



COLLEGE OF ADULT AND PROFESSIONAL STUDIES

Student Handbook 2021-2022

Updated November 2021

“Integrating Faith in Learning, Leading and Serving”

Charleston Southern University

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2021-2022

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INTRODUCTION

Every College of Adult and Professional Studies (CAPS) student, by virtue of enrollment, has agreed to abide by and uphold the policies of Charleston Southern University (CSU) and CAPS. The CSU and CAPS student handbooks provide general and academic policy information that outline student rights and responsibilities. CAPS students are responsible for knowing the contents of the CSU and CAPS student handbooks. CSU and CAPS reserve the right to amend these handbooks as required.

In addition to the CSU and CAPS student handbooks, academic catalogs are available at the appropriate link below:

- Undergraduate Catalog: [Undergraduate Catalog 2021-2022](#)
- Graduate Catalog: [Graduate Catalog 2021-2022](#) (use the dropdown in the upper right to select the current graduate catalog)

CAPS PROGRAM INFORMATION AND POLICIES

Mission

The mission of the College of Adult and Professional Studies (CAPS) is to encourage, engage, and revitalize our students through learning, mentoring, and service to the community, our families, and workplace.

Vision

The vision of the College of Adult and Professional Studies is to provide an educational opportunity that engages and supports our students in exceeding their professional, personal, and spiritual expectations.

Goals and Guiding Principles

Goals

- To provide a comprehensive online education that enhances opportunities for professional and personal growth and development
- To encourage community service through education
- To enhance the lives of our students through value-added programs
- To build strength of character in our dedication to others
- To promote a positive learning environment
- To develop a mentoring and learning culture

Guiding Principles

- ***Excellence in Christian Higher Education for Nontraditional Adult Learners.***
We will give our students a college education from a Christian perspective, which will equip them to be servant leaders in the world. Our programs will encourage development of a Christian worldview, academic achievement, and professional performance.
- ***Integrity with Students, Faculty, Businesses, and University Colleagues.***
As educational leaders in a Christian university, we will be held to a higher standard in our actions and relationships. We will work closely with all program stakeholders to demonstrate Christian principles in practice.
- ***Partnerships with Internal and External Customers.***
Successful outcomes will be measured in large part by the performance of our internal and external customer partnerships. Our faculty and students will recognize our expertise and learning approach. The business community will value our position in the educational marketplace.
- ***Integration of Faith in Learning, Leading and Serving in Our Communities.***
We embrace an integrated faith approach to learning, which seeks to incorporate a Christian worldview into all aspects of the curriculum and education process. Our faith must be woven into every aspect of our education and in our service to our communities.

History

The “Evening College” began in 2000 as a group of courses designed to meet the needs of U.S. Navy personnel in a traditional setting. Eventually, reduced numbers in Navy personnel led to a public advertising campaign in 2004 that increased student enrollments, moved students into cohort groups, and offered 16 courses in the Bachelor of Management Arts (BMA) major during the evening hours on campus. The first cohort consisted of eight students.

Market and student demands allowed for a change in format in 2006 when a blended structure permitted students to attend class in person only once during the five-week course. Further requests from students continued to impact the delivery methodology of the program until 2007 when all 16 major courses were moved to an online blended format. Students were required to be online once a week for the five-week course.

Today the College of Adult and Professional Studies offers a selection of highly relevant Undergraduate and Graduate degrees designed to maximize the nontraditional student’s career advancement potential. The program offers all courses online in an accelerated 7-week format.

Undergraduate degrees include Bachelor of Science in Management, Bachelor of Science in Healthcare Administration, Bachelor of Science in Hospitality and Tourism, Bachelor of Science in Human Resources, Bachelor of Science in Project Management, Bachelor of Science in Supply Chain Management, and Bachelor of Science in Professional Studies. These degrees concentrate on providing working adults an opportunity to start or complete their college degree in a field of study that maximizes their career progression. The curriculum includes 17 courses in the major plus various liberal arts and general elective courses required to achieve the 125 credit hours graduation threshold. The program does not require a minor or emphasis courses as part of degree requirements.

