“[Academic Advisors] provide...outlets for frustration, college...counseling, general life advice, and most importantly, an extra voice telling a student they are smart enough and capable enough to cross the stage at graduation and land their first paycheck from a career path way job.”

Gerald Chertavian

Deborah A. Dessaso, M.A., Editor
May 2017
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INTRODUCTION

Welcome to the world of academic advising! As an advisor, you provide an invaluable service to students as they pursue their educational goals at the University of the District of Columbia. This handbook is designed to provide faculty and professional academic advisors with the tools they need to be successful advisors. It is to serve as a useful reference for advising-related questions and facilitate continuous, ongoing advisor training. The handbook is designed to help advisors articulate policies and procedures; define and practice effective advising; find correct, accurate, concise, and consistent information; locate referral resources; and provide standardized assistance to students. The University of the District of Columbia Academic Advising Handbook is intended to serve as a reference tool. This handbook is intended to serve as a model, framework and resource to aid faculty and professionals in academic advising.
WHAT IS ACADEMIC ADVISING?
WHAT IS ACADEMIC ADVISING?

Academic Advising is far more critical than just removing holds, selecting majors and concentrations, and scheduling classes. At the University of the District of Columbia, we view academic advising as a critical support service for students, providing the best possible guidance tools to assist them in reaching their highest levels of human potential. This handbook is designed for both administrative and faculty advisors as a resource and quick reference for useful and pertinent information. The handbook is by no means comprehensive and is intended to supplement the official University catalog and the student handbook.

In a 1982 NACADA publication, Academic Advising is defined as “a developmental process which assists students in the clarification of their life/career goals and in the development of educational plans for the realization of these goals. It is a decision-making process by which students realize their maximum educational potential through communication and information exchanges with an advisor; it is ongoing, multifaceted, and the responsibility of both student and advisor. The advisor serves as a facilitator of communication, a coordinator of learning experiences through course and career planning and academic progress review, and an agent of referral to other campus agencies as necessary.” (17)

The University of the District of Columbia is home to over 4,000 students. Each of these students brings unique potential which can be enhanced through a relationship with an academic advisor. In addition, each student also brings family and community responsibilities, and careers which impact their academic aspirations. Because of this, your role as advisor presents opportunities to assist students in meeting these demands -- as well as challenges and stresses -- constructively and creatively.

When students meet with their advisors, they come with the following expectations:

1. **Accessibility:** an advisor who is reasonably available for advising appointments and who conveys an attitude that says "advising is an important educational task" that goes beyond just removing a hold;
2. **Accuracy:** an advisor who knows the current information regarding requirements, policies, procedures, or where to find the information; an advisor who knows when to refer a student to another person or office, that is, when and where to get help;
3. **Advice:** an advisor who is willing to challenge, recommend, and encourage without imposing his or her preferences;
4. **Relationship:** an advisor who is willing to sit face-to-face and care about the educational, personal, and career plans of the student.

THE IMPACT OF EFFECTIVE ACADEMIC ADVISING:

1. Student major/career exploration and selection consistent with the student’s values, goals, strengths, and abilities;
2. Student satisfaction with their academic program and the University of the District of Columbia; and
3. Student persistence in academic programs (retention).

STUDENT’S ROLE

In order for the advising relationship to be successful, students must do their part and assume responsibility for their decisions. Time spent preparing before the advising appointment will enable the advisor to be more effective in focusing on important issues and answering students’ questions. Here are a few tips you can share with students to help them prepare for an appointment:

1. Keep the advising appointments you have scheduled.
2. Be prepared for your appointments (review your goals).
3. Review the tips to prepare for goals.
4. Be honest and open. If you are unhappy about something in your academic advising experience, or if you are having a personal problem that is interfering with your studies, please do not be afraid to share this with your advisor.
5. By remaining honest and open with one another, and by working as a team, you and your advisor can build a close relationship that will help you succeed.

ADVISOR’S ROLE

In the process of reaching decisions about your students’ futures, you also will be helping students to learn about themselves, clarify their values, and develop their critical thinking and decision-making skills. As their advisor, you will guide them through this process.

Specifically, you will help your students to:

1. Discover their strengths, skills and abilities to make the most out of their college experience.
2. Encourage them to dream about their hopes for the future (e.g., academic success, major, career).
3. Confirm their choice—to make sure it is a decision that is best for them and co-creates a design (e.g., course load, co-curricular activities) to make their dreams come true.
4. Support them as they work to deliver their plan and encourage them to celebrate their successes while challenging them not to be satisfied until achieving their full potential.
5. Develop student success plans.
6. Establish and publish Academic Advising hours for students.

STUDENT LEARNING OBJECTIVES

In order for you and your students to accurately measure and document that they have achieved recommended or targeted learning outcomes, you will develop an ongoing record of your advising interactions together. This record will document advising visits, receipt of
educational plans, semester course enrollment, collaborative sessions with referrals on campus, and a variety of other interactions and achievements.

**Freshmen Goals:**

1. Access information about campus resources.
2. Identify Academic Advisor.
3. Obtain information about degree requirements.
4. Demonstrate an understanding of registration policies and procedures.
5. Keep track of degree mapping from the first day until cleared for graduation.
6. Keep your own records!

**Sophomore Goals:**

1. Understand degree requirements.
2. Work effectively with Academic Advisor to review academic progress.
3. Develop attainable academic goals.
4. Understand formal academic processes (SAP appeal, probation).
5. FLAGSHIP: Understand the Sophomore to Junior advisor transition process.
6. COMMUNITY COLLEGE: Understand the transition to the flagship campus and/or graduation process for UDC-CC students.
7. Keep track of degree mapping from the first day until cleared for graduation.
8. Keep your own records!

**Junior Goals:**

1. Be on track to graduate on time.
2. Start thinking about what comes next after graduation.
3. If planning to apply to graduate school, research which college entrance exams are required.
4. For career options other than graduate school, plan to attend Career Day activities on campus and in the city.
5. Keep track of degree mapping from the first day until cleared for graduation.
6. Keep your own records!

**Senior Goals:**

1. Submit all required paperwork for graduation in a timely manner.
2. Before graduation, plan an exit interview with program coordinator.
3. In more concrete ways, continue the process of preparing what comes next after graduation.
4. If planning to apply to graduate school be sure to meet deadlines for any required entrance exams (for example: GRE, ACT, LST).
5. Keep track of degree mapping from the first day until cleared for graduation.
6. Keep your own records!
APPRECIATIVE ADVISING MODEL

Appreciative Advising is an advising model used by the University of the District of Columbia advisors. It is a student-centered model that utilizes positive, open-ended questions to collaboratively work with students to identify their goals and assist them in making plans to achieve them. Appreciative advising helps students to:

1. **Disarm:** Recognize the importance of first impressions, creating a safe, welcoming environment for all students.
2. **Discover:** Utilize positive, open-ended questions to draw out what students enjoy doing, their strengths, and their passions. Listen to each answer carefully before responding or asking the next question.
3. **Dream:** Help students formulate visions of what they might become and then assist them in developing their life and career goals.
4. **Design:** Help students develop concrete, incremental, and achievable goals.
5. **Deliver:** Help students follow through on their plans. The advisor is there for them when they stumble, believing in them every step of the way, and helping them continue to update and refine their dreams as they go.
6. **Don’t Settle:** The advisor challenges the student to proactively raise the student’s internal bar of self-expectations.

ACADEMIC ADVISING AND COACHING

Academic Coaching at the University of the District of Columbia is designed to target and work with specific populations of students, namely freshmen cohorts, students on academic probation, and students returning from academic suspension.

At times, Academic Coaching resembles mentoring, but it’s much deeper than that. At other times, Academic Coaching may look a lot like tutoring. Our academic coaches are more than willing to work with students to help them achieve success in the classroom; however, they focus more on the game plan for success and less on the specific content of the course.

How Does Academic Coaching Work?

Academic Coaching may look like counseling as students become comfortable with their coach.

Academic Coaches:

1. Collaborate with students in developing a success plan.
2. Meet weekly or biweekly with students to help them take ownership of their academic success (by phone, Skype, in face-to-face meetings, or email).
3. Assist students with setting goals and weekly objectives.
4. Are well versed in academic strategies for success (such as time management, note-taking techniques, reading strategies, and goal setting) and refer students to resources on and off campus that can aid in students’ success, such as the
Counseling Center, the Disability Resource Center, online/virtual tutoring services, the Student Achievement Center, and Tutoring.

ADVISING INTERNATIONAL STUDENTS

F1 visa students must be enrolled full time: 12 credit hours for undergraduate students and 9 credit hours for graduate students. Students are not allowed to drop below those levels without the permission of their advisor and the SEVIS Coordinator. Dropping below full course level must be reported to immigration during a student’s academic program. Withdrawing and dropping a class are the same in the eyes of immigration.

Generally, if a student is failing a class, he/she cannot drop or withdraw from it without picking up another class; however, there are four situations provided by the Department of Immigration and Customs Enforcement (ICE) that allow students to reduce their course load:

**International Student Advisor**

Elaine Pawlik, SEVIS & International Student Services Coordinator (ISSC)/Counselor & PDSO

(202) 274-6852 (elaine.pawlik@udc.edu)

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Guidelines</th>
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<tbody>
<tr>
<td><strong>Illness or Medical Condition</strong></td>
<td>1. Cannot exceed 12-month program aggregate per program level</td>
</tr>
<tr>
<td></td>
<td>2. May excuse a student from all classes</td>
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<td></td>
<td>3. Student must provide medical documentation from a licensed</td>
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<td></td>
<td>• Medical Doctor</td>
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<td>• Doctor of Osteopathy</td>
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<td>• Clinical Psychologist</td>
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<td>4. DSO must renew the RCL each term, based on new or continuing medical information</td>
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<td></td>
<td>5. May be used nonstop or at different times during a program level</td>
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</tbody>
</table>

**Academic Difficulties, including:**
- Improper course level placement
- Initial difficulty with reading requirements
- Initial difficulty with the English language

1. Can only be used for the INITIAL academic term
2. Student must maintain a minimum six-credit course load, or half the clock hours required for a full course of study
3. Student must begin a full course of study at the next offered term
- Unfamiliarity with U.S. teaching methods

| To Complete Course of Study In Current Term | 1. Used in a student’s final term if he/she can complete the program with fewer classes  
2. Student must be enrolled in at least one required class |
| Part-time Commuter Student | 3. May be used in case of F-1 commuter student attending school within 75 miles of the U.S. border  
4. Student must maintain a minimum six-credit course load, or half the clock hours required for a full course of study |

**EXAMPLE:** An undergraduate student is struggling in a calculus class. It is recommended to him by his academic advisor after seeing his midterm results to withdraw from that class in order to save himself from the failing grade. If the student has taken 12 or more credits every semester, he is allowed to do this, but only one time. He will never be able to reduce his full time level again.

Using the above example, assume that this same student decided to stay in his calculus class and passed it, but dropped below the required 2.0 GPA. He would then be placed on academic probation and only allowed to register for 9-10 credits. He would come to the ISSC so that the ISSC advisor could report his situation to ICE. He would have one semester to get his GPA back up to a 2.0 or greater. If he fails to do this, he would be placed on temporary academic suspension. This situation is not allowed under immigration law. The ISSC would have to terminate his visa status.

Assume that the same student decided to withdraw from the calculus class and it was approved by his academic advisor and the ISSC. Therefore, for that semester, he would be below a full course level. However, he still failed to maintain his 2.0 GPA and is now forced to only take 9-10 hours the next semester. But since he already dropped below full course level last semester, he would not be able to do so again, according to his visa regulations. This student would have to register for those 9-10 hours, but the ISSC would have to terminate his visa status. If he wished to do so, he could remain in the U.S. studying, but he would have to go through the process of reinstating his visa status (which the ISSC can help with).

There are only three situations under which an F1 student can work off campus. One of the more popular programs is known as Curricular Practical Training (CPT); however, there are rules that students must meet in order to be eligible for CPT:

1. Student must be enrolled full-time. CPT credit hours cannot count toward the 12 credit hours (undergraduate) or 9 credit hours (graduate) that a student must be taking in order to be considered full-time.
2. CPT must be directly related to a student’s program of study.
3. CPT must be either a required or integral part of the student’s education. ICE defines “required” as embedded into the program (e.g., practicum). ICE defines ‘integral’ as work that is not part of the student’s program. In either case, the student will receive credit hours for this work.

**ADVISING GRADUATE STUDENTS**

After being admitted to the department, each student is assigned an academic advisor based on his or her degree program and concentration within the department. If a student does not have an advisor at the time of Orientation, the student should contact the program Coordinator or the Department Chairperson immediately.

