Undergraduate Academic Advising Handbook

An Engaged Community of Advisors

2013-2014

Delaware State University
Making our mark on the world
August 16, 2013

Dear Faculty Member:

As you are aware, academic advising is an essential part of the educational process, is an important aspect of teaching and learning, and stands at the very core of institutional effectiveness. The role of the advisor is a very important component in the success and development of our students at Delaware State University. Through proper advising, students are motivated to clarify their values, set goals, establish priorities, develop management and leadership skills, and understand how the academic system works and their role in it.

As such, it is with great pleasure that we make available this revised edition of the Delaware State University “Undergraduate Advisement Handbook.” This Handbook is an essential resource for all University academic advisors. It provides important information pertaining to academic advising at the University, along with valuable campus resources. Topics covered in the Handbook include: overview of advising, role and functions of advisors, responsibilities of advisors and advisees, campus referral and resources, advisement procedures and university policies and forms. The purpose of this academic advisement handbook is to serve as a resource for all University academic advisors; however, it is not intended to replace the University Undergraduate Catalog. Its purpose is to aid in the advising process.

We encourage you to use the Handbook to enhance and strengthen your knowledge about the advisement process at the University and continue to foster and develop your relationship with your advisees. If you have any questions, please contact Frances T. Rogers at frogs@desu.edu or Chester Boyd at cboyd@desu.edu or 302-857-7226 in the Office of Mentoring and Advising.

Sincerely,

[Signature]

Alton Thompson, Ph.D.
Provost and Vice President for Academic Affairs
# UNDERGRADUATE ACADEMIC ADVISING HANDBOOK

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I. SECTION ONE: OVERVIEW OF ADVISING

A. Advising Mission Statement
   To provide professional and ethical academic counseling to all Delaware State University advisees in an environment that enables academic achievement, professional development, and integrity. To develop and maintain a vital advisor-advisee relationship that assists the students in achieving their goals.

B. Definition of Advising
   Academic Advising is a cooperative relationship between advisees and advisors for the purpose of guiding and empowering students to achieve their academic goals and to optimize their college experience while meeting University requirements.

C. Requirements for the Advising Process
   1) Advisors should be available to their advisees and should understand that advisees come from very diverse populations and have diverse needs. They should seek to understand advisee as an individual.
   2) Students should be treated with dignity and respect so that they can achieve their personal goals and objectives.
   3) Advisors need to be available and to understand students’ personal strengths and weaknesses, to be ready to involve others when necessary, and to assist the students in addressing their problems.
   4) Advisors must understand and follow the policies and procedures of Delaware State University.
   5) Advisors should encourage students to have high standards when working toward their educational goals.
   6) Advisors should understand and value the surrounding Dover community and the opportunities it can provide for students.
   7) Advisors need to balance advising with other responsibilities such as research and teaching, doing all in a manner that models the high standards expected of the students.

D. Roles and Functions of Advisors
   The student is climbing a huge staircase called higher education, maturation, or achievement. On the staircase there are landings - places to rest, to review progress, and to plan for subsequent efforts. The advisor’s role and responsibility is to be available on each landing to help the climber review and learn from past efforts and
to plan for what lies ahead (adapted from Kramer, Howard C and Gardiner, Robert E. Advising by Faculty, Washington, D. C., National Education Association, 1983).

1) The advisor helps students to examine course offerings in general education and the major and to understand the graduation requirements for the curriculum leading to a desired degree.

2) The advisor counsels students on course scheduling, course adjustment, and academic progress and makes appropriate referrals to tutoring, counseling, disability services, health services, and extra-curricular activities.

3) The advisor serves as a mentor to students by demonstrating a personal interest in them and in their adjustment to college, by serving as a central contact person in obtaining information that can be used to help students, and by allowing the students freedom to make their own choices after being advised (adapted from Brown, William F. Student to Student Counseling: An Approach to Modern Academic Advising, Austin Texas, The University of Texas Press, 1972, pp. 93-94).

4) The advisor of students in the University Studies Program (undeclared/undecided majors) helps them explore majors by encouraging them to do research and to talk to department faculty, staff and students about their programs.

5) The advisor helps students link academic goals and possible careers and to survey internship and job opportunities.

6) The advisor uses effective interpersonal skills.

7) The advisors keeps sensitive information learned about the students confidential, unless the student has given written permission to share the information, or it is an emergency situation.

E. Objectives of Advising

1) Establish an open, professional relationship with students to gain a better understanding about them as individuals, their academic abilities, and their academic challenges.

2) Encourage students to use their communication and listening skills during advisement as well as in other settings.

3) Assist students to plan their college curriculum so that course requirements can be completed in a timely fashion.
4) Consider students’ life/work schedules and commitments in planning their course load.
5) Evaluate students’ academic progress at least once per semester. Advisors should encourage students to meet with their instructors before a problem arises. Both advisors and advisees should actively seek solutions.
6) Encourage students to set short and long term goals
7) Tailor advising to diverse populations (transfer students, adult learners, commuters, first generation college students, international students, disadvantaged students, etc.). Students with suspected learning disabilities should be directed to the Office of Disabilities Services in Room 218 of the William C. Jason Library.
8) Help students to develop decision-making skills. Encourage students to be independent, responsible, and moral individuals in a multi-cultural world. Help the student recognize problems and explore alternative options.
9) Inform students of available resources and policy changes (academic, counseling, scholarships, financial aid, work study opportunities, etc.). Have students check appropriate website. Refer students to Internet sources so they may be current.
10) Inform students about General Education requirements at Delaware State University. General Education Program
11) Verify that student contact information in Banner and in your files is current.
12) Encourage students to participate in extracurricular activities, research seminars, internships, job experiences, community activities, volunteer work, etc. Refer students to DSU website and Information Services Center in the Administration Building.
13) Motivate students to explore career opportunities. Refer students to the DSU website and Career Services in the MLK Jr. Student Center 3rd Floor.
14) Follow through on commitments. Be available for students during office hours. Post updated office hours every semester. Post a sign or call someone else to post a sign if you are not available for a particular office hour. Call the student if you must cancel an appointment.
15) Encourage life-long learning.
F. Limitations of Advising

1) Advisors cannot make decisions for the student. Students are ultimately responsible for their own choices and to following or not following the advisor’s recommendations.

2) An advisor cannot increase the ability of an advisee, but can encourage the maximum use of the student’s ability.

3) An advisor cannot reduce the academic, employment or family responsibility load of a floundering advisee, but can make recommendations for adjustments.

4) An advisor can contact an instructor or staff person who might be involved in a student’s problem, but may not be able to negotiate a solution.

5) An advisor should not betray a student’s confidence on matters of a personal nature, but can seek appropriate professional assistance in helping a student with minor personal or social adjustment problems (Brown, William F. Student to Student Counseling: An Approach to Modern Academic Advising. Austin Texas, The University of Texas Press, 1972, pp. 94-95). Refer student to Counseling Center.

6) An advisor should not attempt to handle cases of emotional disturbances falling outside of the behavioral pattern of students adjudged reasonably normal. When complex problems arise concerning financial difficulties, mental or physical health, or personal-social issues, advisors should refer students to professional personnel. (The American College Testing Program, Making Advising Work. Iowa City, Iowa, 1979, p. 149).

7) An advisor cannot be certain that students are being completely open in communicating. The advisor may then not be in a position to give the best advice.

II. SECTION TWO: RESPONSIBILITIES AND RESOURCES A.

The General Responsibilities of the Advisor

Academic advisors assist students in strengthening knowledge and abilities in an academic environment. Academic advisors help students to establish academic and career goals, and to monitor the progress in achieving these goals.

1) Encourage students to maintain Satisfactory Academic Progress (SAP). This policy may change. (Refer to DSU Undergraduate Catalog).
2) Assist students in obtaining internship information and other academic resources.
3) Demonstrate effective interpersonal and communication skills.

B. Characteristics of a Good Advisor: A Good Advisor:

1) Focuses on what will be beneficial for the student.
2) Exhibits genuine interest in the advisement process.
3) Gives suggestions to allow students to make informed decisions.
4) Listens actively, to understand clearly the student’s needs.
5) Views long-range career planning as well as immediate problem-solving as an essential part of effective advising.
6) Shares advising information with colleagues for consistency in the advisement process.
7) Develops a personal style in advising.
8) Seeks professional development in advisor training programs on a continuing basis.
9) Uses good listening and other communication skills, and organizational skills.
10) Enjoys working/talking and advising students.
11) Has empathy for student’s problems.
12) Makes time for students.
13) Demonstrates decision-making skills.
14) Enables students to be responsible.
15) Motivates students to achieve their educational goals.
16) Knows all details of the student’s major.
17) Knows or can locate University/Departmental policies and procedures (including financial aid, registration, SAP, academic probation, academic dismissal, re-admittance, campus resources, etc.)
C. The General Responsibilities of the Advisees

1) Recognize that the advisement process is a cooperative function. Take responsibility for your academic progress and performance.

2) Make decisions based on advisor’s recommendations

3) Be familiar with available campus resources. All students MUST have a DSU computer login account and email account. It is very important to maintain communication with faculty and staff via email. If a student needs to contact a faculty member or staff personnel, they may consult the online directory at: DESU Directory

4) Know advisor’s availability (schedule/office hours).

5) Schedule and keep appointments (limit impromptu visits). Be prepared for your appointment by mapping out your desired class schedule based on curriculum/department requirements.

6) UTILIZE BANNER WEB portal to register for classes after meeting with your advisor, look up/print your class schedule prior to the start of each semester, view financial aid information, view mid-term grades/final grades, view or update personal information, etc.

7) For more information on how to use BANNER web, visit the Registration homepage under the DSU webpage or ask your advisor for a copy of the BANNER Web instructions for students (UndergraduateAcademicAdvisingHandbook, Appendix A.6).

8) Know degree requirements for your major and keep a log of yearly progress.

9) Seek clear understanding of policies and procedures as outlined in the University catalog. The Undergraduate catalog is available on the DSU website at: http://www.desu.edu/sites/default/files/Undergraduate%20Catalog%202010-11.pdf

10) Maintain copies of relevant academic records from advisement sessions.

11) Maintain a copy of entrance year’s curriculum sheet for your degree program.

12) Bring all important documents to the advisement sessions in order to aid in good decision-making regarding your academic progress.

13) See your advisor if you are experiencing academic, financial, or personal challenges.
12) Learn to balance your extracurricular activities, personal, social and academic responsibilities. Some time management hints:

☐ Self-discipline and control are the key components in time management. Establishing timelines is important for a college student. Effective time management is critical for balance. The best strategy for organizing your time is to develop a plan. Therefore, setting priorities, organizing your day, and avoiding procrastination are ways to experience success as a college student.

☐ To keep track of your academic class schedule and appointments, you should use a daily planner to prioritize your day. Time management consultant Alan Lakein, stated: “in comparing the efficient time manager to one who takes more time because of poor planning, advise you to work smarter, not harder?”

(Reference for #12 above: Your College Experience, Fifth Edition, John H. Gardner)

13) Officially drop/withdraw from any course you are not planning to attend. Check your schedule online at the beginning of every term and at the end of the “add” period.

14) Become familiar with the information in the Student Handbook provided by the Office of Student Affairs. The handbook is available on the DSU website at: http://www.desu.edu/student-handbook.pdf

15) It is your responsibility to keep a record of all important dates such as add, drop, purge, pre-registration, midterm evaluations, and final examinations, including a hard copy of supporting documentation.

16) Know the protocol for resolving issues in your classes (Instructor, Chair, Dean and within the Department (Advisor, Instructor, Dean). See Appendix, page 41.

17) Know how to calculate your GPA:

Please Note: If a student repeats a course in which he/she earned a lower grade, the quality points of the higher grade are only computed in the Cumulative Grade Point Average (GPA). For example, if a student took Math I and achieved a D the first time; if he earns a B the second time, the quality points for the B will only be computed in the Cumulative Grade Point Average (GPA). However, both grades will be displayed on the transcript.
GPA Calculation Formula

a. In order to calculate the semester GPA, the TOTAL QUALITY POINTS need to be divided by the TOTAL GPA HOURS.

b. For each letter grade, different quality points are assigned as follow:

☐ A = 4.0 points
☐ B = 3.0 points
☐ C = 2.0 points
• D = 1.0 points
• F = 0.00 points

c. Total Quality points are equal to the grade quality points multiplied by the course credits.

d. EXAMPLE: If a student was taking 5 courses with a total of 13.0 credits. If the student earns a D, B, C, F, and an A as described below, the total quality points are equal to 33.0. The semester GPA is equal to the Quality points divided by the total GPA hours. In this example, the Semester GPA is 2.54.

FIRST SEMESTER:

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Credits</th>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Seminar I</td>
<td>1.0</td>
<td>F = 0.0</td>
<td>1.0 X 0.0 points = 0</td>
</tr>
<tr>
<td>Lifetime Fitness and Wellness</td>
<td>2.0</td>
<td>D = 1.0</td>
<td>2.0 X 1.0 points = 2</td>
</tr>
<tr>
<td>English Composition I</td>
<td>3.0</td>
<td>C = 2.0</td>
<td>3.0 X 2.0 points = 6</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4.0</td>
<td>A = 4.0</td>
<td>4.0 X 4.0 points = 16</td>
</tr>
<tr>
<td>Survey of Mathematics I</td>
<td>3.0</td>
<td>B = 3.0</td>
<td>3.0 X 3.0 points = 9.0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>13.0 credits</strong></td>
<td></td>
<td><strong>TOTAL = 33.0 Quality points</strong></td>
</tr>
</tbody>
</table>

Divide Quality points by total course credits Ex: 33/13 = 2.54 Semester GPA

e. In order to average the second semester’s grade with the first semester grades, add the quality points together, and divide this total quality points by the total GPA hours (the sum GPA hours for both semesters). See example below.
f. EXAMPLE: SECOND SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Credits</th>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Seminar II</td>
<td>1.0</td>
<td>A = 4.0</td>
<td>1.0 X 4.0 points = 4</td>
</tr>
<tr>
<td>Speech</td>
<td>3.0</td>
<td>B = 3.0</td>
<td>3.0 X 3.0 points = 9</td>
</tr>
<tr>
<td>English Composition II</td>
<td>3.0</td>
<td>B = 3.0</td>
<td>3.0 X 3.0 points = 9</td>
</tr>
<tr>
<td>Biology</td>
<td>4.0</td>
<td>C = 2.0</td>
<td>4.0 X 2.0 points = 8</td>
</tr>
<tr>
<td>Survey of Mathematics II</td>
<td>3.0</td>
<td>B = 3.0</td>
<td>3.0 X 3.0 points = 9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14.0 credits</strong></td>
<td></td>
<td><strong>39.0 Quality points</strong></td>
</tr>
</tbody>
</table>

To determine Cum GPA from the two semesters: Divide Quality points by total course credits.

Ex: 39/14 = 2.79 Second Semester GPA

Divide total Quality points by total course credits.

Ex: Total Quality points = 33 + 39 = 72
Total Credits = 13 + 14 = 27
72/27 = 2.67 Cum GPA from both semesters

Please Note: If a student repeats a course in which he/she earned a lower grade, the quality points of the higher grade are only computed in the Cumulative GPA. For example, if a student took Math I and achieved a D the first time; if he earns a B the second time, the quality points for the B will only be computer in the GPA. However, both grades will be displayed on the transcript.

D. REFERRAL SUMMARY – CAMPUS RESOURCES

Included in this section is information about Academic Enrichment, Academic Support Services, Career Services, University Studies Program, Counseling Center, Health Center, International student Office & Study Abroad, computer resources, work study information, Honors Program, other extracurricular activities, student organizations, Student Code of Conduct Handbook, etc. For current phone numbers, office locations, and email addresses, consult [http://directorysearch.desu.edu/](http://directorysearch.desu.edu/)

1) Academic Enrichment

   a. Includes: Office of Mentoring and Advising; Academic Support Center and Office of Student Accessibility Services; Office of Testing; University Studies and First-Year Experience; and Quantitative Reasoning Center. In addition, special programs include: Staying-on-Course, Bridge Programs (Project Success, and JumpStart). Ms. Phyllis Brooks Collins, Executive Director, Jason Library, Room, 200.

   Ms. Frances T. Rogers, Director, Academic Enrichment, Jason Library, Room, 229.
   i. A student who obtains a GPA of 1.7 or less is placed on Academic Probation (AP) for the succeeding semester unless the CUM GPA is 2.0 or greater.
   ii. The requirements of Staying on Course include:
       a) Registering for and attending Learning Strategies for Academic Success. Completing this course with a grade of C or better
       b) Maximum semester course load of 13 credits or less,
       c) Achieving a semester GPA of 2.0 end of the semester on academic probation.
       d) Attending designated required workshops.
       e) Following up with advisor throughout the semester for guidance/progress check.
       f) If a student does not meet these requirements, he or she will be suspended in the next term. If a Dean determines that there are extenuating circumstances, the student may be re-instated.
   iii. The student academic standing is listed as Academic Probation in Banner.

Summer Bridge Programs (Dr. Jacqueline Washington)
   i. Project Jumpstart is a summer enrichment program for first year students who have a minimum High School GPA of 2.7 and SAT of 800. Students must apply through University Studies and First-Year Experience, Grossley Hall 206, (302) 857-7252.
   ii. Project Success is a summer enrichment program for students who are admitted to the university with conditions.