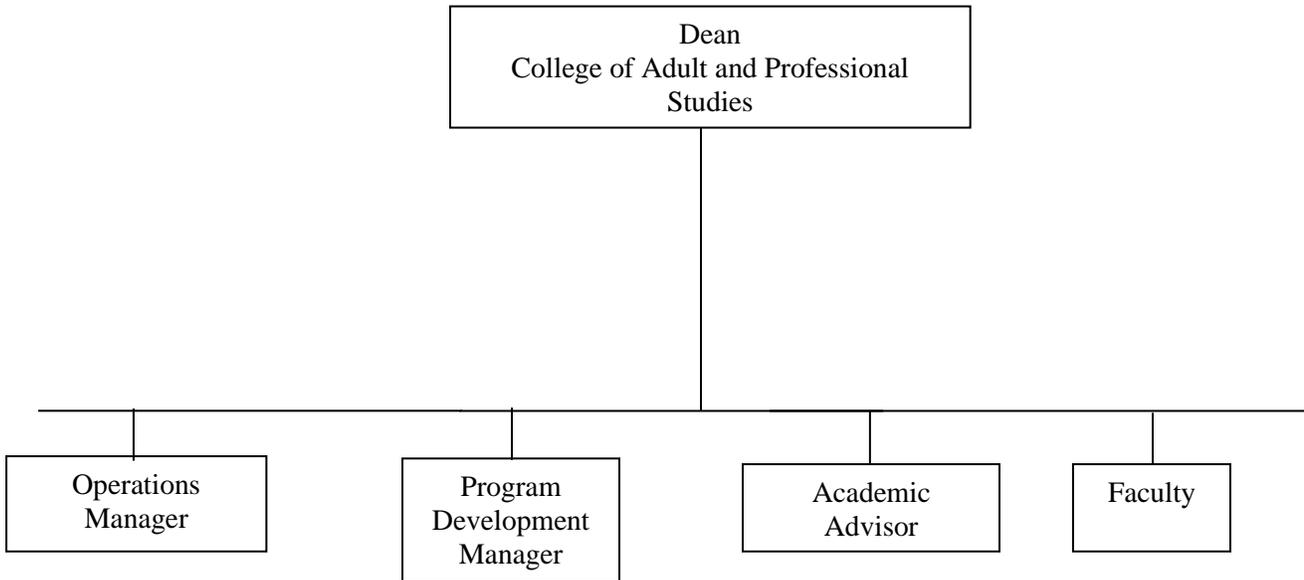
Graduate degrees include Master of Science in Management, Master of Science in Business Analytics, Master of Science in Project Management, and Master of Science in Supply Chain Management. These degrees concentrate on providing working adults an opportunity to start or complete their master’s degree in a field of study benefitting their career progression. The curriculum includes 10 courses required to achieve the 30 credit hours graduation threshold.

Accreditation

Charleston Southern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, Level III, to award the associate, bachelor’s, and master’s degrees.

**College of Adult and Professional Studies
Charleston Southern University**

Organizational Chart



Revised/November 2021

Administration, Faculty, and Staff

Contact Information

Phone: 1-800-951-7496 | Fax: 843-863-7786

Address: 9200 University Boulevard, North Charleston, SC 29423

Administration

Marc Embler, BS, MSW, MSCJ, EdD

Dean of CAPS and Associate Vice President of Academic Affairs

Faculty

David Britt, BS, MBA, DBA (ABD)

Assistant Professor, CAPS Online

Dianne Dinkel, BS, MBA, EdD

Assistant Professor, CAPS Online

Eddie Maddox, BS, MBA, PhD

Assistant Professor, CAPS Online

Rosette Rabess, BA, MBA, PhD

Assistant Professor, CAPS Online

Melvin Sinclair, BS, MHRD, DBA

Assistant Professor, CAPS Online

Staff

Alicia Fowler, BA, MS

Program Development Manager

Paula Charls, BMA, MBA, MS

Operations Manager

Jenn Brown, BS, MS, PhD (ABD)

Undergraduate Academic Advisor

GENERAL INFORMATION AND POLICIES

Overall Academic Structure and Process

The College of Adult and Professional Studies is designed for nontraditional students. Students are not required to have prior college experience to enroll in an undergraduate CAPS program.

The College of Adult and Professional Studies utilizes an online platform, Blackboard Learn. Courses are offered during six sub-terms within an academic year; each sub-term is seven weeks. Instructors lead the 100% online learning process as students complete reading assignments, view lecture presentations, participate in class discussions, take quizzes and complete various writing assignments. Students are strongly encouraged to use MS-Office products for completion of assignments.

Student success and positive learning outcomes require diligent review of announcements, emails, assignments and discussion boards. It is recommended that students spend at least twice the number of hours each week completing all course requirements as compared to the number of credit hours assigned to the course. For example, a 3-credit course would require at least 6 hours per week of work.

Professors are certified Professional Online Educators and they are responsible for decisions related to student performance. They are considered to be subject matter experts and they determine and interpret all grading outcomes. Students should contact the professor with concerns or questions prior to contacting the CAPS office or administrators. If the professor does not respond to the student's questions, the student should contact the CAPS office for clarification. Students are expected to contact the professor by email and phone prior to calling the CAPS office. Students are able to provide formal feedback to CAPS faculty and staff through a course survey for each course.

Student Responsibility

Students accepted into the CAPS program accept not only the published academic regulations, but also all rules found in any official announcement. Each student assumes responsibility for her/his actions. She/he is expected to respect constituted authority, protect private property, and exhibit conduct becoming a student of Charleston Southern University. This implies respect for the rights of others and freedom from control by any person other than recognized authority in accordance with established rules and regulations.

Each student will receive a College of Adult and Professional Studies (CAPS) student handbook (either hard copy or through direct online access in a CAPS course) each year. The student's participation in any CAPS course implies acknowledgment and acceptance of all policies and procedures therein. Policies in the *College of Adult and Professional Studies Student Handbook* are subject to change. Students are informed of changes through the *College of Adult and Professional Studies Student Handbook* and other official means of communication.

