

Leadership concentration

LDSP 2100	Principles of Organizational Behavior	3
LDSP 2200	Conflict & Confrontation	3
LDSP 2300	Ethical Leadership	3
LDSP 2400	Preparing for Organizational Leadership	3

All courses within this curriculum must be taken, and all courses must be taken in the prescribed sequence. If attendance is uninterrupted, this curriculum can be completed in approximately 27 months. Shorter College reserves the right to change courses and to revise the course sequence.

THE ASSOCIATE OF SCIENCE CURRICULUM - ALPHA B

25 Semester Credit Hours

<u>Course Number</u>	<u>Course Title</u>	<u>Credit (semester hours)</u>
BUSA 1030	Professional Development and the Adult Learner <i>(Passing grade required to continue in program)</i>	1
INTR 1110	Critical Thinking	3
ECON 1010	Economics of Social Issues <i>(Can be ECON 1010, POSC2110, PSYC1010, or SOCY1010)</i>	3
HPED 1800	Concepts of Health	3
HUMN 2110	Fine Arts Appreciation <i>(Can be HUMN2111, 2112 or 2113)</i>	3
RELN 2110	Introduction to Biblical Literature	3
ACCT 2010	Financial Accounting I <i>(Grade of "C" or better required to take ACCT 2020)</i>	3
ENGL 3310	American Business Culture in Novel and Film	3
ACCT 2020	Financial Accounting II	3

All courses within this curriculum must be taken, and all courses must be taken in the prescribed sequence. If attendance is uninterrupted, this curriculum can be completed in approximately 11 months. Shorter College reserves the right to change courses and to revise the course sequence.

Completion of the 25 credit hour program will not result in an Associates degree.

PROFESSIONAL STUDIES UNDERGRADUATE ACADEMIC STATUS

PROBATIONARY STATUS

A student will be placed on academic probation if his or her cumulative GPA falls below 2.00 at any time during the program of study. Academic probation will be removed when the student achieves a satisfactory cumulative GPA of 2.50 within the next three courses at Shorter College. Even though courses accepted from other institutions prior to enrollment may count toward graduation requirements, they will not be used for the purpose of removal from probation.

ACADEMIC SUSPENSION

Academic suspension will result if a student fails to meet requirements to remove academic probation within the probationary period of three consecutive courses. Suspended students are not eligible for re-admission until six months have passed. In such cases, a formal application must be submitted in accordance with the admissions

procedures of Shorter College. In addition, the applicants should explain the reason for the academic deficiencies, the manner in which the intervening time has been spent and why the applicant should be given favorable consideration for readmission.

ADMINISTRATIVE STOPS

A student who has two grades of incomplete ("I"), two grades of failure ("F"), or a combination of one incomplete ("I") and one failure ("F") at one time on an academic record will not be able to continue in the program until both grades of "I" and/or "F" are satisfactorily removed or retaken.

Note: Academic Renewal GPA is used to determine academic status for students admitted under Academic Renewal.

POLICIES AND PROCEDURES APPLYING TO BOTH UNDERGRADUATE AND GRADUATE STUDENTS

PROFESSIONAL STUDIES ACADEMIC ADVISING

Each student has been assigned to an academic advisor at his/her respective campus. These individuals are trained professionals who can provide students with all necessary information and assistance relative to their success in the educational program. Setting an appointment with an allows the advisor time to prepare all necessary materials and pertinent information for the advising session.

COURSE REGISTRATION

When a student starts a curricular program at Shorter College through the Professional Studies Programs, the student is registered “lock-step” for all courses that form that particular curriculum. A student who finds it necessary to withdraw from the program, take a leave of absence, drop and/or add courses, change an address or telephone number, or change his/her name is required to contact his/her advisor and complete the required forms.

PREREQUISITE COURSES

The first course in each component is a prerequisite for the remaining courses in that component. Other prerequisite courses are listed in the Undergraduate Degree Curricula section. If a student does not successfully complete a prerequisite course by the designated deadline, he/she cannot continue with the cohort. The student must then retake the prerequisite course and earn the required grade. When a student is in this situation, it may become impossible for them to rejoin the original cohort. Students must work with their academic advisor to register for the next available section and to design a plan for re-entry.

STUDENT ADD/LOA/ DROP/WITHDRAWAL PROCEDURE

The student must complete the appropriate paperwork whether dropping or adding a course. Students should contact their Academic Advisor to begin either process. The forms must be signed by the student, Office of Financial Aid, the Accounting Department, and the Academic Advisor to be considered complete. For courses to be added, full payment of the course must be made at least two weeks before class starts.

