permitted to take courses at another institution as transient students during the semester in which they are to graduate. The University reserves the right to re- fuse transient credit when this procedure has not been followed. In no cases will a student be permitted to take a course, through correspondence or as a transient, if he/she has failed the course or received a deficient grade while in residence at the University. A maximum of 30 credit hours on a semester system of correspondence and/or transient courses will be accepted toward the requirements for any degree.

VETERANS ASSISTANCE PROGRAM

Veterans, active duty personnel, and eligible dependents are entitled to certain benefits available through the Department of Veteran Affairs (DVA). Those students eligible for benefits should apply for admission to the University and complete the admission process. An application for DVA Educational Benefits should be completed prior to entering the institution. Students receiving DVA Education Benefits may be certified for a total of 36 non-degree credit hours in Developmental Studies without loss of entitlement if academic progress is satisfactory. Twelve hours only in each of the basic skills may be certified. Veterans experiencing academic difficulty may be eligible for additional benefits to help defray the costs of tutoring services. Veterans or other eligible persons are advised to have money available to cover the tuition and fees for the semester at the time of enrollment. Albany State University does not participate in advance payment with the Veterans Administration. Based on proof of military service, eligible veterans may be granted credit for physical education activity courses required for graduation.

BUCKLEY AMENDMENT

Albany State University is in full compliance with the Family Educational Rights and Privacy Act of 1974, U.S. Public Law 93-380. This Act was designated to protect the privacy of educational records and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Copies of this policy are on file in the Office of Academic Services and Registrar, and are made available at registration.

GRADE POINT AVERAGE

The grade point average is the ratio of quality points earned to the number of credit hours attempted. The grade point will be calculated for each student at the end of each semester and will be printed on the grade report as follows:

1. The term grade point average is the number of grade points earned for the term divided by the number of credit hours attempted for that term.
2. The cumulative grade point average is the number of all grade points earned divided by the total number of hours attempted.
3. Incomplete "I" grades are not calculated in the grade point average until the "I" is removed.

POLICY: VISITORS IN UNIVERSITY CLASSROOMS

Albany State University (herein after called the University) seeks to provide a wholesome learning environment that is professional and free from distraction. Therefore, the University allows only persons who are enrolled, invited or authorized to its classrooms or other services. Time spent attending to a personal visitor, especially a child, distracts from the learning environment. University classrooms are not a substitute for day care centers, and personal liability issues regarding children and other unauthorized visitors do not allow the University to permit unauthorized visitors or children in classrooms. This restriction on children and other persons does not apply to attendance at public University functions, as family members are always welcome at public activities on campus, such as graduation or nurse pinning ceremonies.

STATE OF GEORGIA LEGISLATIVE REQUIREMENTS

An act of the General Assembly of the State of Georgia requires that all candidates for degrees possess and demonstrate a reasonable mastery of United States history, Georgia history, United States Constitution and Georgia Constitution. These requirements can be met at Albany State University by taking and passing POLS 1101 American Government. Transfer credits from out-of-state institutions may not satisfy the requirements of the State of Georgia Act. An exemption test is offered to transfer students whose courses did not include Georgia History and Georgia Constitution. Information about the exemption test can be obtained by contacting the chairperson of the Department of History, Political Science and Public Administration.

SECOND DEGREES

Students who want to obtain a second degree may use credits from the first degree when the courses from the first degree can be appropriately applied. A student should inform the Office of Academic Services and Registrar if he/she is pursuing a second degree. Students seeking an additional degree should apply for admission and have official transcripts from each institution sent to the Director of Enrollment Services. A person who already has a degree from Albany State should complete an application for readmission and inform the Office of Academic Services and Registrar of the intent to obtain the second degree.

