

## **Section 10: Educational Policies, Procedures, and Practices**

**10.1 The institution publishes, implements, and disseminates academic policies that adhere to principles of good educational practice and that accurately represent the programs and services of the institution. (*Academic policies*).**

### **Judgment**

☒ Compliance   ☐ Non-Compliance   ☐ Not Applicable

### **Narrative**

Effective academic policies for Fort Valley State University's (FVSU) educational programs are developed in concert and are in compliance with FVSU's governing boards and University System of Georgia's (USG) policy manuals and handbooks which adhere to principles of common and good educational practice. Such academic policies ensure compliance with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Comprehensive Standard 10.1. These policies are developed with appropriate input and participation from the constituencies to include faculty, staff, administrators, and others affected by the policies and have been developed to accurately portray its programs and services and are written in support of the institutional mission. FVSU develops, approves, revises, and publishes academic policies that adhere to principles of good educational practice. These policies are disseminated via various publications to students, faculty, institutional partners, and other parties who may benefit from such practices and are intended to foster teaching and learning environments that continuously enhance the achievements of student outcomes and success.

To ensure that learning is advanced and all coursework taken for academic credit has rigor, substance, and standards connected to establish learning outcomes, principles of good practice in higher education and accuracy of the representation of the university's programs and services, continue to be assured through FVSU's adherence to USG policies and procedures. Extensive engagement in program and institutional accreditation with their associated demonstrated compliance with accepted standards of good practice helps us guarantee the integrity of the degrees offered at this institution to include all transcript coursework, as if it were earned from FVSU. The demonstration of compliance with transcript coursework standards can be found in the narratives

for 10.7, 10.8, and 10.9. Compliance with 10.1 as described below focuses on the definition of academic policies as stated in the Commission's Resource Manual for this standard as follows:

Each institution develops academic policies—such as grading policies, withdrawals, degree completion requirements, academic misconduct policies, syllabus requirements - that are appropriate to its programs and students and that accurately portray its programs and services.

### **Published BoR, USG, and FVSU Academic Policies**

The Board of Regents (BoR) of the USG publishes academic policies that are to be followed by all 26 USG institutions as stated in the [BoR Policy Manual, Section 3 on Academic Affairs](#). The USG [Academic and Student Affairs Handbook Section 2 on Academic Programs](#) further guides institutions in the implementation of BoR academic policies. These academic policies are available online at the BoR USG website and reflect compliance with principles of good practice in that they were developed and are well established to cover a wide range of public higher education institutions within Georgia ranging from Level II baccalaureate colleges to Level VI doctoral research universities.

The FVSU [Undergraduate](#) and [Graduate Catalogs](#), as well as the FVSU [Employee, Faculty, and Student](#) Handbooks are the principal vehicles for communicating academic policies and accurately representing the programs and services of the institution. The catalogs and the handbooks are available online, providing 24/7 access to the public. The FVSU Office of the [Registrar Policies and Procedures](#), FVSU [Student Life Policy and Procedure Manual](#), FVSU [Admissions Policy and Procedures](#), and FVSU Office of [Financial Aid Policies and Procedures Manual](#), as well as FVSU [Satisfactory Academic Progress \(SAP\) policy](#) serve as additional means of disseminating information about academic policies and services. The FVSU [Student Code of Conduct](#) also addresses issues of academic misconduct.

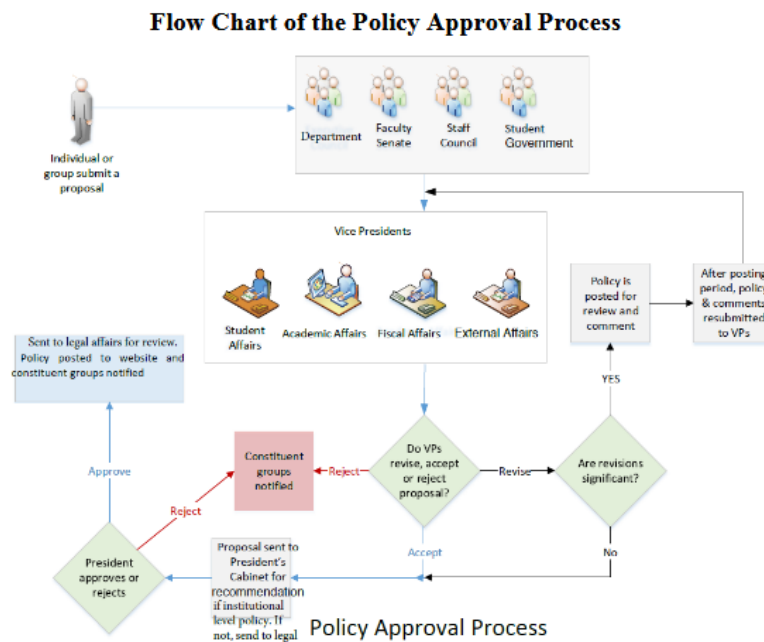
## **FVSU's Academic Policy Development Procedures and Involved Constituencies**

FVSU adheres to the *Policy on Policies* which may be found in the FVSU [Faculty Handbook](#) for the formation of all policies that affect the faculty, staff, and students across the campus as revised and approved on June 22, 2016. This policy specifies that:

1. With the exception of an emergency or interim policy, policies are created and revised by working through university governance bodies' (e. g., the Graduate Council and Faculty Senate, vice presidents, and the President's Cabinet). A request for a new or revised policy may be received by a governing body from any member of the university community.
2. All draft policies must be accompanied with an appropriate routing form indicating action at each level of the approval process.
3. A proposed new policy or change of policy recommended by the target governing body shall be approved by the appropriate vice president, and then forwarded by the vice president to the President's Cabinet for non-voting consideration. The President's Cabinet shall make a recommendation to the president and the president will render a decision on the adoption and implementation of the policy. A target governance body may present a proposed unit-level policy or unit-level policy change to the appropriate vice president, who will render a decision on the adoption and implementation of the proposed policy or policy change.
4. At each level of review, the governance body, vice president, and President's Cabinet will each have up to 30 days to present a recommendation regarding a proposed policy or policy change. This timeframe, while normally sufficient, may be extended by the president, or his/her designee, for good cause shown.
5. The president may adopt and impose institutional policies or policy changes and a vice president may adopt and impose unit-level policies or policy changes without going through the official approval process when immediate action is necessary for reasons including, but not limited to: protecting the health, welfare, assets or resources of the university or the university community, complying with legal or USG mandates, university liability or contractual issues, or addressing any other such immediate or exigent circumstance. Such interim policies or policy changes will expire one calendar year following adoption unless formally processed for approval in accordance with this policy.

6. As the official voting and governance body for all BoR institutions, BoR and USG policies automatically become FVSU policy. Vice presidents will review, with the Cabinet, all new or amended policies for the BoR from their respective divisions. After review, they will be included in the FVSU Policy Manual as applicable. FVSU must comply with applicable BoR and the USG policies. Conflicts between FVSU, BoR, and USG policies shall be resolved by giving preference to BoR and the USG policies.
7. The Office of Legal Affairs shall review all institutional and unit-level policies, prior to implementation and publication, to ensure compliance with Georgia law, USG BoR policies, and existing FVSU policies and practices. No institutional policy or policy change or unit-level policy or policy change shall be enforced until after such policy or policy change is cleared for enforcement by the Office of Legal Affairs.
8. The Office of Legal Affairs shall ensure that new policies or policy changes are posted to the university's policy manual on the web. Annually, the Legal Affairs and Risk Management team will verify that the policy manual contains only those policies currently in force. In addition, the Office of the President and the university library shall have on file a complete and current set of policies in paper copy.
9. Unit-level policies that affect multiple units shall be vetted by each unit with weighted consideration given to the recommendation of the unit most closely impacted by the policy.
10. It is acknowledged that FVSU has existing policies currently in place, which will remain in effect unless revised through the Policy on Policies process.
11. The following flow chart shows the policy approval process at the FVSU:

**Figure 10.1.1 Flow Chart of the Policy Approval Process**



## Sample Evidence of Implementation and Enforcement of Academic Policies

An example of an academic policy which has been created or modified through the procedures outlined in FVSU's Policy on Policies is the [Academic Residency Policy with Signatures](#).

An example of how FVSU's grading and academic standing policies are implemented and enforced for determining academic probation, academic suspension, and dismissal is as follows: [Academic Probation, Academic Suspension and Dismissal](#).

## Supporting Documentation



BoR Policy Manual, Section 3 on Academic Affairs



Academic and Student Affairs Handbook Section 2 on Academic Programs



2019-2020 Undergraduate Catalog



2019-2020 Graduate Catalog



FVSU Employee Handbook










FVSU Faculty Handbook



FVSU Student Handbook



FVSU Office of Registrar Policies and Procedures

-  [FVSU Student Life Policy and Procedure Manual](#)
-  [FVSU Admissions Policy and Procedures](#)
-  [FVSU Office of Financial Aid Policies and Procedures Manual](#)
-  [FVSU Satisfactory Academic Progress \(SAP\) policy](#)
-  [FVSU Student Code of Conduct](#)
-  [Academic Residency Policy with Signatures](#)
-  [Academic Probation, Academic Suspension and Dismissal](#)

**10.2 The institution makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies (*Public information*).**

**Judgment**

☒ Compliance   ☐ Non-Compliance   ☐ Not Applicable

**Narrative**

FVSU is in compliance with the SACSCOC Comprehensive Standard 10.2. FVSU makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies. These documents are disseminated to students, faculty, and other interested parties largely through the FVSU website, but also through the FVSU undergraduate and graduate catalogs which are also online via the FVSU website. This information is relatively easy to find on the FVSU website and applies to students enrolled in FVSU's on-campus, off-campus, and online courses.

**Academic Calendars**

FVSU adheres to the general guidelines of BoR for preparing academic calendars for each semester (fall, spring, and summer) that includes admission application deadlines, registration dates, housing reservation dates, beginning and ending dates of classes, recess dates, final exam dates, and holidays, among others. The academic calendar is made available through FVSU website under [Academic Calendars](#), which links to the calendars for several semesters including previous terms and the current and future semesters through summer 2020. Current academic calendars for summer 2019, fall 2019, spring 2020, and summer 2020, as well as previous term semester calendars for fall 2018, summer 2018, spring 2018, and fall 2017, are published there. Academic calendars are also published in [undergraduate](#) and [graduate catalogs](#).

**Grading Policies**

Consistent with the grading policies of the BoR, FVSU utilizes a basic four-point (4.00) letter grading scale. Passing grades of "A" through "D" contribute quality points to the students' grade point average. Grades "F," "W," "I," and other letter grades do not contribute quality points, but

credit hours with “F” and “WF” grades are counted in hours attempted for GPA calculations. Grading policies of the FVSU are published on its website under Registration and Grading Policies and in its [undergraduate](#) and [graduate catalogs](#), and they can be accessed through the Office of Academic Affairs website, as well.

There are two grade point averages (GPA) computed on a student’s academic transcript. They are the student’s institutional GPA and the Regents’ GPA. The institutional GPA is used to determine whether students are to be placed on probation, suspension, or dismissal and for graduation. The student’s academic performance reflected by the institutional GPA is only of interest at FVSU. The Regents’ GPA appears on the student’s transcript and is used for computing honors and awards, scholarship eligibility, and decisions regarding overload. The Regents’ GPA is used by graduate schools and prospective employers to determine the student’s academic competitiveness relative to other applicants.

The institutional GPA is computed using the Forgiveness Policy. Only the most recent attempts of courses taken at FVSU in which a grade of “A,” “B,” “C,” “D,” “F,” or “WF” has been earned are used in the computation. The Institutional GPA is computed by dividing the hours attempted, using the Forgiveness Policy for courses attempted since fall 1998, into the number of quality points earned on these credit hours. However, the Regents’ GPA, which is recorded on the student’s transcript, is computed using all hours attempted.

K - Credit	0
NG - No Grade Reported	0

FVSU also publishes its [policy for incomplete grades](#) on its website and in its [undergraduate](#) and [graduate catalogs](#). This policy reads:

“I” This symbol indicates that a student was doing satisfactory work but, for non-academic reasons beyond his/her control, was unable to meet the full requirements of the course. The assignment of an “I” must be documented via a form to be approved by the Department Head, the Dean, and the Vice President for Academic Affairs. If an “I” is not satisfactorily



removed by midterm of the next term of residence, the symbol “I” will be changed to the grade “F” by the Registrar.

### **Cost of Attendance and Refund Policies**

FVSU’s tuition (for in-state and out-of-state) and fees (mandatory and miscellaneous) for undergraduate and graduate students are published on its website, which links to the 2018-19 and 2019-20 schedules of detailed [tuition and fees](#). The website also provides information on e-rate for those who take fully online classes, for FVSU online, Georgia On My Line, eCore, and eMajor students.

Such fees are set by the BoR typically in April for the coming academic year and published by June. One link goes to the [undergraduate costs of attendance](#) and the other goes to the [cost of attendance for graduate students](#). Those detailed fee schedules include in-state and out-of-state resident tuition rates per credit hour, the online tuition rates per credit hour, and other designated student fees for technology, health, activities, transportation, student center, athletics, institutional, and other costs of attendance. The costs of on-campus housing and meal plans are also cited, along with refund policies. [Other special fees](#) for campus parking decals, ID card replacements, orientation fees, and graduation application fees are also listed on the FVSU website. Students on FVSU campus, as well as on Warner Robins Center, pay all the fees. Fully online students only pay technology, student center, and institutional fees. Individual student’s tuition and fees are computed based on the type of student (in-state vs. out-of-state), number of total credit hours taken in a given semester, and the combination face-to-face vs. fully online courses. In any case, fees are charged only once (e.g., if a student paid technology fee for online course, he/she would not pay it again for the face-to-face course, when taken together in the same semester).

The following table illustrate the changes of total cost of attendance (COA) for FVSU over the past 10 years (2009-2019).

**Table 10.2.1 Changes of Total Cost of Attendance**

Year	Living On Campus		Living Off Campus		Changes by Year
	In-State	Out-of-State	In-State	Out-of-State	
2009-10	\$17,890	\$29,504	N/A	N/A	-
2010-11	\$18,686	\$30,300	N/A	N/A	▲ 2.70%
2011-12	\$19,263	\$30,877	N/A	N/A	▲ 1.90%
2012-13	\$19,801	\$31,705	N/A	N/A	▲ 2.68%
2013-14	\$20,725	\$32,927	\$16,438	\$28,640	▲ 3.85%
2014-15	\$20,773	\$33,279	\$16,448	\$28,954	▲ 1.07%
2015-16	\$19,949	\$30,205	\$15,594	\$25,850	▼ -9.24%
2016-17	\$20,044	\$20,044	\$15,594	\$15,594	▼ -33.64%
2017-18	\$21,108	\$34,188	\$16,658	\$29,738	▲ 70.56%
2018-19	\$21,530	\$34,610	\$16,658	\$29,738	▲ 1.23%

Although the tuition and fees has modestly increased at FVSU over the past 10 years (see table below), it remains viable among the top 20 most affordable colleges in Georgia for Bachelor's Degree in 2019.

