

JUDSON COLLEGE

DISTANCE LEARNING STUDENT HANDBOOK

The Distance Learning Student Handbook is to be used as a supplement to the Judson College Academic Catalog. It contains information as well as policy and procedural guidelines for students in the Distance Learning Program. Since information in this Handbook is generally not duplicated, the Catalog should be considered authoritative on most issues. Where the Handbook differs from the Catalog, the Handbook should be considered authoritative for Distance Learning Students. The provisions of the handbook are subject to modification, revocation and/or additions as deemed necessary by the Administration and Faculty.

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GENERAL INFORMATION

History

Judson College, founded in 1838 in historic Marion, Alabama, has provided quality academic programs in an environment supportive of Christian principles for over 160 years. This mission has remained unchanged while the College's educational programs have evolved through the years to meet the needs of each new generation.

Named for Anne Hasseltine Judson, America's first woman foreign missionary, the College was founded by members of Siloam Baptist Church in rural Perry County, Alabama. Judson has endured war, depressions, and two major fires to emerge as a Christian liberal arts college for women with resources for teaching both men and women through the Distance Learning Program.

The Distance Learning Program of Judson College offers opportunities for students who find it impossible to attend traditional classes on campus due to the responsibilities of maintaining a job or caring for a family, or both.

As early as 1976, Judson established an Adult Education Program designed to provide increased educational opportunities to women who could not take advantage of a traditional program.

In 1981, the Adult Education Program became known as the External Degree Program and participated in a grant project coordinated by Mary Baldwin College in Staunton, Virginia. The project, supported by the Fund for the Improvement of Post-Secondary Education, supplied valuable information and expert advice on establishing the program. The External Degree Program proved to be a flexible program that allowed students a variety of learning options.

In 1992, Judson responded to a denominational request to provide a means for bi-vocational pastors to further their education by developing a degree program in conjunction with Seminary Extension, a ministry education system of the six theological seminaries of the Southern Baptist Convention. This relationship between Judson and Seminary Extension is unique among Southern Baptist Convention colleges and universities. Thus Judson is able to serve men and women in church-related vocations seeking educational opportunities not presently provided by other Baptist Colleges.

Although the program titles has evolved, Judson College continues to provides both men and women the opportunity to work out flexible degree plans leading toward a bachelor's degree by alternative methods. These degrees all include liberal arts core, and they range from traditional arts and science degrees to degrees designed to help prepare students for various aspects of Christian ministry.

Judson College (including the Distance Learning Program) is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern

Lane, Decatur, Georgia 30033-4097: Telephone number 404-679-4501) to award baccalaureate degrees.

Institutional Mission

Judson College, a private, undergraduate institution of liberal learning and professional study related to the Alabama Baptist State Convention, offers distinguished student-centered academic programs in a residential single gender setting and through distance education to both genders. As a caring collegiate community, Judson College is dedicated to maturing its students into well adjusted and productive citizens through the transmission of knowledge, refinement of intellect, the nurturing of faith, and the development of character. Resulting from these efforts, Judson graduates will:

- Know general information common to the educated public and detailed information of an academic discipline;
- Do critical thinking and effective communicating;
- Be persons of enduring faith and character who are eager to serve and to lead.

Statement of Core Values

Judson College is a purposeful, caring community of students and employees who live, work, and learn together, and who are united by faith in God and adherence to Christian traditions. Based upon the character and teaching of Christ, the Judson community commits itself to “Principles of Light and Truth” that frame our common concerns and core values. Acceptance of these values is a pledge to exercise them consistently in our treatment of others, and to expect to be treated in kind.

As a Christian, liberal arts institution for women, Judson College seeks to adhere to convictions best exemplified in the life and teachings of Jesus Christ.

As a Christian community, the College embraces:

- Faith in God, adherence to Christian traditions, commitment to the ministry and mission of the Christian church;
- The infinite worth of persons and the development of the full potential of each person at every stage in life, and “love of neighbor as one’s self;”
- The lifelong pursuit of knowledge and understanding;
- The making of ethical choices based on the life of Jesus Christ, the teachings of the Bible, the well-being of others, and an informed conscience;
- Openness, truthfulness, justice, and fairness to all people regardless of gender, ethnic origin, age, and level of ability; and respect for opinions, convictions and beliefs different from our own;
- The aspiration for personal achievement, economic self-sufficiency, and public usefulness;
- A work ethic characterized by diligence, honesty, stewardship, and a sincere effort to do one’s best;
- Service to community and constituency, within the College and the wider society.

ACADEMIC PROGRAMS OFFERED THROUGH THE DISTANCE LEARNING PROGRAM

Bachelor of Arts (B. A.)

Business
Criminal Justice
English
History
Music
Psychology
Religious Studies
Secondary Language Arts Education
Secondary Social Science Education

Bachelor of Science (B. S.)

Business
Criminal Justice
Elementary Education
Psychology

Bachelor of Ministry (B. Min)

Religious Studies (major)
Ministry Skills (minor)

Minors

Business
Church Music
Criminal Justice
English
History
Ministry Skills

Music
Psychology
Religious Studies
Sociology
Undeclared (15 hours of 300+)

DISTANCE LEARNING PROGRAM HIGHLIGHTS

To earn the bachelor's degree through the Distance Learning Program (DLP), a minimum of 128 semester hours of coursework is required, including core graduation requirements, a major, and a minor concentration. This may be a combination of the following: credit earned at Judson, transfer credit from regionally accredited institutions, and credit for prior learning.

Credit Earned With Judson College

Distance Learning students enroll in courses at Judson through learning contracts. A learning contract is designed to assist the student in achieving a stated educational goal. Entered into by the student and the instructor, the goals and educational purposes of the learning contract will be comparable to the courses that may be taken on campus. After the student receives a program of study that indicates the courses needed to meet their educational goals, the student requests that contract(s) be prepared. With the exception of Music and Education Majors (Teacher Education Program), contracts may be entered into at any time. Once accepted into the Music and Education programs, those students will follow the Judson semester system for **all** of their coursework. Initial and completion dates for each contract will be stated clearly on the contract. The student will have contact with the instructor through means stipulated by the instructor in concert with the situation of the student. Once all assignments of the contract have been completed, the instructor will forward a grade to the Distance Learning Office. If a course is not completed within the original contracted period and the student does not request an extension, or if a student cannot complete the course by the end of the extension period, a grade of "F" is automatically issued. Students have the option of re-enrolling in the course and the "Course Repeated for Credit" policy will apply. See Judson catalog for specifics.

For the student, the learning contract becomes the primary tool for organizing and coordinating the course of study. The contract serves as a study guide and is an effective teaching/learning strategy for individualized study. Additionally, the contract is a valuable administrative tool in documenting your learning experiences, coursework, and academic progress.

Initiating a learning contract

1. With direction from the customized program of study, and an advisor, generally, the Distance Learning Director, determines course(s) appropriate for the desired degree.
2. The student contacts the Distance Learning Program Office to request a copy of the course contract(s) in which enrollment is desired.
3. After receiving the contract(s), the student makes necessary modifications or additions to the contact information on the front page, signs the contract on the last page, and returns two copies to the Distance Learning Office along with tuition payment.
4. The student completes the course(s) according to the terms of the contract. A student is allowed six (6) months (as outlined on the learning contract) to complete the course(s) except those who are majoring in Education and Music (see respective handbooks). It is the responsibility of the student to complete the course(s) within the six-month time period or request a withdrawal, in writing, from the course(s). Otherwise, a grade of **F** will be assigned.
5. Upon completion of the learning contract(s) (or the specified date of completion), the instructor will assign a grade or write a progress report and submit it to the Distance Learning Office. The grade is recorded and submitted to the registrar's office at the appropriate time.

Contents of the Learning Contract

- Contact information (student and instructor's name, addresses, email addresses, and telephone numbers)
- Learning contract beginning and ending dates
- Goals and general description of the contract
- Specific learning objectives
- Learning activities (methods and resources)
- Means of evaluation
- Contract approval signature block (usually on last page)

Testing – Proctoring Procedures and Policies

With the increased use of distance education and need for a secure testing environment, the Judson College DLP has established guidelines and procedures by which students enrolled in courses through Distance Learning may take proctored examinations. A proctored exam is a supervised exam. Faculty members will determine whether proctored examinations are required for their course.

A proctor is an individual who agrees to receive tests from a Judson College DL instructor, administer them to the Distance Learning student in a suitable environment and return them directly to the instructor. They also certify in writing to the instructor that the student completed the test according to all of the specific directions provided. If the student uses more than one proctor, they will need approval of each one. Also, if the student needs a proctor for more than one course, even if they use the same proctor for each course, that proctor must be approved by each instructor.

The student will have the following options for completing the proctored examinations:

1. Individually purchase and use the Secureexam Remote Proctor (SERP) device (<http://www.remoteproctor.com/SERP/>) ;
2. Use a third party certified testing center, such as Sylvan or Prometrics;
3. Use an approved Military Education Office testing office;
4. Use a designated testing center for another college or university;
5. Administrator at public or private schools - superintendent, principal, guidance counselor, teacher, librarian; or
6. Other - as approved by the Director of Distance Learning (as last resort).

NOTE: The student's employer, supervisor, co-worker, relative or friend (regardless of their position) is NOT a qualified proctor and may NOT proctor exams. Exams are never administered at the student's home or the proctor's home.

