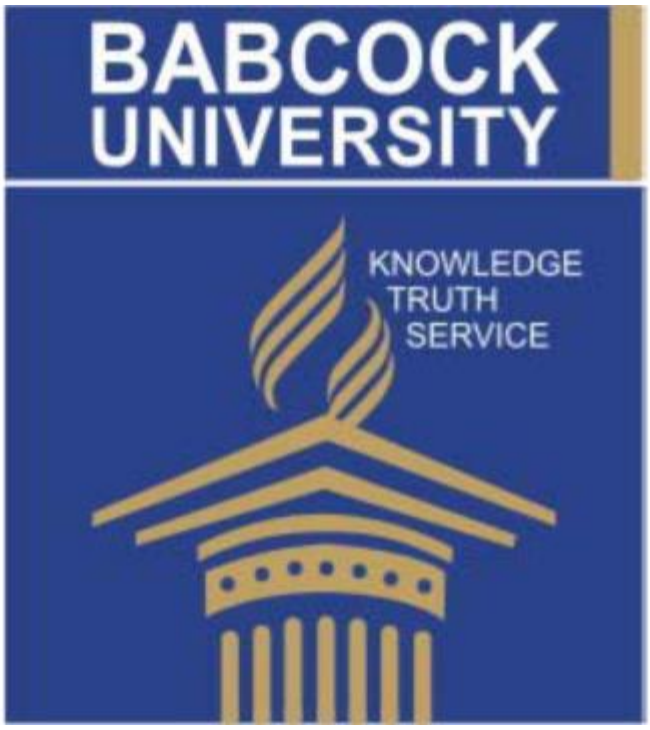

BABCOCK UNIVERSITY

ACADEMIC POLICIES MANUAL

2023 – 2027

Prepared by: The Directorate of Academic Planning

Voted by the University Senate on September 23, 2025

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A. College, Schools and Departments

1. **School of Computing**
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    b. Department of Information Technology
    c. Department of Software Engineering

2. **School of Education & Humanities**
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    b. Department of History & International Studies
    c. Department of Languages & Literary Studies
    d. Department of Music & Creative Arts
    e. Department of Religious Studies

3. **School of Environmental Sciences**
    a. Department of Architecture
    b. Department of Estate Management

4. **School of Engineering**
    a. Department of Civil Engineering
    b. Department of Computer Engineering
    c. Department of Electrical Engineering
    d. Department of Mechanical Engineering

5. **School of Law & Security Studies**
    a. Department of Jurisprudence and Public Law
    b. Department of International Law and Security Studies
    c. Department of Private and Commercial Law

6. **School of Management Sciences**
    a. Department of Accounting
    b. Department of Business Administration & Marketing
    c. Department of Finance
    d. Department of Information Resources Management

7. **School of Science & Technology**
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    b. Department of Basic Sciences
    c. Department of Microbiology

8. **Veronica Adeleke School of Social Sciences**
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b. Department of Mass Communication
c. Department of Political Science and Public Administration
d. Department of Social Work

Benjamin S. Carson (Snr.) College of Health and Medical Sciences

9. School of Allied Health Sciences

a. Department of Medical Laboratory Science
b. Department of Human Nutrition & Dietetics
c. Department of Public Health

10. School of Basic Clinical Sciences

a. Department of Chemical Pathology
b. Department of Haematology and Immunology
c. Department of Histopathology
d. Department of Medical Microbiology
e. Department of Pharmacology and Therapeutics

11. School of Basic Medical Sciences

a. Department of Anatomy
b. Department of Biochemistry
c. Department of Physiology

12. School of Clinical Sciences

a. Department of Community Medicine
b. Department of Internal Medicine
c. Department of Paediatrics
d. Department of Obstetrics and Gynaecology
e. Department of Surgery

13. School of Nursing Sciences

a. Department of Adult Health
b. Department of Community Health
c. Department of Maternal and Child Health
d. Department of Psychiatry and Mental Health

B. Programmes

The Undergraduate programmes offered by the University are as follows:

1. School of Allied Health Sciences

a. B.Sc. (Hons.) Public Health
b. B.MLS. (Hons.) Medical Laboratory Science
c. B.Sc. (Hons.) Human Nutrition and Dietetics

2. **School of Basic Medical Sciences**
    a. B.Sc. (Hons.) Anatomy
    b. B.Sc. (Hons.) Biochemistry
    c. B.Sc. (Hons.) Physiology

3. **School of Basic Clinical Sciences and School of Clinical Sciences**
    - MBBS (Bachelor of Medicine, Bachelor of Surgery)

4. **School of Computing**
    a. B.Sc. (Hons.) Computer Science
    b. B.Sc. (Hons.) Cybersecurity
    c. B.Sc. (Hons.) Information Systems
    d. B.Sc. (Hons.) Information Technology
    e. B.Sc. (Hons.) Software Engineering

5. **School of Engineering**
    a. B.Eng. (Hons.) Civil Engineering
    b. B.Eng. (Hons.) Computer Engineering
    c. B.Eng. (Hons.) Mechanical Engineering

6. **School of Environmental Sciences**
    a. B.Sc. (Hons.) Architecture
    b. B.Sc. (Hons.) Estate Management

7. **School of Education and Humanities**
    a. B.A. (Hons.) Christian Religious Studies
    b. B.A. (Hons.) Christian Theology
    c. B.A. (Hons.) English Studies
    d. B.A. (Hons.) French and Foreign Studies
    e. B.A. (Hons.) French Studies
    f. B.A. (Hons.) History & International Studies
    g. B.A. (Hons.) Music
    h. B.A.Ed. (Hons.) English Education
    i. B.Ed. (Hons.) Educational Management
    j. B.Sc.Ed. (Hons.) Business Education
    k. B.Sc.Ed. (Hons.) Economics Education
    l. B.Sc.Ed. (Hons.) Guidance and Counselling

8. **School of Law and Security Studies**

- LL.B. (Hons.) Law

9. School of Management Sciences

a. B.Sc. (Hons.) Accounting
b. B.Sc. (Hons.) Business Administration
c. B.Sc. (Hons.) Finance
d. B.Sc. (Hons.) Information Resources Management
e. B.Sc. (Hons.) Marketing

10. School of Nursing Science

- B.NSc. (Hons.) Nursing Science

11. School of Science and Technology

a. B.Agric. (Hons.) Agriculture
b. B.Sc. (Hons.) Biology
c. B.Sc. (Hons.) Chemistry
d. B.Sc. (Hons.) Mathematics
e. B.Sc. (Hons.) Microbiology
f. B.Sc. (Hons.) Physics with Electronics

12. Veronica Adeleke School of Social Sciences

a. B.Sc. (Hons.) Economics
b. B.Sc. (Hons.) Mass Communication
c. B.Sc. (Hons.) Peace Studies and Conflict Resolution
d. B.Sc. (Hons.) Political Science
e. B.Sc. (Hons.) Public Administration
f. B.Sc. (Hons.) Social Work

C. Philosophy of Babcock University

Policy Statement

Babcock University is founded on the **Seventh-day Adventist philosophy of education**, which emphasizes the harmonious development of the **Head, Heart, and Hands**. This philosophy affirms that true education goes beyond academic instruction; it integrates intellectual growth with spiritual, moral, social, and practical development.

The University's programmes, therefore, are designed to produce graduates who are not only academically competent but also morally upright, spiritually grounded, and committed to lives of service and leadership.

Beyond preparing students to contribute meaningfully to themselves, their families, and society, our educational model also equips them with timeless values for life beyond the present. We envision every student ultimately gaining admission into the "University of Eternity" under the presidency of the Creator. Acquaintance with this Creator is the cornerstone of Babcock University's academic philosophy. Therefore, the supreme aim of our education is encapsulated in the words: "That they might know Him, whom to know is life eternal."

This Academic Policy Manual is designed to guide the operation of academic programs in fulfilment of this mission. It is the fervent prayer of the University's Academic Division that, through every course and academic experience, each student will come to know Him.

Core Objectives

The objectives of the University's academic programmes shall be to:

1. **Promote Academic Excellence:** Deliver high-quality teaching, research, and innovation that meet and exceed national and global standards.
2. **Align with Regulatory Standards**: Operate in full compliance with the **National Universities Commission (NUC) Core Curriculum and Minimum Academic Standards (CCMAS)** and other professional council regulations (MDCN, NMCN, CLE, ICAN, etc.).
3. **Uphold Faith-Based Values**: Integrate Christian principles and the Seventh-day Adventist worldview into curricula, pedagogy, and campus life, fostering integrity, character, and servant-leadership.
4. **Foster Holistic Development**: Encourage the balanced growth of intellectual capacity (Head), character and faith (Heart), and practical service (Hands).
5. **Ensure Global Relevance**: Equip students with digital competencies, critical thinking skills, and intercultural awareness required for success in a dynamic global environment.
6. **Advance Research and Innovation**: Encourage faculty and students to engage in applied and translational research that addresses local and global challenges.
7. **Strengthen Community Impact**: Develop graduates as servant-leaders who contribute to national development, social justice, and sustainable community transformation.

Implementation Directives

1. All curricula shall be reviewed **periodically** to ensure alignment with CCMAS, professional council benchmarks, and emerging global trends.
2. Academic delivery shall integrate **faith, learning, and service**, in line with the University's mission.
3. The **Directorate of Academic Planning (DAP)** shall coordinate annual audits to confirm that academic programmes reflect the philosophy and objectives of the University.
4. Each academic unit shall submit an **annual report** on how its teaching, research, and community service activities contribute to these objectives.

Oversight & Compliance

1. The **Senate** shall be the custodian of the University's academic philosophy and objectives.
2. The **Directorate of Academic Planning (DAP)** shall provide continuous monitoring and report on compliance to Senate.
3. Each **College/School** shall ensure that departmental curricula, pedagogy, and assessment methods reflect the stated philosophy.

D. Governance and Oversight

Policy Statement

The governance of academic programmes at Babcock University rests with the **University Senate**, the supreme academic authority, chaired by the Vice-Chancellor. The **Senior Vice-President (Academics)** serves as the **chief academic officer** of the University and provides executive leadership to ensure that Senate decisions are faithfully implemented and that all academic policies, programmes, and activities align with the University's mission, philosophy, and regulatory standards.

Authorization and Implementation of Policy

The **University Senate**, chaired by the **President/Vice-Chancellor**, holds the primary responsibility for setting academic standards and policies, in alignment with the overarching guidelines established by the **Babcock University Governing Council** and the **West Central-Africa Division (WAD) Board of Education**.

The **responsibility for interpreting and implementing these policies** is delegated to the **Senior Vice-President, Academics/Deputy Vice-Chancellor, Academics**, who serves as the **Chief Academic Adviser** to the President/Vice-Chancellor with operational support from the Directorate of Academic Planning.

Academic policies are formally published in the **University Bulletin** and other official media. Supplementary academic guidelines such as examination protocols, registration procedures, and related notices may be issued periodically.

Any changes to academic regulations made between bulletin editions are considered **binding**, provided they have been **approved by the University Senate** and **communicated to students, staff, and faculty, through an official written notice**.

All **Senate sub-committees** entrusted with academic responsibilities operate strictly within the scope of authority delegated to them. These include powers to **recommend** and, where applicable, **act** on specific academic matters.

