

ALBANY STATE UNIVERSITY
COURSE SYLLABUS
ASU 1201
FOUNDATIONS OF COLLEGE SUCCESS
Two (2) Credit Hours
Fall Semester 2015

Instructor: _____

Office Location: _____

Phone: (229) _____

Email: _____

Class Time & Date: _____

Class Location: _____

INITIAL REQUIREMENT BY ALL USG STUDENTS – Title IX: Sexual Harassment & Alcoholism

Two EverFi online training modules that address the Title IX Law have been integrated into the ASU 1201 Foundations of College Success Course and must be completed by all students who enroll in the course. See President Dunning's letter of August 3, 2015 addressed to all ASU students. Your instructor will monitor completion of the two modules by the assigned deadlines. Students who do not complete the Title IX required modules will receive an 'I' in the course.

Required Textbook & Readings

1. Required Textbook: ASU 1201 Foundations of College Success. Tapestry Press. ISBN- 978-1-59830-714-6. The price of the textbook is \$79.50 plus tax \$5.57 (Total Cost = \$85.07 in the ASU bookstore). All students taking this course either fact-to-face or online are required to purchase the current textbook for the semester in which they are taking the course. Note that a book check is made by the Program Coordinator and or the Professor of record.
2. Morrison, Toni. *The Nobel Lecture in Literature*, 1993. New York: Knopf. (\$22.50 in the bookstore). Students may Google "Toni Morrison Nobel Lecture." then click on Toni Morrison – Nobel Lecture, to download the text from the Internet free of charge. The audio version is also online for you to listen to.

Course Description:

This course provides specific topics designed to address scholastic success, the value of education relative to self-potential, campus life, community citizenship, leadership skills development and responsibility. Components of the course focus on mastery study skills, enhancing writing skills, critical thinking skills, time management, ethics, health, global issues and financial literacy. The course also includes a Lecture Series with nationally and internationally recognized leaders and scholars for students to meet and engage in intellectually stimulating discourse.

Purpose of Course

The purpose of the course is to introduce new students to college life at Albany State University and to develop academic and non-academic skills necessary for success in college and beyond. These skills will promote scholastic attainment, the development of leadership ability, critical thinking, high self-esteem, time management the value of education, self-potential, and involvement in campus life and the local community.

This course supports the mission of Albany State University:

“...The primary mission of Albany State University is to educate students to become outstanding contributors to society. ...Graduating marketable students not only through technologically advanced academic programs but also through undergraduate research, studies abroad, internships, service learning and developmental pre-professional experiences.” See the full Mission on the ASU Website under the “About ASU” Tab.

Topical Outline:

1. Preparing for college
2. Workforce Competencies and fundamental workforce skills
3. Financial Literacy & Financing Your Education
4. Laying the Foundation for student success and Study management skills
5. Critical Thinking Skills
6. Time Management Skills
7. Lecture Series – health, politics, economics, technology, global issues, etc
8. FSYE Support initiatives
9. Leadership skills & Traits, Ethics and Responsibility
10. Introduction to Information Technology
11. Health Issues & how to stay healthy
12. Career Planning
13. Reflective Essays
14. Public Speaking
15. Discussion of Toni Morrison’s Nobel Prize Lecture in Literature, 1993. How it relates to our individual lives and responsibilities
16. Research Writing Skills (APA Style)
17. Financial Literacy
18. Global perspectives
19. Self-Esteem matters
20. Diversity Matters
21. The International Experience and Global Engagement
22. Planning for your career
23. Final Project (paper, oral presentation, etc.)

Course Objectives

Through actively participating in this course, students will...

Complete the USG Title IX Sexual Assault and Alcoholism Training Modules

1. Recite the ASU Alma Mater and sing it in a group setting.
2. Read Toni Morrison’s *The Nobel Lecture in Literature, 1993*, and participate in oral classroom discussions of various metaphorical and symbolic passages from the book, including individual

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interpretations and how the writing connects to and provides personal insights for advancing and/or affecting one's personal life. Complete written assignments and assessments provided by the instructor that addresses the book and your classroom discussions of the story.

