UNIVERSITY OF THE DISTRICT OF COLUMBIA
1851

ACADEMIC ADVISING HANDBOOK

"[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
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TABLE OF CONTENTS

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**)

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

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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

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

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 READMIMITTED.

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**

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

Semester	Course# General Education Courses	Prerequisites	Credits
1st Semester	IGED 110: Foundation Writing I (Arts and Humanities)	None	3
	IGED 120: Foundation Quantitative Reasoning	None	3
	IGED 130: Foundation Oral Communication	None	3
2nd Semester	IGED 111: Foundation Writing II (Social & Natural Sciences)	IGED 110	3
	IGED 220: Discovery Quantitative Reasoning	IGED 120	3
3rd Semester	IGED 140: Foundation Ethics	IGED 111	3
	IGED 210: Discovery Writing	IGED 111	3
	IGED 250: Discovery Technology	None	3
4th Semester	IGED 260 Discovery Science & Lab	None	4
	IGED 270 Discovery Diversity	IGED 210	3
5th Semester	IGED 280: Discovery Civics	IGED 210	3
7th Semester	IGED 391: Frontier Capstone I	All 100 & 200 IGEDs	1.5

8th Semester	IGED 392: Frontier Capstone II	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.

Student Learning Outcomes Degree and Certificate Programs	Outcomes	Related General Education Courses/Activities
Critical thinking/Analysis/Problem Solving, Creativity/Innovation	To conceptualize, apply, analyze, synthesize and evaluate information from a variety of sources.	Activities in courses that require students to use related skills

Student Learning Outcomes Degree and Certificate Programs	Outcomes	Related General Education Courses/Activities
Collaboration/Teamwork/ Leadership	To work jointly with others to achieve a purposeful objective.	Activities in courses that require students to use related skills
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

Student Learning Outcomes Degree and Certificate Programs	Outcomes	Related General Education Courses/Activities
		and Lab
Equity/Diversity/Inclusion leading to Global Learning and Citizenship	To be aware of one's place in the world as a global citizen, open and attentive to diversity across the spectrum of differences.	GEOG 105C – World Cultural Geography HIST 101C – US History to 1865 HIST 102C – US History from 1865 OR HIST 164C – Intro History of Black America SOCY 111C – Intro to Sociology SPAN 101C &102C – Beginning Spanish I and II FREN 101C & 102C – Beginning French I and II

The table below shows the correlation between the Gen Ed program at UDC- CC and the IGED program on the flagship campus.

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

COURSE EQUIVALENCIES FOR TRANSFER

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

General Education Courses	Possible Equivalent Courses	Examples
Foundation Writing I IGED 110	Any first semester university level (non-developmental) writing, composition, rhetoric, or composition/rhetoric course or the equivalent.	Freshman Composition 1, Composition and Rhetoric 1, Composition and Literature 1, etc.
Foundation Writing II IGED 111	Any second semester university level (non-developmental) writing, composition, rhetoric, or composition/rhetoric course w/research	Freshman Composition 2, Composition and Rhetoric 2, Composition and Literature 2, etc.

	paper.	
Foundation Quantitative Reasoning I **IGED 120**	Any first semester university level (non-developmental) mathematics course or the least advanced of any higher level mathematics course accepted for transfer.	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
Foundation Oral Communicatio ns **IGED 130**	Any introductory or higher university level speech course or any communications studies courses that require students to give speeches.	Speech Communications, Communications Studies, etc.
Foundation Ethics **IGED 140**	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.	Introduction to Philosophy, Ethics, Social Ethics, Philosophy of Religion, World Religions, Business or Professional Ethics courses taught by philosophers with significant ethical theory content.
Discovery Writing **IGED 210**	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.	• 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.
Writing Intensive Course in the Major	The course fulfilling this requirement, and which transferred courses may be substituted for it is determined by the student's major program.	
Discovery Quantitative Reasoning II **IGED 220**	Any second semester university level (non-developmental) mathematics course or the second least advanced of any higher level mathematics course accepted for transfer.	• Finite Mathematics, Pre-Calculus, Probability and Statistics, Calculus, or higher.
Discovery Technology	Any university level course teaching significant technological skills and	• Syllabi would have to be reviewed before substitutions

