

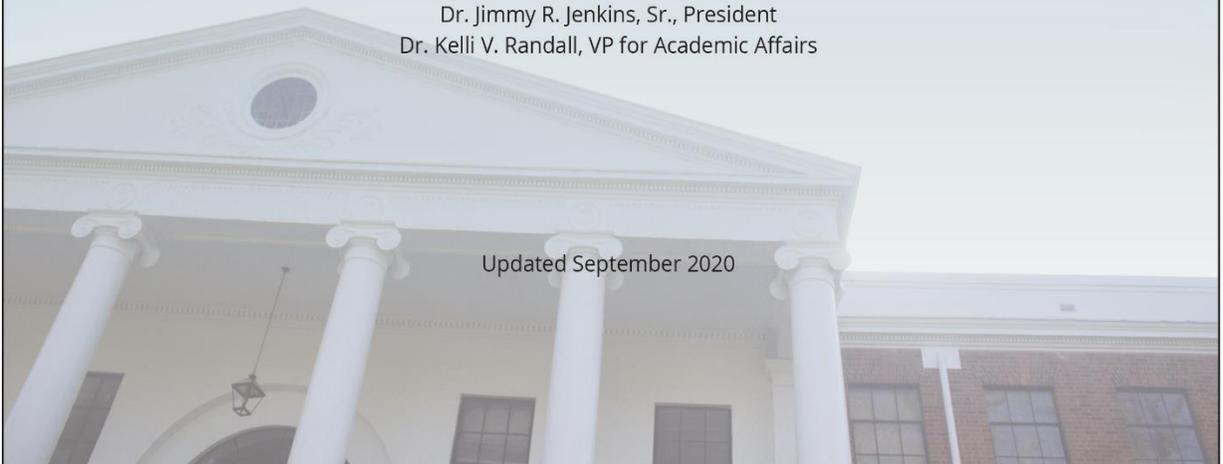


ACADEMIC AFFAIRS  
**POLICIES AND PROCEDURES**  
MANUAL

LIVINGSTONE COLLEGE  
701 W. MONROE STREET, SALISBURY, NC 28144

Dr. Jimmy R. Jenkins, Sr., President  
Dr. Kelli V. Randall, VP for Academic Affairs

Updated September 2020



## **FORWARD**

The purpose of this manual is to provide an easy reference to policies and procedures that affect the day-to-day operations of the Office of Academic Affairs at Livingstone College. Moreover, this manual is intended primarily for use by the Division Deans, Department Chairs, Program Coordinators, faculty, staff, and administrators of Livingstone College. Information printed in this manual is subject to be revised and updated according to change of accreditation agencies and organizations related to the programs and physical operations of Livingstone College.

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**LIVINGSTONE COLLEGE  
OFFICE OF ACADEMIC AFFAIRS  
POLICIES AND PROCEDURES**

**THE COLLEGE**

Livingstone College is a private, co-educational, residential, church-related, and historically black college, located in the city of Salisbury, and the county seat of Rowan, North Carolina. The campus is within an hour's drive of two major metropolitan areas: Charlotte and the Piedmont Triad of Greensboro, Winston-Salem, and High Point.

Livingstone College represents the tradition of excellence in its educational programs secured by a strong commitment to quality instruction. The College's most distinctive feature is its history of self-reliance and perseverance. Connected with the African Methodist Episcopal Zion Church, Livingstone College was founded in 1879 to meet the needs of African-Americans who were denied access to educational opportunities. Today, the College provides an environment in which students from all ethnic backgrounds can develop their potential for leadership and service to society.

Comprising four academic Divisions, namely the Division of Business; Division of Education, Psychology, and Social Work; Division of Liberal Arts & Humanities; and Division of Mathematics and Science, the College offers the Associate of Science degree in Culinary Arts, Bachelor of Arts, Bachelor of Science, and Bachelor of Social Work degrees in 23 major fields. Largely supported by the African Methodist Episcopal Zion (A.M.E.Z.) Church, Livingstone provides an education to more than 1,000 students from over 20 states and several foreign countries. For over 141 years, Livingstone College has provided academic operations that are entirely nonsectarian and open to men and women of potential, regardless of their race, religion, or national origin.

**HISTORY**

Livingstone College and Hood Theological Seminary were originally founded as Zion Wesley Institute by a group of A.M.E. Zion ministers for the purpose of training ministers in the Cabarrus County town of Concord, North Carolina in 1879. After three brief sessions, directed by principals Bishop C. R. Harris and Professor A. S. Richardson, the Institute ultimately closed in Concord. In 1881, Dr. Joseph Charles Price and Bishop J. W. Hood changed their roles as delegates to the Ecumenical Conference and became fund-raisers with the mission to re-establish Zion Wesley Institute. The Rowan County town of Salisbury, just 20 miles northeast of Concord, gave the Trustees a generous donation of \$1,000 and an invitation to relocate the school in Salisbury. They accepted both gifts, and the College re-opened in Salisbury in 1882 with Dr. Price as President. The new site was J. M. Gray's farm called Delta Grove, which consisted of one building and 40 acres of land. In 1887, by an act of the legislature, the name Zion Wesley Institute was changed to Livingstone College in honor of David Livingstone, the great Christian missionary, philanthropist, and explorer. Since its inception, the College has had two principals

and eighteen presidents, including two acting and six interim presidents. Among its possessions, the College own 272 acres of land and the physical plant that currently consists of twenty-seven buildings, seven of which are listed in the National Register of Historic Places.

### **A HOLISTIC APPROACH: THE TOTAL LEARNING ENVIRONMENT**

The “Total Learning Environment” is a holistic approach to academic preparation, whereby Livingstone will create a learning environment designed to change attitudes and modify student behavior. Students who matriculate on the campus of Livingstone College, in addition to their academic preparation, will participate in a number of activities and programs designed to enhance the cultural relativity of their past, enabling them to leave Livingstone with the academic preparation to compete in our global economy, and where they will have immediate positive impact on our society. Additionally, Livingstone College students are encouraged to positively address the challenges which plague the African-American community—particularly those challenges that exacerbate their dilemma.

The Center for Holistic Learning promotes both the awareness and mastery of the following modules and concepts: (1) Health, Wellness, and Fitness; (2) Emergency Response and First Aid; (3) Political Action and Social Responsibility; (3) Volunteerism and Public Service; (4) Cultural and Social Awareness; (5) Debt Management, Personal Responsibility and Philanthropy; (6) Individual and Organizational Leadership; (7) Spanish as a Second Language; (8) Technology in the Twenty-First Century; (8) Faith-Based Strategies for the Enhancement of the Quality of Life.

### **MISSION STATEMENT**

Livingstone College is a private historically black college that is secured by a strong commitment to quality instruction, academic excellence, and student success. Through a Christian-based environment suitable for holistic learning, Livingstone provides excellent business, liberal arts, STEAM, teacher education, and workforce development programs for students from all ethnic backgrounds designed to promote lifelong learning and to develop student potential for leadership and service to a global community.

### **ACCREDITATIONS**

#### **SACSCOC**

Livingstone College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award certificates, associate and baccalaureate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of Livingstone College.

#### **IACBE**

The Division of Business at Livingstone College has received specialized accreditation for its business programs through the International Accreditation Council for Business Education (IACBE) located at 11374 Strang Line Road in Lenexa, Kansas, USA. The business programs in

the following degrees at the listed locations are accredited by the IACBE: Bachelor of Science in Business Administration; Bachelor of Science in Business Administration with concentrations in Accounting and Entrepreneurship. Accreditation is valid through December 31, 2025.

### **CAEP**

The Council for the Accreditation of Educator Preparation (CAEP) granted the Division of Education, Psychology and Social Work accreditation at the initial-licensure level. This Accreditation status is effective the Spring 2020 semester through the Spring 2027. The next site visit will take place in Fall 2026.

### **CSWE**

Livingstone is accredited by the Council on Social Work Education (CSWE). In June of 2014 the Council on Accreditation (COA) voted to reaffirm the accreditation of Livingstone College's Social Work program for eight years through June 2021. The next site visit will be in the Spring of 2021 semester.

### **GOVERNANCE**

The Board of Trustees governs Livingstone College. The member holds office until their successors are elected. Twelve (12) of the members shall be Bishops of the African Methodist Episcopal Zion Church. Two shall be elected from the National Alumni Association of the College, and the remainder shall be at-large. The President of the College is eligible for membership as an at-large member.

### **Board of Trustees 2020-2021**

#### **Officers**

**Bishop George E. Battle, Jr., Chairman** – Senior Bishop, A.M.E. Zion Church

**Bishop Kenneth Monroe, Vice-Chair** – Presiding Prelate, Piedmont Episcopal District

**Bishop Michael A. Frencher, Sr., Secretary** – Presiding Prelate, Eastern NC Episcopal District

**Bishop Seth O. Lartey, Assistant Secretary** – Presiding Prelate, Alabama-Florida Africa Episcopal District

**Bishop W. Darin Moore, Treasurer** – Presiding Prelate, Mid-Atlantic Episcopal District

#### **Members**

**Mr. David A. Aiken, Sr.** – Secretary-Treasurer-AME Zion Church, Zion Benefits Services

**Mr. Nigel Alston** – Motivational Speaker

**Ms. Wendee Marie Bailey** – CEO, Wendee Bailey Investment Corp, Robersonville, NC

**Attorney Joel G. Bowden** – Joel G. Bowden Law Offices, Greensboro, NC

**Ms. Leslie A. Carter** – VP, HPO Shared Services Highmark, Inc., Pittsburgh, PA

**Bishop George D. Crenshaw** – Presiding Prelate, Central Southern Africa Episcopal District

**Mr. Charles Douglas Dixon** – Esquire, New Rochelle, NY

**Bishop Hilliard Dogbe** – Western West Africa Episcopal District  
**Bishop U. U. Effiong** – Eastern West Africa Episcopal District  
**Dr. James R. Gavin, III** – President/CEO Chief Medical Officer Healing Our Village, Inc.& Clinical Professor of Medicine Emory School of Medicine, Atlanta, GA  
**Rev. Dr. Johnnie P. Henderson** – President, Faculty Assembly  
**Bishop Mildred B. Hines** – Presiding Prelate, South Atlantic Episcopal District  
**Dr. T. Antonio Landers, DDS** – Oasis Dentistry, Charlotte, NC  
**Mr. Robert Marshall** – Small Business Development Leader Community Banking Wells Fargo  
**Miss Carlee Patterson** – President, Student Government Association  
**Mr. Thomas Penny III** – President, Donohoe Hospitality Services, Bethesda, MD  
**Bishop Dennis V. Proctor** – Presiding Prelate, North Eastern Episcopal District  
**Dr. Richard Rolle, Jr.** – Oral & Maxillofacial Surgeon  
**Dr. Brenda L. Galloway Smith** – Secretary, Christian Ed. Department, A.M.E. Zion Church  
**Mr. Bruce Stanback** – President, National Alumni Association  
**Bishop Darryl B. Starnes, Sr.** – Presiding Prelate, Mid-West Episcopal District  
**Reverend Dwayne Walker** – Pastor, Little Rock A.M.E. Zion Church, Charlotte, NC  
**Dr. Shirley Welch** – Chief Financial Officer, A.M.E. Zion Church

### **STRATEGIC PLANNING & ASESSMENT**

Livingstone College evaluates its overall effectiveness through the College’s mission and Strategic Plan goals. The President’s vision is that we must meet students where they are and take them where they need to be so that they can command their rightful place in the global society. The Livingstone College mission reads as follows: “Livingstone College is a private historically black college that is secured by a strong commitment to quality instruction, academic excellence, and student success. Through a Christian-based environment suitable for holistic learning, Livingstone provides excellent business, liberal arts, STEAM, teacher education, and workforce development programs for students from all ethnic backgrounds designed to promote lifelong learning and to develop student potential for leadership and service to a global community.” The core values or fundamental principles that guide the institution in carrying out its mission are listed below as follows: (1) Teaching and learning as essential to the holistic environment; (2) Student engagement as the foundation for servant leadership; (3) Liberal Arts training as essential to the development of societal contributors; (4) Lifelong learning as part of the institutional identity; and (5) Communities of learners with engaged students, faculty, staff, and alumni. Based on the College’s vision, areas of emphasis, and mission outlined above, the following four goals are at the center of the *Livingstone College 2015-2020 Strategic Plan*:

**Table 1: 2015-2020 Strategic Plan Goals**

Goal 1	Implement academic excellence and global education programs that reflect learning in a holistic environment.
Goal 2	Implementing effective and efficient procedures for overall management of the College.
Goal 3	Develop human and physical resources that strengthen the capacity of the College to achieve a significant role in a global society.
Goal 4	Enhance the quality of college and community life through service and outreach.