The academic advising process for graduate students serves to:

1. Assist students in planning a program of vocational interest and professional study.
2. Identify student learning blocks and related obstacles to career or educational progress and provide mentoring as recommended by the benchmarking process.
3. Recognize students’ skills, abilities, aptitudes, and interests leading to appropriate career selection.
4. Periodically assess students’ academic progress and career goals.
5. Advise and recommend student course selection, taking into account appropriate sequence and required prerequisites.
6. Advise students of all requirements for graduation.
7. Refer students to appropriate remedial developmental services.
8. Provide students with other assistance as needed.
9. Prepare students to register for courses each semester.

Students should not change advisors unless directed and approved by the department chairperson. All departmental advising is done in accordance with the University Academic Advising Handbook.

**Policy on Graduate Academic Good Standing**

1. A graduate student must have a cumulative GPA of 3.00 or better to be in good academic standing.
2. A graduate student with a cumulative GPA below 3.00 will be placed on academic probation. A graduate student on academic probation is limited to taking no more than nine (9) credits during the academic term for credit or for auditing.
3. During a master’s degree program, a graduate student may retake for academic credit no more than two required courses or electives in his or her program. In no case, may a specific course be retaken more than once. When a course is retaken and completed with a higher grade, the new grade replaces the earlier grade in the GPA calculation. However, the original grade remains on the student’s transcript.
4. Notwithstanding the cumulative GPA requirement, a graduate student who has earned two grades of C will be placed on academic probation.
5. A graduate student on academic probation who earns a term GPA below 3.00 will be dismissed. Notwithstanding the cumulative GPA requirement, a graduate student who earns a third C or a grade of F in any course will be dismissed.

6. Undergraduate courses taken by graduate students are not included in the computation of graduate GPA, nor are they counted toward degree progress. However, a graduate student who earns a grade below C in an undergraduate course will be placed on academic probation.

7. Academic probation is not subject to appeal. To appeal academic dismissal, a graduate student must petition and obtain the approval, in progression, of the program director, department chairperson, the dean of the school or college and the graduate dean. The petition must explain the poor academic performance AND describe how the student will ensure strong academic performance if he/she is reinstated. If reinstatement is granted, the student will be placed on academic probation. A reinstated student must earn grades of A or B in all courses and will continue probation until the cumulative GPA is raised above 3.00. A reinstated student who fails to achieve these requirements will be dismissed academically, with no further appeals possible. A dismissed student may apply for readmission after one year (two academic terms) of absence. The student must include in the application an explanation of how he or she will ensure academic success if readmitted. The time limit for completing the degree program will not be extended for students who have been academically dismissed.
ACADEMIC POLICIES AND PROCEDURES
ACADEMIC POLICIES AND PROCEDURES

University Registrar: Rapheale Gasaway
Building 39, Room A-135
202-274-6069

ADD/DROP PROCEDURES

Students who find it necessary to change their schedule may do so either online (continuing students) or by visiting their Academic Advisor. A course may be added only during the period designated as Add/Drop. In order to add or drop a course, students should follow this process:

Note: A $150.00 fee will be assessed for add/drops that occur during the late registration period.

UNIVERSITY REGISTRATION PROCEDURES

BEFORE ATTEMPTING TO REGISTER, ALL STUDENTS MUST MEET WITH THEIR ACADEMIC ADVISOR IN ORDER TO:

1. Discuss their program of study, and then
2. Register for classes through the online portal, my.UDC.edu. (Students must have a UDC email account and password to log into the portal.)

NEW STUDENT REGISTRATION

New students are required to:

Visit their Academic Advisor for advising and course registration.

CONTINUING STUDENT REGISTRATION

Continuing students should:

1. Make their course adjustments online and meet with their Academic Advisor for approval and degree plan adjustment.
2. Print out their current course selection and review for accuracy.
3. Make sure there are no conflicts in course numbers and titles, days, times and/or class locations.
4. Pay their tuition and fees online or at the Cashier’s Office located in Bldg. 39, 2nd floor.
5. Continuing students must satisfy their financial obligations before they can register for classes.
6. Check their account in the my.UDC.edu portal.
Students who wish to attend a closed class or classes must obtain permission from the Division/Department Chair or Dean. Once the student is approved, the Chair will register the student for the class(es).

If students do not have a UDC email account, they should contact the IT Help Desk at support@udc.edu from a personal email account (include the Banner student ID number), visit Bldg. 41, 3rd Floor, Room 316, or call 202-274-5941.

Frequently Used Banner Codes

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<thead>
<tr>
<th>Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>SPAIDEN</td>
<td>General Person Identification [SPAIDEN]</td>
</tr>
<tr>
<td>SGASTDN</td>
<td>General Student [SGASTDN]</td>
</tr>
<tr>
<td>SHACRSE</td>
<td>Course Summary Form [SHACRSE]</td>
</tr>
<tr>
<td>SHATERM</td>
<td>Term Sequence Course History Form [SHATERM]</td>
</tr>
<tr>
<td>SOAHOLD</td>
<td>Hold Information [SOAHOLD]</td>
</tr>
<tr>
<td>SFAREGQ</td>
<td>Registration Query Form [SFAREGQ]</td>
</tr>
<tr>
<td>SFAREGS</td>
<td>Registration [SFAREGS]</td>
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<tr>
<td>SSASECQ</td>
<td>Schedule Section Query [SSASECQ]</td>
</tr>
<tr>
<td>SFASTCA</td>
<td>Student Course Registration Audit [SFASTCA]</td>
</tr>
<tr>
<td>SSASECT</td>
<td>Schedule [SSASECT]</td>
</tr>
<tr>
<td>SOAIDEN</td>
<td>Allows you to search for a student/person by name [SOAIDEN]</td>
</tr>
</tbody>
</table>

COMMUNITY COLLEGE/FLAGSHIP CROSS REGISTRATION

1. Students admitted to the Community College are restricted to Community College courses and pay Community College fees.
2. Students admitted to the Flagship University are restricted to Flagship University courses, and pay Flagship University fees.
3. Graduate courses are restricted to graduate level students. Also, regardless of the level of the course taken by graduate level students, graduate fees are assessed.

EXCEPTIONS TO THE ABOVE PROCEDURE MUST BE JUSTIFIED, IN WRITING, BY THE APPROPRIATE DEAN!

POST-REGISTRATION PROCEDURES

1. Health Insurance: Visit http://www.udc.edu/health-services/student-health-insurance-plan/ or www.firststudent.com on any computer to find out information regarding the University health insurance plan or complete the Online Waiver form to show proof of insurance. Students who wish to enroll in the University plan simply pay the premium when paying for classes.
2. Payment: Proceed online or to the Administration Bldg. 39, 2nd floor, Cashier’s Office to pay tuition and fees as follows:
3. Tuition and fees can be paid in cash or by certified or personal check, money order, credit cards (MasterCard, Visa and Discover only), official agency Deferment Letter, or Purchase Voucher.

4. Students registering without an official financial aid award will be responsible for payment of tuition and fees at the time of registration.

5. Students who register online can also pay online by using credit card payment (MasterCard, Visa and Discover only). Note: When paying online, students must pay their tuition and bill in full; no partial payments can be made. Failure to make satisfactory payment arrangements may result in the cancellation of their registration. (Exception: continuing student’s registration period.)

6. New students should obtain an identification card from the Administration Bldg. 39, Level C (PUBLIC SAFETY)

NOTE: RECEIPTS SERVE AS CONFIRMATION OF ENROLLMENT AND PAYMENT. PLEASE RETAIN ALL RECEIPTS.

ENROLLMENT VERIFICATION WARNING: Be advised that students may receive credit and grades only for courses in which they are officially enrolled. Faculty cannot make private arrangements that permit instruction for canceled classes, unscheduled classes, or classes and sections for which the student is not officially registered. The University of the District of Columbia honors no arrangements involving instruction outside of University procedures and policies.

WITHDRAWAL PROCEDURES

Total Withdrawal:

1. Students wanting to effect a total withdrawal (withdrawing from all classes for which they are enrolled) from the University up to and including the last day of class (prior to the beginning of the final examination period) must do so by submitting the Total Withdrawal Form to the Office of the Registrar:
   - **Main Campus:** Administration Bldg. 39, A level, Room A-135
   - **Community College:** 801 North Capitol St. N.E., Room 333

2. Withdrawals do not affect the cumulative GPA but will affect academic suspension/dismissal. All students applying for or receiving any form of financial aid must report any withdrawals to their financial aid officer, as their current and future eligibility may be affected.

3. **How the Withdrawal Date is Determined:** The withdrawal date is defined as the date the Total Withdrawal Form is submitted to the Office of the Registrar. The University does not assess a total withdrawal fee.

NOTE: STUDENTS WHO WANT TO ATTEND THE UNIVERSITY AFTER TOTALLY WITHDRAWING MUST APPLY TO BE READMITTED.


Course Withdrawal:

A student may officially withdraw from a class without penalty prior to the date posted in the current academic calendar. (Check the academic calendar for the "last day to withdraw from classes without academic penalty." When such a withdrawal is processed officially (online or by reporting to the Office of the Registrar to complete the Course Withdrawal Form), a "W" grade will be entered on the student’s academic transcript. If the student stops attending class or fails to withdraw officially, a failing grade may be given. All students applying for or receiving any form of financial aid are encouraged to report any course withdrawal to the Office of Financial Aid as their current or future eligibility may be affected.

AUDITING A COURSE

Audited courses are charged at the same rate as courses taken for credit and must have the appropriate approval from the instructor or department chairperson. The grade type for audited courses is “AU.”

OBTAINING GRADES

Grades are only available online through students’ my.UDC.edu accounts or by requesting official transcripts from the Registrar’s office.

CHANGE OF MAJOR

Students wishing to declare or change a major course of study must obtain the approval of the new department chairperson as well as the release of the former department chairperson. Change of Major forms should be submitted to the Office of the University Registrar (Main Campus: Building 39, Room A-135; Community College: 801 North Capitol Street), NO LATER THAN THE SECOND WEEK OF THE START OF COURSES. Requests received after this time will be processed for the next semester of enrollment.

TRANSITIONING FROM UDC-CC TO FLAGSHIP

Degree-seeking students in UDC’s Community College are guaranteed general admission to any of UDC’s bachelor’s degree programs at any point during their studies if specific requirements are met (although specialized admissions requirements may apply to certain programs).

Bachelor’s degree-seeking students who are in good financial standing and not facing suspension or dismissal from UDC are eligible to transition to the UDC Community College. Students who wish to change a major course of study must obtain the written approval of the new department chairperson as well as the release of the former department chairperson. Change of Major Forms should be submitted to the Office of the Registrar, Building 39, A level, AT LEAST 10 WORKING DAYS PRIOR TO THE FIRST DAY OF
CLASSES FOR FALL OR SPRING SEMESTER, OR SUMMER SESSIONS I AND II. Requests received after those times will be processed for the next semester of enrollment.

Students cannot begin registering for courses at their new college for the next semester until their Change of Major Request Form has been processed. Students will continue to pay the current tuition rates and are bound by all academic policies of the college they are attending until the transition is approved.

DOUBLE MAJOR

Students who are in good academic standing must get approval from the Division/Department Chairs of both majors, and then submit the Change of Major form to the Registrar’s Office.

Students must be enrolled at UDC for at least one semester and have a cumulative GPA of 3.0 or higher at the time of application. The student retrieves a “Change of Major Form” from the Registrar’s office and obtains approval from both their current major’s Chair and the Chair of the second major they wish to declare (Note: the Change of Major Form does not currently have a category specific to adding a second major, so the line “My MAJOR is changed from __________ to __________” can be modified to __________& __________). Upon completion and acceptance of the form with the Registrar, the student will be enrolled in both degrees and shall be advised by both departments. Note: both degree plans may be seen by selecting the DEGREE from a drop-down menu at the top of Degree Works; however the second degree is not visible on other University platforms such as EAB or online transcripts.

COURSE LOAD RESTRICTIONS

Undergraduate Students

Undergraduate students in Good Standing can carry a maximum course load of 18 semester hours. Undergraduate students on academic probation are limited to 9 semester hours or less. Permission from the Advisor, Chair, and Associate Dean or Dean is needed to override the limit.

Graduate Students

Graduate students in Good Standing can carry a maximum course load of 15 semester hours. Graduate students on academic probation are limited to 6 semester hours. Exceptions must be approved by the Department/Division Chair or Dean.

APPLYING FOR GRADUATION

Students who expect to complete their academic degree requirements during the current semester should submit an Application for Graduation to the Office of the Registrar on or before the deadline indicated in the academic calendar and pay the required $125
commencement fee in the cashier’s office. However, the submission of an application does not guarantee graduation. Only those students who have met ALL academic requirements and who have satisfied ALL financial obligations will be cleared for graduation. In the event that a student does not complete graduation requirements in the designated term, a new Application for Graduation must be submitted for the term when all requirements have been met; no additional fee is required.