The Senior Vice-President | Deputy Vice-Chancellor (Academics)

1. The SVP–Academics shall be the head of the academic division of the University.
2. The SVP–Academics shall:
    a. Translate Senate decisions into actionable policies and monitor compliance across all academic units.
    b. Supervise the **Directorate of Academic Planning (DAP)**, the **Registry**, and other academic support services.
    c. Coordinate the work of **Provosts of Colleges, Deans of Schools, and Heads of Department**, ensuring that academic delivery meets approved standards.

d. Oversee accreditation readiness, academic audits, and compliance with NUC and professional council requirements.
e. Serve as the executive link between the **Vice-Chancellor, Senate, and the academic organs** of the University.

3. The SVP–Academics shall report directly to the Vice-Chancellor and present periodic academic performance and compliance reports to the Senate.

The Senate as Supreme Academic Authority

1. The Senate shall be the highest academic body of the University.
2. Its responsibilities shall include:
    a. Approving academic regulations, curricula, and policies.
    b. Ratifying vetted academic results for publication.
    c. Ensuring compliance with **NUC-CCMAS** and professional accreditation standards.
    d. Approving new programmes and periodic programme reviews.
3. The SVP–Academics shall ensure Senate directives are effectively implemented across all levels of the University.

Directorate of Academic Planning (DAP)

The Directorate of Academic Planning (DAP) is the University's **strategic academic planning, monitoring, and quality assurance hub**. It provides data-driven policy support, oversees curriculum integrity, coordinates accreditation processes, and ensures that all academic activities are aligned with the **mission and vision of Babcock University** as well as national and international benchmarks.

The Directorate operates under the supervision of the Senior Vice President **(Academics)**. It works closely with the Registry, Colleges, Schools, and Departments to guarantee the quality, coherence, and sustainability of academic programmes.

Core Responsibilities of DAP

1. **Strategic Academic Planning**
    a. Prepare, revise, and update the University's **Academic Brief**.
    b. Design and maintain the **University's academic calendar and bulletins**, ensuring consistency and compliance with regulatory guidelines.
    c. Plan, monitor, and evaluate academic processes in alignment with institutional goals.
2. **Quality Assurance and Accreditation**
    a. Coordinate all internal and external accreditation exercises with NUC, AAA/IBE, and professional councils (CLE, CPN, COREN, ICAN, MDCN, MLSCN, NMCN, etc.).
    b. Provide oversight and advisory support for programme reviews, new programme proposals, and compliance with **CCMAS** and professional benchmarks.

c. Represent the University at national and regional platforms, including **CODAPNU** (Conference of Directors of Academic Planning of Nigerian Universities).

3. **Curriculum Oversight and Academic Monitoring**
    a. Oversee curriculum design, reviews, and periodic updates to reflect regulatory and global best practices.
    b. Manage **course allocation, timetabling, and classroom monitoring** in collaboration with Deans, HoDs, and the Registry.
    c. Ensure academic delivery reflects quality enhancement practices and supports holistic student development.
4. **Examinations Oversight**
    a. Plan and supervise examination timetabling and logistics in collaboration with the Registry.
    b. Monitor examinations across all Colleges and Schools to ensure integrity and compliance with Senate policies.
    c. Provide Senate with reports on examination processes, malpractice cases, and compliance issues.
5. **Data Management and Institutional Research**
    a. Collect, collate, analyze, and publish accurate data on admissions, enrolments, staffing, student outcomes, and academic performance.
    b. Provide staff and student data for University budgeting, Senate reports, and Governing Council deliberations.
    c. Supply academic data to NUC, AAA/IBE, and other agencies as required.
    d. Support institutional rankings (THE, Scopus, Webometrics, SDGs) by producing validated academic data and research output statistics.
6. **Resource Planning and Capacity Development**
    a. Project staff requirements to ensure adequate academic staffing strength.
    b. Collect and analyze unit costs to guide resource allocation and budgetary planning.
    c. Provide planning data for infrastructure, staffing, and programme expansion.
    d. Facilitate collaborations with other institutions for human resource development, research, and capacity building.
7. **Research and Community Impact**
    a. Provide incentives for faculty research and publications.
    b. Publish University records, statistics, and research reports.
    c. Engage in community outreach and academic extension services to strengthen institutional impact.

Implementation Directives

1. All academic processes (calendar, course allocation, timetabling, examinations, monitoring) shall be centrally coordinated by the DAP in line with Senate-approved policies.
2. The DAP shall maintain a **central academic data repository** for accuracy and reliability in reporting.
3. Annual reports on quality assurance, accreditation, and institutional performance shall be submitted to the Senate through the SVP–Academics.
4. The Directorate shall discharge any additional duties as may be assigned by the Vice-Chancellor, SVP–Academics, or Senate related to academic planning and policy.

The Registry

1. The Registry, led by the Registrar, shall also report to the SVP–Academics.
2. Its responsibilities shall include:
    a. Custody of admission, registration, and student academic records.
    b. Implementation of Senate-approved academic policies and regulations.
    c. Management of transcripts, certification, and Senate-approved results.
    d. Provision of validated records for examinations and Senate deliberations.

Colleges, Schools, and Departments

Colleges and Schools shall be responsible for implementing **Senate-approved academic programmes** under the oversight of the **Senior Vice-President (Academics)**.

Each College is led by a **Provost**, while each School within a College is led by a **Dean**.

1. **Provosts**
    a. Provide overall academic and administrative leadership within their college.
    b. Supervise Deans of Schools in the effective delivery of academic programmes.
    c. Ensure that Schools within the College maintain compliance with Senate-approved curricula, accreditation standards, and institutional quality assurance expectations.
    d. Liaise with the **DAP** and **Registry** on College-level academic planning, data reporting, and accreditation matters.
2. **Deans**
    a. Provide leadership for Schools (within their colleges) in the day-to-day implementation of academic programmes.
    b. Supervise Heads of Department (HoDs) to ensure teaching, research, and student support are delivered at expected quality levels.
    c. Oversee academic advising, programme monitoring, and assessment compliance within their School.
    d. Liaise with the **DAP** and **Registry** on School-level academic matters (under the coordination of their Provost).
3. **Heads of Department (HoDs)**

a. Manage the delivery of academic programmes within their departments in line with Senate-approved bulletins.
b. Assign faculty to courses based on workload and approved programme structures.
c. Ensure course advising, mentoring, and supervision of students at the departmental level.
d. Maintain oversight of course files, continuous assessment, and regulatory compliance.
e. Provide departmental reports and data to the Dean for onward submission to the (**College and) Senate or SVP-A through DAP**.

Implementation Directives

1. All academic governance organs shall operate under a **clearly defined chain of accountability** coordinated by the **SVP–Academics.**
2. Senate-approved policies shall be implemented promptly by the Registry, DAP, and Colleges under the oversight of the SVP-Academics.
3. Reports on compliance, accreditation, and academic performance shall be submitted each semester to the Senate through the SVP–Academics.

Oversight & Compliance

1. **Senate**: Retains supreme authority on academic matters.
2. **Vice-Chancellor**: Chairs Senate and ensures institutional alignment.
3. **SVP–Academics**: Provides executive leadership and coordination across all academic units.
4. **DAP, Registry, Deans, and HoDs**: Implement policies and report compliance through the SVP–Academics.

E. Admissions and Matriculation

Policy Statement

Admissions into Babcock University shall be based on **merit, transparency, and equity**, and in full compliance with the **National Universities Commission (NUC)**, the **Joint Admissions and Matriculation Board (JAMB)**, and relevant professional councils. The process shall reflect the University's Seventh-day Adventist philosophy of education and mission.

Matriculation is the formal ceremony at which students, having duly registered, pledge allegiance to the University and are formally recognized as bona fide students of Babcock University.

The **Registrar** shall manage admissions and matriculation, supervised by the **SVP–Academics** and monitored by the **Directorate of Academic Planning (DAP)** for compliance with quotas, standards, timelines, and regulations. All admissions are subject to Senate approval.

Regular Admission (100-Level Entry)

Requirements

Applicants seeking admission into Babcock University at the 100-level shall:

1. Submit **three satisfactory letters of recommendation** to the Admissions Office.
2. Present original copies of all credentials for verification at the time of enrolment.
3. Meet the following academic qualifications:
    a. A minimum of **five (5) credit-level passes** (grade C6 or higher) in WASSCE, GCE O'Level, NECO, or NABTEB, obtained in one or two sittings, including:
        i. English Language (compulsory for all programmes)
        ii. Mathematics (required for programmes in Sciences, Engineering, Social Sciences, Business, Management, and Law)
    b. An acceptable score in the Unified Tertiary Matriculation Examination (UTME) administered by JAMB.
    c. Fulfill programme-specific entry requirements approved by Senate.
    d. Undergo further screening by Babcock University, even after meeting UTME criteria, to determine suitability.

Provisional Admission

1. All offers of admission are provisional, pending full verification and certification of credentials by the Registrar.
2. Applicants awaiting SSCE/NECO results may apply, but must submit authenticated results before matriculation.
3. Should submitted results fall short of programme requirements, the provisional admission shall be automatically withdrawn.

Application Procedures

Applicants shall:

1. Complete the official **online application form**.
2. Submit:
    a. Completed online form
    b. Three letters of recommendation
    c. Photocopies of credentials
    d. Prescribed application fee
3. Present original certificates at registration for verification.

Admission of Constituency Candidates

1. In recognition of the University's ownership, **Seventh-day Adventist constituency candidates** and the children of faculty/staff may be admitted on a concessionary basis.
2. Such candidates must still meet the minimum NUC/JAMB requirements.
3. The Senate shall review this category annually to ensure compliance with national standards.

Admission Through Transfer and Direct Entry

Transfer Students

1. Prospective transfer students shall follow the same application process as regular applicants.
2. They must submit:
    a. Official transcript of completed coursework (whether credit earned or not).
    b. Letter of recommendation from their current institution.
3. Transfer credits shall be evaluated on a course-by-course basis and may count toward degree requirements, but shall **not** be computed in GPA.

Credit Transfer Guidelines

1. Only courses comparable to Babcock offerings will be accepted.
2. Minimum acceptable grade:
    a. "C" on a 4-point scale, OR
    b. 2.0 on a 4-point scale, OR
    c. 2.5 on a 5-point scale.
3. Applicant's overall CGPA must equal at least a "C" average.
4. A maximum of 84 credits may be accepted from two-year programmes (community colleges/diplomas).
5. All transfer students must complete at least **three years of residency at Babcock University** before graduation.

Conditions

1. Transfer courses shall meet Babcock University's academic standards.
2. Transfer credits may count toward degree requirements but **will not be included in the student's GPA at Babcock University**.
3. Students may not take courses in another institution while enrolled at Babcock University **without Senate approval**.
4. Applicants dismissed from other institutions for **academic or disciplinary reasons** or currently on **probation** are **not eligible**.
5. All transfer students shall complete applicable prerequisite courses for the 200-level **General Education requirements**.

Direct Entry Students

1. Direct Entry candidates must submit full transcripts and apply through JAMB Direct Entry.
2. Acceptable qualifications include:
    - OND, HND, NCE, A-Levels (Cambridge, IJMB, JUPEB, or equivalents).
3. Depending on qualifications, students may be placed at **100 or 200 level**.
4. Direct Entry does not involve course-by-course credit transfer; placement is determined by entry qualification.

