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University Contact Information

Institutional Address
5522 New Peachtree Road, Suite 114
Chamblee, GA 30341
USA

Telephone:
+1 (877) 325-9538
+1 (404) 357-4111

Fax:
+1 (404) 393-4411

Email: info@uofa.edu
Web Address: http://www.uofa.edu
MESSAGE FROM THE PRESIDENT

The University of Atlanta focuses on the quality of the student experience: innovative curricula are designed to meet the market needs in today's rapidly evolving and technologically advanced world; an internationally-recruited faculty combines disciplinary expertise and instructional mastery; an accomplished administrative team oversees both learning and teaching processes while facilitating and fostering student progress. Flexibility, accessibility and academic distinction are the hallmarks of U of A.

We encourage you to take a tour of the Learn Center. See what distinguishes us from other institutions of higher learning. From the moment of your initial inquiry until the day on which you proudly earn your degree, you will find a team of experts lending support in all ways possible. Your success is our success, and we are here to foster your progress.

When you enroll in any of the programs offered by U of A, you set out on an exciting venture; you enter into a universe of unbridled opportunities. —The University of Atlanta: Where New Intellectual Journeys Begin.

Sincerely,

Dr. Steve Hermes
President
MESSAGE FROM THE VICE PRESIDENT OF STUDENT AFFAIRS

The Division of Student Affairs is the clearinghouse for student questions, concerns and general inquiries regarding processes at the University. In fact, Student Affairs is positioned at center-stage. Bridging the Division of Academic Affairs and the individual experience, Student Affairs is available to respond to queries, to propose solutions, to facilitate matriculation through the program and to work closely with students in an effort to maximize the learning experience.

The Student Affairs team is well-versed regarding university policies, degree requirements, instructional methods, and all procedures. The staff is here to assist you while you are enrolled and after you graduate.

As you move through your program of study, you will interact with several members of the Student Affairs team, faculty and financial affairs all of whom are prepared to assist, facilitate and guide you toward graduation.

Please do not hesitate to contact the Division of Student Affairs for any questions that might arise or simply to maintain useful contact with the University staff. Your calls and emails are always welcomed.

Sincerely,

Dr. Patricia Smith
Vice President for Student Affairs
UNIVERSITY COMMITMENT TO ACADEMIC EXCELLENCE

The University of Atlanta provides solidly-grounded courses, each and every one of which includes extensive professional-level readings supplemental to the assigned text or texts, and requires the assimilation and measurable application of large blocks of knowledge. Challenging assignments have been designed to promote strong critical thinking, analytical, and communicative skills. Each program has been developed and reviewed by multiple field experts, and is subject to regular revision, as the faculty, administration and National Advisory Council deems appropriate.

In tandem with the course syllabus and programmatic development, (nationally-recruited) faculty of the highest caliber approves the text or texts and readings for each course. Each (general education, core, or specialized field-specific) course requires several critical reading/writing assignments with emphasis on both content analysis and communicative skills, two essay exams, and one or two major research projects, plus a comprehensive final examination, with an approved Proctor in place. The final examinations are notably challenging, as they require thorough assimilation of ALL course materials.

Moreover, every degree program at the undergraduate and graduate level requires the submission of a Research Project, a detailed Field Work Experience, and a Thesis. Faculty evaluates every research project and thesis submitted and, while always tuned to constructive feedback, does not approve any piece of sub-standard work. Qualified faculty and significant learning resources are in place to facilitate and foster student success: that is the University’s ultimate objective. At the same time, it befalls the student to produce work worthy of the degree for which he or she is a candidate and such standards of excellence, clearly communicated throughout each program, remain central and non-negotiable.
MISSION AND OBJECTIVES

Mission Statement

The mission of the University of Atlanta is to provide broad access to an array of distinctive professionally-focused programs in an exclusively online environment to eligible, motivated student-candidates; to foster sharp critical thinking, effective communication, a spirit of lifelong inquiry, significant disciplinary competence enhanced by a comprehensive world-view; and to impart the knowledge-base, tools and skills essential to success and advancement in a global society.

Institutional mission-related objectives

- To provide students with relevant and comprehensive career-focused curricula consistent with the most updated research and information in the given field.
- To ensure that those enrolled in each program acquire the knowledge, tools and skills necessary to fulfill personal and professional goals; that they are fully equipped to be competitive, productive members of the workforce; that they are thus empowered to launch, enhance or alter careers and to contribute significantly to the organizations, communities and society of which they are a part.
- To confirm that every course experience fosters the development of sharp critical thinking and honed communicative skills, in conformity with the institution’s “skill-building across the curriculum” commitment.
- To uphold the highest distance learning standards by providing state-of-the-art technological resources and support, an array of supplementary learning materials and regular access to highly-qualified subject specialists who will guide and sustain them through their studies.
- To foster an understanding of global issues and a sensitivity to, and respect for, cultural and individual difference. And finally:
- To welcome a broad and diverse student population, apt to profit from the rigorous yet supportive learning environment which characterizes the University of Atlanta.
**Official Transcripts**

You have completed the admissions process and are now enrolled as a student at the University. You have achieved one of two statues based on the documents you have provided to your admissions representative 1) fully admitted or 2) provisionally admitted.

**Fully Admitted**

If you have been fully admitted to the university, this means you have submitted all the required paperwork, taken care of all financial obligations and have submitted official academic documents. Official academic documents are those documents that come directly from the school you attended before enrolling into the University of Atlanta. Official documents can not be sent to the university from you. They must be sent directly from the diploma or degree granting institution. If you are in a country where those documents are inaccessible, they are procedures which must be followed to verify your documentation. You may speak with the Records and Registration department to determine the process you need to follow.

**Provisionally Admitted**

Students are considered provisionally admitted when they provide copies of their transcript or have not met all of the admissions requirements set forth by the university. In terms of transcripts, if the university has not received official documents within 90 days of enrollment, the student will be placed in an in-active status and will not be allowed to continue coursework until the documents have been received by the Records and Registration department. Once the documents have been received, the student will be deemed active and may begin completing their coursework. To have your official transcripts sent to the University of Atlanta, please have the institution mail the documents to:

University of Atlanta
Records and Registration
5522 New Peachtree Road, Suite 114
Chamblee, GA 30341
USA
Phone: +1(877) 325-9538  +1(404) 357-4111
Fax: +1(404) 393-4411
Get ready to be a University of Atlanta Student

Students must first obtain a User ID from the Admissions Department. You will use this User ID in conjunction with your primary email address to gain access to the Learn Center. The University encourages all students to take advantage of the second layer security password option to further protect your student account. Once you are issued a User ID and have created your password, you will use this information to login to your Website course(s).

The University of Atlanta will appoint a faculty member who will be the professor of record in your chosen field of study for each course. Your Professor will start an online communication with you. You must maintain communication with your Professor as required per each course assignment schedule. This ensures that you complete your program correctly and on a timely basis. You go at your own pace, adhering to University of Atlanta course completion guidelines.

There is a University of Atlanta hotline available for students to call when they have problems or questions. The number is 1(877) 325-9538 and is staffed from 9 a.m. to 6 p.m. (EST) Monday through Friday.

How to Complete Each Course

We recommend completing one course at a time following the suggested sequence of:

1) General Education Courses, 2) Core Courses, 3) Major/Concentration Courses. All 100/200/400 level courses must be completed prior to enrolling in any 500/700 level course. Each course includes reading material, written assignments, and exams. You will be provided a course syllabus and schedule for completing graded assignments each time you begin a new course. All work is reviewed by your professor. He or she provides comments highlighting where you are doing well and areas that need additional work. Any questions about the course requirements should be addressed to your assigned Professor.

Set Up Your Home or Office Classroom

You are a distance education student. As such, it is still important to set aside a special area designated as your classroom or study area. Choose a place in your home or office. This is the place you should always go when you “go to school.”

Create a Study Schedule

Try to set a consistent time of day to study and try to keep to the same schedule every day. Consider:

- Evenings after your children have gone to sleep
- Saturday or Sunday afternoons
- Your lunch break
- Or, any other time that works for you.

Consistency is the key to good study habits. Inform all of your friends and family that you are now working towards your degree. They can help by respecting your
interests and privacy during your times of study. Create a study schedule. A schedule is the key to success. Decide on when you want to complete each course and set up a calendar to include sufficient time to finish assignments. Most courses will take a total of 132 hours to complete.

**Develop Study Skills**
Most University of Atlanta students are mature adults who have been out of school for several years. Each person has different study styles and habits. As a distance learning institution, we encourage you to discover and use the learning techniques that are best for you. Here are some suggestions:

- Clear your classroom study area and place your materials in front of you. Decide on how much of the assignment you can complete.
- Read assignments carefully and note when you lose your concentration.
- After you have read your limit, go back and read the material again. This time, take notes and/or highlight key passages.
- Take periodic breaks. Then start studying.
- Repeat these periods of concentration and relaxation until you have reached your goals. Then close your books and get organized so you are ready for your next study session.
- When you return to your “classroom” next, review your notes/underlines.
- Continue in the same manner until you have completed the entire course.

With a plan for studying you will find it less demanding to complete course requirements. If you find you have any problems with studying, call your Professor on our toll free tutorial line for help or E-mail for additional assistance.

**Techniques for Initial Review of Material**
Think about the topic of study before beginning to read. How much do you already know about this subject? Why is this information important?

Read the table of contents. Before looking at a chapter, write down some questions you would like answered. Skim the chapter, reading only the bold-faced heads and subheads first. Skim the chapter, reading only the first sentence of each paragraph. Study the charts, graphs, numerical tables, and maps in the chapter. Find the definitions to highlighted terms. Read the chapter summaries.
First Steps
Now that you have completed the registration process, you may be wondering: “What do I do now?” The following tasks will need to be done prior to selecting your first course:

- Obtain a list of required class materials from the course syllabus. Look for the tab labeled ‘Required Textbooks’. Once you begin a class, you will have deadlines for graded assignments. Make sure you have all materials before you begin class!