Advisors are encouraged to remind students to meet with their Academic Advisor each semester to ensure that academic requirements are being met for the degree objective pursued and students are on target to graduate.

**POLICY FOR ATTENDING COMMENCEMENT**

**Student Participation in Spring Commencement**

1. **Students must submit applications to participate in Spring Commencement to their respective College/School before the last Friday in January.**
2. Students participating in Spring Commencement must meet all graduation requirements or be positioned to meet them according to *criteria for exception* (see below). The College/School reserves the right to identify other/additional University, College/School, department, program, and/or discipline requirements.
3. Students’ names will not be included in the commencement program unless the student has applied for Spring Commencement.
4. Any student who has applied to participate in Spring Commencement must show evidence of an application. In the absence of a formal graduation audit, the student’s department chair must verify that the student has met all graduation requirements.
5. Students must demonstrate ability to complete all outstanding course work by December of that calendar year via a *completion plan* that is drafted and signed by a faculty advisor and chair of their degree program.

**Criteria for Exception:**

Students must submit requests for exception to participate in Spring Commencement in writing through their chair to the Dean of the College/School before the last Friday in April.

1. The total number of outstanding credits cannot exceed 12 credits.
2. Students must demonstrate an approved *completion plan* that will allow them to complete outstanding credits needed.
3. Students participating in Spring Commencement by exception will be recognized in the program printed the year their application is submitted.

**PROBATION POLICIES**

The University requires each candidate for an associate or bachelor’s degree to have earned a minimum cumulative grade point average of 2.0. Any enrolled student whose cumulative GPA is less than 2.00 is placed on academic probation. A freshman student
enrolled in the University must achieve a cumulative GPA of 2.00 or a term GPA of better than 2.00 by the end of the third term of enrollment (summer terms included). A freshman student who earns less than a 2.00 cumulative GPA after three terms must achieve a GPA or higher each subsequent term of enrollment. A freshman student enrolled for three terms, including summer, who has a cumulative GPA of less than 2.00 and who fails to achieve term GPA of better than 2.00 will be subject to suspension from the University.

**Students on Probation**

Within the first week of classes, review current course:

1. Schedule and make changes if needed. Make sure your students know which classes you have them registered for in the new term.
2. Be sure the student is registered for an appropriate number of credit hours.
3. Check that courses are taken in their appropriate sequence. Also, check that prerequisites and general education requirements are being completed successfully.
4. When possible, students should be encouraged to schedule classes with the goal in mind of getting the highest grades possible to raise the GPA.

**Review and explain academic probation.** Explain expectations and consequences using the UDC catalog as a reference and show the student where to find this information. Students placed on academic probation have been alerted that they have failed to meet minimum academic standards, and that they must begin to improve the quality of their work immediately in order to avoid being suspended by the University.

**Discuss strategies for improvement.** No matter how the discussion evolves, students should be encouraged to talk about their sense of what the difficulties are and the steps they are taking to improve their performance. Support students in evaluating their situation honestly and making their own decisions.

**Revisit choice of major.** If the courses that caused a student a problem were courses in their major area, it might be time to revisit their academic goals. Doing poorly in an entry-level major course may indicate a need to explore other options. Encourage students to speak to faculty in other majors. Students also should be encouraged to visit the Student Success Center and meet with their Academic Advisor or academic coach to discuss major options.

Initiate referrals where additional support is indicated and follow up. Check in with the student a couple of weeks into the term to see how they are doing, keeping in mind the last day to withdraw from a class with a W.

**CONCURRENT ENROLLMENT**

Students enrolled at the University who are approved to take courses at other colleges and universities and earn transfer credits for these courses at the University must submit an approved Concurrent Enrollment Approval Form to the Office of the Registrar prior to
enrolling in such courses (NOTE: Enrollment through the Consortium of Universities is not considered concurrent enrollment).

**CONSORTIUM**

See the Registrar.

**REPEATING A COURSE/GRADE RECALCULATION**

Students who intend to improve their cumulative grade point average (CGPA) by repeating a course for which the student earned a grade of less than a C must complete the Request to Repeat a Course form and submit it to the Registrar during registration. Students may repeat a course only once per the current policy; they are not permitted to repeat more than twelve credits. The lower grade remains a part of the student’s permanent record; however, the higher grade is computed into the CGPA. If a student repeats a course and receives a failing grade, the failing grade is counted only once in computing the GPA. Graduate students may repeat up to two courses during matriculation in any degree program.

**IN THE EVENT THAT A MANUAL ADJUSTMENT FOR CALCULATING THE GPA IS NEEDED, A FORM WILL BE SUBMITTED TO THE REGISTRAR FOR UPDATING GPA MANUALLY.**

Students seeking to earn General Education or elective (outside of the major) transfer credit must receive approval from the Counseling Department and/or advisor. Students seeking to earn credit towards required major or elective courses must receive approval from the chair of the department of their declared major. Failure to receive prior electronic or written approval for concurrent enrollment will result in denial of transfer credit consideration. Current UDC students who desire to enroll concurrently in UDC and at another institution and earn transfer credit towards an associate, bachelor's or master's degree must meet the following eligibility criteria:

1. Have completed a minimum of 15 credit hours for undergraduate students and 9 credit hours for graduate students.
2. Be in good academic and financial standing
3. Have prior approval for earning credits at another institution while enrolled at UDC (concurrent enrollment approval)

The University will only approve transfer credits earned at other colleges/universities through concurrent enrollment that meet the criteria outlined under Transferring Credit to UDC. Students must submit an official transcript from the university in which the credits were earned to the Office of The Registrar to ensure that the credits earned comply with the transfer credit criteria identified above and are officially applied towards their credits earned toward graduation.
NON-DEGREE SEEKING STUDENTS

1. UDC has no maximum number of credits allowed for transfer, but consistent with UDC’s residency policy, students—including post baccalaureate students—can apply a maximum of 90 transfer credits towards a bachelor’s degree and a maximum of 45 credits towards an associate’s degree.
2. Additional credits towards the degree must be earned in residence at UDC.
3. Academic departments reserve the right to determine those credits that will be used to satisfy degree requirements.
4. UDC only accepts academic coursework from regionally accredited colleges and universities.
5. UDC does not accept vocational, developmental, or independent study, internships/practicums, pass/fail, or other specialized courses that are specific to the institution from which the student has transferred.

(Note: Please see the University Catalog for the complete policy.)

TRANSFER CREDIT

1. Transfer credit is approved only for courses passed with a minimum grade of “C” or better or a 2.0 on a 4.0 grade point average scale, or a “B” or better for graduate students; however, the University does not recognize or give credit for either a plus or a minus (i.e., B+, C-). We will not accept grades that are C-, which are a considered 1.7 on the grade scale. Such grades are not calculated into UDC GPAs.
2. A student’s GPA while attending at UDC is calculated solely on the basis of courses taken at UDC.
3. If courses have a corequisite component (i.e. Natural science lecture and lab) in which the major component (i.e. Biology lecture) does not meet the grade requirement needed for transfer, the corequisite (e.g. Biology lab) would not be eligible even if the corequisite course was completed with the grade requirement. Elective credit will be given unless authorized otherwise by an advisor or program chairperson.
4. College-level work given in or under the direction of an accredited college or university as part of the armed services program is accepted for credit on the same basis as other transfer work. UDC uses the American Council on Education’s Guide to the Evaluation of Educational Experience in the Armed Forces to evaluate military experience and education experiences unaffiliated with accredited institutions of higher education.
5. UDC will approve transfer credits earned at institutions of higher education outside of the U.S. and Canada that are fully recognized by the Ministry of Education, provided that such credits are earned through university-level coursework and are presented with equivalent grades of "C" or higher. All academic work completed outside of the U.S. at postsecondary levels must be evaluated by a member organization of NACES before UDC will evaluate the coursework for a determination of transfer credit. Please visit the NACES website for more information. [http://www.naces.org/members.html](http://www.naces.org/members.html)
CREDIT BY EXAMINATION

*Students are not eligible for the Credit by Exam option if they have registered for and/or have withdrawn in any previous semester from the same course.* The exam must be administered before the final examination period any term. The grade must be submitted before the end of the final grading period.

1. Once the student receives permission from the department chairperson to be examined, a fee of $50.00 *per credit hour, plus the tuition, is charged*. The examination cannot be administered prior to payment of the fee and tuition.

2. After the student is registered by the Office of The Registrar, the form is signed and given back to the student. The student will need to pay for the credit by exam at the Cashiers Office, 2nd floor, Bldg. 39. Once payment is made, the form MUST be turned in to the department chairperson who approved course.

3. Once the exam is administered and a grade is assigned on the form, the Dean must sign off on the form and return it to the Registrar’s Office for final processing.

CHANGE OF PERSONAL INFORMATION

All changes to students’ personal information must be made in writing and in person at the Office of the Registrar, Administration Building, A Level, Room A-135. To verify the appropriate information at the time the request is made, students who are requesting a change of address, name, Social Security number or birth date must bring an original copy of one of the following: birth certificate, court order, marriage certificate, Social Security card, passport, certified lease agreement, certified state tax form. Changes to personal information will be made to records of active students only.

LEGAL ISSUES IN ADVISING (FERPA)

For advising to be successful, advisees must be able to trust that the information they share with advisors about their academic concerns or personal situations will be kept confidential. This right to confidentiality is covered by federal law in the Family Educational Rights and Privacy Act of 1974, commonly known as FERPA, the Privacy Act, or the Buckley Amendment. This federal law protects the privacy of educational records, establishes the right of students to inspect and review their educational records, and provides guidelines for the correction of inaccurate and misleading data through informal and formal hearings. In short, student information, such as grades, GPA, and course selection, should not be accessed or discussed with others unnecessarily. Information can be shared internally without violating confidentiality, however, in cases of “legitimate educational interest” on a need to know basis. This includes any authorized interest or activity undertaken in the name of the University for which access to an educational record is necessary or appropriate to the proper performance of the undertaking.
GENERAL EDUCATION
## GENERAL EDUCATION

### GENERAL EDUCATION CORE/FLAGSHIP

**Director:** Dr. Wynn Yarbrough  
**Building 42, Room B-14a**  
**202-274-5653**

**Assistant Director:** Dr. Kimberly Crews  
**Building 42, Room B-14B**  
**202-274-5857**

### GENERAL EDUCATION CORE/COMMUNITY COLLEGE

**Dean, Academic Affairs:** Dr. Marilyn Hamilton  
**3rd Floor**  
**202-274-5830**

**Director, Academic Support Services:** Dr. William S. Hacker  
**3rd Floor**  
**202-274-6720**

### GENERAL EDUCATION CORE/FLAGSHIP

**General Education Program**  
**Required Courses, Sequence, and Prerequisites**  
**General Education Course Sequence**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course# General Education Courses</th>
<th>Prerequisites</th>
<th>Credits</th>
</tr>
</thead>
</table>
| 1st Semester | IGED 110: Foundation Writing I (Arts and Humanities)  
IGED 120: Foundation Quantitative Reasoning  
IGED 130: Foundation Oral Communication              | None          | 3       |
| 2nd Semester | IGED 111: Foundation Writing II (Social & Natural Sciences)  
IGED 220: Discovery Quantitative Reasoning             | IGED 110, IGED 120 | 3       |
| 3rd Semester | IGED 140: Foundation Ethics  
IGED 210: Discovery Writing  
IGED 250: Discovery Technology                          | IGED 111, None | 3       |
| 4th Semester | IGED 260 Discovery Science & Lab  
IGED 270 Discovery Diversity                              | None, IGED 210 | 4       |
| 5th Semester | IGED 280: Discovery Civics                                          | IGED 210     | 3       |
| 7th Semester | IGED 391: Frontier Capstone I                                        | All 100 & 200 IGEDs | 1.5     |
The senior year capstones are designed to use the skills learned in foundation courses and extend the themes of ethics, civics, diversity, and technology courses and provide students immersion service-based opportunities for learning at home and abroad. These classes typically involve groups of three or more students from diverse majors engaged in a specific issue in the DMV. Students develop a proposal, collaborate with classmates in action steps towards completing the capstone project, and deliver a presentation for the community. This yearlong course brings together various strands and interdisciplinary classes and experiences, including classes and experiences in the major coursework. Sample projects include:

1. Developing a program to increase middle school students’ passion for reading books (not e-text);
2. Exploring how the use of urban gardens, such as the East Capital Urban Farm, can help improve food security among residents of Wards 7 & 8;
3. Creating a program to increase entrepreneurial skills of African American children (ages 9-12) in Ward 8; and
4. Creating a campaign to reopen the day care center on the Van Ness Campus and introduce day care to the Community College campus.