IGED 250	engaging students in reflection on the effective and ethical use of technology in their professional and civic life.	can be approved. Until the adoption of this policy we were allowing any Introductory Computer Applications course or higher.
Discovery Science + Lab *IGED 260*	Any laboratory science (4 credits).	• Any basic laboratory science, whether for majors or non-majors (Physics, Chemistry, Biology, Earth Science, Astronomy/ Astrophysics, Environmental Science, Geology, etc.)
Discovery Diversity *IGED 270*	Any course which engages students in the application of principles and methods from the fine arts, humanities, or social sciences to the study of human cultures and civilizations.	• Art History, Music History/World Music, World History, American History or the history of any other specific civilization, world literature, world religions, Introduction to Anthropology, Cultural Anthropology, Social Anthropology, Sociology of Race, Sociology of Gender, Cultural Geography. • Specific Courses Accepted (not a comprehensive list): • African American Studies • American Popular Music • Art History • Intro. To Anthropology • World Cultural Geography • U.S. History I or II • History of American Civilization • Music History • Jazz History • Intro. To Sociology • Intro. To World Civilization • Classical Mythology • Intro. to Popular Am. Culture • The World in the 20th Century • China Culture and History • Modern Asia
Discovery Civics IGED 280	Any university level course which prepares students for effective participation in the public arena and which includes a significant civic	

	engagement component.	
Frontier Capstone IGED 391/2	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.	

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

Student Success Specialists	Contact Information	Majors Advised
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
Academic Coaches	Contact Information	Assigned Students
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

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

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

Advisor	Major	Office/Lab	Location
Dr. Daniel Venne	Art	274-5781	42, A-08
Dr. Olive Vassell	Digital Media	274-7371	42, B14-D
Dr. Helene Krauthamer	English	274-5626	41, 415
Dr. Judith Korey	Music	274-5803	46W, A03A

Division of Education, Health, and Social Work

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

Faculty Advisors: Education

Advisor	Major	Office/Lab	Location
Dr. Anika Burtin		(O) 274.5660	52-306A

Division of Sciences and Mathematics

Chair: Dr. Leona Harris
Bldg. 44, Room 103
202.274.7401

Faculty Advisors: Biology

Advisor	Major	Office/Lab	Location
Dr. Brandy Huderson (last names B, W, M, F, N)	Biology	(O)274-5889 (L) 274-5840	44-312
Dr. Carolyn Cousin (last names R, Z, Y, T seniors and premed)	Biology	(O) 274-5874 (L) 274-6486	44-200-07 44-310
Dr. Freddie Dixon (last names O, E, V, D)	Biology	(O) 274-6474	44-200-06
Dr. Mathilde Knight (last names J, L, K,H,P,)	Biology	(L) 274-6486	(O) 44-200-08 (L) 44-310
Dr. Rosie Sneed (Biology Coordinator, last names A,Q,I,G Seniors)	Biology	(O) 274-6022 (L) 274-5598	(O) 44-200-05, (L) 44-305
Dr. Samuel Waters (last names C, X, U, S)	Biology	(O) 274-5937	44-200-10

Faculty Advisors: Chemistry

Advisor	Major	Office/Lab	Location
Dr. Isadora Posey (Chemistry Coordinator, last names A,Q,I,G, W,M,F Seniors)	Chemistry	(O) 274-7423	(O) 44-200-18
Dr. Xueqing Song (last names N,E,D,J,H,P,R,S)	Chemistry	(O) 274-7425	(O) 44-200-22, (L) 42-215
Dr. Winston Nottingham	Chemistry	(O) 274-6274	(O) 44-200-16
Dr. Mehdi Hajiyani	Chemistry	(O) 274-5410	(O) 44-200-15

Faculty Advisors: Mathematics

Advisor	Major	Office/Lab	Location
Dr. Abdi Darai	Mathematics	(O) 274-5662	(O) 32-B16
Dr. Shurron Farmer	Mathematics	(O) 274-6218	(O) 32- B01-23
Dr. Russell Goward	Mathematics	(O)274-5392	(O) 32-B01-23

Division of Social and Behavioral Science

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

Faculty Advisors: Social and Behavioral Sciences

Advisor	Major	Office/Lab	Location
Vacant	Admin. of Justice	(O) 274-5687	41-407-03
Dr. Annette Miles	Human Development	(O) 274-6573	41-422
Dr. Suzan Harkness	Political Science	(O) 274-6579	41-400-17
Dr. Kimberly Bell	Psychology	(O) 274-5080	41-200-36
Dr. Angelyn Flowers	Homeland Security	(O) 274-5689	41-400-09