- Familiarize yourself with the Virtual Campus. Your user name and password provide you access to a variety of learning resources and leisure-time activities. Most of the contact you have with the school will be via email or electronic postings in the Learn Center. Be sure to test all links to ensure you are able to access them. Your Student Affairs staff can assist with any issues which you may encounter.

How Email Works
Just as a letter makes stops at different postal stations along its way, e-mail passes from one computer, known as a mail server, to another as it travels over the Internet. Once it arrives at the destination mail server, it is stored in an electronic mailbox until the recipient retrieves it. With the Internet, this whole process can take seconds, allowing you to quickly communicate with people around the world at any time of the day or night.

To receive e-mail, you must have an account on a mail server. This is similar to having an address where you can receive paper mail.

To send e-mail you need a connection to the Internet and access to a mail server, which can forward your mail. The server looks at the e-mail address (like an address on the outside of an envelope) and forwards it to the recipient's mail server. When the message is received at the destination server, it is stored until the addressee retrieves it. You can send e-mail to anyone who has an e-mail address anywhere in the world. Remember, almost all Internet Service Providers (ISPs) and all major online services offer an e-mail address with every account.
How to Attach Files
The procedure for attaching files varies depending on the type of mail program you use. Generally, you click on an icon, such as a paper clip, located on the toolbar of the e-mail program. You then select the file you want to attach by locating it on your hard drive. Once you have selected the file, either its name will appear as part of the e-mail header, or as an icon within the body of your e-mail message. Most programs allow you to attach multiple files.
You can use these steps to attach documents, spreadsheets, photos, or any other type of file.

- Open your e-mail program, launch a new message window and compose your message.
- Click on the attachment icon or insert the file by selecting from the drop-down menu.
- Browse your hard drive or removable disk to locate the file you want to attach. Once you find it, click on it, and then click the OK button.
- An icon or message should now appear indicating that the file has been attached.
- Click on the Send icon or select Send from the File menu.

How the Web Works
Searching the Internet requires part skill, part luck, and a little bit of art. Fortunately, a number of free online resources can help with the hunt. You have probably heard of Yahoo!, Look Smart, Google, and other Internet search engines. There are literally dozens of these tools to help you locate what you are looking for. The trick, though, understands how they work, so you can use the right tool for the job.

Searching the Web
Search engines break down into two categories: directories and indexes. Directories, such as Yahoo, are good at identifying general information. They group websites together under similar categories, such as Internet tutorials, English universities, or museums. The results of your search will be a list of websites related to the subject that you are searching. Some indexes find individual pages of a Website that match your search, even if the site itself has nothing to do with what you are looking for. You can often find unexpected gems of information this way. However, be prepared to wade through a lot of irrelevant information.
Professor Interaction

In order to be successful at the university, it is very important to interact with your course professors. Interacting with your professor can provide meaningful exchange which help you matriculate through your program of study. Professors may be contacted via the Learn Center, by email and phone. Students are assigned their professor upon enrollment for each class.

Students may log on to the university website, www.uofa.edu to view the updated faculty list. Because the list is updated as courses are added, the most accurate information can be found by accessing the UofA page, clicking on about us, then faculty or copy and paste this link into your web browser http://www.uofa.edu/faculty.asp?sec=aboutUs.

When students enroll into their course, their professor information is available in the learning platform for that course. In addition, the instructor will send you an introductory e-mail upon course enrollment.

The University of Atlanta curricula have been designed for mature adults who want to increase their knowledge and apply it to their current personal or professional interests. That is why all programs include a variety of resources. These resources assist the Learner in learning course content, applying knowledge in various activities, and assessing mastery through required assignments and exams.

Learners are provided a variety of materials for each course, including a course outline, a list of required and suggested materials for the course, study guidelines, and information on how to contact the professor assigned for the course. Each course outline includes a schedule of readings and assignments. Although exact requirements may differ, a student may expect to find the following components in course completion requirements:
Mandatory Course Requirements

Once you have ordered your textbooks, your next step is to fulfill your course requirements. You can find an outline of what is required in the course syllabus, which can be viewed in the Lecture Hall portion of the Learn Center. Once inside the Virtual Classroom, you will click the link labeled My Courses and then click Graded Assignments. University of Atlanta requires that students complete all reading assignments and self checks (if available) as noted on the schedule of assignments in the course syllabus. Completing the reviews will better prepare you for your final exam.

It is the policy of the University of Atlanta that every course at the Undergraduate and Graduate levels includes: (a) two or three article reviews (each requiring research, analysis and narrative writing); (b) three periodic exams (principally essay in format); (c) two major projects; (d) active course participation between learner and professor; (e) a comprehensive final examination.

FINAL EXAMINATION SPECIFICS

The final examination will constitute no less than 25-30% of the final course grade.

1. No course grade will be calculated until the final examination grade is recorded.
2. No examination is accessible until the student has completed all other course requirements and is approved to sit for the examination, in the presence of the approved Proctor. At that time only, the Proctor requests the password from the Director of Student affairs. If you have any problems with this process, please contact Student Affairs.
3. The examination is only to be accessed once in line with procedures outlined in no. 3 (above).
4. Note: There is no provision for retaking a final examination. (Students are
therefore encouraged to prepare scrupulously for this comprehensive examination.)

If you have any problems with this process, please contact your Student Affairs representative via email or by phone.

Class Participation

Class participation is an extremely important part of the learning process. In the online environment, discussions take place via email exchanges and web postings to various Chat Rooms. Contributions should be thoughtful ideas or insights which relate to the subject matter. The communication with your professor and peers should be constructive and respectful. There is a variety of modes of communication and regular participation is a requirement for all courses.

Examples of acceptable class participation are: writings which demonstrate knowledge of reading assignments, writings which share relevant workplace and/or personal experience, and writings which build upon the ideas of others appropriately.

Examples of unacceptable class participation are: comments such as “I agree” or “good point”, writings which are rude or confrontational, and submission of other graded assignments for this course or any other course.

Study Guidelines and Recommendations

The official course syllabus is comprehensive and self-sustaining: it not only lays the foundations for the specific course content and requirements, but, too, it suggests educational tools, accessible resources and learning mechanisms. As such, the guidelines and recommendations set forth in this “supplementary” document are intended merely to complement the extensive information provided in the corresponding syllabus. These “strategies” are, in fact, relevant to all online learning experiences and will, we hope, enhance your course experience.

Perhaps the key element in maximizing course success is to take full advantage of a broad array of learning features (some, at least, if not all): primary and secondary materials, online library resources, specialized sites (as noted in your course outline), dedicated chats, threaded discussions, access to peers, student-professor exchanges, sustained contact with academic and student service administrators.

Approaches to Learning

- Before engaging in the course, read and re-read with particular care the official syllabus, designed to lead you smoothly, progressively and successfully
through each stage of the course. Consider the syllabus as a map, which charts each step to follow. If heeded, this document will prove to be a much-valued asset.

- Read each segment of the text and correlative materials ACTIVELY, not passively. While “passive reading” fulfills many functions in our daily lives (perusing a magazine, skimming a newspaper, moving through a novel, glancing at a document in order to find a particular element or two), ”active reading” denotes a process of intense concentration, focused attention, assimilation of material, synthesis and contextualization of content. In every one of its facets, academic pursuits must be active, never passive.

- Whenever and whatever you read as part of the course, highlight important sections and/or synthesize in written form the points you deem most essential. The ability to identify and underscore the most vital issues in a text, a document, an article is one that should be progressively developed and honed. Such ability is ultimately crucial to student success.

- Take the opportunity at the conclusion of each section, sub-section, major topic or chapter to engage in a process of self-verification. Each time you encounter application exercises, review or discussion questions, problems and/or other such mechanisms of recapitulation (and you will find them in all of primary materials assigned), seize the opportunity to evaluate your own mastery of the material.

- Similarly, at the end of each segment, chapter or major topic, seek out, from sources suggested in the syllabus, two or three articles or corresponding works that complement and enhance your understanding of the relevant issues. Seek alternate perspectives or alternate modes of presentation. E-brary is, among many others, an excellent repository of information to which you have access 24/7. Profit from these resources.

- In the course of each chapter (or major topic), and surely at the conclusion of each, engage in regular dialogue—be it with peers, your professor or others trained or experienced in that area. Seek out opportunities within the course technology to share your thoughts or conclusions with others (peer mentors, peer students, professor, administrators, etc.). Offer insights and request feedback in return. Engage.

- Each time a question arises, make contact with the professor or another designated individual linked to the university. Your questions or concerns are important and you should surely seek responses and feedback. An online environment presents numerous paths for interactive learning. Follow some of these paths.

**Assignments, Exams and Other Submissions**

- Approach each assignment or submission with focused attention and with
seriousness of purpose. Verify that you understand clearly the specified requirements. Confirm that what you are preparing to submit responds with precision, clarity and exactness to the questions or problems, as presented.

- Do not digress. More often than not, digressions detract from coherence and are likely to diminish the quality of an essay or an examination answer. Again, focus in, making broader remarks only when they clearly shed light on the issues.

- Be exacting. In other words, while thinking critically, verify that your responses reflect solid knowledge of the material studied. Patently, a grade will be based on the organic intersection of two basic types of presentation: critical thinking (focused on the topic) enhanced by facts, citations, or proofs derived from the materials studied. That combination is synergistic (that is, it produces a total effect much larger than the simple sum of its parts).

- Refer to additional resources selectively: It is surely impressive to allude to what others (beyond the course materials) have brought to light on the topic. However, to do so well, be certain that you do not lose focus and digress, and that such references are tightly and neatly incorporated within the context of your essays or responses. Use additional resources as enhancements, not as substitutions.

- Be at all times aware of, and sensitive to, the need for proper and complete documentation. Make sure that sources are cited, the quotations and the ideas of others are properly indicated via standard means of reference. If you are uncertain as to what must be cited, consult one of many works on documentation and/or pose the question to the professor who will respond with specificity. Make the work you submit your own.