2) Academic Support Center - WILLIAM C. JASON LIBRARY-2ND FLOOR
   Dr. Cassandra Green, Director, Jason Library, Room 214B Ms. Cindy Seto-Friel, Technician/Adjunct Coordinator Office-Library Room 214, (302) 857-6385
a. **Tutoring Center:**
   i. Ms. Jackye Fountain, Coordinator. Hours by appointment with tutor. Library Room 206, (302) 857-6389
   ii. Students may sign up for a personal tutor for courses across the curriculum. Tutors will schedule appointments in the library or residence halls at the convenience of the student.

b. **Office of Student Accessibility Services:**
   i. Ms. Roberta Durrington, Coordinator. Office hours by appointment to accommodate student’s schedule. Library Room 218, (302) 857-7304
   ii. Students with documented learning or physical disabilities may request reasonable accommodations to address their specific needs. Students who are struggling with understanding coursework while demonstrating solid effort, may ask for a screening, consultation, and/or referral for in-depth evaluation. Students with temporary disabilities may also apply for services.

c. **Supplemental Instruction Program:**
   i. Dr. Cassandra Green. Hours vary by class. Office: Library Room 212A, (302) 857-6387
   ii. Supplemental Instruction (SI) offers weekly study sessions to students taking “historically” difficult courses. SI participants meet with their leader and classmates outside of class to compare notes, discuss challenging concepts, and develop study strategies. As a they develop a better understanding of course content as well as more effective ways of studying. They also learn how to effectively test themselves in course content.
d. **Drop-In Computer Lab:**
   i. Ms. Jackye Fountain, Coordinator/Computer Specialist.
      Monday-Thursday 9:00 a.m.-8:00 p.m. & Friday 9:00 a.m.-5:00 p.m.
      Library Room 205 and 206, (302) 857-6389

e. Students are required to have a current pass code issued by the Information Technology Office in order to gain access to computers. The Coordinator serves as a resource for technical assistance and information.

f. **Quantitative Reasoning Center:**
   i. Dr. Sharon Smith, Instructional Specialist. (Hours vary).
      Library Room 212, Phone: (302) 857-6387
   ii. Students may drop in for assistance with any Mathematics assignment. Tutors may visit classrooms or meet with instructors to discuss specific assignments.

g. **Drop-In Writing Studio:**
   i. Ms. Jean Gilroy, Coordinator. Sunday 6:00 p.m.-10 p.m.;
      Monday-Thursday 12:00 p.m. - 8:00 p.m. (Hours are Subject to change) Library Room 205, Phone: (302) 857-7540
   ii. Students may drop in for assistance with any writing assignment. Tutors may visit classrooms or meet with instructors to discuss specific assignments.

3) **Career Services:** Includes Professional Development Programs, Career Fairs, Career Exploration, and Internships
   a. Ms. Lisa Moody, Director, MLK Jr. Student Center 3rd Floor,
      Phone: (302) 857-6120

4) **Testing Services:** Includes Placement Testing, CLEP Testing, National Testing, and Student Evaluation of Instructor
   a. Mr. James Whitaker, Director, Thomasson 202, Phone: (302) 857-6141
      Ms. Amystique Harris-Church, Associate Director
   b. CLEP Administration Fee $25.00.
      CLEP Cost $77.00. List of available tests in Appendix A.5.
5) Mentoring and Advising: Includes Undeclared Majors
   a. Mrs. Frances Rogers, Director, Academic Enrichment, Jason Library, 229,
      Phone: (302) 857-7985
   b. Dr. Sonja Jackson-McCoy, Associate Director, Mentoring and Advising,
      Library 204, Phone: (302) 857-7203
   c. Mr. Chester Boyd, Academic Support Services Specialist,
      Library 204, Phone: (302) 857-7203
   d. Mentoring Connection (Students are paired with faculty/staff/student mentors.)
   e. Retention Management System: a program that allows advisors to have access to
      first-year student’s motivational assessments under three categories: Academic
      Motivation, General Coping Skills, and Receptivity to Support Services.

6) Counseling Services
   a. Each student is assigned a counselor.
      Ms. Pauline Meek  (Assistant Director)
      Mr. Leroy Rush    (Counselor)
      Ms. Silver Debrick (Counselor)
      Mr. Michael Monk  (Counselor II)
   b. Services offered include group counseling, individual counseling,
      substance abuse counseling, crisis intervention, and personal
      development workshops.
   c. For more information, refer to Counseling Services at
      http://www.desu.edu/counseling-services
   d. Mr. Ralph Robinson Jr., Director, EH 123 Phone: (302) 857-7381.

7) Health Center
   a. The Health Center is located near the back of the campus between
      Wynder Towers and Soldier Field (the baseball field).
   b. The Center offers health care to full-time students including
      commuter.
   c. Residential graduate students with at least 9 credits are also eligible for
      health care.
d. For more information, visit: 
http://www.desu.edu/student-health-services
For location: http://www.desu.edu/dsu/map/javamap.php

e. Ms. Michelle Fisher, Director (302) 857-6393

8) International Students
a. Director for International Students Affairs: Ms. Candace Alphonso-Moore, Phone: (302) 857-6421, DH 115.
b. The Office of International Student Services mission (OISS) is to provide a campus community that values diversity and promotes global education and cross-cultural understanding; to provide programs and services that promote academic as well as personal growth and development of international students; and to encourage positive interactions among foreign and domestic students. The Office of International Student Services supports Delaware State University’s international students on a variety of levels, conducts orientation for new students, and provides guidance on:
   • Financial, academic, social and personal matters
   • Immigration rules, regulations, and responsibilities
   • Campus and community activities
   • Cultural concerns
   • Preparation and processing of immigration documents
c. Study Abroad Program: Students interested in overseas study may contact the above phone number for more information.

9) Hornets Athletics Student Enrichment Center
a. Staff: Mr. Eric Hart, Associate Athletic Director, Academic Services for Student-Athletes. Phone: (302) 857-7542, Location: LIB 2nd Floor, Email: ehart@desu.edu
b. The mission of the Athletics Department is to provide exceptional services to student-athletes in coordination with the advising services provided by DSU faculty and staff. The Hornets Athletics Student Enrichment Center (SEC) serves to combine the academics and athletics experience to prepare young adults, upon graduation, to be ready to make their mark on the world.
c. Primary responsibility: To monitor student-athlete’s progress towards degree in conjunction with the athletics eligibility requirements.

10) Computer Laboratories on Campus:

a. All students must utilize DSU email accounts in communicating with faculty, staff, and external contacts.

b. Campus Computer Labs require a current DSU user account. For account setup/help, contact Academic Computing Office located in BOA Building, Room 305, Phone: (302) 857-7020.

c. The following list is subject to change. Call the help desk at 857-7028.

<table>
<thead>
<tr>
<th>Location</th>
<th>Hours</th>
</tr>
</thead>
</table>
| LIBRARY COMPUTER LAB, ROOM 128/129 | Mon-Thur 11:00 a.m. - 8:00 p.m.  
(Computers: 30, with printing)  
WRITING STUDIO | Fri - 11:00 a.m. - 7:00 p.m.  
Mon-Thur 10:00 a.m. -8:00 p.m.  
Fri 10:00 a. m. – 3:00 p.m. |
| LIBRARY CLC COMPUTER LAB, ROOM 206 | Mon – Thu: 11:00 a.m. - 7:00 p.m.  
(Computers: 16, with printing)  
Fri : 11:00 a.m. - 5:00 p.m. |
| BANK OF AMERICA BLDG. SCHOOL OF MANAGEMENT LAB, ROOM 319 | Mon – Fri: 9:00 a.m. - 9:00 p.m.  
(Computers: 45, with printing) |
| MLK COMMUTER LOUNGE COMPUTER LAB | Mon – Fri: 9:00 a.m. - 9:00 p.m.  
(Computers: 7, with printing) |
| UNIVERSITY COURT YARD APARTMENTS LEASING CENTER COMPUTER LAB | Mon – Fri: 9:00 a.m. - 9:00 p.m.  
(Computers: 10, with printing) |
| EH COMPUTER LAB, ROOM 104 | Mon: 2:00 p.m. - 6:00 p.m.  
(Computers: 23, with printing)  
Tue: 9:00 a.m. - 12:00 p.m./3:00 p.m. - 7:00 p.m.  
Wed – Thur: 3:00 p.m. - 7:00 p.m.  
Mon & Wed: 9:00 a.m.- 5:00 p.m. |
| ETV COMPUTER LAB, ROOM 128 | Tue: 9:00 a.m.- 12:00 p.m.  
(Computers: 30, with printing)  
Thur & Fri: - 9:00 a.m.- 4:00 p.m.  
Mon: 9:00 a.m. - 6:00 p.m. |
<p>| ACO Student Lab - BOA - | |</p>
<table>
<thead>
<tr>
<th>Room 305</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>For Internet, Login Questions and Other General Inquiries ONLY</em></td>
</tr>
<tr>
<td>(Computers: 4) ADMINISTRATION</td>
</tr>
<tr>
<td>Tue: 9:00 a.m. - 4:00 p.m.</td>
</tr>
<tr>
<td>Wed - Thurs: 9:00 a.m. - 6:00 p.m.</td>
</tr>
<tr>
<td>Fri: 9:00 a.m. - 4:00 p.m.</td>
</tr>
</tbody>
</table>

| BUILDING KIOSK COMPUTERS* |
| (First Floor Lobby)* To access grades, schedules, or account information ONLY* |
| WILMINGTON CAMPUS |
| Mon - Fri: 8:30 a.m. – 4:30 p.m. |

| Computer Lab Rm. 106 |
| (Computers: 20, with printing) |
| Mon – Fri: 9:00 a.m. – 6:00 p.m. |

**OPEN LIBRARY HOURS**

11) **Work Study Positions**
   a. Students who have completed 30 credit hours satisfactorily (with a minimum GPA of 2.0) may apply to for a work-study position on campus.
   b. Students may consult the Financial Aid Website at: http://www.desu.edu/work-study for current work-study positions or go to the Student Employment Portal: https://desu.studentemployment.ngwebsolutions.com for a list of work study openings (MLK student center, room 337, Phone 302-857-6124).

12) **Honors Program**
   a. Students who have a cumulative GPA of 3.25 or greater may apply for an Honors certificate. This program is open to current students, incoming freshmen and transfer students. An application is available from the Honors Program at MLK Jr. Student Center Ste. 325, to include:
      i. Recommendation letters from two faculty members
      ii. Essay explaining why the student wants to be admitted to the Honors Program
      iii. A list of academic and extracurricular achievements/awards
   b. In order to be awarded the Honors Certificate, students must complete:
      i. 18 hours of Honors credit with a minimum grade of a B in each course.
      ii. Maintain an overall cumulative GPA of 3.25 or higher.
      iii. Present a paper or poster project on Honors Day each year after the freshmen year.
iv. A Petition to the Honors Council for certification status and complete an Honors Inventory Form by the end of the semester before the semester he/she graduates.

c. Students who are interested in applying to the Honors Program must apply to the program no later than the beginning of his or her junior year.

d. For more information, contact the Honors Program Director, Dr. Dawn Lott, at (302) 857-7514.

13) Student Handbook contains information regarding student conduct/policies, student activities, special programs, student responsibilities/expectations, academic integrity, grievance procedures, etc. This handbook is available at: http://www.desu.edu/2008-2009-student-handbook

14) Community Service:

a. First-year student in the residence halls must complete community service each semester.

b. Contact Mr. Phillip Holmes at (302) 857-6326 for more information.

c. Student organizations are required to complete community service activities.

d. Volunteer opportunities on campus include open house tour guides and new student orientation helpers. Contact other DSU offices for more volunteer activities.

15) Extracurricular activities

a. A student organization handbook is available from the Office of Student Leadership and Activities; Phone (302) 857-6392.

b. For more detailed information regarding clubs, sororities, fraternities, SGA, Ms./Mr. DSU, honor societies, musical groups, religious organizations, athletic sports, ROTC, yearbook, special interest groups, etc., refer to:

http://www.desu.edu/sites/default/files/Organizations.pdf or visit MLK Jr.

Student Center 3rd Floor.

E. Referral Summary - Web/External Resources

1) Helpful Websites:

   http://www.nacada.ksu.edu

2) Publications:

13(3).

3) Books/Manuals:

F. Legal Issues and Academic Advising ***

***Please NOTE: This is not meant to be a comprehensive legal document. For more information, please refer to DSU policies and the reference source. Academic advisors should grasp the legal issues in four principal areas of advising:

- Contractual relationship between the student and institution
- Buckley amendment guidelines governing privacy of student records
- Privileged communications
- Academic due process and grievance procedures

Contractual relationship between the student and institution

An institution creates contractual obligations to students by publishing its various recruiting brochures, bulletins, student handbook, course catalog, etc., through print and electronic media. Catalogs typically state that students are ultimately responsible for understanding degree requirements, which should protect advisors who may commit unintentional errors. If institutions promise services through their system of advising, they are responsible for ensuring that the advisors have the resources necessary to deliver those services. Notes of advising sessions can function as protection against disputes or claims of advising mistakes and can be helpful in future academic advising.

Buckley Amendment Guidelines

Governing Privacy of Student Records

Advisors maintain records of student’s academic information. The Family Educational Rights and Privacy Act (1974), also known as the Buckley
Amendment, ensures that students have access to the information in their advising file. The student’s permission is required before another party gains access to the information; with the exception of the parents of financially dependent students (proof of dependency is required). Students have the right to an informal hearing regarding the information in their files. In addition, records must show requests from school officials for information on students advised, including the identity of the person making the request and “legitimate educational reasoning” for the request. “Academic advisors should familiarize themselves with” institutional policies regarding procedures for adhering to the requirements of the Buckley Amendment. For more information on Delaware State University FERPA policies, refer to: http://www.desu.edu/sites/default/files/FERPA.pdf

**Privileged Communications**

The law is cognizant of the advisor’s right to privileged communications and the court “will not hold an advisor liable” for communications deemed privileged. These may include a student’s personal problems, which are confidential, unless the student has plans to harm himself or herself or another person. In this case the advisor should make every effort to consult with the proper authority.

**Academic Due Process and Grievance Procedures**

The courts have yet to decide what encompasses due process guarantees in the area of academic advising, leaving the matter to the institution. The courts are less likely to intervene if grievance procedures are outlined. These guidelines should cover the specific responsibilities of the advisor and student, the academic requirements that students should know, and a documented procedure for handling grievances, which may include a committee that hears complaints by students related to academic advising.

**Discrimination**

Delaware State University has a non-discriminatory policy for all employees and students. All students should be treated equally and with respect. “The University prohibits discrimination against any person on the basis of race (skin
color), sex (including pregnancy), national origin, religion, age (40 - 70), disability, marital status, or genetic information of otherwise qualified individuals and any other category protected by federal, State or local law. This nondiscrimination policy applies to and includes, but is not necessarily limited to, employment practices, educational programs, student admissions, and access to services. The University will abide by all applicable requirements of State and federal law prohibiting discrimination.” For more information, refer to source at: http://archives.desu.edu/hr/policies/NonDiscrimination.pdf.

**Sexual Harassment**

Delaware State University cannot allow sexual/other harassment. Any DSU official aware of any such incident must report incidents of potential sexual harassment or encourage a student to do so. For more information on DSU’s sexual harassment policy, refer to:

http://archives.desu.edu/hr/policies/NonDiscrimination.pdf.

Reference for Section F:


### III. SECTION THREE - SPECIFIC DEPARTMENT/CAMPUS REGULATIONS

RECOMMENDATIONS FOR SPECIFIC ADVISOR RESPONSIBILITIES:

**A. General Instructions**

1) Have access to complete academic history for all advisees including new and transfer students either by transcripts or through BANNER Web.

2) Make sure all advisees have the correct major listed in BANNER. (Use BANNER WEB (Faculty Services) to view student’s major). Student must be your advisee in order to view.

3) Have accurate information concerning placement testing for new students and transfers.

4) The General Education Program is in the undergraduate catalog and also at http://www.desu.edu/general-education

Some guidelines:

a. For students entering, Fall 2006 or later, a minimum grade of C is required in all Core General Education courses: University Seminar I
and II, English Composition I and II, Lifetime Fitness and Wellness, Speech and Global Societies. For Foundation General Education courses, the minimum grade differs by major! These requirements are in the current catalog and on the curriculum sheet. Check requirements carefully.

b. Mathematics:
Each advisor will receive a specific placement recommendation for each advisee. The following table outlines possible mathematics sequences based on the student’s major and placement test scores.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Recommended Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTSC-075</td>
<td>Introduction to Algebra</td>
<td>Survey of Math I or College Algebra</td>
</tr>
<tr>
<td>MTSC-110</td>
<td>Algebra A</td>
<td>Algebra B</td>
</tr>
<tr>
<td>MTSC-101</td>
<td>Survey of Math I</td>
<td>Survey Math II or Finite Mathematics</td>
</tr>
<tr>
<td>MTSC-121</td>
<td>College Algebra</td>
<td>MTSC-102 Survey Math II or MTSC-125 Finite Mathematics</td>
</tr>
<tr>
<td>MTSC-131</td>
<td>Pre-Calculus</td>
<td>MTSC-241 Statistics</td>
</tr>
<tr>
<td>MTSC-251</td>
<td>Calculus I</td>
<td>Calculus II</td>
</tr>
</tbody>
</table>

MTSC-075 Introduction to Algebra, MTSC-110 Algebra A, MTSC-101 Survey of Math I, MTSC-121 College Algebra, MTSC-131 Pre-Calculus, and MTSC-251 Calculus I.

c. English - Students who place into Writing Skills must successfully complete it before beginning English Composition I.

d. History - Must be American History or African American History - (HIST-201, HIST-202, HIST-203, HIST-204)

e. Foreign (World) Languages - Six credits in the same language. If a student is fluent a world language in addition to English, a CLEP test may be available through the Office of Testing Appendix A.3. If a CLEP test is not available, the student may contact the Director of General Education and the Chair of the Department of English and Foreign Languages.

f. Literature - World Literature I or African-American Literature I first.
Then the student can take either part II.