3. Clearly articulate the importance of higher education and why he or she chose to attend Albany State University.
4. Gain and improve written and oral skills necessary for a seamless, successful transition from high school to college.
5. Identify and clarify their personal, professional, and academic goals and develop an individualized action plan for success in accomplishing those goals.
6. Identify and examine social problems on the campus and within the local community with a focus on solutions.
7. Develop a written plan for correction of previously identified social problems through service and volunteerism.
8. Engage in reflective and enhancement activities with campus services and/or community organizations.
9. Clearly articulate the definition of leadership, what are the important traits of leadership, ethics and responsibility, what makes a good leader, and how does one become a leader.
10. State five traits of an effective leader.
11. Clearly articulate the definition of the term ethics and how ethics impact future success.
12. Clearly differentiate between ethics and morality.
13. Accurately define behaviorism and constructivism.
14. State Howard Gardner's Theory of Multiple Intelligences.
15. State four traditional schools of philosophy that undergird most educational decisions.
16. Clearly articulate the definition of diversity.
17. Clearly articulate the definition of critical thinking and why it is important for school and work while developing the process and tools to become a critical thinker.
18. State the three basic process tasks for critical thinking.
19. State with 90% accuracy the four fundamental components of critical thinking and provide a short descriptive sentence for each component.
20. Clearly articulate the importance of establishing an appropriate relationship and communication with his or her academic advisor and the proper procedure for academic advisement.
21. Clearly and accurately state a definition for time management.

22. Clearly state five rewards of effective time management.
23. State with accuracy the first step toward managing one's time.
24. Clearly articulate the pitfalls of procrastination.
25. Develop a time management system as a guide for organizing and prioritizing academic and nonacademic responsibilities in order to effectively manage those responsibilities.
26. Clearly articulate the historical mission and culturally distinctive traditions that define the University.
27. Develop a personal resume, which identifies personal contact data, educational attainment, academic and nonacademic achievements, special accolades, past employment and relevant life experiences, and the name and contact data of two references.
28. Accurately describe the internet and how technology has influenced education and other aspects of our livelihood.
29. Differentiate between internet and intranet.
30. Clearly articulate the meaning of such technology terms/ acronyms as HTML, http, URL, cache, links, and viruses.
31. Name at least three commonly used search engines.
32. Demonstrate with accuracy a general knowledge of the programs offered at the University, The University's physical layout of buildings and facilities and their relative locations on campus, and the University's administrative organizational structure.
33. Clearly explain the nomenclature (structure of naming and identifying ASU courses) for naming and identifying courses taught at Albany State University.
34. Demonstrate with accuracy knowledge of the University's general rules of conduct.
35. Demonstrate with accuracy knowledge of the University's Quality Enhancement Plan (QEP).
36. Obtain a United States Passport (US Passport).

Instructor's Course Requirements

Students are required to attend and participate in every class session; therefore students are to come to class prepared to discuss the day's topics and assignments. This includes having read all assigned readings and/or having completed any written assignments for that period. Classes will be a mixture of lecture, discussion, and group work. Lecture periods will be used to expand discussions on some of the key concepts of the course. Class discussions will give students an opportunity to integrate and provide their insights on various topics. Group work will allow students the opportunity to learn cooperatively and collaborate on more comprehensive course assignments. **Additionally, students are expected to critically analyze any number of topics discussed in class.** The topics selected for this course tend to stimulate varied viewpoints; therefore, students are expected to clearly articulate their viewpoints when participating in class discussions.

Student Support Periods are designated within the course schedule (See Attached: The Semester Course Schedule). These are periods in which all course sections scheduled for the current semester will meet together and receive information regarding academic and non-academic student life at the University. Attendance at the Student Support Periods is a part of the course requirement and attendance will be verified by the instructor (INSTRUCTORS AND STUDENTS ARE REQUIRED TO ATTEND THESE SESSIONS). Topics include: Student Support Services, Financial Aid information, Campus Safety, Passport Initiative, Advisement, and study management skills and strategies, ASU Alma Mater, University Policies and Procedures, and other topics as deemed necessary to enhance first and second year retention and student success at ASU. The Honors Coordinator will manage facilitation of these Periods.