PROCEDURE FOR APPLYING TO TAKE COLLEGE LEVEL EXAMINATION PROGRAM (CLEP):

1. Obtain a request to take Credit by Examination from the Office of Academic Services and Registrar or Testing Center.
2. Confer with academic advisor about the CLEP test(s) you want to take
3. Complete a request to take Credit by Examination and have it signed by advisor and departmental chairperson.
4. Take signed form to the Office of the Office of Academic Services and Registrar for approval.
5. Take copy of approved request and obtain an application and registration form for the CLEP in the Testing Center. Be sure to place the Albany State University code, 5004, in the space where scores are to be sent.

NOTE: Allow four to six weeks after test(s) for results to be processed. You should receive an evaluation sheet indicating whether you have passed the test(s). If you have not received CLEP evaluation in 14 days after you receive your results, please contact the Office of Academic Services and Registrar. Credit by Examination is available to all students who wish to validate knowledge for which they have acquired college level proficiency through independent study or other life experiences and to students who were not granted transfer credit for course work completed elsewhere. The following is a list of the courses approved for CLEP credit:

Course Prefix	Course No.		Credit Hours	CLEP Test
ACCT	2101	Principles of Accounting I	3	Introductory Accounting
ACCT	2102	Principles of Accounting II	3	Introductory Accounting
BIOL*	1111K	Introduction to Biological Sci	4	General Biology
BIOL*	1112K	Introduction to Biological Sci	4	General Biology
CHEM	1211K	General Chemistry I	4	General Chemistry
CHEM	1212K	General Chemistry II	4	General Chemistry
CCSI	1101	Introduction to Computers	3	Computers and Data Processing
ECON	2105	Principles of Macroeconomics	3	Introductory Macroeconomics
ECON	2106	Principles of Microeconomics	3	Introductory Microeconomics
EDUC	2205	Human Growth & Development	3	Human Growth & Development
EDUC	3306	Education Psychology	3	Educational Psychology
ENGL	1101	English Composition I	3	College Composition I
ENGL	1102	English Composition II	3	Freshman English
ENGL	2111	World Literature I	3	Analysis & Interpretation of Lit.
ENGL	2112	World Literature II	3	Analysis & Interpretation of Lit.
ENGL	2131	American Literature I	3	American Literature
ENGL	2132	American Literature II	3	American Literature
ENGL	2298	English Literature	3	English Literature
HIST	1111	Survey of World History I	3	Western Civilization
HIST	1112	Survey of World History II	3	Western Civilization
HIST	2111	Survey of American History I	3	American History
HIST	2112	Survey of American History II	3	American History
FREN	1101	Elementary French	3	College French
FREN	1102	Elementary French	3	College French
FREN	1103	Elementary French	3	College French
GRMN	1121	Elementary German	3	College German
GRMN	1122	Elementary German	3	College German
GRMN	1123	Elementary German	3	College German
SPAN	1131	Elementary Spanish	3	College Spanish
SPAN	1132	Elementary Spanish	3	College Spanish
SPAN	1133	Elementary Spanish	3	College Spanish
BISE	2010	Fund of Computer Applications	3	Computer and Data Processing
MGMT	3105	Legal Environment of Business	3	Introductory Business Law
MGMT	4110	Organizational Behavior	3	Introduction to Management
MKTG	3120	Principles of Marketing	3	Introductory Marketing
MATH	1111	College Algebra	3	College Algebra/Trigonometry
MATH	1113	PreCalculus w/Trigonometry	3	Trigonometry
MATH**	1211	Calculus I	4	Calculus w/Elementary Function
MATH**	2211	Calculus II	4	Calculus w/Elementary Function
POLS***	1101	U.S. & Georgia Government	3	American Government
PSYC	1101	General Psychology	3	General Psychology
SOCI	2011	Principles of Sociology	3	Introductory Sociology

Credit will be awarded based on the minimum scale score recommended for passing by the American Council on Education.

*Approved for non science majors.