ADD PROCEDURE

Students may need to add classes with other groups in order to fulfill outstanding credits or to complete classes to finish their degree program because of drops or unsuccessful completions. A student enrolled in the Bachelor's core may request to take an Associates course or a course in the other majors.

First, students must call or see an Academic Advisor to determine if the course to be added will appropriately fulfill academic requirements. Courses may be added only if space allows.

Next, to start the add process, the Academic Advisor will assist the student in contacting the Accounting office to arrange payment for the course being added. Payment for courses added outside of the normal program cannot be deferred, and student accounts must be in “good standing” in order to add a course. Payment can be handled by check or credit card. Payment must be received by Accounting no less than two weeks prior to the course start date. **Note:** Students should note on their check that this payment is for adding a course.

Academic Advisors will complete the Add process. Academic Services will give a copy to the student and will electronically notify the Financial Aid and Accounting offices. The student must take the add form to the first night of class to demonstrate to the course instructor that the course has been properly added.

LEAVE OF ABSENCE (LOA) PROCEDURE

Students who find that they cannot take a scheduled course within their cohort calendar can submit a written request for a Leave of Absence to their Academic Advisor.

- 1) Leaves of Absence must be requested in writing by the student before the first night of class for which the leave is requested.
- 2) Leaves of Absence must be approved before a course begins. Any exceptions to this policy must be first approved by the Associate Dean of Students.
- 3) LOA requests must include a valid the reason for the LOA.
- 4) A single LOA may not exceed 60 calendar days.
- 5) The student will not be charged for courses during the LOA. Accounting will reverse any charges associated with the LOA at the time the LOA is approved. If the LOA is not approved the student will be charged according to the refund policy below.
- 6) In the case where a student has taken multiple Leaves of Absence, the total time out of attendance combined cannot exceed 180 calendar day within a 12 month period.
- 7) The LOA must be approved by the student's Academic Advisor or the Associate Dean of Students.
- 8) LOAs will affect the timing of a student's financial aid. Disbursements dates will be delayed until successful completion of the entire payment period in the student's award.

If a student's Leave of Absence is not approved or the student fails to return to Shorter at the end of the approved LOA, the student is considered to be withdrawn from school. The last date of attendance prior to the LOA will be used when determining the start of a student's grace period.

Submitting an LOA request after the start of the course for

which the LOA is requested becomes a course drop or withdrawal from the program if the student breaks the College's attendance policy, unless it is an unforeseen circumstance subject to the approval of the Associate Dean of Students. The written request must be received within 14 days of making the request for an unforeseen circumstance. Failure to return at the end of a scheduled Leave of Absence without notifying an advisor will result in a withdrawal from the program as outlined in the Unofficial Withdrawal policy.

COURSE DROP PROCEDURE

Students who find that they cannot continue in a course must contact their Academic Advisor to officially withdraw from that course. The following grade and tuition charges will be assigned based on the number of class sessions a student attends in a course.

<u>Classes attended</u>	<u>Grade</u>	<u>Tuition charged</u>
0	no grade	0%
1	W	25%
2	WP	100%
3+	WF	100%

Those students who stop attending classes and do not notify the Academic Advisor to complete the drop form will be withdrawn from the program according to the policy for Unofficial Withdrawal (see below). Students who drop one course are expected to return with the following course, receive approval for an official LOA, or withdraw from the program.

OFFICIAL WITHDRAWAL FROM THE COLLEGE

Official withdrawal from the College requires written notification from the student. A student leaving the College must formally withdraw by contacting his or her Academic Advisor to complete the necessary forms.

No refund of fees will be calculated until the withdrawal process is complete. Withdrawal grades are described above under course drop procedures.

The College reserves the right to request, at any time, the withdrawal of a student who does not maintain the required standard of scholarship, whose continued attendance would be detrimental to the student's health or the health of others, or whose behavior is out of harmony with the Christian philosophy of the College. For regulations regarding nonacademic or disciplinary suspension, see the Shorter College Professional Studies Student Handbook.

UNOFFICIAL WITHDRAWAL FROM THE COLLEGE

Unofficial withdrawal from the College will be processed when a student has not completed proper Leave of Absence or drop procedures. Whenever a student is absent from scheduled courses for 29 days without official notification, the student will be withdrawn from the College.