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

Advisor	Major	Office/Lab	Location
Dr. William Pewen		(O) 274-5516	44-200-01
Prof. Bessie Stockard		(O) 274-5076	47-A31
Dr. Wilmer Johnson	Health Education	(O) 274-6266	47-A33
Dr. B. Michelle Harris	Nutrition	(O) 274-5739	44-200-04
Dr. Allison Miner	Nutrition	(O) 274-5721	44-200-11
Prof. Nancy Chapman	Nutrition	(O) 274-5932	44-200-11

Faculty Advisors: Nursing (RN to BSN)

Advisor	Major	Office/Lab	Location
Dr. Pier Broadnax, Director	Nursing	(O) 274-5915	44-104A

| 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

Advisor	Major	Office/Lab	Location
Dr. Elgloria Harrison		(O) 274-6366	44-200-01
Dr. Tolessa Deksissa	Water Management	(O) 274-5273	42-111/110
Dr. Dwane Jones	Urban Sustainability	(O) 274-7182	44-200-30
Dr. Matthew Richardson	Urban Architecture	(O) 274-5947	44-309
Dr. Susan Kliman	Architecture	(O) 274-5774	32-106
Prof. Genell Anderson		(O) 274-7446	32-106
Prof. Kathy Dixon		(O) 274-6653	32-106
Prof. Ralph Belton		(O) 274-5243	32-205
Prof. Clarence Pearson	Architecture	(O) 274-5238	32-205

HEALTH EDUCATION PROGRAM (PUBLIC HEALTH TRACK)

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

Faculty Advisors: Health Education Program (Public Health Track)

Advisor	Major	Office/Lab	Location
Dr. Wilmer Johnson	Health Education	(O) 274-6266	47-A-31
Prof. Bessie Stockard	Health Education	(O) 274-5076	47-A-03

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

Advisor	Major	Office/Lab	Location
Prof. Young Park (last names A-C)	Accounting	(O) 274.5438	38-1st Floor
Prof. Eva Green (last names D-L)	Accounting	(O) 274-7056	38-1st Floor
Errol Salmon (last names M-Q)	Accounting	(O) 274-7058	38-1st Floor
Debra Robinson-Foster (last names R-Z)	Accounting		38-1st Floor

Faculty Advisors: Finance

Advisor	Major	Office/Lab	Location
Tarsaim Goyal (last names A-M)	Finance	(O) 274-7049	38-1st Floor
Tih Koon Tan (last names N-Z)	Finance	(O) 274-6916	38-1st Floor

Faculty Advisors: Management

Advisor	Major	Office/Lab	Location
Prof. Paul Bachman (last names A-C)	Management	(O) 274-7042	38-2nd Floor
Prof. Sergey Ivanov (last names D-G)	Management	(O) 274-6833	38-2nd Floor
Vacant (last names H-K)	Management	(O) 274-7043	38-2nd Floor

Advisor	Major	Office/Lab	Location
Jian Hua (last names L-P)	Management	(O) 274-7138	38-2nd Floor
Vacant (last names Q-T)	Management	(O) 274-7070	38-2nd Floor
Prof. Michael Tannen (last names U-Z)	Management	(O) 274-7046	38-2nd Floor

Faculty Advisors: Management Information Systems (MIS)

Advisor	Major	Office/Lab	Location
Prof. Judy Williams-Smith (last names A-M)	MIS	(O) 274-7061	38-2nd Floor

Faculty Advisors: Marketing

Advisor	Major	Office/Lab	Location
Vacant (last names A-M)	Marketing	(O) 274-6265	38-2nd Floor
Prof. Leslie Vermillion (last names N-Z)	Marketing	(O) 274-7031	38-2nd Floor

Faculty Advisor: Procurement and Public Contracting

Advisor	Major	Office/Lab	Location
Vacant (last names A-Z)	Procurement and Public Contracting	(O) 274-7039	38-3rd Floor

Faculty Advisors: Master of Business Administration (MBA)

Advisor	Major	Office/Lab	Location
Prof. Sergey Ivanov (last names A-H)	MBA	(O) 274-6833	38-2nd and 3rd Floors
Prof. Les Vermillion (last names) I-P	MBA	(O) 274-7094	38-2nd and 3rd Floors
Vacant (last names Q-Z)	MBA	(O) 274-7043	38-2nd and 3rd Floors

Faculty Advisors: Master of Public Administration (MPA)

Advisor	Major	Office/Lab	Location
Prof. Julius Anyu (last	MPA	(O) 274-7175	38-3rd Floor

names A-G)			
Prof. Sylvia Benatti (last names H-M)	MPA	(O) 274-5794	38-3rd Floor
Prof. Yolandra Plummer (last names N-S)	MPA	(O) 274-7044	38-3rd Floor
Vacant (last names T-Z)	MPA	(O) 274-7039	38-3rd Floor