**If a student has passed MATH 1211 or 2211 and takes this test, he will only receive four credit hours.

***Student must also pass the U.S. and GA History and Constitution Examination.

Arts & Humanities

Business

Education

Sciences &
Health
ProfessionsGraduate
SchoolCourse
DescriptionsPersonnel
& Index



SPECIAL PROGRAMS

CONTENTS

The Honors Program

Center for Excellence in Teaching and
Learning/Learning Support
Services

The Weekend

University

THE HONORS PROGRAM

The Honors Program at Albany State University is designed to provide superior students with opportunities to maximize their intellectual potential and to provide them with higher degrees of challenge and competition. To this end, the Honors Program offers students the opportunity to receive individualized instruction, thereby interacting with top faculty members; to enroll in small, enriched classes; to pursue areas of interest through independent projects and research; and to participate with others of similar abilities.

ADMISSION

The Honors Program seeks to recruit academically talented students whose records and performance reflect an ardent desire for an in-depth and enriched educational experience. While standards to measure such an individual may be arbitrary, a freshman applicant ordinarily should (1) have an aggregate minimum SAT score of 1000, (2) rank in the top 5% of his or her high school graduating class, (3) exhibit potential for leadership and academic excellence, and (4) demonstrate an ability to read with comprehension and to utilize communication skills (oral and written) effectively.

RETENTION

A candidate's admittance to the Honors Program does not necessarily mean that the student will remain in the program. Yearly, the Honors Program Advisory and Planning Committee reviews the progress made by each student and determines whether the student should continue in the program. A student accepted in the Honors Program may exit the program under one of these conditions:

1. Graduation with Honors Program Merit Scholar designation: Those students who complete all college requirements for graduation, who fulfill Honors Program course requirements and who have an overall grade point average of 3.0 or above will graduate with Honors Program Merit Scholar designation. (Existing graduation honors based solely on grade-point average will continue and run parallel to the Honors Program).
2. Voluntary transfer into the regular degree program: Some students may elect not to qualify for Honors Program Merit Scholar and choose only portions of the Honors curriculum to satisfy standard graduation requirements.
3. Mandatory transfer into the regular degree program: Upon a review of a candidate's performance by the Honors Program Advisory and Planning Committee, a student may be dropped from the program if his or her grade point average falls below 3.0. A student whose grade point average falls below 3.0 will be counseled and informed that he or she will be dropped from the program if he or she fails to achieve a semester grade point average of 3.0 the following semester. A student should seek to maintain a grade point average of 3.0 or above at all times.

OUTREACH PROGRAMS

Outreach Programs at Albany State University provide lifelong learning and educational services to the citizens of Southwest Georgia who need nontraditional programming and systems of delivery. The various programs are classified as non-credit Category I Continuing Education Units, (CEUs) or Category II for conferences, independent study, and pre-college programs. The curricula provide sound educational programs, which give the participant general as well as specialized education. The non-credit category includes courses for career development, personal enrichment, special conferences, workshops, lectures, institutes, and consultant services for a variety of professional and community needs. Independent study may be arranged at the high school and University levels through distance learning such as GSAMS, satellite, and/or web based instruction. All programs are planned for citizens who have varied backgrounds, different levels of maturity and limited time to further their education.

SDU CREDIT

Individual "Staff Development Units" for school system employees and other educational agencies may be awarded contingent upon the PRIOR APPROVAL of the appropriate certifying agent for the respective educational agency.

NON-CREDIT COURSES

Non-credit courses are offered in the following areas:

The Arts Computers English Language Foreign Languages
Health Issues
Professional Development
Teleconferences Women's Issues Youth Courses Just Plain Fun!

COOPERATIVE EDUCATION

The Cooperative Education Program is designed to complement a student's formal education with a series of paid, productive work experience in a field related to a student's career or educational goals. The cooperative segments can begin during the sophomore year and continue during the junior and senior years.