All students enrolled in the course are required to attend each scheduled ASU Lecture. Failure to attend a lecture presentation will result in points deducted from a student's grade as determined by the professor. Instructors will attend each lecture and verify student attendance for each lecture.

ASU RAMmail is the university's official means of electronic communication with students. ALL students are required to obtain an ASU e-mail address through the University's IT Department by the second week of class. This is extremely important in that it allows for easier transmission of information to all students enrolled in the course. It is also useful for student communication for issues regarding course expectations, assignments, and other course-related matters. "In order to communicate with students by other means as needed, each student is required to provide the university with his/her current telephone number(s) and mailing address via Banner Web."

GRADING SYSTEM

Student's grades will be calculated using selected written assessments and other assorted assignment scores, including the Lecture Series attendance, assigned readings, reports, and services. Daily recitation is expected and given consideration in the final grading process.

FINAL GRADE CALCULATION

The final course average will be determined by calculating the average of all graded assignments. The appropriate letter grade will be applied from the grading scale below.

GRADING SCALE:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

0 - 59 = F

COURSE POLICIES AND PROCEDURES

1. Professors are required to take attendance each scheduled class period, which includes the ASU 1201 Lecture Series event.
2. All assignments must be typed using Microsoft Word unless specific instructions are given allowing an assignment to be presented in handwritten format. All assignments turned in for a grade must be completely contained on the front side of the paper turned in for a grade. No portion of an assignment should be presented on the back side of a paper. Each assignment must be headed with four (4) heading components printed within the margin at the top of the first page; 1) the student's name, 2) course number and section, 3) date, and 4) specific title of the assignment. The exact assignment title, which identifies the assignment, must be clearly provided at the top of the first page of the assignment or within a coversheet as required. Each assignment should be completed on standard size (8.5" by 11")

“white” paper. All assignments turned in for grading must be **neatly** (scratch-outs are not permitted) presented and contained completely within 1” (inch) side, top, and bottom margins. Torn or tattered edges are not permitted to be turned in on any assignment. Multiple pages **must be numbered at the bottom footer of the page and stapled at the upper left corner**. Not adhering to this policy may result in a twenty-five (25) point deduction from the assignment. This presentation policy is very strict and must be followed by all students.

Technology Referral Statement: Students needing general instruction or technical assistance with any component of the *Microsoft Office Suite (Word, Excel, PowerPoint, etc.)* or assistance with *My Campus, Blackboard Vista, D2L or Banner Web* should be referred to the Director of the Office of Instructional Technology in the Information Technology Department. Alternative referrals should be directed to the Coordinator of the Honors Program.

3. Assignments are due at the beginning of class upon request by the professor. Assignments are to be turned in no later than the designated hour on the due date. Exceptions may be allowed, but only with prior permission from the professor.
4. Make-up work for written assignments or other assignments will be allowed only in cases of verified illness, emergencies or official ASU business; at the professor’s discretion. All make-up assignments (if allowed) must be completed within three class-days after the original due date unless otherwise stated by the professor. Failure to meet this deadline may result in a zero grade for that assignment or a 25 point deduction from the actual assignment score if the assignment is accepted beyond the three-day late deadline. Students are responsible for contacting the professor to arrange for a make-up assessment or other assignments. The professor will inform students of any penalty associated with late assignments. Written assessments will be announced at least three (3) days in advance.
5. Assignments are not permitted to be placed under the professor’s door or in the professor’s mailbox or sent via e-mail without **prior** and **direct** permission from the professor.
6. Students who are absent or leave class early, are responsible for all course content and assignments given in class and must present assignments when they are due.
7. Students must participate in class discussions and other class activities. All students must obtain the designated textbook (student version only) and other tools required for the course.
8. Students must attend each class session and be on time. If a student is late, then he or she should enter quietly without disturbing others or disrupting the class. The instructor will determine and inform the class in writing by the second week of class of any and all penalties for tardiness or absences, which may result in lowering a student’s final calculated grade by one letter grade.
9. **If the professor is late, students must remain in class orderly working (studying) until the professor arrives or until a designated person of authority officially dismisses the class.**
10. Male students are not permitted to wear hats, caps, headbands or other headpieces in class. Such headwear should be removed **prior** to entering the classroom. Female students are requested to minimize headwear. Students are not permitted to wear clothes that excessively reveal the chest or breast area, mid-section, or the extreme upper thigh or groin areas, or pants or other lower clothing that fall more than two inches below the natural waist line. Underwear must not be visible. In such cases the student will be discharged from class and allowed to return with less revealing attire that adheres to this policy.