INCOMPLETE GRADES

Students who fail to complete all course requirements on a timely basis due to crisis circumstances or events may petition for the grade of "I" by completing an Incomplete Grade Contract. The policy/procedure is as follows:

1. Both the student and the instructor must sign and date the Incomplete Grade Contract form.
2. Incomplete grades will normally be awarded only if the student has one assessment, one presentation, or one assignment to complete as a requirement for a final grade.
3. Incomplete grades will not be awarded in lieu of class attendance.
4. If the course is one of the Applied Research Project courses (i.e. BUSA 3050, BUSA 3550, BUSA 4050, BUSA 4700, MGNT 4800, PSYC 4050), the appropriate Dean's approval is also required.
5. One copy of the signed form must go to the Registrar with the course grade report at the end of the course. One copy goes to the student. One copy goes to the instructor.
6. The Incomplete Completion Date must be no later than ten weeks from the end of the course in which the Incomplete is granted.
7. If the incomplete work is not completed by the Incomplete Completion Date, a grade of "F" will be recorded as the final grade.
8. In cases of extreme hardship, the student may petition the appropriate School Dean for an extension of the completion date, provided such written request is received prior to the expiration of the original 10-week period.

REPEATING COURSES

When courses with earned grades of D, F, or WF are repeated with a C or higher grade, the unsatisfactory grades and course attempts will be included in the calculation of the cumulative grade point average. The student's permanent record will retain all course attempts and grades. A course can not be attempted more than three times.

GRADE APPEALS

Students should understand that evaluation in the form of grading is viewed as a contractual relationship between faculty member and student; and although students have the right to protest, actual changes in grades are both rare and at the option of the faculty member. The appropriate Dean will intervene only in extreme circumstances and, even then, only as an intermediary. Should a student believe there is concrete reason to protest a grade for a course, the student should begin the grade appeal process as described below:

1. Students must initiate the Grade Appeal Request within 30 days after receiving the final course grade report from the Registrar.
2. The first step must be a face-to-face meeting between the student and the instructor (not via telephone or fax or e-mail). Most grade disputes should be resolved at this level. Both faculty and

students are strongly encouraged to make every attempt possible to resolve issues at this point. Students or instructors may request a neutral third party observer provided by the college.

3. If the grade dispute is not resolved at the first step, the student must make a written request for a grade appeal. This request must be addressed to the Associate Dean of Students. There must be a valid reason for appealing a grade (not just disappointment with a grade). The appeal must include a statement of the facts (not just opinions and feelings), a written summary of all conversations with the instructor, and copies of any pertinent supporting documents.
4. Upon receipt of the written request from the student, the Associate Dean will request a response from the instructor.
5. The instructor's response must include a statement of the facts (not just opinions and feelings), a statement of why the instructor believes the grade should not be changed or a statement of the criteria for changing the grade, a summary of all conversations with the student, a copy of the grade detail sheet, a copy of the course syllabus, a copy of the course module, and copies of any other pertinent supporting documents. The instructor should double-check all calculations to be sure they are correct.
6. The Associate Dean will collect all documents and deliver them to the Chair of the Faculty Review Board. If there is a valid basis for a grade appeal, the Chair will convene the Faculty Review Board within a reasonable time period (preferably one week). If the Chair determines that there is not a valid basis for a grade appeal, that decision will be reported in writing to the Associate Dean, who will notify the student.
7. The Faculty Review Board will include three or more full-time faculty members. If three or more full-time faculty members cannot be appointed due to conflict of interest or absence, then adjunct faculty members teaching in an appropriate discipline may be substituted.
8. The Faculty Review Board will review all documents and rule on the grade appeal request. At its discretion, the Faculty Review Board may ask the student and instructor for additional clarification or explanations. Such requests will be handled through the Associate Dean. The student and instructor will not normally be asked to appear before the Faculty Review Board.
9. The Faculty Review Board will report its decision in writing to the Associate Dean, who will notify the student of the decision.
10. In most cases, the decision of the Faculty Review Board will be final. In very extenuating circumstances, the student may send a written appeal of the decision to the appropriate School Dean. In such cases, the Dean's decision will be final.

ACADEMIC INTEGRITY

Shorter College considers the principle of academic integrity to be essential to the functioning of the educational programs of the College. Violations of academic integrity are serious offenses, infractions of which can carry academic as well as disciplinary consequences.

Violations of academic integrity include, but are not limited to, cheating, plagiarism, and fabrication.

Cheating

Students who cheat violate their integrity and the integrity of the College by claiming credit for work they have not done and for knowledge they do not possess. Examples of cheating include copying answers from another's test; permitting someone else to copy answers from one's own test; using books, class notes, or any other means or devices to obtain answers to a test question, when any such aid has been prohibited.