- Finally, what you submit bespeaks who you are, what you have learned and where you are headed. Take pride in your own work. To that end, make certain that language usage is correct, that punctuation is correct, that the work is void of technical flaws, that responses flow, transitions are in place, and that the work is easily read and followed. Ask two or three other (qualified) readers to assist in proofing your work: evaluate their suggestions and incorporate those that seem to make sense. In sum, language is power and presentation is a reflection of the person presenting. Make sure you can be proud of what you submit.

Now, with these suggestions in mind, return to the course syllabus and proceed along the lines detailed.

Each course is an exciting excursion into an area of inquiry. Enjoy the experience.
Mandatory Field Experience Requirement
In order to complete the Field Experience Requirement, you must:
1. Complete 120 hours of supervised work experience within your major area of study;
2. Complete the Field Experience Form in its entirety;
3. Have the Field Experience Form signed by your Professor, a Supervisor at your work site, and the VP of Academic Affairs or the VP of Student Affairs;
4. Complete the Field Experience Report according to guidelines set by your Professor.

Mandatory Thesis Requirement
In order to satisfy the graduation requirements for all Bachelors and Masters level programs, students must prepare and submit a Thesis Project. This is a research project related to the students’ degree major. Students must obtain approval from the professor and the Vice President of Academic Affairs.

Doctor of Business Administration
The Doctor of Business Administration (DBA) program is designed for highly qualified professionals (executives, senior consultants, university professors and others) who seek to further their professional standing and educational background by embracing the challenges of innovative, cutting-edge theories, methodologies, research and applications.

The primary objective of the program is to produce graduates empowered to contribute to the advancement of knowledge within one or more professional arenas and positioned to expand awareness of contemporary strategic issues and practices. The DBA curriculum and its correlative components enable participants to achieve these objectives via:

- A thorough and deep-rooted knowledge of scientific and scholarly research methods and their applications in a variety of professional settings.
- Advanced critical thinking as well as refined conceptual and analytical skills.
- A mastery of both the seminal theories and the latest practices in business management.
- The tools to perform original applied research that will advance knowledge within
the business arena.
• An acute awareness of, and sensitivity to, cultural, ethical, and global issues and their impact on evolving theories and practices.
• The skills necessary for sophisticated and effective decision-making in complex environments through the integration of theoretical insights, extensive practical knowledge and innovative concept development. At the successful conclusion of all courses, course-related work and the Comprehensive Examination, each degree candidate will put forth a formal dissertation proposal to be approved by a Director and three other members of the doctoral faculty (the four constituting the official committee). The dissertation should significantly impact and illuminate an issue of contemporary importance relevant to strategic management. Students will have access to top-flight faculty. Every faculty member participating in the University of Atlanta's DBA program has a doctoral degree from a university of high standing, a record of successful graduate teaching, established expertise in online delivery models, a distinguished scholarly profile, and substantial practical experience. All bring strong theoretical grounding and real-world expertise to the program, along with a solidly-documented commitment to dynamic, progressive professionally-oriented education.

DEGREE REQUIREMENTS
1.) Fifteen (15) courses (or 45 credits) beyond the MBA degree or its equivalent, as follows:

• Two required Research Methods courses (Required)
• Nine of Twelve content courses (Student chooses 9 of 12 courses in this group)
• Three topics courses - Student works on topic of chosen interest with directing faculty member. (Required)
• One Dissertation Proposal and Prospectus course (Required)
2.) Comprehensive Examination. Students must successfully pass the Comprehensive Examination prior to enrolling in the Thesis Proposal course. Guidelines for preparation will be provided.
3.) Three Dissertation modules: As students progress in the dissertation process, they
move from Module A, to Module B, and finally to Module C. Upon successful completion of Module C, the student is awarded 15 credits for the dissertation. 4.) Oral defense of thesis (to be conducted either by conference call or video conference).
The University of Atlanta’s Learn Center is the technological center of the University’s teaching and learning operations.

Via the Learn Center, every student has ready access to a host of services and functions which underpin the institutional experience: access E-library (online) library resources; detailed information on courses; updated information on progress in each course and a history of achievement levels; progress toward degree completion; financial matters; and other information that is literally at one’s fingertips.

Via the Learn Center, students’ access course syllabi, assignment-related specifics and suggestions, links to supplementary resources; examinations and instructional guidelines. Via the Learn Center, students have interactive options available: dedicated chat rooms, message boards, direct communication with faculty and administration. In fact, they can make contact with all offices of the University via this “virtual campus”: the bookstore to purchase or to sell books; all university offices (Academic Affairs, Student Affairs, and Financial Services, among others).

• The Learn Center, if suitably utilized, is central to the delivery system and provides students with a broad range of support mechanisms essential to student success. It is at once a key to learning and an informational center.

• In sum, the University of Atlanta’s Learn Center is a powerful learning platform—at once highly sophisticated (in terms of potential and offerings) and yet user-friendly in every sense of the term.

Learn Center Orientation

The University's Online Learn Center is a web-based learning environment that has replaced the traditional classroom for University of Atlanta students. It offers a convenient medium for faculty-to-student and student-to-student interaction. Students are required to attend an orientation session before beginning course work. Students can communicate with professors, interact with classmates, and conduct their research online. They can also:

• Complete Course Requirements
- Pay their tuition
- Order their books
- Meet with a professor
- Obtain their grades
- Request transcripts, and more

All communications in the University’s Learn Center are asynchronous rather than real-time. While this naturally imposes some limitations, it has been found that asynchronous communications result in increased access for students since they can control the time and place for their participation. They enjoy far greater flexibility since activities need not be simultaneous.

Asynchronous communication also enables both students and faculty to synthesize material at their own pace and to provide well thought-out responses free of the pressure of instantaneous feedback.

The Learn Center is available 24 hours per day, 7 days per week, enabling working adult learners to choose the times when they believe they are best prepared to engage in particular learning activities and spend as long as they wish working on them. The result is that the online adult learner has increased control and has more options than in the traditional classroom.

Students who need immediate feedback may contact staff or faculty during normal business hours via Live Chat or telephone.

**Learn Center Confidentiality**

The electronic computer-conferencing system shall be maintained by an employee of the University (System Operator) who is required by University policy to uphold the confidentiality of any messages she/he may review in the process of tracking overall system usage, and ensuring that the system is functioning properly. The President, VP of Academic Affairs, and certain University administrators may review the archives of class meetings to assist in the resolution of grade disputes, grievances, and charges of academic dishonesty, if required.

**Policy on the Illegal use of the Learn Center**

University of Atlanta retains the right to monitor the Learn Center, via the System Operator, in order to verify appropriateness of use. Illegal activities are expressly prohibited and include such things as distribution of "pirated" software, distribution of unauthorized surveys, exchanges of "hot" billing numbers for long distance charges, and messages that are pornographic, slanderous, or offensive by community standards.

Illegal activity will be deleted by the System Operator and the originators of such messages may be denied system access on a suspended or permanent basis.
Technology Recommendations

The following are our technology recommendations, at present:

- 500mhz or greater (Intel Pentium or Celeron, or AMD Athlon (processor)
- High Speed Internet Connection (for optimal performance and experience), or 56.6 kbps modem (for basic connectivity)
- Windows® 2000, XP or Vista
- Microsoft® Office 2003 or 2007 Suites
- Microsoft® Word
- Microsoft® Power Point®
- Microsoft® Excel (for selected courses)
- Microsoft® Project (for selected courses)
- A current anti-virus application updated regularly

Navigating the Learn Center

Each building in the Learn Center represents a different aspect of your online learning experience. Below is a step by step guide on how to navigate your way around as a new University of Atlanta student.

Login Process

The first thing you will need to do is log in at http://www.uofa.edu/mycampus.asp. You will need your student ID# and email address in order to log in to the Virtual Campus. If you have created a security password, you will need this as well.

Once inside:

Looking at the Main Page of your Virtual Campus, you will notice eight (8) buildings. To the right of those buildings, you will see: Email; Acct. Summary; Academic Info; Support; & Awards. Clicking on Email will automatically bring up your University of Atlanta email account. You may elect to have messages forwarded to your personal account. Clicking on Acct. Summary will show you your balance and payment information. You may also make payments from this screen. Clicking on Academic Info will display a copy of your transcript. You may use this to determine how many credits you have remaining in your program. Clicking on Support will show you support tickets which you have previously submitted and their status. You may also create new support tickets from here. Awards includes students who have maintained a 3.5 GPA or higher, and are placed on the Dean’s List. This recognition is noted on their official transcript.
Looking to the left of the Virtual Campus, you will see a list of Items, such as: Logout; Leisure Time (games that you can download); Take an IQ Test; Support Tickets; UofA Community (participate in discussion groups with your peers on various subjects—school related, or anything else); Downloads (tools that may make life on the internet a little easier for you); and Sample Thesis Papers (great for those who have problems or simply do not know how to create a thesis paper).

**Building #1 – Bookstore**

As a new student, your first stop should be the Bookstore. Here you can buy, sell, and track orders of the books you will need. The Bookstore also has links to Study Aids, Tutoring Services, Research Assistance links, and Discount Software. We strongly suggest you take the time to explore the available resources here and through the University E-brary before you start your first course.

**Buying books:**

You will want to have your course number ready when you log in to purchase your required textbook(s). Once you click the BUY Course Materials link (on the left side of the page), a new page will open up which lists all University of Atlanta degree programs. Find your program and click on the link. You should now see the list of courses which are required for completion of this program. Place a check in the box(s) to the left of the Course ID(s) for the textbook(s) you would like to purchase. You can purchase one book at a time or you can select all the ISBN numbers that are associated with your program. The University suggests that you purchase your textbooks as you progress through the program to avoid problems that may arise due to changes in curriculum, changes in textbook, etc. Once you have selected your textbook(s), click the grey bar which says Submit Course ID Selection. You will then see a picture of the textbook(s) (if available) and options for your purchase – New, Used, E-content Download. You may elect to purchase supplementary texts or materials or just proceed to Check Out. Once you are finished, you can use this link to sell your used books.