The program enables students to prepare realistically for meaningful careers by allowing them to relate classroom theory to practical application on the job. While students are engaged in productive employment, they will have the chance to observe skilled professionals at work in their fields of specialty—an opportunity which will help them decide whether their vocational aspirations show promise of long range personal satisfaction.

The Co-op Program at Albany State University is open to all students in all areas of professional interests and preparation. The requirements for admission into the Co-op Program are as follows:

1. Successful completion of thirty (30) semester hours of academic credit with a 2.5 grade point average or better out of a possible 4.0.
2. Successful completion of a series of interviews with the Director/Coordinator of Cooperative Education.

A transfer student must meet both the above requirements and must have completed at least twelve (12) semester hours of academic work at Albany State University with a 2.5 grade point average or better out of a possible 4.0.

OFF-CAMPUS PROGRAMS

Off-Campus Programs are coordinated by the Office of Academic Affairs and are thereby governed by all policies of Academic Affairs. For the purpose of off-campus instruction, the Vice-President for Academic Affairs is assisted by a coordinator who, in this capacity, works with deans and chairpersons of academic units to assist them with assessing the educational offerings at sites within the University's service area.

For efficiency, the University has identified off-campus program sites that are dispersed throughout its geographical area. All off-campus programs or courses are offered at on site or through Video IP Conferencing.

Off-campus sites are currently located at Bainbridge, Fort Valley, Waycross and Tifton. An Instructional Center Liaison serves each off-campus site where there is a need.

DEPARTMENT OF MILITARY SCIENCE ARMY ROTC PROGRAM

Reserve Officer's Training Corps

Albany State University offers courses in Basic and Advanced Military Science. The basic courses, taken during the freshman and sophomore years, are designed to teach principles and techniques of leadership and to develop in each student an understanding of the role of the Army in the defense of the United States.

The purpose of the advanced course, taken during the junior and senior years, is to educate selected students in a balanced course of officer training, both theoretical and practical, which will qualify them to perform the duties of a commissioned officer in the Army of the United States. Upon receiving the Bachelor's degree each student who successfully completes the advanced course will be commissioned as a second lieutenant in one of the career branches in the United States Army.

While participating in the advanced course, each student is paid \$200 per month for the academic school year, not to exceed 10 months for each of the two years. Additionally, during the summer between the junior and senior years, while the student attends the Advanced ROTC Summer Camp, he/she will receive approximately one-half of a second lieutenant's pay for the five-week period. Optional activities include participating in Ranger Challenge, Drill Team, Color Guard, Pershing Rifles Military Fraternity, planned weekly Field Training Exercises (FTXs), and a host of fund-raising activities throughout the school year.

TWO-YEAR PROGRAM

For those students who were unable, or did not elect, to enroll in the basic course and who desire to pursue a commission, the Army has developed a two-year program. The requirements of the basic course can be met by attending a six-week course. Veterans who wish to pursue a commission may enter the advanced program with evidence of satisfactory prior service, appropriate academic standing and approval of the Professor of Military Science. Students with at least two to four years of JROTC desiring to pursue a commission and enter the advanced course, must provide a cadet performance report from their instructor, be academically aligned as a junior and approved by the Professor of Military Science.

SCHOLARSHIP PROGRAM

The Army ROTC Scholarship Program offers financial assistance to outstanding young men and women. Each scholarship pays tuition, books, labs and other associated fees, plus a subsistence allowance of \$2,000 per year (\$200 per month). All scholarships provide the same benefits unless otherwise noted. Any recipient of a scholarship must fulfill an active duty or reserve duty (Army Reserve, or Army National Guard) service obligation upon completion of required academic ROTC courses. Please see the Professor of Military Science for more details. Army ROTC offers a variety of scholarships. They are:

- Four-year National open to all qualified high school students accepted to any four-year college/ university with an ROTC program.
- The four-year scholarship pays full tuition, fees, laboratory fees and provides a book slip of \$500 for the school year (divided into \$250 each semester). The University also provides a room and board tuition incentive for all four-year ROTC recipients (Four-Year National, Four- Year Green to Gold and Four-Year HBCU winners.)
- Four-year Historically Black College/University (HBCU) open to all qualified high school students who are accepted to any HBCU with an ROTC program.
- Four-year Green to Gold open to Army veterans attending college after a completed enlistment in the Regular Army.