### GENERAL EDUCATION CORE/COMMUNITY COLLEGE

The mission of the UDC Community College (UDC-CC) is to provide high-quality market-driven programs in diverse, technology-enhanced learning environments, provide opportunities for students to obtain the requisite skills for today’s workforce, and prepare them for the demands of tomorrow. The vision of the College is to provide opportunities for District residents to access high-quality, affordable, learner-focused and market-driven programs that advance their individual and the community’s collective economic, social and educational goals, and ensure that our students obtain the knowledge, skills, and dispositions needed to succeed in work and in life. The aim is to ensure that we create life-long learners.

The general education program at UDC-CC is designed to advance the mission and vision of the College by helping students to achieve eight outcomes. The table below summarizes these outcomes and the courses in which students are provided opportunities to acquire the knowledge, skills and abilities that are inherent in these outcomes.

<table>
<thead>
<tr>
<th>Student Learning Outcomes Degree and Certificate Programs</th>
<th>Outcomes</th>
<th>Related General Education Courses/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking/Analysis/Problem Solving, Creativity/Innovation</td>
<td>To conceptualize, apply, analyze, synthesize and evaluate information from a variety of sources.</td>
<td>Activities in courses that require students to use related skills</td>
</tr>
<tr>
<td>Student Learning Outcomes Degree and Certificate Programs</td>
<td>Outcomes</td>
<td>Related General Education Courses/Activities</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Collaboration/Teamwork/ Leadership</td>
<td>To work jointly with others to achieve a purposeful objective.</td>
<td>Activities in courses that require students to use related skills</td>
</tr>
</tbody>
</table>
| Demeanor/Dispositions/ - Professionalism/Ethical and Social Responsibility/Lifelong learning and Self-Direction/Work Ethic | To conduct and behave in a respectful and professional manner; maintain positive attitudes towards learning; and uphold the ethics of their profession. | PHIL 105C – Introduction to Logic  
PHIL 108C – Introduction to Social Ethics  
SOCY 111C – Introduction to Sociology |
| Competence in the use of computer and other technologies as tools for learning | To use the computer and other technologies as tools to support personal and professional objectives | APTC 104C & 105C – Introduction to the Application of Computers – Lecture and Lab |
| Oral Communication                                                           | To prepare a purposeful presentation that is designed to increase knowledge, to foster understanding, or to promote change in listeners’ attitudes, values, beliefs, or behaviors. | SPCH 115C – Public Speaking                                                       |
| Written Communication                                                        | To develop and express ideas in writing using different genres and styles, and employing different technologies that include data and images. | College Level English Courses:  
ENGL 111C – English Composition I  
ENGL 112C – English Composition II |
| Quantitative and Scientific Reasoning/Creativity/Innovation                  | To reason and solve quantitative and scientific problems from a wide array of authentic contexts and everyday life situations supported by quantitative and scientific evidence. | College Level Math Courses:  
MATH 101C – General College Math I  
MATH 102C – General College Math II  
Science Courses: ENSC 107C & 109C – Integrated Science Lecture and Lab OR BIOL 101C & BIOL 103C – Biological Science I Lecture and Lab  
BIOL 102C & BIOL 104C – Biological Science II Lecture |
The table below shows the correlation between the Gen Ed program at UDC- CC and the IGED program on the flagship campus.

<table>
<thead>
<tr>
<th>Community College General Education Course</th>
<th>Equivalent to new UDC General Education Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 111C English Composition I</td>
<td>IGED 110 Foundation Writing I</td>
</tr>
<tr>
<td>ENGL 112C English Composition II</td>
<td>IGED 111 Foundation Writing II</td>
</tr>
<tr>
<td>ENGL 115C Public Speaking</td>
<td>IGED 130 Foundation Oral Communication</td>
</tr>
<tr>
<td>MATH 101C General College Math I</td>
<td>IGED 120 Foundation Quantitative Reasoning</td>
</tr>
<tr>
<td>MATH 102C General College Math II</td>
<td>IGED 220 Discovery Quantitative Reasoning</td>
</tr>
<tr>
<td>PHIL 108C Introduction to Social Ethics</td>
<td>IGED 140 Foundation in Ethics</td>
</tr>
<tr>
<td>Natural Science Lecture/Lab (Biology, Physics, Chemistry, Environmental Sciences)</td>
<td>IGED 260 Discovery Science + Lab</td>
</tr>
</tbody>
</table>

**COURSE EQUIVALENCIES FOR TRANSFER**

**University of the District of Columbia General Education Program**
**General Principles and Specific Examples**

<table>
<thead>
<tr>
<th>General Education Courses</th>
<th>Possible Equivalent Courses</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Writing I</td>
<td>Any first semester university level (non-developmental) writing, composition, rhetoric, or composition/rhetoric course or the equivalent.</td>
<td>Freshman Composition 1, Composition and Rhetoric 1, Composition and Literature 1, etc.</td>
</tr>
<tr>
<td>IGED 110</td>
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</tr>
<tr>
<td>Foundation Writing II</td>
<td>Any second semester university level (non-developmental) writing, composition, rhetoric, or composition/rhetoric course w/research</td>
<td>Freshman Composition 2, Composition and Rhetoric 2, Composition and Literature 2, etc.</td>
</tr>
<tr>
<td>IGED 111</td>
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<tr>
<td>Foundation Quantitative Reasoning I</td>
<td>Any first semester university level (non-developmental) mathematics course or the least advanced of any higher level mathematics course accepted for transfer.</td>
<td>Intermediate/College Algebra (not Introductory Algebra), General College Math, Mathematical Ideas or Mathematics for the Liberal Arts, or any of the courses specified for IGED 220</td>
</tr>
<tr>
<td>Foundation Oral Communications</td>
<td>Any introductory or higher university level speech course or any communications studies courses that require students to give speeches.</td>
<td>Speech Communications, Communications Studies, etc.</td>
</tr>
<tr>
<td>Foundation Ethics</td>
<td>Any course in philosophy, religious studies or a related discipline that addresses questions of meaning and value from a normative perspective. Courses in Ethics strongly preferred but Introduction to Philosophy, courses in the history of philosophy, or metaphysics or the philosophy of religion, introduction to or comparative religion are acceptable. Logic is NOT generally acceptable. Professional Ethics courses must show significant engagement with ethical theory and with issues beyond those covered in professional codes of ethics.</td>
<td>Introduction to Philosophy, Ethics, Social Ethics, Philosophy of Religion, World Religions, Business or Professional Ethics courses taught by philosophers with significant ethical theory content.</td>
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<tr>
<td>Discovery Writing</td>
<td>Any third semester university level (non-developmental) writing course or any 200 level literature courses may be accepted after evaluation of a writing sample by the English Department.</td>
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<tr>
<td>Writing Intensive Course in the Major</td>
<td>The course fulfilling this requirement, and which transferred courses may be substituted for it is determined by the student’s major program.</td>
<td>Because of English Department policy only third semester writing courses can be accepted as substitutes for IGED 210 without evaluation of a writing sample. Creative Writing is not an acceptable substitution.</td>
</tr>
<tr>
<td>Discovery Quantitative Reasoning II</td>
<td>Any second semester university level (non-developmental) mathematics course or the second least advanced of any higher level mathematics course accepted for transfer.</td>
<td>Finite Mathematics, Pre-Calculus, Probability and Statistics, Calculus, or higher.</td>
</tr>
<tr>
<td>Discovery Technology</td>
<td>Any university level course teaching significant technological skills and</td>
<td>Syllabi would have to be reviewed before substitutions</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
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<tr>
<td>IGED 250</td>
<td>Engaging students in reflection on the effective and ethical use of technology</td>
<td>engaging students in reflection on the effective and ethical use of technology in their professional and civic life.</td>
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<td>in their professional and civic life.</td>
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<tr>
<td>Discovery</td>
<td>Any laboratory science (4 credits).</td>
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<tr>
<td>Science +</td>
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<tr>
<td>Lab IGED</td>
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<td>260</td>
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<tr>
<td>Discovery</td>
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<tr>
<td>Diversity</td>
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<td>IGED 270</td>
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<tr>
<td>Discovery</td>
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<td>Civics IGED</td>
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<tr>
<td>Frontier Capstone IGED 391/2</td>
<td>No automatic substitute unless the student's major program has approval to substitute a senior project or capstone in the major for the IGED capstone AND grants the student credit for that course based on coursework elsewhere. Comparable courses playing a similar role at other institutions may be accepted on a case by case basis.</td>
<td></td>
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</tbody>
</table>

Note: Course equivalencies may be revised based on the input from the 2017-2018 General Education Committee.
UNIVERSITY PROFESSIONAL & FACULTY ADVISORS
# UNIVERSITY PROFESSIONAL ACADEMIC ADVISORS/COACHES

## ACADEMIC ADVISORS/FLAGSHIP CAMPUS

Student Success Center  
Building 38, A-Level

<table>
<thead>
<tr>
<th>Student Success Specialists</th>
<th>Contact Information</th>
<th>Majors Advised</th>
</tr>
</thead>
</table>
| Derrick Doctor              | derrick.doctor@udc.edu  
202-274-6008 | The College of Agriculture, Urban Sustainability and Environmental Sciences & College of Arts and Sciences |
| Dr. Janice Jackson          | janice.jackson1@udc.edu  
202-274-6870 | School of Business and Public Administration |
| Breion Goldsby-Harris       | breion.goldsbyharris@udc.edu  
202-274-6989 | School of Engineering and Applied Science |
| Grady Wright                | grady.wright@udc.edu  
202-274-6079 | College of Arts and Sciences |

<table>
<thead>
<tr>
<th>Academic Coaches</th>
<th>Contact Information</th>
<th>Assigned Students</th>
</tr>
</thead>
</table>
| Christian Kameni | christian.kameni@udc.edu  
202-274-6990 | DC-UP Scholars  
Drop-in Students |
| Joseph Pinkney   | joseph.pinkney@udc.edu  
202-274-5247 | Probation Students  
Drop-In Students |
COMMUNITY COLLEGE CAMPUS

Student Success Center
801 N. Capital- 2nd Floor

<table>
<thead>
<tr>
<th>Student Success Specialists</th>
<th>Contact Information</th>
<th>Majors Advised</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen Artis</td>
<td><a href="mailto:karen.artis@udc.edu">karen.artis@udc.edu</a> 202-274-6267</td>
<td>Aviation/Construction/Education/Music</td>
</tr>
<tr>
<td>Latisha Avery</td>
<td><a href="mailto:latisha.avery@udc.edu">latisha.avery@udc.edu</a> 202-274-6501</td>
<td>Liberal Studies Last Name A-H</td>
</tr>
<tr>
<td>Maurice Cook</td>
<td><a href="mailto:maurice.cook@udc.edu">maurice.cook@udc.edu</a> 202-274-6719</td>
<td>Corrections/Law Enforcement/Legal/Respiratory Therapy</td>
</tr>
<tr>
<td>Christopher Daniels</td>
<td><a href="mailto:christopher.daniels1@udc.edu">christopher.daniels1@udc.edu</a> 202-274-7294</td>
<td>Liberal Studies Last Name I-P</td>
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<tr>
<td>Tyondra Jefferson</td>
<td><a href="mailto:tyondra.jefferson@udc.edu">tyondra.jefferson@udc.edu</a> 202-274-5463</td>
<td>Liberal Studies Last Name Q-Z</td>
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<tr>
<td>Gerardo Najera</td>
<td><a href="mailto:gerardo.najera@udc.edu">gerardo.najera@udc.edu</a> 202-274-6728</td>
<td>Admin. Office Man/Business/Computer Accounting/Hospitality</td>
</tr>
<tr>
<td>Amos Smith</td>
<td><a href="mailto:amos.smith@udc.edu">amos.smith@udc.edu</a> 202-274-6721</td>
<td>Architecture Eng. Tech/Computer Sci/Fashion Merch/Graphic Design</td>
</tr>
<tr>
<td>Dr. H. Pearl Peters</td>
<td><a href="mailto:hpeters@udc.edu">hpeters@udc.edu</a> 202-274-6256</td>
<td>Dean of Student Achievement</td>
</tr>
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</table>
UNIVERSITY FACULTY ADVISORS

COLLEGE OF ARTS AND SCIENCES (CAS)

Dean: Dr. April Massey
202-274-5194

Associate Dean for Academic Programs: Dr. Jeffery Fleming
202-274-5543

Assistant Dean of Students: Dr. James Maiden
202.274.5768

Division of Arts and Humanities

Chair: Dr. Alexander Howe,
Bldg. 41, Room 426-01
202-274-5658

Faculty Advisors: Arts and Humanities

<table>
<thead>
<tr>
<th>Advisor</th>
<th>Major</th>
<th>Office/Lab</th>
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<tbody>
<tr>
<td>Dr. Daniel Venne</td>
<td>Art</td>
<td>274-5781</td>
<td>42, A-08</td>
</tr>
<tr>
<td>Dr. Olive Vassell</td>
<td>Digital Media</td>
<td>274-7371</td>
<td>42, B14-D</td>
</tr>
<tr>
<td>Dr. Helene Krauthamer</td>
<td>English</td>
<td>274-5626</td>
<td>41, 415</td>
</tr>
<tr>
<td>Dr. Judith Korey</td>
<td>Music</td>
<td>274-5803</td>
<td>46W, A03A</td>
</tr>
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Division of Education, Health, and Social Work