### **Annual Degree Planning and Assessment Process**

Annually, departments within the four academic Divisions implement and evaluate degree assessment plans that support the achievement of the College's mission and goals. The process includes examining assessment data collected during the academic year, and appropriating results our outcomes of the assessments the following year in efforts to improve the overall productivity of the degree program. Annual assessment reports help to determine the extent of program effectiveness. At the end of the strategic planning process, each department sets priorities for its program outcomes according to the President's initiatives for that given cycle. In any given assessment cycle each degree program assesses a minimum of three (3) learning outcomes. At the beginning of the assessment cycle, each department proposes and develops assessment methods and criteria for measuring the effectiveness of those outcomes. Four critical questions drive the assessment of student learning at Livingstone: (1) Are the learning outcomes appropriate for the program of study? (2) How effective are the assessment methods? (3) Is there documented evidence that students in the department are achieving the stated learning outcomes? (4) How are results being used in the program of study for continuous quality improvement?

Program learning outcomes (PLOs) are key indicators of a degree program's quality. Post-assessment, use of results are used to guide departments in the improvement of student learning. Each department has identified PLOs for its degree programs. The extent to which students have been successful at achieving PLOs is documented in individual SLO reports, Close the Loop reports, and Annual reports. Program and course level assessment measures are implemented and reported on the department and division level to the Vice President for Academic Affairs and SACSCOC Accreditation Liaison, as a means of evaluating the knowledge-base of students in their respective programs. While assessment methods may vary by academic program, they include nationally normed assessments, assessments developed by departments, as well as national and internally college-developed surveys.

Faculty explore a variety of pedagogical and assessment strategies with the intent of achieving the learning results desired. Then, faculty develop sound methods of assessing student learning with the goal of achieving the learning results desired. Assessment results are then compiled by the department. Review and analysis of data occurs at the end of the semester, so that adjustments can be made for the following semester. Faculty at Livingstone adhere to a culture of assessment by annually reviewing program outcomes, analyzing the outcomes data, and using the results to improve degree programs. Results are used for continuous improvements both at the course and program levels. Faculty identify expected PLOs for their degree programs on an annual basis. Identified PLOs are assessed for the sole purpose of program improvements to be made after data collection and analysis. Course-level SLOs are aligned with the expected PLOs for each individual degree program, and they are assessed with the appropriate measures and desired benchmark proficiency level. The assessment measures and the criteria for measuring success are specified in each department's Degree Assessment Plan (DAP). Data collected is used to make necessary adjustments to improve the overall scope of the program.

### **Annual Assessment Cycle Timeline**

Livingstone College maintains a culture of assessment by ensuring that all faculty complete midterm and final semester learning outcomes data reports for all courses taught. Department Chairs are then required to summarize and analyze this data to be included in degree assessment

plans, annual reports, and close the loop reports. Completion of the process ensures that each educational program closes the loop and continuously improves. The Administration, Collection, Analysis, and Use of Data for Institutional Improvement Calendar for the 2018-2019 year is generated by the Office of Institutional Effectiveness and Research (OIER). The Livingstone College Assessment Council is guided by the aforementioned calendar, and it ensures that the various divisions and departments across campus are completing calendar of assessment activities.

### **Closing the Loop: Example Findings and Improvements in Educational Programs**

Student learning outcomes (SLOs) describe what students are expected to demonstrate, while program learning outcomes (PLOs) describe what students are expected to accomplish by the completion of the degree program. Program-level outcomes (PLOs) describe what faculty want their students to “take away” from the degree program. Closely aligned with PLOs, SLOs provide evidence of outcomes assessment at the course level. Data gleaned from the assessment of learning outcomes should be used to implement improvements across all academic degree programs. Annual reports, Close the Loop reports, Degree Assessment Plans, Use of Results Action Plan Implementation reports, and MFT scores show the extent to which students have been successful at achieving the program’s learning outcomes.

### **Commitment to Continuous Improvement**

Review of all academic programs begins with the Vice President for Academic Affairs in conjunction with the SACSCOC Accreditation Liaison, Division Deans, Department Chairs, Academic Council, and Office of Institutional Effectiveness and Research’s input. All academic programs are reviewed to identify low-enrollment programs, low-degree producing programs, redundant programs, and adequacy of faculty and other resources to support programs. Consideration for the number of faculty teaching in a particular program as well as the average teaching load of faculty in individual departments and divisions as a whole are examples of some of the questions and issues considered. Internal program reviews are conducted at the department level. Each academic department is required to conduct a comprehensive and rigorous review of goals, outcomes, assessment and viability. The program review is designed to examine what the department or program has accomplished; where the department or program currently is; and where the department or program would like to go in the near future. Decisions at the program and department level are then made based upon data collected and analyzed. Internal Programs and Services review forms are completed by Department Chairs in conjunction with the Division Deans. These internal review forms are shared with department faculty, the Academic Council, and the Vice President for Academic Affairs. Assessment data results are used to bring about necessary changes for programmatic improvements. Measures of program quality, program function, program demand, and program efficiency are used to evaluate the strengths and weaknesses of Livingstone’s academic programs. The ultimate goal of program review is to position Livingstone to be as strong as it can possibly be academically. It is critical the Livingstone maintain effective educational programs that are consistent with the college’s revised mission statement and strategic plan. Furthermore, it has become increasingly clear that there is a firm link between planning and budgeting. As we strive to be responsive to the changing needs for quantity and quality of programs and services, academic units, in particular, may require major changes for the future. Low-degree producing programs will be removed in efforts to save and funnel monetary resources into more productive degree programs. Then, there

is also the possibility of the creation of new degree programs that are more suitable for the ever-changing population of students that Livingstone College serves. Livingstone College identified expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results for student learning outcomes for each of its educational programs.

### **OFFICE OF ACADEMIC AFFAIRS UNIT MISSION & PURPOSE**

The Office of Academic Affairs is responsible for all academic activities and programs of Livingstone College that lead to academic credit. The Vice President for Academic Affairs provides the leadership for maintaining and improving the quality of all academic programs, and is responsible for working with diverse constituencies for the establishment, coordination and implementation of academic goals, the adoption of academic policy, and for curriculum planning and development. In accordance with the College Mission and Strategic Plan, the Vice President for Academic Affairs directs, supervises, and evaluates all phases of instruction, and coordinates curriculum growth and changes in response to the needs of an ever changing multicultural and diverse global society.

Livingstone College has a proud history of nurturing students and fostering academic growth and development in keeping with its mission. Major goals of the Academic Affairs unit are:

- I. To identify, recruit, and retain qualified faculty who understand the mission and purpose of the College and are committed to having our students become the best and brightest they can become.
- II. To foster a climate so students, faculty, and staff who choose to come to Livingstone will find a warm and supportive environment, conducive to their academic and professional growth. The environment should provide both challenging and rewarding experiences.
- III. To strengthen and maintain quality academic courses and programs through periodic review and evaluation.
- IV. To coordinate efforts to determine feasibility of offering new courses and programs.
- V. To support faculty development by facilitating faculty leadership initiatives and promoting faculty development activities for teaching, research, service, and creative purposes.
- VI. To promote and ensure systematic evaluation of faculty performance and methods for providing continuous feedback and support improvement.
- VII. To coordinate efforts that encourage the integration of technology throughout the curriculum to enhance instruction and the learning process.

- VIII. To assure that academic support programs are available and useful for our students in improving their overall academic performance.
- IX. To coordinate and manage efforts to ensure continuous review of all academic policies and procedures, and to develop policies that are current and in keeping with best practices for academic institutions.
- X. To meet students where they are academically, and provide resources that accommodate their individual learning styles.

## **SECTION I: GENERAL POLICY STATEMENTS**

### **Statement of Professional Ethics**

Faculty members of Livingstone College are expected to follow a code of ethics in keeping with professional standards for teachers as well as the aims, objectives, and mission of the College. Faculty are expected to observe the stated rules and regulations of the College.

As teachers, faculty members are to encourage free pursuit of learning in their students, and to exemplify the best scholarly standards of their discipline. They should adhere to their roles as intellectual guides and advisors. Faculty should also make every reasonable effort to foster honest academic conduct in students and advisors. They should also make every reasonable effort to foster honest academic conduct in students and to assure that evaluations of students reflect true merit. Furthermore, faculty should respect the confidential nature of the relationship between the professor and the student.

### **Statement on Academic Freedom**

The College subscribes generally to the American Association of University Professors (AAUP) 1940 Statement of Principles on Academic Freedom specifically, however, it supports the following principles from that statement:

1. Teachers are entitled to full research and in the publication of the results, subject to adequate performance of their other academic duties, but research for pecuniary return should be based upon an understanding with the authorities of that institution.
2. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter, which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
3. College and University teachers are scholars and educational officers and should remember that the public may judge their professions and their institution by their utterances. Hence, they should at all times be accurate, exercise appropriate restraint,

show respect for the opinions of others, and make every effort to indicate that they are not speaking for the institution.

### **Statement of Sexual Harassment/ Discrimination/ Regulations and Procedures**

Livingstone College is committed to providing an environment in which employees and students may work and live without sexual harassment. For that reason, sexual harassment and sexual liaisons are strictly prohibited. Sexual harassment is defined as deliberate, unsolicited, or unwelcome verbal and/or physical conduct of a sexual nature or with sexual implications. Sexual liaisons are defined as sexual relations of a physical nature between students and faculty.

- I. No employee shall sexually harass another employee in any manner, including but not limited to:
  - a. Making or accepting sexual advances or request for sexual favors or making other verbal or physical gestures of a sexual nature.
  - b. Making submission to or rejection of such conduct the basis for employment decisions.
  - c. Creating or contributing to, an intimidating, hostile, or offensive working environment by such conduct.
  