11. Cellular telephones and other electronic communication devices must be placed in mute or vibrate mode during class sessions. During class cellular telephones must be completely removed from one's lap or desk unless authorized use is granted by the professor. Electronic ear-pieces are not permitted to be worn within the classroom. Dark shades are not permitted to be worn within the classroom unless prescribed by a physician.
- 12. Once an examination or quiz begins, students are not permitted communicate with others or to leave the test area for any reason until they have completed the examination and turned in the paper to the instructor. Doing so (including the use of a cell phone during testing) will automatically disqualify the student from taking the exam.**
13. Students are not permitted to sit with their feet in or on desks.
14. Food and drink are not permitted within the classroom.
15. All students are required to strictly adhere to the course assignments as described in the course syllabus or announced by the instructor. Upon written notification to all active class members and the Honors Program Coordinator prior to specific changes, the professor of record reserves the right to modify this course syllabus. Periodically, the professor of record may assign additional or special assignments or activities beyond those contained within the course syllabus as the course syllabus serves as a general guide for the course.
16. All academic standards and policies, including the class attendance policy, are to be adhered to by all students. Failure to attend class does not constitute official withdrawal. In order to relinquish course obligations students must execute an official withdrawal (drop) on or before the withdrawal deadline date.
17. Cheating or plagiarism is a serious offense. Any student caught cheating will automatically receive a grade of "0" on that assessment/assignment. Cheating could also result in student expulsion.
- 18. Students and professors are required to attend each ASU Lecture Series speaking event as it is a required component of the ASU 1201 course. Instructors should link a grade to each lecture series event, which may include an assignment associated with the specific lecture event.**
19. Students with a disability that require special materials or accommodations, should discuss their special needs with the professor during the first week of class (preferably, immediately after the first class period). Students with a verifiable disability will be permitted to use appropriately modified academic accommodations to address course requirements. It is the student's responsibility to contact the Office of Counseling and Disability Services and notify that office of their disability. The Student Disability Coordinator can be reached at (229) 430-1711 or 4667. Upon receipt of a letter from the Office of Counseling and Disability Services, the professor will provide appropriate academic accommodations for all students as recommended.
20. All students and employees must strictly adhere to the Albany State University "zero-tolerance" declaration regarding its sexual harassment policy.
21. The final course examination will be announced by the professor and administered in accordance with the University's Final Examination Schedule on (Date) _____ at (Time) _____ in (Building & Room #) _____. Exemption from the final examination is determined by the professor.

Course Attendance & Participation

As noted under “Course Policies # 8” above, students are required to attend all class periods and be on time. Further, students are to have read all required readings for the course period and have completed all written assignments. Class participation is a must!

Reflection Essay-Regardless of the similarities in backgrounds or common experiences shared during the high school years, the high school experience is ultimately different for every student. Please describe your experiences in high school. In your opinion, how have you changed? What issues did you face? With whom did you have those issues? What were some of the positive things about your experience? Why did you decide to apply to and attend Albany State University? Are you glad that you chose to come here... why or why not? If you could choose to attend another institution, which would it be and why? No research is needed; please rely exclusively upon your own experiences. Your response should be 2-3, typewritten, double-spaced pages and a 1” margin all sides.

In-Class Assignments and Quizzes- In-class assignments including tests and quizzes will be given throughout the semester.