Wherever in this *College of Adult and Professional Studies Student Handbook* the pronouns "she" or "he" are used, the same shall be interpreted to include members of both sexes.

Student-Faculty Communication

Students are encouraged to take course-related concerns to the appropriate faculty member. If a concern is not resolved, the student should follow the organizational chain of command in the College of Adult and Professional Studies. Students may also communicate concerns or suggestions to the Program Development Manager and/or Dean after conferring with course faculty. Course evaluations as well as graduate Exit Surveys provide additional mechanisms for students to provide feedback to faculty and the College of Adult and Professional Studies.

Student input is valued in the governance of the College of Adult and Professional Studies.

Student Access and Learning Outcomes

A positive learning outcome for students is an expectation of all online programs. Student success in all online programs is based on the student engagement and ownership of their educational and learning experience. Student success and learning outcomes in the online platform require weekly review of messages, emails, assignments and discussion boards. It is recommended that students spend at least twice the number of hours each week completing all course requirements as compared to the number of credit hours assigned to the course. For example, a 3 credit course would require 6 hours of work on the lesson. Research suggests that online courses require between 25% and 30% more time to successfully complete.

Student Email

Upon acceptance into the CAPS program, students will receive a CSU email address (e.g. JASmith@csustudent.net). Students must use their CSU email account for all CAPS courses and for requesting registration changes.

FERPA Guidelines

The Family Educational Rights and Privacy Act of 1974 helps protect the privacy of student education records. The Act provides eligible students the right to inspect and review education records, the right to seek to amend those records and to limit disclosure of information from the records. The intent of the legislation is to protect the rights of students and to ensure the privacy and accuracy of education records. The Act applies to all institutions that are the recipients of federal aid administered by the Secretary of Education.

Access and Confidentiality

To ensure proper access, students attending Charleston Southern University's College of Adult and Professional Studies should access online courses as soon as they become available (courses become available to students one week prior to the first day of the term). Access to courses is provided to students through a Username ID and Password. Changing the password at the initial entry is recommended. The ID cannot be changed.

Providing access to other individuals without the express permission of the Dean, College of Adult and Professional Studies or for administrative purposes is not permitted. Access to the assignments, discussion boards, case studies, course projects, tests and chat rooms is limited for the use of the student and professor of record for the course. Access by other individuals will be considered a violation of the code of conduct and may result in a dismissal from the program. It is imperative for students to protect their Username and Password to safeguard privacy.

Students will not download or install viruses or other unauthorized or inappropriate programs, fonts, scripts, games or pictures to any of the course applications or in emails or other communication to students or professors. Student will not misuse or compromise any of the software used to deliver the courses to students.

Nondiscrimination Policy and Student Rights

Charleston Southern University does not illegally discriminate on the basis of race, color, national or ethnic origin, sex, disability, age, religion, sexual orientation, gender identity, genetic information, veteran or military status, or any other basis. Direct inquiries regarding the non-discrimination policies to Phillip Muckelvaney, Title IX Sexual Misconduct and Training Coordinator, 843-863-7374, pmuckelvaney@csuniv.edu. Students should refer to the [CSU Student Handbook](#) to be fully informed of their rights and remedies.

Fees and Expenses

Students are responsible for payment of all fees by established deadlines. In addition to tuition and fees listed in the *CSU Student Handbook*, students may expect to incur the following additional expenses: supplies and lab fees. Books are included in tuition costs, but students may be asked to purchase supplemental learning materials at the discretion of the professor of record for a course. In the last semester, there are additional expenses related to graduation and other incidentals.

Students will not be responsible for fees incurred as the result of background checks or any other verification processes without notification at time of enrollment or registration.

Student Advisors and Registration

CAPS students will be assigned an advisor. The advisor assists the student with course selection, schedule planning, and registration.

Credit Hours

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

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

Time on Task Estimates

Activity	Time on Task Estimate
Reading (descriptive and technical text)	3 minutes per page
Reading (online screens w/no interactivity)	2 minutes per screen
Reading (online screens w/ interactivity)	4 minutes per screen
Writing Assignments	1.5 hours per page (including prep)
Discussion Forum	60 minutes per discussion
Quizzes	90 minutes (30 to take, 60 to prepare)
Exams	6-7 hours (1-2 hours to take, 5 hours to prepare)

As defined above, the time on task estimate outlined above relates specifically to 3 credit course definitions and are used to develop and present the course materials for all of the CAPS courses to include the Master's level courses. The time on task indicators listed above are standards used throughout the industry and have been approved by various accreditation groups through the United States.

Graduation Requirements

Undergraduate students must successfully complete 125 credit hours to graduate. Graduate students must successfully complete 30 credit hours to graduate. In addition to meeting academic requirements for graduation, all graduating students are required to submit a graduation application (See *CSU Undergraduate Catalog*).