Additional Policies and Procedures:

- Any fees incurred will be the responsibility of the student and not the proctor.
- Students cannot take the exam with unauthorized books, notes, or reference aids of any kind unless specified on the exam instructions in the proctor letter. Students

cannot take notes on the exam nor have any part of it to study after taking it. The student or the proctor cannot duplicate the exam in any way.

- Proctors may only leave the student unattended in a secure area after unauthorized materials have been removed.
- Online exams must not be administered on the student's computer. Students must not have access to exam passwords.
- The student is responsible for meeting all required test deadlines. All exams must be received by the Distance Learning office on their respective due dates. If necessary, the student will provide an overnight shipping envelope to the proctor to ensure the instructor receives the exam on time.
- Proctors must collect all papers and questions at the conclusion of the exam. All materials, including exam questions, and any scratch paper must be sealed and mailed back by the proctor in the envelope provided. Students may not deliver or mail their own exams.
- If the requested proctor is unable to proctor the exam, the Distance Learning office must be notified as soon as possible to certify another proctor. Do not hand over the exam to another person or the student without authorization. Exception - If the certified proctor is a librarian; all certified librarians at that library may serve as proctor for the student.
- If the student is suspected of cheating, please call the Distance Learning office as soon as possible.
- Exam packets will be mailed to designated proctors and will include proctor instructions, exams, scantrons (if needed), and postage-paid return envelopes. Exam codes for online proctored exams will be emailed.
- Exams will only be faxed in extreme circumstances. Students submitting Exam Requests too close to the exam deadline is not an extreme circumstance. Students requesting expedited shipping will be responsible to pay for the costs.
- It is the students' responsibility to make sure their proctor has been certified and their exam request has been received.

Policy Statement on Academic Honesty

Judson College expects that work produced by students will represent their personal effort. Academic Dishonesty includes but should not be limited to:

1. Cheating on tests and exams
 - a. Use of test aids (crib sheets)
 - b. Copying
 - c. Stealing test questions
2. Plagiarism – Quoted materials must be enclosed in quotation marks with complete documentation indicating source. Materials used without direct quotations should have the source indicated.

- a. Copying any written assignment such as papers, homework, lab reports, ENG 105 research skills workbook.
- b. Copying any electronic assignments such as papers, homework, lab reports, programs, etc.
- c. Purchase of all or part of papers, reports, workbooks, or other assignments.
3. False statements designed to earn a student a right to make up missed work.

All offenses are reported to the Academic Dean where a record is made and retained. The faculty member involved will normally decide how to handle each case of dishonesty, unless the penalty exceeds failing the course or affects something other than grades.

The consequences of cheating or academic dishonesty may include, but not be limited to, any of the following:

1. Retaking the test on the spot;
2. Doing extra work;
3. Receiving a grade of zero on assignment or test
4. Receiving "F" in course;
5. Suspension from college.

Appeals to charges of violation of academic honesty must be submitted within 5 days of receipt of the charges. Appeals to the charge will be heard by the College Judicial Board.

Guidelines for Supporting Proctored Examinations

Purpose: To establish guidelines and processes by which students enrolled in DL courses through the DLP may take proctored examinations as designated by the instructor. Included in the scope of these guidelines are examinations that can be taken at a testing center or in another controlled, proctored environment. Participants included in these guidelines are DLP Distance Learning staff, the faculty member, the student and the examiner or proctor. Individual responsibilities of each group are described below:

Judson College DLP Responsibilities

- Create information documents for students and faculty including procedures, policies, a form to submit proctors for approval, and cover sheet for exams to be proctored.
- Assist Distance Learning Faculty in making arrangements for proctored tests. This assistance may include providing procedures for exam proctoring and receiving and verifying student's proctor choice.
- Notify faculty if the proctor feels the exam procedure has been compromised.

Faculty Responsibilities

- Plan and communicate, at the beginning of the semester or contract start date, with the students:
 - o The "window of time" for each test (ex. M. Oct. 10, 8:00 a.m. to W. Oct. 12, 9:30 p.m.)
 - o The test duration for the administration of each test (ex. 90 minutes)
 - o A list of materials and/or equipment the students are allowed to use (ex. calculator, open textbook)

- Review student requests for exceptions due to geographic restrictions.
- Give to the Testing Center, with complete instructions, the copy-ready exam at least two weeks prior to test date.
 - Faculty will deliver test in an envelope clearly marked with name of course, name of student and name of faculty member to the proctor.
 - Any special instructions should be noted on the envelope; for example, “use of calculator is permitted.”
- Put all relevant exam information into course syllabus/contract, giving students plenty of time to plan. Advise students:
 - approximately how long the process will take to find and approve an off-campus proctor
 - that they will need a photo I.D. to get the test,
 - when to expect their grades.
- If applicable, establish a procedure for returning graded exams to students.
- Handle all grievances or cases of scholastic dishonesty (to include communicating with student and proctor).

Student Responsibilities

- Contact their instructor for proctoring information.
- If you will not be able to take your exam at a Testing Center, you are responsible for identifying, nominating and making all arrangements for the proctoring of the course tests.
 - Notify your instructor in writing immediately!
 - Make arrangements with a proctor near you.
 - Submit your choice of proctor to your instructor using the Proctor ID form for approval at least four weeks prior to the exam date. (form available from instructor or the DLP office)
 - If you use more than one proctor, you will need approval of each one.
 - Pay any testing fees, if applicable.
 - If you are unable to find a suitable proctor, you must contact your DL instructor immediately for assistance.
- Read, sign, and return the Academic Honesty Policy Statement to the proctor at time of exam.
- Take the exam during the pre-arranged time.
 - Plan to arrive at the testing location at least fifteen minutes before the hour set for the exam.
 - Remember to bring pencil or pen and any other supplies that may be necessary.
- Once you receive the test, you may not leave the Testing Center or the proctor until you have completed and turned in the exam, unless you have written permission from your instructor.
- Upon completing the exam, return it to the proctor immediately.
 - Postage costs are the responsibility of the student.

Proctor Responsibilities

- Confirm the arrangements with the student.
- Receive the exam from the faculty member and keep it in a secure place.

- Exams must be administered in an educational or professional environment such as a classroom or the proctor's office. Any test proctored in a private residence will be deemed invalid.
- Identify the student by requiring a photo I.D. with signature.
 - At a Testing Center, each student will be identified by presenting a Photo ID Card or a current Drivers License.
 - At approved alternative testing centers acceptable forms of identification include a state driver's license with photo or an official photo identification card.
- Present the unopened exam to the student and have him/her sign the Academic Honesty Policy Statement. If the student opens the exam and does not take it immediately, a grade of "F" will be assigned automatically.
- Supervise the student taking the exam. This supervision includes:
 - Following all exam instructions.
 - Having the student sign the Academic Honesty Policy Statement.
 - Completing the Certificate of Supervision.
- A student will not be allowed to carry a test to or from the testing/proctor center.
- Terminate the exam if the testing procedure is compromised due to the student's improper conduct. Confiscate exam materials. Notify the faculty member and the DLP office as soon as possible.
- Judge whether or not an exam should be terminated based on extreme testing environment irregularities, such as the room is too hot or cold or too noisy, which are not resolvable. If the student wishes to continue with the exam, allow this, but write an explanation of the situation on the Certificate of Supervision.
- The test proctor will maintain a list of students tested including number and name of class and faculty member.
- Upon completion of the test, the proctor will:
 - Place the exam with its signed Policy Statements and signed Certificates of Supervision in a secure location until it is mailed to the instructor
 - Return examinations, signed Policy Statements, and signed Certificates of Supervision to the faculty member in the envelope provided.
 - **Do not give the exam to the student to mail.**
 - Please do not permit any notes to be taken from the testing session.
- If the student does not take the test by the date specified on the exam envelope, please return the unopened exam to the faculty member in the prepaid envelope provided.

Proctor Forms

Proctor ID Form: This form is completed by the student and the suggested proctor and provided to the instructor. A copy can be found in the Appendix.

Academic Honesty Policy Statement: This is a form signed by the student that shows an understanding of the policy on scholastic dishonesty and an agreement to abide by that policy. The student will sign the form at the exam site before the examination is opened. A copy can be found in the Appendix.

Certificate of Supervision: This form will be used to transmit the examination from the instructor to the proctor and from the proctor back to the instructor after the exam is completed. It will also be used to note any explanations, exceptions, etc. that occurred during the examination. A copy can be found in the Appendix.

Transfer Credit

In keeping with the standard practice for regionally accredited colleges, the following guidelines are intended to help determine how credit received at other institutions can be applied to a degree at Judson. Transfer credit, whether from traditional or non-traditional sources, must be non-duplicating and must be appropriate to educational objectives and degree requirements. The current Judson College Academic Catalog is the ruling document unless otherwise stated.

Accredited Institutions

To transfer credit hours from a **regionally accredited school**:

- Grades must be a **C** or higher;
- Up to **64 hours** may be transferred from a **two-year college** or degree program [Note: Courses which parallel Judson College upper-level (300-400) courses will not be accepted for transfer credit. However, a student may petition a department to take a challenge exam in the area to receive Judson credit and a grade for such a course.]
- There is no limit on credit that can be transferred from a **four year college**;
- Transfer credit may be applied to basic requirements (if the courses correspond closely to Judson courses), major or minor requirements, or electives. However, **12 hours in the major and 6 hours in the minor must be taken through Judson, and a total of 32 hours must be taken through Judson.**
- See **Transfer Credit** in the Judson College Academic Catalog for further guidelines.