Plagiarism

Plagiarism is the theft of someone else's ideas and expressions. The theft is the same, whether students copy verbatim or simply rephrase the ideas of another person without properly acknowledging or documenting the source. Students are expected to exercise great diligence and care to distinguish their own ideas and language from information derived from other sources. Whenever another person's ideas are used, such use must be documented with appropriate citation and reference to reveal the source and the extent to which that source has been used. Sources requiring appropriate acknowledgment include published primary and secondary materials, electronic media, and information and opinions gained directly from other people.

Examples of plagiarism include:

- copying words, sentences, or passages from a text, such as a book, magazine, newspaper, pamphlet, the paper of another, or a paper prepared by anyone other than the one who submits the paper, without indicating the source of those words, sentences, or passages;
- using quotations without copying them exactly, failing to punctuate them correctly, or giving credit for citations;
- paraphrasing or summarizing another writer's ideas, even if one does not quote the writer directly, without giving credit to the writer;
- failing to give adequate bibliographical information to the reader who may need to refer to the source the writer of the paper has used; and
- using graphs, charts, tables, or other printed or visual aids without giving credit to the source from which they were taken.

Fabrication

Fabrication is the intent to deceive members of the academic community through inventing information or creating the illusion of having acquired or mastered

information. Fabrication can be recognized in these examples:

- listing references not used;
- citing information not taken from the source indicated;
- falsely claiming to have completed a clinical, internship, or field experience;
- inventing data, materials, or sources for academic assignments;
- taking a quiz or other examination for someone else or permitting someone else to be tested on one's behalf;
- submitting another person's work as if it were one's own (written, illustrated, tabulated, etc.);
- failing to do one's agreed-upon share or work in group projects.

With the increasing ease of accessing information through the Internet, the concept of academic integrity shall also include issues of copyright and trademark violation, as well as the misuse or misappropriation of company-owned and protected materials. Any such practices are expressly prohibited.

Actions and Appeal

Because breaches of academic integrity vary in degree and seriousness, actions taken against violations, in some cases, will be left to the discretion and judgment of the individual faculty member. If requested, the Associate Dean will serve as a mediator in any case.

When a faculty member discovers a violation of academic integrity, the student will be notified within ten academic days of the charge. The faculty member or designate and the student will then meet to discuss the violation and the action that will be taken. Possible actions that can be taken include, but are not limited to, the following:

- Resubmission of an equivalent, but not identical exam, paper, project, etc.
- A grade of "F" or "zero" on the exam, paper, project, etc.
- A grade of "F" for the course.

For all serious and substantial violations of academic integrity, the faculty member will submit to the appropriate School Dean, in writing, a description of the violation. The Dean will appoint a Faculty Review Board to review the matter and recommend appropriate disciplinary action, including possible dismissal from the program. Offenses which are considered serious include, but are not limited to, intentional cheating, flagrant plagiarism, fabrication on a project, inappropriate use or possession of exams, etc. Decisions of the Faculty Review Board may be appealed, in writing, to the appropriate Dean.

Upon evidence of two serious violations of academic integrity, the student in question will be automatically dismissed from the school.

HONOR CODE

Under the Shorter College Honor Code, students stipulate abstinence from all deceit and dishonorable conduct. Each student is asked to sign the Roll of Honor during the Introduction course, and formally enroll under the pledge:

On my honor, I will abstain from all deceit. I will neither give nor receive unacknowledged aid in my academic work, nor will I permit such action by any member of this community. I will respect the persons and property of the community, and will not condone discourteous or dishonest treatment of these by my peers. In my every act, I will seek to maintain a high standard of honesty and truthfulness for myself and for the College.

All academic work at Shorter College falls under the Honor System. Quizzes, tests, examinations, projects and papers to be graded must be accompanied by the pledge.

OTHER FORMS OF CREDIT

Shorter College accepts credit for college-level courses in the following categories: Transfer Credit, Transient Credit, Examination, and Documented Learning.

TRANSFER CREDIT

Transfer credit is evaluated at the point of the student's admission to Shorter College. Only credits earned from regionally accredited institutions of higher education will be considered for transfer credit. Credit for transfer courses may be awarded only in subject areas within Shorter College's regular curricular offerings and must be related to the student's educational goals. The following specific criteria guide the evaluation of transfer credit:

1. Courses with grades of D will be accepted for transfer credit providing the applicant has a grade point average of at least 2.0. However, ENGL 1000, ENGL 1110, BUSA 1020, and ACCT 2010 equivalents require a grade of C or better for transfer credit.
2. Coursework with a grade of F or U will not be accepted for transfer credit.
3. A maximum of 3 semester hours for physical education activity courses will be accepted for transfer credit.
4. A maximum of 3 semester hours for computer application courses earned from regionally accredited institutions of higher education will be accepted for transfer credit.
5. Transfer credit may be granted in lieu of CINS 1750 only if such courses have been taken within the past five years at an accredited institution of higher education.
6. Transfer credit may be granted for courses in the Bachelor's degree component only if such courses have been taken within the past five years at an accredited institution of higher education. If transfer credit is granted, the student must still

complete the required number of semester hours of coursework in the BSBA or BSM component at Shorter College.