**Selling back books:**

If you are looking to sell your used textbook, Ambassador Bookstore will buy it back from you. It's easy! Just tell them what book you want to sell, and Ambassador Bookstore will tell you how much they will pay. If you like the price, you sell it to them. They will even supply you with a return label so you can send the book back to them for free! Once Ambassador Bookstore receives your book(s), you will receive a check from Ambassador Bookstore for your total sale.

**Tracking your order:**

Simply put in your email address and password and Ambassador will show you where your order is at that time.
**Building #2 – Lecture Hall**

Here is where your Virtual Classroom is located. This is where you will spend the majority of your time. The Virtual Classroom consists of five (5) different areas that you will come to know very well.

**My Courses**

In *My Courses*, you will find a list of your required courses, with course numbers and descriptions. By clicking on the name of the course, you will open up the syllabus for that course. It will open in a separate window, so you can always go back and forth between the two windows.

Once the new window opens, you will see links on the left side of the page: Intro/ Course Description, Required Textbooks, Other Resources, Course Objectives, Schedule of Reading and Assignments, Graded Assignments, and Final Exam. Clicking on each will show you information regarding that particular course.

The first tab is **Intro/Course Description**. Here you will be welcomed to the course, provided Professor Information, and see a description of the course.

The next tab is **Required Textbooks**. Click here to see what textbook(s) and/or materials will be required for successful completion of graded assignments.

Directly below is the tab for **Other Resources**. If there is particular additional study material available for that course, it will be listed here. The Course Developers take a great deal of time to assemble the list of supplemental references and materials. We strongly suggest you take the time to investigate these materials as doing so will only help to provide you with additional subject-related knowledge and varying viewpoints on the subject matter.

Click on the **Course Objectives** tab to see what your Professor will expect you to master by the end of the course.

The tab labeled **Schedule of Reading and Assignments** is provided to you as a guide for completing the course. Many students find it useful to print this page and refer to it often as they progress through the course. Use it as a check sheet or to plan how much time you will need to set aside to complete your graded assignments.

Next is **Graded Assignments**. Note that clicking this link will automatically bring up additional links for each graded assignment. Click on them one at a time to see instructions and requirements for each assignment. If you are unclear about the assignment or need assistance, contact your Professor. Students may find it helpful to use the Class Participation assignment as a way of periodically expressing opinions about how the coursework is affecting work life, home life, or peer relationships. Remember that you are required to submit 10 Participation
assignments for each course. These submissions are short in nature but ensure constant dialogue with the Professor.

Last, but not least, is the **Final Exam.** Familiarize yourself with all final examination regulations. **DO NOT** click on the Final Exam link until you are **READY** to take the exam. Being ready to take the final exam means you are in the presence of your Proctor and have allowed yourself enough time to successfully complete the exam in one sitting. Remember to plan ahead with your Proctor. Once you complete the final exam in the course and return it electronically, the course is complete. Your final grade will appear in My Assignments once it is computed and posted by the Professor. (Consult the website tab titled: Course Requirements and Final Examinations.)

**Note that you can also take and print notes, look up words in the dictionary, and perform a key word search of the course syllabus from this screen.**

**My Assignments**

Click on My Assignments to see the course number, course name, and a list of graded assignments for each course. To the right of each course, you will see either the grade you earned for a particular assignment or a link to Submit Assignment.

To submit an assignment, click on the Submit Assignment link. This will bring up a pop-up box with the assignment description. Directly below the assignment description, there is a text box which you may use to type notes to your Professor, and grey bars to Submit Assignment and Add File.

The University suggests that all assignments be submitted as an uploaded file (as opposed to directly typing the assignment in the text box). In this way, you will always have a copy of the file on your hard drive or removable drive for reference purposes. Some students find it helpful to create an electronic file for each course on their hard drive and save assignments in those electronic files. This way, if you ever need to re-call the assignment, it is always there.

Once you have submitted the assignment, you can close the pop-up. You will now notice that the green circle which was originally to the left of the assignment is now an orange triangle and the link which previously said Submit Assignment now reads Submitted for Grading. Once your Professor has graded the assignment, he or she will enter your grade in the system and a green check mark will show to the left of the assignment name and the grade will display to the right.

**Note:** This feature is only available for Graded Assignments. The Final Exam is electronically scored immediately after it is taken by the student and will not appear in the My Assignments portion of the Virtual Classroom.

My Academic Advisor

Clicking on My Academic Advisor will provide you with contact information for a University administrator who can be of immediate assistance when the professor is unavailable or who can find additional means of getting you in touch with the professor (if special circumstances warrant such immediate contact). The University recognizes that the asynchronous relationship between student and professor can sometimes be frustrating for a student who needs an immediate answer or is having difficulty with an assignment and needs to talk through the problem. You may contact an administrator by calling directly, sending email, or clicking on the Live Chat button between the hours of 9 am – 6 pm (EST) Monday – Friday.

Students and Professors are partners in the advising process working towards common goals. However, each mature student must ultimately take responsibility for progress towards earning his or her degree.

My Grades

Here you will see all of the grades of your completed assignments. My Calendar

Your calendar can be used as a personal calendar or for school purposes only. Here you can schedule events yourself, or view events scheduled by the University which you may want to attend. For example, if one of the Professors happens to notice that a number of students are asking questions regarding a particular subject on the discussion boards, that Professor may schedule a Live Chat to discuss the issue. You will notice a flashing button when you first log on stating there will be a Live Event happening, when, and for what reason. It will also appear in your calendar automatically as a reminder to you, should you need to attend.

My Student Affairs

Clicking on My Student Affairs will provide you with contact information for a member of the Student Affairs staff. You may contact her/him by calling directly, sending an email, or clicking on the Live Chat button between the hours of 10 am – 4 pm (EST) Monday - Friday. Student Affairs coordinators are a GREAT source of information and will usually be your primary point of contact for all issues outside the classroom.

NOTE: The buttons across the top of the Learn Center (Learning Plan – Assignments – Classroom Events – Student Affairs – Evaluation) all correspond to the buttons that were just reviewed.
Building #3 - Career Development Center

Here you will find such links as:

University of Atlanta Electronic Library (E-brary) - To enhance your academic experience, University of Atlanta continually strives to offer new and valuable resources. The Electronic Library is an online research tool which places valuable academic resources at your fingertips.

Resume Help Center – This facility provides professional resume writing services to help you get more interviews and job offers and access to Employment 911 for posting your resume to over 80 major job sites and thousands of employers and recruiters.

Career Assessment Center - The Free Career Test changes everything. The Assessment reveals your natural motivations and talent for work. When your job matches your true motivations, work seems easier and is more fulfilling.

Resume Tutor (Courtesy of the University of Minnesota) - Need to create a resume? Start here.

Career Navigator - A wide variety of career-related Tips and Techniques to help you every step of the way.

Monster.com – Career advice. Find information about Job Search Basics, Targeted Advice based on your industry, and Career Communities.

These tools will assist you in not only finding the perfect career for you, but will give you what you need to go after that perfect position.

Building #4 - Library

The University of Atlanta offers students a full service online Library. We like to call it the E-brary. You simply need to download the E-Book reader to view publications housed in the electronic library.

Also in the E-brary

Online Tutorials (Bibliographic Instruction) - Online tutorials give students the coaching and guidance they need to use not only the resources of the E-brary, but also the broader resources available on the internet.

Textbook Supplements - All of the suggested readings in each course syllabus can be found in the E-brary. Students have access to a variety of additional sources in both General Education and program-specific areas.
Program Resources (Research Assistance) - More than 125 topic-specific research guides introduce students to each topic, explain research strategies, provide alternative search terms and Library of Congress subject headings, and then identify and describe the best information resources for that topic.

Online Books (Core Collection of Books) - Although books may be less important in some cutting-edge disciplines because of their lack of timeliness, we believe they continue to be the best option for certain types of information.

General Reference - Occasionally, students will need a dictionary, almanac, encyclopedia, or biography to help them with their studies. We have compiled more than 125 sources, organized into 15 categories, to help students locate just about anything they would find in a library reference area.

Special Collections - The E-brary also provides Life and Leisure Resources which can be used to research Financial Aid, Government Resources, and Career Development tools.

**Building #5 - Administrative Offices**

This is where you will find contact information (live chat, email, telephone) for each administrative office, including:

- Student Affairs
- Business Office
- Faculty
- Admissions
- Student Records
- Technical Support

The Live Chat option is available between the hours of 10 am – 4 pm (EST) Monday - Friday.

**Building #6 - Business Office**

Find out your tuition balance, view payments you have made, and make tuition payments online. You will want to make sure to visit the Business Office often to make sure you are on track to have your full tuition paid by the time you are finished with your degree program. The University will not release your degree or transcripts until your student account is paid in full.

**Building #7 - Student Affairs**

Here you can make necessary changes to your personal information. Have you moved? Changed your email address or phone number? Here is where you go to update your student account. Once you type in the changes and click the green
Update button, the information automatically posts to your student account.

**Building #8 - Alumni Center**

Once you have completed your degree at University of Atlanta, we encourage you to register in the Alumni Center. Become a member to:

1. Correspond with other University of Atlanta Graduates.
2. See what special events are scheduled for University of Atlanta Graduates. In addition to the current Alumni Center, we are in the process of implementing a peer mentor program. This program affords alums the opportunity to sustain contact with the university and current students.
3. University of Atlanta produces a quarterly alumni newsletter to keep alums up to date on the happenings at the University. Current students and alums are encouraged to submit articles or items of interest to Student Affairs for inclusion in future newsletters.

**Assignment Submission Process**

Submitting assignments to the Learncenter is smooth process. The assignment flow is designed in order for students to understand how assignments submitted are graded in by the professor and added to the Learncenter so you can review comments and grades. Please see the order below to begin the assignment submissions process:

**Submitting Assignments**

1) Students begin by logon into their Learncenter accounts. Students can access these accounts by visiting [www.uofa.edu](http://www.uofa.edu) and logging in with their student IDs and email address.

2) Students then select assignments and the course they want to work in. Once they have chosen the course, they will notice the professor of record will be visible for viewing. Students will then choose the assignment they want to submit by clicking on the submit assignment link. Once the student chooses this link, the upload assignment pop-up will appear and the student can upload multiple files, attach a note for the professor, and view a detailed description of the assignments. Once all of this has been completed, an email notification is automatically sent to the professor.