The minimum requirements for these scholarships are: U.S. citizenship, be at least 17 years old by October the year of the award and no older than 27 at graduation (waiver up to 31 for up to 4 years of prior service), high school graduate or equivalent, 920 SAT/19 ACT, and pass a military physical exam and an Army fitness exam. DEADLINES: Early Decision Cycle application by 15 July, SAT/ACT by November, and winners announced by December. Regular Decision Cycle application by 15 November, SAT/ACT by November, and winners announced by March the following year.

- Three-year Campus Based open to all full-time students regardless of whether they are currently enrolled in ROTC. Those winners not currently enrolled must agree to compress freshman (MILS 1110, 1120) and sophomore (MILS 2210, 2220) classes or be able to receive placement credit (i.e., JROTC or veterans). The application deadline is 15 April and the winners are announced in May each year. Qualifications-920 SAT or 19 ACT, 2.5 GPA, minimum of 27 semester hours, have three full academic years remaining, pass a physical exam and pass the Army Physical Fitness (APFT) with 50 points in each event.
- Two-year Campus Based open to all full-time students but compression of classes is not allowed. Non-enrolled winners must be veteran, have taken at least three or four years of JROTC, or agree to attend a six-week basic camp (not Basic Training or Boot Camp) at Fort Knox, Kentucky. Travel to and from camp, free meals, and lodging are provided at no expense to the student. The student also receives approximately \$700 for attending the camp. Qualifications 2.0 GPA, a minimum of 60 semester hours, have two full academic years remaining, pass a physical exam, pass the APFT and complete Basic Camp.
- Two-year On Campus same as the three-year except compression is not allowed. Nonenrolled winners must either be veterans or agree to attend a six-week basic camp at Fort Knox, Kentucky (travel) to and from camp and free meals and lodging provided, plus approximately \$767 stipend). Qualifications 2.0 GPA and two years left to complete degree requirements.
- Two-year Basic Camp special scholarship offered to basic camp graduates not already scholarship winners. Qualifications 2.5 GPA.
- Professor of Military Science (PMS) Two-Year Incentive special scholarship awarded by the PMS to any qualified student.

DEPARTMENTAL MISSION

The mission of the ROTC program is to instruct and train the ROTC cadet so that each graduate shall have the qualities and attributes essential to a progressive and continuing career as an officer in one of the branches in the United States Army. Inherent to this mission are the objectives:

1. Mental to provide a collegiate education in a mutually agreed discipline leading to a Bachelor's degree.
2. Moral to develop in the cadet a high sense of duty and the attributes of character, with emphasis on integrity, discipline and motivation essential to the profession of arms.
3. Physical to develop in the cadet those physical attributes essential to a career as an officer in the United States Army.
4. Military to provide a broad military education rather than individual proficiency in the technical duties of junior officers. Such proficiency is of necessity, a gradual development, the responsibility for which evolves in the graduates themselves and upon the commands and schools to which they are assigned after being commissioned.

*Any student who successfully completes military science courses (MILS 1110, 1120, 2210 OR 2220) with a "C" or better can substitute 1 unit of Physical Education toward graduation credit.