Admission of International Students

International applicants shall:

1. Hold qualifications equivalent to SSCE.

2. Submit original transcripts and official documentation, validated by appropriate authorities.
3. Provide credentials in the original language, with certified English translation.
4. Demonstrate proficiency in spoken and written English.
5. Receive an official BU admission letter before traveling to Nigeria.
6. Provide financial proof and a surety advance deposit.
7. Obtain valid residence/study visas before arrival.
8. On arrival, report to the **International Students' Adviser** with all documentation.

Miscellaneous Matters on Admissions

Admission Credentials

A student is not recognized as a regular undergraduate until original certificates are submitted and verified by the Registrar.

Medical Examination

1. All students must complete a compulsory **medical exam** at BUTH.
2. Forms must be completed and signed by the Chief Medical Director.
3. Resident students must also submit a signed emergency medical care authorization form.

Placement Tests

To determine placement and readiness, new students may be required to sit for placement exams in:

a. English Language
b. Mathematics

Deferment of Admission

1. Students offered admission may apply to defer their studies for up to one academic session.
2. Such deferment must be approved by Senate and processed through the Admissions Office.
3. A deferred admission lapses if not activated within the stipulated period, unless otherwise approved by Senate.

Matriculation

1. Matriculation is a compulsory ceremony for all newly admitted students, signifying formal entry into the University.
2. Only students who have **fully registered** shall be eligible to matriculate.
3. At matriculation, students shall take the **Matriculation Oath**, pledging to abide by University regulations.
4. Failure to matriculate without a Senate-approved exemption shall invalidate a student's admission.

Implementation Directives

1. The Registry shall coordinate admissions and matriculation.
2. The DAP shall verify compliance with quotas, projections, timelines, and CCMAS requirements.
3. The SVP–Academics shall ensure oversight and present compliance reports to the Senate.
4. The Senate shall approve all final admissions lists.

Oversight & Compliance

1. **The Senate**: Approves admissions policies and matriculation guidelines.
2. **SVP–Academics**: Supervises and ensures compliance.
3. **Registrar/Admissions Office**: Manages operational processes.
4. **DAP**: Verifies compliance and provides the Senate with validated admissions data.

F. Registration Guidelines

Policy Statement

This defines the structured process and timelines for semester registration. It ensures academic planning integrity, eliminates administrative bottlenecks, and enforces accountability among students, faculty, and administrative staff. Registration periods are indicated in the **academic calendar** for each semester. Detailed instructions will be posted on **official bulletin boards** and student registration portals. Registration becomes **official only** after **all necessary procedures have been completed**.

Registration Workflow

Step A: Pre-Registration & Course Advising (5 Weeks Before the Semester Begins)

1. Students shall meet with their Course Advisors to plan their courses ahead of the semester. Advisors can make this easier by holding regular meetings, especially in view of the course/semester registration timelines, to ensure that students make the best decisions.
2. Advisors provide preliminary approval and guidance on course load and program requirements.
3. This stage reduces errors and prevents last-minute congestion.

Step B: Official Registration Window (3 Weeks before Semester Starts – 4 Weeks After Semester Begins)

1. All students shall log in to UMIS to complete course registration no later than 4 weeks after the semester starts.
2. Registration includes:
    i. Clearance of outstanding balances from previous semesters.
    ii. Selection of a meal plan (for resident students), and a hall of residence.
    iii. Course registration based on bulletin and advisor guidance.
3. Course Advisors and School Officers shall validate student selections in real-time.
4. Students not registered by the end of Week 4 after the semester begins will be locked out of UMIS and barred from attending classes.

5. A **finalized UMIS-generated class list** will be released at the end of Week 4 — this is the only authoritative list for attendance, grading, and result processing.

Step C: Financial Clearance (Ongoing, Up to Last Week Before Exams)

1. Course registration is not blocked by tuition payment, but financial clearance is required for:
    i. Printing of an official "Fully Registered" course form.
    ii. Sitting for semester examinations.
    iii. Accessing results after Senate approval.
2. Students with partial payments may request **Exam Clearance** from the Bursar/Deputy Bursar. They will be issued a "Cleared to Write Exam" form, but will not be able to view results until full clearance is granted.
3. Outstanding balances shall be cleared before registering for the subsequent semester.

Step D: Compliance Monitoring (Weeks 5 – 7 of the Semester)

1. Departments will conduct compliance checks to ensure only registered students attend classes.
2. Lecturers shall generate attendance lists exclusively from UMIS.

Step E: End-of-Semester Result Processing (Post-Senate Approval)

1. Only financially cleared students will gain access to their results.
2. Parents/guardians of financially cleared students will automatically receive results via email.

Deferment of Semester

1. **Non-Registered Students**: Any student who fails to complete course registration by the end of Week 4 shall formally apply for **deferment of the semester**. Failure to defer will result in **loss of studentship**.
2. **Partially Registered Students Without Clearance**: Any student who registers for courses but fails to secure financial clearance or Exam Clearance from the Bursar/Deputy Bursar shall also **defer the semester**. Failure to do so will result in **loss of studentship**.
3. **Procedure for Deferment**:
    i. A written request for deferment shall be submitted through the Registrar's Office within the semester in question.
    ii. Approval shall be obtained before the commencement of the semester examination period.
    iii. Deferred semesters will not count toward the maximum duration of study, provided the deferment is approved in line with University policy.

Registration Timelines

Activity	Timeline	Responsible Parties
Pre-Registration & Course Advising	5 weeks before the semester starts	Students, Advisors
Official Registration	3 weeks before semester starts – 4 weeks after semester begins	Students, Advisors, School Officers
Final UMIS Class List	End of week 4 after semester begins	Registry, DAP, HoDs
Mid-Semester Compliance Checks	Weeks 5 – 7 of the semester	DAP, Deans, HoDs, Lecturers
Exam Clearance Deadline	One week before examinations	Bursar/Deputy Bursar, Registry
Result Release (with parental notice)	After senate approval	Registry, UMIS, Finance

Enforcement

1. Students who fail to register or defer by the deadline will **automatically lose their studentship**.
2. Students who stop at course registration and fail to obtain clearance to sit for exams shall **defer the semester** to retain studentship.
3. Faculty shall only admit UMIS-listed students for lectures and assessments.
4. Violations by staff (delays, negligence, or unauthorized approvals) will attract sanctions.

Change in (Course) Registration

1. Students wishing to **drop or add courses** shall obtain the **appropriate forms** from the **Registrar's Office**.
2. Any student who, after course registration, discontinues school work without completing the official deferment procedure will receive **F grades** in all the registered courses.
3. The deadline to drop a course is published in the academic calendar, typically **four weeks after the commencement of the semester**.

Change of Programme

Students seeking to change their programme of study shall meet the following conditions:

1. Shall have completed at least **two semesters** at Babcock University.
2. Applications shall be submitted **through the current department**, which will liaise with:
    a. **The Registry**
    b. **Student Support Services**
    c. **Other relevant units**
3. Once recommended for the new programme:
    a. The **originating department** shall complete and sign the **Change of Programme Form**, available at the Registrar's Office.
    b. All stipulated steps on the form shall be **duly completed**.

The change shall be implemented **at the beginning of a new session**.

G. Course Advising

Policy Statement

The course advising system at Babcock University exists to ensure that every student receives academic guidance, mentorship, and support throughout their program of study. It is designed to help students make informed choices about their courses, meet graduation requirements, and integrate successfully into the university community.

Advisor–Student Ratio

1. To maintain quality guidance, **each Course Advisor shall be assigned a maximum of thirty (30) students**.
2. Departments must ensure equitable distribution of students among available advisors.
3. Where student numbers exceed the advisor-to-student cap, additional advisors shall be appointed.

Appointment of Course Advisors

1. Course Advisors shall be appointed from among full-time academic staff within the department.
2. Heads of Departments (HODs) are responsible for assigning students to advisors and monitoring the advising process.

Duties and Responsibilities of a Course Advisor

Each Course Advisor shall:

Academic Guidance

1. Assist students in planning their academic programs in line with departmental and university requirements.
2. Guide students in selecting courses each semester to ensure proper course load, prerequisite fulfillment, and timely progress toward graduation.
3. Provide clarification on policies related to credit transfer, direct entry placement, and graduation requirements.

Monitoring and Evaluation

4. Track the academic performance of assigned students, reviewing transcripts and results regularly.
5. Identify at-risk students and provide early intervention or referral to support services.
6. Verify course registration to ensure compliance with university regulations.

Student Welfare and Mentorship

7. Offer mentorship and advice on balancing academics with personal well-being.
8. Provide counsel on academic integrity, discipline, and professional conduct.
9. Liaise with parents/guardians, when necessary, regarding the student's progress and welfare.

Administrative Duties

10. Keep accurate records of all advising interactions and recommendations.
11. Submit periodic reports to the Head of Department on student progress.
12. Endorse student course forms before final submission to the Registry.

Student Responsibilities in Advising

1. Students must meet with their assigned Course Advisor at the start of every semester for course registration approval.
2. Students are expected to seek guidance promptly when encountering academic or personal challenges.
3. Students must follow the agreed study plan and obtain advisor approval for any changes.

Implementation Directives

1. Each Head of Department shall assign Course Advisors for all levels.
2. Course Advising shall be documented on UMIS and monitored by the DAP.
3. Reports on advising and registration compliance shall be submitted to the Senate each semester through the SVP–Academics.

Oversight & Compliance

1. **The Senate**: Approves policies on credit limits, advising responsibilities, and compliance.
2. **SVP–Academics**: Oversees advising processes institution-wide.
3. **DAP**: Monitors advising records and ensures alignment with the bulletin and CCMAS.
4. **Heads of Department**: Assign and supervise Course Advisors.
5. **Course Advisors**: Provide direct guidance and monitoring of students.

H. Academic Structure and Regulations

Planning a Course of Study

All degree candidates are fully responsible for meeting the **graduation requirements** of their chosen programmes. To plan their academic journey effectively, students shall **familiarize themselves with the programme structure and requirements** outlined in the **Undergraduate Bulletin** under which they were admitted.

Important: Students who discontinue their studies without officially deferring for **one calendar year** shall **reapply for admission** and will be subject to the **current Bulletin** in force at the time of their return. Unauthorized discontinuation will result in **loss of studentship**.

Babcock University offers programmes leading to the following undergraduate degrees:

1. Bachelor of Arts (B.A.)
2. Bachelor of Arts in Education (B.A.Ed.)
3. Bachelor of Education (B.Ed.)
4. Bachelor of Science (B.Sc.)

5. Bachelor of Science in Education (B.Sc.Ed.)
6. Bachelor of Medical Laboratory Science (B.MLS.)
7. Bachelor of Nursing Science (B.NSc.)
8. Bachelor of Agriculture (B.Agric.)
9. Bachelor of Engineering (B.Eng.)
10. Bachelor of Laws (LL.B.)
11. Bachelor of Medicine, Bachelor of Surgery (MBBS)

The **academic session** at Babcock University runs annually from the **first Monday of September** to the **fourth week in August** of the following year.