Non-Accredited Institutions

Judson College will accept transfer credit from a non-accredited institution **only** to the extent that said transfer would be acceptable to the regionally accredited public flagship institution of the same state

Seminary Extension Courses

Seminary Extension courses approved by the American Council on Education (ACE) and Judson College will transfer to Judson and may be applied for credit toward basic requirements, the major, the minor, and electives. For more information about Seminary Extension courses, contact Seminary Extension at 1-800-229-4612 or www.seminaryextension.org.

Non-Collegiate Courses or Programs

Credit may be awarded for non-collegiate courses or programs that are approved by the American Council on Education (ACE).

Prior Learning Credit

Judson College recognizes that college-level learning may take place outside of the traditional classroom setting. Yet many learners find that their learning is not recognized unless it is validated by an accredited academic institution. Judson College has the resources to evaluate such learning, validate it by awarding academic credit when the learning is appropriate, and apply the credit to degree programs.

College credit may be awarded based upon the Standards for Quality Assurance in Assessing Learning for Credit recommended and published by the Council on Adult and Experiential Learning in *Assessing Learning: Standards, Principles, and Procedures*, by Urban

Whitaker. If there are any differences between what is in this Handbook and the current Judson Catalog, the catalog will take precedence.

Standards for Awarding Credit

Academic Standards

- I. Credit should be awarded only for learning, and not for experience.
- II. College Credit should be awarded only for college-level learning.
- III. Credit should be awarded only for learning that has a balance, appropriate to the subject between theory and practical application.
- IV. The determination of competence levels and of credit awards must be made by appropriate subject matter and academic experts.
- V. Credit should be appropriate to the academic context in which it is accepted.

Administrative Standards

- VI. Credit awards and their transcript entries should be monitored to avoid giving credit twice for the same learning.
- VII. Policies and procedures applied to assessment, including provision for appeal, should be fully disclosed and prominently available.
- VIII. Fees charged for assessment should be based on the services performed in the process and not determined by the amount of credit awarded.
- IX. All personnel involved in the assessment of learning should receive adequate training for the functions they perform, and there should be provision for their continued professional development.
- X. Assessment programs should be regularly monitored, reviewed, evaluated and revised as needed to reflect changes in the needs being served and in the state of the assessment arts.

Definitions

Standardized Credit By Examination Programs: Externally administered examination programs, such as the Advanced Placement Program (APP), College Level Examination Program (CLEP), Defense Activity for Non-Traditional Educational Support (DANTES), and the United States Armed Forces Institute (USAFI).

Departmental Challenge Exams: Exams administered within academic departments of Judson College to determine whether credit should be granted for specific courses offered by the College. All Departmental Challenge Exams must be approved by the appropriate departmental head.

Portfolio Evaluation: Evaluation of prior learning that may require documentation, demonstration of learning by performance, presentation of a product, interview, written or oral exam, simulation, and/or other means deemed appropriate.

Standardized Credit by Examination

Credit may be earned toward degree requirements at Judson through the Advanced Placement Program (AP) or the College Level Examination Program (CLEP) as follows:

Exceptions of science:

Score of 3 =	credit for BIO 102 or BIO 105 credit for CHE 100
Score of 4 =	credit for CHE 101

The College will grant elective credit or credit for required courses (as noted below) to students who score in at least the 40th percentile or better on CLEP General Examinations:

Subject	Hours	Credit awarded
Social Studies	6	HIS 103 or 104 + elective
Humanities	6	ART 200 + elective
English	6	ENG 101 + elective
Natural Science	3	PHY 102
Math	3	MAT 108 + elective

Credit may be applied directly to specific courses for a score of 40 percentile or better on CLEP Subject Examinations. Credit may only be applied for courses comparable to courses in the Judson Catalog.

To earn credit through the Advanced Placement Program or the College Level Examination Program, students should take the exams at official testing centers and have the scores reported to the registrar at Judson College. Costs for taking the exams are the responsibility of the student. The Judson school code number for the CLEP examination is 1349.

Evidence of learning for those who learn outside the classroom may be different from the evidence of learning expected of students in the classroom. For this reason, assessment of prior learning focuses on learning outcomes rather than on inputs. In each case in which students request validation of their learning, criteria will be established by academic/subject matter experts, including expected learning outcomes and standards. Evaluation will be based on these criteria and carried out by the method deemed most appropriate by the academic/subject matter expert in consultation with the Director of Distance Learning. The primary means of assessing prior learning at Judson College are departmental challenge exams and portfolio evaluations.

Certificates, licenses, diplomas, or other evidence of learning that has taken place outside of the context of an accredited college may be submitted as documentation for a portfolio, but will not be considered the basis for the awarding of credit on their own merit.

1. The student should evaluate areas for which prior learning credit might reasonably be requested. Consideration should be given to the following questions:
 - What life experiences or educational projects have resulted in demonstrable learning?
 - How is the learning related to educational goals and degree requirements?
 - Is the learning at college-level?
 - Does the learning have an appropriate balance between practical and theoretical

application?

- What documentation exists to support claims the learning has taken place?
- Does the learning replicate learning for which credit has already been given?

The student may consult with the Director of the Distance Learning for assistance in this evaluation process.

2. The student should submit a proposal for Prior Learning Credit and the proposal fee to the Director of Distance Learning. Due to the nature of the proposal, there is no specific format to be followed but the bullets below should be considered the minimum information to be included in the proposal:
 - Name, address, telephone number, major, and minor.
 - Judson course(s) to which credit may be applied. Be sure to indicate the amount of credit.
 - A description of learning outcomes and applications.
 - A description of how the learning was acquired (e.g., work experience, workshops, hobby, courses).
 - Desired method of presentation (portfolio, challenge exam, performance, presentation of product, etc.).
 - A list of possible documentation.
3. The Director of the Distance Learning will review the proposal for clarity, completeness, grammar, etc. If the proposal warrants further evaluation, it will be forwarded to the appropriate academic/subject matter expert(s) for review.
4. The academic/subject matter expert(s), in consultation with the Director of Distance Learning, will:
 - 1.) determine if the proposal shows reasonable cause for awarding credit; and, if so, what course(s) or areas credit might be applied toward.
 - 2.) define criteria for evaluating the learning, including both expected learning outcomes (what students must show they know or can do) and standards (how well they must do it).
 - 3.) determine the most appropriate means of assessment (challenge exam or portfolio—if portfolio, any special components deemed necessary will be indicated, such as interview or performance).
5. The Director of Distance Learning will notify student of possible Judson requirements or elective hours toward which learning could be applied, criteria for evaluation, appropriate means of assessment determined by the academic/subject matter expert, and the amount of necessary fees.
6. The student will pay fees to the Distance Learning Office and submit the required portfolio or arrange to take a challenge exam.
7. If a portfolio is required the academic/subject matter expert will receive the portfolio from the Distance Learning office, evaluate it, and make one of the following recommendations:
 - Give a specified amount of credit.
 - Give no credit.
 - Request additional information from the student.If a challenge exam is administered, the academic/subject matter expert will grade the exam and report the grade to the Distance Learning Office.

8. Upon determination of the amount of credit to be awarded, the Distance Learning Office will notify the student and submit a grade report to the registrar to be placed on the student's transcript.

Transcription of Prior Learning Credit

Credit earned by portfolio evaluation will be noted as such on the student's transcript. If the learning does not correspond to a course in the Judson catalog, a brief narrative description of the learning will be included in the transcript record.

Credit earned by challenge exam will also be noted as such on the student's transcript. The credit will be entered under the appropriate Judson course.

Credit applied toward degree requirements may include **no more than 30 hours of credit** awarded through portfolio evaluation, challenge exams, and standardized credit by examination.

Transfer of Prior Learning Credit from other Institutions

Credit for standardized credit by examination programs will transfer from other institutions with standards for accepting such credit that are similar to Judson's. Otherwise, records of the credit must be sent directly from the testing program to Judson College for credit to be awarded.

Up to six hours of credit for departmental challenge exams taken at other accredited institutions will transfer to Judson College.

Up to six hours of credit will transfer from courses taken through correspondence at accredited colleges.

Credit Not Accepted in Transfer

Credit received through portfolio evaluation at other institutions will not be accepted in transfer by Judson College. Appeals may be considered on a case-by-case basis.

Fees

A \$110.00 fee per subject area will be assessed for the submission of a proposal for Prior Learning Assessment. An additional fee of \$675.00 per subject area will be assessed for evaluation of each prior learning portfolio or \$110.00 per credit hour for each departmental challenge exam. These fees are subject to change without notice. The most current fees may be found on the Judson College website or can be provided upon request.

ACADEMIC POLICIES

Definition of Terms

A **major** constitutes a concentration of at least 24 semester hours in a given academic field or emphasis. The total number of hours required may vary by departments. (See Judson College Academic Catalog for requirements and guidelines.)

A **minor** constitutes a concentration of at least 18 semester hours in a given academic field or emphasis. The total number of hours required may vary by departments. (See Judson College Academic Catalog for requirements and guidelines.)