REQUIREMENTS FOR ROTC**A. GENERAL**

1. Character be of good moral character as evidenced by record in home, community and at the institution where enrolled.
2. Citizenship be a citizen of the United States as described by AR 145-1.
3. Age be at least 17 years of age for enrollment in the advanced course. Male applicants under 18 years of age and female applicants who are under legal age established by their state of legal residence require parental consent. The maximum age is 30 at the time of appointment (waiverable up to 34 for non-scholarship applicants). Scholarship applicants, minimum age is 17 by 1 October of the year of enrollment and the maximum age is 27 on 30 June of the commissioning year (waiverable up to 31 for up to 4 years of prior service).
4. Medical be physically fit as defined by AR 145-1 and AR 40-501

B. MILITARY SCIENCE CURRICULUM

MILS 1110 Introduction to ROTC	1	1
MILS 1120 Introduction to Military Leadership		1
Sophomore	Fall	Spring
MILS 2210 Basic Military Land Navigation and First Aid	2	
MILS 2220 Basic Military Skills and Tactics		2
Junior Year	Fall	Spring
MILS 3310 Advanced Leadership and Military Tactics	3	
MILS 3320 Advanced Leadership and Military Tactics II		3
Senior Year	Fall	Spring
MILS 4410 Leadership Challenge and Goal Setting	3	
MILS 4420 Transition to Lieutenant		3

Freshman courses may be taken in any order. Sophomore courses may be taken in any order but should not be started before MILS 1110 and MILS 1120 have been completed. All courses have a required Leadership Lab which meets once a week for two hours for all enrolled students.

Suggested Course of Study

Freshman Year	Fall	Spring
MILS 1111 Leadership and Personal Development	1	
MILS 1121 Introduction to Tactical Leadership		1
Sophomore	Fall	Spring
MILS 2211 Innovative Team Leadership	2	
MILS 2221 Foundations of Tactical Leadership		2
Junior Year	Fall	Spring
MILS 3311 Adaptive Team Leadership	3	
MILS 3321 Leadership in Changing Environments		3
Senior Year	Fall	Spring
MILS 4411 Developing Adaptive Leaders	3	
MILS 4421 Leadership in a Complex World		3

CENTER FOR EXCELLENCE IN TEACHING, LEARNING AND ADVISING

The mission of the Center for Excellence in Teaching, Learning and Advising (CETLA) is to foster excellence in scholarship and learning at the university. The CETLA promotes successful teaching and learning through providing student comprehensive support systems to help students become more proficient learners by providing opportunities for the faculty to build capacity to become effective instructors. The primary focus of the Center is to foster high levels of academic achievement of students from their initial matriculation to graduation

The Center for Excellence in Teaching, Learning and Advising provides services to students, faculty and staff through five major components: Faculty Development, Retention, Regents' Testing, Academic Advisement and Learning Support.

FACULTY AND STAFF DEVELOPMENT

CETLA sponsors a variety of faculty development activities most of which are designed to enhance the level of effective teaching at the University. Workshops and seminars strengthen faculty skills in teaching, advising, research and service. CETLA also supports faculty members' preparation for promotion, tenure, post-tenure review and developing five-year professional plans. In addition to faculty activities, a number of services are offered for the ASU staff who lend their assistance to the total support of the educational efforts of the university and the Center.

RETENTION

With the emphasis on student development, the Retention Unit of CETLA provides services that reinforce scholarly work and achievement, by helping students reach their educational goals. All academic support services are offered from a student's freshman year through graduation. Many of the services offered through the Retention Unit are various workshops to include Study Skills and Test-Taking Strategies, Stress and Time Management, Graduate Records Examination, How to Study for Mid-Term and Final Exams, Math Anxiety and Freshman Seminars. Other enrichment activities include Academic Skill Development, Supplemental Instruction and Online Tutorials.

REGENTS' TESTING

The Regents' Test, coordinated by CETLA, provides activities, Regents' Test preparation workshops and lab enrichment opportunities for any test takers with fewer than 45 college credit hours. The workshops allow students to engage in discussions, to practice taking the test using simulations, and to complete web site readings in content areas of natural, social sciences and the humanities. In addition to comprehension development, extensive vocabulary skill development is encouraged in and out of the workshops. At the printing of this catalog, Albany State has applied for exemption from the Regents' Test.