SCHOOL OF ENGINEERING AND APPLIED SCIENCES (SEAS)

Dean: Dr. Shetty Devdas
Building 42, Room 212
202-274-5220

Director of Student Engagement: Ms. Ann Lankford
Building 42, Room 212
202-274-5699

Faculty Advisors: SEAS

Advisor	Major	Office/Lab
Pradeep Behera	Civil Engineering-BS	(O) 274-6186
Byunggu Yu	Computer Science	(O) 274-6289
Junwhan Kim	Computer Science	(O) 274-7455
Li Chen	Computer Science	(O) 274-6301
Thabet Kacem	Computer Science	(O) 274-5809
Amir Shahirinia	Electrical Engineering	(O) 274-6917
Esther Ososanya	Electrical Engineering	(O) 274-5837
Paul Cotae	Electrical Engineering	(O) 274-6290
Hongmei Dang	Electrical Engineering (MS)	(O) 274-5836
Nian Zhang	Electrical Engineering (MS)	(O) 274-6615
Briana Lowe Wellman	Information Technology	(O) 274-6695
Dong H. Jeong	Information Technology	(O) 274-6292
Shakir James	Information Technology	(O) 274-6271
Jiajun Xu	Mechanical Engineering-BS	(O) 274-5048
Kate Klein	Mechanical Engineering-BS	(O) 274-7131
Pawan Tyagi	Mechanical Engineering-BS	(O) 274-6601
Lara Thompson	Mechanical Engineering-BS	(O) 274-5046
Wagdy Mahmoud	Mechanical Engineering	(O) 274-6615

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

Units Attempted	Enrollment Status	Required to Complete
12 or more *	Full Time	9
9 – 11.5	3/4 Time	8
6 – 8.5	1/2 Time	6
1- 5.5	< 1/2 Time	All attempted

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)

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

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

Educational Goal	Average number of credits required to achieve Ed. Goal	Maximum number of credits you may attempt is 150% of the program length
Associate Degree	60 credits	90 credits
Certificate Program	30 credits	45 credits

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:

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 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.

Financial Aid Satisfactory Academic Progress (SAP) Standards

Full SAP Policy: http://www.udc.edu/financial_aid/maintaining_eligibility

GPA Requirement: 2.0 (UG)/ 3.0 (GRAD)

Completion Rate: 67% (# of credits earned divided over # attempted)

Maximum Time Frame: 150%. For example, a standard Associate's Program requires 60crs. For example, 60crs X150%= 90crs

Bachelor's Program requires 120crs X150%= 180crs

STUDENT SUCCESS PLATFORMS

STUDENT SUCCESS PLATFORMS

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
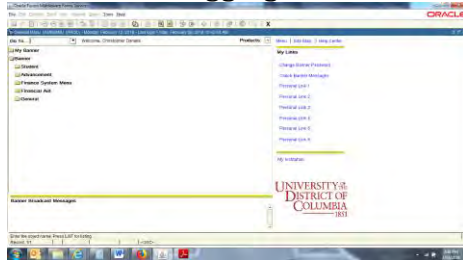
HOW TO:

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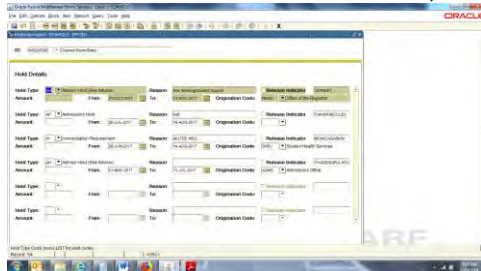
HOW TO