Duration of Programmes

General Framework

1. The duration of all academic programmes at Babcock University shall comply with:
    a. **NUC Core Curriculum and Minimum Academic Standards (CCMAS)**, and
    b. Relevant **professional council regulations** (e.g., MDCN, Nursing Council, COREN, Council of Legal Education, JUPEB).
2. Each programme shall operate with both:
    a. **Minimum Duration** – the standard length of the programme.
    b. **Maximum Duration** – set at **1.5 times the minimum**, except where professional councils provide otherwise.
3. Extensions beyond the maximum duration may only be granted by **Senate**, based on documented exceptional circumstances.

Specific Programme Durations

1. Bachelor of Arts (B.A.): **4 years minimum** | **6 years maximum**
2. Bachelor of Arts in Education (B.A.Ed.): **4 years minimum** | **6 years maximum**
3. Bachelor of Education (B.Ed.): **4 years minimum** | **6 years maximum**
4. Bachelor of Science (B.Sc.): **4 years minimum** | **6 years maximum**
5. Bachelor of Science in Education (B.Sc.Ed.): **4 years minimum** | **6 years maximum**
6. Bachelor of Medical Laboratory Science (B.MLS.): **5 years minimum** | **7.5 years maximum**
7. Bachelor of Nursing Science (B.NSc.): **5 years minimum** | **7.5 years maximum**
8. Bachelor of Agriculture (B.Agric.): **5 years minimum** | **7.5 years maximum**
9. Bachelor of Engineering (B.Eng.): **5 years minimum** | **7.5 years maximum**
10. Bachelor of Laws (LL.B.): **5 years minimum** | **7.5 years maximum**
11. Bachelor of Medicine, Bachelor of Surgery (MBBS): **6 years minimum** | **9 years maximum**

Alternative Delivery and Specialized Pathways

1. BUCODeL (Distance Learning): Same as equivalent regular programme | up to **8 – 9 years maximum**
2. BCED (Executive/Part-Time): **Regular duration +1 year minimum** | **1.5 times the regular maximum**
3. JUPEB: **1 academic session (2 semesters minimum)** | **2 sessions maximum**
4. Language Proficiency (EngProf): **1 semester minimum** | **2 semesters maximum**

Course Abbreviations

1. **ACC** – Accounting
2. **ACH** – Analytical Chemistry
3. **AGR** – Agriculture
4. **ANA** – Anatomy
5. **ANT** – Anthropology
6. **AUT** – Auto Technology
7. **BCH** – Biochemistry
8. **BIB** – Biblical Languages
9. **BIO** – Biology
10. **BOT** – Botany
11. **BUA** – Business Administration
12. **CHP** – Chemical Pathology
13. **CMS** – Criminology and Security Studies
14. **COH** – Community Medicine
15. **COS** – Computer Science
16. **CTC** – Computer Technology
17. **ECO** – Economics
18. **EDT** – Teacher Education
19. **EDU** – Educational Foundations
20. **ENG** – English
21. **FIN** – Finance
22. **FRD** – French and Diplomatic Studies
23. **FRE** – French
24. **GST** – General Studies
25. **HED** – Health Education
26. **HIS** – History & International Studies
27. **HMT** – Haematology
28. **HPA** – Histopathology

29. **ILD** – International Law & Diplomacy
30. **INS** – Information Systems
31. **IRM** – Information Resources Management
32. **LAW** – Law
33. **MTH** – Mathematics
34. **MBB** – Molecular Biotechnology
35. **MCB** – Microbiology
36. **MCM** – Mass Communication
37. **MED** – Medicine & Surgery
38. **MIC** – Medical Microbiology
39. **MIS** – Management Information Systems
40. **MKT** – Marketing
41. **MLS** – Medical Laboratory Science
42. **MUP** – Music Performance
43. **NSC** – Nursing Science
44. **PAD** – Public Administration
45. **PHE** – Public Health Education
46. **PHL** – Pharmacology
47. **PHY** – Physics
48. **PIO** – Physiology
49. **POL** – Political Science
50. **PSY** – Psychology
51. **REL** – Biblical Religion
52. **RLG** – General Religion
53. **RLT** – Theology in Religion
54. **SOC** – Sociology
55. **SWK** – Social Work
56. **STA** – Statistics
57. **ZOO** – Zoology

Course Credit System and Course Number Series

Student classification is based on **total accumulated credits**, not years spent in the university:

Total Accumulated Credits by Level

	Class Level	Credit Range
1	Freshman (100L)	0 – 42 credits
2	Sophomore (200L)	43 – 84 credits
3	Junior (300L)	85 – 126 credits

	Class Level	Credit Range
4	Senior (400L)	127 – 168 credits
5	Senior (500L)	169 – 210 credits
6	Senior (600L)	211 – 252 credits

A **graduating student** is one with **no more than 48 credits remaining** to complete their programme within the academic year.

COURSE NUMBER SERIES

1. 100 – 199 ---------- 100 Level
2. 200 – 299 ----------200 Level
3. 300 – 399 ---------- 300 Level
4. 400 – 499 ---------- 400 Level
5. 500 – 599 ---------- 500 Level
6. 600 – 699 ---------- 600 Level

Courses are numbered to reflect the academic level and semester in which they are typically offered:

1. **Odd-numbered courses** (e.g., 101, 203, 305) are generally offered in the **First Semester**.
2. **Even-numbered courses** (e.g., 102, 204, 306) are typically offered in the **Second Semester**.
    - **Even-numbered courses ending in "0"** (e.g., 210, 320) may be offered in **either semester**, depending on departmental scheduling.

To fulfil **upper-division graduation requirements**, students shall complete courses in **the 300 series, and above**.

Academic Load

Policy on Academic Load

Standard Credit Load for Full-Time Students

1. A full-time student shall register for a **minimum of 16 credits** per semester, unless otherwise specified by Senate-approved programme requirements.
2. A maximum of **24 credits** is permitted during regular semesters.
3. A maximum of **10 credits** is permitted during summer school for non-graduating students.

Special Provisions for Final-Year Students

1. **Graduation Acceleration:** Final-year students with a **minimum CGPA of 2.50** may be permitted to take **an additional course** beyond the **normal maximum of 24 credits** if doing so enables them to graduate on time without extending their programme.
2. **Summer Session for Graduating Students:** Graduating students may take up to **16**

credits in the final summer session, subject to the condition that the student shall be academically eligible to graduate at the end of the summer session if all courses are completed.

3. **CGPA Requirement for Graduation Acceleration**: The CGPA requirement for taking additional courses (beyond the normal load) is set at **2.50/5.00**, to allow students with limited outstanding courses to complete their studies on schedule.

Professionally Regulated Programs

1. In programmes regulated by professional bodies (e.g., Law, Medical Laboratory Science, Nursing), exceeding the 24-credit cap may be permitted where mandated by programme structure.
2. Such exceptions:
    i. Shall be clearly stated in the **programme bulletin**.
    ii. Shall apply only to the specific semesters or levels required.
    iii. Shall receive **Senate approval** and cannot be generalized across all cohorts.

Extra-Year Students

Regular Semester: Students with fewer than 8 credits remaining may register **only for those outstanding courses**, without being compelled to take additional courses to meet a minimum.

Credit Hour Definition

One semester credit equals a **50-minute class period per week for 17 weeks**, inclusive of examination week.

Work–Study Students

1. Work–study students may work a maximum of **20 hours per week** during academic sessions.
2. They may work up to **40 hours per week** during breaks or when not enrolled in regular academic sessions.

Academic Support and Minimum Credit Load

1. The standard minimum course load for full-time students is **16 credits per semester**.
2. **Students on Academic Probation** may register for **12 – 16 credits** per semester to support academic recovery.
3. In exceptional cases where an academically weaker student may need to register for **fewer than 12 credits**, such a reduced load will require the **express approval of Senate**.
4. This provision ensures that struggling students are given adequate time to improve their academic standing while safeguarding program integrity and timely progression.

Deficiency Remediation

Provides students with **programme deficiencies** the opportunity to **catch up on required courses** before the start of a new academic session.

Professional Development & Special Programmes

Facilitates **continuous education**, including **professional certificate programmes** and other targeted academic offerings designed to meet the needs of local, national, and international constituencies. Some degree programmes may **mandate summer participation**.

I. Teaching and Learning Activities

Classwork

Class Attendance – Students

1. All students are expected to attend classes **regularly and punctually**.
2. Absence is permitted only in cases of illness or recognized emergencies.
3. **Minimum Requirement:** Every student shall attend **at least 75% of scheduled class sessions** in each course.
4. A student who fails to meet the 75% attendance requirement will receive an **FA (Failure due to Attendance)** grade in the affected course(s).
5. A student who is absent from class for more than **three (3) consecutive weeks** in a semester will automatically receive an **F grade** in the affected course(s).
6. **Examination Eligibility:** To qualify to sit for the **final examination** in any course, a student shall:
    i. Attend a minimum of **75% of the classes**.
    ii. Sit for the **mid-semester examination** in that course.
7. An authorized leave of absence does not excuse a student from class responsibilities, coursework obligations, or examination requirements.

Class Attendance – Faculty/Teaching Staff

1. Faculty members are required to hold and attend **all scheduled class sessions** punctually, in accordance with the University's Academic Calendar.
2. No class may be cancelled without prior notice to the **Head of Department (HoD)** and appropriate notification to students.
3. In cases of illness, emergencies, or official university assignments, lecturers shall:
    i. Inform the HoD promptly.
    ii. Arrange a **make-up class** within the semester to cover missed contact hours.
4. Faculty shall deliver **at least 75% of the scheduled contact hours** for each course.
5. Repeated lateness, failure to attend scheduled classes, or neglect of teaching responsibilities will attract **disciplinary action** as determined by the University.

Official Class Days and Hours

1. **Standard Class Schedule**
    i. **Mondays, Tuesdays, and Thursdays:** 7:00 a.m. – 1:00 p.m. and 2:00 p.m. – 6:00 p.m.
    ii. **Wednesdays:** 7:00 a.m. – 1:00 p.m. and 2:00 p.m. – 5:00 p.m.
    iii. **Fridays:** 7:00 a.m. – 1:00 p.m. (no late afternoon classes).
    iv. **Break Time:** 1:00 p.m. – 2:00 p.m. is designated as an official break period, and no

classes may be held during this time.

2. **Restrictions on Class Days:** Classes are **not permitted** on the **Sabbath (Saturday)** and on **Sundays** for **undergraduate regular students**.
3. **Special Approval for Exceptions**
    i. Any class that shall be scheduled **outside the official hours** stated above requires **prior written approval** addressed to the **Senior Vice-President, Academics,** through the **Directorate of Academic Planning (DAP)**.
    ii. Such approvals will be granted only under exceptional circumstances, with due consideration of academic necessity, fairness to students, and institutional policies.

Auditing Classes

Students may attend courses without receiving academic credit under the following conditions:

1. Official permission must be obtained from the Registrar, endorsed by the Head of Department.
2. Audited courses shall appear on the student's transcript with the designation **"AU"**.
3. Students auditing a course must:
    - Attend at least **80% of classes and labs**.
    - Pay full tuition fees for the course.
    - Participate in classwork, though examinations and formal assessments are optional.
4. Failure to meet attendance requirements for an audited course results in a grade of **"W" (Withdrawn)**.
5. To earn credit for a previously audited course, the student must formally register and complete all required assessments, including examinations.