- II. No employee shall sexually harass a student in any manner including, but not limited to:
  - a. Making or accepting sexual advances or request for sexual favors or making other verbal or physical gestures of a sexual nature.
  - b. Making submission to or rejection of such conduct the basis for academic decisions.
  - c. Creating or contributing to, an intimidating, hostile, or offensive environment by such conduct.

## **SECTION II: STATEMENT OF ACADEMIC POSITIONS**

Each academic division is allocated a number of teaching slots on the basis of enrollment and special needs of the area. All positions are authorized by the administration. The Division Deans and the Vice president for Academic Affairs shall seek to fill open positions from within or outside the institution. For additional information concerning Academic Positions see the *Faculty Handbook*.

### **Responsibilities of Division Deans**

The Division Dean is responsible for the administration of the academic programs of the division. These responsibilities include faculty staffing, curriculum development, budget development, and management. These responsibilities are discharged in consultation with the Vice President for Academic Affairs. The Division Dean teaches a reduced load of six-eight (6-8) credit hours per academic semester.

### The Division Dean:

1. Promotes excellence in teaching within the division by an ongoing two-way communication with individual faculty members (communication will concern issues related to teaching), by creating an environment conducive to learning and teaching and supporting faculty morale.
2. Oversees and manages all academic aspects of the division. Prepares and submits all division reports.
3. Acts as a liaison between administration and divisional faculty.
4. Deals effectively and impartially with the various attitudes and personalities of division faculty, grievances, evaluations, and assignments.
5. Convenes and chairs regular division meetings and submits copies of minutes of the Vice President for Academic Affairs.
6. Assesses and revises curricula development and revisions in order to maintain the integrity of degree programs.
7. Initiates and forwards recommendations for tenure, promotion, merit increases, reappointment and non-reappointment, requests for leave, retirement and financial assistance to pursue further study to the Vice President for academic Affairs.
8. Informs the division faculty of all policies and procedures changes of the College.
9. Demonstrates leadership in acquiring external funding and encourages the faculty to do so.
10. Shares with the division important and relevant information received from Vice President for Academic Affairs, other College personnel, or from outside sources.
11. Supervises and evaluates performances of divisional support personnel.
12. Conducts exit interviews with graduating seniors and certifies upon evaluation of their transcripts that they have met all requirements for graduation.
13. Coordinates the scheduling of courses and assigns courses to the faculty.
14. Approves requisition requests against division budgets.
15. Reviews all courses syllabi and makes recommendations for revision if applicable, before submitting them to the Vice President for Academic Affairs.

16. Involves faculty in decision-making and in student recruitment and retention endeavors.
17. Promotes and holds faculty accountable for effective and good academic advising.
18. Affects positive change in divisional policies and procedures and sets high expectation of faculty and students.
19. Creates a productive division with a positive sense of direction.
20. Provides leadership in the recruitment of students.
21. Develops and submits division budget recommendations and manages division budgetary requests and expenditures.
22. Represents the faculty at the division-and-college-level as necessary.
23. Implements a fair and honest process that demonstrates the ability to make difficult decisions.
24. Participates in the training and mentoring of new faculty members.
25. Fosters positive student-faculty relations and resolves conflict.
26. Collects and forwards book orders and library acquisition requests.
27. Submits the responses of the division to issues and assignments requested by the Vice President of Academic Affairs.
28. Submits an annual division report to the Vice President for Academic Affairs.

### **Responsibilities of Department Chairs and Coordinators**

A department is an academic unit that offers a major and employs at least four (4) full-time instructors. In some departments there is both a Department Chair and Coordinator. In such departments, the coordinator reports to the chair. The Department Chair and Coordinator serve dual roles as administrators and faculty members. They are expected to articulate administrative goals and directives to the faculty in a manner that enhances the smooth operation of Livingstone College and carry out specific responsibilities assigned to them. Department Chairs report to the Dean of the Division of which the department is a part. A Department Chair reports to a Division Dean and is responsible for administration of the academic programs of the department. These responsibilities include reviewing and improving curriculum, budget development, and management of the department including supervision of the department faculty. A Department Coordinator performs these responsibilities as well. The Department Chair teaches a reduced

load of nine (9) credit hours per semester so that he/she may be able to perform the following duties:

1. Promote excellent teaching within the department. The Department Chair will do every thing possible within existing financial limits to support department faculty in the teaching endeavor.
2. Assess department faculty according to procedures outlined in the *Faculty Handbook*.
3. Prepare teaching schedules as required each semester.
4. Assess staffing needs and submits requests for additional or new faculty to the Division Dean and to the Vice President for Academic Affairs.
5. Lead the department in establishing clearly defined goals and in achieving them.
6. Assume responsibility that proper budgetary procedures are followed.
7. Submit an annual department report to the Division Dean by May 10.
8. Promote growth and development of departmental programs.
9. Ensure that all department members know the policies and procedures in the *Faculty Handbook*, the *College Catalog*, and the *Student Handbook*.
10. Submit two copies of the teacher schedule card, which includes office hours and two copies of course syllabi to the Division Dean during the first week of the semester.
11. Submit book orders for the department to the Division Dean.
12. Submit catalog changes and corrections to the Division Dean by December 1.
13. Assigns and monitors the advisement of students in the department and maintains an accurate listing of all majors.
14. Certify that seniors have met all academic requirements for graduation.
15. Conduct regular departmental faculty meetings.
16. Review course syllabi in consultation with faculty members and suggests changes as necessary.

### **Faculty Responsibilities**

Every full-time faculty member must perform a range of duties connected with his/her appointment. The major duties are listed below:

1. Meet all classes regularly and promptly.

2. Hold regular office hours (a minimum of eight hours per week) and to be available for consultation with students outside those hours as needed. Faculty members should schedule office hours daily to maximize their availability to students. These hours should be scheduled during the morning and afternoons.
3. Develop an objective and fair grading system and explain the system to students.
4. Provide and maintain a regular, timely, evaluation of student performance and maintain records of grades.
5. Maintain appropriate records and meet deadline dates for submitting reports and records.
6. Strive for personal growth and development through membership in professional organizations, continued formal and informal education, by reading of current material in respective fields, and attending conferences and workshops.
7. Secure prior approval for planned absences from the appropriate administrative officers.
8. Attend the following College ceremonies wearing appropriate regalia earned degree:
  - The Opening Fall Convocation
  - The founder's Day Convocation
  - The Baccalaureate Service
  - Commencement(s)

**Note: Academic Attire:** *On the occasion of the four College ceremonies, all members of the faculty are expected to wear the proper academic attire indicating their highest degree and discipline. Those members who do not own academic attire may arrange to rent or purchase it.*

9. Advise students when assigned.
10. Serve on committees of the College.
11. Attend college-sponsored events, e.g., music programs theatre activities, sports, and college assemblies.
12. Engage in research and creative activity in their respective disciplines.
13. Engage in service to the community, profession, and the College according to its mission.
14. Be on campus and in place during registration.
15. Attend the annual faculty and staff opening sessions. Approval by the Vice President for Academic Affairs is required by anyone who is absent during this period.

16. Keep records of student performance and attendance in a paper and /or software gradebook.
17. Demonstrate a strong commitment to the general welfare, mission, policies, goals and image of the College.
18. Present to students on the first day of class, an approved course syllabus detailing objectives, content, requirements and grading procedures for the course.
19. Promptly submit mid-semester and final grades of all students to the Office of the Registrar.
20. Faculty members are expected to follow the final exam schedule and to administer examinations in all courses yielding credit. Any deviation from established times must be approved by the faculty members' Division Dean.
21. Carry out other assigned duties as necessary to meet the needs of the College.

**Note:** *These duties/responsibilities are important and will be part of faculty evaluations for promotion and tenure.*

### **Orientation of New Faculty**

All new faculty members are required to participate in orientation activities arranged and/or conducted by the Office of the Vice President for Academic Affairs. Such activities are intended to acquaint new faculty with the history, mission, policies, rules, regulations, and procedures of the College.

### **Part-time Faculty**

Part-time status is assigned to a faculty member who is employed on a short-term basis (for one semester or two semesters). The teaching load shall be specified in the contract of the part-time faculty member. Part-time faculty are employed to complement the full-time faculty when less than full-time services are required. Identification of the need for part-time services is initiated by the Division Dean and routed through appropriate channels to the President who authorizes the position. Hiring procedures for part-time faculty are the same as full-time faculty.

All part-time faculty members are required to post and maintain office hours in order to be accessible to students. These hours shall include a minimum of one hour per week for each course taught. Part-time faculty are encouraged to attend meetings of the faculty and division whenever feasible. Minutes of meetings are provided to part-time faculty. Part-time faculty are not ordinarily required to serve on committees.

Faculty rank is the same as for full-time faculty. Part-time faculty shall meet the same qualifications for academic rank as full-time faculty. Part-time members of the faculty are usually appointed by semester. Their employment may be continued until retirement age. They

are not eligible for benefits. Part-time members of the faculty may be invited to become full-time members of the faculty when vacancies occur in their respective teaching disciplines.

## **CONSULTATION AND EXTERNAL FACULY EMPLOYMENT**

Faculty members who wish to seek outside employment **may do so provided such activities do not negatively affect the faculty member's performance of his/her duties at the College.** Written request for official approval shall be made to the president of the college. Official approval shall be obtained prior to the acceptance of outside employment.

### **Faculty Loads**

Faculty loads are determined by the nature of the discipline, number of preparations, contact hours, and/or contracted release time for research, directorship of special programs, special assignments, and/or responsibilities such as Dean of Division or Chair of the Department.

A full-time teaching load is (15) credit hours for the fall semester, and twelve (12) credit hours for the spring semester. These hours can be reversed based on need. Additionally, the **load** is subject to adjustment. The load may be met teaching traditional plus Evening and Weekend College (EWC) classes, or by teaching all of one or the other.

### **Faculty Overloads**

Faculty overloads occur when faculty teach more than 27 hours for both semesters and are calculated in the spring, after the class rosters have stabilized. At that time, recommendations for overload pay will be generated in the Division and sent to the Office of Academic Affairs, where they will be processed and verified with the Registrar's rosters, then sent to human resources with a recommendation for pay from the VPAA. Faculty with a Master's degree are paid \$2,000 per class with five or more students. Classes with less than five are prorated per student. Faculty with a doctoral degree are paid \$2500 per class with five or more students. Classes with less than five are prorated per student.

## **SECTION III: INSTRUCTION AND ADVISING**

### **Student Advising**

Upon admission to the college, each student is assigned an advisor by the Division Dean of his/her major. The duties of the advisor are:

1. To assist students in the selection of courses leading to the completion of a plan of study.
2. To aid the student in interpreting requirements and meeting requirements in a proper sequence.
3. To schedule regular conferences with their advisors, and:

4. To keep an accurate and up-to-date folder/handbook on each advisee.

**Note:** Further information can be found in the *Advising Handbook*.

## **FACULTY OVERLOAD POLICY**

### **I. POLICY RATIONALE**

Faculty overloads should be avoided at all cost because teaching overloads can compromise a faculty member’s ability to provide quality teaching and complete other faculty responsibilities including service and professional development activities. The Department Chair in conjunction with the Division Dean should only assign an overload after having exhausted the following four options (1) Recruiting a part-time or adjunct faculty member; (2) Reassigning courses; (3) Canceling low enrollment courses; (4) Eliminating or rescheduling unneeded courses. In the event of unanticipated extenuating circumstances such as an untimely resignation, illness, or death of a faculty member, a course overload may present itself as a last resort option for class coverage.