Questions concerning the General Education Program should be directed to the Director of the General Education Program. This is especially crucial for advising transfer students and students who already have a degree.

5) Complete BANNER/BANNER WEB training and be proficient in the use of the academic advisement module (See procedures for advising and registering students below.)

6) Meet with advisee a minimum of three (3) times per semester.
   a. Fall advisement/scheduling meeting (October) for spring semester
   b. Spring advisement/scheduling meeting (April) for fall semester and summer session(s).
   c. Planning/Review - Pre or Post academic year. (Topics covered to include evaluation of academic goals, careers options and suggestions for improvement.)

7) Check the clearinghouse (to be developed) prior to appointments for updates and changes in curriculum to disseminate to the advisee.

8) Keep proper documentation in student files. Some important records to maintain include:
   a. Student course request forms for each term
   b. Advisor notes on specific concerns
   c. Change of Major/Withdrawal forms
   d. Add/drop slips
   e. Form for summer courses taken at another institution
   f. Academic Probation/Staying On Course contracts if applicable
   g. Senior Audit form if applicable
   h. All other DSU forms (Ex: Course substitution form)

9) Attend University advisement training and review the DSU Advisor Handbook.

10) Complete a course request form for each advisee and maintain in student files.
files every semester. Make sure the student’s contact information is correct in Banner.

11) Advisors should utilize email group lists for contacting their advisees.

12) Encourage regular class attendance:
   a. Students are paying to attend DSU and can only get their money’s worth by attending class regularly.
   b. Regular class attendance is a vital part of the educational process. Students are required to attend all classes. If a faculty member chooses to evaluate attendance as part of a grade for a course, such a policy must be written in the syllabus, which is distributed at the beginning of a course. The policy must state what part of the course grade is based on attendance and how individual absences will be assessed. If a faculty member declines to integrate attendance as part of a course grade, under no circumstances may a student's final grade be reduced solely because of class absences.
   c. The Office of the Provost and Vice-President for Academic Affairs issues excuses for students who are absent from classes while participating in official University related activities or on University related travel. In all other cases, only the instructor can approve a student's request to be excused from class.

13) Determine whether students are members of a special population listed below and be knowledgeable about special conditions that apply:
   a. Academic Probation (see DSU Undergraduate Catalog)
      http://www.desu.edu/sites/default/files/Undergraduate%20Catalog%202010-11.pdf
   b. Academic Suspension (see DSU Undergraduate Catalog)
   c. DSU Band (see DSU Undergraduate Catalog)
   d. Honors Program (see DSU Undergraduate Catalog at http://www.desu.edu/honors-program)
   e. Satisfactory Academic Progress (see DSU Undergraduate Catalog or Financial Assistance)
   f. Student Athletes (see DSU Undergraduate Catalog)
g. Student Government Association (see DSU Undergraduate Catalog)

B. Advisement Procedures During Registration/Pre-registration

1) Set up appointments. It may be helpful to post a signup sheet of available appointment times on your office door. The first two days of pre-registration are only for seniors and athletes.

2) During advisor/student appointment, discuss overall curriculum related to current term registration.

3) Check for previous term completions, i.e. did that student stay registered for the courses you previously recommended? If not, when will he/she make up the deficiencies? Check student’s grades from previous semester. Discuss areas in which they need improvement and refer them to appropriate resources (Ex: tutoring, instructor office hours, Academic Support Center, Counseling Office).

4) Ask student about their midterm grades - you can request that a student bring the printout of their grades or view them on Banner (see Banner web use below).

5) If student is thinking about or needs to drop any courses in the current semester, explain the Satisfactory Academic Progress SAP policy for financial aid. Contact Financial Aid Office. Explain the pros and cons of dropping the course.

6) Be sure that students understand they need to provide accurate contact information on the course request and must update contact information in BANNER. It is also the students’ responsibility to meet with their advisor if they did not complete the Fall semester courses successfully and need to update their Spring course schedule.

7) Once an upcoming term schedule has been built, the student may register in one of the following ways:

   a. Advisor can register the student via the web with Student’s personal PIN

   b. Student can register via the web with Alternate PIN, supplied by student’s advisor. An Alternate PIN may not be given to students without advisement and documentation of the course
recommendations. Alternate PIN numbers should not be given to students who are registering for the first time. If the departmental office did not receive an Alternate PIN number for a certain student, the advisor must call the Records Office (302) 857-6375 to obtain the Alternate PIN number. Also, check in BANNER (form SGASTDN) to see if the student’s correct major is listed. If the major is incorrect, the student must submit a "Change of Major form.”

c. Advisor can register the student via BANNER baseline.
d. The student and/or advisor must print the schedule to guarantee registration is completed.

8) Discuss future goals, course audits or other issues. Utilize the Student Need Referral Form (See Appendix C.3) to direct student to available resources.

C. Add /Drop Policies:

1) Advisors and instructors must sign class add/drop forms to signify that they approve.

2) Additional signatures apply outside of the calendar-defined add/drop periods.

3) If student is thinking about or needs to drop any courses in the current semester, explain the Satisfactory Academic Progress SAP policy for financial aid. Explain the pros and cons of dropping the course.

**Deviations from curriculum must be approved in writing by the chair, advisor and/or Director of General Education.**

D. Course Overload

1) Students must complete a course overload form in order to register for more than 19 credits. For all course overloads, undergraduates will be assessed a fee equivalent to the cost per-credit for each hour that exceeds 19 credit hours each semester. The maximum course overload is 23 credits.

2) This form is available from their Department office and Records Office.

3) The Advisor, Department Chair, and Dean must approve student request. Factors to consider include: previous semester GPA, Cum. GPA, previous semester course load, reason for the overload, etc.

4) A student may not register for any course at another institution when in regular attendance at the University unless the student has the approval of
both the department chairperson and the academic dean. In both cases, the
hours taken will be considered a part of that semester's total academic load.
(Reference: http://www.desu.edu/academic-regulations)

E. Registration Overrides

1) Prerequisites: If students do not have the prerequisite courses in their
academic history, and the instructor/advisor believes it is appropriate for the
student to register for that course, an override is necessary. List of
courses/pre-requisites are available in the Undergraduate Catalog at
http://www.desu.edu/academic-regulations

2) Closed classes: Add slip must be signed by Advisor and Instructor.

3) Time Conflict: There are absolutely NO OVERRIDES of time conflicts!

4) Duplicate Course: This means the student is currently registered and
attempting to register for the same course. There is no override available for
this issue

5) Co-requisite: A course that you must take in the same semester.

6) Major restriction: A course restricted to students in a certain major or majors

7) Class restriction: A course restricted to students with at least a fixed number
of credits; for example, sixty credits (junior status)

8) College restriction: A course restricted to students in a particular school or
college

9) Level restriction: Can only be taken by masters level students or doctoral level
students

10) A student may not register if there is a "hold" placed by:
    a. Student Accounts
    b. Academic Enrichment
    c. Athletics

    The student must resolve the situation and have the "hold" removed.

F. Important BANNER Baseline Forms

1) SFAREGS - To register students in classes using CRN number

2) SFAREGQ - To view student’s course schedule

3) SSASECQ - To view course section details (number of open slots, CRN
number, course number, course title, course days/time, course location, etc) by
inputting course number, Department code, or CRN number.
4) **SHATERM** - To view student’s academic history, GPA, current academic standing, transfer credits, and grades for each term.

5) **SPATELE** - To view a student’s telephone number and address.

6) **SGASTDN** - To view student’s current major.

G. **BANNER Access from the Web: (For more detailed instructions, see A.7. under Appendices)**

1) Go to www.desu.edu

2) Click "myDESU" link in top right corner

3) Select “Login” link

4) Select “Enter Secure Area”

5) Enter ID and your Password, Select submit

6) Select “Faculty Services”

7) Menu is displayed.

8) Advisors can register students.

9) Can look up student’s transcript.

10) Can view midterm grades if the student logs in.

11) Can look up student’s contact phone information.

H. **Transfer Credit for Courses at Other Institutions:**

1) If a student has already taken a college level course at another institution before attending DSU the Admissions Office and/or Department determine if the courses fits into the student’s curriculum. If a course is not equivalent to a DSU course, a Course Substitution Form could be filed if appropriate. If there is a question concerning whether or not a course can be used as in the General Education Program, contact Director of General Education, Genevieve Tighe (6649).

2) If a student wishes to take a course at another institution, a “Student Request to Enroll in Courses at Another Institution for Transfer Credit” form must be completed before the student begins taking the course. The credit transfers, but the grade earned is NOT included in the student’s GPA. If a student is trying to raise the GPA, the course must be taken at DSU. The completed form must be submitted to the Records Office. A copy is kept in the student file.
3) For a list of Delaware Technical & Community College and University of Delaware courses that are equivalent to DSU courses, refer to the online Transfer of Credit Matrix [http://www.dtcc.edu/matrix/transfer.html](http://www.dtcc.edu/matrix/transfer.html)

I. New Student Orientation (NSO) Advising:

(For a list of tentative dates for Summer Orientation, see Appendix A.2.)

There are three main components of NSO:

1) General orientation and testing: This involves ID pictures, computer resource training, student-to-student sessions, substance abuse awareness, campus resources, Accuplacer© testing, etc.

2) The second part includes a Departmental information session. During this session, the students meet department personnel, are introduced to the department curricula and advised in a generic way.

3) The third component involves actual one-on-one advising and subsequent registration in BANNER. Reading, Writing and Mathematics placement recommendations will be provided to the Department by the Director of University Studies. Students and advisors should follow these recommendations to help insure that the student has maximum support in the quest for success.

4) Once students are registered, they may print their schedules in the Administration Building Lobby at a Kiosk.

5) If a course is closed and there is no alternative course, the advisor should notify the chair of their department, the chair of the department offering the course, and the Director of University Studies immediately to make sure that everyone is aware of the problem. New sections will be added if possible. Every effort will be made to guarantee that each new student has a full appropriate schedule.

J. Senior Audit: See form in Appendix C.12 and CAPP (Curriculum Advising and Program Planning) instructions for faculty in Appendix A.8.

K. Withdrawal from the University

To withdraw from the University, students must follow the steps listed below:
**Official Withdrawal from the University**

1. All Withdrawals from the University are initiated in the Office of Records and Registration, Administrative Building first floor.
2. Students, who are unable to physically obtain a Withdrawal Form from the Office of Records and Registration, can send a written request via fax or email requesting a withdrawal for the current term.
3. Once the student has completed the form in the Office of Records and Registration, the student has a 5-day grace period to stop the withdrawal process.
4. An email is sent to the student confirming the start of the withdrawal process.
   This email is copied to a point person in each Department/area involved in the withdrawal process.
5. After the 5-day grace period, if the student has not requested to stop the withdrawal process, an email will be sent to the Registrar to have classes removed.
6. Housing, Student Accounts, and Financial Aid signs off on the withdrawal once they have reviewed the account.
7. Once every Department has signed off on the withdrawal, a mass email with the withdrawal summary will be sent out to: Housing, Registrar, Student Accounts, Financial Aid, Deans, Veterans Affair, Athletics, Band, and Choir.

**Administrative Withdrawal from the University**

If a student, for some compelling reason (such as a documented extreme personal difficulty or documented medical reason), requests to be administratively withdrawn from the University for a previous semester, then that student must follow the procedure listed below. Administrative withdrawal from the University is rarely granted, but some students’ circumstances may require it. The Provost and Vice President for Academic Affairs confirm the approval for administrative withdrawal from the University:

1. Student must submit in writing the request for administrative withdrawal from the University, along with documentation, to the appropriate Academic Dean. The request must state the reason(s) for the request and specify the semester to be withdrawn.
2. The Dean submits his or her recommendation to the Provost and Vice President for Academic Affairs.
3. If the Provost and Vice President for Academic Affairs approve the request, then the
student is reported to the Office of Records and Registration as “Administratively Withdrawn” and a grade of “WA” is assigned for all courses taken during that semester. The Provost and Vice President for Academic Affairs also inform the student in writing of his/her decision. If the Provost and Vice President for Academic Affairs approve the request, then the student is reported to the Office of Records and Registration as “Administratively Withdrawn” and a grade of “WA” is assigned for all courses taken during that semester. The Provost and Vice President for Academic Affairs also inform the student in writing of his/her decision.

A student who withdraws from the University on or prior to the last day to withdraw from the University will receive a grade of “W” in each course for which he/she is enrolled at that time. A student who officially withdraws from the University at any time after the last publicized date for withdrawal from the University will receive a “WA” grade in all courses for that semester.

Note: If a student has received financial aid, including a refund, from Title IV funds and completed less than sixty (60) percent of the semester from which he/she wishes to withdraw, then that student must refund the percentage of financial aid corresponding to the percentage of the semester the student has not completed.

L. Change of Major Policies

1. If students are thinking about changing their major, they should visit the Career Services Office for help exploring other fields. Members of other departments will be happy to consult with students during office hours. Students should also discuss their options with their academic advisor.

2. In order to change majors, the student must complete the “Change of Major/Declaration of Minor” form. This form can be obtained from Departmental Offices. The current and new chairpersons must sign the form.

3. If the student’s new major is in a different college, the Dean of the new college must also sign the Change of Major form.

4. After all signatures are obtained (and copies made), the new department must submit the form to the Records Office. It is the responsibility of the student to follow up and make sure the change of major is accurately displayed in their BANNER records.

5. The advisor must deliver the file to the new department after making copies of all essential parts. Keep these copies in case there is a question in the future.
M. **Declaration of a Minor**

1) Many departments offer minors. See undergraduate catalog under departments for details.

2) A minor allows the students to explore other fields of study, to broaden their horizons, and perhaps make them more marketable.

3) The “Change of Major and Declaration of Minor” form must be used when a student would like to designate a Minor field of study. See form for details.

4) Make sure that the student has the proper prerequisites.

N. **Double Major Policies**

1) If students would like to declare two majors simultaneously, they must consult with both departments and meet with both advisors for course selection and advisement.

2) “The student will only be awarded two degrees if the two degrees are different (ex. B.A. & B.S).” Student must complete all requirements in both degrees in order to receive both degrees on two separate certificates.

3) Consult with Registrar.