A **semester hour** is the unit of credit at Judson. Each credit hour represents an approximate total of 15-17 lecture clock hours in a given semester or term. Laboratory clock hours are at least twice those of a lecture.

A **part-time student** is a student enrolled in 6 – 11 semester hours of coursework.

A **full-time student** is a student who is enrolled in 12 or more hours of coursework.

A **special student** is a non-degree seeking student.

Use of Technology

Due to the nature of Distance Learning, **technology knowledge is required**. Having direct access to computers and their resources is a must and will be the responsibility of the student. A home computer with high-speed (DSL or Cable) access to the Internet is highly recommended. One must have easy access to a web browser such as Internet Explorer, FireFox, or Opera, an e-mail address, and at a minimum, and a word-processing package with spell check capability. Some online classes may also require Microsoft Word, PowerPoint, Access, and Excel (version 2007 and subject to change). The minimum hardware and software requirements are as follows (subject to change with technology):

Mac Users	PC Users
• OS X or later • G5 or higher, Intel Mac recommended • 1 gig RAM • 500 MB hard drive • Speakers or headphones • Printer (scanner/printer recommended) • Digital web camera	• Windows XP, Vista, or 7 • Intel Pentium 4 or higher • 1 gig RAM • 500 MB hard drive • Speakers or headphones • Printer (scanner/printer recommended) • Digital web camera

Registration

Registration for Distance Learning students may take place whenever the student is prepared to take on new coursework (exception: Education and Music). Registration may be carried out in person, by phone, by mail, or by email. Because of the flexible nature of the program, the student must be responsible for scheduling advisement as needed and for arranging coursework through the Distance Learning Office.

Once accepted into the Teacher Education and Music Programs, the Distance Learning student will adhere to the Judson College regular semester system. All contracted courses must be completed during the regular semester. Contract start and end dates will reflect the 1st day of class and the last day of finals. All work must be turned in to the instructor by this end date in order for them to grade the work and provide the Distance Learning office with the student's grade. All policies pertaining to Drop/add, Incompletes, etc. will be based upon those stated in the catalog, Teacher Education, Music, and Distance Learning Student handbooks.

Grading System and Quality Points

Academic work is evaluated in terms of quality and quantity. In order to graduate, a student must earn a minimum of 128 semester hours credit and maintain a minimum of 2.0 grade point average (GPA) on all hours attempted. Each course is evaluated on the following basis but may be slightly different depending upon the particular course and faculty member (see syllabus/contract):

Grade	Grade Point(s) per Semester Hour	Level of Achievement
A	4	superior
B	3	above average
C	2	average
D	1	below average
F	0	failing
P	0	passing
W	0	withdrawn
WF	0	withdrawn failing
I	0	incomplete

Incomplete Grade

An Incomplete (I) may be assigned when a student is enrolled (contracted) and is passing a course but, because of extenuating circumstances, is unable to complete the requirements prior to the end of their original contract period. The student must request an Incomplete prior to the final exam and provide reasons for the request. All Incomplete grades must be approved in advance by the Vice President and Academic Dean or the Director of Distance Learning. Students must remove Incompletes (I) within the first six weeks of their original contract end date. Failure to do so will result in an automatic F. If a student enrolls in a sequential course, a student who has received an Incomplete (I) in the prerequisite must have the approval of the Vice President and Academic Dean or Director of Distance Learning.

Dropping/Adding a Course

A student may add a course to their original schedule within the first month of their original contract period. The period will be known as drop/add. A student who drops a course after the drop/add period will be assigned a grade of WD (Withdrawn). The WD does not affect the student's GPA. A student who drops a course the after mid-point of their original contract period will be assigned a grade of WP (Withdrawn Passing), WF (Withdrawn Failing), or F by the instructor. An F or WF will be calculated in the GPA computation as an F. **Note: Withdrawal from a course may affect financial aid eligibility. For more information, contact the Director of Financial Aid.**

Time Extension for Courses

The regular time limit for completing a Distance Learning course is six months after the date of registration for that course.

In extenuating circumstances, a student may petition for an extension of time. The petition should be addressed to the Director of Distance Learning in writing or by email, explaining the reason why an extension should be granted. Time extensions are granted only under special circumstances and not granted on a regular basis. [See Judson College Academic Catalog.] The Director of Distance Learning, in consultation with the instructor, will determine whether an extension will be granted and notify the student of the action taken. If the extension is granted, the grade for the course would be classified the same as one in the traditional program at Judson, namely an I. This means that the student would be allowed an additional six (6) weeks from the due date to complete the course. If at that time the work has not been completed, a grade of F will be recorded.

Withdrawal from the Program

In order to withdraw from the program during an enrollment period, a student must submit a written or email request to the Director of Distance Learning prior to the deadline for completion of the enrollment period.

A student will be considered withdrawn from the program after one year has passed from the completion of the student's [full-time, part-time, and/or special] most recent coursework. After this time, the student will need to submit a new application form and fee and be re-admitted into the program under the current academic catalog.

Academic Probation and Academic Suspension

Any student whose overall GPA falls below 2.0 will be placed on academic probation. The categories of academic probation are as follows:

Regular probation. A student is placed on regular probation when the GPA falls below 2.0. Students on regular probation are limited to an academic load of 7 semester hours (or 2 courses) and must make at least a B in these courses. If the probationary status is not removed after two enrollment periods the student will be placed on strict probation.

Strict probation. A student shall be placed on strict probation after two enrollment periods of regular probation or when the GPA falls below 1.2. Students on strict probation are limited to an academic load of one course, and must make at least a B in this course. Failure to demonstrate appreciable academic progress in the following enrollment period may result in academic suspension.

A student suspended for academic reasons may apply for readmission after a period of one year. Readmission will be at the discretion of the Academic Council and is not to be considered automatic. If readmitted, the student will be placed on strict probation and must maintain an average of 2.5 or face suspension. A second suspension will be considered permanent.

Math and English Placement

Math

All students entering the Judson College Distance Learning Program must meet certain standards in order to be successful. Therefore, all accepted students, both freshman and transfer, must complete the Judson College Math Placement Test (MPT) in order to register for their first mathematics course required by their major. Prerequisites for initial math courses can be satisfied either with a sufficient score on the MPT or with transfer credit for the appropriate math courses. Transfer credit can be obtained by successfully completing college-level courses at Judson College or elsewhere.

Students who do not achieve a satisfactory score on the MPT, or those who do not take the test, may be required to take a preparatory math course prior to starting the initial math course required for their major. The grade made on the MPT will be combined with your math score on the ACT or SAT and then averaged to get a placement score. The scores range from 0-36. If you do not have an ACT or SAT score, the MPT score will be used as a stand alone score.

<u>Score</u>	<u>Recommendation</u>
0-17	MAT103 Introductory Algebra
18-21	MAT105 Intermediate Algebra or MAT108 Introduction to Mathematics
22-28	MAT111 Precalculus Algebra
29-36	MAT151 Calculus

English

The English Language Proficiency Exam (ELPE) will be administered similarly to the MPT. Each student (new and transfer) will complete the exam prior to their first English course required by their major. Prerequisites can be satisfied either by sufficient score or transfer credit. An acceptable score will be 24 out of 40 or 60%. Students who score below this cutoff will be required to satisfactorily complete ENG100 before entering into a contract with ENG101 or above.

Graduation Requirements

Graduation is based on the student having met the following requirements. The Judson catalog should be reviewed periodically for possible changes that could affect this data. The Judson catalog takes precedence of this information.

1. a minimum of 128 approved semester hours
2. a total grade point average (GPA) of 2.0 on all hours attempted
3. the completion of all basic core requirements
4. the completion of at least one major and one minor (or 15 hours of 300-400 level electives) for a B. A., B. S., or B. Min. degree
5. a total 2.0 GPA in the major and minor
6. a passing score on the English Language Usage Test
7. completion of ENG325 Research Composition with a selected course in your major
8. a degree application filed with the Registrar at least 8 months prior to graduation
9. pay the graduation fee of \$60.

Upon completion of all graduation requirements, a diploma will be mailed to the student.

Residency Requirements

At least 32 hours toward the degree must be completed with Judson, including 12 hours in the major and 6 hours in the minor. At least 30 of the last 36 hours must be taken through Judson.

For all other information that is not contained in this handbook, please refer to the Judson College.

FINANCIAL INFORMATION

All fees and charges are subject to change by the College as conditions necessitate.

Fees

(All fees subject to change on July 1.)

Application fee (non-refundable).....	35.00
Graduation Fee.....	60.00
Tuition (per credit hour).....	438.00

Optional Services:

Prior Learning Assessment Proposal Fee (per portfolio/subject area).....	110.00
Portfolio Assessment Fee (per portfolio/subject area).....	675.00
Challenge Exam	110.00 per credit hour

Explanation of Fees

Application fee. \$35 to be submitted to the Distance Learning office with completed application form.

Tuition. \$438 per semester hour of credit to be paid at the time of enrollment.

Prior Learning Assessment Proposal Fee. \$110 per subject area to be paid with the submission of a proposal for Prior Learning Credit.

Portfolio Assessment fee. \$675 per subject area to be paid at the time each portfolio is submitted for assessment. Each area of study in which a student desires to receive prior learning credit will require a separate portfolio. This fee is for assessment alone and will not vary according to the amount of credit awarded.

Challenge Exam fee. \$110 per credit hour to be paid before taking a challenge exam.