**Table 10.2.2 10 Year Trend in Undergraduate and Graduate Tuition and Fees**

Year	Undergraduate		Graduate		Changes By Year
	In-State	Out-of-State	In-State	Out-of-State	
2009-10	\$5,012	\$16,626	\$4,766	\$15,650	-
2010-11	\$5,562	\$17,176	\$5,292	\$16,176	▲ 2.58%
2011-12	\$6,030	\$17,644	\$3,632	\$9,080	▲ 0.81%
2012-13	\$6,180	\$18,084	\$3,720	\$9,298	▲ 2.50%
2013-14	\$6,438	\$18,640	\$6,020	\$17,456	▲ 2.50%
2014-15	\$6,448	\$18,954	\$5,914	\$17,350	▲ 2.50%
2015-16	\$5,594	\$15,850	\$6,038	\$17,820	▼ -18.00%
2016-17	\$5,594	\$5,594	\$6,038	\$6,038	▼ -72.52%
2017-18	\$6,658	\$19,738	\$6,052	\$17,836	▲ 363.97%
2018-19	\$6,658	\$19,738	\$6,052	\$17,836	0.00%

FVUS's refund policy is consistent with the regulations of the BoR of the USG. [Board of Regents \(BoR\) policy manual, Section 7.3.5.1](#) reads that:

The unearned portion shall be refunded up to the point in time that the amount earned equals 60 percent. Students who withdraw from the institution when the calculated percentage of completion is greater than 60 percent are not entitled to a refund of any portion of institutional charges.

Likewise, the [refund policy](#) of FVSU reads:













The refund percentage that a student receives is a calculation of the time remaining in the semester up through 60% of the semester. Once 60% of the semester has expired, there is no refund for a withdrawal from the institution. The refund calculation is based on days enrolled in the semester divided by the number of calendar days in the semester including weekends and holidays but excluding breaks of five (5) or more consecutive days.

A refund of all semester tuition and other mandatory fees is made in the event of death of a student any time during an academic semester. (BR Minutes, 1979-80, p. 61; 1986-87. pp. 24-25; 1995, 6. 246).

Refunds are not issued for a reduction in class load after the first day of classes.

In addition, the refund policy also includes the Excess Financial Aid Refunds and Title IV Refunds (i.e., Federal Subsidized and Unsubsidized Stafford Loans, Parent Loans to Undergraduate Students—PLUS, Federal Pell Grants, Teacher Education Assistance for College and Higher Education Grant—TEACH, and Federal Supplemental Educational Opportunity Grant—FSEOG) due to withdrawal from the university. Finally, the [FVSU Net Price Calculator](#) demonstrates how the cost of attendance is calculated.

### **Supporting Documentation**

-  [FVSU Academic Calendars](#)
-  [2019-2020 Undergraduate Catalog](#)
-  [2019-2020 Graduate Catalog](#)
-  [Policy for Incomplete Grades](#)
-  [FVSU Tuition and fees](#)
-  [FVSU Undergraduate Costs of Attendance](#)
-  [Cost of Attendance for Graduate Students](#)
-  [Other Special Fees](#)
-  [20 Most Affordable Colleges in Georgia for Bachelor's Degree in 2019](#)
-  [BoR Policy Manual, Section 7.3.5.1](#)
-  [FVSU Refund Policy](#)
-  [FVSU Net Price Calculator](#)

**10.3 The institution insures the availability of archived official catalogs, digital or print, with relevant information for course and degree requirements sufficient to serve former and returning students** (*Archived information*).

**Judgment**

☒ Compliance   ☐ Non-Compliance   ☐ Not Applicable

**Narrative**

The Office of Academic Affairs ensures that archival version of catalogs are maintained. [Past catalogs](#) in digital and/or print form are maintained in the Office of Academic Affairs, Office of the Registrar, and in the university library. Any student can access a catalog of record through the Office of Academic Affairs, Office of the Registrar, and university library. Catalogs beginning fall 2015 can be easily accessed from the institution's online link at [academic catalog](#) by former students and by the general public. The following table illustrates comparison of documented descriptions between 2015-17 and 2018-19 undergraduate catalogs' degree requirements sufficient to serve former and returning students:

Table 10.3.1: Graduation Requirements for Undergraduate Students as Documented in Catalogs

<b>2015-17 Undergraduate Catalog</b>	<b>2019-20 Undergraduate Catalog</b>
Requirements for Graduation: To graduate with a bachelor's degree, a minimum of 123 semester hours of course work is required, including institutional requirements for orientation to the University, military science, and/or physical education course work. Major programs requiring more than the 123-hour minimum are so designated. The minimum required cumulative average for graduation is 2.00. A higher graduating GPA is required for programs related to	Requirements for Graduation: To graduate with a bachelor's degree, a minimum of 123 semester hours of coursework is required, including institutional requirements for orientation to the University, military science, and/or physical education coursework. Major programs requiring more than the 123-hour minimum are so designated. The minimum required cumulative GPA for graduation is 2.0. Some academic majors may require a higher GPA for graduation. For questions

<p>teacher certification. Additional Requirements for Graduation:</p> <ol style="list-style-type: none"> <li>1. A candidate who has completed considerable work in another accredited institution must have spent a full academic year or two semesters in residence at Fort Valley State University or the equivalent in summer sessions. During this term of residence, a candidate must earn at least 30 hours with an average grade of "C" (2.00) or better. Certain restrictions apply for courses taken through extension, correspondence, independent study, and other means (see appropriate sections in this Catalog.)</li> <li>2. A candidate for graduation must be enrolled in the University during the semester that he/she completes academic requirements.</li> <li>3. All courses in the major and all professional courses in education, for students in the teacher- training curricula, must have been completed with a minimum grade of "C." Each candidate for graduation must have completed English 1101 and 1102 with a minimum grade of "C."</li> <li>4. By Georgia legislative action in 1923, 1953 and 1976, each student is required to take and pass a course or an examination on</li> </ol>	<p>about degree requirements, students should consult with their academic advisor, department chair and dean prior to applying for graduation.</p> <p>Additional Requirements for Graduation:</p> <ol style="list-style-type: none"> <li>1. An institutional grade point average of 2.0 (i.e., "C" average) on all coursework attempted with the exception of learning support courses and courses with no earned hours ("I," "U," "V" and W)</li> <li>2. A candidate who has completed considerable coursework at another accredited institution must spend a full academic year (i.e., two semesters) of residency at Fort Valley State University or the equivalent in summer sessions. During this term of residency, a student must earn at least 30-hours in courses designated at the junior/senior level at Fort Valley State University with an average grade of "C" (i.e., 2.0 GPA) or better excluding internships and practicums. Certain restrictions apply for courses taken through extension, correspondence, independent study, and other means (see appropriate sections in this catalog).</li> <li>3. A candidate for graduation must be enrolled at the University during the semester</li> </ol>
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<p>the history of the United States, the History of Georgia, and the provisions and principles of the United States Constitution and the Constitution of Georgia. Satisfactory completion of Political Science 1100, American Government, will meet the requirement on federal and state constitutions; and satisfactory completion of History 2111 or 2112, United States History, will fulfill the national and state history requirements.</p> <p>5. Each candidate for graduation is required to file with the Registrar, an Application for Graduation by the announced deadline for spring, summer, or fall graduation conferral dates. This application requires the payment of a non-refundable graduation fee. A new application is required if the applicant fails to meet all degree requirements during the semester for which the original application was filed. The fee, however, will roll over. Candidates must apply for graduation by the following deadlines: Term of Expected Graduation/Completion Application Deadline Fall Semester - July 15; Spring Semester - November 15; Summer Semester - February 15.</p> <p>6. Late graduation application penalty. Students who do not complete their</p>	<p>that he/she completes academic requirements for graduation.</p> <p>4. All courses in the major and all professional courses in education, for students in the teacher- training curricula, must have been completed with a minimum grade of "C." Each candidate for graduation must have completed ENGL 1101 and ENGL 1102 with a minimum grade of "C."</p> <p>5. By Georgia legislative action in 1923, 1953 and 1976, each student is required to take and pass a course or an examination on the history of the United States, the History of Georgia, and the provisions and principles of the United States Constitution and the Constitution of Georgia. Satisfactory completion of Political Science 1101 American Government, will meet the requirement on federal and state constitutions; and satisfactory completion of HIST 2111 or HIST 2112 , United States History, will fulfill the national and state history requirements.</p> <p>6. Each candidate for graduation is required to file with the Registrar's Office, an Application for Graduation by the announced deadline for spring, summer, or fall graduation conferral dates. This application requires the payment of a non-refundable</p>
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<p>applications for graduation by the published deadline will be assessed a penalty of \$35.00 until the final deadline date, after which no additional applications will be accepted.</p> <p>7. Each candidate for graduation must achieve a required score on his /her major exit examination or other required examinations for the major. All required assessments must have been completed.</p>	<p>graduation fee. A new application is required if the applicant fails to meet all degree requirements during the semester for which the original application was filed. The fee, however, will roll to the next semester if the student meets the application deadline for filing an application for graduation. An application received after the application deadline will incur a late fee. An application for graduation will not be accepted after the final application deadline.</p> <p>Application Deadline: Spring - November 15; Summer - February 15; Fall - July 15.</p> <p>Final Application Deadline: Spring - January 15; Summer - April 15; Fall - September 15.</p> <p>1. Late graduation application penalty. Students who fail to complete an Application for Graduation by the published deadline will be assessed a penalty of \$35.00 until the final deadline date, after which no additional applications will be accepted.</p> <p>2. Each candidate for graduation must achieve a required score on his /her major exit examination or other required examinations for the major. All required assessments must be completed.</p>
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	3. Students who fail to complete their degree requirements during the final semester must complete all degree requirements before the University confers a degree.
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Changes and updates to the catalog are disseminated through the Faculty Senate, academic departments, program units, curriculum committees of all levels (departmental, college level, and institutional), deans of colleges, and to all faculty advisors by the Office of the Provost and Vice President for Academic Affairs. The academic departments, program coordinators, deans of colleges, and faculty advisors, in turn, will be responsible to notify students within their respective jurisdictions. When needed, faculty workshops are conducted in the affected discipline or program areas not only to inform them of changes, but also how those changes should be incorporated in the academic advisement.

### **Supporting Documentation**



[Past Catalogs 2010-2014](#)



[Academic catalog](#)



[2015-17 Undergraduate Catalog](#)



[2019-20 Undergraduate Catalog](#)

**10.4 The institution (a) publishes and implements policies on the authority of faculty in academic and governance matters, (b) demonstrates that educational programs for which academic credit is awarded are approved consistent with institutional policy, and (c) places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. (*Academic governance*)**

**Judgment**

☒ Compliance   ☐ Non-Compliance   ☐ Not Applicable

**Narrative**

FVSU is in compliance with the SACSCOC Comprehensive Standard 10.4. FVSU (a) publishes and implements policies on the authority of faculty in academic governance matters; (b) demonstrates that educational programs for which academic credit is awarded are approved consistent with institutional policy; and (c) places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.

**(a) Published Policies on the Authority of the Faculty in Academic and Governance Matters**

The faculty at FVSU is defined in the governing board's BoR Policy Manual Section 3.2 as follows:

**2.1 Faculty Membership**

In all University System of Georgia (USG) institutions, the faculty will consist of the Corps of Instruction and the administrative officers.

**3.2.1.1 Corps of Instruction**

Full-time professors, associate professors, assistant professors, instructors, lecturers, senior lecturers, principal lecturers, and teaching personnel with such other titles as may be approved by the Board, shall be the Corps of Instruction. Full-time research and extension personnel and duly certified librarians will be included in the Corps of Instruction on the

basis of comparable training. Persons holding part-time and adjunct appointments or other honorary titles shall not be considered to be members of the faculty.

#### **3.2.1.2 Administrative Officers**

Faculty status of full-time administrative officers will necessarily vary with the size and complexity of the institution. Administrative officers shall be appointed by the President of the institution and shall hold office at the pleasure of the President.

A faculty member who has academic rank and rights of tenure in the Corps of Instruction and who accepts an appointment to an administrative office, other than President, shall retain the responsibilities and privileges of faculty membership, his or her academic rank, and rights of tenure as an ex officio member of the Corps of Instruction, but shall have no rights of tenure in the administrative office to which he or she has been appointed.

#### **3.2.1.3 Other Faculty Members**

##### **Research and Comprehensive Universities**

In addition to the Corps of Instruction, the faculty will include the President, administrative and academic deans, registrar, librarian, and chief fiscal officer of the institution and other full-time administrative officers as the institution may designate as having ex officio faculty status.

##### **State Universities and State Colleges**

In addition to the Corps of Instruction, the faculty will consist of the President of the institution and other full-time administrative officers as the institution may designate as having ex officio faculty status.

The BoR Policy Manual goes on to say this about the president's role on the faculty in Section 2.6, under the Presidential Authority and Responsibilities:

### **2.6.1 Executive Head of Institution**

The President of each University System of Georgia (USG) institution shall be the executive head of the institution and all its departments and shall exercise supervision and direction to promote the efficient operation of the institution. The President is responsible to the Chancellor for the operation and management of the institution and for the execution of all directives of the Board of Regents and the Chancellor.

### **2.6.2 Ex-Officio Faculty Chair**

The President shall be the ex-officio chair of the faculty and a member of all faculties and other academic bodies within the institution. The President may preside at faculty meetings. The President may call meetings of any council, senate, assembly, committee, or governance body at his or her institution at any time, may chair the governance body, and may preside at the meetings. The President shall decide all questions of jurisdiction, not otherwise defined by the Chancellor, of the several councils, faculties, and officers.

The President may veto any act of any council, faculty, or committee of his or her institution but, in doing so, shall transmit to the proper officer a written statement of the reason for such veto. A copy of each veto statement shall be transmitted to the Chancellor.

The President shall be the official medium of communication between the faculty and the Chancellor and between the council, senate, assembly, committee, or governance body and the Chancellor.

### **2.6.3 Personnel Policies**

The President is responsible for the initial appointment of faculty members and administrative employees of each institution and the salary and all promotions of those employees. The President may reappoint faculty members and administrative employees except as otherwise specified in this Policy Manual. The President may accept the resignation of any employee of his or her institution on behalf of the Board of Regents.

The President may grant leaves of absence for members of the faculty for study at other institutions or for such reasons as the President may deem proper.

The President shall make such reports as required from time to time to the Board, through the Chancellor, of the condition of the institution under his or her leadership.

#### **2.6.4 Agreements**

The President may execute, accept, or deliver, on behalf of the Board of Regents, the following types of research agreements, settlement agreements, service agreements, and reciprocal emergency law enforcement agreements affecting his or her institution:

1. Research or service agreements whereby the institution concerned, for monetary compensation or other good and valuable consideration, agrees to perform certain institution-oriented research or other personal services within a time period of one year or less;
2. Agreements between USG institutions and hospitals or other organized medical facilities, both public and private, whereby the hospital or medical facility concerned agrees to provide clinical services to nursing and other students enrolled in nursing and allied health programs at the institution concerned, which are subject to cancellation by either party;
3. Reciprocal emergency law enforcement agreements between USG institutions and county and municipal authorities, as authorized by the Georgia Mutual Aid Act, as amended;
4. Settlements of grievances and complaints, including those filed by state and federal agencies that do not include a monetary commitment of more than \$100,000. Notice of settlements shall be filed with the University System Office of Legal Affairs;
- and, 5. Any agreements necessary for the day-to-day operation of the institution.

#### **2.6.5 Delegation of Authority and Responsibilities**

The President may delegate his or her authority and responsibilities under Board of Regents' Policy unless expressly prohibited by the Board of Regents.