O. **Student Conduct**

Students are expected to follow the Student Code of Conduct as specified in the Student Handbook. Refer to: [http://www.desu.edu/sites/default/files/Code.pdf](http://www.desu.edu/sites/default/files/Code.pdf)

If any of the information included in this handbook needs to be corrected, updated, or deleted, please notify Frances T. Rogers at [frogers@desu.edu](mailto:frogers@desu.edu) or Chester Boyd at [cboyd@desu.edu](mailto:cboyd@desu.edu)
PART A: GENERAL INFORMATION
A.1. Academic Calendars for all semesters available
A.2. New Student Orientation Schedules
A.3. Detailed List of College/School Deans and Department Chairpersons
A.4. Quick Reference – Important Contact Information
A.5. College Level Examination Program (CLEP) A.6. BANNER Web Instructions for Students
A.7. BANNER Web Instructions for Faculty
A.8. CAPP (Curriculum Advising and Program Planning) Instructions for Faculty
APPENDIX A

ACADEMIC CALENDAR
FALL 2013 SEMESTER (201401)

August 21 (Wednesday)………………….Residence Halls Open for New Students Only
August 21-25 (Wednesday-Sunday)…………………………………………..Welcome Week
August 24 (Saturday)………………………Residence Halls Open for Returning Students
August 26 (Monday)………………………….Faculty & Staff Institute
August 26 (Monday)………………………..Classes Begin @ 8:00 am
August 26 (Monday)……………………….Late Registration Begins

September 2 (Monday)…………………….Labor Day Recess (University Closed)
September 4 (Wednesday)…………….Last Day for Adding Classes
September 4 (Wednesday)……………….Documentation for Non-Attendance Submission Begins
September 4 (Wednesday)……………….Last Day to Change Courses to Audit Status
September 4 (Wednesday)……………….Late Registration Ends

September 5 (Thursday)…………………………Effective date for receiving a grade of “W” for dropped course
September 5 (Thursday)……………………………..General Faculty Meeting
September 19 (Thursday)…………………………….Opening Convocation
September 16 (Monday)………………………..Application & Audits for December Commencement Due
September 30-October 4 (Monday-Thursday)…………………………….Mid-Term Evaluations Administered

October 3 (Thursday)…………………………..Last Day to Remove Incompletes
October 5 (Saturday)………………………………..Parent’s & Family Day
October 6-13 (Sunday-Sunday)……………Homecoming Week
October 8 (Tuesday)…………………………….Mid-Term Grades Due in Chairs’ Office
October 12 (Saturday)…………………………..Homecoming Game
October 14-18 (Monday-Friday)…………….Academic Advisement Period
October 21 (Monday)…………………………..Priority Pre-Registration
October 22-November 20 (Tuesday-Wednesday)……………………..Pre-Registration (for spring 2014)
October 26 (Saturday)…………………………….Fall Open House
October 30 (Wednesday)…………………….Last Day to Drop Classes
November 1-30 (Friday-Saturday)………………Fall course Evaluations
November 15 (Friday)…………………………….Exit Interview for December Graduates Due
November 27 (Wednesday)…………………………….Last Day to Withdraw from the University
November 27 (Wednesday)……………………..Residence Halls closes @ 8 pm
November 28-30 (Thursday-Sunday)……………………….Thanksgiving Recess
December 5 (Thursday)……………………………..Last Day of Classes
December 6 (Friday)………………………………Reading Day
December 9-13 (Monday-Friday)……………………….Final Examinations
December 13 (Friday)………………….Winter Recess Begins (Students)
December 13 (Friday)………………………….Residence Halls Close @ 8 pm
December 13 (Friday)………………………..Removal for Non-Payment for Spring 2014
December 14 (Friday)…………………………….December Commencement
December 16 (Monday)…………………………….Final Grades Due in Chairs’ Office
December 18 (Wednesday)………………………Spring 2014 New Student Orientation
December 23 (Monday)…………………………….Winter Recess Begins (University Closed)
APPENDIX B

ACADEMIC CALENDAR
SPRING 2013 SEMESTER (201403)

January 9 (Thursday) .......................................................... Residence Halls Open for New Students Only
January 9 (Thursday-Friday) ................................................. Registration for New Students
January 12-18 (Sunday-Saturday) ........................................ Welcome Week
January 11 (Saturday) ......................................................... Residence Halls Open for Returning Students @ Noon
January 13 (Monday) ........................................................... Classes Begin @ 8:00 am
January 13 (Monday) ........................................................... Late Registration Begins
January 16 (Thursday) .......................................................... General Faculty Meeting
January 20 (Monday) ............................................................ Martin Luther King Jr. Day Observance (University Closed)
January 22 (Wednesday) ..................................................... Late Registration Ends
January 22 (Wednesday) ..................................................... Last Day to Change Courses to Audit Status
January 22 (Wednesday) ..................................................... Last Day for Adding Classes
January 23 (Thursday) ......................................................... Effective date for $10 per drop processing fee
January 23 (Thursday) ......................................................... Effective date for receiving a grade of “W” for dropped course
February 3 (Monday) ........................................................... Audit and Application for May Commencement Due
February 13 (Thursday) ....................................................... Founder’s Day
February 17-20 (Monday-Thursday) .................................... Mid-Term Evaluations Administered
February 24 (Monday) .......................................................... Mid-Term Grades Due in Chairs’ Office
February 27 (Thursday) ....................................................... Last Day to Remove Incompletes
March 3-(Friday) – April 4 (Friday) ....................................... Spring Faculty Evaluations
March 10-14 (Monday-Friday) ................................................ Spring Break
March 10-15 (Monday-Saturday) .......................................... MEAC Tournament
March 15 (Saturday) ............................................................ Priority Deadline Date for Filing FASFA
March 24-28 (Monday-Thursday) ........................................ Academic Advisement Period
March 31 (Monday) ............................................................. Priority Pre-Registration
April 1-10 (Tuesday-Thursday) ............................................ Pre-Registration (for Summer 14, Fall 14)
April 2 (Wednesday) .......................................................... Last Day to Drop Classes
April 3 (Thursday) ............................................................. Honors Day
April 10 (Thursday) ............................................................ Last Day to Withdraw from the University
April 12(Saturday) .............................................................. Open House
April 15 (Tuesday) ............................................................. Exit Interview for May Graduates Due
April 18-21 (Friday-Monday) ................................................ Easter Recess (University Closed)
May 1 (Thursday) ............................................................. Last Day of Classes
May 2(Friday) ................................................................. Reading Day
May 5-9 (Monday-Friday) ..................................................... Final Examinations
May 9 (Friday) ................................................................. Residence Halls closes @ 8pm
May 12 (Monday) ............................................................. Final Grades Due in Chairs’ Office
May 12 (Monday) ............................................................. Final Grades Due in Records Office by 4:30 pm
May 11 (Sunday) .............................................................. Spring Commencement

**Athletes, Honor Students and seniors are entitled to priority registration. These groups should be advised a week prior to the Academic Advisement period.**
# APPENDIX A.3

## DETAILED LIST OF COLLEGE/SCHOOL DEANS AND DEPARTMENTAL CHAIRPERSON

### COLLEGE OF AGRICULTURE AND RELATED SCIENCES

<table>
<thead>
<tr>
<th>Dean:</th>
<th>Dr. Dyremple Marsh</th>
<th>Location:</th>
<th>Agriculture Building Annex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email:</td>
<td><a href="mailto:dmarsh@desu.edu">dmarsh@desu.edu</a></td>
<td>Phone:</td>
<td>302-857-6420</td>
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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Agriculture and Natural Resources, Dr. Richard Barczewski</td>
<td>James Baker Room 5</td>
<td>302-857-6410</td>
<td><a href="mailto:rbarczewski@desu.edu">rbarczewski@desu.edu</a></td>
</tr>
<tr>
<td>Human Ecology, Dr. Samuel Besong</td>
<td>James Baker Room 101</td>
<td>302-857-6440</td>
<td><a href="mailto:sbesong@desu.edu">sbesong@desu.edu</a></td>
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### COLLEGE OF ARTS, HUMANITIES AND SOCIAL SCIENCES

<table>
<thead>
<tr>
<th>Dean:</th>
<th>Dr. Marshall Stevenson</th>
<th>Location:</th>
<th>EH 267</th>
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<tbody>
<tr>
<td>Email:</td>
<td><a href="mailto:mstevenson@desu.edu">mstevenson@desu.edu</a></td>
<td>Phone:</td>
<td>302-857-6628</td>
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<tr>
<td>English &amp; Foreign Languages, Dr. Adenike Davidson (Interim)</td>
<td>EH 204</td>
<td>302-857-6593</td>
<td>alton <a href="mailto:adavidson@desu.edu">adavidson@desu.edu</a></td>
</tr>
<tr>
<td>History, Political Science &amp; Philosophy, Dr. Akwasi Osei</td>
<td>ETV 110</td>
<td>302-857-6625</td>
<td><a href="mailto:aosei@desu.edu">aosei@desu.edu</a></td>
</tr>
<tr>
<td>Global Societies, Director Dr. Akwasi Osei</td>
<td>ETV 110</td>
<td>302-857-6625</td>
<td><a href="mailto:aosei@desu.edu">aosei@desu.edu</a></td>
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<tr>
<td>Mass Communications, Dr. Myna German</td>
<td>ETV 119B</td>
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<td><a href="mailto:mgerman@desu.edu">mgerman@desu.edu</a></td>
</tr>
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<tr>
<td>Art, Dr. Donald Becker</td>
<td>EH 128B</td>
<td>302-857-6685</td>
<td><a href="mailto:dbecker@desu.edu">dbecker@desu.edu</a></td>
</tr>
<tr>
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<tr>
<td>Scott-Jones</td>
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<tr>
<td>Sociology &amp; Criminal Justice, Dr. Kofi Blay</td>
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<tr>
<td>Integrated Studies, Dr. Akwasi Osei</td>
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</table>

**COLLEGE OF BUSINESS**

**Dean:** Dr. Alton Thompson (Interim)  
**Location:** BOA 304C

**Email:** athompson@desu.edu  
**Phone:** 302-857-6900  
**Fax:** 302-857-6908

<table>
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<tr>
<td>Accounting, Economics &amp; Finance, Dr. Michael Katz</td>
<td>BOA 211</td>
<td>302-857-6917</td>
<td><a href="mailto:mkatz@desu.edu">mkatz@desu.edu</a></td>
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<tr>
<td>Aviation, Director Mr. Stephen Speed</td>
<td>BOA 211F</td>
<td>302-857-6712</td>
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<tr>
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<tr>
<td>Sport Management, Dr. Li Chen</td>
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<td>302-857-6600</td>
<td><a href="mailto:lchen@desu.edu">lchen@desu.edu</a></td>
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</table>

**COLLEGE OF EDUCATION, HEALTH AND PUBLIC POLICY**

**Dean:** Dr. Marsha Horton (Interim)  
**Location:** PB 115

**Email:** mhorton@desu.edu  
**Phone:** 302-857-6700  
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<td>Education, Dr. Rayton Sianjina</td>
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<tr>
<td>Public and Allied Health Sciences, Dr. Bradley Skelcher</td>
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<tr>
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**COLLEGE OF MATHEMATICS, NATURAL SCIENCES AND TECHNOLOGY**

| **Dean:** Dr. Noureddine Melikechi | **Location:** SCS 201 |
| **Email:** nmelikechi@desu.edu | **Phone:** 302-857-6500 | **Fax:** 302-857-6503 |

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<tr>
<td>Biological Sciences, Dr. Leonard Davis</td>
<td>SCS 122</td>
<td>302-857-6510</td>
<td><a href="mailto:ledavis@desu.edu">ledavis@desu.edu</a></td>
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<tr>
<td>Chemistry, Dr. Eric Kmiec</td>
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<tr>
<td>Computer and Information Sciences, Dr. Marwan Rasamny</td>
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<tr>
<td>Mathematical Sciences, Dr. Hansom Umoh</td>
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<tr>
<td>Physics and Pre-Engineering, Dr. Aristides Marcano</td>
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**SCHOOL OF GRADUATE STUDIES AND RESEARCH**

<p>| <strong>Dean:</strong> Dr. Saundra F. Delauder | <strong>Location:</strong> PB 205 |
| <strong>Email:</strong> <a href="mailto:sfdelauder@desu.edu">sfdelauder@desu.edu</a> | <strong>Phone:</strong> 302-857-6800 | <strong>Fax:</strong> 302-857-6503 |</p>
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<tr>
<td>Academic Computing</td>
<td>Staff</td>
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<td>BOA 313</td>
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<tr>
<td>Academic Enrichment</td>
<td>Ms. Phyllis Collins</td>
<td>Executive Director</td>
<td>Library 200</td>
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<tr>
<td>Academic Enrichment</td>
<td>Ms. Frances Rogers</td>
<td>Director</td>
<td>Library 229</td>
<td>857-7985</td>
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<tr>
<td>Academic Support Center</td>
<td>Dr. Cassandra Green</td>
<td>Director</td>
<td>Library 214B</td>
<td>857-6388</td>
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<tr>
<td>Academic Support Center: Disabilities Services</td>
<td>Ms. Roberta Durrington</td>
<td>Coordinator</td>
<td>Library 218</td>
<td>857-7304</td>
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<tr>
<td>Academic Support Center: Enrichment Courses</td>
<td>Ms. Cindy Seto-Friel</td>
<td>Technician / Adjunct</td>
<td>Library 214</td>
<td>857-6385</td>
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<tr>
<td>Academic Support Center: Staying-on-Course</td>
<td>Ms. Karen Robinson</td>
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<td>Library 213</td>
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<td>Academic Support Center: Supplemental Instruction</td>
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<td>Academic Support Center: Tutorial Center / Drop-In</td>
<td>Ms. Jackye Fountain</td>
<td>Coordinator / Computer</td>
<td>Library 206</td>
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<td>Accounting, Economics &amp; Finance</td>
<td>Dr. Michael Katz</td>
<td>Chairperson</td>
<td>BOA 211B</td>
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<td>Admissions Office</td>
<td>Ms. Erin Hill</td>
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<td>CAPP (Curriculum Advising &amp; Program Planning)</td>
<td>Mr. Terrell Holmes</td>
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<td>Dr. Marwan Rasamny</td>
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<td>SCN 304</td>
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<td>Student Employment &amp; Work Study</td>
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<td>College of Agriculture &amp; Related Sciences</td>
<td>Ms. Ahire Smith</td>
<td>Director</td>
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<tr>
<td>Academic Advisement</td>
<td>Dr. Marshall Stevenson</td>
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<td>EH 267</td>
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<td>CAHSS Academic Advisement Center</td>
<td>Ms. Rhonda Thompson</td>
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<td>EH 268</td>
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<tr>
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<td>College of Business Advisement Center</td>
<td>Ms. Lisa Dunning</td>
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<td>BOA 106</td>
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<td>College Education, Health &amp; Public Policy</td>
<td>Dr. Marsha Horton</td>
<td>Dean (Interim)</td>
<td>PB 115</td>
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<td>Ms. Michele Rush</td>
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<td>SCS 201</td>
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<tr>
<td>College of Math, NS and Technology Advisement Center</td>
<td>Ms. Jarso Saygbe</td>
<td>Director</td>
<td>Library 6th Floor</td>
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<td>Computer &amp; Information Sciences</td>
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<td>Mr. Ralph Robinson</td>
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<td>Ms. Pauline Meek</td>
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<td>Counselor II</td>
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<td>Thomasson 102</td>
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<tr>
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<td>Thomasson 102</td>
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<td>Dr. Akwasi Osei</td>
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<td>Graduate Studies &amp; Research</td>
<td>Dr. Saundra Delauder</td>
<td>Dean</td>
<td>PB 205</td>
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APPENDIX A.6
ONLINEREGISTRATIONPROCEDURESFOR STUDENTS

1.) Go to DSU Website (www.desu.edu) and select "myDESU" link on top right corner. Select “LOGIN.”

2.) In the User ID box, enter your ID # (D100__). In the PIN box, enter your Pin number. Then click Login. The first time you use BANNER web, you will be asked to change your PIN to something more secure. You will also be prompted for a security question/answer for future retrieval of your PIN number.

3.) To register for classes, select “Registration” option. To add classes, choose “Add/Drop classes” option. When prompted to select a term, click the term you want to register for and click “Submit.”

4.) Then, you will be required to enter your ALTERNATE PIN number. **In order to receive this number, you will first need to make an appointment with your advisor for advisement and completion of a course request form.**

5.) After you enter the alternate pin number, you will see several boxes on the screen. You need to enter the CRN number of the courses you have selected (the CRN is the first five digits of the course numbers in the registration booklets). If you have not already selected your courses from the course book, you can search for open class sections by clicking on the “Class Search” button at the bottom of the screen.

6.) When you choose the “Class Search” option, you will need to select the Subject Area in which your course is offered *(for example, you will need to select Sports Sciences for Fitness and Wellness, English Dept. for Speech, Mathematics Dept. for Survey Math I, etc.)*. You may also further limit your search by selecting the campus location, instructor, etc.

7.) Once all CRN numbers are added or you have selected courses to add by checking boxes in front of open courses, select submit.

8.) This will bring you to a page that lists all the classes you are registered for in that particular semester. If there are any time conflicts, closed classes, or pre-requisite issues, you will see the error descriptions at the bottom.

9.) If for some reason in the future, you need to drop a course or you added a course by accident, then select the scroll down button next to “None” and choose “Web Drop.” Then click submit and this course will be deleted.

10.) In order to print your schedule, you will need to go back to the “Registration Menu” and select “Student Detail Schedule.” It may be helpful to print a copy of your registration status every time you make changes.

11.) After you are done printing, be sure to log out if you are not planning to view/update the rest of your private records.
APPENDIX A.7

BANNER Web Instructions for Faculty

Instructions for entering Midterm and Final Grades via the Delaware State University Website.

PLEASE NOTE: You do not need to have access to BANNER to use this grading option. Simply log on to the DSU web, www.desu.edu. If you need help logging in for the first time, please contact the Records staff. We are happy to help. If you don't have immediate access to a computer, you can use the kiosks in the Administration Lobby and/or the computers in the Library. Also, you can access the web using your computer at home.

Access up-to-the-minute class rosters in these individual faculty accounts.

Web for Faculty & Advisors Instructions

Web (via Banner2000) for Faculty & Advisors allows faculty members to work with specific pieces of the student's information in a friendly, efficient manner via the Web. The following instructions will assist in your navigation:

Faculty Schedule & Grade Maintenance

1. Go to the Delaware State University my DESU page at my.desu.edu.

2. Login to Secure Area with your ID and Password.

3. Enter your User ID number (capitalize the “D” in your D100… number) and Pin number. Note: Initial login will prompt user for Pin change, Pin hint question (i.e. mother’s maiden name, birth place, etc.), and Pin hint response.
Grade Maintenance Instructions

4. Click on Faculty Services. At Faculty Services Menu:
   A. Click on Midterm or Final Grades
   B. Select term
   C. Select appropriate Course Number (CRN) from drop-down list
      (Maintenance can only be done on current term; others are for viewing only.)

5. For Grade Maintenance:
   A. Class roster will appear and grading field will be viewable.
   B. Enter student’s grade appropriately. Security Feature Alert: Only 60 minutes
      available on this screen before automatic logout. Do not use hours attended or last
      date attended.
   C. When grades have been entered, submit for processing at bottom of screen.