Summer School

Babcock University operates a **two-month Summer Term** from **May to July**, designed to extend academic opportunities beyond the regular two-semester cycle. The Summer School serves the following purposes:

Enrolment and Credit Load

1. Students intending to enroll in **Summer School** or participate in a **Summer Tour** shall **pre-register by mid-second semester**.
2. Summer course offerings are typically more limited than during regular semesters.
3. The **maximum course load** is:
    a. **10 semester credits** for most students.
    b. **Up to 16 credits** for:
        i. **Graduating students in their final year**, or
        ii. Students **completing programme requirements during the summer**.

J. Assessment and Grading Framework

Babcock Assessment Philosophy

The assessment of student performance at Babcock University is governed by a clearly defined framework aligned with global academic standards and institutional values. This policy ensures that all assessments are meaningful, fair, and supportive of student development across all academic programmes.

Rationale for Student Assessment

The primary purposes of assessing student work through assignments, tests, projects, and examinations include:

1. **Enhancing Learning and Intellectual Development:** To provide rich learning experiences through which students can develop and demonstrate a broad range of intellectual competencies.
2. **Benchmarking Academic Achievement:** To evaluate student performance against institutional learning objectives and in comparison, with standards upheld by peer institutions globally.
3. **Monitoring Progress and Diagnosing Needs:** To identify individual students' strengths and weaknesses, enabling tailored academic support and interventions.
4. **Recognizing Individual Differences:** To deploy a variety of **formative** and **summative** assessment tasks that account for diverse learning styles, skills, and capabilities.
5. **Informing Curriculum Design and Delivery:** To provide data-driven insights that inform curriculum development and the choice of instructional methods.
6. **Improving Teaching Effectiveness**: To help faculty identify areas where instructional strategies may need to be adjusted to improve student learning outcomes.

Assessment Principles and Characteristics

The assessment process at Babcock University is underpinned by the following key principles:

1. **Content Validity:** The assessment shall measure what it is intended to measure. It should reflect the course content and learning objectives and be representative of the material taught.
2. **Predictive Validity:** The assessment should provide insight into a student's potential for success in future academic, professional, or vocational contexts such as ministry, accounting, law, nursing, and education.
3. **Disciplinary Suitability**: Assessment methods shall be appropriate to the nature and requirements of the specific discipline or field of study.
4. **Reliability**: There should be consistency and fairness in evaluation across different assessors, contexts, and times.

General Criteria for Assessment

In line with Babcock University's commitment to holistic academic development, student assessment shall be guided by the following core indicators. These criteria are used to evaluate a student's competence, intellectual maturity, and academic achievement:

1. **Mastery of Knowledge and Skills:** Demonstrates a firm grasp of the body of knowledge and/or technical skills relevant to the field of study.
2. **Interpretive Understanding:** Exhibits a sound understanding of **key interpretive issues**, concepts, and debates within the discipline.
3. **Critical Thinking and Scholarly Analysis:** Demonstrates the ability to **deduce, analyze, synthesize, and evaluate** ideas, with evidence of sound scholarly judgment in the

selection, use, and documentation of sources.

4. **Application of Theory and Methodology**: Applies relevant **theoretical frameworks and methodological approaches** effectively within academic or practical contexts.
5. **Independent Thinking**: Shows evidence of **originality**, intellectual curiosity, and the capacity for **independent reasoning** beyond rote learning.
6. **Argumentation and Communication**: Communicates ideas **clearly, coherently, and persuasively**, either **symbolically, verbally, or in written form**, demonstrating command of disciplinary language and conventions.

Modes of Assessment

Students at Babcock University may be assessed through **coursework**, **subject examinations**, or a **combination of both**, as deemed appropriate by the department or instructor. All assessments, written or oral, shall be conducted in the **English language**, except in the case of **foreign language courses**, where the target language may be used.

Feedback and Retention Policy

1. All **continuous assessment tasks** (assignments, tests, projects, etc.) conducted during the semester shall be **returned to students** for review and feedback.
2. **Final examination scripts** are the property of the University and will be **retained for a minimum of five years** after a student's graduation. These will **not be returned** to students.

Guideline for Discarding and Disposing Final Examination Scripts

1. At the end of the **five-year retention period**, final examination scripts shall be securely discarded under the supervision of the University.
2. Disposal must ensure the **confidentiality of student records** and the **integrity of institutional data**.
3. Acceptable disposal methods include:
    i. **Shredding** (for physical paper scripts) in the presence of at least two authorized officers (e.g., from the Registry and the Directorate of Academic Planning).
    ii. **Permanent deletion** from storage systems for digital records, certified by the ICT Directorate.
4. A **Disposal Log** shall be maintained, recording:
    i. Date of disposal
    ii. Courses/examinations covered
    iii. Responsible officers present
5. The Disposal Log must be submitted annually to the **Registrar** and archived for a minimum of three (3) additional years for audit purposes.

Specific Modes of Assessment

Assessments may include, but are not limited to, the following:

1. **Written Examinations:** including short-answer, multiple-choice, and open-book formats.

2. **Essays and Reports:** such as reading responses, position papers, or research assignments.
3. **Independent Research and Field Work:** including individual projects and practical performance assessments
4. **Oral Assessments and Presentations:** including class presentations and open-book oral defenses
5. **Portfolios and Creative Works:** including artwork, artifacts, and reflective compilations
6. **Process-Based Evaluation:** including diaries, lab reports, project logs, and workbooks

Alignment with Learning Level and Objectives

The **mode of assessment** shall correspond to:

1. The **specific learning objectives** of the course or subject
2. The **level of academic progression**, reflecting increasing cognitive demands as students advance

Examples:

1. **100-level courses** may include more **objective assessments** (e.g., multiple-choice or short answers).
2. **200-level courses** should begin transitioning toward **analytical and applied assessments**.
3. **300-level courses and above** will primarily employ **extended response formats**, assessing the ability to:
    a. Analyze
    b. Synthesize
    c. Evaluate
    d. Construct persuasive, coherent arguments

These should be communicated effectively in English or, where applicable, another approved language of instruction.

Grading Objectivity and Participation Weighting

1. Evaluation practices shall aim for **maximum objectivity**, with clearly defined assessment rubrics.
2. Marks should not be assigned for **subjective criteria** such as "attitude" unless explicitly linked to **measurable learning outcomes**.
3. Scores awarded for **general participation** (e.g., class attendance, discussion contributions) should **not exceed 5%** of the total course grade.

Patterns of Assessment

At the beginning of each academic year, academic departments through departmental committees or designated course teaching teams shall evaluate the **type, volume, and distribution of assessments** for all subjects. This process ensures that assessment demands are **reasonable**, **balanced**, and do not overwhelm students, particularly in cases of common course combinations.

Student Workload Expectations

1. A student is expected to spend a **minimum of three (3) hours of study per week** for **each credit unit** registered.
2. Each department shall submit a **summary of subject workloads** for review by the respective **School Board of Studies**.
3. Departments are required to **coordinate assessment schedules** to avoid unmanageable workload peaks, thereby promoting **reflective and contemplative learning**.

Structure and Volume of Assessments

Each subject shall specify the **percentage contribution** of each assignment or assessment to the final course grade.. In general:

1. A **3-or-4-credit unit course** shall not exceed **four assessable tasks**, including the final examination.
2. Any **component deemed essential** (e.g., lab work, fieldwork, or core assignments) shall be clearly marked as such in the course outline, including the **minimum pass mark required** for that component.

Table showing Assessment Length Guidelines (Excluding Final Exams)

	Level	**Maximum Total Word Count (All Written Assignments)**
1	100 Level	2,500 words
2	200 Level	3,000 words
3	300 Level	3,500 words
4	400 – 600 Level	4,000 words

1. These limits apply to written assignments for **3-credit unit courses** and will be adjusted **proportionally** for courses with different credit weights.
2. In cases where assessments are **non-written** (e.g., art, design, or performance-based), equivalent evaluation criteria shall be established and approved by both the **Department** and the **University Senate**.

Assessment Schedule and Communication

1. The **assessment schedule** shall be included in the **course outline**, **subject description**, or **handouts**, and communicated to students at the **start of the semester**.
2. This enables students to plan ahead and manage their time effectively.

Continuous Assessment Weighting

1. **Continuous Assessment** shall contribute **40% of the final course grade**.
2. **Final semester examination** shall account for the remaining **60%**.

Continuous Assessment (CA)

Continuous Assessment (CA) forms an integral part of the learning, teaching, and evaluation process at Babcock University. It is designed to promote **active learning, progressive evaluation, and consistent engagement** throughout the semester, while also providing early feedback to students and faculty. The CA framework aligns with the **National Universities Commission (NUC) Benchmark Minimum Academic Standards (BMAS) and the Core Curriculum and Minimum Academic Standards (CCMAS)**, and it reflects international best practices in higher education quality assurance.

Weighting of Continuous Assessment

1. The official assessment structure for all undergraduate courses shall be:
    a. **Continuous Assessment:** 40%
    b. **Final Examinations:** 60%
2. Course-specific variations is permissible (e.g., studio/practical courses, professional programs, clinical and laboratory-based courses), provided they remain within NUC and professional body guidelines.
3. Faculty are responsible for ensuring that assessment components are clearly communicated to students in the course outline at the start of every semester.

Components of Continuous Assessment

CA shall be diverse, transparent, and aligned with intended learning outcomes. Acceptable components include:

1. Attendance
2. Multiple Quizzes and Tests (announced or unannounced)
3. Assignments (individual or group-based)
4. Mid-Semester Examination
5. Laboratory/Practical Reports
6. Term Papers/Essays
7. Class Participation/Presentations
8. Projects/Fieldwork (where applicable)

Each course shall include **a minimum of three (3) distinct CA instruments**, distributed across the semester to promote fairness and reduce over-concentration of scores.

Timelines for Continuous Assessment

1. **Early Administration**: The first component of CA shall be administered and recorded **within the first two weeks** of the semester.
2. **Upload Deadlines**:

a. All CA scores shall be uploaded on UMIS **no later than one (1) week before the commencement of final examinations**.
b. To aid the readiness of the CA, all assessment activities shall end 2 weeks before the commencement of final examinations.
c. Failure to upload CA by the deadline constitutes a breach of academic duty.

3. **Progressive Updates**: Departments shall monitor uploads progressively (e.g., 30%, 60%, 100% completion tracking) and submit compliance reports to the Directorate of Academic Planning (DAP) before Senate review.

Integration with UMIS

1. **Course Registration Linkage**: Only students who have completed valid course registration on UMIS shall appear on CA upload sheets.
    - Lecturers are **prohibited** from manually adding names of unregistered students.
2. **Automation of Large Enrolment Courses**: For high-volume courses such as GEDS, CA administration and collation shall be automated to reduce discrepancies and ensure standardization.
3. **System Access**:
    a. Lecturers: upload access only.
    b. Students: read-only access to their Continuous Assessment (CA) scores will be granted at least **one (1) week before the final examinations** to promote transparency and reduce disputes. Access will be limited to students who:
        i. Have fully registered or obtained exam clearance, and
        ii. Have completed the online appraisal of their lecturers using the **Student Rating of Teaching Effectiveness Instrument (SRTEI)**.