Chair: Dr. Anika Burtin
Bldg. 52, Room 306A
202.274.5660

Faculty Advisors: Education

<table>
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<th>Advisor</th>
<th>Major</th>
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<tbody>
<tr>
<td>Dr. Anika Burtin</td>
<td></td>
<td>(O) 274.5660</td>
<td>52-306A</td>
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Division of Sciences and Mathematics

Chair: Dr. Leona Harris
Bldg. 44, Room 103
202.274.7401
### Faculty Advisors: Biology

<table>
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<th>Advisor</th>
<th>Major</th>
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<tbody>
<tr>
<td>Dr. Brandy Huderson (last names B, W, M, F, N)</td>
<td>Biology</td>
<td>(O) 274-5889 (L) 274-5840</td>
<td>44-312</td>
</tr>
<tr>
<td>Dr. Carolyn Cousin (last names R, Z, Y, T seniors and premed)</td>
<td>Biology</td>
<td>(O) 274-5874 (L) 274-6486</td>
<td>44-200-07 44-310</td>
</tr>
<tr>
<td>Dr. Freddie Dixon (last names O, E, V, D)</td>
<td>Biology</td>
<td>(O) 274-6474</td>
<td>44-200-06</td>
</tr>
<tr>
<td>Dr. Mathilde Knight (last names J, L, K,H,P,)</td>
<td>Biology</td>
<td>(L) 274-6486</td>
<td>(O) 44-200-08 (L) 44-310</td>
</tr>
<tr>
<td>Dr. Rosie Sneed  (Biology Coordinator, last names A,Q,I,G Seniors)</td>
<td>Biology</td>
<td>(O) 274-6022 (L) 274-5598</td>
<td>(O) 44-200-05, (L) 44-305</td>
</tr>
<tr>
<td>Dr. Samuel Waters (last names C, X, U, S)</td>
<td>Biology</td>
<td>(O) 274-5937</td>
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### Faculty Advisors: Chemistry

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<tr>
<td>Dr. Isadora Posey  (Chemistry Coordinator, last names A,Q,I,G, W,M,F Seniors)</td>
<td>Chemistry</td>
<td>(O) 274-7423</td>
<td>(O) 44-200-18</td>
</tr>
<tr>
<td>Dr. Xueqing Song (last names N,E,D,J,H,P,R,S)</td>
<td>Chemistry</td>
<td>(O) 274-7425</td>
<td>(O) 44-200-22, (L) 42-215</td>
</tr>
<tr>
<td>Dr. Winston Nottingham</td>
<td>Chemistry</td>
<td>(O) 274-6274</td>
<td>(O) 44-200-16</td>
</tr>
<tr>
<td>Dr. Mehdi Hajiyani</td>
<td>Chemistry</td>
<td>(O) 274-5410</td>
<td>(O) 44-200-15</td>
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### Faculty Advisors: Mathematics

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<tr>
<td>Dr. Abdi Darai</td>
<td>Mathematics</td>
<td>(O) 274-5662</td>
<td>(O) 32-B16</td>
</tr>
<tr>
<td>Dr. Shurrren Farmer</td>
<td>Mathematics</td>
<td>(O) 274-6218</td>
<td>(O) 32- B01-23</td>
</tr>
<tr>
<td>Dr. Russell Goward</td>
<td>Mathematics</td>
<td>(O)274-5392</td>
<td>(O) 32-B01-23</td>
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</table>
Division of Social and Behavioral Science

Chair: Dr. Shiela Harmon-Martin
Building 41, Room 407
202-274.7403

Faculty Advisors: Social and Behavioral Sciences

<table>
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<tr>
<th>Advisor</th>
<th>Major</th>
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<tr>
<td>Vacant</td>
<td></td>
<td>(O) 274-5687</td>
<td>41-407-03</td>
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<tr>
<td>Dr. Annette Miles</td>
<td>Admin. of Justice</td>
<td>(O) 274-6573</td>
<td>41-422</td>
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<tr>
<td>Dr. Suzan Harkness</td>
<td>Political Science</td>
<td>(O) 274-6579</td>
<td>41-400-17</td>
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<tr>
<td>Dr. Kimberly Bell</td>
<td>Psychology</td>
<td>(O) 274-5080</td>
<td>41-200-36</td>
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<tr>
<td>Dr. Angelyn Flowers</td>
<td>Homeland Security</td>
<td>(O) 274-5689</td>
<td>41-400-09</td>
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COLLEGE OF AGRICULTURE, URBAN SUSTAINABILITY, AND ENVIRONMENTAL SCIENCES (CAUSES)

Dean: Dr. Sabine O'Hara
Building 44, Room 200-24
202-274-7100

Special Assistant to the Dean: Dr. Elgloria Harrison
Building 44, Room 200-01
202-274-6366

Faculty Advisors: Health, Nursing & Nutrition

<table>
<thead>
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<th>Advisor</th>
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<tr>
<td>Dr. William Pewen</td>
<td></td>
<td>(O) 274-5516</td>
<td>44-200-01</td>
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<tr>
<td>Prof. Bessie Stockard</td>
<td></td>
<td>(O) 274-5076</td>
<td>47-A31</td>
</tr>
<tr>
<td>Dr. Wilmer Johnson</td>
<td>Health Education</td>
<td>(O) 274-6266</td>
<td>47-A33</td>
</tr>
<tr>
<td>Dr. B. Michelle Harris</td>
<td>Nutrition</td>
<td>(O) 274-5739</td>
<td>44-200-04</td>
</tr>
<tr>
<td>Dr. Allison Miner</td>
<td>Nutrition</td>
<td>(O) 274-5721</td>
<td>44-200-11</td>
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<tr>
<td>Prof. Nancy Chapman</td>
<td>Nutrition</td>
<td>(O) 274-5932</td>
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Faculty Advisors: Nursing (RN to BSN)

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<tr>
<td>Dr. Pier Broadnax, Director</td>
<td>Nursing</td>
<td>(O) 274-5915</td>
<td>44-104A</td>
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</table>
### Prof. Elmira Asongwed
Nursing  | (O) 274-5909 | 44-200-27

### Prof. Anne Marie Jean-Baptiste
Nursing  | (O) 274-5942 | 44-200-26

## Professional Science Master’s (PSM) Program

### Faculty Advisors: PSM Program

<table>
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<tr>
<th>Advisor</th>
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<tr>
<td>Dr. Elgloria Harrison</td>
<td></td>
<td>(O) 274-6366</td>
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<tr>
<td>Dr. Tolessa Deksissa</td>
<td>Water Management</td>
<td>(O) 274-5273</td>
<td>42-111/110</td>
</tr>
<tr>
<td>Dr. Dwane Jones</td>
<td>Urban Sustainability</td>
<td>(O) 274-7182</td>
<td>44-200-30</td>
</tr>
<tr>
<td>Dr. Matthew Richardson</td>
<td>Urban Architecture</td>
<td>(O) 274-5947</td>
<td>44-309</td>
</tr>
<tr>
<td>Dr. Susan Kliman</td>
<td>Architecture</td>
<td>(O) 274-5774</td>
<td>32-106</td>
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<tr>
<td>Prof. Genell Anderson</td>
<td></td>
<td>(O) 274-7446</td>
<td>32-106</td>
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<tr>
<td>Prof. Kathy Dixon</td>
<td></td>
<td>(O) 274-6653</td>
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<tr>
<td>Prof. Ralph Belton</td>
<td></td>
<td>(O) 274-5243</td>
<td>32-205</td>
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<tr>
<td>Prof. Clarence Pearson</td>
<td>Architecture</td>
<td>(O) 274-5238</td>
<td>32-205</td>
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## Health Education Program (Public Health Track)

### Program Director
Building 47, Room A-31
202-274-5324

### Faculty Advisors: Health Education Program (Public Health Track)

<table>
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<tr>
<th>Advisor</th>
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<tr>
<td>Dr. Wilmer Johnson</td>
<td>Health Education</td>
<td>(O) 274-6266</td>
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<tr>
<td>Prof. Bessie Stockard</td>
<td>Health Education</td>
<td>(O) 274-5076</td>
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</table>
**SCHOOL OF BUSINESS AND PUBLIC ADMINISTRATION (SBPA)**

**Dean: Dr. Mohamad Sepehri**  
Building 38, Room 314  
202-274-7050

**Associate Dean for Academic Development: Dr. Malva Reid**  
Building 38, Room  
202-274-7037

**Assistant Dean: Racquel Gaston, Esq.**  
Building 38, Room  
202-274-6617

**Faculty Advisors: Accounting**

<table>
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<th>Advisor</th>
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<tr>
<td>Prof. Young Park (last names A-C)</td>
<td>Accounting</td>
<td>(O) 274.5438</td>
<td>38-1st Floor</td>
</tr>
<tr>
<td>Prof. Eva Green (last names D-L)</td>
<td>Accounting</td>
<td>(O) 274-7056</td>
<td>38-1st Floor</td>
</tr>
<tr>
<td>Errol Salmon (last names M-Q)</td>
<td>Accounting</td>
<td>(O) 274-7058</td>
<td>38-1st Floor</td>
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<tr>
<td>Debra Robinson-Foster (last names R-Z)</td>
<td>Accounting</td>
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**Faculty Advisors: Finance**

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<tr>
<td>Tarsaim Goyal (last names A-M)</td>
<td>Finance</td>
<td>(O) 274-7049</td>
<td>38-1st Floor</td>
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<tr>
<td>Tih Koon Tan (last names N-Z)</td>
<td>Finance</td>
<td>(O) 274-6916</td>
<td>38-1st Floor</td>
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**Faculty Advisors: Management**

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<tr>
<td>Prof. Paul Bachman (last names A-C)</td>
<td>Management</td>
<td>(O) 274-7042</td>
<td>38-2nd Floor</td>
</tr>
<tr>
<td>Prof. Sergey Ivanov (last names D-G)</td>
<td>Management</td>
<td>(O) 274-6833</td>
<td>38-2nd Floor</td>
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<tr>
<td>Vacant (last names H-K)</td>
<td>Management</td>
<td>(O) 274-7043</td>
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<tr>
<td>Advisor</td>
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<tr>
<td>Jian Hua (last names L-P)</td>
<td>Management</td>
<td>(O) 274-7138</td>
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<tr>
<td>Vacant (last names Q-T)</td>
<td>Management</td>
<td>(O) 274-7070</td>
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<tr>
<td>Prof. Michael Tannen (last names U-Z)</td>
<td>Management</td>
<td>(O) 274-7046</td>
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**Faculty Advisors: Management Information Systems (MIS)**

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<tr>
<td>Prof. Judy Williams-Smith (last names A-M)</td>
<td>MIS</td>
<td>(O) 274-7061</td>
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**Faculty Advisors: Marketing**

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<tr>
<td>Vacant (last names A-M)</td>
<td>Marketing</td>
<td>(O) 274-6265</td>
<td>38-2nd Floor</td>
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<tr>
<td>Prof. Leslie Vermillion (last names N-Z)</td>
<td>Marketing</td>
<td>(O) 274-7031</td>
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**Faculty Advisor: Procurement and Public Contracting**

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<tbody>
<tr>
<td>Vacant (last names A-Z)</td>
<td>Procurement and Public Contracting</td>
<td>(O) 274-7039</td>
<td>38-3rd Floor</td>
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**Faculty Advisors: Master of Business Administration (MBA)**

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<tr>
<td>Prof. Sergey Ivanov (last names A-H)</td>
<td>MBA</td>
<td>(O) 274-6833</td>
<td>38-2nd and 3rd Floors</td>
</tr>
<tr>
<td>Prof. Les Vermillion (last names I-P)</td>
<td>MBA</td>
<td>(O) 274-7094</td>
<td>38-2nd and 3rd Floors</td>
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<tr>
<td>Vacant (last names Q-Z)</td>
<td>MBA</td>
<td>(O) 274-7043</td>
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**Faculty Advisors: Master of Public Administration (MPA)**

