# ACADEMIC INFORMATION

## REQUIRED ATTENDANCE REGULATIONS: CLASS ATTENDANCE

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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 avoid- able emergencies (e.g., death of family members, jury duty, etc.). The instructor will officially certify all excused absences.

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## 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 regu- lar 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.

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These actions have gone beyond all heretofore recognized bounds of meetings for discussion, persuasion, or even protest, in that: (1) acquies- cence to demands of the demonstrators is the condition for dispersal and (2) the reasonable and written directions of institutional officials to dis- perse 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 dis- rupt 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 sup- ports 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 pro- fessional advisement and the most up-to-date guidance resources available. The staff seeks to assist students and alumni with choosing career in- terest, 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.

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## 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 es- sential interests and policies of the institution. This collective right is recognized by the inclusion of student representation with full voting priv- ileges 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 se- cured from the Office of Academic Services and Registrar. On this application students must indicate intended date of graduation. Students who fail to graduate as indi- cated 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 Institu- tions will be administered. The following statement shall be the policy of the Board of Regents of the University System of Georgia on this ex- amination.

“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 com- petencies of foreign students whose native language is other than English and handicapped students who are physically unable to follow the Re- gents’ Test Program established by the Board of Regents.

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## 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.

• 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 Registrarin the semester PRIOR TO the semester in which they plan to use the scores t 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.

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• 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.

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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.

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## 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 prob- lems. A diagnosis of learning disability must include evidence of a discrepancy between ability and achievement in the area affecting test per- formance 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 un- able 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 en- rolled in remedial courses at least twice. The documentation for each student is to be evaluated and maintained by the institution. An Annual Re- port 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 reg- ular 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 min- imum 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 Eng- lish as a second language. Handicapped students may request alternative methods of certifying their competence even though they may have vi- sual, 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 ad- visor, 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 se- mester 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 Af- fairs. No student will be allowed to carry more than 23 hours during any one semester.

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