7. Courses listed in the ACE or PONSI guidebooks may be considered for transfer credit ONLY if they correspond to subject offerings within Shorter College's regular curricular offerings.
8. A maximum of 90 semester hours may be accepted from a four year college. A maximum of 66 semester hours may be accepted from a two year college. The total of transfer credit will not exceed 90 semester hours. A maximum of 30 semester hours may be accepted from non-collegiate sources.

TRANSIENT CREDIT

Transient credit may be taken at other regionally accredited institutions of higher education during the student's enrollment at Shorter College. An Academic Advisor must give written approval for specific courses prior to the student's enrollment in transient coursework at another institution. Coursework taken for transient credit must receive a minimum grade of C to apply to the student's academic program.

EXAMINATION

Students may take certain course examinations through the College Level Examination Program (CLEP) or the Defense Activity for Non-Traditional Education Support (DANTES). CLEP and DANTES tests are administered at testing centers throughout the Atlanta area. There is a fee for each examination administered. Shorter College currently offers DANTES testing opportunities. Examination credit is included in the 30-hour maximum for assessed credit that can be applied to the student's degree program.

DOCUMENTED LEARNING

The documented learning portfolio provides the student the opportunity to petition for credit based on life and work experience. Documented learning credit is included in the 30-hour maximum for assessed credit that can be applied to the student's degree program.

A student interested in petitioning for documented learning credit should consult with his/her Academic Advisor to obtain a student's guide outlining the policies and procedures for presenting documented learning for credit. The student will then prepare his/her documented learning portfolio in the required format and submit it to the Associate Dean of Students for evaluation. All assessment of items submitted is completed by trained assessors whose knowledge and expertise qualify them to evaluate non-traditional learning.

The student's documented learning file is divided into three separate sections:

1. Résumé — an outline of personal, educational, military and employment background.
2. Academic records.

3. The Degree Requirements Evaluation form, which outlines credits accepted and credit requirements.

Professional Schools and Courses

Students who have extensive professional training may be awarded documented learning credit from this section. This section includes workshops and seminars which were attended as a result of the student's job. Verification of completion, length of course and a course syllabus are required to document professional training. Credit is awarded on the basis of course content and length of course in contact hours as well as appropriateness of content.

Licenses, Certifications, Apprenticeships

Credit for recognized licenses, certifications and apprenticeships may be awarded pending official documentation according to national guidelines established by the American Council on Education or evaluated by experts or organizations in the field of the learning petitioned.

Courses from Non-Accredited Colleges and Universities

For courses on transcript from non-accredited colleges and universities which Shorter College did not accept in transfer, students may petition for course-by-course evaluation based on appropriate documentation. Documentation must include a course syllabus.

Privacy of the Documented Learning File

Documented learning files will be reviewed only by those who have an official reason for doing so: the assessment staff, faculty evaluators and accrediting association members. Any data that might be made public will be generalized and will in no way be attributed to an individual unless the individual student has given a signed authorization. Students are advised not to include any materials that will violate the legal and moral rights to privacy of other individuals.

Documented Learning Fees

Undergraduate students petitioning for documented learning are required to remit a processing deposit fee with the submission of their documentation. In addition, students will be charged a per credit hour fee for the transcription of assessed credit. Students are notified of the amount due when the evaluation is completed. Assessed credit fees will be billed after each evaluation is completed and are due within thirty (30) days from that date. Failure to pay within thirty (30) days will result in forfeiture of the credit.

CLASS REPRESENTATIVE RESPONSIBILITIES

Every cohort of Professional Studies students selects a class representative. The class representative provides a communication link between Shorter College and the class members. Each cohort during its first course elects a class representative. The representative's duties and responsibilities include but are not limited to: Representing the class to administration and faculty; acting as a liaison

and attending quarterly class representative meeting or sending another student to represent the class at the meeting.

- Distributing and collecting end of course surveys and grades. Returning grades of absent students to Student Services.
- Communicating information to and from the class
- Taking time during class by arrangement with the instructor
- Organizing a calling chain to facilitate phone communication with class and team leaders.
- Informing the class of class representative meetings, collecting items for meeting agendas and reporting on the meetings
- Directing students to appropriate administrative departments for assistance, (i.e. to instructor for course difficulty, to Student Services for advising).
- Communicating changes in class schedule due to snow days, instructor absence, etc.
- Contacting instructor prior to class to introduce him/herself and to verify assignment.