Change of Address/Name/Telephone

The College of Adult and Professional Studies, as well as the University, should be kept current on changes in address, telephone number, and name. A name change requires submission of legal proof (e.g., copy of legal photo ID and Social Security card, marriage license, etc.).

For newly enrolled students, contact Enrollment Services at 843-863-7050 to notify the University of any changes in your name, address, or telephone number. For current or previously enrolled students, contact the Office of the Registrar at register@csuniv.edu.

Technical Problems

For any technical problems, students should contact Tech Support within the course platform. Tech Support is available 24 hours a day, 7 days a week, with phone, chat, and email assistance. If students are unable to resolve technical issues through Tech Support, they should then contact the course professor with concerns or questions. The course professor may contact the CAPS office if they are unable to resolve the issues themselves or through Tech Support. The contact number for technical support is 1-844-348-6649.

ACADEMIC POLICIES

Academic policies that apply to all CSU students may be found in the *CSU Student Handbook* accessible online at www.charlestonsouthern.edu or www.csuniv.edu.

Grade Scales

The College of Adult and Professional Studies grade scales are as follows:

Undergraduate

A = 90-100

B+ = 87-89

B = 80-86

C+ = 77-79

C = 70-76

D = 60-69

F = <60

Graduate

A = 93-100

B+=90-92

B = 83-89

C = 75-82

F = Below 75

Grades are rounded up to the next whole number if the score is .5 or above. (Example: a grade of 85.5 to 86 or 89.7 to 90)

Grades for tests or any other course requirements will be posted to the student's individual grade book. Official grades are entered by the professor of record for each course to MyCSU. No grades will be given over the telephone. Official final course grades will be made available to students from the University through his or her MyCSU access at the completion of the semester or term.

Academic Integrity

The College of Adult and Professional Studies fully supports and enforces the university's Academic Integrity Policy. Refer to [CSU Student Handbook](#) regarding Guidelines for the Research Paper, A Community of Honor, and the Academic Integrity Policy. Students will have a right to appeal any removal from the program but will follow the policy provided in the student handbook related to the appeal processes.

Plagiarism

Plagiarism is a critical offense and is not accepted in any format. First offenses, depending on the criticality of the offense, will be met with a warning and zero (0) points for the assignment, discussion board, report, etc. The second offense will require the reporting of the event as a critical offense to the University, zero (0) points for the assignment, and will result in failure of

the course. The third offense will result in dismissal from the program. Dismissal from the program may be appealed through the University appeal process.

The College of Adult and Professional Studies utilizes SafeAssign[®], a Blackboard Learn service that compares the content of assignments to its comprehensive database of web sites, textbooks, newspapers, magazines, and student-submitted material. In short, if you take content from any book or web site, SafeAssign[®] will detect it, providing the facilitator with a report indicating the plagiarized content, and the source of the material.

That report, along with instructor evaluation, can become the basis for an Academic Integrity report to the University. Students are responsible for reviewing the University [policy on Academic Integrity/Dishonesty](#) carefully. Ignorance is not an excuse for plagiarizing material in a course.

Student Expectations Regarding Plagiarism

Students will not take ideas, writings, or images produced by the authors or creators of documents or information contained in any online text unless expressly permitted by the author. Copyrighted materials, to include online materials, are protected under Federal Law and require permission for reproduction.

Students will not publish their own materials when completing assignments. Copying and pasting materials from the online text to the assignment or discussion board responses is considered to be a copyright infringement.

Students will not change, modify, copy, or transfer any files or materials developed and presented in the course materials.

Students will not allow individuals who are not students of Charleston Southern University, College of Adult and Professional Studies to participate, use, or complete any of the assignments, tests, discussion boards, or chat rooms assigned to the student of record assigned to the course.

APA and Other Formats Policy

The College of Adult and Professional Studies uses the *Publication Manual of the American Psychology Association* (APA), latest edition, to give credit where credit is due and to offer guidelines for standards in expression and formatting of formal written work. Students in the College of Adult and Professional Studies should use APA style as the default format; however, Liberal Arts Core and general elective courses taught by faculty from other colleges within the University may impose other style requirements, such as MLA Style, Turabian Style, etc. For example, MLA (Modern Language Association) style is the acceptable format in courses such as English. Both the APA manual and the MLA manual are provided in all applicable courses and may be accessed through the Writing Resources section under the Academic Resources tab.

Faculty do not want to diminish the importance of content by placing undue focus on APA formatting during the grading process. However, faculty believe that competence in APA format in professional writing is an essential skill for graduates of the CAPS programs. Key items that

faculty members will consider when reviewing written assignments for APA style include the following:

- Title page
- Header
- Double-spaced
- In-text citations
- Reference sheet, alphabetized and formatted correctly
- Indented paragraphs
- Properly formatted quotations
- Font size / type
- Third person
- Margins

Using correct APA format is equally important when the assignment is submitted directly into a discussion thread. The purpose of the discussion threads is to foster and encourage interaction between classmates and the instructor. Students do not need to write in third-person in discussion threads. Students may relate personal experiences, if they are relevant to the discussion. However, students are expected to support their assertions with source support. Therefore, citing outside sources (when used) and providing a complete reference at the end of the discussion entry is a requirement in each course.