### **II. POLICY SCOPE & AUDIENCE**

Department Chairs and Division Deans in conjunction with the Vice President for Academic Affairs are responsible for monitoring faculty workload and faculty-student ratio to ensure the college’s compliance with SACSCOC policy that the institution employ a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity and review.

### **III. POLICY STATEMENT**

In case of institutional needs, a faculty member may be asked to teach an overload course(s) for additional compensation at the part-time faculty rate. Instructional faculty members are assigned to course overloads based on their academic credentials, teaching expertise, and ability to provide a quality educational experience for students. Compensation for overloads is consistent with compensation provided for similar courses taught by part-time or adjunct faculty. The pay scale is listed below for faculty with master’s and doctoral degrees teaching three (3) and four (4) hour courses.

#### **PAY SCALE – PART-TIME FACULTY & OVERLOADS (Master’s Degree)**

3 Hour Courses	5 or more students	\$2000.00
3 Hour Course	4 or more students	\$400 per student
4 Hour Course	5 or more students	\$2500
4 Hour Course	4 or less students	\$625 per student

#### **PAY-SCALE- PART-TIME FACULTY & OVERLOADS (Doctorate Degree)**

3 Hour Courses	5 or more students	\$2500.00
3 Hour Courses	4 or more students	\$500 per student
4 Hour Courses	5 or more students	\$3332 per course
4 Hour Course	4 students or less	\$833 per students

Extra compensation for teaching overloads must be kept to an absolute minimum and must be justified by circumstances that clearly warrant such action. Overloads are limited to no more than two courses in a given semester, and require the express written consent and approval of the faculty member's Department Chair, Division Dean, and finally the Vice President for Academic Affairs. A faculty teaching recommendation form must be completed by the Department Chair in conjunction with the Division Dean. This form must be signed by both parties and submitted to the VPAA for review and approval or denial.

#### **IV. RESPONSIBILITY FOR POLICY IMPLEMENTATION & COMPLIANCE**

The President of Livingstone College has assigned responsibility for implementing this policy to the Vice President for Academic Affairs. The Division Deans will assist the Vice President for Academic Affairs in implementing and ensuring that the policy for faculty overloads is followed. The VPAA is the policy owner for ongoing evaluation, review, and approval of the *Faculty Overload Policy*.

#### **V. POLICY HISTORY AND REVIEW CYLCLE**

The *Faculty Overload Policy* was reviewed by the President, VPAA, and Dean's Council on July 1, 2020. The policy will be formally presented at the first Faculty Assembly on September 11, 2020. The policy will be reviewed every three (3) years or more frequently, if needed.

#### **VI. POLICY URL**

The Faculty Overload Policy statement appears in the *Academic Affairs Policies and Procedures Manual*, *Faculty Handbook*, and on the Academic Affairs page of the Livingstone College website at [www.livingstone.edu](http://www.livingstone.edu).

### **STUDENT LOAD/OVERLOAD**

#### **Syllabus**

Livingstone College faculty members are required to provide a copy of the course syllabus to all students in each class by the end of the first week of class every semester. A copy of each syllabus should be provided to the Division Dean by the end of the first week of class. The syllabus must state the course learning outcomes, how the class grade is calculated, attendance policy, the number of assessments, and the criteria for successfully passing the class.

#### **Grading**

Livingstone College uses a letter system of grading. Each letter grade represents the quality of work completed and carries specified quality points per credit. Semester credits and the number of credit hours of work attempted by the student, and quality points are calculated on the grades earned. Detailed explanation of the grading system is founded in the *Faculty Handbook* and *College Catalog*.

### **Change of Grade**

An instructor's request to change a grade must be clearly explained in writing and submitted to the Vice President for Academic Affairs for approval. All such request must be filled no later than a semester after the incorrect grade was issued, not including the summer.

Change of grade forms may be obtained from the Office of Vice President for Academic Affairs. Once a final grade is issued for a course, no grade change for that course will be made unless there is conclusive evidence that the instructor made an error in computing the grade, transferring the grade, and/or removing an incomplete grade.

### **Credit by Examination**

A student may earn credit by examination for any undergraduate course for which an approved examination has been prepared and administered by the department and/or discipline granting credit. A student attending Livingstone College for the first time may be allowed to take a proficiency exam for the college credit in those courses offered at the College that he/she may have taken in high school or in other academic setting and may possess knowledge required in those courses. The examination may be taken any time during the academic year at the instructor's discretion. To take the exam a student must request in writing approval of the course instructor, the Dean of the Division supervising the department/discipline, and the Vice President of Academic Affairs.

The exam will be graded on a Pass/Fail basis and results will be reported to the Vice President for Academic Affairs and the Registrar. A grade of "EX" and credit for the number of hours for the course will be counted toward graduation, but credit hours may later enroll in that course with no penalty; however, a failed exam may not be repeated within the same semester, and the student may not enroll in the class the same semester as the failed exam, as it constitutes enrolling in the same class twice in one semester.

The Credit by Examination hours will be considered part of both tuition and course load for the semester. Credit by Examination is limited to a maximum of (10) courses or thirty (30) credit hours. Students who earn credit by Examination will be charged a fee according to the fee schedule approved by the College.

### **Add/Drop**

Changes in student enrollment or schedule must be made with the approval of the advisor and the end of the designated Add/Drop period specified in the College Calendar. Such changes include adding or dropping courses, changing sections, electing to audit courses, and changing the number of credits to be earned in a course (where applicable). All changes in enrollment must be submitted to the Registrar's Office on a schedule change Form prior to the end of the Add/Drop period.

### **Withdrawal from a Course**

Students are expected to honor the schedule of the classes selected at the beginning of the semester. There may be instances however when the student wishes to withdraw from the course after the end of the Drop period. The decision to withdraw from a course must be made in the consultation with the faculty advisor and the instructor of the course. Forms for withdrawing from class after the end of the Drop period are available in the Registrar's Office. Students must withdraw from a course within the time period indicated on the Academic Calendar, or be subject to the penalties, if any.

### **Official Withdrawal from the Institution**

When a student finds it necessary to withdraw from the College before the end of the semester, he/she needs to obtain Official Withdrawal Form from the Office of the Registrar, secure the required signatures, and return the form to the Registrar's Office. This procedure must be followed in its entirety for the student to be considered "officially withdrawn." Any student leaving without completing the official withdrawal process receives a grade of "F" (Failure) in each course in which he/she was enrolled.

### **Late Course Drop**

A student under extenuating circumstances after the deadline for the course withdrawal before the last day of classes, may petition a Academic Standards Committee (via the Vice President for Academic Affairs) for a waiver of the deadline for dropping courses.

Students wishing to petition for a waiver of the deadline for dropping the courses must complete the form Withdrawal Request for Extraordinary Reasons. These forms are available in the Office of the Registrar. The extenuating circumstances associated with such requests must be verifiable; they must have been or are beyond the students control and have surfaced after midterm; or they must be such as to have prevented the student from adhering to the course drop deadline. If a waiver of the deadline to drop a course is granted for any course, the grade for that course will be "W" (Withdrawal).

## **REGULATIONS GOVERNING ACADEMIC CREDIT**

**The grading system is as follows:**

	<u>Range</u>	<u>Points</u>
<b>A=Excellent</b>	<b>90-100</b>	<b>4</b>
<b>B=Good</b>	<b>80-89</b>	<b>3</b>
<b>C=Satisfactory</b>	<b>70-79</b>	<b>2</b>
<b>D=Poor</b>	<b>60-69</b>	<b>1</b>
<b>F=Failure</b>	<b>Below 60</b>	<b>0</b>

**Incomplete (I) Grade:** It is assigned by the instructor only when he/she is willing to do so, and only under the condition that the student has maintained a passing average and has circumstances beyond his/her control not allowing him/her to complete some specific course requirement(s). The missing work should be completed within the first six (6) weeks of the next semester. The grade of “I” must be removed by the date specified on the Academic Calendar; otherwise, it automatically changes to an “F” (Failure) grade. It is the student’s responsibility to initiate action to remove the incomplete. The student pays a fee as determined by the College to have the “I” removed upon completion of the change of the grade procedure.

**Audit (AU) Grade:** Receive no credit for auditing.

**Withdraw (W):** Student may voluntarily withdraw from a course, adhering to the date indicated on the current academic calendar. No credit hours are assigned and counted into the grade point calculation.

**Administrative Withdrawal (AW):** Students who are forcibly withdrawn from the College for administrative reasons (i.e., immunization non-compliance, disciplinary) are withdrawn “Administratively.” No credit hours are assigned and “AW” is not counted into the grade point calculation.

### **Repeating a Course**

Students may repeat a course if they did not earn a grade of “C” or better. The course may have been taken at Livingstone College or at another accredited institution. While both grades earned at Livingstone are reflective on the transcript, only the higher is used to calculate the student’s grade point average.

### **Quality Points and Grade Point Averages**

To meet Livingstone College’s satisfactory academic progress requirements, the student must attain and maintain specified standard of academic performance. This standard is determined by the quality point system. The grade received in a course determines the number of quality points earned (Multiply the quality points by the credit hours assigned to that course):

Grade of “A” = 4 quality points

Grade of “B” = 3 quality points

Grade of “C” = 2 quality points

Grade of “D” = 1 quality points

Grade of “F” = 0 quality points

The semester grade point average is obtained by dividing the total number of quality points earned that term by the total number of semester hours attempted. Hours associated with a grade of “W” (Withdrawal) are not included. W or WP grades do not affect the GPA; WF grades have a negative effect on the GPA. The cumulative grade point average is obtained by dividing the total number of quality points by the total number of semester hours attempted, whether passed

or not. Hours associated with a grade of “W” (Withdrawal) are not included. W or WP grades do not affect the GPA; WF grades have a negative effect on the GPA. **Credits earned by examination, Advanced Placement, CLEP, or transferred from another institution are not used in the calculation of the grade point average.**

### **CREDIT/CONTACT HOUR**

**Credit hour** is defined as a unit for measuring academic progress toward completion of requirements for graduation or certification. The credit hour is a formal measure of a student’s progress toward the completion of a program of study and graduation, or credentialing, in the intended degree. A credit hour gauges a major part, but not all that is needed to successfully achieve the intended student learning outcomes of the learning experience. **Contact hour** at Livingstone is defined as 50 minutes in a teaching-learning engagement. Students must have a certain number of contact hours (hours spent in the classroom), to earn credit hours. One credit hour is equal to 15-16 hours of instruction. Credit hours are calculated over the full semester, which is generally 16 weeks.

The traditional Carnegie definition of semester credit hour stipulates that one semester credit hour be awarded for fifteen 50-minute classroom lecture-recitation sessions, with each session requiring 2 hours of outside preparation by students. One contact hour is defined as 50 minutes. Therefore, one unit of credit is normally defined as 3 hours (150 minutes) of academic work per week per semester. At Livingstone College, in the Holistic Environment, the standard policy is amended as follows:

A semester credit hour is to be awarded for fifteen 50-minute learning experiences that include in-class lecture and recitation, collaborative and cooperative participants; social media, assistive tutorial technologies, and student media presentations; field observations, placements, and internships. At Livingstone College, a student must earn a minimum of 120- semester credit hours to be eligible to graduate; however, individual degree programs set the credit hour requirements and designate the specific courses required for graduation; the upper limit may vary based upon degree licensing requirements or requirements of the core content area.