3) Once the student has submitted the assignment, they will see a note that
states, “Assignment(s) has been submitted successfully. Students will then be able to view documents attached, the state and details regarding the assignment. Students can submit multiple documents. If students try to submit a document in duplication, the system will reject the attachment and the student will receive a message stating, “the assignment has been submitted, if the information is incorrect, contact student affairs.

**Returned and Graded Assignments**

Once Students have submitted assignments for grading, the next step is to view comments and grades provided by the professor. To do this, the student will follow the same procedures; however there are a few variations:

1) The student will return to the assignment page. The student will notice the “submit assignment for grading” link has turned to “submitted for grading”. Once the professor has assigned a grade to the assignment the link will display a numerical score.

2) The student can then take their cursor over the blue icon to see the remarks on the assignment. If the assignment has been returned for reasons determined by the professor, the student will also be able to review the remarks to determine the next steps to take regarding the assignment.
**RUBRICS**

The University of Atlanta standardizes the scoring process for students in an effort to promote fairness and consistency in grading for university students. In the following pages you will view the grading rubrics for the assignments you must submit as you matriculate throughout your program.

**Articles**

The University of Atlanta utilizes a standard scoring rubric for all University of Atlanta student article reviews. The purpose of the form is to ensure consistency among faculty grading. The instrument is designed to measure competency of learning in four areas; knowledge of article content, APA requirements, mechanics and writing style and submission of article information, in the essay sections; Appropriateness of Response to essay questions, as well as Comprehension of Student Understanding, as it relates to the assigned topic. The student will be assessed on four levels of competency; 1 (Unacceptable), 2 (Acceptable), 3 (Good) and 4 (Exceptional). See the weighted point total for each level on the next page. Page two illustrates the rubric and details the behaviors that a student would demonstrate at each level on this assignment.

After review of the essay responses, faculty will measure these responses against the rubric and bold the data of the level in which the student performs. The point total will be recorded in the grade section of the rubric and this process will take place for all three articles. Qualitative feedback will be recorded on page three and three rubric and objective questions will be submitted to Academic Affairs. Finally, the final exam and the both the quantitative and qualitative feedback will be posted in the students’ individual Learn Center.
## ARTICLES EVALUATION SCORING RUBRIC

<table>
<thead>
<tr>
<th>Level of Achievement</th>
<th>Exceptional Exceeds Expectations</th>
<th>Good Meets Expectations</th>
<th>Acceptable Does Not Meet Expectations</th>
<th>Unacceptable Needs Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student demonstrates knowledge of article content and is accurate</td>
<td>The student clearly exceeded the minimal required length and the student provided an exceptional synthesis and evaluation of the article and the student articulated exceptionally how the article enhanced his or her life, as explained in the syllabus.</td>
<td>Student wrote the minimal length and the student provided a detailed synthesis and evaluation of the article and the student did explain how the article enhanced his or her life, as explained in the syllabus.</td>
<td>The student may or may not have written the minimal length or the student may or may not have provided a detailed synthesis and evaluation of the article or the student may or may not have explained how the article enhanced his or her life, as explained in the syllabus.</td>
<td>The student did not write the minimal length and the student did not provide the detailed synthesis and evaluation of the article and the student did not explain how the article enhanced his or her life, as explained in the syllabus.</td>
</tr>
<tr>
<td>2. APA Requirements</td>
<td>Student submitted the work with no APA infractions.</td>
<td>Student submitted the work with no APA infractions.</td>
<td>Student may or may not have submitted the work in accordance to the APA Manual 6th edition to include title page (containing a running head, proper pagination, and author's byline), correct text in the body, correct citations in the text and the student may or may not have submitted the work with a properly formatted reference list.</td>
<td>Student did not submit the work in accordance to the APA Manual 6th edition to include title page (containing a running head, proper pagination, author's byline), correct text in the body, correct citations in the text and the student did not submit the work with a properly formatted reference list.</td>
</tr>
<tr>
<td>3. Mechanics and Writing Style</td>
<td>No spelling, grammar punctuation, and format errors; very clearly written and understandable</td>
<td>Very few spelling, grammar punctuation, and format errors; clearly written and understandable</td>
<td>Many spelling, grammar punctuation, and format errors but still understandable although not clearly written</td>
<td>Numerous spelling, grammar punctuation, and format errors such that material is not clear or understandable</td>
</tr>
<tr>
<td>4. Student has provided a copy of the article with summary.</td>
<td>Information or entire article is relevant to a content chapter in the text and topic attached.</td>
<td>Information or entire article is relevant to a content chapter in the text and topic attached.</td>
<td>Information or entire article is included but the topic is irrelevant to a chapter in the course content</td>
<td>Information or entire article missing for the chosen topic and the topic is not relevant to a chapter in the content of the course.</td>
</tr>
</tbody>
</table>

| Total Possible Points | 100 |

<table>
<thead>
<tr>
<th>GRADE</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points</td>
<td>25</td>
<td>20</td>
<td>15</td>
<td>10</td>
</tr>
</tbody>
</table>
Essay and Major Projects Exams

The University of Atlanta utilizes a standard scoring rubric for all University of Atlanta essay and major project exams. The purpose of the form is to ensure consistency among faculty grading. The instrument is designed to measure competency of learning in four areas on the exam; knowledge and comprehension, application and analysis, synthesizing and evaluating and presentation & writing (APA). The student will be assessed on four levels of competency; 1 (Unacceptable), 2 (Acceptable), 3 (Good) and 4 (Exceptional). See the weighted point total for each level on the next page. Page two illustrates the rubric and details the behaviors that a student would demonstrate at each level on this assignment.

After review of the essay responses, faculty will measure these responses against the rubric and bold the data of the level in which the student performs. The point total will be recorded in the grade section of rubric and this process will take place for all periodic exams. Qualitative feedback will be recorded on page three and the completed rubric will be submitted to Academic Affairs. Finally, the exam and the both the quantitative and qualitative feedback will be posted in the students’ individual Learn Center.
## ESSAY & MAJOR PROJECT EXAMS: EVALUATION SCORING RUBRIC

<table>
<thead>
<tr>
<th>Level of Achievement</th>
<th>Exceptional Exceeds Expectations</th>
<th>Good Meets Expectations</th>
<th>Acceptable Does Not Meet Expectations</th>
<th>Unacceptable Needs Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNOWLEDGE AND COMPREHENSION (understanding the basics)</td>
<td>Excellent understanding of the context and concepts. Strong Arguments. Student demonstrated critical thinking about report topics and clearly shows pros and cons.</td>
<td>Good Understanding of the context and concepts. Good Arguments.</td>
<td>Inaccurate Understanding of the context and concepts. Weak Arguments.</td>
<td>Substantial lack of understanding of the context and concepts. Confusing arguments.</td>
</tr>
<tr>
<td>25% of grade</td>
<td>25 Points</td>
<td>20 Points</td>
<td>15 Points</td>
<td>10 points</td>
</tr>
<tr>
<td>APPLICATION AND ANALYSIS (attaining the concept)</td>
<td>The work demonstrated a confident ability to work with the key concepts / information / process / theory - applying or extending them to a wide variety of new problems or contexts, making predictions, recognizing hidden meanings, drawing inferences, analyzing, communicating insightful contrasts and comparisons.</td>
<td>The work demonstrated adequate ability to work with the key concepts / information / process / theory -- applying or extending them to a variety of new problems or contexts, making predictions, analyzing patterns and component parts, communicating insightful contrasts and comparisons.</td>
<td>The work demonstrated the inability to work with the key concepts / information / process / theory -- applying or extending them with mixed success to new problems or contexts, making predictions, analyzing patterns and component parts, communicating insightful contrasts and comparisons.</td>
<td>The work demonstrated a limited ability to work with the key concepts / information / process / theory -- applying or extending them with very limited success to new problems or contexts, making predictions, analyzing patterns and component parts, communicating insightful contrasts and comparisons.</td>
</tr>
<tr>
<td>25% of grade</td>
<td>25 Points</td>
<td>20 Points</td>
<td>15 Points</td>
<td>10 points</td>
</tr>
<tr>
<td>SYNTHESIZING AND EVALUATING (going beyond the given)</td>
<td>The work demonstrated surprising/insightful ability to take ideas / theories / processes / principles further into new territory, broader generalizations.</td>
<td>The work demonstrated adequate ability to take ideas / theories / processes / principles further into new territory, broader generalizations.</td>
<td>The work demonstrated uneven and superficial ability to take ideas / theories / processes / principles further into new territory, broader generalizations.</td>
<td>The work demonstrated little ability to take ideas / theories / processes / principles further into new territory, broader generalizations.</td>
</tr>
<tr>
<td>25% of grade</td>
<td>25 Points</td>
<td>20 Points</td>
<td>15 Points</td>
<td>10 points</td>
</tr>
<tr>
<td>PRESENTATION AND WRITING-APA</td>
<td>Report meets minimal page length as required in the syllabus and the student submitted the work with no APA infractions.</td>
<td>Report meets minimal page length as required in the syllabus and the student submitted the work with minimal APA infractions.</td>
<td>Report may or may not meet the minimal page length as outlined in the syllabus and the student may or may not have submitted the work in accordance to the APA Manual 6th edition to include title page (containing a running head, proper pagination, and author’s byline), correct text in the body, correct citations in the text and the student may or may not have submitted the work with a properly formatted reference list.</td>
<td>Report does not meet minimal page length requirement as outlined in syllabus and the student did not submit the work in accordance to the APA Manual 6th edition to include title page (containing a running head, proper pagination, author’s byline), correct text in the body, correct citations in the text and the student did not submit the work with a properly formatted reference list.</td>
</tr>
<tr>
<td>25% of grade</td>
<td>25 Points</td>
<td>20 Points</td>
<td>15 Points</td>
<td>10 points</td>
</tr>
<tr>
<td>Total Possible Points</td>
<td>100</td>
<td>80</td>
<td>55</td>
<td>30</td>
</tr>
</tbody>
</table>

### Grade

Total Possible Points: 100
Essay and Final Exam

The University of Atlanta utilizes a standard scoring rubric for final exams that contain an essay section. The purpose of the form is to ensure consistency among faculty grading. The instrument is designed to measure competency of learning in two areas in the essay sections; Appropriateness of Response to essay questions, as well as Comprehension of Student Understanding, as it relates to the assigned topic. The student will be assessed on four levels of competency; 1 (Unacceptable), 2 (Acceptable), 3 (Good) and 4 (Exceptional). See the weighted point total for each level on the next page. Page two illustrates the rubric and details the behaviors that a student would demonstrate at each level on this assignment.