FVSU policies on faculty role in governance follow the BoR of the USG [Policy Manual, Section 3.2.3](#), which states:

The faculty or the council, senate, assembly, or other comparable faculty governance body at an USG institution, shall, subject to the approval of the President of the institution:

1. Make statutes, rules, and regulations for its governance;
2. Provide committees as may be required;
3. Make statutes, rules, and regulations for students regarding admission, suspension, expulsion, classes, courses of study, the learning environment, and requirements for graduation; and,
4. Make regulations necessary or proper for the maintenance of high educational standards.

A copy of each institution's statutes, rules, and regulations made by the faculty shall be filed with the Chancellor and shall be published, implemented, and disseminated in accordance with SACSCOC regulations. The faculty shall have primary responsibility for those aspects of student life that relate to the educational process, subject to the approval of the President of the institution.

FVSU's academic governance structure involves a commitment to shared governance between the teaching faculty and academic administrative faculty. FVSU operates in a manner consistent with the [Commission's Resource Manual for Standard 10.4](#) which states:

The tradition of shared governance within American higher education recognizes the importance of both faculty and administrative involvement in the approval of educational programs (degrees, certificates, and diplomas). Approval by the faculty ensures that programs, including programs offered through collaborative arrangements, contain appropriate courses reflecting current knowledge within a discipline and include courses appropriate for the students enrolled. Approval by the administration affirms that educational programs are consistent with the mission of the institution and that the institution possesses both the organization and resources to ensure the quality of its educational programs.

Institutional policies concerning the role of faculty in academic matters should make clear that the faculty has primary responsibility for the content, quality, and effectiveness of the curriculum. Documentation should include evidence that faculty actively assume these responsibilities. While department chairs may take a major role in these processes, the evidence should show broad faculty involvement in what are considered fundamental faculty roles.

Evidence of this shared governance responsibility is most evident in the curriculum proposal and approval processes described in the next subsection of this narrative.

FVSU publishes policies on the authority of faculty in academic and governance matters as illustrated by the following excerpts from its [Faculty Handbook](#).

### **The University Faculty**

The University Faculty receives the actions of the Senate and the University Curriculum Committee and discusses other concerns before the full academic community. Prior to commencement exercises, the University Faculty votes to approve and recommend to the President the candidates for degrees that the institution has been authorized by the BoR to confer. Additionally, the University Faculty prescribes the rules and regulations for activities and matters pertinent to student life such as the following: student publications, athletics, clubs, and fraternity and sorority activities. The recommendations of the faculty are subject to the approval of the University President, the Chancellor, and the BoR.

### **Faculty Meetings**

The University Faculty shall meet at least twice a year and other times as may be necessary or desirable. Adequate notice shall be given of all meetings. A majority of the faculty shall constitute a quorum at regular faculty meetings. All persons who hold faculty status shall be eligible to vote in regular faculty meetings and be counted in the quorum. The President or his/her designee shall also call a meeting of the University Faculty upon receiving a 2/3 majority vote of the Faculty Senate shall call for such a meeting.

## **Faculty Rules & Regulations**

The university faculty and the Faculty Senate shall make, subject to the approval of the President, statutes, rules and regulations for its governance and for that of the students; provide such committees as may be required; prescribe regulations regarding admission, suspension, expulsion, classes, courses of study, and requirements for graduation; and make such regulations as may be necessary or proper for the maintenance of high educational standards. A copy of the statutes, rules and regulations made by the faculty shall be filed with the Chancellor. The faculty shall also have primary responsibility for those aspects of student life that relate to the educational process, subject to the approval of the President of the University.

## **The Faculty Senate**

The Faculty Senate is the elected legislative body of the faculty. As such, it is the official advisory body to the President. The President of the University (or his designee) serves as Chairperson of the Faculty Senate as mandated by BoR policy. The President of the Faculty Senate is a senator duly elected by that body in accordance with its Bylaws. The university faculty shall approve the Senate Bylaws, the operating rules of the Senate, as set forth in the Constitution and Bylaws of the Senate.

Faculty members are elected to serve on various standing (and/or ad hoc) committees of the university on all matters of governance, including but not limited to: Administrative Council; Admissions Committee; Agricultural & Laboratory Animals Care & Use Committee; Athletic Committee; Automated Resources Planning & Evaluation Committee; Curriculum Committee; Educational Policies Subcommittee; Graduate Council; Homecoming Committee; Human Subjects Committee; International Education & Study Abroad Advisory Committee; Professional Education Faculty Council; the Teacher Education Advisory Committee; Promotion, Rank, and Tenure Review Committee; and, any Ad Hoc Grievance Oversight. Evidence that teaching and administrative faculty share academic governance responsibilities at FVSU is reflected in the [membership of the standing committees](#).



**(b) Demonstrating that Educational Programs for which Academic Credit is Awarded are Approved Consistent with Institutional Policy**

All substantive changes, additions, and deletions to FVSU curriculum go through a rigorous multi-tiered process of evaluation and approval that involves different faculty and administrative approvals from the department level to the university level. The approval of the Provost and Vice President for Academic Affairs completes the review process for all existing academic programs and related academic policies. For new degree program proposals or the discontinuation of existing programs, an additional two tiers of administrative review and approval - one by the chancellor and his staff, and the other by the BoR - are necessary, as described below. The [FVSU Faculty Handbook](#) states:

Because faculty have primary responsibility for the curriculum, all proposals for initiating new programs are developed by faculty in the discipline area in which the course(s) will be offered and submitted to a departmental curriculum committee for review to ensure that the programs align with the institutional and unit missions, the content of the program is consistent with the content of similar programs at other institutions, and that the program meets the requirements of the Board of Regents of the University System of Georgia for New Program Approval. The committee will review application materials based on number of criteria, of which program length is one, and approve the program for submission to the college-level curriculum committee.

The college-level committee consists of faculty from disciplines across the college who review the applications based on the same criteria used at the departmental level. Approval at the college level results in submission of the application to the University Curriculum Committee.

The University Curriculum Committee, which has Program and Policy subcommittees which review applications of new programs and new policies and policy revisions, respectively, approves the program after review by the Program Subcommittee for adherence to necessary criteria. In the event that issues exist with the program, the application is sent back to the appropriate level to address the issues prior to resubmission to the Curriculum Committee.

Following development and review by faculty and committees at the departmental, college, and university levels, new programs are then submitted to the Office of the Provost and Vice President for Academic Affairs for approval. The review of the program at this level is designed to ensure that the faculty of the department in which the course(s) will be offered and the departmental, college, and institutional curriculum committees have adhered to university and BoR policies for new program approval and to ensure that unit resources are adequate to support the program prior to submission to the BoR of the USG for approval.

Once the program has been reviewed and approved at every level from the department to the Provost and Vice President for Academic Affairs, the proposal is then sent to the Office of Academic Affairs at the USG. The proposal is reviewed by the staff of the Academic Affairs Office at the BoR and is also distributed to all USG institutions to ensure that there is no program duplication and that other system institutions that may wish to collaborate with the institution submitting the proposal are aware that the program has been submitted for approval. The policy for new program approval by the USG is published in the [Board of Regents Academic and Student Affairs Handbook, Section 2.3.2](#).

The Bachelor of Business Administration with a major in [Supply Chain and Logistics Management](#) at FVSU in August 2016 is an example of a recently [approved new degree program](#) at FVSU. The supporting documentation shows evidence that this proposed new degree program received approvals at all levels of review from the instructional department to the governing board.

### **(c) Placing Primary Responsibility for the Content, Quality, and Effectiveness of the Curriculum with FVSU's Faculty**

Although the chancellor and his staff and the governing board are involved in the approval of new degree programs at FVSU, the proposals for such degree programs are prepared, reviewed, and approved exclusively by FVSU's teaching and administrative faculty. The day-to-day content delivery, quality control, and effectiveness of FVSU's curriculum rests exclusively with the university's teaching and administrative faculty. There should be no question that the FVSU faculty have primary responsibility for the curriculum. The [Board of Regents Policy Manual, Section 3.1](#) states that:

Each USG institution president and his or her administrative officers, faculty, and staff shall promote effective higher education and efficient service having in view resources available to the institution. USG academic authorities shall choose the appropriate ways and means that are best adapted to achieve the ends desired. The Board of Regents will hold institutions accountable for their results.

Within the university, the teaching faculty holds the primary responsibility for the instructional delivery of the curriculum, its regular review in assessments of learning outcomes, and its periodic self-studies for comprehensive program review and national program accreditations where applicable. Academic administrative faculty including department heads, deans, associate vice presidents for academic affairs and institutional research, and the Provost and Vice President for Academic Affairs provide appropriate academic oversight to such curricular matters, as well.

The membership of the Faculty Senate and the University Curriculum Committee, including the Program and Policy Subcommittees of the Curriculum Committee, is exclusively faculty, most of whom are teaching faculty whose primary responsibility is delivery of instruction. With this structure, it is evident that the content, quality, and effectiveness of the curriculum reside with the university's faculty.

Curricular changes, specifically course proposals and modifications, are developed by faculty in the discipline area in which the course(s) will be offered and submitted to a departmental curriculum committee for review to ensure that the changes align with the departments' mission statements, is consistent with the content of similar curricula at other institutions, and meet the requirements of the BoR of the USG for New Program Approval. The committee will review application materials based on a number of criteria, of which program length is one, and approve the program for submission to the college-level curriculum committee.

The college-level committee consists of faculty from disciplines across the colleges who review the applications based on the same criteria used at the departmental level. Approval at the college level results in submission of the course proposal/modification form to the University Curriculum Committee.

The University Curriculum Committee, which has Program and Policy Subcommittees that review applications of new programs and changes to curricula of existing programs and new policies and policy revisions, respectively, approves the curricular changes after review by the Program Subcommittee for adherence to necessary criteria. In the event that issues exist with the program, the application is sent back to the appropriate level to address the issues prior to resubmission to the University Curriculum Committee.

Following development and review by faculty and committees at the departmental, college, and university levels, curricular changes are then submitted to the Office of the Provost and Vice President for Academic Affairs for final approval. The review of curricular changes at this level is designed to ensure that the faculty of the department in which the course(s) will be offered and the departmental, college, and institutional curriculum committees have adhered to university and BoR policies for approval of curricular changes. Once the program has been reviewed and approved at every level from the department to the Provost and Vice President for Academic Affairs, it is then implemented as curricular change and published in the university catalogs and other pertinent publication and the balance sheet for the program is adjusted to reflect the change.

There are no instances where the primary responsibility for a degree program in the FVSU curriculum resides with individuals who are not FVSU teaching and academic administrative faculty.

### **Supporting Documentation**



[BoR Policy Manual Section 3.2](#)



[BoR Policy Manual Section 2.6](#)



[BoR Policy Manual Section 3.2.3](#)



[Commission's Resource Manual for Standard 10.4](#)



[Membership of the Standing Committees](#)



[FVSU Faculty Handbook](#)



[BoR Academic and Student Affairs Handbook, Section 2.3.2](#)



[Approved New Degree Program](#)



[BBA Supply Chain and Logistics Management](#)



[BoR Policy Manual, Section 3.1](#)

**10.5 The institution publishes admissions policies consistent with its mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. The institution also ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees. (*Admission policies and practices*)**

### **Judgment**

☒ Compliance   ☐ Non-Compliance   ☐ Not Applicable

### **Narrative**

FVSU is in compliance with the SACSCOC Comprehensive Standard 10.5. FVSU adheres to and publishes admissions policies consistent with its mission. The university's recruitment materials accurately reflect the practices, policies, and accreditation status of the institution. FVSU does not employ independent contractors or agents to recruit prospective students for admission.

### **Published FVSU Admissions Policies Consistent with the Institution's Mission and Governing Board Policies**

The FVSU Office of Recruitment and Admissions policies are consistent with its institutional mission. As described in the [BoR Policy Manual, Section 2.8, Institutional Mission](#), each institution in the USG is categorized as one of four levels based on degree offerings and research emphasis: (1) Research Universities; (2) Comprehensive Universities; (3) State Universities; and, (4) State Colleges.

State universities, under which FVSU is categorized, are those, "which offer a number of undergraduate and master's-level programs, but very few doctoral programs. Associate-level degrees can be offered at these universities, but they are also typically limited. While teaching is a core focus at all USG institutions, the emphasis on research activity at these state universities includes some basic research but is typically more focused on institutional or applied research."

As a public land grant university in the USG, FVSU's institutional mission statement as approved by the BoR includes the following curricular focus:

The university's primary commitments include, among others, enhancement of teacher training programs grounded upon a liberal arts foundation, as reflective of over 110 years of experience and tradition. Additionally, the university recognizes with great pride and desires to further its responsibilities as Georgia's 1890 Land-Grant institution by offering programming excellence in agriculture, agribusiness, family and consumer sciences, extension, and military science, as well as to further its traditions of excellence in programs in the liberal arts and humanities, social sciences, and natural and physical sciences.

### **Undergraduate Admissions Policies and Practices**

Within the USG, undergraduate admissions standards are the most selective among the top tier of the research universities and least selective among the bottom tier of state colleges. State colleges typically have access admission standards (nonselective), and the higher three tiers of USG institutions have progressively more selective admissions standards. As a state university, FVSU has minimum standards for undergraduate admissions which are more selective than those of the state colleges and less selective than those of the comprehensive and research universities. Such differences in the minimum admissions standards set by the governing board for each of the four different mission tiers of USG institutions can be seen in the [BoR Policy Manual, Section 4.2.1.1](#) on freshman admission requirements which states:

Freshman Requirements apply to first-time freshmen and individuals who have not earned the equivalent of 30 semester hours of transferable postsecondary credit. Students with fewer than 30 semester hours of transferable postsecondary credit must meet the Freshman Requirements at the institution to which they are transferring.

Students applying for freshman admissions to a USG institution must meet the following criteria and additional guidelines as set forth in the [Academic & Student Affairs Handbook](#).

#### **Academic Record**

Applicants from a public school regulated by a school system and state department of education or a high school holding accreditation from an approved accrediting body must have graduated from the school and completed the USG's Required High School Curriculum (RHSC).

Applicants graduating from non-accredited homeschools or high schools must meet the admission criteria required of other applicants but may demonstrate their graduation and completion of the RHSC in an alternative way. USG institutions shall establish a methodology to evaluate completion of the RHSC and high school graduation from non-accredited homeschools or high schools based on guidelines set forth in the Academic & Student Affairs Handbook and approved by the Chief Academic Officer.

**The RHSC is comprised of the following units:**

<b>Subject</b>	<b>Units</b>
Mathematics	4
English	4
Science	4
Social Science	3
Foreign Language/American Sign Language/Computer Science	2

USG institutions shall require a minimum high school grade point average (HSGPA), which is calculated on the RHSC units.

**SAT/ACT Scores**

Research, comprehensive, and state universities shall establish minimum SAT and ACT score requirements of at least the following:

Test	Scores
SAT Administered March 2016 or Later	480 on the Evidence- Based Reading and Writing section, and 440 on the Math section
SAT Administered Prior to March 2016	430 on the Critical Reading section, and 400 on the Math section
ACT	17 on the English test or Reading test, and 17 on the Math test

Presidents of state colleges may elect whether to establish minimum SAT and ACT score requirements.