Class Discussions

Successful online learning requires active and meaningful participation in the Discussion Board Forum. Critical thinking, appropriate use of judgment, and professional comments are required for all responses. Simple agreement or disagreement with a fellow student does not constitute a quality response. Student opinions are important but must be supported by relevant data obtained in the literature or text.

1. One initial discussion board post is due by the fourth day (Thursday @ 11:59 pm) of each weekly module and two response posts are due by the last day (Sunday @ 11:59 pm) of each weekly module.
 - a. Undergraduate Word Count Requirements:
 - i. Initial post must be >200 words
 - ii. Responses must be >150 words
 - b. Graduate Word Count Requirements:
 - i. Initial post must be >250 words
 - ii. Responses must be >200 words
2. Participation – Students must meet initial and response post deadlines to be eligible for full points. Late initial posts may be accepted with a 33% reduction in the overall score assessed for each day late. Two response posts are required. If only one is received, then the overall score will be reduced by 25%. If no response posts are received, then the overall score will be reduced by 50%.

3. Students should be respectful and write in a proper and professional manner.

Please refer to the Discussion Board Rubric located within course syllabus for specific requirements and guidance on delivering a substantial discussion.

Course Materials

Required course materials are included in the cost of tuition through our Textbook Butler service partner, Slingshot. Course materials will either be shipped to the address on file or uploaded to a student's Slingshot account through our [Campus Bookstore portal](#). On rare occasion, a student may be asked to acquire additional course material at their expense. This is determined by the professor of record for each course.

Written Work

- All graded assignments must be typewritten, as designated by the professor of record for the course.
- All referenced materials must be presented according to the Publication Manual of the American Psychological Association (APA), based on the most current published edition (currently, 7th edition), with the exception of courses that specify use of a different format.
- All required written assignments are due on the last night of each lesson week at 11:59pm EST. This information is included in the course calendar for every course.
- All written and graded assignments are considered the property of the College of Adult and Professional Studies and should be returned to the appropriate professor of record for the related course.
- SafeAssign will be used to check for plagiarism upon submission.

Late and Make-up Assignments

All deliverables are due by 11:59 PM on the due dates indicated. When substantive emergencies occur, acceptance of late submissions is left to the discretion of the course instructor.

Assignments that are submitted after the due date with prior written approval (text or email) from the instructor may receive the following deductions:

1. Late assignments are subject to a deduction of 10% of the available points for each day late.
2. Assignments submitted later than one week after due date will not be accepted and will receive a zero (0).
3. No work may be submitted after the last day of the course.
4. See Class Discussions for late discussion post policy.

Satisfactory Academic Progress (SAP), Academic Probation, Suspension and Expulsion

- See the SAP scale and other important information in the current Catalog (CSU Website).
 - Undergraduate Policy:
<https://www.charlestonsouthern.edu/wp-content/uploads/Policy-R-4-revised-for-Fall-of-2021-February-2021.pdf>
 - Graduate Policy:
<http://catalog.csuniv.edu/content.php?catoid=20&navoid=473#satis>

Integration of Faith

Integration of Faith in learning, leading, and serving is not only the vision of Charleston Southern University and the College of Adult and Professional Studies, it is considered a way of life. Faith is integrated into each course through assignments, discussion boards, and projects.

Accommodations

In accordance with sections 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act, Charleston Southern University is committed to providing reasonable accommodations for disabled students who are otherwise qualified to pursue college level work. Additional information about Disability Services can be found online here:

<https://www.charlestonsouthern.edu/academics/student-success-center/disability-services/>.

Any qualified student with a disability requesting reasonable accommodations at CSU will need to:

- Complete the [Student Accommodation Request Form](#) found in the “Resources” tab on the Disability Services page on the CSU website
- Submit the [Medical Doc for Physical Disabilities](#) OR the [Medical Doc for Psychological Disabilities](#) that has been completed BY A PHYSICIAN for the disability for which accommodations are sought. This form must name the specific diagnosis. Both forms can also be found in the “Resources” tab on the Disability Services page on the CSU website
- Once the above documentation has been received and reviewed by the Disability Services office, students will be contacted regarding their request. If granted, the Disability Services team will work with the student to set up a time to discuss a plan for their accommodations.

**CHARLESTON SOUTHERN UNIVERSITY
PO BOX 118087
CHARLESTON, SC 29423-8087**

Please direct questions regarding Disability Services to Dr. Annie Watson, 843-863-7159.

STUDENT PROGRESS POLICIES

Program Progression

This is a regular college degree program offered in an accelerated format of 7-week subterms. The two exceptions are MATH 105 and SPAN 110 (both for undergraduate students), which are full 14-week courses offered in the Blackboard Learn platform. In this accelerated format, instead of taking up to six (6) face-to-face courses in a semester simultaneously in undergraduate coursework, or up to three (3) face-to-face courses in a semester simultaneously in graduate coursework, students will focus on 1-3 (undergraduate) or 1-2 (graduate) online courses each 7-week term. It is designed so that students can make time to complete their degree, even while working full-time or fulfilling other obligations.