Terms of Payment

All student charges are payable on or before registration for coursework. The student is responsible for seeing that payments are made and is urged to make any necessary financial arrangements well in advance. If a student is expecting financial aid, the appropriate applications should be filed in accordance with established deadlines.

A student will not be allowed to enroll for subsequent coursework if his or her account is not paid in full, or if arrangements for full payment have not been made. The College also reserves the right to withhold grades and transcripts of students with delinquent accounts.

Refund Policy

Tuition refunds will be granted only upon receipt of written or email notice of intention to withdraw submitted by the student to the Director of the Distance Learning. The date on which written or email notice is received by the College will be considered the date of

withdrawal. Students withdrawing before the end of a semester must forfeit Judson funded financial aid. All financial obligations to funding agencies such as PELL and Alabama Student Grant will be refunded to those agencies from the student's account before the student refund is made. Tuition will be refunded on the following basis:

Period of Withdrawal	% to be Refunded
Before the end of the first full week	80%
Before the end of the second full week	70%
Before the end of the third full-week	60%
Before the end of the fourth full week	40%
Before the end of the fifth full week	20%
After the fifth full week	None

Short Term – 75% (after 1st week), 50% (after the 2nd week), 25% (after the 3rd week), 0% (after the 4th week)

Financial Aid

Students in the Distance Learning Program are eligible for various types of financial aid. Some federal and state aid requires that students take a minimum part-time load (at least six hours) each semester.

Financial Aid programs include:

Federal Aid Programs

Federal Pell Grant – A U. S. Department of Education grant, based on need.

Federal Stafford Loan – Long term, low interest loan certified by the College and made with a bank or credit union.

Alabama Grants

Alabama Student Grant – For Alabama residents attending private colleges. Application and enrollment deadlines are September 15 and February 15. (Not available for ministry studies.)

Institutional Grants

Church-Related Vocations Grant – Students who are members of Alabama Baptist State Convention churches and who have committed themselves to a church related vocation in a Southern Baptist Convention church or denominational agency may receive 20% of tuition assistance from college funded or controlled scholarships. Special application and verification required.

Your first action should be to complete a Free Application for Federal Student Aid (FAFSA). The FAFSA should be completed to determine need-based eligibility for federal financial aid. The FAFSA can be completed online at www.fafsa.ed.gov or contact the Financial Aid Office to secure a paper application form. **Judson's federal school code number is 001023.** Some aid programs have application and enrollment deadlines. These deadlines should be considered when planning enrollment periods. If applying for aid, students should contact the Director of Financial Aid well in advance of enrollment. Planning ahead allows students to take full advantage of the available resources. See the Judson College Academic Catalog for more

information concerning financial aid policies and requirements. Students may also contact the Director of Financial Aid at 1-800-447-9472.

Terms and Conditions of Financial Aid Awards

General Information

- Financial awards are based upon financial information provided to Judson through the Judson College Financial Aid Application and the FAFSA (Free Application for Federal Student Aid), if applicable. Both of these applications must be completed each new academic year of enrollment. The academic year for distance learning students is from July 1 – June 30. The award is subject to adjustment if data errors are found.
- Financial awards are determined in compliance with state and federal laws, regulations, institutional policies, and fund appropriations (existing or anticipated).
- Students are required to notify the Financial Aid Office **in writing** of the amounts of outside financial assistance expected. Outside scholarships may impact the aid package offered by Judson, especially as related to loan eligibility.

Enrollment Requirements

- Financial Aid is credited to student accounts through the Business Office billing system at the beginning of each enrollment period. Estimated aid **will not** be applied to the account. Some awards (especially all federal assistance) will show as **pending** until actual funds are received or loan checks are signed and returned to Judson. Direct billing questions to the Business Office at 334-683-5125.
- Students must contact the Financial Aid Office to **withdraw or transfer** from Judson. For students who withdraw, federal regulations require that a Return of Title IV Funds calculation be made. The College Institutional Refund Policy will also apply. For examples, you may contact the Business Office or the Judson College Catalog.

Adjustments and Appeals

- If a student receives outside assistance that is not listed on the award letter, then an adjustment may be necessary in some areas on the current award notice.
- If a major change occurs in a student's financial situation **after the FAFSA has been processed**, the student should contact the Financial Aid Director to discuss the special circumstances. Additional written documentation will be required, should circumstances warrant an appeal. A student will be notified in writing of the results of the appeal.

Verification Requirements

- Many federal Student Aid Report applications are selected for review by the federal processor in a process called verification. Students must complete the **verification** process before any federal student aid may be awarded. Sometimes **estimated** awards are made prior to the completion of verification requirements; however, no actual award may be made.

- The Financial Aid Office will send requests for the documentation required for compliance of the verification process. Failure to complete the verification process will result in cancellation of any estimated assistance affected by the verification process, as well as result in billing for tuition and fees that otherwise might have been covered by financial assistance.

Satisfactory Progress

- A student must maintain a minimum standard of academic progress in order to receive continued funds under any institutionally administered programs, the Alabama Student Grant Program, and all Federal Programs – Pell Grant, Stafford Loan.
- The Alabama Student Grant (verified Alabama residents only) is renewable annually as long as the total hours attempted does not exceed by more than twenty-five percent (25%) the number of hours required for the individual student's course of study or until such time as the student receives a baccalaureate degree.

Year Completed	Credit Hours Completed	Cumulative Grade Point Average
First Year	18	1.40
Second Year	36	1.40
Third Year	57	1.75
Fourth Year	79	1.75
Fifth Year	103	1.80
Sixth Year	128	2.00

1. Evaluation to determine satisfactory academic progress will take place at the end of each academic year.
2. The student may re-establish lost financial aid eligibility once the above standards have been reached or exceeded at Judson College.

ACADEMIC SUPPORT SERVICES

Library Services

Upon initial enrollment, each Distance Learning student will receive access to a multitude of online research databases including the Alabama Virtual Library and the NetLibrary which provides access to Judson's collection of over 13,000 eBooks. Each student will also have access to other online databases that have magazine, journal, and newspaper articles essential for academic research. These databases can perform a computerized search of nearly ten thousand journals rather quickly, and can provide the full text of articles.

The databases may be accessed by logging into the Judson Student Net using the assigned Educator username and password and clicking on the Bowling Library Homepage.

For more information on library services, contact the Bowling Library at 334-683-5183.

Educator Online Course Management System

Educator is online course management system developed by Ucompass.com, Inc. Each student in the Distance Learning Program at Judson is given access to Educator upon initial enrollment. To access Educator, go to online.judson.edu. When tuition is paid, each student is issued a username and password which will enable login to the Educator system. After logging in, all courses in which a student is currently enrolled will be listed. To enter a course, click onto the course name. When questions arise, click on Educator's help features (located at the bottom of every screen and at the "Technical Help" button in the left menu). A student may also contact the Director of Distance Learning.

Technical Resources Usage Policy

Judson College provides technology and encourages the responsible use of the technical resources of the College by its students, faculty and staff. Judson College's technical resources, including but not limited to, any computer technology, voice mail or email systems are provided for use in the pursuit of the College's mission of educating young women and distance learners and are to be used primarily in that pursuit. The College is dedicated not only to the advancement of learning, but also to the development of ethically sensitive and morally responsible persons. Those who use resources of the College are expected to maintain a high standard of personal conduct that will favorably reflect upon themselves, the Judson community, and the purposes for which the College was founded.

Voice mail, email, Educator course management system, and other computer services are readily available to students and employees. All computerized files, transmissions, voice mail and email are subject to review by individuals so designated by the College's administration in accordance with the best interests of Judson College, its students and its employees. The College reserves the right to restrict access to technology or to limit its use by students in accordance with their best interest and the interest of the College.

STUDENT SUPPORT SERVICES

The Career Center

The Judson College Career Center is committed to providing students with the information and assistance necessary in preparing a chosen career. Career counseling and career inventories (skill and vocational testing) are provided to help students focus on their abilities, interests and strengths. Job listings, a career development library, "Job-Search Skills" seminars, and informational career forums are available to aid students in the job search process. Information on graduate schools, graduate school testing and application procedures are available to aid students in the process of continuing their education beyond Judson College. The Career Center at Judson College is dedicated to helping Judson students as they embark on their chosen career path.

Comprehensive information from the Career Center is found on the Judson College Website at <http://home.judson.edu/stuserv/career/index.html>.

A written summary of career development resources is available by contacting the Career Center at 334-683-5171.

Counseling Resources

The mission of the Judson College Counseling Resources is to provide encouragement and support to students during times of transition and difficulty. Through personal and spiritual individual counseling, persons are directed and challenged to discover solutions for problematic situations. Students are also empowered to strive to reach resolutions, promoting overall well being.

A student's total development is very important. Personal problems, whether from within or beyond the college environment, sometimes divert students from their educational goals. For this reason, counseling services are provided to promote the emotional wellbeing and adjustment of individuals. Students may schedule confidential appointments with a Counseling Center counselor by calling (205) 408-7181.

Additionally, there are also a number of self-help online pamphlets which can be accessed from the Judson College Online Counseling Resources Webpage at <http://www.judson.edu/content.asp?id=89463>.

For more information, contact the Office of Student Services at 334-683-5108.