ACADEMIC ADVISEMENT

The Advisement Center, which operates under the organizational umbrella of CETLA, is an interdependent arm of the academic advising system of the University. This Center's goal is to give effective, convenient academic support in the form of advisement, registration assistance and limited tutorial services to freshmen and sophomore students in a friendly and patient manner. Staff members assist students in planning programs of study and with locating the right academic resources on campus. Students who are undecided about their majors, non-traditional students and students who experience academic difficulties receive the academic advisement appropriate for their unique situations.

LEARNING SUPPORT SERVICES

The university provides learning support services to assist students in improving and enhancing skill development in reading, English and mathematics. Learning support services are designed for students whose test results indicate need for additional training to remedy deficiencies in reading, English and mathematics.

Students who do not meet the University's established admission requirements, as reflected by Scholastic Aptitude Test (SAT) or American College Testing (ACT) scores, are required to take the Compass Test to determine proficiency in reading, English and mathematics. Students will be required to take Learning Support courses (non-credit) to remove the identified deficiencies in any of the three subjects listed earlier, as indicated by the Compass.

Students must take the required Learning Support courses during the first semester of enrollment at the university and must continue taking these courses each semester of enrollment until all requirements have been met. Learning Support students may not accumulate more than 30 hours of academic credit before completing all Learning Support requirements; if they do, they will not be allowed to take further credit courses until all Learning Support requirements are met.

Students enrolled in Learning Support courses and college credit courses may not drop or withdraw from Learning Support courses and remain in college credit courses. The student's academic advisor must advise and approve the schedule of a student who is withdrawing from or dropping a course(s).

LEARNING SUPPORT COURSES

The following non-degree credit courses are offered in Learning Support:

- ENGL 0099 Basic English
- MATH 0097 Basic Math
- READ 0099 Development Reading
- MATH 0099 Basic Math

LEARNING SUPPORT SUSPENSION

A student must satisfy academic deficiencies within a specified time frame established by the Board of Regents. A student who has not completed requirements for exiting a Learning Support area (English, reading, or mathematics) after two semesters in English, two semesters in reading or three semesters in math, will be suspended. That student may not be considered for readmission within one year of the suspension. There are no appeals allowed for Learning Support suspensions.

OTHER SERVICES

In collaboration with other departments at the university, the CETLA offers support tutorials for students in various content areas. In addition to content area tutorials, workshops and training sessions will be provided to support the general population in various subjects needed. The CETLA supports faculty development needs in collaboration with the Educational Technology Training Center (ETTC) and in conjunction with various departmental programs at the University.

THE WEEKEND UNIVERSITY

Realizing the need to offer a curriculum for a non-traditional student population, Albany State University has developed the Weekend University (WEU). WEU provides non-traditional students an opportunity to get a college degree by completing core curriculum requirements through a series of weekend courses.

The University defines its target audience as non-traditional students who have been out of high school at least five years or whose high school class graduated at least five years ago. Other criteria defining the non-traditional student include those holding a high school diploma from an accredited or approved high school as specified in the University System of Georgia Board of Regents Policy; Section 402.0101 or having satisfactorily completed the GED, having earned fewer than 30 transferable semester credit hours and having not attended college within the past five years (or in good standing at the last college attended if admitted to the college as a non-traditional student).

Albany State University recognizes that students' needs today cannot be met with yesterday's responses. We can not ignore the disparities that exist between age groups, particularly those 25 and older. Just adding a weekend program without adequate support services will continue to adversely impact institutions that do not consider the specific needs of students who enroll in these programs.

Albany State University provides the same high quality services extended to day students. This does not mean that each area has to be fully staffed, but if the need arises, the services will be available. WEU students pay the same tuition and fees paid by day students and they deserve the same services.

Health Services Financial Aid Security Academic Records Computer Access Advisement Counseling Tutorial Assistance



Core Curriculum

Core Curriculum