Undergraduate

The undergraduate student must maintain an overall 2.00 GPA. If the GPA falls below 2.00, student academic progress will be assessed. Students will be placed on probation and encouraged to discuss a successful educational plan with their advisor. The GPA must be raised to the required GPA for a student to graduate from CSU and the CAPS programs. The GPA is calculated only on work at CSU.

Graduate

The graduate student must maintain a GPA of 3.0 for graduation from the CAPS program. A student whose graduate GPA drops below 3.0 will be placed on academic probation. Students on academic probation will be required to communicate with an academic advisor regularly for advising and monitoring.

A graduate student who earns one “F,” one “WF,” one “FA,” one “FD,” or who earns their third grade lower than a “B” in the graduate program courses shall be expelled from the CAPS graduate program. An expelled student may not be considered for readmission to the program for any term within one semester after the date of expulsion. If and when the student’s application for readmission is submitted, it must be accompanied by a letter from the student justifying why he or she should be readmitted. The student’s request for readmission must be approved by the Dean before the student can be readmitted and begin taking classes again. Expelled students may only petition for re-admission once. If their first request fails, further requests for re-admission will not be entertained.

The rigor and course requirements are similar to many courses offered in a traditional setting at CSU but with differences of the accelerated format and an asynchronous platform.

Dismissal

Any student dismissed from any program offered at CSU for any reason is not eligible for admission to the College of Adult and Professional Studies.

See policies related to withdrawal from a course, in the *CSU Student Handbook* and the policy for Appeal For Dismissal From A Program” (R-51) in the Office of the Registrar, Manual of Academic Policies and Procedures:

Policy R-51

Title: APPEAL FOR DISMISSAL FROM A PROGRAM

Number: R-51

Date of Inception: September 8, 1999

Purpose: To establish a procedure for students to follow in the event one is dismissed from an academic program, and he or she desires to appeal the action.

1. Within ten (10) days of receiving the dismissal letter, the student will request an interview with the professor who initially recommended the dismissal. This interview will occur within ten (10) days of the professor being contacted by the student. The student should explain why reconsideration should be given. The professor will explain the basis for the dismissal.
2. If dissatisfied, the student should submit a **written** statement to the departmental chairperson stating why she/he is dissatisfied and what changes the student feels would be fair and reasonable. The burden of proof lies upon the student to show an error or malfeasance has occurred. Within ten (10) days of receiving the written appeal, the department chairperson will notify, in writing, both the professor and student of her/his decision. If the student fails to show reasonable cause for further investigation, the chairperson may deny the appeal without taking further action.
3. When, in the opinion of the department chairperson, a student's appeal raises reasonable doubt as to whether a mistake or malfeasance may have occurred, the chairperson shall appoint, within ten (10) days, a committee of three faculty members whom he considers most nearly competent in the subject to adjudicate the matter. This committee will meet and issue a decision in writing to the department chairperson, professor, and student within ten (10) days. Both the professor and student should be asked to bind themselves in advance to accept the committee's decision. Neither may be required, however, so to bind him/her self.
4. Any student, who has exhausted the remedies open to him under the above procedures, may appeal the entire matter to the Faculty Appeals Committee within ten (10) days of the three faculty member committee's decision. The student is hereby advised that the Faculty Appeals Committee will not set aside the student's dismissal from a program, but if the student can show compelling evidence that the procedures outlined above have been violated, the Committee may recommend that the appropriate academic dean investigate the entire matter.
5. The student may appeal in writing the decision of the Faculty Appeals Committee to the appropriate academic dean within ten (10) days. The academic dean's decision is final.

Approved by action of the Deans Council, September 8, 1999.

Voluntary Withdrawal

A student who wishes to withdraw from any CAPS program must contact their advisor and indicate their intent to withdraw in writing.

Readmission/Admission After Voluntary Withdrawal or Transfer

A student who leaves the University and/or CAPS program in **good standing** through voluntary withdrawal or a student from another regionally accredited institution who left the program in good standing and desiring to transfer to CSU may be evaluated for readmission/admission under the following circumstances:

1. Make formal reapplication/application to Charleston Southern University and request enrollment in the College of Adult and Professional Studies programs.

2. Readmission/admission is not automatic. Students will be required to meet all enrollment standards, provide all documentation, such as transcripts, not held by CSU and/or new or additional programmatic changes.
3. All policies in place at the time of readmission/admission will apply.

Variance From Policies

A **written** request for an exception must be submitted to the Dean, with supporting rationale or documentation. The student will receive a letter from the Dean regarding his or her request for an exception. A copy of the petition and response from the Dean will be placed in the student's academic record.

Graduation Requirements

1. Completion of a minimum of 125 semester credit hours for undergraduate degrees; completion of a minimum of 30 semester credit hours for graduate degrees.
2. Completion of CSU requirements, including an application for graduation.