STUDENT RECORDS

Judson College preserves and maintains permanent institution records relating to each student. Information contained in these records is made available to authorized persons or institutions as a service to students in accordance with the following policy:

Judson College complies with the Family Educational Rights and Privacy Act of 1974 (FERPA) which guarantees to students and eligible parents the right to inspect educational records and to limit access to those records by third parties. FERPA states that after a student becomes 18 or attends a post-secondary educational institution, all rights of the parents are transferred to the student unless the student is a dependent of her parents as defined in Section 152 of the Internal Revenue Code. The following rights shall be afforded eligible students and parents:

1. Eligible students and/or parents have the right to inspect and receive virtually all the student's educational records maintained by the College. An eligible student and/or parent may access education records through the following procedure:
 - the student and/or parent shall make a written request to the College custodian of the record.
 - the custodian of the record will grant an appointment for the requested examination as soon as is reasonably possible and will not ordinarily exceed five days from the date of the initial request.
 - the eligible student and/or parent may not remove any item of information from her file.
 - the custodian will provide a copy of the record to the eligible student and/or parent as soon as is reasonably possible and will not exceed more than forty-five days. A minimum charge of \$.10 per page will be made for copies of records with the exception of a fee of \$12.00 for transcripts. The College reserves the right to deny requests for transcripts or copies of records not required to be made available by FERPA in the following situation:
 - a. the student lives within commuting distance from the College
 - b. the student has an unpaid financial obligation to the College
 - c. there is an unresolved disciplinary action against the student
2. Eligible students and/or parents have the right to request that the College correct records believed to be inaccurate, misleading or in violation of the privacy rights of the student. A written request should be submitted to the appropriate record custodian, clearly identifying the part of the record which they wish to change, and specifying the reason they believe the record is inaccurate, misleading, or in violation of the student's privacy rights. If the College decides that the information is inaccurate, misleading or in violation of the student's privacy rights, the College will amend the record accordingly and inform the student of the amendment in writing. However, if the College determines that a change is not appropriate, the eligible student has the right to place a statement in the records commenting on the contested information in the records, stating the reason she/he disagrees with the decision of the College. This statement will be maintained with the contested part of the record as long as the record is preserved. This procedure will not be used to challenge the validity of a grade or any other decision given by a professor or administrator of the College. Appeals of grades must be made in accordance with the Student Grievance Compliant Procedure. Appeals of disciplinary decisions must be made with the disciplinary appeals process.

3. Generally, Judson College must have written permission from the eligible students before releasing any information from a student's record; however, FERPA allows the College to disclose records, without consent, to the following parties:
- Officials of the College with a legitimate educational interest (defined as a person employed by the College in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the College has contracted; a person serving on the Board of Trustees; or a student serving on an official committee or assisting another school official in performing his/her tasks.)
 - Other institutions to which a student seeks or intends to enroll (the College provides such information upon request by the institution without notification of the student)
 - Parents (when a student over 18 is still a dependent)
 - Certain government officials
 - Appropriate parties in connection with financial aid to a student
 - Organizations doing certain studies for the College
 - Accrediting organizations
 - Individuals who have obtained court orders or subpoenas
 - Persons who need to know in cases of health and safety emergencies
 - State and local authorities to whom disclosure is required by state laws adopted prior to November 19, 1974
 - An alleged victim of any crime of violence (as defined in section 16 of title 18, United States Code) will be provided the results of any disciplinary proceedings against the alleged perpetrator of the crime with respect to that crime

Academic records are maintained by the Vice President for Academics. The records constitute the student's permanent record, contain only information relevant to academic performance, and are available only to authorized persons.

Institutions are able to disclose, without consent, "directory" type information, such as a student's name, address, and telephone number. Judson College has designated the following as directory information:

- student name
- address
- telephone number
- date and place of birth
- major field of study
- participation in officially recognized activities and sports
- weight and height of members of athletic teams
- dates of attendance
- degrees and awards received
- most recent previous school attended
- photograph

An eligible student who does not wish for this information to be released without prior written consent must notify (in writing) the Office of Student Services.

The offices in which student records are maintained, along with the College custodian in charge of records, are listed as follows:

Custodian	Records	Location
Registrar	Academic course records, grades, transcripts, test scores	Office of the Registrar 1 st floor Jewett Hall 334/683-5112
Director of Distance Learning	Copies of admissions applications, test scores, high school transcripts, college transcripts	Office of Distance Learning 2 nd floor Jewett Hall 334/683-5169
Vice President of Student Services	Career Counseling - Interest testing, job placement records, resumes, letters of recommendation	Office of Student Development 1 st floor Blount Student Union 334/683-5171
Director of Financial Aid	Financial Aid – Aid applications, financial statements, award letters	Office of Financial Aid 2 nd floor Jewett Hall 334/683-5157
Business Office	Financial – Student billing records	Business Office 1 st floor Jewett Hall 334/683-5125

Upon enrollment, original admissions records are transferred to the Office of the Registrar while copies remain in the Distance Learning Office. Records for all applicants who do not matriculate are maintained in the Distance Learning Office for a period of one year.

On occasion, the College or parties acting on its behalf may maintain records which are not included on the above list and may not be found in the usual locations.

The Student Records Policy of Judson College is a written summary of the requirements of FERPA. Excerpts from the policy are published in the Student Handbook and distributed to students upon initial enrollment. A complete copy of the written policy and procedures for the compliance with the FERPA is available from the Office of the Registrar upon request. A student may file a complaint alleging failure by the College to comply with the requirements of FERPA by contacting the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-4605.

POLICY ON SEXUAL HARASSMENT AND GUIDELINES AND PROCEDURES FOR REPORTING AND RESOLVING COMPLAINTS

Judson College is committed to the policy that no employee or student shall be subjected to sexual harassment. Inherent in this policy is the commitment to maintaining a positive and productive environment in which the dignity and worth of all members are respected. Sexual harassment is damaging to this environment and will not be tolerated.

Guidelines have been established for defining sexual harassment in the workplace and in the educational setting. Based upon these guidelines, sexual harassment, for the purpose of this

policy, is defined as unwelcome sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature when:

(1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education;

(2) submission to or rejection of such conduct by an individual is used as a basis for academic or employment decisions affecting that individual;

(3) such conduct has the purpose or effect of substantially interfering with an individual's academic or work performance or creating an intimidating, hostile, or offensive learning or employment environment.

Sexual harassment is unacceptable conduct with the College and shall subject the offender to disciplinary action that may include suspension or dismissal.

Guidelines for Reporting Complaints of Sexual Harassment

All administration, faculty and staff are expected to be knowledgeable of the College's policy on sexual harassment. Any employee who is consulted concerning an incident of sexual harassment should be able to assist in determining an appropriate channel for reporting the incident and should encourage the complainant to report the incident.

Reporting Channels

All College employees should know appropriate reporting channels for complaints of sexual harassment. Any College employee or student who believes that he or she is being sexually harassed is encouraged to report the problem to an appropriate administrative official. Reporting channels may differ for students and employees.

Students

Students with complaints of sexual harassment against faculty or staff members or other students should contact the Vice President for Student Services.

Any student who experiences sexual harassment on campus from a person who is not enrolled as a student and not a college employee should contact the Vice President for Student Services.

Employees

Employees should report complaints of sexual harassment to their immediate supervisor or, if necessary, to the next level of supervision. When employees believe they cannot communicate effectively through these reporting channels, the complaint may be reported to the appropriate vice president.

Responsibilities

All members of the Judson College community are expected to conduct themselves in a manner which maintains a learning and working environment and respects the rights and dignity of others. Sexual harassment is strictly prohibited, and any individual who engages in sexual harassment may be personally liable for such conduct. Each vice president, division chairman, department head, director and supervisor is responsible for maintaining a work and educational environment free of sexual harassment.

Administrative officials who serve as reporting channels for sexual harassment have several responsibilities. When a complaint of sexual harassment is received, the administrative official shall:

- listen to the complaint and assist the complainant in assessing his/her experiences and concerns.
- advise the complainant of possible options, both formal and informal, for resolving problems.
- assist the complainant to resolve the problem informally if an appropriate informal resolution, satisfactory to the complainant, can be identified.

In all cases, complaints of sexual harassment will be investigated thoroughly and appropriate action will be taken promptly.

Procedures for Informal and Formal Resolution of Sexual Harassment Complaints

When an investigation of a sexual harassment complaint gives reasonable cause to believe sexually offensive or inappropriate behavior on the part of the employee or student has occurred, resolution of the complaint may be achieved through informal or formal procedures. The nature, frequency, and severity of the behaviors involved in sexual harassment complaints are factors which may determine appropriate procedures for resolution of complaints. The Vice President for Academics and the Vice President for Student Services, in conjunction with the supervisor, will determine the appropriate procedures for resolution of complaints based on a review of the degree or repetition of the harassment.

Informal Complaint Resolution

Informal resolution of sexual harassment complaints is designed primarily to address personal conduct of employees or students which creates an offensive working or learning environment. The primary purpose of informal resolution is to end the alleged harassment as quickly as possible. The option to seek resolution of a complaint by informal means is provided in the interest of protecting the privacy of both the complainant and the accused and to encourage the reporting of problems involving sexual harassment. No formal investigation and decision is required in informal resolution of a complaint.