**Table – Definition of a Credit-Hour**

Semester Credit Hour	Contact Hours Per Week	Prep Hours Per Unit	Total Effort Hours Per Unit	Contact Minutes per Credit Hour	Total Prep Minutes per Credit Hour	Total Effort Minutes per credit hour
1	1	2	3	50	100	150
2	2	4	6	100	200	300
3	3	6	9	150	300	450
4	4	8	12	200	400	600

### **Lecture Classes**

Lecture classes are the standard, seated, classes. These classes are measured in units of 1, 2, or 3 semester credit hours. In these classes, one unit is considered to be one hour (50 minutes) of in-class time and 2 hours (100 minutes) in out of class preparation. Therefore, a typical 3-credit hour class requires a student to attend class three times per week for 50-minutes each session (150 minutes), and spend 2 hours per class meeting or 6 hours (300 minutes) per week in out-of-class preparatory activities for class.

### **Laboratory Classes**

Laboratory classes at Livingstone College are 4-semester credit hour classes that include 3 hours of lecture and one or more hours in a laboratory. While the lectures may require outside preparation, the Laboratory hour(s) require hands on participation putting lecture or theory into practice.

### **Accelerated Classes**

Accelerated classes are customary in the Evening and Weekend College and the Summer Session. Evening and Weekend College courses are offered in two eight-week block rotations. Summer Session is six weeks. In both EWC and Summer Session, the course semester credit hours remain the same for the same classes; the length of each class meeting is lengthened to accommodate the shortened time frame.

### **Credit Hours for New Courses**

*The Curriculum and Catalog Committee* reviews new courses, new and revised programs, and plans of study to ensure that faculty participate in curricula development to ensure that credit hours are appropriately assigned with the degree offerings, and that the overall curriculum maintains its focus on the College mission and goals. New plans of study must also be submitted for approval. Summer Session, Evening and Weekend College (EWC), and all sections of the same class use the same syllabus to ensure that course content and credit hour information is the same. A course is typically measured in terms of the number of credit hours. Based on the amount of work load and instruction hours, a course is assigned a certain number of credit hours. Usually, course lab work or seminars are 1-credit hour. Basic courses may be 2- or 3-credits. A typical lab course is equal to 1-student credit hour for each 3-hour lab per week.

## **ASSIGNING COURSE NUMBERS & DEFINITION OF COURSE LEVEL**

Course level, course credit, and course enrollment are important elements in the allocation of college resources. Livingstone College has clear guidelines for determining course-level. The differentiation between lower and upper level courses is listed as follows: Lower level courses comprise all 100- and 200-level courses. Upper level courses comprise all 300- and 400-level courses. The following definitions are used in determining the correct level for a proposed course:

**100-level** courses are without prerequisites and are considered survey courses, or courses defining basic concepts of presenting the terminology of the specified discipline. 100-level courses are typically taken by freshmen.

**200-level** courses possess intermediate college-level difficulty. 100-level courses are prerequisites. Also survey courses in a particular area or field discipline. 200-level courses are typically taken by sophomores.

**300-level** courses are considered advanced college-level difficulty taken by majors and upper level students. 300-level courses are typically courses in the major. 300-level courses are usually taken by juniors and seniors.

**400-level** courses are advanced upper-level courses, seminars, honors, or senior capstone courses for majors taking upper level classes. To take 400-level classes, students must have completed a substantial amount of course work at the 300-level. 400-level courses are most reserved for seniors.

Livingstone College awards credits for courses and programs using criteria that conform to commonly accepted practices in higher education. Livingstone College also publishes information related to credit hours for programs of study and graduation in the *Academic Affairs Policies and Procedures Manual* and in the *College Catalog*. Assigned credit hours are included with course listings when students register for classes.

#### **SECTION IV: ACADEMIC AFFAIRS POLICIES AND REGULATIONS**

The primary objective of Academic Affairs is to provide academic coherence and direction for the College and ensure high standards for the curriculum, faculty members and support services provided for students. The Vice President for Academic Affairs creates, supports, and enhances a student-centered academic environment, which is undergirded by the College's mission and vision. It is the administrative center which drives the academic enterprise at Livingstone College. The Vice president for Academic Affairs is responsible for establishing policies and procedures affecting student advisement, attendance, course offerings, and registration.

The Vice President for Academic Affairs, among other duties, assumes leadership for the following departments and functions at the College.

<u>Department</u>	<u>Extension</u>
Division of Business	6827
Division of Education, Psychology & Social Work	6921
Division of Liberal Arts and Humanities	6804
Division of Mathematics and Sciences	6137
Evening and Weekend College	6039
Holistic College	6065
Library Services	6030
Office of the Registrar	6157
Student Support Services-TRIO	6062
The Success Center	6063

### **Student Responsibilities**

All students are responsible for completing their academic programs, for satisfying the general regulations stated in this *Catalog*, for meeting all other degree requirements. The College urges students to seek guidance from their advisors and other appropriate college officials concerning current policies and requirements related to their education at the College; however, the final responsibility for completing the requirements rests with the student. Students are required to know and observe all regulations concerning campus life and student conduct. **Students are also responsible for maintaining communication with the college, by keeping their current address, including zip code and telephone number on file with the Registrar's Office, at all times.**

### **Holistic College Power Week**

Orientation sessions are offered at selected dates preceding the beginning of each semester to introduce new students to the educational and social opportunities available at Livingstone College. During orientation students meet with faculty advisors, complete their placement tests, select courses, and register for the semester. Students are to meet with selected faculty, administrators, and upper classmen students. **Freshman and transfer students are required to be present for Holistic College Power Week.**

### **Registration**

Livingstone College operates on a semester system. All students must register at the beginning of each semester. Each student is assigned a faculty advisor, who assists in planning a program of study. Complete registration instructions are published by the Office of the Registrar.

**Students are registered for and entitled to attend classes only when they have completed the prescribed procedures including the payment of tuition and fees.**

New students will be advised regarding courses and registration procedures during orientation sessions before the start of each semester. All students need to report for registration as indicated on the Academic Calendar.

A student cannot attend a class if he/she is not properly registered for that course and section. Failure to follow a proper registration procedure may jeopardize the student's good standing at the College and results in loss of credit. Instructors' class rosters are made up the official enrollment records kept in Registrar's Office. Students whose names are not on the class roster in each class should contact the Registrar's Office to verify their registration.

### **Early Registration**

Early registration is a time period designated each semester to allow the student and advisor to review and plan the student's courses for the upcoming semester. Students who register early may find it less difficult to secure a satisfactory schedule of courses. Under no circumstances is early registration considered to be official registration.

Students who have registered early but fail to officially register on dates designated for official registration will have their schedule of courses automatically removed by the Registrar's Office. Those students who find it necessary to register after the designated dates must select another schedule of courses for that semester and must pay a late registration fee as required by the College.

### **LATE REGISTRATION**

A student who enters the College after the designated dates for registration pays a late registration fee as required by the College (payable in full at the time of registration). All registration materials must be submitted to the Office of the Registrar at the conclusion of the registration process.

#### **Academic Advisement**

Interaction between faculty and students is an integral part of the learning process at Livingstone College. Individual advisement sessions between students and their advisors provide opportunities for students to learn more about the philosophy behind the required degree program as well as career opportunities for the major. Through stimulating informal discussions, the advisement process enhances and supplements the learning that takes place in the classroom.

The academic advisors' primary role is to help the student plan a course of study that courses require in a particular program are taken in a proper sequence. The advisor also ensures that the student is aware of all graduation requirements. The advisor can also help resolve and prevent academic problems, often referring students to the appropriate academic or other resources. At the beginning of each semester, the advisor posts office hours designating when he/she will be available to students for advisement.

Newly admitted students who have declared a major are assigned an advisor in the discipline. Generally, the advisor assignment does not change unless the student changes his/her major. Until a student officially declares a major, he/she is assigned an advisor in one of the Academic Support areas. Students are required to meet with their academic advisor each semester to receive assistance in selecting courses to be taken in the next semester. Early registration is highly recommended to secure a satisfactory schedule of courses.

### **COURSE LOAD**

The academic year at Livingstone College consists of two sixteen (16) week semesters. The normal load for full-time students is twelve to eighteen (12-18) credit hours. In the summer session, the normal load is nine (9) credit hours. During a regular session, a student may not enroll for more than eighteen (18) hours; however, a student who has at least a 3.0 cumulative grade point average (GPA) may apply to enroll for additional hours not to exceed a total of 21 at an additional cost per credit hour. To take more than 18 hours a semester, a student must obtain a Student Request for Overload Form from the Office of the Registrar and obtain the approval of his/her advisor, Department Chair and Division Dean, Vice President for Academic Affairs, and Director of Student Accounts, in that order.

## **COURSE OFFERINGS**

The College reserves the right to add or delete courses, as it deems necessary. There will be a partial refund of any fees as a result of course cancellation when the student drops below a full-time load.

### **Add/Drop (Change in Enrollment)**

Changes in student enrollment or schedule must be made with the approval of the advisor and by the end of the designated Add/Drop period specified in the College Calendar. Such changes include adding or dropping courses, changing sections, electing to audit courses, and changing the number of credits to be earned in a course (where applicable). All changes in enrollment must be submitted to the Registrar's Office on a Drop/Add/Withdrawal Form prior to the end of Add/Drop period.

## **AUDITING COURSES**

A student must obtain approval to audit a course from the instructor, faculty, advisor, and Vice President for Academic Affairs on a Course Audit Form available from the Registrar's Office. Approval is based on a space-available basis. Additional approval from the Business and Financial Aid office may also be necessary. This form must be completed and returned to the Registrar's Office before the student attends the class. An auditor is not required to participate in any examination or graded course assignments.

## **INDEPENDENT STUDY**

Students may pursue a course by Independent Study, subject to the same cost as a normal course, but only in documented extraordinary circumstances. Independent Study is not be offered in lieu of a class that is being offered currently, and general education courses are not to be offered as Independent Study. Careful planning of the course of study should avoid the need for Independent Study in all but extreme cases.

A student must have a minimum GPA of 2.5 before taking an Independent Study. An Independent Study is not given to a student who has previously failed the regular classroom course. The instructor who normally teaches the course has the right to refuse to offer and/or conduct an Independent Study.

The need for an Independent Study must be justified and document clearly and in detail by the Division Dean, and it must be approved by the Vice President for Academic Affairs.

## **WITHDRAWAL FROM A COURSE**

Students are expected to honor the schedule of classes selected at the beginning of the semester. There may be instances, however, when the student wishes to withdraw from a course after the end of the Drop period. The decision to withdraw from a course must be made in consultation with the faculty advisor and instructor of the course. Forms for withdrawing from class after the end of the Drop period are available in the Registrar's Office. Students must withdraw from a course within the time period indicated on the Academic Calendar.