Please note:

The Office of Academic Advising in collaboration with the College of Adult and Professional Studies provides support for all students through the recruiting/counseling coordinators to assist with program planning and tracking of course requirements. ***However, the responsibility for assuring that all requirements for the College of Adult and Professional Studies and the University rests solely with the student.***

FACILITIES AND SERVICES

Academic Advisors/Enrollment Specialists and Registration

Upon admission to the University, each student will be supported by a CSU Online or Graduate Enrollment Specialist and a CAPS Academic Advisor. The Academic Advisor assists the student with course selection and schedule planning, registration, referral to School and University resources and services, and in general, serves as a student advocate. Students may also register for courses offered in the CAPS program via the “Add/Drop Courses” link contained in the “Academics” tab in a student’s MyCSU portal once they have completed their Registration Agreement (will show up on the “Academics” tab if not already completed). Any student who is anticipating a change in plans for completing the chosen major/program (e.g., add/drop, withdrawal, etc.) must speak with their Academic Advisor prior to initiating the appropriate paperwork to effect the change. No transaction will be completed without written documentation being completed to include email confirmation of the actions requested by students. The responsibility for assuring that all requirements are met rests solely with the student. This includes meeting University requirements for receiving financial assistance.

Counseling Center

Charleston Southern University’s Counseling Services offers professional mental health services in the form of personal counseling from a perspective which integrates Christian theology and psychology.

For additional information, please visit the Counseling Services page on the CSU website at <http://www.csuniv.edu/counseling/index.php>.

Service for Veteran Students

Veterans Integration to Academic Leadership (V.I.T.A.L) Initiative

The mission of VITAL is to provide world-class healthcare and improve the overall mental health of Veterans, while supporting their successful integration into college and university campuses through:

- Promotion of positive cohesion between Veterans and the entire learning community through campus and community clinical education and training.
- Seamless access to VA healthcare services and on-campus clinical counseling.
- Providing efficient care coordination of all available services.

Library

CAPS students have access to the CSU library, databases, and informational files in all online courses. Students can access the library website by clicking the “CSU Library” link in the menu bar on the left in Blackboard for all courses. For questions, please contact the CAPS office at 843-863-7525 or the library reference desk at 843-863-7946. Library hours are posted at the entrance to the library building, on the library web page, and in the *CSU Student Handbook*. The hours are modified during vacations and exams.

Learning Center

The Learning Center, certified by the College Reading and Learning Association, provides academic and writing support services across the curriculum and is free to all students. Information about services provided and hours of operation may be obtained on their website or by calling 843-863-7091. Students can access the Learning Center by clicking the “CSU Learning Center” link in the menu bar on the left in Blackboard for all courses.

Financial Assistance

Charleston Southern University provides financial assistance to any qualified student who would otherwise be unable to attend because of lack of funds. Financial aid is available through loans, scholarships, grants, veteran’s benefits, social security benefits, college work-study programs, institutional employment, vocational rehabilitation, and other sources.

All forms of financial assistance are administered through the financial aid office. Further information on financial assistance may be found in the *CSU Student Handbook* or by calling the CAPS office at 843-863-7525 for assistance.

Bookstore

Course materials are included in the cost of tuition. Additional supplies and CSU merchandise is available in the campus bookstore in the Student Center on campus, or online at <https://csu.treeoflifebooks.com/#/landing>.

STUDENT ORGANIZATIONS

Alpha Sigma Lambda

The College of Adult and Professional Studies Honor Society was established in 2009 to recognize seniors with the highest academic achievements. Alpha Sigma Lambda is part of the Chi Sigma Chapter. Undergraduate students selected for membership shall be eligible if they have achieved excellence according to the standards approved by the Society and have completed a minimum of 25% of their online degree at CSU.

Founded in 1946 by a Northwestern University professor, Dr. Rollin Posey, the Society was created to recognize the accomplishments of those students who achieve and maintain outstanding scholastic standards and leadership characteristics while handling additional responsibilities of work and family.

For more information about Alpha Sigma Lambda, contact the CAPS office at (843) 863-7525.

Alumni Association

Online graduates are automatically enrolled into the Charleston Southern University Alumni Association. The CSU Alumni Association exists to connect students with their fellow Bucs and with their alma mater. Through a variety of programs and services, the Alumni Association works with alumni around the world to ensure they carry CSU pride wherever they go. As a graduate of Charleston Southern, we want to hear how students are making an impact in their community and in their own part of the world. For more information about the Alumni Association, students can contact alumni@csuniv.edu.

APPENDICES

Appendix A: Student Performance Responsibilities and Expectations

All students are subject to the policies stated in the *CAPS Student Handbook* and the *CSU Student Handbook*. Students should review both handbooks carefully.

Note: The professors are responsible for the decisions related to student performance. They are considered to be the subject matter experts, determine and interpret outcomes for assignments, quizzes, discussion boards and/or tests, and determine all grading outcomes.