Resolution of informal complaints of sexual harassment may be achieved by instructing the alleged offender to cease the offending behavior when the fact of offending behavior is not in question. When an individual is engaged in verbal or physical conduct without realizing that his/her conduct offends the complainant, such notice either by the complainant or by the administrative official, should be sufficient to cause the conduct to cease. Agreed upon reassignment, which eliminates further contact between the parties, may be warranted in certain cases.

If a complaint is resolved informally, no record of the complaint will be entered in the alleged offender's personnel or student file. However, the administrative official receiving the complaint will record the fact of the complaint and the resolution achieved in a file memorandum. A copy of this memorandum will be forwarded to where it will be retained in confidential files.

Formal Complaints of Sexual Harassment

When attempts at informal resolution of complaints are unsuccessful or the conduct precipitating a sexual harassment complaint is of sufficient concern, a formal complaint of sexual harassment may be necessary. Formal complaints require a written, signed statement from the complainant indicating (1) the name of the person(s) involved in harassing the complainant; (2) a description of the harassment, including date(s) and location(s); (3) names of witnesses, if any; (4) actions taken by the complainant, and (5) the resolution sought by the complainant. Administrative officials who serve as reporting channels for sexual harassment complaints may assist complainants in filing formal complaints of sexual harassment.

All formal complaints of sexual harassment are submitted to the Vice President for Student Services who is responsible for reviewing the formal complaint and contacting the Vice President for Academics in cases involving academic departments. Responsibilities and procedures for investigating the formal complaint will be determined by the appropriate vice presidents.

The purpose of the investigation is to determine if a reasonable basis exists for the allegation(s) of sexual harassment. The investigation will afford the respondent a full opportunity to address all allegations. Possible outcomes of the investigation are (1) determination that the allegation is unwarranted; (2) determination that the available evidence is inconclusive; (3) an informal resolution; or (4) initiation of formal disciplinary action. Both complainant and the respondent will be informed of the outcome.

Formal Disciplinary Action and other Policy Provisions

Disciplinary actions taken against individuals who violate the policy on sexual harassment will be consistent with published grievance complaint policies outlined in the *Faculty Handbook*, *Personnel Manual*, and *Student Handbook*. Possible disciplinary action includes, but is not limited to, oral or written reprimand, demotion, transfer, suspension, or termination of employment.

Retaliation Prohibited

This policy of sexual harassment and procedures for the resolution of sexual harassment complaints intends that students, staff and faculty should express their concerns or complaints freely, responsibly, and in an orderly way. Any restraint, retaliation, harassment, or discrimination against a student or employee for responsibly using the policy and related procedures interferes with this purpose and is a violation of the policy.

Intentionally False or Frivolous Complaints

An intentionally false or frivolous complaint of sexual harassment also interferes with the purpose of this policy and shall be a basis for disciplinary action.

Confidentiality

The right to confidentiality of all parties involved will be respected insofar as it does not interfere with the College's legal obligation to investigate allegations of sexual harassment brought to its attention and to take appropriate corrective action. Information about individual complaints and their disposition is considered confidential.

Dissemination of Information

This statement on sexual harassment will be included in appropriate campus offices, posted on appropriate campus bulletin boards, and included in new student and employee orientation materials. Vice Presidents, division chairmen, department heads, directors and supervisors will receive annually a copy of the policy statement and associated guidelines and procedures for discussion and/or distribution within their areas.

Education and Training

The Vice President for Academics and the Office of Student Services are responsible for providing educational programs to increase awareness and to promote sensitivity to the problem of sexual harassment. Educational programs also provide information about the procedures for addressing sexual harassment complaints for (a) individuals designated to receive complaints; (b) individuals likely to encounter questions or concerns about sexual harassment, such as residence life staff, counselors, and supervisors; and (c) members of the College community.

STUDENT GRIEVANCE COMPLAINT PROCESS

Judson College is committed to the fair treatment of students in all matters. The College endeavors to maintain a positive and productive environment in which the dignity and worth of all members are respected. The fair treatment of students is important to this productive environment.

Guidelines for Reporting Complaints

All administrators, faculty, and staff are available to give assistance to students who have experienced an alleged inequity as a result of the handling of a policy or an action by a group or individual. A student may consult any member of the administration, faculty or staff for assistance in determining an appropriate channel for reporting the complaint.

Reporting Channels

Students with complaints relating to housing, student activities or programs, student organizations, personal counseling, or the actions or practices of a member of the staff should contact the Vice President of Student Services. Students with complaints relating to student accounts, the employment of students, or financial aid should contact the Business Office.

Students with complaints related to placement testing, academic advising, course offerings, educational programs and practices of the faculty should contact the Vice President for Academics.

Students with complaints related to admissions practices or recruitment should contact the Vice President of Enrollment Management.

Responsibilities

Administrative officials who serve as reporting channels for complaints have several responsibilities. When a complaint is received, the administrative official shall:

- listen to the complaint and assist the student in assessing her experiences and concerns;
- advise the student as to possible options, both formal and informal, for resolving the problem;
- assist the student to resolve the problem informally if an appropriate informal resolution satisfactory to the student can be identified; or
- assist the student in preparing a formal complaint if (a) formal procedures are indicated because of the nature of the alleged inequity, (b) the alleged offender is unwilling to participate in an informal resolution, or (c) the student wishes to file such a complaint.

Complaints will be reviewed thoroughly and appropriate action will be taken promptly.

Procedures for Informal or Formal Resolution of Complaints

From time to time, academic decisions made by professors will raise questions and concerns. These questions may deal with grades, such as setting standards, evaluating student progress, and reporting grades accurately, but they may also concern other academic issues such as an instructor's policies concerning absences and other matters specified in an instructor's syllabus. A professor is expected to apply grading standards and other academic regulations

equitably and to carefully guard against errors in all of these academic matters. If a student raises questions about a grade or another academic circumstance, the instructor should respond constructively, explaining the situation as carefully as possible and checking to be sure that no error has been made. Most questions concerning grades and other academic matters can be resolved in this manner, but when this is not possible, a student may appeal for further consideration by following, in detail, the process outlined in the official Distance Learning Program statement below.

Although academic administrators may from time to time advise with professors, individually or as a group, regarding grading practices and other academic issues, the setting of grading standards for a specific class is, in the final analysis, the responsibility and prerogative of the instructor in that class. The administration's concern is limited primarily to assuring that student progress is carefully evaluated, grades are accurately reported, and established grading standards are applied fairly and equitably to all students in the class.

A student who believes that the standards have not been equitably applied or that the instructor may have made an error in calculating his/her grade or who has other questions regarding his/her grade or other academic decisions has the right to full explanation and clarification of such questions. This "Academic Grievance Procedure" has been adopted by the Distance Learning Program to ensure the student's right to appeal for reconsideration of such decisions. A student who wishes to appeal a grade or other academic decision must comply specifically with the following policies and procedures:

Any appeal of a grade or other academic decision must be initiated no later than 30 days after the final grade has been assigned. An appeal to a higher level must be made within five class days following the student's receipt of a response from the previous level.

The student must first confer with the professor in an attempt to resolve the question before appealing to any administrator of Judson College. When a student raises such questions, the instructor should carefully explain the basis for the decision and should allow the student to examine relevant documents. This does not mean that the instructor must provide the student with copies of tests, and he/she, of course, must not allow the student to see documents relating specifically to other students. After the instructor has explained the basis for the decision, the student may request him/her to reconsider, in which case the instructor should reevaluate the situation.

If unable to reach a resolution through conference with the instructor, the student may appeal to the Director of Distance Learning. The Director may request the instructor to provide, for information purposes, a written statement regarding the basis of the grade or decision and the result of the conference with the student and may also request permission to examine relevant tests and other documents as necessary. The Director may find no basis for further consideration or may request the instructor to review the situation in order to be sure the student has been treated fairly and equitably. The Director should handle the appeal expeditiously and should inform the student of his/her conclusions within five class days after receiving the student's request.

If the matter is not resolved at the Director of Distance Learning level, the student may appeal to the Academic Dean of Judson College. The student must present his/her grievance to the Dean in writing, specifying in detail the basis of the appeal. The Dean may require written statements

from the instructor and/or the Director of Distance Learning, as well as copies of tests and other relevant documents relating to the student in question and to other students in the class, which may assist in making a determination that the instructor has applied grading standards equitably. The Dean may request the instructor to review the situation or may determine that no basis has been established for further consideration. The Dean will inform the student of the decision, in writing, within 10 days after receipt of the written grievance statement, with copies to the instructor and the department chairperson.

If the matter is not resolved by the Dean's action, the student may appeal in writing to the President of Judson College. The Dean will forward to the President copies of the student's original grievance statement, the statement of the Dean's decision, and all other documents considered. The President may require the student, the instructor, the Director of Distance Learning, and/or the Dean to provide additional information as necessary. The President may request the instructor to review the situation or may determine that no basis has been established for further consideration. The President will inform the student of the decision, in writing, within 15 class days after receipt of the student's written appeal, with copies to the instructor, department chairperson, and dean.

In considering the student's appeal, the President, Dean, or the Director of the Distance Learning Program may find it appropriate to talk with other students in the class or pursue other lines of inquiry in order to have as much relevant information as possible. If so, such inquiries should be handled with discretion and with care to protect the privacy and the interests of both the student and the instructor.