**Freshman Index** The Freshman Index (FI) is calculated using a combination of an applicant's SAT or ACT scores and HSGPA as set forth below:

- **SAT Administered March 2016 or Later**

$FI = 500 \times (HSGPA) + 1.06 \times (\text{SAT Evidence-Based Reading and Writing section score} + \text{SAT Math section score}) - 74$

- **SAT Administered Prior to March 2016**

$FI = 500 \times (HSGPA) + \text{SAT Critical Reading section score} + \text{SAT Math section score}$

- **ACT**

$FI = 500 \times (HSGPA) + (42 \times \text{ACT Composite}) + 88$

Research, comprehensive, and state universities shall establish a minimum FI of at least the following:



<b>Institution Sector</b>	<b>Minimum FI</b>
Research Universities	2500
Comprehensive Universities	2040
State Universities	1940

Presidents of state colleges may elect whether to establish a minimum FI requirement.

Evidence that FVSU publishes admissions policies that are consistent with this BoR policy for its mission category can be seen in its published minimum freshman admission standards as cited in the [USG Academic & Student Affairs Handbook, Section 3.1.1](#) Freshman Admissions Requirements (for all USG institutions including FVSU. The same minimum [admissions application requirements](#) for beginning freshmen are published on the FVSU website for future students and in the [Undergraduate Catalog](#). It should be noted that in the [USG Academic & Student Affairs Handbook Section 3.1.1.1](#) for freshman requirements, the minimum required HSGPA calculated for RHSC courses is 2.0. A minimum 2.0 High School Grade Point Average (HSGPA) is required. The HSGPA is calculated on a 4.0 scale using the 17 units of the RHSC. FVSU's minimum HSGPA is actually higher at 2.25, which is permissible in the USG.

As a member-institution of the USG, FVSU also has a mission to participate in the Georgia's Dual Enrollment program. The [BoR Policy Manual Section 4.2.1.4](#) states:

Dual Enrollment provides academically talented high school students with the opportunity to enroll in college-level courses. Institutions shall establish criteria for the admission of high school students to participate in Dual Enrollment in accordance with the guidelines set forth in the [Academic & Student Affairs Handbook](#).

[Section 3.1.1.4](#) of the USG's Academic & Student Affairs Handbook cites the following minimal requirements for Dual Enrollment admissions:

Institutions shall establish requirements of at least the following for Dual Enrollment admission:

1. Enrollment in a public school regulated by a school system of state department of education or a school accredited by one of the approved accrediting bodies provided in Section 3.1.1.1;
2. Minimum SAT score of 970 (combined Verbal/Critical Reading and Mathematics sections) or ACT composite of 20. Institutions seeking to use alternative placement test(s) must seek prior approval from the Executive Vice Chancellor and Chief Academic Officer of the USG;
3. Minimum cumulative high school grade point average of 3.0 as calculated by the institution for admission purposes;
4. Exemption of all Learning Support requirements;
5. Written consent of parent or guardian if the student is a minor; and,
6. Evidence in the transcript that student is on track towards the completion of the USG RHSC requirements and high school graduation.

Comparable minimum admissions requirements for dual enrollment students are published on the FVSU website for [Dual Enrollment Today - DUET](#) and FVSU website for future students, [Admission Requirements](#), as well as in the [Undergraduate Catalog](#).

FVSU also has a mission to admit transfer undergraduate students according to [BoR Policy, Section 4.2.1.5](#) which states:

Institutions shall establish minimum transfer admission criteria of at least the following:

<b>Institution Sector</b>	<b>Minimum Transfer GPA</b>
Research Universities	2.30
Comprehensive and State Universities	2.00
State Colleges	Eligible to continue or return to sending institution

The transfer GPA is based on transferable credit hours from postsecondary institutions previously attended. It is obtained by dividing the total number of transferable credit hours attempted at all postsecondary institutions previously attended into the total number of quality points for those courses. It excludes institutional credit hours (such as Learning Support courses) and vocational course hours.

Students with fewer than 30 transferable semester credit hours must meet the freshman admission requirements at the institution to which they are applying.

The same minimum admissions requirements for undergraduate transfer students are published on the FVSU website for future students, [Admission Requirements](#) and in the [Undergraduate Catalog](#).

USG institutions also have a mission to consider international students for admission. According to the [USG's Academic & Student Affairs Handbook, Section 3.1.1.2](#):

Applicants whose secondary education was completed outside the United States system of education may be admitted with acceptable foreign credentials and English language proficiency as described below:

1. **Foreign Credentials**

Academic performance described by a certificate, diploma, or other document deemed generally equivalent to a U.S. required high school curriculum by a reputable credential evaluator (internal or external to the institution) is acceptable.

2. **English Language Proficiency Requirements**

Completion of a test of English language proficiency is required of all applicants. Please refer to the chart below for approved exams and minimum standards or some other USG-approved evaluation of English.

FVSU's published [admissions requirements](#) on the website and in the [Undergraduate Catalog](#) for international students are consistent with these USG standards.

As public colleges and universities, USG institutions also have a mission to serve non-traditional students (typically older, working adults). There [USG's Academic & Student Affairs Handbook, Section 3.1.1.8](#) defines admissions requirements for such non-traditional students as follows:

In order to make the University System of Georgia more accessible to citizens who are not of traditional college-going age and to encourage a higher proportion of Georgians to benefit from life-long learning, institutions may admit as many non-traditional students as is appropriate based on institution mission, academic programs, and success in retaining and graduating non-traditional students.

Applicants who have been out of high school for at least five years are not required to submit SAT/ACT scores. However, in order to avoid additional testing, such applicants may submit SAT/ACT scores that are no older than seven years and which are at least 500 in both Verbal/Critical Reading and Mathematics or ACT scores of at least 21 on both English and Mathematics.

Non-traditional freshmen must hold a high school diploma from an accredited or approved high school as outlined in Section 3.1.1.1 or have a state-issued high school equivalency certificate or diploma earned through the successful completion of a high school equivalency test approved by the Board of Regents. The following high school equivalency tests are approved:

- GED
- HiSET
- TASC

Students admitted as non-traditional are not subject to the RHSC requirements.

FVSU's published [admissions requirements](#) on the website and in the [Undergraduate Catalog](#) for non-traditional age students are consistent with these USG standards.

The governing board also recognizes that appropriate exceptions to minimum undergraduate admissions standards may be warranted. Those are designated in policy as limited admissions,

including presidential exceptions. Those undergraduate admissions categories are described in substantial detail in the [USG's Academic & Student Affairs Handbook, Section 3.1.1.3](#) as follows:

In recognition of the fact that a limited number of applicants do not meet established standards but demonstrate special potential for success, institutions may admit a limited number of applicants under the Limited Admission category.

The Limited Admission category of admission is comprised of a general Limited Admission provision and a Presidential Exception provision. Institutions are restricted by sector to a maximum number of applicants who may be admitted in this category. The number of traditional freshmen who can be granted Limited Admission for the entire academic year will be no more than the following percentages of the institution's annual first-time freshman headcount enrollment.

Research Universities	Up to 7 percent
Comprehensive Universities	Up to 15 percent
State Universities	Up to 20 percent
State Colleges	Up to 33 percent

Non-traditional freshmen are not included in the Limited Admissions percentage nor are they included in determining the base.

### **Limited Admission Provision**

Institutions may consider applicants meeting all of the following for admission under this provision:

#### **Research Universities**

- Graduation from high school and completion of the RHSC as outlined in Section 3.1.1.1;

- 24 on the Reading test and 22 on the Math test of the new SAT (administered March 2016 or later);  
430 SAT Critical Reading and 400 SAT Math (administered prior to March 2016); or,  
17 ACT English and 17 ACT Math; or
- 2020 Freshman Index

### **Comprehensive Universities**

- Graduation from high school and completion of the RHSC as outlined in Section 3.1.1.1;
- 24 on the Reading test and 22 on the Math test of the new SAT (administered March 2016 or later); 430 SAT Critical Reading and 400 SAT Math (administered prior to March 2016); or, 17 ACT English and 17 ACT Math; or
- 1830 Freshman Index

### **State Universities**

- Graduation from high school and completion of the RHSC as outlined in Section 3.1.1.1;
- 24 on the Reading test and 22 on the Math test of the new SAT (administered March 2016 or later); 430 SAT Critical Reading and 400 SAT Math (administered prior to March 2016); or, 17 ACT English and 17 ACT Math; or
- 1790 Freshman Index

### **State Colleges**

- Graduation from high school as outlined in Section 3.1.1.1; or,
- A state-issued high school equivalency diploma or certificate earned through the successful completion of the GED, TASC or HiSet test. An applicant who presents a state-issued high school diploma or certificate is expected to be at least 18 years of age and for his or her high school class to have graduated; however, institutions may make exceptions on a case-by-case basis. Certificates of attendance or special education diplomas are not acceptable.

### **Presidential Exception Provision**

Each institution President or his or her designee may, under special and rare circumstances, grant exceptions to the above general Limited Admission provision if the applicant shows promise for academic success. Institutions shall use multiple measures, such as interviews, portfolios, and records of experiential achievements whenever possible.

At least one of the following must be held for consideration under the Presidential Exception provision:

- A high school diploma from an accredited or approved high school as specified in Section 3.1.1.1 (certificate of attendance or special education diplomas are not acceptable)
- A state-issued high school equivalency certificate or diploma earned through the successful completion of the GED, TASC, or HiSet test. An applicant who presents a state-issued diploma or certificate is expected to be at least 18 years of age and for his or her high school class to have graduated; however, institutions may make exceptions on a case-by-case basis. Certificates of attendance or special education diplomas are not acceptable.

Applicants admitted under the Presidential Exception provision are included in the number allowed for an institution under the Limited Admission category.

Applicants admitted with RHSC deficiencies shall be required to satisfy those deficiencies as outlined in the “Addressing RHSC Deficiencies” section below.

### **Summary of Minimum Freshman Admission Requirements**

Sector	Regular Admission	Limited Admission Provision	Presidential Exception Provision

State Universities	<ul style="list-style-type: none"> <li>• High school diploma</li> <li>• 17 RHSC units</li> <li>• 2.0 HSGPA</li> <li>• 1940 FI</li> <li>• 24 Reading test and 22 Math test (SAT taken March 2016 or later); 430 SAT Critical Reading and 400 SAT Math (SAT taken prior to March 2016); or, 17 ACT English and 17 ACT Math</li> </ul>	<ul style="list-style-type: none"> <li>• High school diploma</li> <li>• 17 RHSC units</li> <li>• 2.0 HSGPA</li> <li>• 1790 FI</li> <li>• 24 Reading test and 22 Math test (SAT taken March 2016 or later); 430 SAT Critical Reading and 400 SAT Math (SAT taken prior to March 2016); or, 17 ACT English and 17 ACT Math</li> </ul>	High school diploma or approved state-issued high school equivalency certificate or diploma
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FVSU publishes guidelines for such exceptions consistent with these USG policies in its [Undergraduate Policies and Procedures Manual](#) and in its [Undergraduate Catalog](#).

The following table shows the summary of undergraduate student admissions by type of admission, student type of coding for Banner procedures, and criteria for admission:



**Table 10.5.1 Undergraduate admissions by student type and criteria**

Admit Type	Student Type	Criteria
FR-Undergraduate	B-Freshman	Traditional Student. You can tell this is correct by the following: <ul style="list-style-type: none"> <li>- Prior attendance record only includes high schools</li> <li>- Graduated within the last 5 years.</li> </ul>
FL-Freshman Limited	5-Feshman Limited	Students that do not meet established standards (HSGPA) but do demonstrate special potential for success. Additional measures/documentation shall be taken whenever possible, such as: <ul style="list-style-type: none"> <li>• interviews,</li> <li>• portfolios,&amp;</li> <li>• records of experiential achievements</li> </ul>
FP-Freshman Presidential Exception	6- Freshman Presidential Exception	Listed under Special Admit category for Undergraduate Admissions. Student demonstrate one of the following- <ul style="list-style-type: none"> <li>•High school diploma from an accredited or approved high school (certificate of attendance or special education diplomas are not acceptable)</li> <li>•General Education Diploma (GED) acceptable if HS graduation class has graduated.</li> </ul>
PB-Post Baccalaureate	P-Regular	Non-Degree Seeking Professionals for example: <ul style="list-style-type: none"> <li>- Teacher Certification</li> <li>- Already has a Bachelor's Degree</li> </ul>
TR – Transfer	D-Transfer	Traditional student who has previously attended an institution of higher education after high school (technical school, community college, college....)
NF-Non-Traditional Freshman	H-Freshman	Applicant who completed high school more than 5 years prior to the current date.
NT-Non-Traditional Transfer	D-Transfer	Applicant who completed high school more than 5 years prior to the current date and has prior college attendance record.

### Graduate Admissions Policies and Practices

As is common in graduate programs, prospective students must meet program-specific admissions requirements determined by the faculty of the department and college offering the graduate program, as well as institution-wide admission requirements administered through the Office of Graduate Studies. Graduate admission requirements for specific programs are published on FVSU website for [graduate programs](#) and in its [graduate catalog](#).

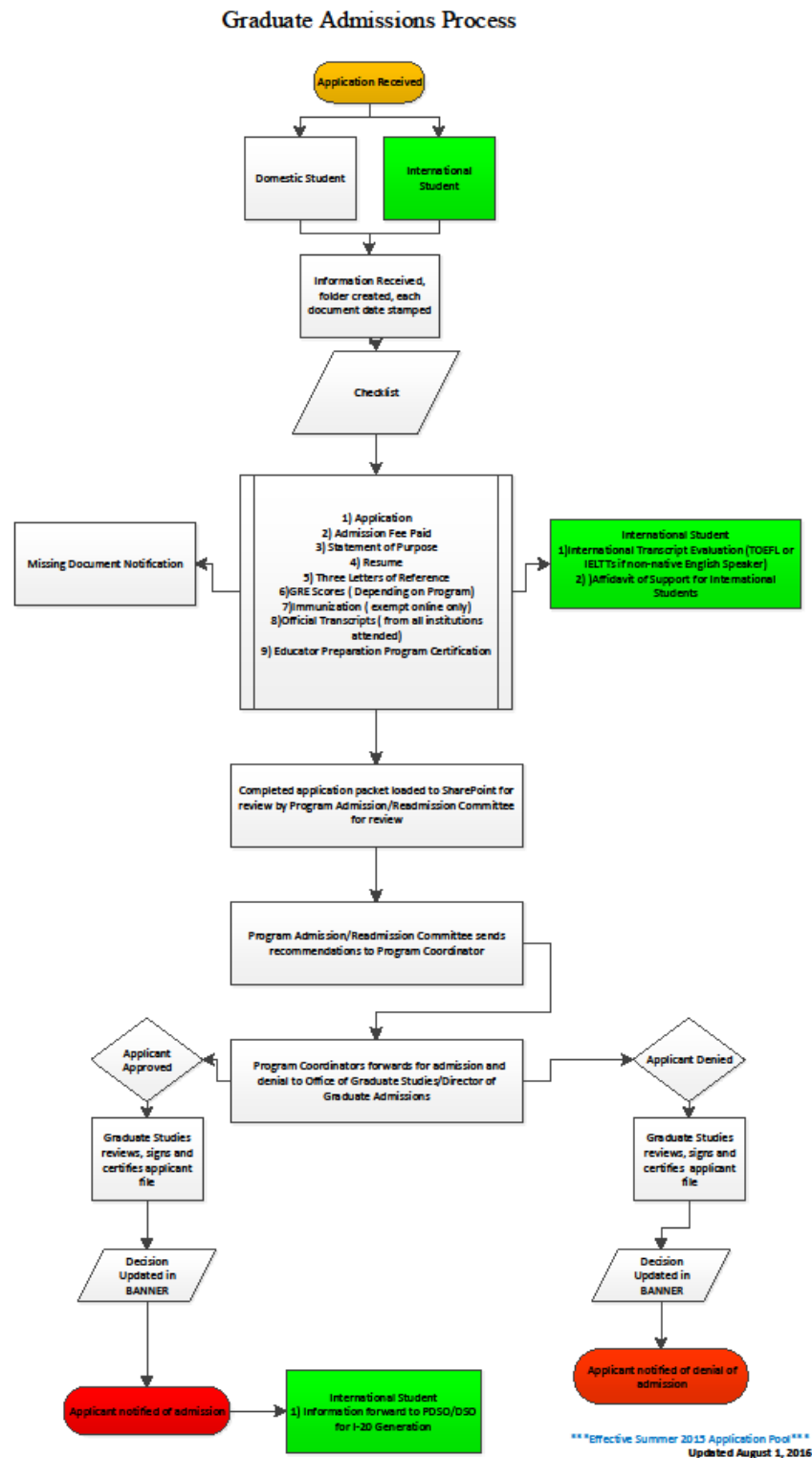
The Office of Graduate Studies oversees the admissions process for all graduate programs at FVSU. To be considered for graduate admission to FVSU, prospective students must meet minimum requirements. [Graduate Admissions Requirements](#) of individual programs are often more rigorous than those set by the general institutional requirements. More information is on individual program sites for program-specific requirements.