Final Project (paper, oral presentation, Power Point, etc.)- Each student will write a 5-7 page paper (excluding title page & references) or do a presentation integrating course learning experiences. The Final project should outline career goals and/or goals for your tenure at Albany State University (i.e. what have you learned in this course? Has this course equipped you with the necessary tools for success? What are your career goals? Are you on track to accomplish those goals? Do you understand the concept of Academic Advisement? How has your experience been so far regarding advisement, etc.?) This project will serve as an integrated reflection of course learning and overall experiences. The Instructor will provide more information as the course progresses. The latest edition of the Publication Manual of the American Psychological Association (APA) guidelines will be strictly enforced for writing the final paper.

Quality Enhancement Plan (QEP) Course Requirements

Each student enrolled in ASU 1201 Foundations of College Success:

1. Will be required to visit a QEP Writing Lab a minimum of three (3) visits throughout the semester. Each section of the course will be assigned a specific lab to visit during the semester.
2. Will be required to complete the following three (3) standardized QEP assignments per semester.

QEP Assignments

QEP Assignment #1 -- Reflective Essay, “Why Attending ASU Was the Right Choice for Me”

Assignment Description: Write a five-paragraph essay (Title, Introduction, Body Paragraphs, and Conclusion) outlining the reasons why choosing to attend ASU was the right choice for you. You may detail the reasons why you came, or you may discuss the steps that led to your choosing ASU, or you may compare ASU to other choices that you considered, or you may choose to follow other writing options.

Audience: Consider a specific audience for your writing. For example, you might pretend that you are trying to persuade a friend to attend ASU. You might include telling him/her about what benefits you have found here and name some of the educational opportunities that you hope to pursue while at ASU.

Target Length: 2-1/2 typed pages (double spaced, 12 point font, 1” margins on all sides). Head your assignment using a Title page that gives your name, course number & section, Title of the assignment and the date.

Note: Reflective Essays encourage the use of 1st person, singular or plural (using “I,” “we,” “my,” “our,” etc.).

QEP Assignment #2 - Create a Career Plan

The Assignment: QEP Assignment #2—Create A Career Plan Chart from Exercise 9-7 on pages 258 & 259 (*See sample chart below) and type a one (1) full-page paper titled **“My Occupational Exploration,”** which addresses your intended occupation or professional career.

INSTRUCTIONS:

Utilizing Exercise 9-7 “*Exploring Occupations*,” from pages 258 and 259 in your textbook, you are to:

1. Research an occupation that you are interested in pursuing.
2. Create a table or chart (**with visible lines**) to format and type your responses to the information found under the first ten (10) occupation statements of the **Occupational Exploration Outline** topic on pages 258 and 259. (For your table, your topics are the italicized topics on pages 258 & 259; number each topic and only do the first 10 topical statements). Head the chart or table with the heading, “Occupational Exploration Outline.”
3. Type a minimum one (1) full-page essay paper titled, **“My Occupational Exploration”** that tells what you intend to pursue as an occupation or professional career. Discuss things such as how you are preparing for your career, why you chose the career, what you expect to be doing within your career choice, etc. You may utilize information about the five workforce competencies and the three Fundamental Workforce Skills located on pages 4 through 7 to help with your paper. Your paper should be typed using a 12 point font, doubled spaced and 1 inch margins on all sides. Use a standard title page for this assignment with the title, “My Occupational Exploration” on one line and “QEP Assignment # 2” on the next line of your Title Page. “My Occupational Exploration” is the only heading on the essay page. Place your title-page followed by the one page typed essay and the chart together, and then staple the sheets at the upper left.

Remember, the QEP Labs are located in Hartnett Hall, Room 103, Simmons Hall 328, ACAD 270, and the Library 317 and 319. The QEP Labs are open from 8:30 a.m. until 4:30 p.m., Monday through Friday. Also, there are evening hours available in the Library on Mon., Tue., and Wed. Be sure to sign-in when you visit a QEP Lab.