Quality Assurance and Vetting

Uploaded CA scores shall be subject to **vetting by the DAP.** This entails

1. grade distribution analysis
2. alignment with approved course structure
3. compliance with grading policies.
4. course code accuracy, and completeness of records.

The DAP shall flag anomalies (e.g., missing grades, grade inflation/deflation, misaligned weighting) for correction before results consideration at the Academic Standards Board (ASB). Only. Results that do not comply with the specified structure or grading components will not be presented at the ASB.

Accountability and Sanctions

1. **Lecturers**: Failure to administer, record, or upload CA within the approved timeline will be treated as a breach of academic responsibility and may attract sanctions (e.g., ASB | Senate query, delay in salary processing, removal from teaching assignment).
2. **Departments**: Failure of departmental oversight shall attract Dean's accountability before ASB or Senate.
3. **Lecturers | Departments | Students**: Any attempt to falsify CA records, bypass UMIS registration, or manipulate entries shall be treated as **academic misconduct** and will be referred to the relevant disciplinary apparatus.

Continuous Improvement

1. Each semester, the Directorate of Academic Planning shall conduct a **compliance audit** on CA uploads, identifying bottlenecks and reporting to the ASB | Senate.
2. Recommendations from these audits shall inform faculty training, digital upgrades, and policy refinements.
3. Benchmarking shall be conducted against global best practices in digital assessment, with adjustments made to sustain innovation and integrity in CA administration.

Continuous Assessment-Based Grading Percentile Guidelines

Continuous Assessment at Babcock University follows a **blended model** combining continuous evaluation with final examination performance. The standard **grading breakdown** is as shown below:

Table Showing Continuous Assessment Weighting

	Assessment Components	**Weight (%)**
1	Class Attendance	5%
2	Quizzes and Tests	10%
3	Assignments	10%
4	Mid-Semester Examination	15%
5	**Subtotal: Continuous Assessment**	**40%**
6	**Final Semester Examination**	**60%**
	Total	**100%**

Assessment Administration Guidelines

1. For subjects requiring **short periodic tests**, a maximum of **four** such tests may be administered during the semester.
2. **No quizzes or short tests** should be scheduled during the **last three weeks** of classes.

3. **Essay and research assignments** shall be submitted **no later than eight (8) calendar days** before the last day of classes.
4. Any **exceptions** to these rules shall be **formally approved** by the **Head of Department** and **Dean of the School** on a semester-by-semester basis.

Examinations

Examination Papers and Assignments Moderation Processes

1. **Setting and Marking of Examinations and Assignments:** The **Head of Department (HoD)** shall ensure that **all examination questions and assignments** are **reviewed, vetted, and attested to** prior to their administration to students. This ensures alignment with course objectives and maintains academic integrity.
2. **Appointment and Role of External Moderators**
    a. **External subject moderators** shall be appointed for each discipline and shall currently be **teaching in a recognized and approved university**.
    b. Moderators are selected based on **expertise in examinable areas** of the curriculum and are appointed for a term of **two years**.
    c. These moderators play a vital role in Babcock University's **academic quality assurance process** by:
        i. Ensuring **fair evaluation** of student performance.
        ii. Maintaining **rigorous academic standards** in accordance with the University's regulations and traditions.
        iii. Reviewing a **representative sample of examination scripts and assignments**, in alignment with course descriptions and examination content.
3. **Student Participation in Quality Assurance**
    a. Students contribute to academic quality assurance through the **Student Rating of Teaching Effectiveness Instrument (SRTEI)**.
    b. This evaluation:
        i. Is administered in at least **one subject per teacher per semester**.
        ii. Is conducted **between the 10th and 12th week** of the semester by the **Head of Department**.
        iii. Completed instruments are submitted to the **Office of Institutional Effectiveness** through the **Associate Vice President for Institutional Effectiveness**.

Post-Evaluation Procedure

1. The Office of Institutional Effectiveness analyzes the data and shares results with the:
    a. Teacher
    b. Head of Department
    c. Dean of School
2. The **Associate Vice President for Institutional Effectiveness** may engage in further discussions with the teacher based on the findings.

Evaluation Cycle

1. Teachers to be evaluated are **nominated by the Head of Department** each semester.
2. The process is **systematically scheduled** to ensure that **every faculty member is evaluated at least once every three years**.

Departmental Committee of Examiners (DCE)/School Board of Examiners (SBE)

To ensure academic integrity, consistency, and quality in the evaluation of student performance, Babcock University mandates a structured process of result verification and approval through departmental and school-level academic bodies.

Departmental Committee of Examiners (DCE)

1. Within **two weeks** after the conclusion of semester examinations, each department shall convene a **Departmental Committee of Examiners (DCE)** meeting.
2. The responsibilities of the DCE include:
    a. **Reviewing the distribution of grades** for all courses offered during the semester.
    b. **Moderating borderline results** in line with university policies.
    c. Verifying that all assessments comply with **approved course requirements** and **academic regulations**.
    d. Ensuring that evaluation practices across all courses are:
        i. **Fair**
        ii. **Consistent**
        iii. **Academically rigorous**

School Board of Examiners (SBE)

1. Each School shall establish a **School Board of Examiners (SBE)**, constituted by the **Dean**.
2. The SBE is responsible for:
    a. **Reviewing and approving recommendations** from the Departmental Committees of Examiners.
    b. **Endorsing results** before they are forwarded to the **University Senate** for final approval.
3. **Composition of the SBE:** The **SBE shall include all internal examiners**, defined as all **academic staff involved in teaching** during the semester under review.

Release of Results

Finalized and Senate-approved results shall be **released to students within two weeks** of the end of semester examinations, following the DCE and SBE review processes.

External Examinations

Students are **not allowed** to sit for external examinations during the academic session unless **prior approval** is obtained through:

1. The **Course Instructor**
2. The **Head of Department**
3. The **Dean**
4. The **Director of Academic Planning**

Final approval is granted by the **Deputy Vice-Chancellor/Senior Vice-President, Academics**, upon submission of a **completed Leave of Absence from Classes Request Form**.

Grading System and Reports

Authority and Issuance of Grades

The responsibility for assigning grades rests **exclusively with the course instructor**. Instructors are expected to apply fair, consistent, and objective criteria based on the approved course requirements and assessment plan.

Reports on students' academic standing are issued **after mid-semester and end-of-semester examinations** and reflect cumulative performance.

5-Point Grading System

Babcock University operates a **5-point grading system** as approved by the University Senate. The grading scale is presented below:

Table Showing Grading System

Grade	Score (%)	Quality Points	Definition
A	80 – 100	5.00	Superior
B	60 – 79.99	4.00	Above Average
C	50 – 59.99	3.00	Average
D	45 – 49.99	2.00	Below Average
E	40 – 44.99	1.00	Pass
F	0 – 39.99	0.00	Fail

General Non-Point Grades

In addition to the standard letter grades, the following **non-point grades** may be used where appropriate. These grades do not carry quality points and therefore do **not affect the Grade Point Average (GPA)**:

Table Showing Non-Point Grades

Grade	Meaning
I	**Incomplete** – Assigned in cases of **illness or extreme, recognized emergencies**. The student shall make a **written request** through the instructor and obtain **Registry approval**. All incomplete work shall be completed by the end of the **next semester**, or the grade automatically converts to an **"F"**.
S	**Satisfactory** – Meets minimum requirements; **no grade point value**
U	**Unsatisfactory** – Does not meet minimum requirements; **no grade point value**
W	**Withdrawal** – Approved course withdrawal; **no grade point value**
WV	**Waiver** – Approved exemption from a course; **no grade point value**
AU	**Audit** – Course attended without credit; requires at least **80%**

Grade	Meaning
	attendance; **no academic credit or grade point value**
FA	**Failure due to Unauthorized Absence** – Student failed for non-attendance without approval

Cumulative Grade Point Average (CGPA) Calculation

The **Cumulative Grade Point Average (CGPA)** is a weighted average that reflects a student's academic performance across all courses taken, including repeated courses. The CGPA is calculated using the following formula:

CGPA= **∑ (CR × QP) / ∑(CR)**

Where:

- **CR** = Credit value for each course taken (whether passed or failed)
- **QP** = Quality point earned for each course grade
- **∑ (CR × QP)** = Total weighted quality points across all courses
- **∑ (CR)** = Total number of credit units attempted

Degree Classification Based on CGPA

Babcock University maintains high academic standards and does **not award "Ordinary Pass" degrees**. In line with this, the degree classification depicted below:

Table Showing Degree Classification Based on CGPA

Class of Degree	CGPA Range
First Class Honours	4.50 – 5.00
Second Class Upper	3.50 – 4.49
Second Class Lower	2.50 – 3.49
Third Class	2.00 – 2.49

Note: These ranges exceed the minimum requirements set by the National Universities Commission (NUC) to reflect Babcock University's commitment to academic excellence.

Course Repetition Policy

1. A student may **repeat a GEDS course only once** if a grade of **F** was earned.
2. A student may **repeat a core or elective (non-GEDS) course only once** if a grade of **D**, **E**, or **F** was earned.
3. The **higher grade** will be used for **CGPA computation**, but **all grades remain on the transcript**.
4. A second repeat (i.e., more than one attempt) may only be permitted by **Senate** under the following conditions:
    a. The course is a **core or required elective**.
    b. A minimum of **grade C** is required for progression or graduation.

Note: If a repeated course includes a laboratory/practical component, the **practical shall also be repeated**.

Sequence Course Repetition

- For **course sequences** (e.g., Level I before Level II), students who receive an **F** or **WP (Withdrawn Pass)** shall **successfully repeat the course** before continuing to the next in the sequence.

Sequence of Courses

To preserve the academic integrity and structure of each programme:

1. A student **may not receive credit for a prerequisite course** after completing a more advanced course for which the prerequisite was required.
2. Students are **not permitted to enroll in upper-level courses** (e.g., 300- or 400-level) without first **completing the corresponding lower-level courses** (e.g., 100- or 200-level), unless **explicitly permitted by the department**.

Graduation Requirements

The responsibility for fulfilling all graduation requirements rests solely with the **student**. Each student shall familiarize themselves with the **policies and degree requirements** as published in the **Undergraduate Academic Bulletin** in force at the time of their **initial registration**.

Note: The Bulletin in force at the time of first registration serves as the **binding academic contract** between the student and the University. However, students who wish to graduate under the provisions of a different Bulletin (in effect during their time of residence) shall **submit an official petition** to the **Dean of School** through the **Head of Department**. Approval is subject to specific **academic and administrative considerations**.