After review of the essay responses, faculty will measure these responses against the rubric and bold the data of the level in which the student performs. The point total will be recorded in the grade section of rubric and this process will take place for all three articles. Qualitative feedback will be recorded on page three and the document will be submitted to Academic Affairs. Finally, the final exam and the both the quantitative and qualitative feedback will be posted in the student's individual Learn Center.
# ESSAY/FINAL EXAMS EVALUATION SCORING RUBRIC

<table>
<thead>
<tr>
<th>Level of Achievement</th>
<th>Exceptional</th>
<th>Good</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exceeds Expectations</td>
<td>Meets Expectations</td>
<td>Does Not Meet Expectations</td>
<td>Needs Work</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

## ESSAY EXAM

### Appropriateness of Response & Comprehension of Student Understanding

<table>
<thead>
<tr>
<th>Points</th>
<th>Details</th>
</tr>
</thead>
</table>
| 20     | • Addressed the question.  
• Stated a relevant, justifiable answer.  
• Presented arguments in a logical order.  
• Used acceptable style and grammar (no errors).  
• Demonstrated an accurate and complete understanding of the question.  
• Supported conclusions with evidence.  
• Used other ideas, examples or procedures & arguments that supported the answer. |
| 15     | • Did not address the question explicitly, although did so tangentially.  
• Stated a relevant and justifiable answer.  
• Presented arguments in a logical order.  
• Used acceptable style and grammar (minimal errors).  
• Demonstrated accurate but only adequate understanding of question because evidence was provided to support conclusions.  
• Used only one idea to support the answer.  
• Less thorough than above. |
| 10     | • Did not address the question correctly.  
• Indicated misconceptions.  
• Was not clearly or logically organized.  
• Failed to use acceptable style and grammar.  
• Did not demonstrate accurate understanding of the question.  
• Did not provide evidence to support his/her answer to the question. |
| 0      | No response provided. |

Total Possible Points: 20

**ESSAY GRADE**
Policies and Procedures

Academic Calendar

University of Atlanta offers its academic programs through an open-entry, open-exit enrollment system, whereby students may enroll at any time during the year and graduate at any time once all graduation requirements have been satisfied.

Satisfactory Progress Policy

Undergraduate students are expected to maintain a 2.0 GPA and Graduate students are expected to maintain a 3.0 GPA. The University requires all students to meet the minimum standards for academic achievement. University of Atlanta requires that all courses be successfully completed in order to graduate from the degree program. The student will be evaluated at the end of each course and at the end of the program (anticipated graduation) to ensure satisfactory progress is being made.

Change of Contact Information

The University maintains a record of your latest address. All contact information changes should be reported and submitted in writing to Student Affairs as soon as they occur. This can be accomplished by posting the new information in Building #7 – Student Affairs, or by sending an email directly to a Student Affairs representative.

Change of Major

In the event that you decide to change your Major while registered at University of Atlanta, official notification is required. Please fill out the Status Change Form and submit it to Student Affairs with a $100.00 processing fee.

Code of Ethics/Academic Integrity

The Code of Ethics defines our commitment to excellence and is integral to the life of the University of Atlanta student. All students are expected to sign the Code of Ethics during the enrollment process and adhere to the University policies regarding academic honesty throughout their enrollment period.

Student Records Confidentiality

Under provisions of the federal law known as the Family Education Rights and Privacy Act of 1974 (FERPA), eligible students, or where applicable, the parents of the students, are afforded certain rights pertaining to University records and personally identifiable information on file with the University. An eligible student is defined as any person who is currently enrolled or has been enrolled in a University of Atlanta degree program. As a
distance learning institution, University of Atlanta maintains records of the following information only:
  - Personal Non-Academic
  - Personal Academic
  - Financial

It is the policy of the University to treat all student information, both personal and academic, as strictly confidential. Personal student information will only be released after appropriate written permission has been obtained.

**Grade Reports/Transcripts**

Students may obtain a current grade report by logging into mycampus.uofa.edu and selecting Lecture Hall. Once the student has entered the Lecture Hall, they are able to access grade reports and a current transcript. These reports include cumulative GPA and indicate a student’s academic standing. The grade reports can be mailed directly to the student’s permanent mailing address or via E-Mail. This request is processed according to the Transcript Request procedure and students incur a $25 charge per request. The University encourages students to obtain grade reports via the free online delivery option. A final transcript will be sent as part of the graduation package when all academic and financial obligations have been satisfied.

Upon request, the University will send transcripts to current or prospective employers, educational institutions, or certifying agencies. There is a $25 fee charged each time a transcript is requested by the student. Letters of recommendation can be provided by your Professor at no charge.

Students who have a financial obligation to the University will not receive their final grades until the obligation is satisfied, nor will they have access to the website for the purpose of obtaining grades or transcripts.

**Grade Related Policies**

**UNDERGRADUATE STUDENTS (Bachelors)**

- At the Undergraduate level, the following grades are used: A, A-, B~, B, B-, C~, C, C-, D~, D and F.
- At the Undergraduate level, letter grades correspond to the following levels of performance: A (Excellent); B (Good, Above Average); C (Satisfactory); D (Passing); F (Failing).
- Special grades include I (Incomplete), W (Withdrawn), TR (Transfer Credit), EX (Credit by approved Exam), EC (Experiential Credit, as approved). Consult applicable sections of Catalog and Student Handbook for regulations governing these policies.
- To remain in good standing, an Undergraduate student must maintain a GPA of no less than 2.0.
- A student whose GPA falls below 2.0 will be placed on academic probation until such time as the GPA is raised to 2.0 or higher, at which point the student will be re-classified as a student in good standing.
- Students are encouraged to consult the Catalog for specifics on Satisfactory Academic Progress.

**GRADUATE STUDENTS (Masters)**
At the Graduate level, the following grades are used: A, A-, B~, B, B-, C~, C, F. (Any grade below C is converted automatically to an F.)

At the Graduate level, letter grades correspond to the following levels of performance: A (Superior); B (Good); C (Passing); F (Failing).

Special grades include I (Incomplete), W (Withdrawn), TR (Transfer Credit), EX (Credit by approved Exam), EC (Experiential Credit, as approved). Consult applicable sections of Catalog and Student Handbook for regulations governing these policies.

To remain in good standing, a Graduate student must maintain a GPA of no less than 3.0

A Graduate student whose GPA falls below 3.0 will be placed on academic probation until such time as the GPA is raised to 3.0 or higher, at which point the student will be re-classified as a student in good standing.

Beyond, and in addition to the GPA requirement, no more than two grades below B- can be applied to any Master’s degree program. Students who have earned more than two course grades less than B- will need to repeat such courses or enroll in additional courses (with administrative approval) so as to meet both the per course standards and the GPA requirements.

Honors

UNDERGRADUATE STUDENTS (Bachelors)

Dean’s List: After each quarter (1/4) of the program (at the conclusion of 30 credit hours, 60 credit hours, 90 credit hours and 120 credit hours, respectively), Undergraduate students who meet the following criteria will be named to the Dean's list:

- A GPA of 3.5 or higher during the given segment (30 hours) of the program;
- No repeated courses;
- No probationary period;
- A record clear of any academic or disciplinary offenses;
- Only grades earned at the University of Atlanta are computed in the determination of honors.

They will be informed of this University honor, and upon graduation, it will appear on both the diploma and the transcript as follows:
Cumulative GPA of 3.5 - 3.74: Cum Laude
Cumulative GPA of 3.74 - 3.89: Magna Cum Laude
Cumulative GPA of 3.90 - 4.00: Summa Cum Laude

GRADUATE STUDENTS (Masters)

Dean’s List: After each half (1/2) of the program (at the conclusion of 18 credit hours and 36 credit hours, respectively), Graduate students who meet the following criteria will be named to the Dean’s list:

- A GPA of 3.5 or higher during the given segment (18 hours) of the program;
- No repeated courses;
- No probationary period;
- A record clear of any academic or disciplinary offenses;
- Only grades earned at the University of Atlanta are computed in the determination of honors.

They will be informed of this University honor, and upon graduation, it will appear on both the diploma and the transcript as follows:
Cumulative GPA of 3.5 - 3.74: Cum Laude
Cumulative GPA of 3.74 - 3.89: Magna Cum Laude
Cumulative GPA of 3.90 - 4.00: Summa Cum Laude

** To qualify for graduation honors, Undergraduate students must have completed a minimum of 60 credit hours at the University of Atlanta; Graduate Students must have completed a minimum of 30 credit hours at the University of Atlanta.

**Plagiarism Policy (see also Code of Ethics/Academic Integrity)**
Plagiarism is the unacknowledged appropriation of another’s work, words, or ideas in any themes, outlines, papers, reports, or computer programs and is prohibited by the University. Students must follow the appropriate means of documentation if they wish to cite the works of another individual in their writing assignments. As such, they are responsible for acquainting themselves with the appropriate methods of documentation to understand what constitutes plagiarism. Unintentional plagiarism, while less serious, will also be penalized.

The University of Atlanta takes academic integrity very seriously. Any evidence of plagiarism can lead to a grade of ‘F’ on the assignment for the student. Further, at the discretion of the Professor and/or University, it may lead to failure in the course, and may become part of the student’s permanent academic record.