*Sample of your Chart:

Occupational Exploration Outline

Work Component	Explanation or Description
1. Job Title	Place your Responses on this side of the chart
2. Job Description	Place your Responses on this side of the chart
3. Necessary Skills	Only provide two skills for this component
4. Education and Training Required	Place your Responses on this side of the chart
5. License, Certification, examinations required	Place your Responses on this side of the chart
6. Time Involved	Place your Responses on this side of the chart
7. National Salary Level	Place your Responses on this side of the chart
8. Employment Outlook	Place your Responses on this side of the chart
9. Professional Organizations/unions	Place your Responses on this side of the chart
10. Career advancement	Place your Responses on this side of the chart

QEP Assignment #3 - Critical Thinking Arguments

Complete Activity #1 only, located in the ACTIVITIES assignment on page 102 and 103 in your textbook. Select two (2) of the bulleted items and then resolve them using the three-step critical thinking process of gathering information, analyzing information, and drawing a conclusion.

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- Each bulleted argument should be on a separate sheet of paper and headed at the top exactly as the bulleted statement on page 102 that you chose to argue either pro or con, or the heading on your argument should be an alternative topic if you did not choose a topic from the list provided in the ACTIVITIES assignment on page 102.
- Do not place any other header at the top of your two argument pages other than the bulleted topic or the alternative topic chosen to argue. The major heading (Name, Course and section, date, and QEP# 3) for the QEP # 3 assignment should be appropriately done using a cover sheet stapled at the upper left corner to the two pages that contain your two arguments.
- In the first statement of your argument clearly state whether you will argue the pro (for) or the con (against).
- In the next statement clearly indicate why you have taken the position you intend to argue. Each argument should be one full page only.
- Your analysis should be typed in a thoughtful brief essay style, using multiple paragraphs, 12 point fonts, double spaced, one inch margins on all sides, and pages numbered at the bottom center of each page.

The total assignment must be two typed pages (one page per argument).

Things to consider: Take a balanced look at the Pros/Cons, and the Advantages/Disadvantages. Which side do you think has a better case of winning the argument? Why? Your conclusion will be the reason why you think your stance (the pros or con) is the best solution and/or why the alternative argument should not be considered.

ASU 1201 QEP Integration Expected Student Outcomes

1. An ASU 1201 student will utilize the QEP Lab a minimum of three (3) times per semester.
2. An ASU 1201 student will be able to explain how the QEP activities (assignments) align with the Albany State University Quality Enhancement Plan (QEP)
3. An ASU 1201 student will be able to identify and describe the purpose of the Albany State University QEP.
4. An ASU 1201 student will demonstrate improved writing skills as determined through continuous written assignments.

Writing Style

All written assignments must be typed and should conform to the style and reference notation format outlined by the latest version of the Publication Manual of the American Psychological Association (APA). The APA Manual should be available in the reference section of the James Pendergrast Memorial Library. The APA Manual can be found online at <http://www.calstatela.edu/library/styleman.htm>. Please double-space all assignments and use a 12-point font with a one-inch margin on all sides of the paper.

Academic Integrity Policy

Students may be disciplined for their involvement in various acts of academic misconduct, which include: cheating, fabrication, plagiarism, interference, and violation of course rules.

With regard to plagiarism, a student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge indebtedness whenever he or she does any of the following:

- a. Quotes another person's actual words, either oral or written;
- b. Paraphrases another person's words, either oral or written;
- c. Uses another person's idea, opinion, or theory; or
- d. Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

Citations must be provided in text and on the reference page for all information and quotations borrowed from other sources—no exceptions. Failure to credit the intellectual work of others will automatically result in a grade of ‘F’ on the assignment.

Please contact your course professor for questions or concerns regarding the course syllabus.