When you have finished entering your grades, please print and sign three copies—send them to:

   1. Records Office – mandatory for final grades
   2. Chair’s Office (if required by your department)
   3. Dean’s Office (if required by your department)

6. Logoff when session is completed
APPENDIX A.8

CAPP (Curriculum Advising and Program Planning) Module Instructions for Faculty

Introduction: The Curriculum Advising and Program Planning (CAPP) is a module in Banner that enables advisors and department chairpersons to maintain a running academic audit of student’s progress towards completion of their major curriculum. CAPP will only function properly if the program of study has been defined for the student’s catalog year. For any questions regarding CAPP, please contact the Project Leaders, Mr. Terrell Holmes at 302-857-7168 or Dr. Marwan Rasamny at 302-857-6640

1. CAPP can be accessed at the myDESU page: USERLOGIN

   Faculty need to know their ID number and their PIN. This site can also be accessed via Student Services from the DSU website by clicking on Login. Enter your ID number and PIN.

2. To access the Advisor functions of BANNER web, click on the Faculty Services tab at the top of the screen: See below:

   ![Banner Web Interface](image)

3. Next Click on Advisor Menu from the list of options under Faculty Services.

4. To run a Degree Audit, click on Degree Evaluation. Then, you will be asked to select a term for which you would like to have the audit evaluated. Specifically, this term is used to provide availability of sections once the compliance report is generated. If the compliance report is for a graduating senior, then the term information you choose does not matter since the student will not be registering for courses in the following year. Choose the next available fall/spring term for registration then click Submit.

5. Next enter the student’s ID number. If you do not know the ID number, you may use the query form at the bottom and type in the student’s name.

6. This will bring you to the Degree Evaluation screen. See below. If a compliance report has been generated previously for the student, then the program name will appear as a link to the last compliance report generated, otherwise the program name will appear without a link. Click on Generate New Evaluation link at the bottom of the screen.
7. Then choose the program and **Generate Request**.

8. Choose General Requirements and then Submit.

9. This will take you to the below screen. Here you will be able to view detailed information such as major, department, college, level, catalog term at the top; general overall requirements, credit hours completed, required for graduation, etc at the middle of the screen; and coursework that is completed. Grades, credits, and course terms will also appear on this screen. If an asterisk appears instead of a course grade, this indicates that the student is currently registered for the course. However, the General Requirements page does **not** provide information on the requirements that are as yet unfulfilled.

10. For a completing a more thorough assessment of student’s graduation standing, utilize the **Detailed Requirements** option when generating the degree evaluation. Click on the **Back to Display Options** link on the bottom of the **General Requirements** screen.

    **Please Note:** A student should not be cleared, academically, for graduation until the total required credits for the curriculum and all areas (year/semester) have been met!

11. Select the **Detail Requirements** menu item and click the **Submit** button. The top and middle half of the Detail Requirements page are the same as the General Requirements page. However, the bottom portion provides more information on curriculum requirements for each semester:

    a. **Met:** indicates a **Yes** if the requirement; **No** for not met.
    b. **Condition:** This column will contain a combination of parenthesis, **AND**, and **OR** logical operators.
    c. **Rule:** In cases, such as in General Education, a rule is set up to deal with the complicated scenarios. **However, advisors should be familiar with all of the General Education and Departmental requirements/updates.**
    d. **Subject:** Number associated with the department that offers the course.
12. The last menu in CAPP is the Additional Information Menu. You can go back to this menu by clicking on Back to Display Options at the bottom. Then choose Additional Information menu.

13. The Additional Information screen provides information on courses that are in-progress and courses that were taken by the student but were not used in the compliance report. These courses typically either do not satisfy any of the requirements or do not meet the minimum grade criteria. The bottom section contains rejected courses.

PleaseNote: for performing another audit on a second student, you will need to go back to the Advisor Menu and select another student’s ID or name.

Choosing Course Sections for Registration:

1. You may also choose Course Sections for Registration via CAPP. This feature requires you to utilize the Detailed Requirements screen. By clicking on the active course numbers, you will be directed to the course description screen. Next, click on the course number.

2. If this course is being offered in the currently chosen term, then there will be a link to display the list of sections.
   a. You cannot register directly for a particular section from the Class Schedule Listing screen. You will need to write down the CRN of the section and then enter that CRN later in the Registration Add/Drop screen.
   b. Note: This system does not do time conflict resolution of courses. This is a task that you must still perform yourself; however, the amount of work can be reduced if you follow these simple rules:
      i. Schedule major course first and then gen. ed. Most upper level major courses offer few sections, while general education courses have multiple sections that allows for flexibility in scheduling.
      ii. If a class schedule listing has multiple sections, write down several CRNs in order of preference in case of time conflicts.
   c. Click on Return to Previous Screen to return back to the Detail Requirements screen.
   d. Repeat this action until you have all the CRNs you need to register the student.
   e. Return to the Faculty Services screen and select Registration Add/Drop menu item.
What-If Analysis

This feature is useful for advising students who are thinking about changing their major to another field. It allows advisors to run a degree evaluation by selecting the major a student intends to transfer into.

1. After choosing a student’s records by selecting the Degree Evaluation form and typing in the ID or student name, click on the What-If Analysis link at the bottom of the web page.

2. Follow the steps below:
   a. *Step 1: Select a Term* screen, select an entry term (catalog term of the curriculum) for which you will be doing the What-If analysis and click Submit.
   b. *Step 2: Please select the program you would like to evaluate* screen, then choose the program that the student has decided to pursue and click Submit.
   c. On the *Step 3: Select a major* screen, select the major the student has decided to pursue and click on Submit.
   d. On the *Step 4: Select an evaluation term* screen (shown in Error! Reference source not found.), choose the term for which you are evaluating the what-if analysis and click on Generate Request. In most cases, this should be the same as the entry term that you chose earlier.
   e. You should now be at the Degree Evaluation Display Options. This should be a familiar screen. The Additional Information option should play an important role since it provides information on the courses that the student has taken or is registered for that will not be used in the new curriculum.
   f. The various options only give an estimation of the length of the student's matriculation. It is still recommended that you inform the student to seek out an advisor in that department for further assistance.
PART B: POLICIES/PROCEDURES

B.1. New General Education Program: Effective Fall 2009

B2. Academic Probation – See DSU Undergraduate Catalog
   http://www.desu.edu/sites/default/files/Undergraduate%20Catalog%202010-11.pdf

B.3. Academic Suspension – See DSU Undergraduate Catalog
   http://www.desu.edu/sites/default/files/Undergraduate%20Catalog%202010-11.pdf

B.4. Satisfactory Academic Progress
   http://www.desu.edu/satisfactory-academic-progress-sap

B.5. Procedural Steps for Consideration of Student Complaints Related to Instruction

B.6. Office of Records and Registration Revised Withdrawal Procedure

B.7. Challenge Examination Policy
APPENDIX B.1

THE GENERAL EDUCATION PROGRAM
A REACH TOWARD EXCELLENCE
Effective Fall 2009

Rationale

The General Education Program at Delaware State University is predicated on the University's definition of the educated person. Delaware State University, through its general education curriculum and its specialized major curricula, provides a set of academic experiences designed to produce within students the knowledge, skills and attitudes that empower them to solve problems, clarify values, secure and sustain meaningful professions and careers, and embrace learning as a life-long process. Thus, Delaware State University aims to graduate an educated person possessing the following characteristics:

- Fundamental skills in communication, computation, and critical thinking necessary for life-long learning
- A sense of self-dignity and self-worth
- An ever-expanding capacity for appreciating, understanding, and sympathizing with the human condition in all its variations of cultural, social, racial, ethnic, moral, and physical diversity
- Knowledge and skills necessary for meaningful and productive living
- A desire to know more about one's environment and the global perspective.

The General Education Program is the University's commitment to providing breadth and depth to students' academic, cultural, social, moral, ethical, and physical development during their undergraduate experience.

The General Education Program recognizes that teaching and learning embrace several bodies of knowledge, skills, and sensibilities that combine to form the whole student. Therefore, at Delaware State University the goals of the General Education Program are divided into those areas of study that best describe the experiences that all students are required to complete in order to complement those experiences that the specialized curriculum in each major program of study provides.

Goals

The following goals of general education speak to breadth, integration, and scaffolding of knowledge, skills, and sensibilities that are inherent in the mission of the University. The goals of general education are the following:

1. General education should focus on the essential attitudes and behaviors that promote reflection and encourage life-long learning, wellness, and engagement with ideas, issues, and new experiences.
2. General education should foster the development of critical thinking; curiosity about the social and natural worlds in which we live; appreciation for the complexities of
knowledge and tolerance for ambiguity; and a capacity for attaining perspective on one's own life through self-examination and the study of others.

3. General education should engage students in activities that strengthen their ability to read, write, speak, listen, and think effectively.

4. General education should provide students with opportunities to examine and reflect upon moral and ethical problems and issues.

5. General education should enable students to use technology in order to access and manipulate information competently.

6. General education should enable students to understand and appreciate the ways social and cultural differences and similarities structure human experiences and knowledge -- in the arts, the humanities, mathematics, the natural sciences, and the social sciences. As an important aspect of general education, students should understand multicultural dimensions of the world in which we live, especially the experiences of people of African descent.

7. General education should emphasize study in breadth and encourage students to explore the ways disciplined inquiry in the major can shed light on broader issues in their own lives and to render service to humanity.

Components of the Program

The General Education Program at Delaware State University consists of a Core, Breadth Areas, Senior Capstone Experience, and Across-the-Curriculum (A-t-C) Learning Outcomes. These are described below.

THE CORE -- those courses that all students must complete because they are fundamental to all learning and basic to the mission of the University. The Core provides students with the knowledge and habits of mind that they will need in order to accomplish their academic goals in all major programs. A grade of “C” or better is required in all Core courses.

<table>
<thead>
<tr>
<th>Core Course #</th>
<th>Core Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIV-191</td>
<td>University Seminar I</td>
<td>1</td>
</tr>
<tr>
<td>UNIV-192</td>
<td>University Seminar II</td>
<td>1</td>
</tr>
<tr>
<td>ENGL-101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-102</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>MVSC-100</td>
<td>Lifetime Fitness and Wellness</td>
<td>2</td>
</tr>
<tr>
<td>ENGL-200</td>
<td>Speech</td>
<td>3</td>
</tr>
<tr>
<td>GLOB-395</td>
<td>Global Societies (Students must have junior status)</td>
<td>3</td>
</tr>
</tbody>
</table>

Course Descriptions:

University Seminar: XX*-191, XX*-192  1:2:0, 1:1:0

University Seminar is a two semester, general education course sequence designed to provide students with the essentials for a smooth transition to college life and academic success. Academic skills will be developed. These skills include critical reading, thinking, listening, writing, speaking, and using the library, the internet and word processing. Values clarification,
coping with peer pressures and the impact of a healthy lifestyle will be addressed. Opportunities will be provided for self-evaluation and growth in basic learning strategies as well as personal and career goals. Knowing the history of the University, feeling connected to the institution, and sharing a common educational experience with other freshmen are important goals of this course.

Students entering Delaware State University with sixty (60) credit hours or an associate degree do not have to take University Seminar. Some Departments may advise these students to take the course since they need the content of the departmental component of University Seminar. A grade of "C" or better is required.

* XX is the primary number of the department in which the student is majoring. Undeclared majors take 02-191 and 02-192. No more than one (1) credit hour of University Seminar I and one (1) credit hour of University Seminar II can be used in the GPA and towards graduation. The department chair and/or the advisor will decide which of the courses will count towards graduation.

Global Societies 31-395 3:3:0
This course is designed to develop persons with educated and informed perspectives on the world for the twenty-first century. These are individuals who know their world, and who can understand facets of globalism which transcend time, space and place. Factors to be considered include global geography, global themes of the past, the global marketplace, and global political, social and cultural developments. This will enable students to appreciate the past, comprehend the present, and be effective and knowledgeable global citizens for the future. A grade of "C" or better is required. Students must have a minimum of 60 credit hours to register for Global Societies.

BREADTH AREAS -- those categories of courses from which students must choose a designated number of credit hours that provide breadth and the well-roundedness of a liberal education in the arts, history, other humanities, natural sciences, mathematics, and social sciences. Minimum grade requirements for Breadth courses vary by major program. See curriculum sheet.

<table>
<thead>
<tr>
<th>Breadth Course #</th>
<th>Breadth Area</th>
<th>Minimum Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>34-xxx</td>
<td>History</td>
<td>3</td>
</tr>
<tr>
<td>01-xxx</td>
<td>Literature</td>
<td>3</td>
</tr>
<tr>
<td>xx-xxx</td>
<td>Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>xx-xxx</td>
<td>Arts/Humanities</td>
<td>6</td>
</tr>
<tr>
<td>25-xxx</td>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>xx-xxx</td>
<td>Natural Science with Laboratory</td>
<td>3</td>
</tr>
</tbody>
</table>

The following page lists the allowed courses for Breadth Areas. It is important to note that each student and advisor must consult the curriculum and the Across-the-Curriculum plan for specific requirements of their program.
**General Education Program Fall 2009**  
**Breadth Course List as of 6/12/2012***

*Minimum acceptable grade is “D” unless Program specifies a higher minimum on the curriculum sheet*

<table>
<thead>
<tr>
<th>History (Choose One)</th>
<th>WMGS-230</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST-101 World History To 16th Century ♦</td>
<td>Intro to Feminist Philosophy</td>
</tr>
<tr>
<td>HIST-102 World History From 16th Cent. ♦</td>
<td></td>
</tr>
<tr>
<td>HIST-201 American History To 1865</td>
<td></td>
</tr>
<tr>
<td>HIST-202 American History From 1865</td>
<td></td>
</tr>
<tr>
<td>HIST-203 African Am History To 1865</td>
<td></td>
</tr>
<tr>
<td>HIST-204 African Am History From 1865</td>
<td></td>
</tr>
<tr>
<td>HIST-205 Themes in World History ♦</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literature (Choose one)</th>
<th>WMGS-310</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL-201 World Literature I ♦</td>
<td>Gender Represent. In Visual Culture♦</td>
</tr>
<tr>
<td>ENGL-202 World Literature II ♦</td>
<td></td>
</tr>
<tr>
<td>ENGL-205 African-American Lit I ☐</td>
<td></td>
</tr>
<tr>
<td>ENGL-206 African-American Lit II ☐</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Science (Choose one)</th>
<th>WMGS-420</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG-201 World Regional Geography ♦</td>
<td>Women and Men of Classical Letters</td>
</tr>
<tr>
<td>POLS-103 Intro. To Political Science</td>
<td></td>
</tr>
<tr>
<td>POLS-200 Amer. National Government</td>
<td></td>
</tr>
<tr>
<td>PSYC-201 Introduction to General Psych</td>
<td></td>
</tr>
<tr>
<td>SCCJ-101 Introduction to Sociology ♦</td>
<td></td>
</tr>
<tr>
<td>SCCJ-206 Cultural Anthropology ♦</td>
<td></td>
</tr>
<tr>
<td>MGMT-201 Principles of Macroeconomics</td>
<td></td>
</tr>
<tr>
<td>WMGS-201 Intro to Women’s &amp; Gender Stud ♦</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Arts/Humanities (MUST CHOOSE TWO)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ART-101 Introduction to Art</td>
<td></td>
</tr>
<tr>
<td>ART-103 Introduction to Drawing</td>
<td></td>
</tr>
<tr>
<td>ART-104 Two Dimensional Design</td>
<td></td>
</tr>
<tr>
<td>ART-204 Drawing &amp; Painting (Non-majors)</td>
<td></td>
</tr>
<tr>
<td>ART-205 Intermediate Drawing</td>
<td></td>
</tr>
<tr>
<td>ART-206 Three-Dimensional Design</td>
<td></td>
</tr>
<tr>
<td>ART-304 Introduction to Painting</td>
<td></td>
</tr>
<tr>
<td>ART-315 Modern Art</td>
<td></td>
</tr>
<tr>
<td>ART-316 African-Am Art History ☐</td>
<td></td>
</tr>
<tr>
<td>ART-317 Art History I</td>
<td></td>
</tr>
<tr>
<td>MUSC-100 African-American Music ☐</td>
<td></td>
</tr>
<tr>
<td>MUSC-101 Introduction to Music</td>
<td></td>
</tr>
<tr>
<td>ENGL-113 Introduction to Theatre</td>
<td></td>
</tr>
<tr>
<td>PHIL-___ All Philosophy courses without pre-requisites</td>
<td></td>
</tr>
<tr>
<td><em><strong>-</strong></em> All World Languages ♦</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics (Choose One - Use placement results)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MTSC-110 Algebra A and Algebra B: Both must be taken to meet Mathematics requirement</td>
<td></td>
</tr>
<tr>
<td>MTSC-___ Other Mathematics courses 101 or above which have no pre-requisites or by placement</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Natural Science with Laboratory in College of Mathematics, Natural Science, &amp; Technology (CMNST) (Choose One)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL-100 Introduction to Biology</td>
<td></td>
</tr>
<tr>
<td>BIOL-103 Human Biology</td>
<td></td>
</tr>
<tr>
<td>BIOL-105 Basic Ecology</td>
<td></td>
</tr>
<tr>
<td>BIOL-107 Human Heredity</td>
<td></td>
</tr>
<tr>
<td>BIOL-110 Essential Topics in Biology</td>
<td></td>
</tr>
<tr>
<td>BIOL-111 Human Diseases</td>
<td></td>
</tr>
<tr>
<td>BIOL-101 General Biology (Science Majors ONLY)</td>
<td></td>
</tr>
<tr>
<td>CHEM- All Chem courses w/o pre-requisites</td>
<td></td>
</tr>
<tr>
<td>PSED-207 Earth/Space Science</td>
<td></td>
</tr>
<tr>
<td>ASTR-101 Descriptive Astronomy</td>
<td></td>
</tr>
<tr>
<td>PHYS-121 Concepts of Physics</td>
<td></td>
</tr>
<tr>
<td>PHYS-123 Concepts of Modern Physics</td>
<td></td>
</tr>
<tr>
<td>PHYS-131 Energy</td>
<td></td>
</tr>
<tr>
<td>PHYS-141 Sound and Acoustics</td>
<td></td>
</tr>
<tr>
<td>PHYS-151 Introduction to Light and Optics</td>
<td></td>
</tr>
<tr>
<td>PHYS-111 Introduction to Physics I</td>
<td></td>
</tr>
<tr>
<td>PHYS-201 General Physics I (Phys &amp; Eng majors)</td>
<td></td>
</tr>
<tr>
<td>PHYS-211 Fundamentals of Physics I</td>
<td></td>
</tr>
</tbody>
</table>

**Senior Capstone Experience** Consult Curriculum

**TOTAL CREDITS FOR BREADTH COURSES: 21**

♦ Satisfies half of the Multicultural Across-the-Curriculum requirement.
☐ Satisfies the African-American Experience Across-the-Curriculum requirement.
*Some honors courses may satisfy Breath or A-t-C requirement. Please contact Director of General Education for approval before taking the honors course as a Breadth or A-t-C course.
Senior Capstone Experience -- is designed to integrate general education and the major program. This experience may take the form of senior seminar, internship, or student teaching with a seminar. The Capstone serves as the culmination of the student’s undergraduate education. In it a student demonstrates competence in the body of knowledge, skills, and attitudes inherent in a major program. It is also the setting in which the student shows an understanding of the breadth of knowledge and skills that a mastery of general education provides. It enables students to make "real world" connections to their discipline and to other disciplines as well. The Senior Capstone Experience brings general education and major programs of study together providing an opportunity for students to demonstrate their becoming "the educated person."