Prospective graduate students must submit the following to the [Office of Graduate Studies](#). Additional information can be obtained by contacting graduate studies.

1. A Completed Graduate Application;
2. Application Processing Fee (non-refundable);
  - \$20-Domestic Applicants
  - \$75-International Applicants
3. A Resume;
4. A Statement of Purpose;
  - 550-600 word Statement of Purpose should be in essay format and include personal characteristics/disposition, professional goals, academic background, research, work/volunteer experience, and why you?
5. (3) Letters of Recommendation using the FVSU Recommendation for Admission Form;
6. (1) Official Transcript from each postsecondary institution (College/University) attended. The transcript should show all degrees and coursework, the dates awarded, and grades received;
7. International Transcript Evaluation: Transcripts from educational institutions outside the United States must be evaluated by any current member of the National Association of Credential Evaluation Services (NACES) with a course-by-course evaluation and grade point average (GPA) included. The transcript must be received directly from the evaluation; and
8. FVSU Certificate of Immunization

The graduate admission process is depicted in the following figure:

**Figure 10.5.1 Graduate Admissions Process**



All prospective FVSU students must meet the published admissions requirements regardless of whether the educational program they seek is offered on-campus, off-campus, or online.

### **Evidence that FVSU's Published Admissions Policies are Followed in Practice**

Evidence of Admissions: As shown in the Table 10.5.2 below, a total of 3,715 applications were received for undergraduate and graduate admissions in fall 2018, of which 64% or 2,380 were admitted. Although the number of undergraduate applications (3,197) and the number admitted (1,973) were high among the first-time freshmen, their matriculation rate was relatively low (23.67%), perhaps due to many students who apply to multiple institutions but end up going to only one of the accepted institutions. Other categories included dual enrolled, transfer, transient, and post-baccalaureate. Two categories that do not fall under regular admission criteria are the Freshmen Limited category and Freshmen Presidential Exception category. Table 10.5.3 reveals that 428 applications were received for admission as Freshmen Limited in fall 2018, and only 104 were enrolled, while 19 students applied for Presidential Exception, but only 3 were enrolled.

As for the graduate admissions, a total of 153 applications were received for admissions in fall 2018 and 89% of them (n=136) were admitted and 78.6% (n=107) were enrolled.

**Table 10.5.2 Summary of Admissions Decisions Statistics by Admissions Category, fall 2018**

Classification	*Applied	Admitted	Acceptance Rate	Enrolled	Matriculation Rate	Denials	Denial %
Dual Enrolled	18	17	94%	15	88.24%	3	17%
First Time Freshmen	3,197	1,973	62%	467	23.67%	2,730	85%
Transfer	335	243	73%	185	76.13%	150	45%
Post-Baccalaureate	7	7	100%	4	57.14%	3	43%
Graduate	153	136	89%	107	78.68%	46	30%
Transient	5	4	80%	4	100%	1	20%
<b>Total</b>	<b>3,715</b>	<b>2,380</b>	<b>64%</b>	<b>782</b>	<b>33%</b>	<b>2,933</b>	<b>79%</b>

**Table 10.5.3 Summary of Freshmen Limited and Presidential Exception Admissions, fall 2018**

Classification	Applied	Admitted	Enrolled	Denied	Denial %
Freshmen Limited	428	427	104	324	76%
Freshmen Presidential Exception	19	19	3	16	84%

Evidence of Denials for Undergraduate Applicants: FVSU regularly responds to undergraduate applications for admission in several categories to include: freshman, transfer, non-traditional, dual enrollment, and international. The admission process is governed by policy as published in the FVSU 2018-19 Undergraduate Catalog. Please see Appendices 1 through 5 attached here for the corresponding policy detail.

A review of the policy facilitates for each category a summary of reasons for denial of admission to applicants who have completed the application process and provided all required documentation per their applicant category, as presented in Table 10.5.4 below:

**Table 10.5.4 Summary of Reasons for Denial by Applicant Category**

<b>Applicant Category</b>	<b>Summary of Reasons for Denial</b>
Freshman	<ul style="list-style-type: none"> <li>• SAT/ACT test scores below criteria</li> <li>• High school GPA below criteria</li> <li>• College prep curriculum not met</li> </ul>
Transfer	<ul style="list-style-type: none"> <li>• Low transfer GPA</li> <li>• Not in good standing previous institution</li> </ul>
Freshman-Transfer	<ul style="list-style-type: none"> <li>• Not meeting freshman requirements</li> <li>• Low transfer GPA</li> <li>• Not in good standing previous institution</li> </ul>
Non-Traditional: Out of high school 5 or more years	<ul style="list-style-type: none"> <li>• Has not completed HS Diploma or GED</li> <li>• Has not met Accuplacer score requirement or exempted</li> </ul>
GED Applicants: High school class graduated within 5 years	<ul style="list-style-type: none"> <li>• SAT/ACT test scores below criteria</li> <li>• Has not met Accuplacer score requirements (if needed)</li> </ul>
Dual Enrollment	<ul style="list-style-type: none"> <li>• SAT/ACT test scores below criteria</li> </ul>

	<ul style="list-style-type: none"> <li>• High school GPA below criteria</li> <li>• Does not have parental consent</li> <li>• Not on track toward high school graduation or USG Required High School Curriculum</li> </ul>
International Admission	<ul style="list-style-type: none"> <li>• SAT/ACT test scores below criteria</li> <li>• TOEFL scores below criteria (if applicable)</li> <li>• IELTS (or other approved English language proficiency method) scores below criteria</li> <li>• High School/College GPA below criteria</li> <li>• Insufficient Affidavit of Financial Support</li> </ul>

Attached are the sampled responses to candidates who have been denied admission for fall 2019 with redacted names to illustrate the following examples:

1. Example for Freshman denial reflects an applicant denied due to test scores below criteria
2. Example for Freshman denial reflects an applicant denied due to GPA below criteria or insufficient high school curriculum
3. Example for Transfer denial reflects an applicant denied due to GPA below criteria or not in good standing at the previous institution
4. Example for Freshman-Transfer denial reflects an applicant denied due to not meeting freshman criteria or transfer GPA below criteria or not in good standing at the previous institution
5. Example for Graduate Applicants denials

## **Evidence that FVSU Recruitment Materials and Presentations Accurately Represent the Practices, Policies, and Accreditation Status of the Institution**

These days, the most visible and utilized recruitment material and presentation used to attract prospective students is the FVSU website. As is documented above, admissions policies and procedures for prospective students, especially at the undergraduate level, are highly comprehensive and consistent with BoR and USG policies. The website's statement regarding [FVSU's SACSCOC accreditation](#) is compliant. The descriptions and graphics of [student life](#) incorporated into the website are comprehensive and accurate depictions of life at FVSU.

FVSU's [recruitment brochures](#) are approved by the university's marketing department, which approves printed materials prior to the issuance of a purchase order. Presentations, such as PowerPoints, are approved by the Director of Recruitment and Admissions. [Video presentations](#) are developed in collaboration with the marketing office that gives the approval prior to use. FVSU also holds [open houses](#) for recruitment purposes at least once each semester. Those recruitment materials are also accurate in their content and descriptions of FVSU.

Recruitment personnel also attend at least one professional development training each year. Volunteers in the office are trained by the team members with whom they work. FVSU does not use independent contractors or agents for the recruitment of students.

## **Supporting Documentation**



[BoR Policy Manual, Section 2.8, Institutional Mission](#)



[BoR Policy Manual, Section 4.2.1.1](#)



[Academic & Student Affairs Handbook](#)



[USG Academic & Student Affairs Handbook, Section 3.1.1](#)



[Admissions application requirements](#)



[Undergraduate Catalog](#)



[USG Academic & Student Affairs Handbook, Section 3.1.1.1](#)



[BoR Policy Manual, Section 4.2.1.4](#)



[USG Academic & Student Affairs Handbook, Section 3.1.1.4](#)


















[Dual Enrollment Today \(DUET\)](#)



[BoR Policy, Section 4.2.1.5](#)



[USG's Academic & Student Affairs Handbook, Section 3.1.1.8](#)

-  FVSU Undergraduate Policies and Procedures Manual
-  FVSU Graduate Programs
-  FVSU Graduate Catalog
-  Graduate Admissions Requirements
-  Office of Graduate Studies
-  Example for freshman denial reflects an applicant denied due to test scores below criteria
-  Example for freshman denial reflects an applicant denied due to GPA below criteria or insufficient high school curriculum
-  Example for Transfer denial reflects an applicant denied due to GPA below criteria or not in good standing at the previous institution
-  Example for Freshman-Transfer denial reflects an applicant denied due to not meeting freshman criteria or transfer GPA below criteria or not in good standing at the previous institution
-  Example for Graduate Applicants denials
-  FVSU's SACSCOC accreditation
-  FVSU student life
-  Recruitment brochures
-  Video presentations
-  Open houses



#### **10.6 An institution that offers distance or correspondence education:**

- (a) ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit;**
- (b) has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs; and**
- (c) ensures that students are notified, in writing at the time of registration or enrollment, of any projected additional student charges associated with verification of student identity. (*Distance and correspondence education*)**

#### **Judgment**

☒ Compliance   ☐ Non-Compliance   ☐ Not Applicable

#### **Narrative**

FVSU is in compliance with all three key elements of Standard 10.6 for its distance education (online) courses and programs. The institution has policies and procedures in place that ensure (a) the student who registers for the online course is the same student who participates in and completes the course for credit; (b) the privacy of students enrolled in distance education courses is protected; and (c) students are notified in writing at the time of registration of any projected additional student charges associated with verification of the student's identity in the process of completing the online course. FVSU does not offer any correspondence education courses.

In response to changing landscape of higher education, FVSU embraces a blended instructional model to meet the learning needs of 21<sup>st</sup> century learners, as well as to provide flexible scheduling options for students with other professional and family responsibilities. Some programs (e.g., the undergraduate degree program in organizational leadership and the graduate degree program in rehabilitation counseling) are intentionally designed and offered as fully online programs, with students taking all coursework online as a separate and standalone cohort. Other degree programs (e.g., undergraduate degree programs in criminal justice and in psychology) are available online as concurrent degree programs to face-to-face programs, providing additional options for registration flexibility and choice. Although some courses are taught in a hybrid mode, mixing

substantial face-to-face instruction with substantial online activity, this narrative focuses on distance education courses and programs delivered totally or almost totally online.

**A. FVSU ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit:**

FVSU primarily relies on the use of a student's [secure login](#) and protected password access to online courses to identify a student who:

1. registers, participates, and completes distance education courses and programs; and
2. accesses and utilizes university support services and resources.

Additionally, FVSU engages in the following supplemental efforts to ensure valid student identity:

1. FVSU verifies the identification of distance learners during the admission process for lawful presence. Effective fall semester 2011, as mandated by state law, BoR of the USG requires all its member institutions, including FVSU, to verify the lawful presence of all incoming students who pay in-state tuition. Students are required to submit a legible copy of one of the following to prove their lawful presence in the United States prior to the 1<sup>st</sup> day of class as scheduled on the academic calendar for the semester in which they enroll:
  - A certified U.S. birth certificate showing the applicant was born in the U.S. or a U.S. territory. (Photocopies are not acceptable);
  - An approved FAFSA form or other documentation demonstrating eligibility for federal financial aid;
  - Copy of a current U.S. passport;
  - Copy of a current driver's license issued by the state of Georgia after January 1, 2008;
  - Copy of a U.S. certificate of naturalization;
  - Copy of a U.S. certificate of citizenship;

- A U.S. certificate of birth abroad issued by the Department of State or a consular report of birth abroad;
  - A current, valid permanent resident card (USCIS form I-151 or I-551);
  - Current ID issued by the State of Georgia;
  - Current Military ID (service member only, not dependent). The ID must be presented in person;
  - An F, J, or M visa; or
  - Applicants who are naturalized citizens, immigrants, or non-immigrants will be verified through Systematic Alien Verification for Entitlement (SAVE) Program.
2. Upon acceptance to FVSU, FVSU assigns to each distance learner a unique nine-digit number called a FVSU ID#, which establishes a vital component of student identity in FVSU's digital systems.
  3. At the time of registration, students are picture ID's, which gives them access to all facilities (e.g., library, dining hall, etc.), classroom buildings, and dormitory on the campus.
  4. FVSU requires accepted students to then establish a network login account (Wildcat ID) and a personal password which, when used together, establishes a FVSU student's network presence and allows access to online courses and resources to which the student is entitled to access.
  5. FVSU passwords must be changed every 365 days. Other IT-related [Code of Conduct Policies](#) include, but are not limited to, the unauthorized use of computer systems, academic dishonesty, internet abuse, cyber bullying, e-mail frauds, etc..
  6. FVSU requires the use of the student's Wildcat ID and personal password to access FVSU applications and networked resources, including those that permit actions associated with completing academic coursework, using library and learning resources, accessing student email and calendar accounts, making financial payments, or printing. The Office of the Registrar prepares course rosters that include each registered student's name, FVSU ID#, and file photo, which are associated with FVSU's course

management system for use by faculty and instructors in tracking student progress and entering final course grades.

7. FVSU uses the assigned FVSU ID# for a student's academic records to verify degree program completion and fulfillment of graduation requirements.
8. FVSU students must show their credentials, such as their FVSU ID card, upon request of FVSU faculty or staff.
9. FVSU utilizes Blackboard/Collaborate as a synchronous video conferencing tool for individualized or class meetings. Instructors, though not used regularly, have an option of using photo IDs if needed. However, this tool is not used for assessment activities. Instead, the ProctorU is used for assessment purposes.