Minimum General Requirements (4 and 5-Year Programmes)

To qualify for graduation from Babcock University, a student shall satisfy the following:

1. **Completion of Minimum Credits:** Fulfill the **minimum required semester credits** as defined by the respective academic **department** and **published in the University Bulletin**.
2. **Passing Grades in All Courses**: Achieve a **minimum of 'E' grade in General Education Studies (GST) courses, and a minimum of 'C' grade in core courses.**

   Exception: **Nursing and Medical programmes** may require **higher thresholds** as stipulated by regulatory councils.
3. **Minimum Cumulative Grade Point Average (CGPA)**: Earn a **CGPA of at least 2.00** on the **5.00-point grading scale**.
4. **Second Degree Policy**
   a. A student may **not earn a second degree** with the **same nomenclature** from the **same school** of the University.
   b. To pursue a **second (different) baccalaureate degree**, the student shall:
      i. Complete at least **50% of the required credits** for the second degree **beyond** those earned in the first.
      ii. Fulfill **all additional academic requirements** for the second programme.
5. **Exclusive Course Use Across Degrees**: A single course can only count toward the requirements of one concentration or degree. It cannot be used to satisfy the requirements for multiple programs at the same time.
6. **Final Year Research Project**: All graduating students shall **complete and submit a research project** in their **final semester** as a graduation requirement.

7. **Re-admission for Early Withdrawals**: A student who **did not complete their first year** and subsequently withdraws for **one calendar year or more** shall **re-apply** and will be subject to the **current Bulletin** in force at the time of re-admission.

Graduation Eligibility for First Class Honours

Students are **not eligible** for First Class Honours if they:

1. Have **not maintained a minimum of 16 credit units** per semester (except for the final semester).
2. Have **not completed at least 50%** of their degree programme **in residence at Babcock University**.

Academic Honor Lists (SVP/DVC's Superior Academic Performance Lists)

Academic Honor List A

1. GPA: **4.50 – 5.00**
2. Criteria:
    a. Full-time status
    b. Minimum **16 credit units** with **no grade below C**
    c. **No incomplete results**
    d. Eligibility reviewed per semester

Academic Honour List B

1. GPA: **4.00 – 4.49**
2. All other criteria for Honor List A apply

Honor Lists may be **published or posted** at the discretion of the University.

Transcripts

The **Registrar's Office** is responsible for issuing **official transcripts** of students' academic records. The following guidelines apply:

1. Transcripts are issued **only upon written and signed request** by the student.
2. No transcript will be released until the student has **fulfilled all financial obligations** to the University.
3. The **first transcript (student copy)** is issued **free of charge**.
4. **Subsequent requests** for transcripts attract a **processing fee** and will be sent **only to the institution(s)** specified by the student.

K. Academic Progression and Status

Academic Probation

Academic probation serves as an early intervention mechanism to help students who are not meeting the minimum academic standards. It provides structured support to enable students return to good academic standing.

Probation and Suspension Guidelines

1. A student whose **Cumulative Grade Point Average (CGPA) falls below 2.00** at the end of

any semester shall be placed on **academic probation** and issued a **formal warning letter** informing them of their academic status.

2. If the student's **CGPA remains below 2.00** at the end of the **subsequent semester**, the student becomes subject to **suspension** from the University for **Low Academic Performance**.
3. If a student:
   a. Has previously been suspended under conditions (1) and (2), **and** the same situation re-occurs, **or**
   b. Earns a **semester GPA of 1.00 or below** in any given semester, such a student shall be asked to **withdraw from the programme or from the University** entirely for academic reasons.

Special Provision for 100-Level Students

4. A 100-Level student who ends the first academic year with a **CGPA below 2.00**, after receiving a GPA and CGPA below 2.00 in both first and second semesters, shall be allowed to:
   a. **Repeat failed courses**, and/or
   b. **Apply for a change of programme**
   without going on academic suspension.

Reassignment & Programme Redesign

5. When a student is suspended for academic reasons:
   a. The **Head of Department**, in collaboration with **Student Support Services**, will explore the possibility of **reassignment to a more suitable programme** upon return.
   b. Any proposed change shall follow due process and shall be approved by:
      i. Head of Department (HOD)
      ii. Dean of School
      iii. School Academic Board
      iv. Deputy Vice-Chancellor/Senior Vice-President (Academics)
      v. **University Senate**

Credit Load During Probation

6. A student on academic probation shall register for:
   a. **Minimum of 12 credits**
   b. **Maximum of 16 credits**

   Taking more than 16 credits may hinder academic recovery, while taking fewer than 12 credits may affect the student's **full-time status** and the ability to earn sufficient quality points for GPA improvement. Such students are **expected to reduce involvement in extra-curricular activities** and **work-study commitments** during the probationary period.

Reapplication After Suspension

7. A student suspended for academic reasons may **reapply for admission** only after **one full academic year** has elapsed.
   a. Readmission is **not automatic** and is subject to:
      i. Review by the **Academic Standards Board**
      ii. **Documented evidence** of improved readiness for university study
   b. If the student is **dismissed again** after being readmitted, they shall **not be eligible for re-admission** into the University.

Remedial Requirements Before Re-entry

- Students suspended for low academic performance shall present **evidence of having received professional academic or psychological remedial services** during the suspension period. This documentation will be assessed by **Student Support Services** as part of the **re-entry evaluation process**.

Withdrawal from the University (Academic and Disciplinary Grounds)

1. **Withdrawal on Academic Grounds**

Students whose **CGPA falls below 2.00** over two consecutive semesters may be **suspended for low academic performance**. Details are provided in the **Academic Probation** section of this Bulletin.

2. **Voluntary Withdrawal**
   a. Students may withdraw voluntarily at any time by completing the **official withdrawal form** obtainable from the **Registrar's Office**.
   b. Grades for completed and passed courses up to the point of withdrawal will be retained.
   c. Re-admission policy is as follows:
      i. **Within 2 years**: Eligible to apply for re-admission under previous academic records.
      ii. **Between 2 and 4 years**: Re-admission possible, but the student shall meet current **Bulletin requirements**.
      iii. **After 4 years**: Shall **apply afresh** for admission into 100-level.

A student who leaves the University **without completing official withdrawal procedures** shall **forfeit their studentship**.

3. **Withdrawal for Disciplinary Reasons**
   a. Students withdrawn due to disciplinary action may be re-admitted **only by approval of the University Senate**.
   b. Specific conditions for re-admission will be **clearly stated in the letter of re-admission**.
4. **Withdrawal on Health Grounds**
   a. A student may be withdrawn on health grounds upon the recommendation of a **University-approved Medical Officer**.
   b. Re-admission is subject to submission of a **medical certificate of fitness**, duly signed by the same.

Students with Disabilities (Special Provisions)

Babcock University is committed to creating a **supportive and inclusive environment** for students with disabilities. While infrastructural improvements are ongoing, the following support measures are in place:

Support Procedure

Students with disabilities are required to:

1. **Report to the Student Support Services Unit** for proper **assessment and clearance/recommendation**, either at the **start of the semester** or as soon as the disability

occurs.

2. **Present the clearance/recommendation** to relevant academic and administrative staff for necessary accommodation.
3. **Maintain regular contact** with **Student Support Services** throughout the semester for follow-up and support.

L. Academic Integrity and Grievance Mechanisms

Academic Dishonesty

Babcock University maintains a **zero-tolerance policy** on academic dishonesty. As a **faith-based institution**, it is morally and spiritually committed to **scholastic integrity** and expects both students and staff to uphold the **highest standards of ethical and Christian conduct** in all academic matters.

Definition of Academic Dishonesty

Academic dishonesty includes, but is not limited to:

1. **Plagiarism** – presenting another person's ideas, words, or work as one's own without proper attribution.
2. **Cheating** – using unauthorized materials (notes, textbooks, digital tools) during examinations or quizzes.
3. **Collusion** – unauthorized collaboration on take-home tests, essays, or assignments.
4. **Copying** – replicating another student's work during tests or exams.
5. **Communication during exams** – talking to other students during examinations, whether about the exam or other academic matters.

Consequences: Offenders will receive a **failing grade** for the examination or assignment and may face **suspension** or **outright dismissal** from the University.

All cases of academic dishonesty are referred to the **Senate Panel on Examination and Academic Misconduct (SPEAM)**, which investigates and recommends appropriate penalties to the Senate. Penalties are detailed in the **Student Handbook** and updated **academic regulations**.

Teacher Responsibilities

1. Teachers shall clearly **explain regulations** for assignments, projects, quizzes, and examinations—including the use of "open book" resources or any permitted peer collaboration. These should be explicitly outlined in the **course syllabus**.
2. In the absence of any stated exception, **no collaboration** should be assumed.

Student Responsibilities

1. Students are responsible for **avoiding plagiarism** by learning and applying appropriate referencing techniques. Ignorance of citation standards is not an excuse for misconduct.
2. Students uncertain about referencing or citation procedures should **consult their lecturers** for clarification.
3. Students should assume that **all coursework is individual** and **non-collaborative**, unless the lecturer explicitly permits otherwise.
4. Each student is encouraged to **personally acquire textbooks** and essential resources for each course.

Departmental Responsibilities

Some academic departments may implement **additional honesty policies** based on the nature of their discipline. These policies hold the **same authority** as the university-wide policy and shall be **communicated to students prior to enforcement**.

Procedures for Handling Academic Dishonesty

1. When a lecturer or invigilator suspects dishonesty, the student shall be **approached immediately**, and the situation must be documented, ideally in the presence of witnesses.
2. The student shall be allowed to **complete the examination or academic exercise in question** to avoid disruption of the process and to preserve the principle of fairness. The submitted script or work, however, shall be clearly marked and kept under custody pending investigation.
3. The incident shall then be referred to the **Senate Panel on Examination and Academic Misconduct (SPEAM)** for further review.
4. SPEAM shall:
    a. Investigate the allegation.
    b. Notify the student's department of the case.
    c. Make appropriate recommendations to the University Senate.
5. The accused student reserves the right to **appeal the Senate's decision**, either on grounds of miscarriage of justice or in a request for leniency, subject to institutional appeal processes.

Grievance Procedure

Babcock University affirms the **academic rights of students** and is committed to **fair and impartial resolution** of academic disputes. Students who believe they have been unjustly treated in academic matters should follow this **structured grievance resolution process**:

Step-by-Step Procedure

1. **Initial Dialogue:** The student shall first present the concern directly to the lecturer involved.
2. **Departmental Escalation**: **If unresolved by the lecturer**, the student shall escalate the matter to the **Head of Department (HoD)** for review.
3. **School-Level Review**: **If unresolved by the HoD**, the student shall submit a **written complaint** to the **Dean of School**.
4. **Formal Grievance Review**: **If unresolved by the Dean**, the student may request a **formal case review by the Academic Grievance Committee**.
5. **Script Remarking (where applicable)**
    a. A fee shall be charged for remarking an examination script.
    b. If the grievance is **upheld**, the corrected grade shall be recorded, the remarking fee refunded, and the lecturer issued a written reprimand.
    c. If the grievance is **not upheld**, the original grade shall stand, and the student shall receive a letter of reprimand.

Fair Hearing Provisions

1. Both the student and the lecturer have the right to:
    a. Appear in person before the Committee, or
    b. Submit written statements in lieu of appearance.
2. The Committee shall communicate its **written decision** to both parties within **three (3) working days**, unless otherwise agreed.

Finality of Decision

1. Legal representation is not permitted before University Committees.
2. The decision of the Academic Grievance Committee is **final and binding** and shall be implemented by the lecturer concerned or by the **Deputy Vice-Chancellor/Senior Vice-President (Academics)**.