Course Description for SENIOR CAPSTONE EXPERIENCE--3 HOURS (Minimum) The senior capstone experience is a course in a major program designed to integrate general education and the major course of study. It enables the student to demonstrate the following: 1) a competence in the major and 2) an understanding of the breadth of knowledge, skills, and sensibilities that general education provides. The course may be planned and/or implemented in an interdisciplinary manner.

ACROSS THE CURRICULUM (A-1-C) – learning outcomes which students must demonstrate through various assessments. If graduates from Delaware State University’s undergraduate programs are to become effective communicators, critical thinkers, and problem-solving in the world's pluralistic and global societies, then some critical concepts should infuse the general education program and major curricula. These Across-the-curriculum outcomes should be linked with research and professional development that lead to the most effective instructional strategies, course activities, and assessments of student learning and program effectiveness.

The Across-the-Curriculum concepts that are integrated throughout the general education program and major curricula, and which produce the desirable learning outcomes in students are the following: (1) Reading, Speaking, and Listening Across-the-Curriculum (RSL); (2) Self-Evaluation; (3) Wellness; (4) Information Literacy; (5) Computer Competency; (6) Writing in the Major (Outside the Capstone); (7) Quantitative Reasoning; (8) African-American Experience (9) Multiculturalism; (10) Critical Thinking/Problem-Solving; and (11) Global Issues.

Since these areas are integrated throughout the curriculum, there will be overlaps between some breadth courses, major courses, and across the curriculum requirements.

1. Reading, Speaking, Listening

College graduates should be able to communicate effectively. Students should be able to do the following: comprehend, analyze, interpret and evaluate various texts; write and speak effectively and correctly; listen actively to what instructors and peers are saying.

Communicating effectively is not the exclusive domain of the English Department. It is the responsibility of all instructors to inculcate effective communication skills throughout the general education and major curriculum.

2. Self-evaluation

In order to become productive and contributing citizens, students must have a critical self-understanding. Active engagement of students in their education is important. This creates a sense of relevance. Students can also develop an internal locus of control and other mature ways
of thinking. Self-evaluation is evident in curricular and co-curricular activities, journal reflections and course activities that encourage students to examine their ethics, core beliefs/values, communication and leadership skills, strengths, weaknesses, likes/dislikes, etc. Students can then be prepared to make choices in majors, minors, career aspirations and important life decisions.

3. **Wellness**

To be able to think clearly, develop effective study skills, and be prepared for careers and life-long learning, students must demonstrate an understanding of the principles involved in wellness. They should be able to share these principles with family members, friends, and associates. The wellness component aims to address issues involved in nutrition, well-being, social adjustment, and psychological and physical health.

4. **Information Literacy**

In order to be successful in this information age, all graduates should have knowledge/experience in the process of information acquisition. This includes researching library databases, understanding and performing scholarly searches, completing citations, evaluating information for relevance/reliability, and compiling information for a unified purpose. Information literacy must be incorporated in general education courses as well as major courses to demonstrate field-specific applications.

5. **Computer Competency**

To the greatest extent possible and wherever practical, computer and information technologies should be integrated into general education courses and generally throughout the curriculum. College graduates should be able to do the following: (a) use computers and other technology (b) access and manipulate spreadsheets and databases; (c) use printed and computerized resources to locate information; and (d) use and prepare multimedia applications. Students needing formal instruction in this area should take courses such as Applying Computers (20-101) and Microcomputer Applications (52-105). These and other program specific courses provide students with opportunities to analyze the efficient utilization of computers to enhance productivity at all levels of organization, from office personnel to executive management. Students examine and utilize the different types of hardware, software, operating systems, multimedia, the Internet, Web page design, etc.

6. **Writing in the Major**

College graduates should be able to write coherent essays, reports, thesis papers, using the standard form of the English language that is relatively free from grammatical, mechanical, and usage errors. To build on the foundational English composition skills, students will be required to apply these writing skills in their field of study as well as across the general education program.

7. **Quantitative Reasoning**

This competency may be met by courses or modules in the major or by a second mathematics course. Some examples of quantitative reasoning include:

   Mathematical analysis, computations, charting, graphing, algebraic problem solving,
Numerical analysis, numerical relationships, patterns, estimation measurement
Quantitative problem solving or real-world problem solving
Data analysis, data interpretation, statistical analysis
Logical thinking and steps to construct feasible solutions to various problems.

The specific methods of quantitative analysis will vary by program.

8. **African-American Experience**

Delaware State University’s legacy as a historically black college enables it to provide students with the opportunity to understand African-American perspectives in history, liberal arts, and society. Courses such as African American Experience, African American Art History, African American Literature, African American Music and other major courses provide exposure to the African American viewpoints in American society. Students will demonstrate an understanding of the roots of slavery and resulting African-American experiences, as well as an appreciation of the contributions of African-Americans.

9. **Multiculturalism**

College graduates must understand how to develop and manage human relationships by being able to identify and adapt to the needs, values, expectations, and sensibilities of others. Students must be able to do the following: (a) understand and consider diverse points of view; (b) determine what is appropriate in a given situation given the norms of groups and cultures which provide guidance for acceptable language and behavior; (c) be open-minded about and inclusive of other cultures; and (d) understand different points of view based on gender, ethnicity, race, or national origin.

10. **Critical thinking / Problem-solving**

College graduates should be able to move beyond the mere conveying or restating of other's facts and ideas. Students should be able to do the following: (a) reflect upon, question, analyze, and evaluate information; (b) assess bias, narrowness and contradictions; (c) formulate hypotheses and alternatives; (d) evaluate an argument in terms of reasoning and applicability; (e) determine how new data may lead to confirmation or questioning of conclusions; (f) make inferences, comparisons, formulate frameworks or categories, classify data, and translate information from one medium to another; and (g) analyze and evaluate their own arguments and those of others in order to confirm or deny the accuracy, validity, and reliability of their own reasoning and of the various sources of information they hear or read.

Students should also be able to conduct disciplined inquiry and be able to do the following: (a) determine the nature of a problem; (b) analyze the problem and determine possible solutions; (c) assess the advantages and disadvantages of each possible solution; (d) determine the most effective and efficient of the optional solutions; and (e) execute the solution. Being able to think critically and solve problems is one of the hallmarks of becoming an educated person.
11. Global Issues

College graduates should understand that their world is no longer circumscribed by the boundaries of nations and continents. The world is a global community and students should understand and appreciate the pluralism of this global community. Students should be able to demonstrate an understanding of various political and economic systems, and the positive and negative aspects of globalization.

Across-the-Curriculum (A-t-C) learning outcomes of general education -- should infuse as many other courses as possible. These outcomes connect general education courses to each other and to the majors. The following page outlines some generic guidelines for meeting Across-the-Curriculum outcomes. It is important to note that each student and advisor must consult the curriculum and the Across-the-Curriculum plan for specific requirements of their program.
General Education Program Fall 2009
Across-the-Curriculum List as of 6/12/2012*

Please note: The list below is a general guide. Advisors must consult the program’s Across-the-Curriculum Plan for additional course requirements or options.

**African-American Experience (Choose One)**

- ENGL-205 African-American Literature I
- ENGL-206 African-American Literature II
- ART-316 African-American Art History
- MUSC-100 African-American Music
- HIST-203 African-Am History To 1865
- HIST-204 African-Am History From 1865

**Multicultural (MUST CHOOSE TWO)**

- ENGL-201 World Literature I
- ENGL-202 World Literature II
- PHIL-201 Introduction to Philosophy
- HIST-101 World History to 16th Century
- HIST-102 World History From 16th Century
- HIST-205 Themes in World History

- ___ All World Languages
- SCCJ-101 Introduction to Sociology
- SCCJ-206 Cultural Anthropology
- MGMT-440 International Management
- WMGS-201 Intro to Women’s & Gender Studies
- WMGS-310 Gender Represent. in Visual Culture

**Reading/Speaking/Listening Across the Curriculum (VARIES)**

Specified by the Program – Consult Curriculum

**Self Evaluation (Choose One or More)**

- PSYC-201 Introduction to General Psychology Modules and co-curricular

- ___ activities designed to develop student career development, goal setting, & study skills.

**Wellness (Choose One or More)**

- PSYC-201 Introduction to General Psychology Modules and co-curricular

- ___ activities designed to develop an understanding of the components of wellness.

- WMGS-220 Dimensions of Women’s Health

**Information Literacy - (Choose One or More)**

Specified by the Program – Consult Curriculum

**Courses in which students locate, evaluate, and utilize library and internet materials.**

**Computer Competency (Choose One or More)**

Specified by the Program – Consult Curriculum

- EDUC-344 Instructional Technology in Education
- INFO-101 Applying Computers
- MIS-105 Microcomputer Applications

**Writing in Major – Outside Capstone (Choose One or More)**

Specified by the Program – Consult Curriculum

- ENGL-211 Creative Writing
- ENGL-311 Advanced Composition

**Quantitative Reasoning (Choose One or More)**

Specified by the Program – Consult Curriculum

- MTSC-___ A second course in the Mathematics Department
- FIN-102 Money Matters

- ___ Courses or modules in other areas

**Global Issues (Choose One or More)**

Specified by the Program – Consult Curriculum

- MGMT-440 International Management

- ___ Courses or modules in other areas

**Critical Thinking/Problem Solving Issues (Choose One or More)**

Specified by the Program – Consult Curriculum

- PHIL-101 Critical Thinking

- ___ A second science course or other courses/modules.

**NOTE:**

Breadth Courses (not Core courses) may be used to satisfy Across-the-Curriculum requirements. All students take all the Core Courses.

*Some honors courses may satisfy Breadth or A-t-C requirements. Please contact Director of General Education for approval before taking the honors course as a Breadth or A-t-C course.
APPENDIX B.5

DELAWARE STATE UNIVERSITY
Dover, Delaware
PROCEDURAL STEPS FOR CONSIDERATION OF STUDENT COMPLAINTS RELATED TO INSTRUCTION

Students are encouraged to resolve the complaint informally with the instructor prior to initiating the formal complaint.

Students must initiate complaints related to instruction within the first six (6) weeks of the following regular semester.

The procedural steps for consideration of student complaints related to instruction are as follows:

1. The student submits a written request to schedule a meeting with the faculty member to discuss the complaint. The faculty member must meet with the student to discuss the complaint within ten (10) working days of receipt of the written request. If the faculty member fails to meet with the student within 10 days upon receipt of the written request, she/he surrenders her/his right to settle the complaint without the involvement of the chairperson.

2. If the problem is not resolved, the student has five (5) working days to appeal to the department chairperson. To appeal the complaint the student must submit a written request to schedule a meeting with the department chairperson, along with the written complaint and all supporting documents. It is the responsibility of the chairperson to notify the instructor regarding the student’s decision to appeal and to request any supporting documents.

   The chairperson must meet with the student to discuss the complaint within ten (10) working days of receipt of the written request. The instructor may attend the meeting. Following the meeting, the chairperson will forward a signed statement of her/his position to the parties involved within ten (10) working days. If the chairperson fails to meet any of the specified timelines, the student may appeal to the appropriate Dean within five (5) working days.

3. If the problem is resolved, the chair and/or instructor have ten (10) working days to initiate the resolution process as needed. If the problem still remains unresolved, the student may submit an appeal to the appropriate Dean within five (5) working days. The request for an appeal must include the written complaint and all supporting documents. It is the responsibility of the appropriate Dean to notify the chairperson of the appeal and request any pertinent information. The appropriate Dean may or may not request a meeting with the parties involved. Upon review of the case, the appropriate Dean will make the final decision, and forward a signed statement of her/his position to the student, faculty member, and chairperson within ten (10) working days. If the Dean approves the student’s resolution request, the chair and/or instructor have ten (10) working days to initiate the resolution process as needed.

NOTE: Appropriate Dean is the Dean of the College in which the course under review is offered.
DELAWARE STATE UNIVERSITY
COMPLAINT RELATED TO INSTRUCTION

Student’s contact information

Name
ID#
Phone#
E-mail

Complaint Information

Course #
Course Name
Instructor

Please specify your complaint. Please feel free to attach any supporting documents.

Please specify the resolution or relief you are seeking.
COMPLAINT RELATED TO INSTRUCTION
Signature and Date Page

SECTION I – MEETING WITH THE INSTRUCTOR

The written request to schedule a meeting with the instructor was submitted on __________
Date

Individual who received the written request to schedule a meeting with the instructor was

Print Name
Signature

The scheduled meeting with the instructor held on __________ was ___ or was not ___ resolved.
Date

Instructor’s Signature
Student’s Signature

SECTION II – APPEAL TO THE DEPARTMENT CHAIR

Complete this section only if the complaint was not resolved between the student and the instructor.

The written request to schedule a meeting with the department chair was submitted on __________
Date

Individual who received the written request to schedule a meeting with the department chair was

Print Name
Signature

The scheduled meeting with the department chair held on __________ was ___ or was not ___ resolved
Date

Department Chair’s Signature
Student’s Signature

SECTION III – APPEAL TO THE DEAN OF THE COLLEGE

Complete this section only if the complaint was not resolved between the student and the department chair.

Individual who received the written request to schedule a meeting with the Dean was:

Print Name
Signature

The scheduled meeting with the Dean held on __________ was ___ or was not ___ resolved.
Date

Instructor’s Signature
Student’s Signature
APPENDIX B.6

OFFICIAL STUDENT WITHDRAWAL PROCEDURE
OFFICE OF RECORDS AND REGISTRATION
(Effective Fall 2010)

Official Withdrawal from the University
1. All Withdrawals from the University are initiated in the Office of Records and Registration, Administrative Building first floor.

2. Students, who are unable to physically obtain a Withdrawal Form from the Office of Records and Registration, can send a written request via fax or email requesting a withdrawal for the current term.

3. Once the student has completed the form in the Office of Records and Registration, the student has a 5-day grace period to stop the withdrawal process.

4. An email is sent to the student confirming the start of the withdrawal process. This email is copied to a point person in each Department/area involved in the withdrawal process.

5. After the 5-day grace period, if the student has not requested to stop the withdrawal process, an email will be sent to the Registrar to have classes removed.

6. Housing, Student Accounts, and Financial Aid signs off on the withdrawal once they have reviewed the account.

7. Once every Department has signed off on the withdrawal, a mass email with the withdrawal summary will be sent out to: Housing, Registrar, Student Accounts, Financial Aid, Deans, Veterans Affair, Athletics, Band, and Choir.
APPENDIX B.7

Delaware State University
Division of Academic Affairs

Undergraduate Challenge Examination Policy

Delaware State University (DSU) recognizes that relevant college-level learning can happen outside the classroom. In acknowledgement of this, academic credit at DSU may be granted for successful performance on a challenge examination. The following are the minimum guidelines. At the discretion of the departments, more stringent or less stringent guidelines may be adopted by departments.