ATTENDANCE AND LEARNING TEAMS

Learning teams form an integral part of Professional Studies programs. Furthermore, since learning teams make a big difference on what students learn, the more effective the team, the more valuable the student's school experience. Anything we can do to help increase the effectiveness of learning teams will also increase the quality of our programs.

The concept of learning teams is consistent with the principles of educating adults, and the research we have studied bears out its effectiveness. Professional Studies programs recognize the distinction between younger college students and the adult learners who have assumed responsibility for accomplishment in the workplace and for continued professional development. The primary focus of Professional Studies accelerated programs is to help students learn as much as possible in the least amount of time possible. Learning teams helps us do that better.

An ancient proverb states: *"I hear and I forget. I see and I remember. I do and I understand."* In traditional learning environments, students often assumed a relatively passive role. By contrast, the learning team process demands active participation by students in their educational development and places greater responsibility for knowledge and skill acquisition on the learner. Another old proverb states: *"If you give a person a fish, you feed him for a day. If you teach him how to fish, he'll eat for a lifetime."* Our intent is to teach our students "how to fish" by getting them actively involved in doing and also thinking about what they are doing and how they are doing it.

Here are several ways the learning team process enhances our programs.

- Students gain knowledge and experience from one another. A group brings a wider range of knowledge and experience to each challenge than does any one individual. As a result, new insights and synergism emerge that surpass the collective

backgrounds of individual members. In addition, a variety of problem-solving techniques and innovative approaches also emerges. This allows individuals to learn from one another through participation in group inquiry and decision making. This concept of shared learning responsibility and transfer of knowledge comprises an integral element of the adult educational philosophy.

- Students develop skills in blending individual strengths and weaknesses. Students learn how to identify the strengths and weaknesses of each other, and how to draw upon those strengths in positive ways. In the process, they learn to rely on each other and support each other. The result is a blended synergism which is greater than the simple sum of the individual member characteristics.
- Students develop strong interpersonal communication skills. Working in teams forces students to learn effective ways to work together, argue constructively, and challenge each other's thinking. They develop skills in managing the inherent conflict that occurs when different personalities are brought together. It also helps students practice interaction skills to achieve a common objective.
- Students learn to rely on each another. As students realize that others are depending on them, there is an increase in their level of motivation and responsibility, in their desire not to let their group down. Students also learn how to teach and support each other, they also enhance their own understanding.

ATTENDANCE AT IN-CLASS SESSIONS AND LEARNING TEAM MEETINGS

Class Sessions

The accelerated nature of Professional Studies courses emphasizes group interaction in the classroom and relies on the collaborative effort and shared expertise of peers. Because the class session time has been condensed, prompt arrival at each scheduled in-class session is also mandatory. Students who are absent do not gain the benefit of class involvement, nor do they contribute to the learning of other students in the class. Students who are consistently late in arriving also disrupt the flow of educational activities.

Classes meet in session with the instructor once each week for four hours. Students in the Bachelor of Science with the major in Early Childhood Education cohorts will meet twice per week with the instructor. All students are expected to attend all scheduled class sessions, and they are expected to arrive on time for all class sessions. Class attendance records will be maintained by each instructor and reported to the school at the end of each course.

Occasional circumstances may arise which cause students to miss a class session, or to arrive late for a class session. In an effort to maintain reasonable flexibility, the school will allow the following maximum number of absences from scheduled class sessions during a course:

<i>Scheduled Class Sessions in Course</i>	4	5	6	7	8	10
<i>Maximum Class Session Absences</i>	1	2	2	2	2	3

Attendance at class sessions is required of each student. Each student is expected to be present, on time, prepared for each class session. If a student misses more than the maximum allowable absences for class sessions during one course, the instructor is required by policy to issue a grade of “WF” to the student. Make-up work will normally be required for missed class sessions (see section below on Make-Up Assignments).

Also, because of the limited time available to conduct in-class activities, prompt arrival at each class session is mandatory. If significant, consistent tardiness is observed, instructors should refer the student to an Academic Advisor.

Students who will miss an entire course due to unavoidable circumstances must arrange for a temporary withdrawal prior to the first class session. Students who need to withdraw during a course may do so by arrangement with their Academic Advisor.