## **OFFICIAL WITHDRAWAL FROM THE INSTITUTION**

When a student finds it necessary to withdraw from the Institution before the end of a semester, he/she needs to obtain an *Official Withdrawal Form* from the Office of the Registrar, secure the required signatures, and return the form to the Registrar's Office. This procedure must be followed in its entirety for the student to be considered "officially withdrawn."

Any student leaving without completing the official withdrawal process receives a grade of "F" (Failure) in each course in which he/she was enrolled.

## **CLASS ATTENDANCE POLICY**

### **Policy Statement**

Students are expected to attend all classes, laboratories, and examination regularly and punctually, unless they satisfy one of the requirements listed below:

- **Test out of the class;**
- **Take credit by examination for the class, or**
- **Withdraw from the class.**

Students are normally permitted one hour of absence per credit hour in a semester. For example, three hours of absence in a three-semester hour class is permitted. Students should also expect that 25% or more absence from the scheduled sessions will likely result in a grade reduction, based on the instructor's discretion and the student making up missed assignments; however, absence, itself, cannot comprise more than 20% of the grade. An instructor may allow a student to make up or complete academic assignments when the student is absent from class due to:

- A. Documented, prolonged medical illness.
- B. Death in the immediate family requires a church service program, news obituary, or signed statement from the minister or funeral director (3 days maximum, except under unusual circumstances).
- C. A justifiable grave circumstance beyond a student's control.
- D. Representing the college at an official function.

**Note:** Freshman and Sophomore students must get an official student class excuse from the Student Success Center Retention Management Director; upperclassmen must get an official student class excuse from the Division Dean presiding over the students' major area of study. Documentation must be provided for absences resulting from the aforementioned circumstances.

### **Instructor's Responsibility**

- Instructors have the authority within these guidelines, to set attendance policies and procedures for their classes.

- Instructors will include detailed attendance requirements in the course syllabus to include the percentage of the total grade attributed to attendance. The syllabus will be given to all students and posted on Blackboard.
- Instructors will keep a signed receipt of the syllabus; and
- Instructors will keep accurate attendance records in an approved roll book. Absences for freshman and sophomores will be reported to the Retention Management System.

**Students Responsibility:**

- Students are required to satisfy all course requirements regardless of absences.
- Students are held responsible for course information from the first class meeting of the semester regardless of late enrollment.
- Students are responsible for the attendance requirements for each course in which he/she is registered.
- Students are to notify the instructor of an absence in advance or, in extenuating circumstances, the first day of class attendance after the absence.
- Students must request make-up work on the first day of class attendance after the absence.

**Note: Freshman and Sophomore students must get an official student class excuse from the Student Success Center; whereas upperclassmen must get one from the Division Dean presiding over the student’s major area of study. Documentation must be provided for absences resulting from aforementioned circumstances.**

**REGULATIONS GOVERNING ACADEMIC CREDIT**

**The grading system is as follows:**

<u>Grade</u>	<u>Range</u>	<u>Quality</u>
<b>A=Excellent</b>	<b>90-100</b>	<b>4</b>
<b>B=Good</b>	<b>80-89</b>	<b>3</b>
<b>C=Satisfactory</b>	<b>70-79</b>	<b>2</b>
<b>D=Poor</b>	<b>60-69</b>	<b>1</b>
<b>F=Failure</b>	<b>Below 60</b>	<b>0</b>

**Special grades are issued as follows:**

**Incomplete (I) Grade:** It is assigned by the instructor only when he/she is willing to do so and only under the condition that the student has maintained a passing average and has circumstances beyond his/her control not allowing him/her to complete some specific course requirement(s). The missing work should be completed within the first six (6) weeks of the next semester. The grade of “I” must be removed by the date specified on the Academic Calendar; otherwise, it automatically changes to an “F” (Failure) grade. It is the student’s responsibility to initiate action to remove the incomplete. The student pays a fee as determined by the College to have the “I” removed upon completion of the change of the grade procedure.

**Audit (AU) Grade:** receive no credit for auditing.

**Withdraw (W):** Student may voluntarily withdraw from a course, adhering to the date indicated on the current academic calendar. No credit hours are assigned and counted into the grade point calculation.

**Administrative Withdrawal (AW):** Student who are forcibly withdrawn from the College for administrative reasons (i.e., immunization non-compliance, disciplinary) are withdrawn “Administratively.” No credit hours are assigned and “AW” is not counted into the grade point calculation.

**Repeating a Course:** Students may repeat a course if they did not earn a grade of “C” or better. The course may have been taken at Livingstone College or at another accredited institution. While both grades earned at Livingstone are reflected on the transcript, only the higher is used to calculate the student’s grade point average.

**Failure Due to Absence (FA):** Students are assigned this grade when he/she reported to class at least one time, did not officially withdraw, and has ceased attending. This grade can be appealed through the *Grade Appeal Process* only if the student provides official documentation stating failure of attendance was beyond the student’s control. This grade does not calculate into the student’s grade point average.

**Withdraw Never Attended (WN):** Students are assigned this grade by faculty when he/she never reported to class. It does not calculate into the grade point average.

**Withdraw Passing (WP):** The “WP” grade is assigned by faculty after the regular withdrawal period has ended. It indicates that the student did not complete enough of the course to be graded and achieved a passing grade while in attendance. This grade is not counted for College credit, nor is it used in the calculation of the grade point average.

**Withdraw Failing (WF):** The “WF” grade is assigned by faculty after the regular withdrawal period has ended. It indicates that the student did not complete enough of the course to be graded, and did not achieve a passing grade while in attendance. This grade is not counted for College credit, and is used in the calculation of the grade point average.

### **QUALITY POINTS GRADE POINT AVERAGES**

To meet Livingstone College’s satisfactory academic progress requirements, the student must attain and maintain a specified standard of academic performance. This standard is determined by the quality point system. The grade received in a course determines the number of quality points earned (Multiply the quality points by the credit hours assigned to that course):

Grade of "A" = 4 quality points  
Grade of "B" = 3 quality points  
Grade of "C" = 2 quality points  
Grade of "D" = 1 quality points  
Grade of "F" = 0 quality points

The semester grade point average is obtained by dividing the total number of quality points earned that term by the total number of semester hours attempted. Hours associated with a grade of "W" (Withdrawal) are not included.

The cumulative grade point average is obtained by dividing the total number of quality points by the total number of semester hours attempted, whether passed or not. Hours associated with a grade of "W" (Withdrawal) are not included.

**Credits earned by examination, Advanced Placement, CLEP, or transferred from another institution are not used in the calculation of the grade point average.**

### **PROCESS FOR STUDENT GRADE APPEAL**

The student has the right to appeal a grade that he or she believes is inaccurate or unfair. The student must follow the following protocol to appeal the grade:

1. The student will fill a formal written complaint with the instructor who taught the course, explaining why he or she believes the grade is inaccurate or unfair. The student will then make an appointment to meet with the instructor to discuss the complaint. The complaint must be formally submitted within thirty (30) days after the grade is issued.
2. If the student meets the instructor and continues to believe that he or she has sufficient evidence to show that the assigned grade was inaccurate or unfair, the student will provide his or her advisor with a copy of the formal complaint, and then the student's advisor, the student, and the instructor will meet to resolve the matter.
3. If the student meets with the instructor and the advisor and still continues to believe that he or she has sufficient evidence to show that the assigned grade was inaccurate or unfair, the student will provide the department chair under whom the instructor works with a copy of the formal complaint, and then the department chair, the student advisor, the student, and the instructor will meet to resolve the matter. If the grievance is still not resolved, the same procedure moves up the chain of command to the Division Dean, to the Vice President for Academic Affairs, and finally to the President. The grievance process concludes with the determination of the case by the President.

### **CHANGE OF GRADE**

An instructor's request to change a grade must be clearly explained in writing and submitted to the Vice President for Academic Affairs for approval. All such requests must be filed no later

than a semester after the incorrect grade was issued, not including the summer. Change of Grade forms may be obtained from the Office of the Vice President for Academic Affairs. Once a final grade is issued for a course, no grade change for that course will be made unless there is conclusive evidence that the instructor made an error in computing the grade, transferring the grade and/or removing an incomplete grade.

### **CREDIT BY EXAMINATION**

A student may earn a credit by examination for any undergraduate course for which an approved examination has been prepared and administered by the department and /or discipline granting credit. A student attending Livingstone College for the first time may be allowed to take a proficiency exam for college credit in those courses offered at the College that he/she may have taken in high school or in another academic setting and may possess knowledge required in those courses. The examination may be taken any time during the academic year at the instructor's discretion. To take the exam the student must request in writing approval of the course instructor, the Dean of the Division supervising the department/discipline and the Vice President for Academic Affairs.

The examination will be graded on a Pass/Fail basis, and the results will be reported to the Vice President for Academic Affairs and the Registrar. A grade of "EX" and credit for the number of hours for the course will be counted toward graduation, but credit hours will not be used to compute the student's grade point average. A student who fails Credit by Examination for a course may later enroll in that course with no penalty; however, a failed exam may not be repeated within the same semester.

The Credit by Examination hours will be considered part of both tuition and course load for the semester. Credit by Examination is limited to a maximum of (10) courses or thirty (30) credit hours. Students who earn Credit by Examination will be charged a fee according to the fee schedule approved by the College.

### **MIDTERM EXAMINATIONS**

Midterm examinations are administered each semester as stated on the Academic Calendar. Students may review their grades on Campus Web [INTRANET]. Additionally, students are encouraged to meet with their instructors and their academic advisors to review their midterm grades.

### **FINAL EXAMINATIONS**

Final examinations are scheduled at the end of each semester. Any students who fails to report for a final examination may forfeit his/her right to take it. A student who has been called to report for active duty must submit a copy of his/her orders to the Vice President for Academic Affairs, who will make special arrangements to assist the student in completing his/her course work. A student must have reasons beyond his/her control if he/she wishes to be allowed to take the final exam after the due date specified on the calendar.

## SATISFACTORY ACADEMIC PERFORMANCE POLICY

Credit Hours Earned	Required Cumulative GPA For Continuous enrollment	Automatic Suspension or ARI (25% below Required)
Freshman (0-25)	1.6	1.2
Sophomore (26-57)	1.8	1.35
Junior (58-90)	2.0	1.50
Senior (91+)	2.0	2.0

Any student whose grade point average (GPA) falls below the required GPA for continuous enrollment, as based on the chart above, will be placed in one of the following categories:

- **Academic Warning:** A student will be placed on Academic Warning after the first semester of enrollment and any succeeding semester if the cumulative grade point average is less than 2.0.
- **Academic Probation:** A student whose grade point average fall below the required GPA, based on their credit hours earned will be placed on Academic Probation. Students on Academic Probation are required to sign a SUCCESSFUL ACADEMIC PERFORMANCE/PROGRESS CONTRACRT with the Holistic College Success Center with mandated activities designed to assist the student to achieve Satisfactory Academic Performance (SAP). The breaching of this contract may result in immediate suspension from the institution. The contrast will be in effect until the student reaches Satisfactory Academic Performance (SAP). Participation in any of College’s extra-curricular activities will not be allowed during this time without written permission from their Advisor. **A student will be removed from this probationary status when their cumulative grade point average is in compliance with the College’s Academic –SAP requirement.**
- **Academic Suspension (Types):** A student will be on Academic Suspension if:
  1. He/she has been on Academic Probation for two (2) consecutive semesters based on the chart above.
  2. Their cumulative GPA falls 25% below the minimum GPA required for continuous enrollment based on the credit hours earned or if their GPA is 0.50 or less. The students are not eligible for participation in the Academic Recovery Institute (ARI)\*
  3. Any students with GPA greater than 0.51 but 25% below the minimum GPA required for continuous enrollment based on the chart above, will be offered the opportunity to participate in the Academic Recovery Institute (ARI)\*.