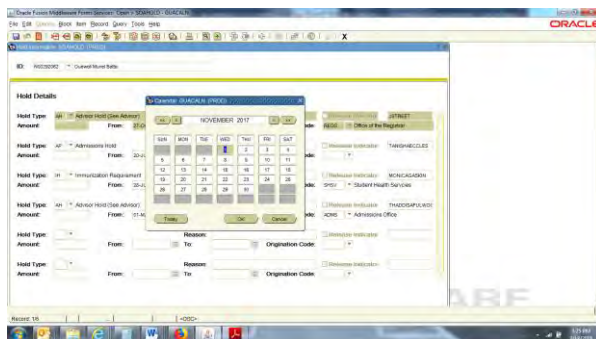## HOW TO REMOVE A HOLD

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

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

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.
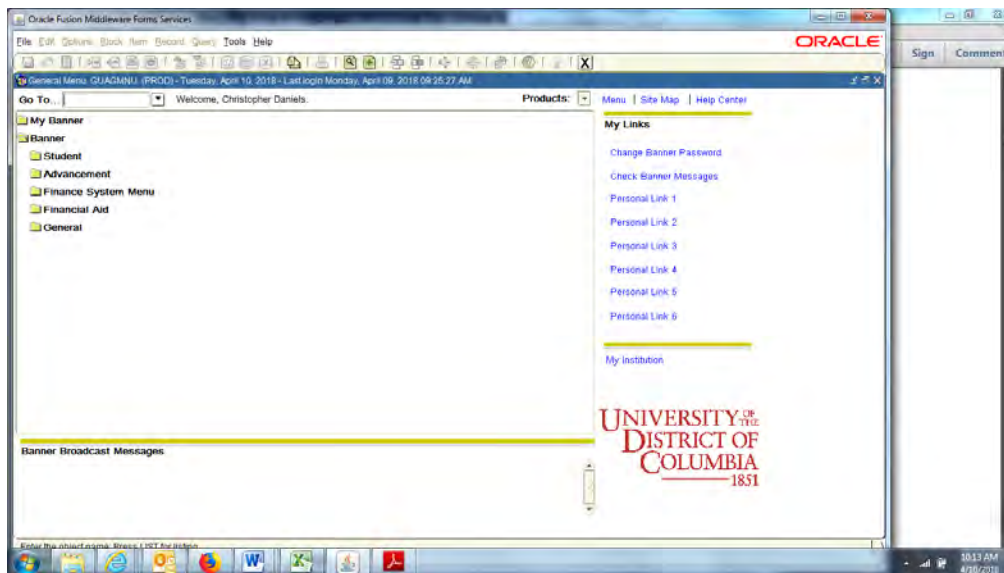
2. The Student System Distribution Initialization Information form

(**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.
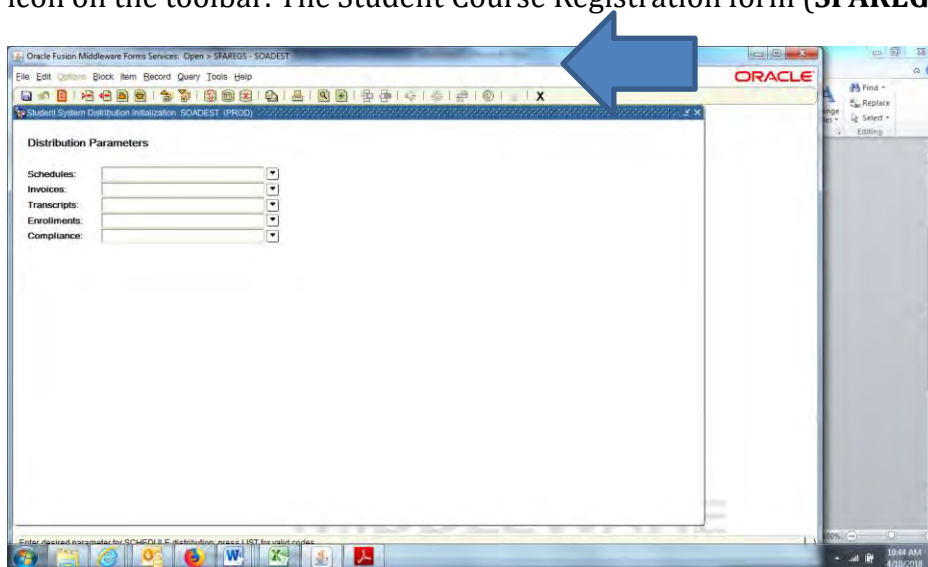
3. Type the term code in the **Term** field. A term code **must** be entered. Type the **Student ID** for the student you are looking for and the name should appear in the box next to the student's name. After name appears, hit the CTRL + Page Down button twice to toggle down to the course information 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).

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.

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.

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 **SFAREGS** 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

62

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:

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. 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

Units Attempted	Enrollment Status	Required to Complete
12 or more *	Full Time	9
9 – 11.5	3/4 Time	8
6 – 8.5	1/2 Time	6
1- 5.5	< 1/2 Time	All attempted

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)

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

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

Educational Goal	Average number of credits required to achieve Ed. Goal	Maximum number of credits you may attempt is 150% of the program length
Associate Degree	60 credits	90 credits
Certificate Program	30 credits	45 credits

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 withtheir 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

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