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<tr>
<td>Prof. Julius Anyu (last names A-H)</td>
<td>MPA</td>
<td>(O) 274-7175</td>
<td>38-3rd Floor</td>
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<td>Advisor</td>
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<tr>
<td>Pradeep Behera</td>
<td>Civil Engineering-BS</td>
<td>(O) 274-6186</td>
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<tr>
<td>Byunggu Yu</td>
<td>Computer Science</td>
<td>(O) 274-6289</td>
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<tr>
<td>Junwhan Kim</td>
<td>Computer Science</td>
<td>(O) 274-7455</td>
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<td>Li Chen</td>
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<td>Thabet Kacem</td>
<td>Computer Science</td>
<td>(O) 274-5809</td>
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<tr>
<td>Amir Shahirinia</td>
<td>Electrical Engineering</td>
<td>(O) 274-6917</td>
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<td>Esther Ososanya</td>
<td>Electrical Engineering</td>
<td>(O) 274-5837</td>
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<td>Paul Cotae</td>
<td>Electrical Engineering</td>
<td>(O) 274-6290</td>
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<tr>
<td>Hongmei Dang</td>
<td>Electrical Engineering (MS)</td>
<td>(O) 274-5836</td>
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<tr>
<td>Nian Zhang</td>
<td>Electrical Engineering (MS)</td>
<td>(O) 274-6615</td>
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<tr>
<td>Briana Lowe Wellman</td>
<td>Information Technology</td>
<td>(O) 274-6695</td>
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<tr>
<td>Dong H. Jeong</td>
<td>Information Technology</td>
<td>(O) 274-6292</td>
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<tr>
<td>Shakir James</td>
<td>Information Technology</td>
<td>(O) 274-6271</td>
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<tr>
<td>Jiajun Xu</td>
<td>Mechanical Engineering-BS</td>
<td>(O) 274-5048</td>
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<tr>
<td>Kate Klein</td>
<td>Mechanical Engineering-BS</td>
<td>(O) 274-7131</td>
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<td>Pawan Tyagi</td>
<td>Mechanical Engineering-BS</td>
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<tr>
<td>Lara Thompson</td>
<td>Mechanical Engineering-BS</td>
<td>(O) 274-5046</td>
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<tr>
<td>Wagdy Mahmoud</td>
<td>Mechanical Engineering</td>
<td>(O) 274-6615</td>
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</table>
COUNSELING CENTER
COUNSELING CENTER

COUNSELING CENTER SERVICES

The UDC Counseling and Student Development Center is available to promote psychological well-being that helps students reach their academic, personal, and relational goals. We work to help you address any issue that may be interfering with your well-being or success. Services are provided by trained professionals, free, and fully confidential.

Consultation: Consists of initial, one-on-one appointments that can be a one-time check-in with a counselor about a specific concern, or to get more information about beginning individual counseling.

Individual Counseling: Consists of ongoing meetings that provide an opportunity for students to talk about themselves, their feelings, relating to other people, their values, coping strategies, and any other topics of concern.

Frequently Asked Questions About the Counseling Center

HOW DO I REFER A STUDENT TO MAKE AN APPOINTMENT? Appointments may be arranged by calling 202.274.6000 or by dropping by our office. Our support staff can normally schedule appointments within a few days.

WHAT IF I AM CONCERNED ABOUT A STUDENT AND WANT TO SPEAK TO A COUNSELOR? Staff clinicians are available for consultation regarding students. You can contact the Counseling Center and inform the support staff that you would like to provide information about a student. Our support staff will connect you with one of our clinicians. Reminder: Our services are fully confidential, so we cannot inform you if a student has contacted the Counseling Center or attended an appointment here without the student’s written permission.

WHAT IF I BELIEVE A STUDENT IS IN CRISIS? The Counseling Center may sometimes be available for same-day, urgent appointments. If you believe a student is in crisis, we recommend that you encourage the student to come to the Counseling Center and say it is urgent. While we cannot guarantee same-day appointments, we try to be available for students who are experiencing mental health emergencies.
DISABILITY RESOURCE CENTER (DRC)
DISABILITY RESOURCE CENTER (DRC)

DISABILITY RESOURCE CENTER SERVICES

The Office of the Disability Resource Center is responsible for exploring possible coverage and reasonable accommodations for undergraduate, graduate, and professional students under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.

The mission of The DRC is to provide and coordinate accommodations, support services, and auxiliary aids for qualified students with disabilities. The DRC offers a wide range of support. In addition to customary academic accommodations (including, but not limited to, extended time on exams, interpreting services, and reading services,), we encourage students to develop individual working relationships with faculty and staff to address learning and disability management issues.

Some of the services offered are:

- Adaptive/Assistive Technology
- Interpreting Services
- Lab/Library Assistance
- Letters to Professors
- Note taking Support
- Scribing
- Priority Registration
- Test Accommodations
- Reading Services
- Learning Disability Tutoring

The University of the District of Columbia does not offer specific diagnostic testing but can arrange for students to have no-fee assessments because we serve as a clinical training site for the George Washington University Center for Professional Psychology's doctoral training clinic.

Typically, the Center does not provide academic tutoring directly, but it can make referrals to UDC and community resources.
FINANCIAL AID
FINANCIAL AID

Satisfactory Academic Progress (SAP) Policy

SAP APPEALS

Federal regulations require that the Financial Aid Office at the University of the District of Columbia (UDC) ensure that financial aid recipients are making measurable academic progress toward degrees or in certificate programs. SAP is evaluated at the end of each semester. In general, UDC financial aid recipients must maintain a minimum cumulative Grade Point Average (GPA), complete 67% of all attempted coursework, and may not exceed 150% of the time frame required to obtain a degree or certificate. The specific requirements are defined below:

Qualitative Academic Standard Requirement

Requirement #1
Financial aid recipients must maintain a cumulative Grade Point Average (GPA) of at least 2.0 for undergraduate students and a 3.0 for graduate students. Grades associated with coursework are as follows:

Courses successfully completed: A, B, C, D, P
Courses not successfully completed: F, W, I, X, AU

Undergraduate Students
Undergraduate students must maintain a cumulative 2.00 GPA. Your GPA will be reviewed at the end of each semester. If at the end of your first semester your GPA is less than 2.00, you will be notified and placed on Financial Aid Warning Status. If your GPA falls below a 2.00 at the end of your second semester or the end of the academic year, you will be placed on financial aid suspension.

Graduate Students
Graduate students must maintain a cumulative 3.00 GPA each semester. If at the end of your first semester your GPA is less than 3.00, you will be notified and placed on Financial Aid Warning Status (FAWS). If your GPA falls below a 3.00 at the end of your second semester or the end of the academic year, you will be placed on financial aid suspension.

Quantitative Academic Standard Requirement

Requirement #2
Financial aid recipients must complete at least 67% of ALL attempted coursework. Aid recipients must be making academic progress, having a cumulative earned completion rate of 67% or better for all attempted coursework.

The number of credits students must complete each semester depends on their enrollment status. Enrollment status is determined by the number of credits attempted each semester.
Financial aid recipients who do not cumulatively complete at least 67% of their attempted coursework at the end of their first semester will be placed on FAWS. If you do not successfully complete 67% of your coursework at the end of the second semester or academic year, you will be placed on financial aid suspension. Below is a chart showing the minimum number of credits that must be completed during your first semester to remain in good standing. Cumulative pace requirements will be counted each semester to determine if a student is placed on warning or suspension.

**Undergraduate Unit Completion Requirement Chart**

Fall, Spring, Summer Semesters

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<thead>
<tr>
<th>Units Attempted</th>
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<th>Required to Complete</th>
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<tr>
<td>12 or more *</td>
<td>Full Time</td>
<td>9</td>
</tr>
<tr>
<td>9 – 11.5</td>
<td>3/4 Time</td>
<td>8</td>
</tr>
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<td>6</td>
</tr>
<tr>
<td>1 – 5.5</td>
<td>&lt; 1/2 Time</td>
<td>All attempted</td>
</tr>
</tbody>
</table>

**NOTE:** Graduate students are counted based on the 9 credit hour full-time enrollment measurement.

**ALSO NOTE:** Transfer credits (including those from foreign institutions) that apply toward the student’s degree may be included in the student’s completion rate calculation.

**Maximum Timeframe to Complete Program Requirement**

**Requirement #3**

Federal student aid regulations allow a student 150% of the time frame required to complete their program of study. Students will be deemed ineligible for financial aid upon exceeding the 150% maximum time frame or attempted credits as indicated below:

**Example: Maximum Time Frame** (based on a 120 credit hour program)

<table>
<thead>
<tr>
<th>Enrollment Status</th>
<th>Required Credit Hours to Graduate</th>
<th>Maximum Attempted Credit Hours (150%)</th>
<th>Maximum Years/Semesters to Complete Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time (min. of 12 credit hours/semester)</td>
<td>120 credit hours (4 years/8 semesters)</td>
<td>180 credit hours</td>
<td>6 years/12 semesters</td>
</tr>
<tr>
<td>Half-time (6-8 credit hours/semester)</td>
<td>120 credit hours (8 years/16 semesters)</td>
<td>180 credit hours</td>
<td>12 years/24 semesters</td>
</tr>
<tr>
<td>Graduate Students</td>
<td>30 credit hours (2 semesters)</td>
<td>45 credit hours</td>
<td>3 semesters</td>
</tr>
</tbody>
</table>
Example: Maximum Time Frame Community College – Associate Degree/Certificate

<table>
<thead>
<tr>
<th>Educational Goal</th>
<th>Average number of credits required to achieve Ed. Goal</th>
<th>Maximum number of credits you may attempt is 150% of the program length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Degree</td>
<td>60 credits</td>
<td>90 credits</td>
</tr>
<tr>
<td>Certificate Program</td>
<td>30 credits</td>
<td>45 credits</td>
</tr>
</tbody>
</table>

**NOTE:** New Federal student aid regulations limit the maximum Subsidized Loan for new students to 150% of their program of study. Also, the Federal Pell Grant may only be received up to a maximum of 12 full-time semesters. Students exceeding 12 full-time semesters to complete their undergraduate degree will not be eligible for Federal Pell Grant funding. (This includes dual degrees and change of majors).

**Additional SAP Requirements**

**Transfer Credits** – Transfer credits (including those from foreign institutions) that apply toward the student’s degree may be placed within the SAP policy quantitative and maximum time frame requirements.

**Change of Major** – Students who change their major must submit a degree checklist signed by their Department Dean or Academic Advisor outlining the number of credits needed to obtain the changed degree. The maximum time frame will be calculated based upon the submission of the new requirement for graduation. Students changing their major must be mindful of the maximum Pell Grant Requirement.

**Second Degree** – Students pursuing a second degree must submit a degree plan listing which additional credits are required to obtain the second degree and may only receive funding up to the additional hours required. A written statement about why you are pursuing a second degree may be required as part of your SAP Appeal.

**Dual Degree Program** – Students may state in writing their reasons for pursuing a dual degree program, and request an extension of the time frame policy. An academic plan must be provided stating what coursework is required and the total number of credits needed to complete the dual degree program. Students in dual degree programs must be mindful of Pell Grant limits.
**Repeating a Course** – Allowable repeats include a failed course and a course the student has previously withdrawn from. Please note that the repeat course will count toward quantitative and maximum time frame requirements. Students may not receive financial aid funding to repeat a course that has been successfully completed.

**Developmental coursework** – Students may receive financial aid for up to 30 credit hours of developmental/remedial coursework. Developmental courses will count toward quantitative and maximum time frame requirements of this SAP policy.

**Graduate students enrolled for undergraduate coursework** – Graduate students may not receive financial aid to take undergraduate coursework as these credits and hours will not apply toward their graduate degree program.

**Professional Licensure** – Students pursuing professional licensure are not eligible for financial aid unless they are admitted to a degree program.

**Financial Aid SAP Progress Status Categories**

**GOOD Status**

The aid recipient has maintained a minimum cumulative 2.0 GPA for undergraduates and 3.0 GPA for graduates, has completed at least 67% of all attempted coursework and has not exceeded the 150% maximum time frame required to obtain their degree or certificate.

**WARNING Status**

At the end of the first semester of study, the aid recipient has not maintained a cumulative 2.0 GPA for undergraduates and 3.0 GPA for graduates or has not completed at least 67% of all attempted coursework or is near the 150% maximum time frame required to obtain their degree or certificate.

Students who meet the GPA and quantitative credit completion rate requirements at the end of the warning semester may return to an academic status of “Good” Satisfactory Academic Progress.

**SUSPENSION Status**

1. Financial aid recipients placed on suspension are not eligible for financial aid. Students in any of the following three categories are considered to have an academic status of financial aid suspension:
2. Students who are on financial aid warning and do not maintain a minimum 2.0 GPA (3.0 for graduates);
3. Students who are on financial aid warning and who do not complete at least 67% of their coursework at the end of the second semester; and
4. Students who reach or exceed the maximum 150% time frame of their program.
PROBATION Status

Students who submit an Appeal Application are placed on a One-Term Probation. Students must meet all SAP requirements while on probation to return to good standing. Should they fail to do so after the end of the probation period and/or violate the terms of their probation, they will be placed back on suspension and are no longer eligible for financial aid or able to reappeal.