General Guidelines

1. A student may sit for a challenge examination only in a course in which s/he has not yet registered. Students may not receive credit by challenge examination either for courses already completed.
2. Students must be registered for at least one (1) credit hour in the semester in which a challenge examination(s) is taken, but should not register for the class(es) they are challenging.
3. Students may receive a maximum of eight (8) credit hours or two (2) classes through challenge examinations.
4. Challenge Examinations may not be requested for courses for which standardized credit courses already exist (e.g., CLEP.)
5. The total number of credit hours awarded through challenge examinations is limited to thirty (30).
6. A particular course may only be challenged once.
7. The student may not retake the challenge examination.
8. Students are expected to prepare for challenge examinations on their own time.
9. Credit for successful performance on a challenge examination will be treated like transfer credit; no grade will be awarded.
10. Challenge examinations may not be requested in the student’s final 30 hours.
11. Experiential courses may not be challenged (e.g., internships, practica, student-teaching, lab-based courses).
12. Capstone courses may not be challenged.
13. Courses with lower-level content than the courses successfully completed by the student may not be challenged. For example a student who has received credit for “Calculus I” cannot take a challenge examination for “Survey of Math I.”
14. Credit from challenge examinations counts toward the academic load of the semester the test is taken.
15. Application for the challenge credit will not be allowed if the student has previously received a grade other than “W” in the course.
16. The Dean and the appropriate Chairperson make the final decision on the eligibility to challenge a course.
Test Guidelines

1. For purposes of ensuring adequate proficiency in every area covered by a course, challenge examinations will comprehensively test course content.
2. Credit may only be earned by demonstrations of knowledge or skills, not by previous training/experiences alone.
3. Test performance will be evaluated by the chairperson of the department and one person who regularly teaches the course.
4. A minimum score of 75% on a challenge examination is required for course credit; however, departments and/or colleges may set higher requirements at their sole discretion.

Procedures

1. Application for challenge credit is made on forms available in the Dean’s Office in the College of the student’s major. Use one form for each course challenged, unless multiple courses are in the same department.
2. A Request for Credit Form must be completed before the third week of the semester. This form should be submitted to the department which houses the course being challenged. The form will include:
   a. Name and course number of the course being challenged
   b. A brief description of where and how knowledge of the course was obtained.
   c. Signatures from the student, the Academic Advisor, the Chair and Dean of the student’s major and the Chair and Dean of the course being challenged.
   d. A copy of the student’s most recent transcript.
3. Students will pay for challenge examination credits at the same rate as other course credits. An additional fee of $50 per credit will be charged and must be paid prior to taking the challenge examination.
4. Students will need to take the receipt from Student Accounts to the test administrator prior to taking the examination. A copy of the receipt will also be forwarded to the Office of the Registrar.
5. The test examiner grades the challenge examination and complete a challenge grade form which then is forward to the department chair, the dean and then to the Office of the Registrar. Once all the above information is received in the Office of the Registrar, the credits will be recorded on the student’s transcript.
6. All challenge examinations for a given semester will be administered on reading day, before final examinations.
REQUEST FOR A CHALLENGE EXAMINATION

Step 1:
STUDENT NAME: ____________________________________________
STUDENT NUMBER: ____________________________
LOCAL ADDRESS: ____________________________________________

LOCAL PHONE: ____________________________________________

I request permission to take a challenge examination for:

COURSE DEPARTMENT & NUMBER: ______________________
COURSE TITLE: ________________________________________

BRIEF DESCRIPTION OF WHERE AND HOW KNOWLEDGE OF THE COURSE WAS
OBTAINED: ____________________________________________
_______________________________________________________
_______________________________________________________

Step 2:
I understand that the student named above is eligible and approved to challenge the requested course.

Advisor: ________________________________________________
Date: __________________________________________________
Chair of Examining Department: __________________________
Date: __________________________________________________
Course Professor: _______________________________________
Date: __________________________________________________
Dean of Student’s College: _______________________________
Date: __________________________________________________
PART C: FORMS

C.1. Faculty Course Schedule Adjustment Form
C.2. Academic Progress Checklist
C.3. Advisement Session Notes
C.4. Student Need Referral Sheet
C.5. Counseling Center Referral
C.6. Tutor Request Form
C.7. New Student Course Request Form -- NSO ONLY
C.8. Course Request Form
C.9. Change of Major/Declaration of Minor Form
C.10. Enroll at Another Institution
C.11. Minor Clearance
C.12. Request for Overload Form
C.13. Personal Data Form
C.14. Undergraduate Audit Sheet & Application for Graduation
C.15. Graduate Audit Sheet & Application for Graduation
DELTA STATE UNIVERSITY OFFICE
OF RECORDS & REGISTRATION
SCHEDULE ADJUSTMENT FORM

Date Submitted: _______________ Department Name: ____________________________

Semester: _______________ Check here if this change is for Online Courses: _____ Honors _____

SECTION I: ROOM, TIME OR INSTRUCTOR CHANGES. Please include the Instructor’s D100#

<table>
<thead>
<tr>
<th>CRN</th>
<th>COURSE TITLE</th>
<th>CURRENTLY</th>
<th>CHANGE TO</th>
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<tbody>
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<td>R, T or I</td>
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CIRCLE TYPE OF CHANGE :R=ROOM;T=TIME;I=INSTRUCTOR. ONE TYPE OF CHANGE PER LINE.

SECTION II: COURSE CANCELLATIONS

<table>
<thead>
<tr>
<th>CRN</th>
<th>COURSE TITLE</th>
<th>REASON</th>
<th>CRN</th>
<th>COURSE TITLE</th>
<th>REASON</th>
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E=LOW ENROLLMENT;NI=NO INSTRUCTOR; SPECIFY OTHER FREE FORM.

SECTION III: COURSE SECTION ADDITIONS

DPT#-CRS#-SECT#  CR  DAY  TIME  INSTRUCTOR ID#  ENROLL MAX  ONLINE/TRADITIONAL COURSE

<p>| | | | | |</p>
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Note: All classes that require time or day changes will be cancelled and any registered student will be removed from the course.

Signature of Department Chairperson ___________________________ Date _____________

Signature of Appropriate Academic Dean (Required for ALL Schedule Adjustments) _______________ Date _____________

Signature of Distance Learning or Honors Director (Required) ___________________________ Date _____________
ACADEMIC PROGRESS CHECKLIST

Name ___________________________ Phone _______________________

Campus Email address ________________________________

Major ___________________ Advisor’s Name _____________________

Course Instructor’s Name____________________ Course________________________

THIS SECTION IS TO BE COMPLETED BY THE INSTRUCTOR

Please circle most appropriate response for the above student.

Attendance GREAT GOOD POOR

Participation in class GREAT GOOD POOR

Effort outside of class GREAT GOOD POOR

Quality of work on tests/

Quizzes/projects GREAT GOOD POOR

Estimated Grade at this point. You may indicate + or -- if you wish.

A  B  C  D  F

_________________________ Date Completed ___________________

Instructor’s Signature

Comments (optional): _______________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

________________________

THIS SECTION IS TO BE COMPLETED BY THE ADVISOR

This student met with me to discuss his/her progress in this class on ________________ (date).

________________________

Advisor’s Signature
ADVICEMENT SESSION NOTES

Department: ______________________

STUDENT’S NAME: ______________________  ID: ______________________

STATUS: ______________________  Phone/Cell phone: ______________________

Date: ______________________  Email: ______________________

NOTES

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STUDENT’S SIGNATURE: ______________________

ADVISOR’S SIGNATURE: ______________________
STUDENT NAME: ___________________________ ID#: ___________________________

Date: __________ Telephone: Residence ___________________ Cell ___________________

1. I need help with study skills.
2. I need help with exam skills.
3. I need help with reading skills.
   *(For items 1 – 3, Dr. Cassandra Green and Mrs. Cindy Seto-Friel, Academic Support Center, Library, Room 214, 857-6385.)*
4. I need tutoring in selected areas. *(Ms. Jackye Fountain, Tutoring Center, Academic Support Center Lab, Library, Room 206, 857-6389)*
5. I need help with writing skills. *(Ms. Jean Gilroy, Writing Center, Academic Support Center, Room 205 857-7540; or Dr. Joe Amoako, English Department, EH Building, Room 204, 857-6560)*
6. I need help with basic math skills. *(Mr. Kenneth Hunt, Supplemental Instruction, Library, Room 212; or Dr. Hanson Umoh, Mathematics Department, ETV Building, Room 113, 857-6550)*
7. I need to discuss roommate problems with counselor. *(Mr. Ralph Robinson, Counseling Office, EH Building, Room 123, 857-7381; or Residence Life Office, Laws Hall, 857-6326; or Residential Hall Manager and/or Residential Assistant (RA) for specific residence hall)*
8. I need to discuss unhappy feelings with a counselor.
9. I need to discuss an unwanted habit with counselor.
10. I need to discuss attitude toward school with counselor.
11. I need to discuss emotional tensions with counselor.
12. I need to discuss family problems with counselor.
13. I need to discuss dating and social life with counselor.
   *(For items 8 – 13, Mr. Ralph Robinson, Counseling Office, EH Building, Room 123, 857-7381)*
14. I need to discuss the qualifications for occupations.
15. I need to discuss job market for college graduates.
16. I need help in selecting an occupation.
17. I need to discuss advantages/disadvantages of occupations.
   *(For items 14 – 17, Ms. Lisa Parker, Interim Director, Career Services, 3rd Floor MLK Jr. Student Ctr., 857-6120)*
18. I need help in selecting an academic program. *(Office of Mentoring and Advising, Jason Library, Room 204, 857-7203; or your Department Chairperson; or your academic advisor)*
19. I need help in finding a part-time job and/or a summer job. *(Ms. Lisa Parker, Career Services, MLK Jr. Student Ctr., 3rd Floor, 857-6120; Financial Aid Office, Administration Building, 857-6250)*
20. I need help obtaining a loan. *(Financial Aid Office, Administration Building, 857-6250; Student Accounts Office, Administration Building, 857-6240)*
21. **I need help obtaining a scholarship.** (Financial Aid Office, Administration Building, 857-6250; Scholarship Services Office, Administration Building, 857-6307; or your Department Chairperson)

22. **I need help meeting new friends.** (Mr. Ralph Robinson, Counseling Office, EH Building, Room 123, 857-7381; or Student Activities and Leadership Office, MLK Jr. Student Ctr., 857-6291; or Ms. Jordin Williams, Recreation and Intramural Sports Office, Wellness and Recreation Center, 857-7754; or Mentoring and Advising, Jason Library, Room 204, 857-7203)

23. **I need information about student activities.** (Student Activities and Leadership Office, MLK Jr. Student Ctr., 3rd Floor, 857-6291; or Ms. Jordin Williams, Recreation and Intramural Sports Office, Wellness and Recreation Center, 857-7754)

24. **I need information about fraternities/sororities.** (Student Activities and Leadership Office, MLK Jr. Student Ctr., 3rd Floor, 857-6291.

25. **I need help with another problem not listed.** (Make an appointment with your advisor.)

---

**Courtesy of the**

**Office of Mentoring and Advising Academic Enrichment Division Delaware State University**

Questions or Concerns? Call 857-7203
Counseling Services
Faculty Early Alert Referral (FEA)

Date: ______________________________

Student’s Name: ____________________________ Instructor: ____________________________

Student ID#: ____________________________ Class/Section: ____________________________

Local (or Dorm) Phone#: ____________________________ Office Phone: ____________________________

Local (or Dorm) Address: ____________________________

Classification (Circle): FR SO JR SR

Observed Instructor Concerns: (Please Check categories)

___ Poor attendance
___ Poor academic performance
___ Attitude toward instructor (negative, etc.)
___ Unprepared for class; completion of assignments
___ Emotional tensions displayed (stress, anger, anxiety, depression, etc.)
___ Lack of Intellectual Interests (how much the student enjoys the actual learning process)
___ Lack academic confidence (student’s perception of his/her ability to perform well in school overall)
___ Need personal counseling
___ Need tutoring in
___ Other

Comments: ____________________________

________________________________________
________________________________________
________________________________________
________________________________________

Please make your referral below directly to specific offices or areas as required on campus:

<table>
<thead>
<tr>
<th>Referrals</th>
<th>Ext.</th>
<th>Contact Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Resource Center</td>
<td>7328</td>
<td>J. Jones</td>
</tr>
<tr>
<td>Student Accounts</td>
<td>6240</td>
<td>W. Curry-Brown</td>
</tr>
<tr>
<td>Financial Aid Office</td>
<td>6250</td>
<td>L. Iocono</td>
</tr>
<tr>
<td>Student Accessibility</td>
<td>7304</td>
<td>R. Durrington</td>
</tr>
<tr>
<td>Career Services</td>
<td>6120</td>
<td>L. Parker</td>
</tr>
<tr>
<td>Records Department</td>
<td>6375</td>
<td>T. Holmes</td>
</tr>
<tr>
<td>Writing Center</td>
<td>7540</td>
<td>J. Gilroy</td>
</tr>
<tr>
<td>Health Services</td>
<td>6393</td>
<td>M. Fisher</td>
</tr>
<tr>
<td>Student Affairs</td>
<td>6363</td>
<td>K. Atkins</td>
</tr>
<tr>
<td>Residential Education and Housing</td>
<td>6326</td>
<td></td>
</tr>
</tbody>
</table>
TUTOR REQUEST FORM

LAST NAME (Please Print) ____________________________________________

FIRST NAME (Please Print) __________________________________________

Student ID#: D10________________    D10________________

Local Address (Campus): ____________________________________________

DSU Email: ____________________________________________ Date: __________

Campus Phone #: ______________________ Cell Phone #: ________________

Do you have an answering machine? Yes:______  No:______

Alternate Email: _________________________________________________

<table>
<thead>
<tr>
<th>Course Title and CRN#</th>
<th>Professor’s Name</th>
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</thead>
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<tr>
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</table>

Please check all that apply:

□ Project Success  □ Academic Probation  □ Re-Admitted Student

□ EAS (Early Alert System)  □ Regular Student  □ Student-Athlete

For Office Use Only:

Tutor Assigned: _________________________________________________

<table>
<thead>
<tr>
<th>Date Assigned</th>
<th>Tutor File</th>
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</table>

<table>
<thead>
<tr>
<th>Tutor contact form to student</th>
<th>Callback Date</th>
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</table>

- Please call 302-857-6389 or come into the Library Room 206 if you are not contacted within 48 hours.

Tutors: “CultivatorsofKnowledge”
New Student Course Request Form

Student Name ___________________________  ID#: D__________________

Student Type: __ Freshman __ Transfer  Semester: _______________________

Major: ________________________________  Alternate Pin: __________________

Contact #______________________________  Email Address_____________________

COURSE SCHEDULE REQUEST

<table>
<thead>
<tr>
<th>CRN</th>
<th>TITLE OF COURSE</th>
<th>CREDIT</th>
<th>DAYS</th>
<th>TIME</th>
<th>Registered?</th>
<th>COMMENTS</th>
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<td></td>
<td>Yes</td>
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<td>No</td>
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</table>

Total# Credits

Additional Comments: _______________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Student Signature: ___________________________  Date: ______________

Advisor Name (Print)________________________Advisor Signature __________________

Revised 11/2011
### COURSE REQUEST FORM

**YEAR 20**

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
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</thead>
</table>

**MAJOR**

**CLASSIFICATION**

- FRESHMAN
- SOPHOMORE
- JUNIOR
- SENIOR

**ID#**

**LAST NAME**

**FIRST NAME**

**MIDDLE INITIAL**

**CAMPUS ADDRESS**

**CAMPUS PHONE #**

**HOME ADDRESS**

**HOME PHONE#**

**E-MAIL**

**CELL PHONE#**

#### COURSE SELECTION (PLEASE PRINT)

<table>
<thead>
<tr>
<th>CRN</th>
<th>DEPT NO</th>
<th>COURSE NO.</th>
<th>SEC</th>
<th>TITLE OF COURSE</th>
<th>CR.</th>
<th>DAYS</th>
<th>TIME</th>
</tr>
</thead>
</table>

**TOTAL**

I have checked and updated all of my personal information on the DSU BANNER web. I understand that if I am not able to attend any of the above courses, I must officially drop the course(s). If I am unsuccessful in any course, I am aware that I must see my advisor. I must also check my schedule from BANNER web prior to start of each term.

---

**STUDENT SIGNATURE**

**DATE**

**ADVISOR SIGNATURE**

**DATE**

*Effective 10-30-07*
CHANGE OF MAJOR & DECLARATION OF MINOR FORM

Delaware State University
Office of the Registrar
1200 N. Dupont Highway
Dover, De 19901
Phone: 302-857-6375
Fax: 302-857-6379

Instructions: Complete all appropriate section(s) of the form, sign and obtain all required signatures when changing your major and/or concentration or declaring a minor. All valid major and minor codes are listed on the back of this form. Please allow 3-5 business days to process this form. However, during busy periods such as registration, pre-registration, final exams and commencement, additional time may be needed.

Name ___________________________________________ ID# D__________________

SECTION 1: CHANGE OF MAJOR

Students declaring a double major or concentration should list both majors.
Current Major: __________________________________________
New Major(s): __________________________________________
Secondary Major(s): Add □ Remove □
Concentration: __________________________________________ Add □ Remove □
Concentration: __________________________________________ Add □ Remove □

SECTION 2: DECLARATION OF MINOR

Minor(s): __________________________________________ Add □ Remove □
Minor(s): __________________________________________ Add □ Remove □

SECTION 3: NEW ADVISOR ASSIGNMENT

(Advisor to be assigned by the new academic department)
New Major Advisor’s Full Name (Print) __________________________________________
New Minor Advisor’s Full Name (Print) __________________________________________

SECTION 4: CHANGE TO AN UPDATED MAJOR/CONCENTRATION CURRICULUM

Please Note: Once a student changes to an updated curriculum, the student may not revert to a prior curriculum and must completely fulfill the updated curriculum requirements in order to graduate.