Proctored testing may take place at the Testing Services Center on FVSU main campus or at the Warner Robin's center. FVSU has procedures for students to arrange for other proctored testing accommodations, should they require an accommodation. Testing staff check in students by verifying their FVSU ID cards. Students enrolled in online courses and programs may take proctored exams online using proctoring software that is accessed through the FVSU online program management system, which requires students to log in using their FVSU Wildcat ID and password. Online students may also take proctored exams at approved physical locations that also require check-in via FVSU ID card.

**B. FVSU has a written procedure for protecting the privacy of students enrolled in distance education courses or programs:**

FVSU has written policies and procedures for protecting the privacy of all its stakeholders including students enrolled in distance education courses or programs. This policy is available online and is accessible 24/7 [Privacy Policy](#). Further, the registrar ensures university compliance with privacy and confidentiality policies related to education records through the following actions:

1. Consults with the USG Legal Affairs, Family Policy Compliance Office in the U.S. Department of Education, American Association of Collegiate Registrars and Admission Officers (AACRAO), and Council on Law in Higher Education (CLHE) to

- ensure compliance with Family Education Rights and Privacy Act (FERPA) law and when translation or interpretation of the law is needed to clarify ambiguous FERPA issues;
2. Confirms FERPA training prior to access by any person to a student record;
  3. Develops or administers policy to ensure compliance with national and governing body directives;
  4. Creates access to policies both online and in paper format;
  5. Publishes information of rights under FERPA;
  6. Ensures access to forms regarding student privacy and third-party access;
  7. Educates students and parents of FERPA rights and responsibilities;
  8. Conducts internal reviews to continually monitor compliance; and
  9. Participates in audits by internal and external auditors.

The [FVSU Student Handbook](#) also has specific information technology and Student Code of Conduct policies and procedures that are especially applicable to distance learners. They address prohibited violations and misconduct associated with academic integrity, information security, computer and network usage, and misuse of institutional assets/resources. Examples of distance learners (with names redacted) who have been found guilty of violating such policies and procedures related to unauthorized sharing of user names and passwords/student identity fraud and who suffered the consequences of their unacceptable behavior are provided in the supporting documentation.

Additionally, the Office of Legal Affairs and Compliance at FVSU monitors all privacy matters and handles any complaints/concerns brought forth regarding violation of this and/or other institutional policies.










**C. FVSU ensures that students are notified in writing at the time of registration or enrollment of any projected additional student charges associated with verification of student identity:**

FVSU does not assess fees or charges to any students, including distance education students that are related to verification of student identity. However, FVSU Online utilizes [ProctorU](#) when

needed for remote online proctoring. Online students are presented with this information when logging into D2L “[Welcome to FVSU Online](#)” via D2L homepage.

FVSU has written procedures to notify all students of [tuition and fees](#) at the time of registration or enrollments. In addition, students are given electronic access to their financial records where they can view account transactions, submit payments, and view payment histories and billing statements. The [FVSU Student Financial Services Policies and Procedures manual](#) provides a detailed description of all student charges associated with tuition and fees and tax statements. A sample detailed description of all student charges for an [online education](#) student is provided in the supporting documentation and contains no charges for test proctoring in online courses, except when ProctorU was utilized. In the event that distance learners cannot take advantage of FVSU’s free test proctoring services, they are informed during the registration/drop-add period that they may incur an extra expense to secure an acceptable test proctor. Some graduate online programs require students to pay for proctor service before their students take comprehensive examinations. Such information is communicated to students through the [Unit Student Manuals](#) by the affected programs.

### **Supporting Documentation**

-  [FVSU-LMS-Login](#)
-  [FVSU Student Handbook](#)
-  [Privacy Policy](#)
-  [ProctorU](#)
-  [Welcome to FVSU Online](#)
-  [Online Education Tuition and Fees](#)
-  [FVSU Student Financial Services Policies and Procedures manual](#)
-  [Online Education](#)
-  [Unit Student Manual, p.7](#)

**10.7 The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies.** (Policies for awarding credit)

### **Judgment**

☒ Compliance   ☐ Non-Compliance   ☐ Not Applicable

### **Narrative**

FVSU is in compliance with the SACSCOC Comprehensive Standard 10.7. FVSU publishes and implements policies for determining the amount of credit awarded for its courses, regardless of course type, term length, or mode of delivery. Those policies take into account the time a typical student spends in class and out-of-class to complete course requirements and/or their combined student engagement equivalencies. Sample documentation of those equivalencies is provided in this narrative to demonstrate FVSU's adherence to these credit hour policies. Academically qualified faculty are involved in overseeing not only the initial approval of the level of credit hours assigned to a course based on its proposed in-class and out-of-class requirements, but also the ongoing adherence to credit hour policies when that course is taught in different term lengths and modes of instruction. FVSU does not offer direct assessment programs not based on credit hours, so that part of this standard is not applicable.

**Published Definitions and Policies of the Semester Credit Hour at FVSU:** [Federal definition of credit hour](#) reads:

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work,

internships, practica, studio work, and other academic work leading to the award of credit hours.

Many higher education institutions in the nation, including FVSU, operate on a semester calendar and award semester credit hours for completed courses. The policies, standards, and practices of FVSU align with national standards for the awarding of semester credit hours. As published in the [Board of Regents Policy Manual, Section 3.4.4](#), each semester credit hour is defined as 50 contact minutes of instruction over 15 weeks for a total of 750 contact minutes. Laboratory hours require a minimum of two-50-minutes class periods per week in a semester. A course offered in a fewer than 15 instructional weeks shall contain the same total hours (i.e., contact hours, preparation time, content, and requirements) as the same course offered in the standard 15-week semester. FVSU adheres to its published governing board's policy. It should be noted that the FVSU definition of [semester credit hour](#) is consistent with the definition of semester credit hour set by [Integrated Post-Secondary Education Data System \(IPEDS\)](#). Further, the FVSU definition of semester credit hour is consistent with the [SACSCOC policy on credit hours](#) last edited in August 2018. Specifically, FVSU policy on credit hour is as follows:

FVSU's policy defines a credit hour as one hour (50 minutes) of classroom or direct faculty instruction and one hour and 40 minutes of out-of-class student work each week for 15 weeks in a semester. This equates to a minimum of 750 minutes of class and 1,500 minutes of out-of-class academic engagement per semester credit hour. An equivalent amount of work is required in educational activities that are out of the classroom or do not include direct faculty instruction and equates to a minimum of three hours of student engagement per week, per semester credit hour or a minimum of 2,250 minutes. These equivalencies are provided for use in online and hybrid courses. This policy is published in the academic policies section of the undergraduate and graduate catalogs and covers all courses regardless of type of course, term length, or delivery mode.

### **Qualified Faculty Oversight of Credit Hour Awards**

FVSU employs a variety of methods to ensure that all courses are reviewed and approved in accordance with established policies of the USG and the university, and academic standards for



assigning amount and level of credit, regardless of format or mode of delivery. Course/curriculum proposals are reviewed and discussed by faculty at every level from the department to the full faculty. Every proposal must go through a thorough, multi-level review and approval process before it may be offered to students. For all undergraduate proposals, these levels include curriculum committees in the respective departments, college, and university, as well as the final approval by the entire faculty. The review and approval processes of the proposals start from relevant programs/departments and are then forwarded to the next level (e.g., college) for the same. For all graduate proposals these levels include the departmental curriculum committee, the dean of the respective college, the Graduate Council, and the Provost and Vice President for Academic Affairs. The University Curriculum Committee and the Graduate Council review and evaluate proposals in accordance with university policies, procedures, and standards after the proposals are reviewed and approved by department and/or college committees as are appropriate. The Provost and Vice President for Academic Affairs reviews and signs course proposal and modification forms as the chief academic officer and primary representative of the faculty, following the review and recommendations from the faculty. The level and amount of course credit is determined by the content of the course and the amount of contact between the faculty and the students.

Academically qualified faculty initiate the course development process, including the proposed assignment of credit hour values to courses. Well-qualified faculty are responsible for teaching the approved courses, regardless of term length or mode of instruction as demonstrated in Standard 6.2.a. This ensures the ongoing integrity of course credit hour awards. Commonly accepted disciplinary standards, national program accreditation standards, and state licensing requirements routinely come into play in the determination of in-class and out-of-class course requirements and assigned credit hours.

**Evidence that FVSU Complies with Federal, SACSCOC, BoR, and Institutional Policies on Minimum Expected Student Engagement Time per Semester Credit Hours in Courses of All Types, Taught in Different Modes and Term Lengths, and Across all Colleges**

Based on the [FVSU Catalog](#), it is evident that FVSU defines: “as a rule, one semester hour is the credit given for the work associated with one hour (50 minutes) of class per week throughout one semester.” Also, as noted in the [FVSU Faculty handbook](#), faculty are required to hold a minimum

of 10 clock-hours of office hours per week, as a matter of policy on faculty office hours. FVSU also converts lab hours into semester hours to calculate semester hour equivalency for [faculty workload](#) purposes: a three-contact hour lab is equivalent to 1.5 semester credit hours, and a two-contact hour lab is equivalent to one semester credit hour. An example of courses of all types, taught in different modes and term lengths, and across all colleges can be found by clicking [here](#). The following table summarizes the combination of all the above policies and practices to estimate the minimum expected time of student engagement by the number of semester credit hours awarded at FVSU.

**Table 10.7.1 Summary of Student Engagement by Semester Credit Hours Awarded**

Semester Credits	Instructional/ Class time (in minutes) per week	Out of class engagement time (in minutes) per week	Instructional/ Class time (in minutes) per semester (15 weeks)	Out of class engagement time (in minutes) per semester (15 weeks)	Total Time for Student Engagement (in minutes) per semester (15 weeks)
1	50	100	750	1,500	2,250
2	100	200	1,500	3,000	4,500
3	150	300	2,250	4,500	6,750
4	200	400	3,000	6,000	9,000

In addition to the above policy for full-time faculty, it also adheres to the BoR policies for its part-time and temporary faculty in terms of student engagement time. All part-time and temporary faculty are required to complete and submit the following part-time agreement form:

### **Part-Time Teaching Faculty Agreement Form**

Original form to be submitted to Provost Office for filing prior to first class day of semester

<b>To:</b>	<b>Date:</b>
------------	--------------

(Please print Instructor's full name)

Based upon this appointment, this agreement applies specifically to the credit course(s) described below:

<b>Term:</b>				<b>Begin Date:</b>		<b>End Date:</b>	
<b>CRN</b>	<b>Course</b>	<b>Contact Hours</b>	<b>Standard Hours Worked</b>	<b>Days</b>	<b>Times</b>	<b>Location</b>	<b>Compensation</b>
<b>Total</b>							

**Department Chair/Supervisor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## CONDITIONS OF THIS AGREEMENT

This agreement is based upon and subject to the following conditions:

- The Affordable Care Act requires employers to track employee hours worked/paid. Based on the course(s) listed above, it is expected that your total of \_\_\_\_ contact hours will equate to \_\_\_\_ standard hours worked. Please let your department chair or supervisor know immediately if your job requires additional hours worked so that it can be approved in advance and recorded. If you do not notify your department chair or supervisor of any changes to your schedule, we will expect that you are averaging the number of hours per week noted above. (See [Human Resources Administrative Practices Manual Employee Categories Policy](#), for additional information.)
- A part-time faculty member working or teaching at more than one USG institution must notify each institution of the appointments, disclose the number of credit hours being taught at each institution, and may have his/her employment limited by the institutions.
- Satisfactory Enrollment – in the event that the course enrollment falls below the minimum, the decision to proceed with the course will be determined by the institution. We cannot guarantee that you will teach particular courses, that you will be scheduled to teach, or that you will actually teach in any given semester.

- Employment must meet Academic & Student Affairs Handbook, Section 4.2 – Definition of Part-Time which is subject to the following conditions:
  1. Are employed as-needed, on a per-course, per semester limited term basis at the discretion of the institution and will receive no compensation unless a part-time assignment is given;
  2. Are not accruing time toward tenure;
  3. Are required to sign a letter of agreement for each appointment period and are not issued contracts;
  4. Are not the same as adjunct (courtesy) faculty appointments;
  5. Are not eligible for USG benefits, unless the part-time appointment is regular and .5 FTE or greater, in which case the benefits offered will be based on FTE in accordance with the Employees Categories policy in the Human Resources Administrative Practices Manual; and
  6. Are required to work an average of less than 30 hours per week over the academic year. Hours worked per week are based on contact hours. See conversion chart to determine the number of contact hours that can be assigned to the part-time faculty to meet the less than 30 hours per week condition.
- Other institution-specific conditions as attached

This agreement is made expressly subject to the applicable State and Federal laws and to the statutes and regulations of this institution and the Bylaws of the Policies of the Board of Regents which are available for your inspection upon request. Acceptance of this appointment under the terms set forth herein is indicated by signing this agreement.

Are you currently employed or anticipate being employed at another USG Institution? \_\_\_\_ Yes  
 \_\_\_\_No. If yes, please attach list of institution(s) and the anticipated number of credit hours being taught per institution.

---

Signature of Part Time Instructor

---

Date

The part-time and temporary faculty contact hours at FVSU are expected as stipulated by the BoR in the following table:

**Table 10.7.2: Part-time/Temporary Faculty Contact Hours Work Sheet**

Contact Hours per week	Classroom/Contact Hours	Prep/Grading Hours	Office/Meeting Hours	Standard Hours Worked	FTE/Effort
1 Contact Hours	1	1.25	.5	2.75	.07
2 Contact Hours	2	2.5	1	5.5	.14
3 Contact Hours (1 course)	3	3.75	1.5	8.25	.21
4 Contact Hours	4	5	2	11	.28
5 Contact Hours	5	6.25	2.5	13.75	.34
6 Contact Hours (2 courses)	6	7.5	3	16.5	.41
7 Contact Hours	7	8.75	3.5	19.25	.48
8 Contact Hours	8	10	4	22	.55
9 Contact Hours (3 courses)	9	11.25	4.5	24.75	.62
10 Contact Hours	10	12.5	5	27.5	.69
11 Contact Hours	11	13.75	5.5	30.25	.76
12 Contact Hours (4 courses)	12	15	6	33	.83

## Supporting Documentation



Federal definition of credit hour



BoR Policy Manual, Section 3.4.4



Integrated Post-Secondary Education Data System (IPEDS)



SACSCOC policy on credit hours



Undergraduate Credit Hours



FVSU Catalog



Faculty handbook, p. 24



Faculty handbook, p. 23



Example of courses of all types, taught in different modes and term lengths, and across all colleges



Human Resources Administrative Practices Manual Employee Categories Policy

**10.8 The institution publishes policies for evaluating, awarding, and accepting credit not originating from the institution. The institution ensures (a) the academic quality of any credit or coursework recorded on its transcript, (b) an approval process with oversight by persons academically qualified to make the necessary judgments, and (c) the credit awarded is comparable to a designated credit experience and is consistent with the institution's mission.**  
(Evaluating and awarding academic credit)

### **Judgment**

☒ Compliance   ☐ Non-Compliance   ☐ Not Applicable

### **Narrative**

FVSU is in compliance with the SACSCOC Comprehensive Standard 10.8, evaluating and awarding academic credit. FVSU has an extensive array of policies and procedures outlined below to ensure the quality of transcribed credit based on commonly accepted university practice, supported by USG policies and procedures, verified by regional accreditors, and endorsed by national organizations such as American Association of Collegiate Registrars and Admissions Officers (AACRO) and American Council on Education (ACE). The approval process for accepting and awarding academic credit earned elsewhere involves faculty who are academically qualified to make necessary judgments, especially in instances where frequent precedents have not been established. In addition, such credits must be applicable to FVSU's educational programs and mission before they are accepted.