Financial Aid Notification and Suspension Appeal Process

Students who are placed on financial aid warning and suspension will be notified via email and their my.UDC.edu student portal. Any student on suspension may appeal their status by completing a Financial Aid Satisfactory Academic Progress Appeal. The appeal MUST include the following:

2. **Personal Statement Explaining Circumstance** – The TYPED statement must explain why you failed to make satisfactory academic progress and what has changed that will allow you to make academic progress during the next period of study.
3. **Supporting Documentation** – The student must submit documentation to support the personal statement.
4. **Academic and Success Strategies Plan** – The student must complete an Academic Plan and Success Strategies Plan. The plan must outline coursework and academic services the student will utilize to ensure academic success.

Appeal Review and Decision

The Financial Aid Appeal will be reviewed and the student will be notified in writing via their my.UDC.edu student portal (my.udc.edu) of the appeal decision. **APPEAL REVIEWS MAY TAKE UP TO TWO WEEKS BEFORE A DECISION IS RENDERED.** Hence, students are encouraged to submit their appeals as early as possible should they wish to be reconsidered for aid prior to the start of their next semester of enrollment.

Approved Appeals

**NOTE: SUBMISSION OF AN APPEAL DOES NOT GUARANTEE APPROVAL!**

If a student’s appeal is approved, the student will be placed on a **ONE-TERM FINANCIAL AID PROBATION** and will be allowed one enrollment period/semester of funding to bring the status up to the required minimum standards. Students may not withdraw, fail, or receive incompletes while on a one-term probation. Students who make progress after their probationary semester may return to “good satisfactory academic progress” status or request a continued probation status if the students met the terms of their one-term probation but did not reach the cumulative GPA or completion rate requirements.
Students who fail to meet satisfactory academic progress requirements after their probation period will be placed back on suspension and will no longer be eligible for financial aid. **Students may not reappeal should they fail to meet SAP requirements during their probation period.**

**Denied Appeals and Regaining Eligibility**

Students whose appeals are denied will no longer be eligible for financial aid at UDC. Once a student becomes ineligible for financial aid, the student can regain eligibility by completing the following:

1. Achieve the required 67% quantitative cumulative course completion rate as described in this policy; and
2. Achieve the minimum 2.0 GPA (3.0 for graduates) required to reestablish satisfactory academic progress.

Students denied their appeal must meet these requirements at their own expense and complete a new Appeal Application should they wish to be reconsidered for financial aid. Eligibility cannot be reestablished simply by being out of school for a set period of time or by paying for a certain number of courses out of pocket.

**NOTE:** Students who were denied an appeal for a maximum time frame extension will not regain eligibility.

<table>
<thead>
<tr>
<th>Financial Aid Satisfactory Academic Progress (SAP) Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full SAP Policy:</strong> <a href="http://www.udc.edu/financial_aid/maintaining_eligibility">http://www.udc.edu/financial_aid/maintaining_eligibility</a></td>
</tr>
<tr>
<td><strong>GPA Requirement:</strong> 2.0 (UG)/ 3.0 (GRAD)</td>
</tr>
<tr>
<td><strong>Completion Rate:</strong> 67% (# of credits earned divided over # attempted)</td>
</tr>
<tr>
<td><strong>Maximum Time Frame:</strong> 150%. For example, a standard Associate’s Program requires 60crs. For example, 60crs X150% = 90crs</td>
</tr>
<tr>
<td>Bachelor's Program requires 120crs X150% = 180crs</td>
</tr>
</tbody>
</table>
STUDENT SUCCESS PLATFORMS
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CAMPUS BY EDUCATION ADVISORY BOARD (EAB)

The Student Success Collaborative CAMPUS platform at UDC aims to increase retention and graduation rates by improving student support. Developed by the Education Advisory Board (EAB), the program combines technology and best practices research to help institutions assist students on their educational journeys.

How CAMPUS/EAB Works

CAMPUS is a cloud-based, student support tool that helps university stakeholders connect with students and uses predictive analytics to alert advisors, staff, and students if a student is veering off the path to graduation in their desired major. The platform predicts a student’s academic progression based on predictive analytics of students who have successfully graduated in the desired major over the past 10 years utilizing the University's historical data.

Faculty and professional advisors can use CAMPUS to schedule appointments with students, create watch lists, and monitor and track caseloads. They also can connect with students via text and email, and even refer and track students to support services. Advisors see a comprehensive array of diagnostic information on a single screen and can select a drop-down arrow per topic for more detailed information. Trained users can create outreach lists or “campaigns” based on criteria they choose.

Administrators can use the predictive analytics workbooks to identify trends regarding student progress and degree–changing patterns in majors, colleges, and institutions.

WHERE TO LOG-IN

https://udc.campus.eab.com/session/new

If you are an active professional or faculty advisor at the University of the District of Columbia, and if you have completed training, you will receive access to “CAMPUS.” You can log in using your UDC email address and provided password. The University will be expanding roles and permission for faculty as well as support staff during the academic year. Please look for emails and notices regarding upcoming training sessions.

Who do I contact for training?

- Dr. Timothy L. Hatchett 202.274.5102 (timothy.hatchett@udc.edu) - Van Ness
- Ms. Latisha Avery 202.274.6501 (latisha.avery@udc.edu) – Community College
• Ms. Doni Russell 202.274.5725 (drussell@udc.edu) – Van Ness

Reminders about CAMPUS

1. Make sure your FERPA training is up to date. If not, please contact Mr. Anthony Jemison (anthony.jemison@udc.edu) in Talent Management.
2. Once you have completed the required trainings, you can log in using your UDC email address and provided password.
3. If you are unable to access the “CAMPUS” platform once you have completed training, please contact Dr. Hatchett, Ms. Avery, or Ms. Russell at the above-listed addresses.

DEGREE WORKS

WHAT IS DEGREE WORKS?

Degree Works is a web-based tool designed for students to monitor their academic progress toward degree or certificate completion at UDC. Degree Works also allows students and their advisors to plan future academic coursework. With the click of a tab (the “What If” feature), students also will be able to see how academic progress might change if they change their major.

WHAT IS A DEGREE AUDIT?

Using Degree Works, the degree audit shows the met and unmet requirements for a student’s current or desired major based on courses taken, courses in progress, and courses transferred in.
TUTORING AND SUPPORT CENTERS
(Tutoring)
TUTORING AND SUPPORT CENTERS

THE CENTER OF ACADEMIC AND CAREER EXCELLENCE (CACE)-COMMUNITY COLLEGE

CACE offers an array of services designed to strengthen students’ skills and abilities in areas critical to college success. Services include Peer Tutoring and Supplemental Instruction in Writing, Math, Physics, Chemistry, Biology, Computer Science, Accounting, foreign languages (Spanish and French), help with study skills, oral communications/presentations, critical reading and thinking, and a calculator lending service. Also, the CACE conducts on-site/in-class workshops for students.

For walk-in service, students should come no less than three days before an assignment is due with the professor’s instructions, the assigned text, the syllabus, and a hardcopy or electronic draft of the assignment. Additionally, the UDC-CC Office of Career Services will provide career development programming, presentations and workshops in the CACE Lab (Room 707).

Focusing primarily on, but not limited to, STEM degree-seeking students for career support assistance, the CACE Lab supports students in all majors offered by the Community College in making well-informed career decisions about occupation(s) aligned with their program of study. Additionally, the Office of Career Services offers career assessments, labor market education, and career action planning support.

Location: Room 712

Hours: The CACE Center is open 5 days a week, Monday, Tuesday, and Thursday 10:00am-8:00pm; Wednesdays 10:00am-7:00pm and Fridays 10:00am-5:00pm, with extended hours as needed.

STUDENT ACHIEVEMENT CENTER–FLAGSHIP

The Student Achievement (SA) Center helps students with writing assignments. The Center offers face-to-face and online tutoring across the disciplines. The SA Center’s experienced tutors use an interactive, holistic approach to tutoring that looks at the overall assignment rather than a line-by-line review of a student’s paper. The tutor notes patterns of errors in the first 1-2 paragraphs, helps the student identify the errors, and then gives the student the opportunity to correct the errors.

For online tutorials, students submit papers through the SA Center’s Blackboard site. If the percentage of external sources exceeds 25 percent, a tutor will review the sources; if most of the body consists primarily of other sources, the paper will be returned to the student unviewed with instructions to revise the paper along with an appropriate handout. The turnaround time for online tutoring is 2-3 business days. For instructions, please email us at asc@udc.edu or call 202-274-5938.
To help students get the most from the tutorial experience, it is important that they know what tutors will and will not do:

**Tutors do help students...**
- Understand assignment prompts.
- Identify and clarify purpose.
- Brainstorm ideas.
- Revise a thesis statement.
- Revise topic sentences.
- Organize a paper.
- Reduce wordiness.
- Learn to cite sources & format papers correctly (e.g., MLA, APA).
- Learn punctuation rules.
- Learn to proofread.
- Review verb tense, point of view, and general grammar.
- Interpret professors’ comments on graded papers.

**Tutors don't...**
- Provide any assistance on quizzes, tests, or exams.
- Write papers for students.
- “Fix” papers for students.
- Do research for students.
- Write on papers.
- Sit next to students while they write.
- Identify all errors in punctuation.
- Proofread entire papers.
- Guess a student's grade.
- Guarantee a student a passing grade.

**Location:** Building 38, Room A-15

**Contact:** asc@udc.edu/202-274-5938

**Hours:** Spring 2018 hours are 10-6 Monday, Tuesday, and Thursday, 10-7 Wednesday, and 9:30-5:00 on Friday
HOW TO:

How to Remove a Hold
How to Register a Student
How to Complete a SAP Appeal
HOW TO

HOW TO REMOVE A HOLD

How to remove registration hold in Banner

1. After logging into Banner, type SOAHOLD in the “Go To” prompt:

2. Once on the hold screen, look for the “See Advisor” hold:

3. Look at the dates of the hold. Click the calendar icon by the “From” date, then press the “Today” button to change the date. Once the date is changed, click “Ok”.

4. After changing date, find the floppy disk icon at the top left of the screen and click it. This will save your action.

5. If student has the following holds, it will prevent them from registering for classes.

6. Student should contact these offices to resolve hold issue:

Unpaid Balance Hold (Student Accounts)

- Community College Ms. Betts (Room 122 at Community College. 274-5222)
- Van Ness (Bldg. 39, A Level, Enrollment Management Suite, 274-5168)
- Immunizations Hold (Health Services) (Van Ness Campus, Building 44,
Students should be directed to the corresponding office to discuss hold.

Admissions Holds (Office of Admissions) Community College

<table>
<thead>
<tr>
<th>Staff</th>
<th>Roles</th>
<th>Hold Removals</th>
<th>Contact Info</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrea Linthicum</td>
<td>First Time In College (FTIC) &amp; Readmit</td>
<td>Final HS transcript Application Fee Name Change Issues</td>
<td>Email: <a href="mailto:alinthicum@udc.edu">alinthicum@udc.edu</a> Phone: 202-274-6842</td>
</tr>
<tr>
<td>Anthony Davis</td>
<td>First Time In College (FTIC)</td>
<td>Final HS Transcript Application Fee Name Change Issues</td>
<td>Email: <a href="mailto:anthony.davis@udc.edu">anthony.davis@udc.edu</a> Phone: TBD</td>
</tr>
<tr>
<td>Sheila McKay</td>
<td>Transfer &amp; Non-Degree</td>
<td>College Transcript Issues HS Transcript Holds Application Fee Name Change Issues</td>
<td>Email: <a href="mailto:sheila.mckay@udc.edu">sheila.mckay@udc.edu</a> Phone: 202-274-6159</td>
</tr>
<tr>
<td>Sherma Lawrie</td>
<td>International (FTIC, Transfer, Re-admit)</td>
<td>Foreign Evaluations All Visa Issues (other than asylee/permanent residence matters) Application Fee</td>
<td>Email: <a href="mailto:Sherma.lawrie@udc.edu">Sherma.lawrie@udc.edu</a> Phone: 202-274-5234</td>
</tr>
</tbody>
</table>

**HOW TO REGISTER A STUDENT USING SFAREGS**

1. Use the Student Course Registration form (**SFAREGS**) to register a student for classes. 1. Open the Student Course Registration form by typing **SFAREGS** in the Direct Access box of the Banner General Main menu and press the [Enter] key on the keyboard.
2. The Student System Distribution Initialization Information form

(SOADEST) displays the first time you access SFAREGS in a Banner session. Click the Exit icon on the toolbar. The Student Course Registration form (SFAREGS) displays.

3. Type the term code in the Term field. A term code must be entered. Type the Student ID for the student you are looking for and the name should appear in the box next to the student’s name. After name appears, hit the CTRL + Page Down button twice to toggle down to the course information area. If the student is not able to register because of a hold, you will not be able to access this section. (See instructions on removing a hold to see a list of common holds that affect registration).
4. Once in the course information screen, you must enter the **CRN (Course Reference Number)** for desired course then hit the save icon (floppy disk) twice and OK in the message box. This will insure that your registration changes are saved and the fees assessed.