- Students are expected to be actively engaged in all online requirements as outlined in the course syllabus.
- Students are expected to enter the course daily and review announcements or emails.
- Students are expected to complete all assignments, tests, quizzes, and/or discussion boards or questions as indicated in the course syllabus.
- Students are expected to present all materials in a professional manner and in consideration of the Christian ethics and views established by Charleston Southern University.
- Students are expected to conduct themselves in a professional business manner and honor the perceptions, thoughts, and ideas expressed by fellow students.
- Students are expected to help establish an environment that fosters a positive learning experience between themselves and the professor of record.
- Students are required to provide responses in the discussion boards with two (2) other students prior to the due date and time identified in the course syllabus. Students are required to make their initial discussion board post by 11:59 pm Thursday night and two (2) response posts by 11:59 pm Sunday night.
 - Student responses in discussion board forums should contain a minimum of two (2) peer-reviewed sources cited in the post and listed in appropriate APA format (or another format [MLA, Turabian, etc.] as outlined by the professor of record for that course) at the end of the post.
- Text language used in social networks is unacceptable in any written assignment.
- The use of inappropriate language that may be considered a threat or abusive to other students or faculty will be considered inappropriate performance and conduct which will result in dismissal from any nontraditional online degree program or certification, and could potentially result in dismissal from the University, based on the criticality of the offense.
- Students are required to use MS Word and other MS products when producing assignments or project requirements.

- Students must provide assignments and required writing in a format that the professor can open and read.
- Major tests and/or projects, case studies, or group projects may be due at different times during the course as determined in the course syllabus. A majority of all requirements will be due at the end of each lesson. A lesson is usually represented as a week.
- Students should contact the professor of record with concerns or questions prior to contacting the CAPS office or administrators. If the professor does not respond to the student's questions, the student should contact the CAPS office for clarification. Students are expected to contact the professor by email and phone prior to calling the CAPS office.
- Late and Make-up Assignments
 - All deliverables are due by 11:59 PM on the due dates indicated. Assignments that are submitted after the due date without prior written approval (text or email) from the instructor will receive the following deductions:
 - Late assignments are subject to a deduction of 10% of the available points for each day late.
 - Assignments submitted later than one week after due date will not be accepted and will receive a zero (0).
 - No work may be submitted after the last day of the course.
 - See Class Discussions for late discussion post policy.
 - When substantive emergencies occur, acceptance of late submissions is left to the discretion of the course instructor.
- APA style is used for all courses offered in the CAPS programs, unless otherwise noted in the course syllabus. CORE or elective courses may use MLA Style, Turabian Style, or another style. Students should refer to the course syllabus for specific guidelines.
- Students are responsible for ensuring that all financial responsibilities are met prior to registration for courses. Registration for classes is not permitted with a balance owed to the University.
- Students should direct questions regarding financial statements and/or business office holds to the business office for clarification and resolution.
- The temporary grade of "I" can only be awarded in cases when a student has completed and passed a majority of the work required for a course but, for reasons beyond the student's control, cannot complete the entire course in the time frame of the term enrolled. Incomplete grades are contingent upon instructor discretion, and instructors are under no obligation to grant them. Incomplete grades should only be assigned when, in the instructor's judgment, it is feasible for the student to complete the coursework while not enrolled, without attending additional class meetings to complete course requirements. An Incomplete should not be given as a substitute for a failing grade or because a student failed to complete assignments over the course of the academic term. To award a grade of "Incomplete" an instructor should fill out a Request to Receive an Incomplete Course (found on MyCSU) and submit to the office of the Registrar

Appendix B: Student Rights and Responsibilities

In addition to the information in the *CSU Student Handbook* related to the Student Code of Conduct, students are expected to be familiar with and comply with the following rights and responsibilities:

Students have the right to:

1. Quality learning experiences without regard to race, color, religion, gender, age, political affiliation, national origin, sexual orientation, gender identity, handicap, or marital status.
2. Participate in the teaching/learning process and to have the freedom to learn and explore all aspects of the subject matter.
3. Question the ideas or information presented in their courses.
4. Confidentiality regarding information about their personal views, beliefs, and associations which faculty acquire in the course of their work.
5. Regular, objective evaluations of progress in their courses.
6. Develop the framework for critical thinking and judgment.
7. Have a voice in the determination of the curriculum and application of institutional policy affecting academic and student affairs.

Students have the responsibility to:

1. Interact with others in a professional manner, regardless of race, color, religion, gender, age, political affiliation, national origin, sexual orientation, gender identity, handicap, or marital status.
2. Exercise academic freedom in a responsible, professional way, and to prepare for and participate in each learning experience according to professional standards.
3. Critically inquire regarding the material presented in their courses.
4. Maintain confidentiality in all areas of their professional practice.
5. Maintain established standards of academic performance for the courses in which they are enrolled.
6. Continue to think creatively throughout their professional lives.
7. Be aware of the concepts of curriculum development, and to know Program Objectives and their relationship to the curriculum and CSU's Mission and Life Preparation Concepts.
8. Provide or ascertain information requested of the student and make available to the Registrar's Office and the College of Adult and Professional Studies.