**Sexual Harassment Policy**
The University of Atlanta is committed to maintaining a positive learning and working experience. No person will be discriminated against on the basis of their race, color, national origin, age, disability, sex, religion, creed, sexual orientation, or veteran status. To ensure these goals, the University will not tolerate any acts of sexual harassment or any form of retaliation by or against any student or employee.

**Grievance Policy**
The University of Atlanta is firmly committed to the highest standards of student satisfaction, academic quality, and professional integrity. Adherence to such standards in terms of performance and comportment ensures a quality learning experience for all members of the University community.

Should circumstances arise, wherein a student believes that he or she has been subject to other than fair and equitable treatment, the procedures detailed in this policy are to be followed so as to resolve the matter reasonably and expeditiously. In cases where the issue is not readily resolved via informal means (direct communication between the differing parties), a progressive series of grievance procedures prescribes the modes of redress available to the student. These are specifically designed to bring just resolution to matters in dispute and must be followed with precision.

**ACADEMIC GRIEVANCE PROCEDURES**
A student seeking to remedy any issue involving academic matters, policies and/or pertinent procedures (grades, academic standing, course content or delivery, instruction, professor or program-related specifics) is to proceed in absolute conformity with the following processes:

1. Contact the Professor of Record and provide a detailed summary of the unresolved
matter. It is at this informal level, via proper exchange and effective two-way communication that most issues in contention are and should be patently resolved. Once resolved, the matter is closed.

2. Should the process of informal exchange prove unsatisfactory in terms of results, the student should, within 10 business days of the “cause for complaint,” reformulate the specifics of the matter in detailed written form, and submit this document (along with a copy of all pertinent evidence and/or supporting materials) to the Program Chair, who, in turn, is to respond in written form to the student within a period of no more than 10 business days from the date of receipt. If resolved at this juncture, the matter is closed.

3. Should the processes of both informal exchange (between the student to the Professor of Record) and formal written complaint (addressed by the student to the Program Chair) yet prove unsatisfactory, the student may submit a copy of each of the following to the Vice President of Student Affairs: the formal written complaint as submitted to the Program Chair, a copy of all pertinent evidence and/or supporting materials, the written response received from the Program Chair, and a cover letter, expressly addressed to the Vice President of Student Affairs outlining the steps followed to date and the cause for further filing. The Vice President of Student Affairs, will, upon receipt of the complaint, carefully review the materials in consultation with the Vice President for Academic Affairs, and will issue a written finding in the form of a letter within 10 business days of the date of receipt. If resolved at this juncture, the matter is closed.

4. Should the processes outlined in procedures 1, 2 and 3 (above) not yet yield a satisfactory outcome, the student may appeal to the Vice President for Student Affairs. To do so, the student must submit a detailed cover letter summarizing each of the preceding steps followed and must provide copies of all materials filed and received to date: the initial, written complaint to the Professor of record, all accompanying evidence and/or supporting materials, the written response from both the Professor of record and Program Chair; the materials subsequently submitted to the Vice President of Academic Affairs; and a copy of the letter of response from the Vice President of Student Affairs. It is, at this point, as at every stage, the student’s obligation to explain in detail why he or she contends that the matter has not been reasonably resolved, bearing in mind that one need not agree with the outcome to conclude ultimately that one has been fairly and equitably treated and that the matter has been reasonably reviewed.

Upon receipt of this formal grievance, the Vice President of academic Affairs will convocate a three to four person Committee (of which he or she will not be a part), to include at least one University administrator who has not participated in the foregoing procedures, one faculty member (other than the one involved in the dispute) and at least one other suitable designee (from Academics or Student Affairs). This ad hoc Committee will review all of the materials submitted and will offer a detailed, written recommendation with rationale and synthesis of findings within five (5) business days of the date the formal grievance is received. Upon receipt of the Committee’s recommendation, the Vice President of Academic affairs will independently review the file of comprehensive materials submitted by the student, the responses at each preceding level and the Committee’s findings. Based upon such a comprehensive review, he or she will issue a written decision to be sent to the student within 10 business days of the receipt of the grievance. Note: Except in the
most exceptional circumstances, the decision of the Vice President of Academic Affairs should be understood as final and the matter should be understood as resolved.

5. Final appeal: Should the student yet be dissatisfied and wish to pursue the matter further, he or she may address a formal appeal of the decision rendered by the Vice President of Academic Affairs to the University President, who, based upon the facts and rationale put forth in the cover letter to the Vice President of Academic affairs, may determine to sustain the Vice President of Academic Affair’s decision without further review or to take the matter under advisement. Such an appeal would require the submission of a detailed formal letter of appeal reviewing each of the preceding procedures followed, all materials noted in procedure # 4 above, plus the written response of the Vice President for Academic Affairs. Within 10 days of receipt of the filed appeal accompanied by all requisite materials, and subsequent to review and deliberation, the President will issue a letter indicating whether his or her further review is merited. If the appeal review is denied, the reasons will be provided. If the President has accepted to review the materials independently, the letter will render a final determination. The President’s decision is to be understood as binding and is not subject to further contest within the University context.

Note: Should the student so elect, he or she may contact the State of Georgia Nonpublic Postsecondary Education Commission – after all internal procedures, as outlined above, have been exhausted:

State of Georgia
Nonpublic Postsecondary Education Commission
2082 East Exchange Place
Suite 220
Tucker, GA 30084-5305
http://www.gnpec.org

NON-ACADEMIC GRIEVANCE PROCEDURE
The University of Atlanta strives for the highest levels of student satisfaction. If there is an issue, unrelated to academics, which needs resolution, students are to follow the following procedures:
• Complaints are to be addressed first to the staff member or a staff member in the Department with which you have an issue (Admissions, Student Affairs, Financial Affairs, IT, Academics).
• It is preferred that the student submit the communication be in written form (email, fax, mail). Please date the communication, describe the problem and propose the resolution you seek.
• The student will be contacted, within 10 business days after the complaint is received, offering, where suitable, resolution or elaborating upon the policy or procedure in question. The communication will be sent via email (with a faxed or mailed copy, as necessary).
• The student has ten days from the date of the communication to respond. If there is no reply, the conclusion will be that the response has been accepted and that the matter is closed.
• If the complaint is not answered or settled via the initial request, the student may appeal the decision. The above-mentioned steps must be followed each time the student takes his/her
grievance to a higher level. There are essentially two levels of appeal beyond the initial grievance procedures outlined above. Only those who have properly pursued the standard policy may file an appeal. In such event, all pertinent documents to and from all parties preceding the appeal (emails, letters, responses, rebuttals) must be included in the appeal process. Should the student have cause to issue an appeal concerning a NON-ACADEMIC grievance, the appeal would be addressed initially to:

**Vice President of Student Affairs**
In virtually all instances, the decision of the Vice President of Student Affairs is final. In extenuating circumstances only, the student who remains dissatisfied with the outcome of both the grievance and the appeal to the Vice President of Student Affairs may file a petition for a second appeal with the

**University President**
The University President will first determine whether there is basis for a second appeal. The University President, upon receipt of the comprehensive dossier of materials, will determine whether there is cause for a second appeal. In the event that the President does not see adequate cause, the decision issued by the Vice President of Student Affairs will be sustained. Should there be a basis for adequate cause; the President will convoke an ad hoc committee, which will, in turn, issue a recommendation. Subsequent to a detailed review of all materials and former judgments, including the recommendation of the Ad Hoc Committee, the President will issue a final determination. Such decision is binding and non-negotiable. Should the student so elect, he or she may contact the State of Georgia – Nonpublic Postsecondary Education Commission -- after all internal procedures, as outlined above, have been exhausted:

**State of Georgia**
Nonpublic Postsecondary Education Commission
2082 East Exchange Place – Suite 220
Tucker, GA 30084
http://www.gnpec.org
**Leave of Absence**
The University of Atlanta understands that circumstances arise where a student may have to put their studies on hold. There is no academic penalty for taking a leave of absence. Students who elect to take a break from their studies will still receive an invoice in the mail every month and are expected to continue timely payments toward their account balance. Students are encouraged to progress through their program in a timely manner and take a Leave of Absence only when absolutely necessary. Students who do not submit academic assignments for a period of 12 months will be withdrawn by the University and will need to re-enroll in order to re-establish an Active status.

**No Credit Situations**
All Students are required to submit a signed copy of the Student Honor Code during the enrollment process. Professors may elect to issue a grade of zero (0) to any student who attempts to submit work that is not their own. The University reserves the right to expel any student who does not adhere to the Student Honor Code.

**Reactivated Students**
Students who have their account suspended due to non-payment will be required to pay the entire late balance as well as a $25 re-activation fee before services will be restored. The University reserves the right to amend programs as needed to maintain relevancy. In the event a program is amended during the time a student is away from the University, that student may be required to undergo a new evaluation and re-enroll according to the current requirements for their program of study or, if that program is no longer being offered by the University, a program which is currently being offered.

**Refund Policy**
The Refund Policy for the University of Atlanta states:

All students are guaranteed that tuition at the time of registration will not increase as long as they are actively and continuously enrolled in a program. If a student cancels within 3 calendar days after midnight of the day the student signs the Enrollment Agreement (Full Refund Period), the student will receive a FULL refund with NO further obligation.

The effective date of official withdrawal from the university is the last day of recorded attendance. The student is expected to notify the registrar in writing prior to or upon the date of complete withdrawal.

The University further guarantees that students who wish to withdraw will have all money due refunded within in the parameters of the refund policy. The University assesses no administrative and/or withdrawal fee of a student who withdraws. The University of Atlanta uses the following criteria to calculate refunds:

- Refunds are made in full to the student within thirty (30) days of the date of withdrawal
- The applicant requesting cancellation more than three (3) business days after signing the contract or the student completing no more than five (5) percent of the instructional time is refunded no less than ninety-five percent of tuition;
- The student completing more than five (5) percent but no more than ten (10) percent of instructional time is refunded no less than ninety (90) percent of tuition;
- The student completing more than ten (10) percent but no more than twenty-five (25) percent of instructional time is refunded no less than seventy-five (75) percent of tuition;
- The student completing more than twenty-five (25) percent but no more than fifty (50) percent of instructional time is refunded no less than fifty (50) percent of tuition;
- The student completing more than fifty (50) percent of instructional time is informed that the institution is not required to issue a refund.