Semester Code:
The Year is always the year that ends the current academic year.

- YYYY10 = credit spring
- YYYY20 = credit summer
- YYYY30 = credit fall

For example to register a student for the Spring 2018 semester, the semester code is 201820.
Common Registration/Add Errors:

**Prerequisite/Test Score:** This happens when Banner has not registered that the student has fulfilled prerequisite requirements. Sometimes courses are not coded correctly in Banner so you must always verify that the student has completed prerequisites. You can verify this by looking on the **SHACRSE** screen or in **Degree Works**. Unsure of prerequisites, please check current UDC catalog. In the case of English and Math courses for Community College students, although Accuplacer test scores are stored in Banner, the system does not recognize them, therefore you must visit the **SOATEST** screen to verify test scores.

**Corequisite:** This happens in the case where registration is attempted for courses with a lecture/lab component. When registering for these courses, registration must be entered for the lecture and corresponding lab at the same time. You can prevent this from happening by having the CRN for both the lecture and lab on hand before going to the **SAFREGS** screen.

**Time Conflict:** This happens when the course overlaps with another course already on the student’s schedule.

**College Restriction:** This happens when you are attempting to register a student for a course on another campus (**Van Ness or Community College**). Remember, the student’s Academic Dean must give approval for the student to take courses at the other campus.

**Dean/Department Chair:** This happens when registration is attempted for a course that requires approval by the Dean or Department chair of a program the course is housed in. In this case only the Dean/Department Chair has the authority to register students for the
course, unless otherwise authorized. For example, Community College professional advisors have the authority to register students for co-remediation developmental coursework in English and math.

**HOW TO COMPLETE A SATISFACTORY ACADEMIC PROGRESS (SAP) APPEAL**

Federal regulations require that the Financial Aid Office at the University of the District of Columbia (UDC) ensure financial aid recipients are making measurable academic progress toward their degree or in their certificate program. SAP is evaluated at the end of each semester. In general, UDC financial aid recipients must maintain a minimum cumulative Grade Point Average (GPA), complete 67% of all attempted coursework and not exceed 150% of the time frame required to obtain a degree or certificate. The specific requirements are defined below:

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**Undergraduate Students**

Undergraduate students must maintain a cumulative 2.00 GPA. Your GPA will be reviewed at the end of each semester. If at the end of your first semester your GPA is less than 2.00, you will be notified and placed on Financial Aid Warning Status. If your GPA falls below a 2.00 at the end of your second semester or the end of the academic year, you will be placed on financial aid suspension.

**Graduate Students**

Graduate students must maintain a cumulative 3.00 GPA each semester. If at the end of your first semester, your GPA is less than 3.00 you will be notified and placed on Financial Aid Warning Status. If your GPA falls below a 3.00 at the end of your second semester or the end of the academic year, you will be placed on financial aid suspension.
Quantitative Academic Standard Requirement

Requirement #2

Financial aid recipients must complete at least 67% of ALL attempted coursework. Aid recipients must be making academic progress, having a cumulative earned completion rate of 67% or better for all attempted coursework.

The number of credits a student must complete each semester depends on their enrollment status. Enrollment status is determined by the number of credits attempted each semester. Financial aid recipients who do not cumulatively complete at least 67% of their attempted coursework at the end of their first semester will be placed on financial aid warning status. If you do not successfully complete 67% of your coursework at the end of the second semester or academic year, you will be placed on financial aid suspension. Below is a chart showing the minimum number of credits that must be completed during your first semester to remain in good standing. Cumulative pace requirements will be counted each semester to determine if a student is placed on warning or suspension.

Undergraduate Unit Completion Requirement Chart

Fall, Spring, Summer Semesters

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</tr>
<tr>
<td>1- 5.5</td>
<td>&lt; 1/2 Time</td>
<td>All attempted</td>
</tr>
</tbody>
</table>

* Graduate students are counted based on the 9 credit hour full-time enrollment measurement.
** Transfer credits (including those from foreign institutions) that apply toward the student's degree may be included in the student's completion rate calculation.

Maximum Time Frame to Complete Program Requirement

Requirement #3

Federal student aid regulations allow a student 150% of the time frame required to complete their program of study. Students will be deemed ineligible for financial aid upon exceeding the 150% maximum time frame or attempted credits as indicated below:
### Example: Maximum Time Frame (based on a 120-credit hour program)

<table>
<thead>
<tr>
<th>Enrollment Status</th>
<th>Required Credit Hours to Graduate</th>
<th>Maximum Attempted Credit Hours (150%)</th>
<th>Maximum Years/Semesters to Complete Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time (min. of 12 credit hours/semester)</td>
<td>120 credit hours (4 years/8 semesters)</td>
<td>180 credit hours</td>
<td>6 years/12 semesters</td>
</tr>
<tr>
<td>Half-time (6-8 credit hours/semester)</td>
<td>120 credit hours (8 years/16 semesters)</td>
<td>180 credit hours</td>
<td>12 years/24 semesters</td>
</tr>
<tr>
<td>Graduate Students</td>
<td>30 credit hours (2 semesters)</td>
<td>45 credit hours</td>
<td>3 semesters</td>
</tr>
</tbody>
</table>

### Example: Maximum Time Frame Community College – Associate Degree/Certificate

<table>
<thead>
<tr>
<th>Educational Goal</th>
<th>Average number of credits required to achieve Ed. Goal</th>
<th>Maximum number of credits you may attempt is 150% of the program length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Degree</td>
<td>60 credits</td>
<td>90 credits</td>
</tr>
<tr>
<td>Certificate Program</td>
<td>30 credits</td>
<td>45 credits</td>
</tr>
</tbody>
</table>

**Please Note:** New Federal student aid regulations limit the maximum Subsidized Loan for new students to 150% of their program of study. Also, the Federal Pell Grant may only be received up to a maximum of 12 full-time semesters. Students exceeding 12 full-time semesters to complete their undergraduate degree will not be eligible for Federal Pell Grant funding (this includes dual degrees and change of majors).

**Additional Satisfactory Academic Progress Requirements**

**Transfer Credits** – Transfer credits (including those from foreign institutions) that apply toward the student’s degree may be placed within the SAP policy quantitative and maximum time frame requirements.
**Change of Major** – Students who change their major must submit a degree checklist signed by their Department Dean or Academic Advisor outlining the number of credits needed to obtain the changed degree. The maximum time frame will be calculated based upon the submission of the new requirement for graduation. Students changing their major must be mindful of Pell Grant limits.

**Second Degree** – Students pursuing a second degree must submit a degree plan listing which additional credits are required to obtain the second degree and may only receive funding up to the additional hours required. A written statement about why you are pursuing a second degree may be required as part of your SAP Appeal.

**Dual Degree Program** – Students may state in writing their reasons for pursuing a dual degree program, and request an extension of the time frame. An academic plan must be provided stating what coursework is required and the total number of credits needed to complete the dual degree program. Students in dual degree programs must be mindful of Pell Grant limits.

**Repeating a Course** – Allowable repeats include a failed course and a course the student has previously withdrawn from. Please note that the repeat course will count toward quantitative and maximum time frame requirements. Students may not receive financial aid funding to repeat a course that has been successfully completed.

**Developmental coursework** – Students may receive financial aid for up to 30 credit hours of developmental/remedial coursework. Developmental courses will count toward quantitative and maximum time frame requirements of this SAP policy.

**Graduate students enrolled for undergraduate coursework** – Graduate students may not receive financial aid to take undergraduate coursework as these credits and hours will not apply toward their graduate degree program.

**Professional Licensure** – Students pursuing professional licensure are not eligible for financial aid unless they are admitted to a degree program.

**Financial Aid Satisfactory Academic Progress Status Categories**

**GOOD Status**

The aid recipient has maintained a minimum cumulative 2.0 GPA for undergraduates and 3.0 GPA for graduates, has completed at least 67% of all attempted coursework and has not exceeded the 150% maximum time frame limit associated with their degree or certificate.

**WARNING Status**

At the end of the first semester of study, the aid recipient has not maintained a cumulative 2.0 GPA for undergraduates and 3.0 GPA for graduates, or has not completed at least 67% of all attempted coursework or is near the 150% maximum time frame limit associated with their degree or certificate.
Students who meet the GPA and quantitative credit completion rate requirements at the end of the warning semester may return to an academic status of “Good” Satisfactory Academic Progress.

SUSPENSION Status

Financial aid recipients placed on suspension are not eligible for financial aid. Students in any of the following three categories are considered to have an academic status of financial aid suspension:

1. Students who are on financial aid warning and do not maintain a minimum 2.0 GPA (3.0 for graduates) at the end of the second semester will be placed on suspension.
2. Students who are on financial aid warning and who do not complete at least 67% of their coursework at the end of the second semester will be placed on suspension.
3. Students who reach or exceed the maximum 150% time frame limit associated with their program will be placed on suspension.

PROBATION Status

Students who submit an Appeal Application are placed on a One-Term Probation. Students must meet all SAP requirements while on probation to return to good standing. Should they fail to do so after the end of the probation period and/or violate the terms of their probation, they will be placed back on suspension and are no longer eligible for financial aid or able to reappeal.

Financial Aid Notification and Suspension Appeal Process

Students who are placed on financial aid warning and suspension will be notified via email and their myUDC student portal. Any student on suspension may appeal their status by completing a Financial Aid Satisfactory Academic Progress Appeal. The Appeal MUST include the following:

1. SAP Appeal Form, http://www.udc.edu/financial_aid/financial_aid_forms– The student must understand the terms and requirements of the Appeal.
2. Personal Statement Explaining Circumstance – The TYPED statement must explain why the student failed to make satisfactory academic progress and what has changed that will allow you to make academic progress during the next period of study.
3. Supporting Documentation – The student must submit documentation to support the personal statement
4. Academic and Success Strategies Plan – The student must complete an Academic Plan and Success Strategies Plan. The plan must outline coursework and academic services the student will utilize to ensure academic success.

Appeal Review and Decision
The Financial Aid Appeal will be reviewed, and the student will be notified in writing via their My.UDC student portal (my.udc.edu) of their appeal decision. **APPEAL REVIEWS MAY TAKE UP TO TWO WEEKS BEFORE A DECISION IS RENDERED.** Hence, students are encouraged to submit their appeals as early as possible should they wish to be reconsidered for aid prior to the start of their next semester of enrollment.

**Appeals that are Approved**

**SUBMISSION OF AN APPEAL DOES NOT GUARANTEE APPROVAL!**

If your appeal is approved, you will be placed on a **ONE-TERM FINANCIAL AID PROBATION** and will be allowed one enrollment period/semester of funding to bring your status up to the required minimum standards. Students may not withdraw, fail, or receive incompletes while on a one term probation. Students who make progress after their probationary semester may return to “good satisfactory academic progress” status or request a continued probation status if the students met the terms of their one term probation but did not reach the cumulative GPA or completion rate requirements.

Students who fail to meet satisfactory academic progress requirements after their probation period will be placed back on suspension and will no longer be eligible for financial aid. Students may not reappeal should they fail to meet SAP requirements during their probation period.

**Appeals that are Denied and How to Regain Eligibility**

Students whose appeals are denied will no longer be eligible for financial aid at UDC. Once a student becomes ineligible for financial aid, the student can regain eligibility* by completing the following:

1. Achieve the required 67% quantitative cumulative course completion rate as described in this policy.
2. Achieve the minimum 2.0 GPA (3.0 for graduates) required to reestablish satisfactory academic progress.

*Students who were denied an appeal for a maximum time frame extension will not regain eligibility.*

Students denied their appeal must meet these requirements at their own expense and complete a new Appeal Application should they wish to be reconsidered for financial aid. Eligibility cannot be reestablished simply by being out of school for a set period of time or by paying for a certain number of courses with one’s own funds.

For additional information or questions about the UDC Financial Aid Satisfactory Academic Progress Policy please visit the Office of Financial Aid, 4200 Connecticut Avenue, NW, Building 39, Suite A-133, Washington, DC 20008.
IMPORTANT FORMS
IMPORTANT FORMS

- Enrollment Verification
- Course Withdrawal
- UDC Transcript Request
- Social Security Number Change
- Transfer Request Change of Major Form
- Change of Name
- Change of Address
- Embassy Request
- Graduation Application

ALL OF THESE FORMS ARE AVAILABLE IN:

OFFICE OF REGISTRAR,

Building 39, Room A-135

Telephone: 202-274-6170

Email: officeoftheregistrar@udc.edu
ACKNOWLEDGEMENTS

The Academic Advising Handbook is the culmination of nine months of collaborative work. This project would not have been completed without the necessary feedback and suggestions from faculty and staff.

On behalf of the Student Success Academic Advising Workgroup, we would like to express a special thanks to the UDC Firebird Family for your time, collaboration, and spirit of success.

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