Learning Team Meetings

***Learning Team meetings do not apply to students in the Bachelor of Science in Education with a major in Early Childhood Education (BSE) cohorts.**

The accelerated nature of Professional Studies courses requires an equal emphasis on learning team activity, which is also considered to be instructional time. Students who are absent do not gain the benefit of team learning, nor do they contribute to the learning of other students in the team. Students who are consistently late in arriving also reduce the effectiveness of the learning team.

Learning teams must meet for at least four hours each week in addition to class sessions. Learning Team meetings do not apply to students in the Bachelor of Science in Education with a major in Childhood Education (BSE) cohorts. All students are expected to attend all scheduled learning team meetings, and they are expected to arrive on time for all meetings. Each learning team must maintain records of academic activities and attendance during those activities. Each student is required to certify his or her attendance. Attendance and activity records must be submitted to the faculty on a weekly basis.

However, occasional circumstances will arise which cause students to miss a learning team meeting, or to arrive late for a learning team meeting. In an effort to maintain reasonable flexibility, the school will allow the following maximum number of absences from learning team meetings during a course:

<i>Scheduled Class Sessions in Course</i>	4	5	6	7	8	10
<i>Maximum Learning Team Meeting Absences</i>	1	2	2	2	2	3

Attendance at learning team meetings is required of each student. Learning Team meetings do not apply to students in the Bachelor of Science in Education with a major in Early Childhood Education (BSE) cohorts. Each student is expected to be present, on time, prepared for each learning team meeting. If a student misses more than the maximum allowable absences for learning team meetings during one course, the instructor is required by policy to issue a grade of “WF” to the student. Make-up work will normally be required for missed learning team meetings (see section below on Make-Up Assignments).

Also, because of the limited time available, prompt arrival at each learning team meeting is mandatory. If significant, consistent tardiness is observed, instructors should refer the student to an Academic Advisor.

Make-Up Assignments

Students are expected to complete all class assignments whether or not they are in attendance. Assignments submitted to the instructor by assigned deadlines (whether in person, via a classmate, via e-mail, via fax, or via other means) will be acceptable even if the student is not in attendance.

Students who are absent from a class session or a learning team meeting must make up any missed work as requested by the faculty member. Such make-up assignments must be relevant to the nature of the work missed (no “busy” work). However, students must be aware that make-up work is not always possible, and the feasibility of relevant make-up work is left to the discretion of the instructor.

In the event that make-up work is not possible, or in the event that it is not done, the student’s grade will be reduced accordingly.

Summary

Students who miss no more than the allowable class sessions or learning team meetings will be allowed to submit make-up work, if at all possible. Students who miss more than the allowable class sessions or learning team meetings will receive a grade of “WF” for the course. Students who do not comply with the school’s attendance requirements are not eligible to receive credit for the course.

REQUIRED LOCATION FOR LEARNING TEAM MEETINGS

Conducive Learning Environment

Professional Studies requires that students participate in learning teams as an integral part of the academic experience. Learning Team meetings do not apply to students in the Bachelor of Science in Education with a major in Early Childhood Education (BSE) cohorts. These learning teams must meet at least four hours each week in addition to the scheduled class sessions. As adult learners, students are expected to choose a site for these meetings that is conducive to learning.

As learning teams form, an appropriate faculty member must approve, in advance, the location to be used for learning team meetings. This approval will constitute the

faculty member's certification that the proposed site for the learning team meeting is appropriate and conducive to learning. A subsequent changes in the learning team meeting site must be approved by an appropriate faculty member prior to its implementation.

Locations that are conducive to learning must have the following characteristics:

1. Individual seating area for each member of the study group.
2. A desk or flat surface writing area for each student.
3. Adequate lighting to ensure the ability of all students to read.
4. A quiet area with no ambient noise, such as loud music.
5. Adequately temperature controlled to allow for student comfort.
6. Electrical and phone service to allow for students to access library services.
7. Adequate restroom facilities for students of both genders.
8. Adequate parking for student convenience.
9. Accessibility to all students.
10. A site consistent with facilitating learning objectives of the specific course.

The following types of locations shall be presumed to be conducive to learning:

1. Institution classrooms
2. Institution study group meeting rooms
3. Local city or state libraries
4. University or college libraries
5. Company or corporate dedicated training facilities or meeting rooms.
6. Student residences, if approved by the faculty member who is providing the classroom instruction for the class.

Other locations may be deemed to be conducive to learning, but must be specifically approved by the faculty member.

Time Requirements

Learning teams are required to schedule and complete at least a four hour meeting each week during every course, beginning with the first week of class in the program. The weekly learning team meeting will be in addition to the regularly scheduled class session with the instructor. While faculty are not required to be present at the learning team meeting, faculty will exercise control over the meeting via their review of a Weekly Learning Team Report.