The University of Atlanta has adopted a policy for addressing extenuating circumstances such as prolonged illness or death, or other circumstances which prohibit completion of the course or program of study; that establishes a process for determining a settlement which is reasonable and fair to the student and the University.

If the University of Atlanta cancels or changes a program of study or course (time or location) in such a way that a student who has started the program or course is unable to continue:
- Makes arrangements in a timely manner to accommodate the needs of each student enrolled in the course;
- Refunds all money paid by the student for the program of study or course if alternative arrangements determined by NPEC to be equitable to both the institution and the student are not possible.

Transfer of Credit
If you are considering transferring University of Atlanta credits to another institution, we suggest that you check with that institution regarding their policies for credit acceptance. University of Atlanta cannot attest to the credit transfer policies of another institution.

Student Identification Cards
Student identification cards are available to all officially enrolled students. Students who wish to order an ID card will be charged $25 (plus 4.95 for laminated photo option), with free shipping worldwide. In order to receive a Student Identification Card, students must request a Student Status Letter by submitting an ID Request Form with their full name and student identification number to the University of Atlanta. In partnership with ISEC, our ID card comes with many discounts and privileges, such as special travel fares, medical assistance, etc. (details placed in secure Learn Center). Study Center privileges and attendance at social networking events hosted by our various locations around the world will also require this ID Card. Many places may also provide discounts based on this card, including library privileges at colleges and universities within the student’s geographic area depending on the institution’s policies.

GRADUATION REQUIREMENTS

UNDERGRADUATE STUDENTS
1. To earn an undergraduate degree, the student must successfully complete ALL courses in
the given program.
2. The student must complete the program with a minimum cumulative GPA of 2.0.

**GRADUATE STUDENTS**

1. To earn a graduate degree, the student must successfully complete ALL courses in the given program.
2. A maximum of two grades below B- may be counted toward the degree. (Any grade below a C is converted to an F at the graduate level.)
3. The student must complete the program with a minimum cumulative GPA of 3.0.

**HONORS**

Students with no repeated courses, no probationary period and a record clear of any academic or disciplinary offenses, will qualify for University honors, as follows:

- Cumulative GPA: 3.50 - 3.69 Cum Laude
- Cumulative GPA: 3.70 - 3.89 Magna Cum Laude
- Cumulative GPA: 3.90 - 4.00 Summa Cum Laude

To qualify for University honors, Undergraduate students must have completed a minimum of 60 credit hours at the University of Atlanta; Graduate students must have completed a minimum of 30 credit hours at the University of Atlanta.

Each year the University holds a Graduation/Reunion Commencement ceremony for all new and previous graduates. All University of Atlanta students and graduates and their families are welcome to attend and honor the new graduates. Students who choose to attend Commencement ceremonies will need to purchase tickets prior to the event. This fee is in addition to the $75 graduation fee. Pricing for Commencement ceremonies varies year to year and is announced to graduate candidates in advance, via email and web postings. All candidates for graduation must be verified by the university registrar upon degree being conferred.
Academic Calendar

The University of Atlanta maintains office hours Monday through Friday from 8 am until 6 pm EST. The following holiday schedule is observed:

<table>
<thead>
<tr>
<th>HOLIDAYS</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>New Year’s Day</td>
<td>January 1</td>
</tr>
<tr>
<td>Martin Luther King, Jr. Day</td>
<td>Third Monday in January</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>Last Monday in May</td>
</tr>
<tr>
<td>Independence Day</td>
<td>July 4</td>
</tr>
<tr>
<td>Labor Day</td>
<td>First Monday in September</td>
</tr>
<tr>
<td>Thanksgiving Holiday</td>
<td>Fourth Thursday-Friday in November</td>
</tr>
<tr>
<td>Christmas</td>
<td>December 25</td>
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</table>
UNIVERSITY OF ATLANTA
Student Record Release Form
Confidentiality Agreement

Schools have a duty to keep the personal information in student records private. This right is established under the Family Educational Rights and Privacy Act of 1974 (FERPA). FERPA also lists several situations where a student's personally identifiable information can be released without the student's prior written consent. Some of the exceptions are as follows:

1. Disclosure can be made to authorized representatives of the U.S. Department of Education, Office of the Inspector General, or state and local educational authorities;

2. Disclosure can be made in connection with financial aid which the student has applied for;

3. Disclosure may be made to organizations, working on behalf of educational agencies, who are conducting studies concerning the administration of student aid programs;

4. Section 668.47(a) (12) allows disclosure in regard to sex discrimination issues relating to the accused and the victim.

For additional information regarding compliance with FERPA, the student may contact:

Family Policy and Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, D.C. 20202-4605

AUTHORIZATION TO RELEASE INFORMATION

I authorize University of Atlanta to release information contained in my Student Records to the following:

Name of Person/Agency/Business

My signature below releases all parties from any liability whatsoever in connection with the supplying or use of any and all information.

(Student may sign the last page of the student handbook to acknowledge reading this form and authorizing release of records)
University of Atlanta
Code of Ethics-Student Honor Code

The awarding of a university degree suggests that a learner has demonstrated mastery of a significant body of knowledge and skills of substantive value to a community. Any sort of dishonesty in securing those credentials invites very serious sanctions to include suspension and/or expulsion (see Code of Ethics – Academic Integrity. Examples of academic dishonesty include actual or attempted cheating, plagiarism, or knowingly furnishing false information to a university employee.

Academic Dishonesty is submitting anything for credit for one course that has already been submitted for credit in another course. Plagiarism is best known as accepting credit for non-original work, or work performed by others.

Code of Ethics

1. Students are expected to be honest in all academic work. A student’s name on any academic exercise (theme, report, notebook, paper, examination) shall be regarded as assurance that the work is the result of the student’s own thought and study.
2. Plagiarism is the unacknowledged appropriation of another's work, words, or ideas in any themes, outlines, papers, reports, or computer programs and is prohibited by the University. Students must follow the appropriate means of documentation if they wish to cite the works of another individual in their writing assignments.
3. Students shall not alter any official University record.
4. Students shall not furnish false or misleading information to University officials.
5. Students are responsible for making certain that their financial obligations to the University are met.

Avoiding Plagiarism: Mastering the Art of Scholarship

In writing, we draw upon others’ words and ideas and the intellectual heritage underlying human progress. Scholarship entails researching, understanding, and building upon the work of others, but also requires that proper credit be given for any “borrowed” material. Students are responsible for ethical scholarship, and for knowing what plagiarism is and how to avoid it.

Student Signature

Date
UNIVERSITY OF ATLANTA
PROCTOR APPLICATION AND AGREEMENT

1. Please fill in the STUDENT INFORMATION and PROCTOR INFORMATION sections.
2. The completed form should be submitted to the University before taking a final exam for ANY course.
3. Make sure you keep a copy of the completed form for your records.

STUDENT INFORMATION

Name: _______________________________________________________________

E-mail Address: __________________________________________________________

PROCTOR INFORMATION

Name: _________________________________________________________________

Job Title/Position: ________________________________________________________

Institution where Title/Position is held: _______________________________________

Business Address

Street: ___________________________________________ Apt/Room #: ___________

City/Province: _______________________________ State/Country: ________________

Zip/Postal: ______________________________________________________________

Business Phone Number: ___________________________________________________

Alternate Phone Number: __________________________________________________

E-mail Address (required): _________________________________________________

Relationship to Student: ____________________________________________________

PROCTOR CRITERIA

The chosen proctor will not be approved if he or she is a friend or relative of the student.

____ School Teacher
____ School Principal
____ Clergy Member
____ Human Resources Officer

Other (please specify ___________________________________  )

*PLEASE NOTE: Any fees charged by the proctor will be the responsibility of the student

PROCTOR GUIDELINES

This proctor should be able to meet (at a minimum) the following guidelines:

1) The Proctor should have access to internet and email in order to access messages and/or files from the University.
2) The Proctor should live in close proximity to the student and be able to monitor the exam (without interruption) in an area which is free from distraction. The exam site and time should be decided by the student and the Proctor in order to ensure that there will be ample opportunity for successful completion of the exam.

VERIFICATION

I, the above named proctor, hereby verify that all information on this application is true to my knowledge. I will assume my role as proctor in a professional manner and adhere to all Proctor Guidelines when administering an examination.

Proctor Signature: ______________________________________ Date: _________________
UNIVERSITY OF ATLANTA  
Identification Card Request Form

Name _______________________________________________

Address _____________________________________________________________________________

City_____________________ State_______________ Zip code________

Country____________________________________________________

Student ID Number______________________________________

Signature ________________________________________ Date

Step 1: **Check Eligibility Requirements** to receive Student Status Letter before mailing this Form

1. Must have Official Transcripts on file;
2. Must be on schedule with tuition payments; and
3. Must not be on Academic Leave of Absence.

If you meet the above requirements, you may mail your completed form to the Division of Student Affairs.

Step 2: After you receive this status confirmation letter, you may apply for the ID Card. Details in Learn Center. Please follow link to Student affairs/Forms for additional information on policies and forms:

http://uofa.edu/studentServices.asp?sec=academicPolicies
University of Atlanta
Student Handbook Acknowledgement Form

Thank you for taking the time to read the Student Handbook and viewing the Orientation Tour video. Students may access Program Guides and Handbooks as well as all appropriate forms by following the links from this document or directly from the appropriate departments. Please make a copy of THIS PAGE ONLY, and sign below. Your signature/typed name here is binding, and records your acceptance of all the policies and procedures of governance of the University of Atlanta, including the Student Record Release Form and Code of Ethics/Student Honor Code Form. You may return this signed form via email. You may also forward the scanned form via email to your student affairs coordinator. Please write "Student Handbook Signature Form" in the subject heading. (Please note: The University reserves the right to change policies and procedures without notice.)

Note: Students must submit this signed document before beginning coursework.

Student Name:_____________________________________
Student Signature:__________________________________
Date:____________________________________________