Consistent with the institution's mission to offer high-quality and productive undergraduate and graduate programs to enhance student success, improve institutional quality, and to respond to public demand for higher education, FVSU's policies, procedures, and practices include safeguards to ensure coursework accepted at FVSU is at the appropriate collegiate level and is comparable to traditional learning experiences at the university. These policies are published in the [FVSU undergraduate and graduate catalogs](#) available online 24/7, as well as on the [Office of the Registrar](#) and the [Academic Affairs](#) sections of the FVSU website.

The specific applicability of transferred academic credit at FVSU is regulated through the endorsed standards and guidelines of regional accrediting bodies, ACE, AACRAO, and the BoR of the USG

transfer policy. Using these standards as guidance, the Office of Admission, Office of the Registrar, Graduate Council, deans of colleges, department chairs/program coordinators of academic disciplines, and Office of Academic Affairs conduct internal evaluation of transfer work to determine if both the transferred coursework and applicable student learning outcomes were successfully completed at the appropriate collegiate level and if the transfer work is equivalent to the rigor and scope of comparable coursework at the university.

## **Transfer Credit**

Per [FVSU Admission Requirements](#), in order for courses to be transferred to the university, comparable coursework in the discipline areas offered at FVSU must be completed at institutions holding regional accreditation status and students must have earned a grade of “C” or better, with an exception of institutional credit course, the Required High School Curriculum (RHSC) deficiency makeup courses, and vocational courses. Additionally, course credit may be awarded for work completed at institutions accredited by alternative accrediting agencies provided that: (1) those accrediting bodies are recognized by the AACRAO; and (2) the acceptance practice is reported as “AG” (generally accepted) by Georgia’s “flagship” institution, the University of Georgia. Under the FVSU policy, review of transfer credit takes place at two levels: (1) The [academic sufficiency of transfer credit](#) under consideration is reviewed by the appropriate academic unit(s); and (2) FVSU’s Office of the Registrar conducts independent transfer evaluations and accepts transfer credit only from approved institutions, only when the grades earned are sufficiently high for the transfer courses to meet FVSU degree requirements, and when the GPA for all acceptable transfer courses is 2.0 or better.

The exception to this policy is the acceptance of “D” grades in general education core courses transferred from other USG institutions, since the USG has a common general education core and “D” grades are generally acceptable for core courses taught at USG institutions. Policies for awarding of transfer credit for core courses are provided in [Section 2.4.9, Transfer Rules](#) for the Core Curriculum in the USG Academic and Student Affairs Handbook and are published in the [undergraduate catalog](#).

## **Core Curriculum Course Transfer Articulation Policy among USG Institutions**

FVSU is compliant with [Section 2.4.9](#) of the USG Academic and Student Affairs Handbook which requires that USG member institutions design their core curriculum for general education requirements to reflect local institutional culture and assure that students meet agreed-upon general educational outcomes. Each institution must define a coherent set of courses reflecting the institutional philosophy of general education. The implementation guidelines balance the needs and desires of students to take courses at more than one USG institution against each institution's need to maintain coherence of its curriculum requirements. The major purpose of the transfer articulation policy is to ease transferability of core courses among USG institutions and to safeguard the rigor of the collegiate level of the coursework. While students are not required to complete the entire core curriculum at one USG institution and may transfer completed "core" courses to another USG institution, students are required to declare a "home" institution and follow the degree requirements of that institution.

### **Transfer of Credit from the Technical College System of Georgia**

According to [Section 2.17](#) of the USG Academic and Student Affairs Handbook, credit is also accepted from the Technical College System of Georgia (TCSG) institutions in accordance with the USG/TCSG transfer policy, "Complete College Georgia Articulation Agreement." The agreement (generally known as the "Mini-Core") includes 27 approved courses that students may transfer into degree programs at the university. This policy also permits for the individual evaluation and subsequent acceptance of courses other than Mini-Core courses.

### **Course Credit for International Baccalaureate Course Performance**

According to the [USG Academic & Student Affairs Handbook, Section 2.16](#) on Course Credit for International Baccalaureate (IB) Courses:

USG institutions shall award academic credit for appropriate courses in the USG core curriculum for corresponding IB subject areas in an IB Diploma Program in which the student obtained designated end of course assessment scores.



Both Standard Level (college preparatory) and Higher Level (college comparable) courses will be considered for credit. Higher Level end-of-course assessment scores of four or more and Standard Level scores of five or more suggest that the IB Program work is comparable to a college course.

The course credit schema in the table below will be used system-wide, with allowances made for variable credits in each category to account for labs, and on occasion, for depth of material covered in the IB Program subject area that may be comparable to more than one college level course.

Semester Credit Hours Granted		
Score	Standard Level	Higher Level
4	0	3-4
5	0-4	3-8
6-7	3-8	3-12

The particular courses for which students receive college credit may vary from institution to institution, depending on what courses the institution offers. Determinations of course comparability will be made by the respective departments. Institutions shall, however, attempt to have consistency across the USG on common numbered core courses.

All institutions shall have a widely disseminated policy governing the award of course credits for IB assessments. The policy will apply to both resident and non-resident students.

A student may opt not to accept credits. If a student believes that the assessment of his or her work from standardized examination and subsequent awarding of credits is in error, the student may file an appeal with the appropriate academic department office and request a reassessment. As with other academic matters, if the issue is not satisfactorily resolved at the department level, the student may then appeal to the dean of the respective school or college, with a final appeal to the vice president for academic affairs, whose decision in the matter will be final.

FVSU observes, in compliance with the above policy, recognizes the IB Diploma Program. Only completed examinations with a score of four or higher at the higher level are awarded college credit. In order to receive college level credit, qualified students are responsible for having an official report of their IB examination scores sent directly to university's Testing Services Center. FVSU is authorized by the BoR of the USG to accept a maximum of 24 college level semester hours of IB credit, as illustrated in the following Table;

**Table 10.8.1: International Baccalaureate (IB) Credits at FVSU**

Higher-Level Exam	Score (4-7)	FVSU Course	Semester Credit Hours
Biology	4-5	BIOL 1104K	4
	6-7	BIOL 1104K,1107K	8
Chemistry	4-5	CHEM 1101K	4
	6-7	CHEM 1211K & 1212K	8
Computer Science	4-5	CSCI 1301	4
	6-7	CSCI 1301 & 1302	7
Economics	4-5	ECON 2105	3
	6-7	ECON 2105 & 2106	6
English	4-5	ENGL 1101	3
	6-7	ENGL 1101 & 1102	6
French	4-5	FREN 1001	3
	6-7	FREN 1001, 1002, 2001	9
Geography	4-5	GEOG 1230	3
	6-7	GEOG 1230 & 1231	6
World History	4-5	HIST 1111	3
	6-7	HIST 1111 & 1112	6
U.S. History	4-5	HIST 2111	3
	6-7	HIST 2111 & 2112	6
Mathematics	4-5	MATH 1111, 1112	3

	6-7	MATH 1113, 1154	8
Music	4-7	MUSIC 1000	3
Philosophy	4-5	PHIL 2000	3
	6-7	PHIL 2000, 2002	6
Physics	4-5	PHYS 1111K	4
	6-7	PHYS 1111K, 1112K	8
Psychology	4-7	PSYC 1101	3

### **Other Transfer Policies for All Students**

FVSU grants transfer credit for courses completed at institutions determined acceptable by the institutional policy.

**Core Courses:** Transfer credit evaluations of the core curriculum are determined by the registrar transfer evaluation staff in collaboration with academic programs/departments. Transfer credit evaluations must adhere to USG transfer policies, reciprocity agreements, and other approved articulation agreements. Transfer credit is awarded for coursework with a minimum “D.”

**Major-Related Courses:** Unless otherwise noted in the catalog (or on balance sheets), a minimum grade of “C” is required for all major-related courses and/or prerequisites to major courses. Transfer credit evaluations for the major-related coursework are determined in collaboration with academic programs/departments.

**Credit Across Levels:** Graduate students may use graduate level work only to complete their degree requirements. Additionally, undergraduate coursework may not substitute or transfer more than one level (e.g., 1000-level course may not be used for 3000-level courses and vice versa). Graduate-level work may be used only in the undergraduate degree if the course descriptions match and at the determination of academic programs/departments.

**Graduate Credit:** Per the [2019-2020 Catalog](#), graduate work taken at other regionally accredited institutions are given credit after determining that such work meet the institutional requirements and is consistent with the policy of applicant’s graduate program at FVSU. These transfer credits

are evaluated and approved by the program coordinator, department chair, and the respective college dean. As a general rule, [transfer credit](#) cannot be awarded for graduate courses over five years old, unless the program faculty and departments determine that subject matter of the course remains current in the discipline. The six-year rule that all requirements for a master's degree must be completed within six years to count toward degree credit applies with transferred credits, as well. Transferred coursework cannot exceed 25 percent of the program's total number of required semester hours to reduce program residency requirements. Generally, no grade below a "B" may be accepted. Grades earned in transferred courses are not used in calculating semester or institutional grade-point averages. Individual degree programs may have additional specific requirements for transfer credit. An example of a departmental/program determination of acceptable transfer credit for a graduate program is provided in the supporting documentation.

**Credit for Experiential Learning:** Except for the Military Transfer Credit Policy, FVSU does not award credit for "experiential learning."

**Military Service Credit Policy:** According to [Section 2.16 of the USG Academic and Student Affairs Handbook](#), the BoR permits USG institutions to offer credit for military service by using the following criteria:

**Academic Credit:** When a student requests academic credit based on experience in the military service, the following procedure is recommended:

1. Registrar researches the American Council on Education (ACE) Guide to determine the recommendation made by that organization.
2. Registrar advises appropriate academic department head(s) of ACE recommendation(s).
3. The appropriate academic officer advises registrar of what credit, if any, is to be granted in that specific discipline. Credit should not be awarded for course/experiences not offered by that academic institution.
4. Registrar records appropriate credit on official transcript and advises both the student and academic advisor of the credit that has been granted.

**Physical Education Credit:** The granting of physical education credits should be based upon the following recommendations:

1. Basic military training should serve as substitutes for Physical Conditioning and Marksmanship for a total of two (2) semester hour credits.
2. Experience beyond basic military training should be evaluated based upon length and type of activity and the level of accomplishment in the specific activity. For example:
  - A Navy Seal should receive credit for swimming.
  - A Medic should receive credit for first aid.
  - A Military Policeman should receive credit for self-defense.
3. Credit by examination may be offered to students having mastered a specific area of the basic physical education requirement.
4. If recommendations 1, 2, and 3 are not satisfactory, then the evaluation process will be determined by the appropriate academic office.

FVSU is committed to fair, equitable, and effective policies and practices, recognizing and accommodating the special conditions faced by military students seeking to obtain a college education. Military Transfer Credit may be awarded for undergraduate students accepted to FVSU who have served in the U.S. military and who desire to have their military experience considered for transfer credit. Students must submit an official Joint Services Transcript (JST) to the Office of the Registrar for auditing and approving appropriate number of transfer credits, up to 12 semester hours.

**Credit by Exam:** Certain undergraduate degree requirements may be satisfied using Credit by Examination, including advanced placement (AP) tests, proficiency examinations, or the standardized College Level Examination Program (CLEP). The maximum number of credits by examination that a student can receive is 30 semester hours. There is a 10-semester hour credit limit for major area courses at the 3000/4000 level. Students must be enrolled at the university to be eligible for [Credit by Examination](#). Students who transfer with any combination of acceptable credits by examination will be subject to the same credit hour limits.

**Credit for Proficiency Exams:** Credit may be earned using locally constructed proficiency exams administered by the department in charge of the discipline. Only when an examination is not available through CLEP is the department authorized to develop and administer a local examination. Priority must be given to using the standardized examination in the course of study. A student may use the proficiency examination test for up to 10 semester hours in a major area. A student who changes majors after obtaining the allowable credits may not test for any additional credits. A \$10.00 administration fee will be assessed.

A proficiency examination credit must be approved and form completed in the department that is administering the exam. If a passing score is received, the form is completed to include signatures of the test administrator and the department chair. The form should be returned to the Office of the Registrar for approval. The student can retrieve the form from the Office of the Registrar within three to five days for payment. Once payment has been made, the student will return the proficiency examination to the Office of the Registrar for final processing. A sample of a completed and signed proficiency exam credit request form from an academic department is provided in the supporting documentation.

**ACCUPLACER Policy:** All students enrolling in FVSU for the first time, not having taken freshmen English or mathematics courses, are required to take a placement examination before registering for classes. These tests are administered at the beginning of each semester during the registration period. Persons meeting the College Preparatory Curriculum (CPC) and the minimum SAT/ACT admissions' requirements will take ACCUPLACER tests in math, English, and reading comprehension on computer. A separate essay examination will also be administered. This is a placement screening process that ensures students are sufficiently prepared to do college-level work without learning assistance requirements.

**Credit for Advanced Placement:** FVSU awards academic credit for approved College Board AP tests to high school students who score a three or above. Such credits are applied at the time of admission to the university. [AP credit](#) is received and evaluated by the testing department on campus. The Director of Testing will evaluate scores and complete the advanced placement credit granting form that will provide the AP course and score along with the equivalent course for

FVSU. The [Office of the Registrar](#) will process AP credits. Evidence of how AP credit given by FVSU is provided in the following table.

**Table 10.8.2: Credit by Advanced Placement Exam Scores at FVSU.**

<b>ADVANCED PLACEMENT CREDIT</b> ( <i>Note: No credit is given for scores less than 3</i> )			
AP Exam Title	Score of 3 - Credit Hours	Score of 4 - Credit Hours	Score of 5 - Credit Hours
BIOLOGY	BIOL 1107K - 4 hours	BIOL 1107K - 4 hrs.	BIOL 1107K - 4 hrs.
CHEMISTRY	CHEM 1211K - 4 hrs.	CHEM 1211K - 4 hrs.	CHEM 1211K - 4 hrs.
COMPUTER SCIENCE A	CSCI 1301 - 4 hrs.	CSCI 1301 - 4 hrs.	CSCI 1301 - 4 hrs.
COMPUTER SCIENCE AB	CSCI 1301 & 1302 - 7 hrs.	CSCI 1301 & 1302 - 7 hrs.	CSCI 1301 & 1302 - 7 hrs.
MICROECONOMICS	ECON 2106 - 3 hrs.		
MACROECONOMICS	ECON 2105 - 3 hrs.		
ENGLISH - Language & Composition	ENGL 1101 - 3 hrs.	ENGL 1101 & 1102 - 6hrs.	ENGL 1101 & 1102 - 6 hrs.
ENGLISH - Literature & Composition	ENGL 1101 - 3 hrs.	ENGL 1101 & 1102 - 6hrs.	ENGL 1101 & 1102 - 6 hrs.
<b>FOREIGN LANGUAGES</b>			
German			
French			
Spanish	SPAN 1001 - 3 hrs.	SPAN 1101 & 1102 - 6 hrs.	
Japanese			
GEOGRAPHY	GEOG 1230 - 3 hrs.		
HISTORY			
World History I	HIST 1111 - 3 hrs.		
World History I & II		HIST 1111 & 1112 - 6 hrs.	HIST 1111 & 1112 - 6 hrs.
US History I	HIST 2111 - 3 hrs.		
US History I & II		HIST 2111 & 2112 - 6 hrs.	HIST 2111 & 2112 - 6 hrs.
US Government & Politics	POLS 1101 - 3 hrs.	POLS 1101 - 3 hrs.	POLS 1101 - 3 hrs.
<b>MATHEMATICS</b>			
Calculus AB	MATH 1113, 1154 - 8 hrs.	MATH 1113, 1154 - 8 hrs.	MATH 1113, 1154 - 8 hrs.
Calculus BC	MATH 1113, 1154, 2164 - 12 hrs.	MATH 1113, 1154, 2164 - 12hrs.	MATH 1113, 1154, 2164 - 12 hrs.
Physics C - Mechanics	PHYS 1112K - 4 hrs.	PHYS 1112K - 4 hrs.	PHYS 1112K - 4 hrs.
Physics C - Electricity/Magnetism	PHYS 1112K - 4 hrs.	PHYS 1112K - 4 hrs.	PHYS 1112K - 4 hrs.
PSYCHOLOGY	PSYC 1101 - 3 hrs.		