Year of Current Curriculum: _______________________________
Year of Updated Curriculum: _______________________________

______________________________________________________________________________

______________________________ Date ________________________________
Student’s Signature

______________________________ Date ________________________________
New Chair’s Signature

______________________________ Date ________________________________
Current Chair’s Signature

______________________________ Date ________________________________
New Dean’s Signature

A Dean’s Signature is required only when the new major or minor is in a different college.

______________________________________________________________________________

Revised 10/11
Department and Majors
NOTE: Majors, concentrations and minors are listed under their respective college.
Majors with concentrations are listed under the appropriate major. Include the major and minor codes on the front of the form when applicable.

### College of Mathematics, Natural Sciences & Technology

**Biological Sciences (B.S.)**
- Biological Sciences (2300)
  - Concentration Areas:
    - General Biology (2301)
    - Health Professions (2302)
    - Cell/Molecular/Biotechnology (2303)
    - General Biology w/ Education (2304)
- Forensics Biology (239)
- Forensic Science (minor only) (231)**
- Biology (minor only) (230)**

**Chemistry (B.S.)**
- Chemistry (240)
- Chemistry Education (242)
- Chemistry / Pre-Professional (243)
- Forensic Chemistry (246)

**Computer and Info Sciences (B.S.)**
- Pre-Computer Science (356A)
- Computer Science (356)*
- Information Technology Major (355)*

**Mathematical Sciences (B.S.)**
- Mathematics (250)*
- Mathematics Education (252)
- Mathematics with Computer Science (254)

**Physics & Pre-Engineering (B.S.)**
- Physics (260)*
- Physics Education (262)
- Engineering Physics (267)
  - Concentration Areas:
    - Bioengineering (511)
    - Electrical Engineering (512)
    - Optical Engineering (513)

### College of Arts, Humanities & Social Sciences

**English & Foreign Languages (B.A.)**
- English (010)
- English Education (012)
- French (080)
- Spanish (100)
- Theater Arts (minor only 018)**
  - World Language Education (110)
  - Concentration Areas:
    - French 080
    - Spanish 100

**History, Political Science, and Philosophy (B.A.)**
- History (340)
- Political Science (335)
- Africana Studies (minor only 341)**
- Philosophy (minor only 003)**
- Law Studies (minor only 373)**

**Mass Communications (B.A.)**
- Mass Communications Major (101)
  - Concentration Areas:
    - Convergence Journalism (027)
    - Public Relations & Advertising (026)
    - TV-Radio-Film (025)

**Art (B.A.)**
- Art Education (050)*
- Art Management (052)
- Studio Art (053)*

**Music (B.A.)**
- Music Education (comprehensive 068)
- Music (067)*
  - Concentration:
    - Music Industry (1060)

**Psychology (B.S.)**
- Psychology (360)*

**Sociology & Criminal Justice (B.A.)**
- Sociology (370)*
- Criminal Justice (372)*

**Integrated Studies**
- Integrated Studies (070)

**Undecided**
- Undecided (0000)

### College of Agriculture & Related Sciences

**Agriculture & Natural Resources (B.S.)**
- Agriculture Major (289)
  - Concentrations:
    - Agri-Business (297)
    - Animal & Poultry Science (291)
    - General Agriculture (290)
    - Plant Sci w/Agronomy (298)
    - Plant Sci w/Horticulture (295)
    - Pre-Veterinary Science (299)
  - Natural Resources Major (312)
  - Concentrations:
    - Environmental Science (301)
    - Fisheries Management (305)
    - Wildlife Management (304)

**Human Ecology (B.S.)**
- Food & Nutritional Sciences (189)*
- Textiles & Apparel Science (183)*
- Consumer Science (191)

### College of Business

**Accounting, Economics & Finance (B.S.)**
- Pre-Accounting (421A)
- Accounting Major (421)*

**Business Administration (B.S.)**
- Pre-Hospitality & Tourism Mgmt (417A)
- Hospitality & Tourism Mgmt (417)*
- Pre-Management (419A)
- Management Major (419)*
  - Concentrations:
    - Business Economics (402)
    - Finance and Banking (439)
    - General Management (409)
    - Human Resource Management (404)
    - Information Systems (452)
    - Marketing (460)
    - Pre-Aviation (496A)

Aviation Major (496)
- Concentrations:
  - Aviation Management (494)
  - Professional Pilot (495)
  - Entrepreneurship (minor only 407)**

**Sport Management**
- Pre-Sport Management (171A)
- Sport Management (171)
- Coaching Management (minor only 176)**
- Recreation Management (minor only 170)**

### College of Education, Health & Public Policy

**Nursing (B.S.)**
- Pre-Nursing (285)
- Nursing (280)

**Social Work (B.S.W.)**
- Social Work (390)

**Public and Allied Health (B.S.)**
- Health Promotion (179)
- Movement Sciences (175)
  - Concentration:
    - Fitness & Strength Cert. (177)
    - Pre-Health Professional (178)

**Pre-Education & Education**
- Pre-Education (120)
  - Concentration Areas:
    - Pre-Edu/Elementary Edu (K-6 1300)
    - Pre-Edu/English Education (1301)
    - Pre-Edu/Early Childhood Edu (Birth -Gr 2 1333)
    - Pre-Edu/Elementary Spec Edu (1-8 1337)
    - Pre-Edu/ Middle Level Education (1321)
    - Pre-Edu/ Sec Special Edu (7-12) (1338)
    - Pre-Edu/Science Education (1370)
    - Pre-Edu/Math Education (1325)
    - Pre-Edu/Physical Education (1316)
    - Early Childhood Edu (B-Grade 2) (1233)
    - Elementary Special Education (1-8) (1237)
    - Middle Level Education (5-8) (1221)
    - Elementary Education (K-6) (1200)
    - Sec Special Education (7-12) (1238)
    - Science Education (1270)
    - Physical Education (160)

Noteworthy: Various departments admit all students as Pre-major until all department criteria are met.
* indicates major is also available as a minor
** indicates minor only
++ Valid major list subject to change.
INSTRUCTIONS FOR
STUDENT REQUEST TO ENROLL IN COURSES
AT ANOTHER INSTITUTION FOR TRANSFER CREDIT

1. Neatly print all the information requested.

2. Attach to this form, the course description (college catalog description) from the school
where you will be taking the course (exception: University of Delaware and Delaware
Technical & Community College).

3. Indicate the name of the institution and the total number of credit hours in which you
intend to enroll in during the semester you are requesting.

4. If the courses are not in your major department, take the form to the appropriate
departments’ chairs for approvals and signatures (i.e., if the course is English Comp. II,
then the course has to be approved by the English Department Chair). This signature is
required in order for the office of the registrar to process the form.

5. If you are in your last (30) hours, indicate how many hours you have taken at any other
institution during those last 30 hours. NOTE: only 6-8 credit hours may be taken at
another institution during THE LAST 30 HOURS. The major/ program DEAN’S
approval and signature ARE REQUIRED FOR THE LAST 30 HOURS.

6. Please check over the form to make sure all items are properly
Filled out.

7. After you have completed the form, obtain the chairperson’s signature and the
signature of the dean, if applicable.

8. A WES evaluation will not be required for international transcripts, if they
meet all of the following criteria:
-They must be translated in English,
-They must have an official seal,
-The requested courses at the foreign institution need to have been properly
evaluated and vetted by the advisor/chair/dean on the approval to transfer
credit form, and
-The signed approval to transfer credit form must have been submitted.

9. Submit a copy of the completed form to the office of the registrar.
Student request to enroll in courses
At another institution for transfer credit

Transfer credit policy:
Grades received in courses taken at other institutions are not
Calculated in the Delaware State University cumulative GPA; only the credits will
be transferred. Once the course is completed, please send an official copy of your transcript to:
the office of the registrar
Delaware State University
1200 N. DuPont Highway Dover,
De. 19901 phone: 302-857-6375
Fax: 302-857-6379

Date: ______________________ id # ________________________________

Name ____________________________________________________________

Major department: ________________________________________________

I respectfully request permission to enroll in the course(s) listed
Below at:

Name of institution ______________________________________________

Total hours requested________________ semester and year ________________
(for transfer credit(s) toward degree requirements at DSU)

<table>
<thead>
<tr>
<th>Otherinstitution</th>
<th>Courses requested</th>
<th>D.S.U.equivalent</th>
<th>Chair’s signature</th>
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</table>

Student’s signature __________________________________________ date __________

Major/program chairperson’s signature ___________________________ date __________

*last thirty (30) hours (please check) __ yes __ no

*please note: students who are in their last (30) hours at Delaware State University may
enroll in (6-8) hours of courses at another institution upon approval of the department
chairperson and the dean. A grade of “c” or better must be earned.

Signature of Dean ______________________________________________ date __________

revised 10/10
Minor Verification Form

Student: ________________________________

I.D.#: ________________________________

Minor: ________________________________  Credits Required: ________

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<tr>
<th>Requirements</th>
<th>Credit(s):</th>
<th>Grade:</th>
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Total credits: ________

Minor Requirements completed:  Yes _____  No _____

Comments: __________________________________________________________

______________________________________________________________

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REQUEST FOR OVERLOAD

INSTRUCTIONS:

The Request for Overload form should be submitted with the student’s registration form if the student is registering for 20-21 credit hours OR with the Notice of Class Change if the addition will result in the student requesting 20-23 credit hours.

1. On the recommendation of the Academic Advisor and the approval of the Department Chairperson and the appropriate Academic Dean, a student may schedule an overload not to exceed 21 hours if the student has a 3.00 cumulative average (minimum) and if during the previous semester, he/she carried 12 credits and he/she did not fail any course and earned a 3.00 grade point average (minimum).

Directions to Submit form:

1. Student should neatly print all information requested on form and sign form.
2. Student should have the information in part I and part II verified by their Academic Advisor, Department Chairperson, appropriate Academic Dean, and the Records Office. Each individual should initial and date the information. EXCEPTION: Approval by the Dean of school of the student’s major.
3. Signed form along with Registration form or Notice of Class Change form shall be turned into the Records Office.
REQUEST FOR OVERLOAD

DELWARE STATE UNIVERSITY
OFFICE OF THE REGISTRAR
1200 N. DuPont Highway
DOVER, DELAWARE 19901
Phone: 302-857-6375
Fax: 302-857-6379

Name ___________________________ ID# ___________________________

Department ___________________________ Major ___________________________

Semester Requesting Overload ___________ Graduation Date ___________

************************************************************************

Semesters in Attendance _________ Semesters on Probation _________

Date(s) of Semester(s) on Probation ________________________________

Total Hours Completed ___________________________ Cumulative GPA __________

Date of Last Semester in Attendance Prior to this Request ________________

Hours Carried _____ Hours Completed _____ Semester GPA _____ Hours Failed ______

************************************************************************

Number Hours in Normal Load in Curriculum during Current Semester ___________

Number Hours requested to enroll at DSU __________

Courses taken concurrent with this semester at other institutions

________________________________________________________________________

Justification for Overload

________________________________________________________________________

Date _____________ Student’s Signature ________________________________

Date _____________ Academic Advisor’s Signature ________________________

Date _____________ Approved by: ____________________________

Department Chairperson

Date _____________ Approved by: ________________________________

Dean

Revised 10/25/07
CHANGE OF PERSONAL DATA INFORMATION

INSTRUCTIONS:

SECTION I: PLEASE PRINT CURRENT INFORMATION

SECTION II: PRINT ONLY THE INFORMATION THAT APPLIES TO THE CHANGE(S) YOU NEED

SECTION III: USE THIS SECTION TO CORRECT INFORMATION IN DSU SYSTEM

*******************************************************************

SECTION I: (ALL INFORMATION MUST BE COMPLETED IN THIS SECTION)

NAME ___________________________ ID# D1 ___________________________
  Last         First           MI

*******************************************************************

SECTION II: NEW INFORMATION

NAME CHANGE ___________________________
(COPIES OF BIRTH CERTIFICATES, MARRIAGE CERTIFICATES, DIVORCE DECREES MUST BE SUPPLIED)

SS NUMBER CHANGE ___________________________
(COPY OF SOCIAL SECURITY CARD MUST BE PROVIDED)

PERMANENT MAILING ADDRESS CHANGE:
ALL UNIVERSITY CORRESPONDENCE IS MAILED TO PERMANENT MAILING ADDRESS

________________________

________________________

________________________

PHONE NUMBER CHANGE ___________________________

REASON FOR CHANGE ___________________________

*******************************************************************

SECTION III: CORRECTIONS (VALID IDENTIFICATION REQUIRED)

Birthdate: ___________________________ S.S. Number: ___________________________

*******************************************************************

SIGNATURE ___________________________ DATE ___________________________

IMPORTANT NOTICE: THIS FORM NOT FOR USE BY EMPLOYEES. ALL CHANGES TO EMPLOYEES’ PERSONAL DATA MUST BE MADE BY THE OFFICE OF HUMAN RESOURCES.
UNDERGRADUATE AUDIT SHEET FOR GRADUATION
Delaware State University
Office of Records & Registration
302-857-6375 – Office 302-857-6379 - Fax

NAME:________________________________________

ID#:________________________________________

MAJOR:_________________________ MNOR:_________________________

CONCENTRATION:________________________________________

Degree Requirements will be completed: Fall ______ Spring_______ Summer ______

THE MINIMUM SEMESTER HOURS REQUIRED FOR GRADUATION IS ONE HUNDRED AND TWENTY (120). THIS NUMBER MAY VARY DEPENDING ON THE MAJOR PROGRAM. PLEASE ATTACH ALL COURSE SUBSTITUTIONS & COURSE WAIVERS.

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<th>Fall:</th>
<th>Course</th>
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Student’s Signature _______________________________ Date __________

Advisor’s Signature _______________________________ Date __________

Chair’s Signature _______________________________ Date __________

Dean’s Signature _______________________________ Date __________

Revised 9/11
UNDERGRADUATE APPLICATION FOR GRADUATION POLICY:
When your application is processed, an application fee is applied to your account. (All students are charged a graduation fee regardless if you participate in the actual commencement.)

- File an application for graduation by OCTOBER 15TH.
- Be recommended by the Registrar and approved by the faculty.
- Enroll in and successfully complete all academic requirements prior to graduation, satisfy all financial obligations and complete an exit interview.
- If you do not graduate the semester intended then you will have to re-apply for graduation with a new application and audit.
- If you are a double major then you need to fill out 2 applications and audits. (You will only receive 1 diploma unless the degrees are different, BA, BS, BSW)

1. NAME: __________________________________________________________
2. Student ID#: ____________________________________________________
3. MAJOR________________ MINOR_________________________________
   CONCENTRATION____________________________________________________
4. CAP & GOWN MEASUREMENTS: HEIGHT ____WEIGHT ______
5. DEGREE REQUIREMENTS WILL BE COMPLETED:
   FALL_________ SPRING_________ SUMMER________
6. DEGREE TO BE AWARDED: BA_______ BS _________ BSW _______
7. PERMANENT MAILING ADDRESS:
   ________________________________________________________________
   ________________________________________________________________
8. Phone: _____________________ Email: _____________________________
   Student’s Signature: ________________________ Date: ________________
   Chairperson’s Signature: ____________________ Date: ________________
GRADUATE AUDIT SHEET FOR GRADUATION
Delaware State University
Office of Records & Registration
302-857-6375 – Office 302-857-6379 - Fax

NAME: ______________________________________________________________

ID#: ______________________________________________________________

MAJOR: ___________________________ CONCENTRATION: _________________________

Degree Requirements will be completed: Fall ______ Spring ______ Summer ______

THE MINIMUM SEMESTER HOURS REQUIRED FOR GRADUATION IS ONE HUNDRED AND TWENTY (120). THIS NUMBER MAY VARY DEPENDING ON THE MAJOR PROGRAM. PLEASE ATTACH ALL COURSE SUBSTITUTIONS & COURSE WAIVERS.

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Student's Signature ______________________ Date ________________

Advisor’s Signature ______________________ Date ________________

Director’s Signature ______________________ Date ________________

Dean of Graduate Studies Signature ______________________ Date ________________
File an Application For Graduation by December 1st. If you do not graduate for the semester intended then you will have to re-apply for graduation with a new application and audit. All graduates are assessed a graduation fee regardless if you do not attend commencement. Enroll in and successfully complete all courses required prior to graduation, satisfy all financial obligations and complete an exit interview.

1. Name: ________________________________

2. Student ID#: __________________________

3. Major: ________________________________

4. Concentration: __________________________

Degree: MA_____ MBA_____ MS_____ MSW_____ Ph.D._____ Ed.D._____ 

Degree Requirements Will Be Completed:

FALL____ SPRING____ SUMMER_____

Cap & Gown Measurements: HEIGHT _________ WEIGHT __________

5. Address: ____________________________________________

_____________________________________________________________________

6. Phone: ___________________ E-mail: __________________________

Student’s Signature ____________________ Date ____________

DO NOT WRITE IN SPACE BELOW

(To Be Completed By the Program Director)

Admitted to the Program __________________________ Date ____________ Admitted to Candidacy __________

Date __________ Total Number of Hours Transferred __________________

Completed Comprehensive Examination (if applicable) YES __

NO ______ If answer is YES, date _____ Thesis (if applicable) YES __

NO ______

If answer is YES, date __________ Capstone Presentation YES _____ NO __

If answer is YES, date __________

Graduate Director/Coordinator __________________________ Date ________

Dean of Graduate Studies & Research __________________________ Date ________