Suspension types 1 & 2 above may be appealed within ten (10) business days after receiving notification of suspension (see Academic Appeals) if there were extenuating circumstances that caused the student to not achieve Academic – SAP.

All students in the three (3) suspension categories may apply to return after one semester following the readmit requirements below. Upon their return, students will have two continuous semesters to reach satisfactory academic performance (A-SAP). During this period they will be on **Academic Probation** and governed as stated above. If the required GPA is not met at this juncture the student will be permanently **DISMISSED without the benefit of an appeal**.

\*The Academic Recovery Institute (ARI) is a “high contact, academic recovery boot camp program” designed to improve study skills, adjust negative behaviors, and build critical thinking skills leading toward more positive outcomes. Rather than being suspended, the ARI students will have two semesters (one year to meet their required GPA. The ARI students must sign an ARI SUCCESSFUL ACADEMIC).

## **RE-ADMITTANCE REQUIREMENTS**

Prior to re-admittance any suspended/dismissed student must complete a mini-course series with written assignments to demonstrate completion of mini-courses series with written assignments to demonstrate completion of the mini-course and the possible impact of the content on behavior and skills necessary for success at Livingstone College.

While on suspension a student **MAY** take approved classes at another institution to demonstrate the ability to perform college level Work and the desire to be a college student. Only classes in which a “C” or better is earned are transferable.

At the end of the suspension/dismissal period the student must submit the required written assignments demonstrating completion of the mini-course series as well as a letter of appeal to the Academic Appeals Committee (or their assigned) prior to proceeding with the re-enrollment process through Admissions.

### **Bridge Students**

Bridge students are admitted to the College on a Provisional Status, and must meet satisfactory academic performance (2.0 GPA) by the end of their first year to be placed in regular status, Bridge Students who obtain a 1.6-1.99 GPA will remain in probationary status for a second year giving them the opportunity to reach a GPA of 2.0.

Bridge Students who do not meet the required 1.6 GPA by the end of their first year (two semesters) will not be awarded regular student status per the Bridge contract, and will be suspended. As such they will not be allowed to apply for re-admission for at least one semester.

**There is no right of appeal as these students are provisional students.**

1. Bridge students may re-apply for admission into Livingstone College after one semester. The suspended Bridge students are encouraged to attend a junior college to establish a grade point average reflecting their ability to do college level work. Prior to the students’ re-admittance, the student must complete the assigned mini-course with written assignments to demonstrate the completion of the mini-course and the impact of the content of their future at Livingstone College. At the end of the suspension period the student must

submit the written assignments as well as a Request to Return to the Vice President of Academic Affairs (or their assigned) prior to proceeding with the re-enrollment process through Admission as a regular student.

2. Bridge students may return after one semester during which time they will be on Academic Probation for two (2) semesters and are expected to bring their cumulative GPA to the level required by the College.
3. If the GPA is not met at this juncture the student will be permanently DISMISSED without the benefit of appeal.

**Academic dismissal:** A student will be dismissed for a period not less the two (2) years if, after being re-enrolled for two semesters after being on Academic Suspension, they still fail to meet the minimum cumulative grade point average.

**Academic Appeals:** Any student who fails to meet the Academic SAP standard and has been suspended or dismissed may appeal that decision in writing to the Academic Appeals Review Committee **within ten (10) business days from the receipt of notification of suspension**. Students who are suspended from Academic Recovery Institute (ARI) or as Bridge students who did not reach a 1.6 GPA by the end of their 2<sup>nd</sup> semester are **not** eligible to submit an appeal.

The appeal should be directed to:

**Attention: Committee Chair  
Academic Appeals Review Committee  
Livingstone College  
701 W. Monroe Street  
Salisbury NC 28144**

**IF A STUDENT ALSO RECEIVES A SUSPENSION OF FEDERAL FUNDS NOTICE FROM FINANCIAL AID FOR UNSATISFACTORY ACADEMIC PROGRESS, A SPERATE WRITTEN APPEAL MUST BE SUBMITTED TO FINANCIAL AID.  
See Financial Aid for more details.**

### **CLASSIFICATION OF STUDENTS**

A student's classification is determined at the beginning of the academic year by the number of semester hours earned. In activities based upon classification, all students are expected to participate in and represent only the class in which they are officially placed by the hours earned. Unclassified and special students are not allowed to participate in any of the official activities of any of the four regular classes: freshman, sophomore, junior and senior.

<u>Classification</u>	<u>Credit Hours</u>
Freshman	0-25.99
Sophomore	26 to 57.99
Junior	58 to 91
Senior	at least 91

### **DEAN'S LIST**

Students who carry and successfully complete each semester a minimum of 12 semester hours of college-level courses for two consecutive semesters and maintain a 3.30 cumulative GPA or above, with no grade below "C" and no "I" grade, are placed on the Dean's List.

### **Honor Roll**

Students who carry and successfully complete a minimum of 12 semester hours of college-level courses and maintain a 3.00 GPA or above, with no grade below "C" and no "I" grade, are placed on the Honor Roll for the semester.

### **CHANGE OF MAJOR**

Students who wish to change their major of study involving a transfer from major to another major in the College must obtain a *Change of Major Form* from the Office of the Registrar and follow the process as outlined in the document. Once completed, the Division Dean will file the form with the Registrar's Office. The student is governed by the Catalog and major sequence that is being followed at the time the change of major becomes effective.

### **COURSE SUBSTITUTIONS**

Under extenuating circumstances, a student may request a course substitution in order to graduate. The request, along with the documented evidence of the need, must be made in writing by the faculty advisor and the Department Chair to the Dean of the Division. If approved, the recommendation is submitted to the Vice President for Academic Affairs who will make the final decision.

### **SUMMER ENROLLMENT AT ANOTHER INSTITUTION**

Students who wish to enroll at another institution during the summer term must first have approval from their major advisor and the Vice President for Academic affairs prior to the end of the semester, complete a *Student Transfer Credit Form*, and obtain the necessary signatures of Livingstone College officials. Courses will not be accepted from other institutions without prior approval of Livingstone College officials. The form can be obtained from the office of the Vice President for Academic Affairs. Only courses with grades of "C" or better will be accepted as transfer credit. No more than nine (9) semester hours of summer school work for a given year, including those earned at Livingstone College, will be counted toward degree requirements. The College accepts the hours (attempted and earned) and the grade for courses pursued in summer school.

### **CHANGE OF NAME AND ADDRESS**

Students may view their grade and unofficial transcript by Campus Web. While graduating seniors receive a "complimentary" copy of their transcript upon graduation, a fee of ten dollars (\$10) is payable in advance for each copy of thereafter. All request for a transcript must be made

in writing and should include the following: name, date of birth, Social Security Number, dates of attendance or date of graduation (if applicable), the address where the transcript is to be mailed/forwarded, and signature of the requestor. The request forms may be obtained from the Registrar's office and/or the college website. Transcripts are withheld if students have not met their financial obligations to the College, including the graduation copy. Students may review their records by making requests to the Registrar. An official transcript, bearing the school seal, may be issued to the student in a signed, sealed envelope upon request or will be sent directly to the agency or official for whose use it is requested. The agency or official is asked not to release the official transcript to the individual.

### **EVALUATION OF TRANSFER STUDENTS' TRANSCRIPTS**

The following rules apply to the evaluation of transfer students' transcripts:

1. Only courses from accredited institutions are considered for evaluation and are evaluated by the Registrar and expert faculty in the discipline (and the division Dean of the Discipline), based on the course content, descriptive title, credit hours, and grade.
2. All acceptable courses are transferred by a descriptive title and semester hours earned, but without a letter grade. No transfer credit is allowed for any grade below "C." Credit is not given for remedial and/or developmental courses. Only courses that are degree applicable will transfer.
3. The transfer credit for a quarter-system grade, when converted to a semester system, is two-thirds of a quarter hours; for instance, 3 quarter hours are worth 2 semester hours.
4. The credit hour between Livingstone courses with a 4-hour credit base and 3-hour transfer course requires the transfer student to make up the credit-hour deficit through electives, preferably within the same discipline, and in all cases under the advisor's guidance.
5. Course work over ten (10) years old will not be automatically accepted for transfer. Acceptance of such courses will be determined by the Department Chair (or the area in which the course is offered), in consultation with the Dean of the Division, and approved by the Vice President for Academic Affairs. No more than sixty-four (64) credit hours from a junior college or ninety (90) from a four-year institution will be accepted. Credit will not be granted for correspondence courses. The total number of elective hours for use in any discipline is determined by the major department.
6. Livingstone students are not allowed to transfer credits they earn at other institutions during their academic disciplinary suspension from Livingstone College.

**NOTE: Firefighter, medics, soldiers, and law enforcement personnel who have satisfactorily completed the required training for employment as professionals may receive credits for PED fitness and Wellness upon submitting a copy of the DD-214 and/or official certification of their completing such activities to the College registrar.**

## UNDECLARED MAJORS

All students must declare a major by the end of the fourth semester of enrollment or upon completion of 46 semester hours of credit. **Note:** In some program sequences, this may result in extra time spent at the College to complete requirements for graduation.

## SELECTION OF MAJOR

All students with less than 45 credit hours must sign and *Intended Major Form* upon entering Livingstone College to be eligible for financial aid. Upon earning 45 credit hours, the student will complete an official *Declaration of Major Form* obtained from the advisor and take it to the Division Dean for their major. The Dean or their assigned will complete the form with the student as directed on the form. Once completed the Division Dean or their assigned, will file the form with the Registrar's Office. The student is governed by the catalog and major sequence that is being followed at the time the *Intended Major Form* was completed as a freshman or transfer student.

## ACADEMIC DISHONESTY/INTEGRITY POLICY

Livingstone College does not condone academic dishonesty; it expects all students to maintain high ethical standards in all of their coursework. Actions that the College considers violations of the *Academic Dishonesty/Integrity Policy* include: plagiarism, cheating, and fabrication/falsification. The following is a list of the actions with explanations the College considers to be violations of this policy. This list is not exhaustive; other actions may be considered violations of the policy.

- **Plagiarism:** Plagiarism is stealing another person's words or ideas and passing them off as your own. When a student puts his or her name on a paper or report or any work assignment at Livingstone College, he/she is declaring ownership of that work. The student is saying that he/she has written the work and that the words and ideas contained therein are his or her own, except for citations from outside sources, which should be documented.
- **Cheating:** Cheating includes using, materials, resources, or other methods during the course that are not authorized or are not the student's own work. Copying another student's work, whether it is homework assignment or an examination, is considered cheating. Working together to complete an assignment to be submitted is also cheating, although this does not necessarily apply to group projects assigned by the instructor of a course. Sending or arranging for another student to take any graded exercise, quiz or test, as a substitute for himself or herself or the student providing information to another student during a graded exercise will be considered a violation of the *Academic Dishonesty /Integrity Policy*.
- **Fabrication/Falsification:** The deliberate creation of non-existent data/results is considered fabrication. Falsification involves the changing of data. This also includes students signing attendance rolls for one or more students who are not present.