Learning Team Reports

Each learning team is required to document via a Weekly Learning Team Report the "regular scheduled time" of their weekly meeting. **Learning Team meetings do not apply to students in the Bachelor of Science in Education with a major in Early Childhood Education (BSE) cohorts.** This report must indicate the date and exact time frame of the meeting. All students are expected to attend all learning team meetings, and they are expected

to arrive on time for all meetings. Each student is required to certify his or her attendance, and the actual amount of time attended. The Weekly Learning Team Report must also contain documentation relevant to the objectives, educational activities, and team processes. The Weekly Learning Team Report must be submitted to the faculty on a weekly basis, and will be retained by the school consistent with federal and state retention schedules.

Communicating Policies

Professional Studies will provide updated information including marketing and promotional materials which accurately represent the time requirements for in-class and learning team time.

Professional Studies will provide training for faculty on learning team policies, expectations, and management procedures. Professional Studies will also create such internal controls as are necessary to ensure that these policies are being carried out properly.

END OF COURSE SURVEYS FOR STUDENTS

In an effort to improve Professional Studies programs continually, the Faculty Services office asks cohorts to complete an End of Course Survey. Below is the policy regarding this survey process:

1. Sufficient copies of the EOC Survey are sent to the Class Representative on the last night of class, along with a large envelope for returning the completed surveys.
2. The Class Representative distributes the survey to the class and collects the completed forms. The instructor should not be in the classroom while students are responding to the survey. Once the class has completed the process, the Class Representative should locate the faculty member so the class may continue.
3. The Class Representative should place the completed surveys in the provided large envelope, and return them to the Campus dean/coordinator's office. The course instructor should not see or take charge of completed surveys.
4. The data are summarized and tabulated and reviewed by the Program Directors who will report any recommendations for course changes.

GRADUATION

DOUBLE DEGREES

Students occasionally want to know how to receive two different degrees at the same time from Shorter College. To obtain a first degree at Professional Studies, a student must accumulate a minimum of 126 hours of credit. To obtain a second degree at Professional Studies on the same level (i.e., first and second undergraduate degrees), a student must accumulate a minimum of 33 additional hours (total of 156 hours minimum), which must include all the unique courses to the second degree program. Courses that fulfill requirements for one degree are not counted toward the requirements for the second degree.

PROFICIENCY IN WRITTEN COMMUNICATION

Educational Goal III of Shorter College states that curriculum and the educational environment “ensures that students reach the levels of skill in written and oral communication...necessary to take full advantage of college coursework and that they continue to exercise and enlarge these skills.” To that end Shorter College has required students to pass the Junior English Exam; however, the Liberal Arts Council has voted to abolish the Junior English Exam. Effective written communication at Shorter College will now be measured using two criteria, for students entering June 1, 2008 or after.

1. Students must successfully complete an end of course grammar/composition exam at the end of ENGL 1110. Students who do not successfully complete the exam will retake ENGL 1110. A grade of 60 on the exam constitutes passing.
2. Recognizing that each academic discipline may have writing styles that are specific to the discipline, each academic department will select a course or courses in which to assess students' written communication and will create a rubric to use in assessing written work. Each academic discipline will determine what constitutes proficiency, as well as the requirements of any remediation program.

Academic departments assume the responsibility to require remediation of all upper level students

who do not meet the proficiency standards established by the academic department. Shorter College's Writing Center should be a part of any remediation process, and students must demonstrate proficiency in written work assigned by the academic department once remediation has occurred. Academic departments should be aware that transfer students who completed the freshman English sequence at another accredited institution may be at a greater risk for remediation.

3. Each academic department will have on file in the Provost's office, Registrar's office, and the respective Dean's office the following:
 - a. The designated courses,
 - b. A brief description of the types of written work required, and
 - c. A copy of the rubric.
4. Appropriate assessment data will be on file with the respective Dean.

GRADUATION WITH HONORS

Candidates for a bachelor's degree, who throughout their college career maintain high academic standing in all attempted collegiate work, and who have not at any time been suspended, may receive recognition on their diplomas in one of the three degrees of honor:

Cum laude.....3.50-3.749
Magna cum laude....3.75-3.874
Summa cum laude...3.875-4.00

POSTHUMOUS DEGREES

In the event of a student's death after completion of his or her BSBA, BSE, BS, BSM, MA, MEd or MBA component, a member of the student's family will be invited to accept the diploma during commencement exercises. In order to receive a posthumous degree, the student must have completed the BSBA, BSE, BS, BSM, MA, MEd or MBA component or be within fifteen credit hours of graduation, and expected to graduate.