**College Level Examination Program:** The CLEP is the primary means for awarding credit by examination. FVSU recognizes and honors prior learning by accepting a full range of CLEP tests, which measure student's mastery of college-level, introductory course content in a wide range of disciplines. Students enrolled at FVSU, meeting the credit-granting score standard, will earn the credits and course exemptions listed in the table below. Transfer students can earn credit through prior CLEP exams if their scores meet these credit-granting standards. FVSU grants a total of 30 semester credits for successful performance on CLEP examinations.

There is a 10-hour semester credit limit for major area courses at the 3000/4000 level. A student is ineligible to receive credit for a CLEP examination for a course in which he/she has been previously enrolled (e.g., a student enrolled in college algebra, who then failed or withdrew, or makes a "D," is not eligible to receive credit for a CLEP exam in college algebra).

Each department has the right to apply additional criteria before a score will be accepted for a major. The recommendations of the ACE will be followed as guidelines for local interpretation. It is the student's responsibility to receive departmental approval prior to taking the examination.

The student must pay all applicable tuition (as assessed by Business and Finance Office), after which the credit can be posted on the student's permanent record.



**Table 10.8.3 Credit by CLEP Examination Score of 50 and above, at FVSU.**

COLLEGE LEVEL EXAMINATION PROGRAM - CLEP Credits		
CLEP Exam Title	Credit Hours Granted	Equivalent Course
*** All exam Crediting Granting Scores are 50 and above for CLEP. ***		
<b>Business and Computer Science</b>		
Financial Accounting	3	ACCT 2103, ACCT 2113
Information Systems	3	CSCI 1153
Introductory Business Law	3	BUSA 3303
Principals of Management	3	MNGT 3103
Principals of Marketing	3	MKTG 3103
<b>English and Literature</b>		
American Literature	3	ENGL 2121
Analyzing and Interpreting Literature	3	ENGL 2153, ENGL 2163
College Composition	6	ENGL 1101, ENGL 1102
College Composition Modular	3	
English Literature	3	ENGL 2121
<b>Foreign Languages</b>		
French Language- Level 1 (2 semesters)	6	FREN 1001
French Language- Level 2 (3 semesters)	12	FREN 1002
German Language- Level 1 (2 semesters)	6	GRMN 1001
German Language- Level 2 (3 semesters)	12	GRMN 1002
Spanish Language- Level 1 (2 semesters)	6	SPAN 1001
Spanish Language- Level 2 (3 semesters)	12	SPAN 1002
<b>History and Social Sciences</b>		
American Government	3	POLS 1100
Educational Psychology	3	EPSY 2433
Introduction to History of the United States: Early Colonializations to 1877	3	HIST 2111
History of the United States II: 1865 to the Present	3	HIST 2112
Human Growth and Development	3	EPSY 2412
Psychology, Introduction	3	PSYC 1101
Western Civilizations I: Ancient Near East to the Present	3	HIST 1111
Western Civilizations II: 1648 to the Present	3	HIST 1112
<b>Science and Mathematics</b>		
Algebra	3	MATH 1111
Algebra-Trigonometry	3	MATH 1113
Biology	6	BIOL 1107K, BIOL 1108K
Chemistry	6	CHEM 1101, CHEM 1102
Trigonometry	3	MATH 1112

CLEP credit is received and evaluated by the testing department on campus. The Director of Testing will evaluate scores and complete the CLEP credit form that will provide the CLEP course and score along with the equivalent course being awarded at FVSU. The [Office of the Registrar](#) will process CLEP credit.
















**Dual Enrollment:** The FVSU [dual enrollment program](#) allows eligible high school students in grades 9<sup>th</sup> - 12<sup>th</sup> who were enrolled the prior school year at a Georgia public high school, private high school, or home study to take courses at FVSU which will count toward satisfying their high school requirements and simultaneously earn college credit, thereby gaining advanced placement through that earned credit in collegiate degree programs. College credits earned through dual enrollment elsewhere are accepted by FVSU under the same rules that apply to undergraduate transfer courses in general.

**Professional Certificates:** Non-credit continuing education and professional certificates are not eligible for transfer credit consideration. Degree credits earned elsewhere in a certificate program fall under the same rules as those that apply to transfer courses in general. If permitted, students may seek to demonstrate their mastery of content-level knowledge earned through a professional certificate on an institutional examination for advanced placement (or other approved credit by examination).

FVSU's non-credit, continuing education courses are managed through the Division of Continuing Education, located at the Warner Robins Center. FVSU has partnered with [Ed2Go](#) to offer a wide range of convenient, engaging, and affordable online continuing education courses. The unit has no degree-granting authority. Noncredit courses are not listed in the university course schedule for credit courses that originates in the academic departments and concludes with the approval of the Provost and Vice President for Academic Affairs.

The foregoing policies and procedures for transfer and advanced placement credit are aimed to ensure that coursework and learning outcomes are at the collegiate level and are comparable to the institutions own degree programs. FVSU assumes responsibility for the academic quality of any coursework or credit recorded on the institution's transcript.

## Supporting Documentation

-  [FVSU undergraduate and graduate catalogs](#)
-  [Office of the Registrar](#)
-  [Academic Affairs](#)
-  [FVSU Admission Requirements](#)
-  [Academic Sufficiency of Transfer Credits](#)
-  [Section 2.4.9, Transfer Rules](#)
-  [Undergraduate catalog](#)
-  [Section 2.4.9, University System of Georgia Academic and Student Affairs Handbook](#)
-  [Section 2.17-Acceptance of Core Coursework and Placement Test Scores from TCSG Colleges](#)
-  [USG Academic & Student Affairs Handbook, Section 2.16](#)
-  [Request for Credit by Exam](#)
-  [Advanced Placement Credit \(AP\)](#)
-  [FVSU Registrar](#)
-  [Dual Enrollment Admission Requirement](#)
-  [Ed2Go](#)

**10.9 The institution ensures the quality and integrity of the work recorded when an institution transcripts courses or credits as its own when offered through a cooperative academic arrangement. The institution maintains formal agreements between the parties involved, and the institution regularly evaluates such agreements. (*Cooperative academic arrangements*)**

**Judgment**

☒ Compliance   ☐ Non-Compliance   ☐ Not Applicable

**Narrative**

FVSU maintains three cooperative academic agreements: (1) eCore; (2) eMajor in Organizational Leadership; and (3) the Cooperative Developmental Energy Program (CDEP).

**(1) eCore**

eCore is a program of the USG in which affiliate institutions collaborate to offer general education courses to their students in an online setting. eCore is supported by USG eCampus. Students across the USG register for eCore classes through their student information system (e.g., Banner). eCore courses are taught by highly qualified instructors who are employed at SACSCOC accredited colleges and universities within the USG. Courses are developed and maintained by content experts within the USG along with a team of instructional design professionals. Courses are delivered entirely online through the GoVIEW learning management system. All eCore courses are offered through regionally accredited USG institutions. eCore students must be registered through one of the following institutions, including FVSU:

**Table 10.9.1 USG eCore Institutions**

Abraham Baldwin Agricultural College <i>consolidation w Bainbridge State College FA term '18</i>	Georgia Highlands College
Albany State University	Georgia Southern University
Atlanta Metropolitan State College	Georgia Southwestern State University
Bainbridge State College	Gordon State College
Clayton State University	Kennesaw State University
College of Coastal Georgia	Middle Georgia State University
Columbus State University	Savannah State University
Dalton State College	South Georgia State College
East Georgia State College	University of North Georgia
Fort Valley State University	University of West Georgia
Georgia Gwinnett College	Valdosta State University

USG eCore coordinates student and faculty support, technical support, test proctoring, textbook/course resource utilization, course development and maintenance, faculty preparation, marketing, and overall evaluation of eCore services. Participating institutions, including FVSU, ensure that all online students receive the same level of support (i.e., financial aid, counseling, admissions, etc.) as campus-based students. The enclosed [eCore Affiliate Letter of Intent and Commitment](#) shows the list of eCore courses, in which FVSU participates, along with FVSU Core area.

## **(2) eMajor in Organizational Leadership**

FVSU is one of the five USG institutions - others being Albany State University, Atlanta Metropolitan State College, Dalton State College, and University of West Georgia—that entered into a [memorandum of understanding](#) (MOU) to award the USG eMajor for the degree of Bachelor of Science in Organizational Leadership. Each of these affiliate institutions exercise academic oversight of the collaborative academic program through and by its Provost and Vice President for Academic Affairs and by its Curriculum Leadership Committee composed of the following

representatives from each of the affiliate institutions: a dean, department head or program director for the degree program, or their academically qualified designee. The responsibilities of the Curriculum Leadership Committee are to:

1. Convene as a committee at least once a year to review the operation of the collaborative, the provisions of the MOU, and adherence to accreditation requirements. The committee shall also meet at such other times as requested by any committee member, USG eMajor, or by the USG office;
2. Direct USG eMajor to prepare and deliver in the fall of each year an [annual report](#) to all affiliate institutions and the USG per the reporting structure set forth by the USG;
3. Confirm that the affiliate institutions are in good standing with SACSCOC, national program related accreditations, and state program approvals;
4. Confirm that students in the program have access to all applicable student services;
5. Ensure that the program adheres to assessment requirements at all institutions and that assessment reports are shared among the affiliate institutions;
6. Assure students' access to appropriate student services through USG eCampus and/or through the affiliate institutions; and
7. Ensure that the collaborative degree program adheres to best practices related to online learning.

Due to the collaborative nature of the eMajor program, students will follow the established and collaboratively agreed-upon [eMajor policies](#) for grade appeals, academic dishonesty, and student complaints. Final judgement on all appeals rests with the student's home institution. If the student wishes to continue his/her appeal beyond the decision of the collaborative process, the student must appeal directly to the university provost at his/her home institution, following local procedure, within seven calendar days of being notified of the final collaborative decision..

USG eCampus coordinates student and faculty support, technical support, test proctoring, textbooks, course development and maintenance, faculty preparation, marketing, and assists in collection of overall program evaluation data. eCampus support services include online tutoring,

embedded library services, reference and research databases, student success coaching and consultation, and personalized enrollment support.

Credit for prior learning (CPL) and ability to credential experiential learning is a high priority for eMajor. A comprehensive CPL repository has been developed and approved by the curriculum leadership committees. eCampus will administer and assess the appropriate exams and/or portfolios according to the approved policies and procedures. Successful candidates will receive “K” credit for any successful attempt, and eCampus will notify the appropriate institutional registrar’s office of the awarded credit. In accordance with this agreement, students may not be charged and are not required to pay any institutional “fee” to process awarded credit for eMajor degree programs.

### **(3) The Cooperative Developmental Energy Program (CDEP)**

The FVSU Cooperative Developmental Energy Program (CDEP) is a pre-collegiate/collegiate STEM pipeline program that increases the participation of under-represented minorities and women in energy and other STEM related workforce industries. The CDEP program was established at FVSU on July 1, 1983 with the assistance of a grant from the U.S. Department of Energy, whose purpose was to establish a cooperative energy education program in order to increase the number of minorities and women to pursue careers in energy and related industries. For the first eight years (i.e, 1983-1991), CDEP successfully functioned as a minority student summer energy internship program (MSSEIP). Then, in 1992, CDEP was converted into a dual-degree STEM program. The dual degrees are awarded in partnership with several partnering universities which consist of FVSU, Georgia Tech, Penn State University, University of Arkansas, University of Oklahoma, University of Nevada at Las Vegas, and the University of Texas. The pre-collegiate component, the Math, Science, and Engineering Academy (M-SEA), was added in 1993. M-SEA is an early STEM-intervention program that begins in the 9<sup>th</sup> grade and continues through the 12<sup>th</sup> grade. Many of the M-SEA graduates have enrolled into CDEP’s dual degree STEM programs.

The [3+2 dual degree](#) STEM programs consist of FVSU awarding degrees in biology, chemistry, or mathematics at the completion of the first three years of matriculation, and the partnering

universities awarding the second degrees in engineering, geology, geophysics, or health physics during the final two years of matriculation. Graduates of the program earn bachelor degrees from FVSU in biology, chemistry, or mathematics and bachelor degrees from partnering universities in engineering, geology, geophysics, or health physics.

CDEP also forms partnerships with corporations and governmental agencies who provide the funding for scholarships and internships. Since 1992, CDEP has formed partnerships with over 40 corporations, governmental agencies, and foundations. Some of the major partnered energy companies with CDEP include AERA Energy, AMOCO, ARCO, BP, Chesapeake Energy, Chevron, CONOCO, CONOCO Phillips, Exxon, Exxon Mobil, Georgia Power Company, Marathon, Mobil, Phillips Petroleum, Shell Oil, and Southern Company. These companies have provided student internships and/or scholarship funding.

### **Impact Analysis for FVSU**

Students recruited for CDEP are academically talented and are awarded scholarships. To qualify for a CDEP scholarship, student must have a minimal high school GPA of 3.5, SAT score of 1100 or composite score of 26 on the ACT. Over 400 students have received CDEP's five-year dual degree scholarship and have been the recipients of over \$13 million in scholarships.

Because of the demand from nearly 70 percent of CDEP students to pursue a second engineering degree, they are required to earn a degree in mathematics at FVSU. Consequently, FVSU ranked number 1 in the nation in 2011, 2014 and 2015 in graduating African Americans in mathematics and statistics. Overall, the quality of students recruited by CDEP for dual degree STEM programs resulted in the FVSU's success in graduating 25 biologists, 55 chemists, and 161 mathematicians—a total of 241 STEM graduates. Additionally, over sixty CDEP graduates have continued their path to earn graduate and professional degrees.

### **Impact Analysis for CDEP's Partnering Universities**

CDEP's partnering universities have graduated 118 engineers, 46 geologists and geophysicists, and 10 health physicists for a total of 174 STEM degrees. The graduation of 46 geologists and



geophysicists is quite significant because African Americans and other minorities rarely pursue degrees in the geosciences.

### **Supporting Documentation**



[eCore Overview](#)



[eCore Affiliate Letter of Intent and Commitment](#)



[Organizational Leadership eMajor Affiliate Signatures](#)



[eMajor Policies and Procedures](#)



[2017-18 eMajor Organizational Leadership Annual Renewal Signed](#)



[Dual degree cooperative agreements with partnering universities](#)