Students found guilty of violating the *College Academic Dishonesty/Integrity Policy* may be subject to a number of penalties. Penalties range from those that may be imposed by a class instructor to those that the College can impose. Students who are suspended for the violation of the policy will not be permitted to make up work missed during the suspension.

When a faculty member (class instructor) observes a violation of the *Academic Dishonesty/Integrity Policy* by a student, the case shall be handled in accordance with the following procedures:

The faculty member shall inform the student that he/she has been accused of engaging in academic misconduct. The faculty member must afford the student an opportunity to clarify his/her position. If the student accepts the accusation, the faculty member may impose any faculty-level disciplinary action of his/her choice. A faculty member may take any of the following actions against the student. (**Note:** The disciplinary action taken is left to the discretion of the faculty member).

#### **Faculty-Level Disciplinary Actions**

1. Warn the student verbally or in writing.
2. Require the student to redo the assignment (either at a full or reduced grade for the assignment).
3. Reduce the grade for the assignment/activity.
4. Assign an “F” or “0” [zero] for the assignment.
5. Assign and “F” for the course.

In addition to the above penalties, the faculty member shall submit a letter detailing the facts of the incident and the penalties imposed at the faculty level to the Dean of the Division and the Vice President for Academic Affairs. This letter must be sent within five working days of the disciplinary action taken and shall be kept in the student’s academic file for future reference.

In case of multiple instances of academic dishonesty or in serious instances of academic misconduct, the faculty member may initiate a Faculty-Level disciplinary action and also recommend that a hearing be initiated to investigate if a College-Level disciplinary action should be taken. In case of multiple offenses by the same student, the Vice President for Academic Affairs may independently initiate College-Level disciplinary action.

#### **College-Level Disciplinary Action:**

The College may initiate the following disciplinary actions:

1. Suspend the student from the College.
  - a. The length of the suspension time should be no less than one week and no more than one semester.
  - b. For the duration of the suspension, the student will not be allowed to make up the missed work.
2. Expel the student from the College.
3. Take other disciplinary actions as deemed appropriate.

### **Appeal Procedure for Students Violating the Academic Dishonesty/Integrity Procedure:**

The right of appeal shall be granted to any student who has been found to violate Livingstone College's *Academic Dishonesty/Integrity Policy*.

#### **Step 1**

If the student disagrees with the disciplinary action proposed by the faculty member, the student should submit a written letter of appeal to the Chair of the Department in which the faculty member teaches the course. The letter of appeal should be submitted within five working days from the date that the student is informed of the action that has been proposed by the faculty member. The letter should include:

- The course number, title, section, and time of scheduled for the course in which the student is alleged to have violated the *Dishonesty/ Integrity Policy*;
- The specific violation that student is alleged to have committed; and
- The action being requested by the student.

Within ten working days following the receipt of the appeal, the Department Chair should review all documented information related to the alleged violation submitted by both the student and the faculty member. He or she then meets with the student and faculty member for clarification and confirmation of all the information related to the alleged violation.

Within three working days following the meeting, the Department Chair informs the student and the faculty member of his or her decision. The Division Dean may:

- Agree and approve the disciplinary action proposed by the faculty member for the violation;
- Reduce the disciplinary action proposed by the faculty member for the violation; and
- Invoke a more serious penalty or penalties than the proposed by the faculty member for the violation.

#### **Step 2**

If the student disagrees with the decision, he/she may appeal the decisions to the Dean of the Division in which the course is taught and the alleged violation occurred. The student has five working days to appeal the Department Chair's decision. The student is required to submit his/her appeal in writing to the Dean of the Division in which the violation occurred, the Department Chair and the faculty member who has proposed penalties for violation of the policy.

The Division Dean will conduct an investigation of the incident by reviewing all the information submitted by the faculty member, the student, and the Department Chair concerning the violation. The Dean's investigation will also include interviews with the student, the faculty member, the Department Chair, and any other individual(s) who may be able to confirm or deny the violation with which the student has been charged.

After a thorough investigation of the charge and the disciplinary action proposed by the faculty member, the Division Dean will provide the faculty member, the student, and the Department Chair with written copies of his/her decision as to whether the *Academic Dishonesty Policy* was violated and whether the disciplinary action proposed is appropriate. The Dean's investigation

should be completed within ten working days, followed by the disposal of the case. If the student accepts the Dean's decision, the appeal process is ended. The Dean may:

- Uphold the decision of the department chair;
- Reverse the decision of the department chair; or
- Recommend a college-level disciplinary action for violation of the *Dishonesty/Integrity Policy*.

### **Step 3**

Should the student disagree with the Dean's decision, he/she may make final appeal. Within ten working days the student submits a written request, stating his/her desire to appeal the Dean's decision in which the violation occurred to the Vice President for Academic Affairs. The Vice President for Academic Affairs shall establish a committee to hear the final appeal. This committee should include two faculty members (one from the department in which the violation occurred). Two students (one from the department in which the violation occurred), and one administrator. The only outside individuals who will be allowed in the meeting are witnesses supporting either the faculty member or the student. The committee will inform in writing the faculty member who has proposed disciplinary action and the student of the time, date and place of the appeal's hearing. The committee will hold a closed meeting to conduct the appeal's hearing.

After each party has presented their evidence, the committee will dismiss all parties to discuss the evidence. This committee will be responsible for deciding whether the student violated the *Academic Dishonesty/Integrity Policy* and whether the proposed disciplinary action is justified. After reaching a decision, the committee will report its decision to the Vice President for Academic Affairs. The Vice President for Academic Affairs will inform both the faculty member and the student of the final decision concerning the appeal within five working days.

The Vice President for Academic Affairs may:

- Uphold the Dean's decision;
- Reverse the decision of the Dean; or
- Impose a more severe college-level disciplinary action.

The appeal process is ended following the issuance of the decision of the Vice President for Academic Affairs.

## **REQUIREMENTS FOR GRADUATION**

Livingstone College confers upon students four degrees: Associate (A.S.), Bachelor of Arts (B.A.), Bachelor of Science (B.S.), and Bachelor of Social Work (B.S.W.). Most BA degrees require a minimum of 120 semester hours: some degrees may require more hours based on their curriculum requirements. Additionally, all degree candidates must do the following:

1. File an application for graduation with the Office of the Registrar
2. **Earn a minimum overall grade point average of at least a 2.0 on a 4.0 scale with no grade lower than a "C" in any course required for major and in ENG 131 and ENG 132, Freshman Composition I and II.**
3. Maintain the required GPA in major courses as determined by the major chosen.

4. Complete the prescribed General Education program requirements.
5. Complete the last 30 credit hours in residence at Livingstone College (15 for the A.S.). Transfer students must complete 36 hours at Livingstone (exceptions to this may be made by the vice president for Academic Affairs).
6. Complete 80 clock hours of community service (40 for the A. S. Degree).
7. Satisfy all financial obligations to the institution.
8. Complete the Senior Exit Interview and Senior Exit Clearance.
9. Receive approval from the faculty and board of trustees.

**A student will be allowed to participate in graduation exercises only when ALL requirements for the degree as specified in the applicable catalog have been completed.**

**NOTE: Students are normally expected to graduate according to requirements listed in the catalog under which they enter the College. If for any reason their attendance is interrupted for a year, they must meet new requirements. Degrees are withheld from students who have financial obligations to the College. The responsibility for completing graduation requirements rests with the student. Each student must become familiar with the College Catalog, maintain a satisfactory grade point average (both overall and in the major field), and satisfy all other requirements for graduation. Advisors will counsel and advise, but the final responsibility is that of the student.**

#### **DEGREES WITH DISTINCTION**

Candidates for graduation are eligible for the following honors based upon their cumulative grade point averages.

<i>Cum Laude</i>	3.3 to 3.49 cumulative average
<i>Magna Cum Laude</i>	3.5 to 3.69 cumulative average
<i>Summa Cum Laude</i>	3.7 above cumulative average

Transfer students whose transfer credits exceed thirty-four (34) semester hours can only graduate with the *Cum Laude* distinction.

#### **SECOND BACCLAUREATE DEGREE**

A student with an earned bachelor's degree from Livingstone College may receive a second baccalaureate degree, in a different discipline, by fulfilling the requirements for the second degree and completing a minimum of thirty (30) hours in residence beyond the requirements for the first degree.

## ACADEMIC SUPPORT PROGRAMS AND SERVICES

### THE HOLISTIC SUCCESS CENTER

#### MISSION STATEMENT

*“THE Livingstone College Success Center is a one-stop, holistic, multi-dimensional support center, serving our students, faculty, and community. Recognizing the holistic needs of our student population, the primary goal of the Success Center is to increase retention. The Success Center’s programs and services are designed to provide and /or coordinate the academic, cultural, social and counseling support needed to persist until graduation from Livingstone College.”*

#### CENTRAL ACCESS BASE (“THE CAB”)

The gateway to Success Center Service is the central Access base (CAB), which provides one-stop access to all support services on campus, including academic assistance, service learning opportunities personal counseling, and academic advising. Students come to the CAB to make appointments and get answers to basic questions about services. Our credo is, “If we don’t know we’ll find out who does know.” The CAB also manages student alerts and referrals in cases of academic or behavioral issues, and facilitates communication among faculty, staff, administrators, and students. **704-216-6335**

#### ACADEMIC SUPPORT CENTER

##### **Reading center- Writing Center- Math /STEM Center**

Livingstone College employs a full-time, professional academic support staff in three tutorial centers, each specializing in a variety of supplemental instructional methods. These three centers function as a total academic support team, sharing staff and facilities to meet students’ needs no matter the complexity. High-performing students are trained and hired as peer tutors, assisting their classmates while developing their own skills as future educators and mentors. All services are free:

**The Reading Center** assist students with assessment and improvement of their reading skills and abilities, Reading across the Content Areas. In addition to one-on-one tutoring, small-group tutoring, and workshops on reading skills and strategies, the Reading Center is the focal point of reading-level testing via PLATO, which is also utilized to create individual prescriptions for student improvement in reading. **704-216-6980**

**The Writing Center** offers assistance to students in all courses of study, at all stages of the writing process, from initial ideas to planning, research, drafting, and revision. Students are encouraged to visit for assistance, not only with their essays and research papers, but with any project that includes a substantial writing or academic research component: speeches, application essays, personal statements, Power Point presentations, creative writing projects, and more. The writing Center provides major support for College-Wide Writing Initiative (W.I.). **704-216-6170**

**The Math/STEM Center** focuses on four interrelated content areas: Science, Technology, Engineering, and Math. In addition to college mathematics skills assistance at all levels, the

Math / STEM Center also offers skills assessments using PLATO, plus tutoring and workshops for related skills in all disciplines. **704-216-6304**

**Tutoring is available 9 a.m. to 8 p.m. Monday through Thursday, from 9 a.m. to 5 p.m. on Friday, and from 9 a.m. to 3 p. m. on Saturday.** In addition, group workshops on a variety of skills and topics are held, as scheduled, during the Fall & Spring Semester.