**Office of Academic Services and Registrar
Fall 2015 Academic Calendar**

March 30-April 10 Advisement and Registration for Summer 2015 and Fall 2015 for Students Enrolled Spring 2015
April 13 Registration for Summer 2015 and Fall 2015 for Students Enrolled Spring 2015 begins
July 1 Deadline to apply for Admission and Readmission for Fall 2015
August 11 August New Student Orientation Program Participants Residential Check-In 3:00 p.m. to 7:00 p.m.
August 12 Registration for TAP Personnel is available.
August 12 - 13 New Student Orientation, Advising, and Registration (Mandatory for New Freshmen and Transfers <30 hours)
August 12 - 16 Late Registration for all students. Late fee applies.
August 13 Residential Check-In for Students who Participated in June/July New Student Orientation 12:00 a.m. to 5:00 a.m.
August 13-14 Academic Advisement and Registration (Re-Admitted Students)
August 14-15 Academic Success Training (Mandatory for New Freshmen and Transfers <30 hours)
August 14 Freshmen Induction Ceremony
August 15 - 16 Returning Student check-in will take place each day from 10:00 a.m. to 10:00 p.m. Residents who fail to check in to their assigned space by 10:00 p.m. August 16 are deemed no-shows.
August 17 Classes begin for Full Term and A Term; Faculty begin ongoing Attendance Verification Process
August 17-21 Drop/add for Full Term, A Term and B Term classes. Classes cannot be added after August 21. No refund will be made for classes voluntarily dropped after August 21. (This does not apply to withdrawals from school).
August 21 Fee payment deadline. Students with a balance as of 5:00 PM will be dropped for non-payment.
August 24 – 28 Reinstatement for Fall 2015. \$300 reinstatement fee will apply. No students will be reinstated in classes after August 28.
August 28 Faculty Attendance Verification Deadline for A Term classes
September 4 Faculty Attendance Verification Deadline for Full Term classes
September 7 Labor Day Holiday
September 8 Traditional Classes resume
September 10 Mid-term grades for all students due in Banner by 3:00 p.m. for A Term
September 14 Deadline to withdraw without academic penalty with a grade of “W” by 5:00 p.m. for A Term Classes
September 15 Deadline to Apply for Graduation/Degree Audit Spring 2016
October 7 Classes end and Final Exams begin for A Term.
October 7 Late Registration for B Term; fees are due on this day. Late fee applies.
October 9 Final Exams for A Term End. Grades due in Banner for A Term Courses by 3:00 p.m.
October 7-9 Mid-term examinations Full Session
October 12 Mid-term grades for all students due in Banner by 3:00 p.m. for Full Term classes
October 12 Classes Begin for B Term. Faculty begin ongoing Attendance Verification Process
October 14 Deadline to withdraw without academic penalty with a grade of “W” by 5:00 p.m. for Full Term Classes
October 14 Faculty Attendance Verification Deadline for B Term classes
November 2 Deadline to remove “I” and “IP” grades before automatic “F”
November 2 Mid-term grades for all students due in Banner by 3:00 p.m. for B Term

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November 4	Deadline to withdraw without academic penalty with a grade of “W” by 5:00 p.m. for B Term Classes
November 2 - 13	Advisement for Spring 2016 for Students Enrolled Fall 2015
November 16	Regular Registration for Spring 2016 for Students Enrolled Fall 2015 begins
November 25-27	Thanksgiving Holidays
November 30	Classes resume. Deadline for to apply for Admission and Readmission for Spring 2016
December 3	Classes end
December 4-9	FINAL EXAMINATIONS FOR END OF TERM FOR ALL STUDENTS
December 9	TERM ENDS for Full Session and B-Term.
December 10	Residence hall check-out will take place beginning 8:00 a.m. to 3:00 p.m. Students checking out later than 3:00 p.m., without prior approval from Hall Manager, will be charged an improper check-out fee.
December 11	Residence hall check-out (late check-out begins at 3:00 p.m.); prior approval required for late check out or improper check out fee charged.
December 11	END OF TERM GRADES DUE IN BANNER BY 3:00 P.M. FOR ALL STUDENTS
December 12	Commencement 9:45 a.m. Albany James H. Gray Civic Center
December 15	Deadline to file Repeat Policy Application for courses repeated Fall Semester. Any forms submitted after the deadline will not be processed.
See the undergraduate catalogue (on web) for “WF” policy after 16 hour limit. Albany State University reserves the right to make changes to the Academic Calendar when necessary.	

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