M. Student Industrial Work Experience Scheme (SIWES)

The **Student Industrial Work Experience Scheme (SIWES)** was established in **1973** by the **Industrial Training Fund (ITF)** in line with **Decree No. 47 of 1971**, which mandated the ITF to promote and encourage skill acquisition in industry and commerce. The goal is to develop a pool of skilled indigenous manpower to meet Nigeria's economic needs.

In line with this national directive, the **National Universities Commission (NUC)**, through its **Minimum Academic Standards (MAS)** document, mandates all students in eligible programmes to undergo a **six-month continuous industrial attachment** with organizations relevant to their field of study.

This aligns with Babcock University's **Seventh-day Adventist philosophy of holistic education**, which emphasizes the development of the **head (intellect), heart (character), and hands (practical skills)**.

Eligibility: Only students enrolled in programmes **accredited for SIWES** by the **ITF** and the **NUC** are eligible to participate.
Restriction: Students on **SIWES** may **not register for Summer School** during the period of industrial attachment.

N. Specialized Academic Programmes

This Part codifies the governance, delivery models, regulatory alignment, and quality assurance procedures for programmes delivered through specialized or non-traditional frameworks. The provisions herein supplement the general policies in Part I and shall take precedence in cases of overlap, while remaining subject to statutory and regulatory oversight by the **National Universities Commission (NUC)**, professional councils, and institutional governance.

MBBS Programme (Benjamin S. Carson Snr. College of Health and Medical Sciences)

Academic Calendar Configuration and Block-Based Delivery

1. The MBBS programme shall operate a **block-based academic structure** distinct from semester-based programmes, in full compliance with the **Medical and Dental Council of Nigeria (MDCN)** regulations.
2. The MBBS academic calendar shall be treated as a **parallel institutional calendar**, published annually as part of the University's official bulletin.

Dual Curriculum Model (CCMAS and Red Book)

1. The programme shall operate fully under the **NUC Core Curriculum and Minimum Academic Standards (CCMAS)**, with general education, psychosocial, and medical decision-making courses integrated. It shall also retain compliance with the **MDCN "Red Book" curriculum**.
2. The **Directorate of Academic Planning (DAP)** shall:
    a. Maintain a **dual curriculum tracking matrix** to monitor compliance and readiness for both NUC and MDCN accreditation.
    b. Conduct **biennial departmental curriculum review workshops** to validate the infusion of CCMAS elements.

Assessment and Distinction System (Non-CGPA)

1. The MBBS degree shall remain **unclassified**; CGPA computation shall not apply.
2. Distinctions shall be awarded in designated subjects (e.g., Anatomy, Physiology, Surgery, Medicine, Paediatrics) to encourage excellence.
3. Progression shall be determined by block examinations, continuous assessments, and clinical performance, benchmarked against MDCN minimum standards.

Clinical Exposure and Benchmarked Requirements

1. All students must undergo a significant number of weeks of structured clinical exposure annually, across Medicine, Surgery, Paediatrics, Obstetrics & Gynaecology, Community Medicine, Psychiatry, and allied disciplines.
2. Clinical exposure shall be supported by:

a. Standardized logbooks approved by MDCN.
b. Competency-based assessments for practical skills.
c. Periodic patient-care audits and supervisor feedback.

Regulatory Interfaces (NUC and MDCN)

1. The MBBS programme is jointly accountable to **NUC** (for degree standards and academic structure) and **MDCN** (for professional licensure and practice-readiness).
2. The DAP shall coordinate a **Unified Accreditation Readiness Template (UART)** ensuring consistency in documentation for NUC and MDCN inspections.
3. Any curricular or calendar change shall be jointly reviewed by the College, DAP, and Senate before submission to regulatory bodies.

Transition Modules and Professional Ethics

1. Transition modules bridging pre-clinical and clinical phases shall be mandatory and shall include: **Ethics in Medicine, Leadership in Healthcare, Research Methods, and Medical Informatics**.
2. A **Professional Readiness Framework** shall be enforced for final-year students, integrating ethical training, global health perspectives, and licensure preparation.

JUPEB (Joint Universities Preliminary Examinations Board) **Programme (Centre for Foundation Studies)**

Nationally Regulated Two-Semester Calendar

The JUPEB programme shall operate strictly in accordance with the national JUPEB calendar (September – August of the following year), including lecture periods, continuous assessment, national moderation, and final examinations.

Centralized Curriculum and Teaching Standards

1. The JUPEB curriculum is nationally designed and regulated; no internal alterations are permitted.
2. The **Centre for Foundation Studies (CFS)** shall ensure full syllabus delivery through:
    a. Approved teaching plans.
    b. Periodic submission of syllabus coverage reports.
    c. Internal monitoring by the DAP.

External Grading System and Certification Path

1. JUPEB results are moderated and released by the **JUPEB National Board**.
2. Grading shall follow the JUPEB scale; no University-level CGPA equivalent shall be computed.

3. Successful candidates shall be awarded the **JUPEB statement of result**, qualifying them for Direct Entry admission into 200 level in Nigerian and partner universities (but 100L if performance is sub-par). This excludes medicine, law, nursing, medlab who are admitted into 100L.

Tutor Development and National Monitoring

1. All JUPEB tutors shall attend the **mandatory national JUPEB training workshops** periodically. Alternatively, a train-the-trainer approach is permissible.
2. JUPEB officials shall have unrestricted access for periodic monitoring, with CFS responsible for compliance.

Internal Quality Assurance and Student Conduct Compliance

1. JUPEB students must maintain at least **75% class attendance** to qualify for examinations.
2. All cases of academic dishonesty, malpractice, or misconduct shall be reported both to the JUPEB Board and the University's disciplinary committee.
3. The DAP shall coordinate internal monitoring to ensure compliance with JUPEB's quality assurance guidelines.

Visibility and Direct Entry Contribution Strategy

1. The University shall actively promote JUPEB as a pathway to Direct Entry admission.
2. Marketing efforts shall highlight JUPEB's role in producing qualified entrants into Babcock undergraduate programmes.
3. The CFS Director, working with the Admissions Office and DAP, shall report annually on JUPEB's contribution to institutional intake.

BUCODeL (Babcock University Center for Open Distance, and e-Learning)

Strategic Role

1. BUCODeL shall provide **flexible, accessible, and ICT-driven higher education**, in alignment with Babcock University's mission.
2. BUCODeL programmes shall enjoy **parity of esteem** with on-campus programmes, equivalent for certification, employability, and professional advancement.

Course Development Protocols and LMS Delivery

1. All courses shall be authored by subject experts, reviewed by instructional designers, and uploaded to the institutional LMS in accordance with **NUC BMAS/CCMAS standards**.
2. Courses shall undergo a **tripartite review process**: content validation, instructional design editing, and linguistic clarity check.
3. Delivery shall combine **synchronous (live online classes)** and **asynchronous (recorded, self-paced)** components to ensure flexibility.

ICT Integration, Open Educational Resources (OER) Use, and Blended Learning

1. BUCODeL shall deploy an **enterprise-class LMS** that supports mobile access, offline kits (CDs, USBs, printed guides), and interactive tools.
2. **OERs** and blended approaches shall be actively integrated into learning materials.

Faculty Development and QA Processes

1. Faculty assigned to BUCODeL must undergo mandatory **digital pedagogy and e-assessment trainings**.
2. Quality assurance shall be ensured through:
    a. Blueprint validation of courses.
    b. Peer review of modules.
    c. Continuous learner feedback mechanisms.

Research-Linked Delivery Models

1. BUCODeL shall integrate **action research** into delivery, encouraging research on digital pedagogy, online engagement, and ODeL innovations.
2. Industry partnerships shall be cultivated to enrich learning outcomes with **applied, workplace-oriented skills**.

Governance and Operational Oversight

1. BUCODeL shall function as a **specialized academic unit of the University**, directly supervised by the Vice-Chancellor through the Senior Vice-President (Academics).
2. Academic oversight shall rest with the **Directorate of Academic Planning (DAP)** and Senate, ensuring compliance with **NUC ODeL guidelines** and institutional quality standards.
3. Financial operations shall remain under the University's central management. However, BUCODeL may recommend budget priorities annually to the **Bursary or University Management**, with specific attention to:
    a. Course design and instructional materials.
    b. ICT and LMS maintenance.
    c. Student support systems.
    d. Faculty and staff training in digital pedagogy.
4. BUCODeL shall submit an **annual performance and financial utilization report** to Management through the DAP for review and planning purposes.

BCED (Babcock Centre for Executive Development – Part-Time Programmes)

Modular Weekend-Based Delivery Calendar

BCED shall operate a **two-semester academic year**, delivered primarily on weekends – Fridays and Sundays.

Curriculum Adaptation and Credit Parity

1. BCED courses shall be drawn from approved undergraduate curricula but adapted for part-time and executive learners through flexible pacing and modularization.
2. Credit units and learning outcomes shall be **equivalent to regular undergraduate programmes**, in strict compliance with NUC BMAS/CCMAS.

Working Adult Engagement and Flexibility Strategy

1. BCED shall be tailored for **working professionals and adult learners**, with flexible lecture hours, blended learning, and career support.
2. Where feasible, **online evening sessions** may complement weekend in-person classes, making room for a blended learning experience.

Continuous Assessment Framework

1. Assessment shall follow the institutional policy: **40% CA + 60% Final Examination**.
2. Continuous assessment shall emphasize **practical projects, case studies, and workplace-related assignments**.

Monitoring Templates and Departmental Integration

1. BCED academic monitoring shall use standardized templates for:
    a. Attendance tracking.
    b. Module fidelity.
    c. Instructor performance.
    d. Student attrition analysis.
2. DAP shall conduct **quarterly reviews** with BCED leadership to ensure compliance.

Faculty Deployment and Academic Equivalence

1. Faculty must be either:
    a. Full-time Babcock staff, or
    b. Approved adjuncts with relevant professional experience.
2. All faculty teaching BCED must attend **orientation workshops** to ensure parity of delivery and grading with regular programmes.

Language Proficiency Programmes (Eng.Prof.)

Entry Criteria and Placement Mechanisms

1. All international student applicants and candidates identified with **English language deficiencies** shall undergo placement testing upon admission.
2. Placement decisions shall be based on **internal diagnostic tests** and/or external English proficiency results.

Curriculum Components

1. The English Language Proficiency curriculum shall focus on core competencies in:
    a. Academic Writing & Grammar.
    b. Reading Comprehension & Vocabulary Development.
    c. Listening & Note-Taking.
    d. Oral Presentation & Critical Thinking Skills.
2. Curriculum shall be contextualized to enable success in university-level coursework.

Competency-Based Assessment and Certification

1. Assessment shall be competency-based, including quizzes, oral presentations, journals, and final exams.
2. Students must achieve a **minimum pass mark of 50%** to be certified as proficient.
3. Successful completion shall result in the issuance of a **Certificate of Language Proficiency**, endorsed by the Department of Languages and the Office of the Registrar

Faculty Standards and QA Monitoring

1. Only faculty with qualifications in **Applied Linguistics, TESOL, or English as a Second Language (ESL)** shall teach EngProf courses.
2. The Department of Languages, in partnership with DAP, shall:
    a. Use a **Language Programme Monitoring Checklist** covering attendance, syllabus coverage, and feedback.
    b. Conduct **end-of-semester audits** to assure quality and compliance.

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