If during any stage of the appeal process the instructor is asked to reconsider a grade or other academic decision, he/she should do so carefully and thoughtfully to ensure that the student is treated fairly and equitably in all respects. The instructor has the authority to change a grade with the approval of the appropriate academic administrator. The College reserves the right to administratively change a grade in cases including, but not limited to, incompetence, bad faith, fraud, error, or similar infractions.

Students should also be aware that although the College is concerned with ensuring that students are treated fairly and equitably in academic matters, it will not condone frivolous or irresponsible allegations against faculty members.

Informal Complaint Resolution

The primary purpose for informal resolution is to correct the alleged inequity as quickly as possible. A formal review and decision is not required in an informal resolution of a complaint.

Formal Complaint Procedures

When attempts at informal resolution of complaints are unsuccessful or inadvisable, a formal complaint may be necessary. Formal complaints require a written, signed statement from the student indicating the name of the individual or group involved in the alleged inequity; a description of the alleged inequity; the name of witnesses; actions taken by the student; and the resolution sought by the student. Administrative officials who serve as reporting channels for complaints may assist students in filing formal complaints.

All formal complaints will be reviewed thoroughly to determine if a reasonable basis exists for the allegations of inequity. The review will afford the respondent a full opportunity to address all allegations. Possible outcomes of the review are determination that the allegation is unwarranted, determination that available evidence is inconclusive, or a determination of action to resolve the inequity. Both the student and the respondent will be informed of the outcome.

Retaliation Prohibited

The policy and procedures for the resolution of complaints are designed for the purpose of encouraging students to express their concerns and complaints freely, responsibly, and in an orderly way. Any restraint, retaliation, harassment, or discrimination against a student for responsibly using the grievance policy and related procedures interferes with this purpose and is a violation of the policy.

Intentionally False or Frivolous Complaints

An intentionally false or frivolous complaint also interferes with the purpose of the grievance policy and shall be a basis for disciplinary action.

Confidentiality

The right to confidentiality of all parties involved will be respected insofar as it does not interfere with the College's reviewing of the allegations of inequity brought to its attention and taking appropriate corrective action.

Appeals Procedure

Decisions regarding the resolution of complaints may be appealed to the President of the College.

QUICK REFERENCE

Telephone Numbers

Bowling Library	334-683-5183
Business Office	334-683-5125
Career Center.....	334-683-5108
Counseling Resources	334-683-5108
Distance Learning Office	866-458-3766 334-683-5169
Financial Aid Office.....	800-447-9472 334-683-5157
Ecampus books.....	859-514-6868
Office of Student Services.....	334-683-5108
Registrar's Office	334-683-5112
Vice President for Academics	334-683-5104

Webpages

Educator Online Course Management System:	http://online.judson.edu
Judson College Academic Catalog:	http://www.judson.edu/catalog.html
Judson College Website:	http://www.judson.edu
Judson College Student-net (Intranet) (Intranet gives access to Educator and Virtual Library)	http://intranet.judson.edu

Appendix

Judson College
Distance Learning Program
Proctor Approval Form

Class & Instructor: _____

To student: Please give this form to someone you can arrange to be your exam proctor. This person can be an employer, an educator, or a minister, but he/she must not be related to you. Please see DL Handbook for additional information.

To proctor: Because you have been chosen to be an exam proctor, you have the responsibility to administer exams according to the instructor's directives. Please thoroughly complete this form and return it to the DL office at 302 Bibb St., Marion, AL 36745. Please enclose a copy of a picture ID along with a signature. If you have questions, please call our office at 1-800-447-9472 or refer to the attached information.

Student Name: _____

Proctor Name: _____

Proctor Address: _____

Proctor Email: _____

Proctor Telephone: _____

Proctor Occupation: _____

Length of Service in Present Occupation: _____

As proctor, do you agree to the following: (please answer "yes" in the space provided)

_____ I agree to proctor this student's exams.

_____ I agree to check that the student brings no materials related to this course which might be used as outside help during exams as per the DL Handbook.

_____ I agree to see that the student has a quiet place in which to take the exams.

What is your relationship to the student? _____

Signature of Proctor _____ DATE _____

Proctor Responsibilities

- Confirm the arrangements with the student.
- Receive the exam from the faculty member and keep it in a secure place.
- Exams must be administered in an educational or professional environment such as a classroom or the proctor's office. Any test proctored in a private residence will be deemed invalid.
- Identify the student by requiring a photo I.D. with signature.
 - At a Testing Center, each student will be identified by presenting a Photo ID Card or a current Drivers License.
 - At approved alternative testing centers acceptable forms of identification include a state driver's license with photo or an official photo identification card.
- Present the unopened exam to the student and have him/her sign the Academic Honesty Policy Statement. If the student opens the exam and does not take it immediately, a grade of "F" will be assigned automatically.
- Supervise the student taking the exam. This supervision includes:
 - Following all exam instructions.
 - Having the student sign the Academic Honesty Policy Statement.
 - Completing the Certificate of Supervision.
- A student will not be allowed to carry a test to or from the testing/proctor center.
- Terminate the exam if the testing procedure is compromised due to the student's improper conduct. Confiscate exam materials. Notify the faculty member and the DLP office as soon as possible.
- Judge whether or not an exam should be terminated based on extreme testing environment irregularities, such as the room is too hot or cold or too noisy, which are not resolvable. If the student wishes to continue with the exam, allow this, but write an explanation of the situation on the Certificate of Supervision.
- The test proctor will maintain a list of students tested including number and name of class and faculty member.
- Upon completion of the test, the proctor will:
 - Place the exam with its signed Academic Honesty Policy Statement and signed Certificates of Supervision in a secure location until it is mailed to the instructor
 - Return examinations, signed Academic Honesty Policy Statement, and signed Certificates of Supervision to the faculty member in the envelope provided.
 - **Do not give the exam to the student to mail.**
 - Please do not permit any notes to be taken from the testing session.
- If the student does not take the test by the date specified on the exam envelope, please return the unopened exam to the faculty member in the prepaid envelope provided.

Certificate of Supervision

By signing this, you state that you have followed this guide and are attesting to the fact that the student has followed the Proctoring Policies of Judson College Distance Learning Program Handbook. Please sign, date, and include with the exam upon its return.

Signature of Proctor _____ DATE _____

Academic Honesty Statement

Honor

Honor is at the very heart of Judson College's character and is vital to maintaining a healthy, Christ-like community. Honor suggests honesty and responsibility, out of which grow trust.

The Judson College Honor System seeks to integrate these qualities of honesty, responsibility and trust into the fabric of the lives of all members of the Judson community. Both individuals and the institution are bound by honor, with students and college in partnership to make the system successful. Qualities of honor include integrity in academic pursuits, adherence to the standards of conduct of the College and the laws of community, state and nation, and taking responsibility for failing to abide by academic integrity and standards of conduct.

An atmosphere of trust pervades the campus because of the Honor System. A Judson woman's word is her bond as she lives with honor and integrity from day to day. Each student is responsible for upholding the Honor System. Further, each member of the Judson College community, including students and employees, is responsible for reporting any violations of the Honor Code to the Vice President and Dean of Students, the Vice President and Academic Dean, or president of the Honor Council.

The Honor System is served by the Honor Council, composed of faculty, student representatives, and administrative members.

The Pledge of Honor

On my Honor as a member of the Judson College community, I will at all times strive to be honest, to be responsible for my own actions, maintaining my own integrity and the integrity of the College, and to earn the trust of the rest of the community.

Code of Conduct

Judson College students are expected to maintain high standards of personal conduct that will reflect favorably upon themselves, the Judson community, and the purposes for which the College was founded. Upon enrollment, each student becomes subject to the Judson College Honor Code, Code of Conduct, and other policies and regulations of the College.

The College reserves the right at any time to initiate appropriate action, up to and including suspension or expulsion. In the case of suspension or expulsion, no fees will be refunded, and neither the College nor its officials shall be held liable.

Academic Honesty

Judson College expects that work produced by students will represent their personal effort. Academic Dishonesty includes but should not be limited to:

4. Cheating on tests and exams
 - a. Use of test aids (crib sheets)
 - b. Copying
 - c. Stealing test questions

5. Plagiarism – Quoted materials must be enclosed in quotation marks with complete documentation indicating source. Materials used without direct quotations should have the source indicated.
 - a. Copying any written assignment such as papers, homework, lab reports, ENG 105 research skills workbook.
 - b. Copying any electronic assignments such as papers, homework, lab reports, programs, etc.
 - c. Purchase of all or part of papers, reports, workbooks, or other assignments.
6. False statements designed to earn a student a right to make up missed work.

All offenses are reported to the Academic Dean where a record is made and retained. The faculty member involved will normally decide how to handle each case of dishonesty, unless the penalty exceeds failing the course or affects something other than grades.

The consequences of cheating or academic dishonesty may include, but not be limited to, any of the following:

6. Retaking the test on the spot;
7. Doing extra work;
8. Receiving a grade of zero on assignment or test
9. Receiving “F” in course;
10. Suspension from college.

Appeals to charges of violation of academic honesty must be submitted within 5 days of receipt of the charges. Appeals to the charge will be heard by the College Judicial Board. Please sign, date, and include with the exam upon its return.

Academic Honesty Statement

By signing this, you state that you have read and will adhere to the Judson College Academic Honesty Statements and that you will follow the Proctoring Policies of Judson College Distance Learning Program. Please sign, date, and include with the exam upon its return.

Student signature _____ Date: _____