



Morgan State University Academic Advising Manual

Undergraduate Students



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This manual is designed to provide Morgan State University academic advisors, faculty, and staff with the tools needed to be successful in their role as advisors. It includes both general academic advising resources as well as information specific to academic advising at Morgan State University.

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SECTION I: OVERVIEW OF ACADEMIC ADVISING

Morgan State University Academic Advising Mission

Academic advising is a critical component of the educational experience at Morgan State University. It is an intentional, collaborative, and ongoing partnership between students and the University. Through this partnership, we assist students in developing, implementing, and achieving their educational, personal, and career goals while ensuring student persistence and timely graduation. We pride ourselves on fostering an engaging learning and mentoring relationship which supports the mutual trust and respect of both parties.

Definition and Importance of Academic Advising

Academic advising assists students to realize the maximum educational benefits available to them to better understand themselves and to learn to use the resources of an academic institution to meet their educational needs and aspirations. Arguably, academic advising is “perhaps the only opportunity for all students to develop a personal, consistent relationship with someone in the institution who cares about them” (Drake, 2011, p. 10).

Academic advising is a multifaceted activity. There are five dimensions that are significant to the advising process. They include exploration of personal goals, exploration of career goals, review of academic program, selection of courses, and scheduling of classes (O'Banion, 1972).

More specifically, advising should assist students to realize the maximum educational benefits available to them by:

- Helping students to clarify their values and goals and to better understand themselves;
- Helping students to understand the nature and the purpose of higher education;
- Providing accurate information about educational options, requirements, policies and procedures;
- Planning an educational program consistent with a student's interests and abilities;
- Assisting students in the continual monitoring and evaluation of their educational progress;
- Integrating the resources of the institution to meet the student's special educational needs and aspirations.

Academic Advising Philosophy

Successful advising is an ongoing ever present activity where students develop a personal relationship with an advisor and develop into individuals who take responsibility for their own lifelong learning. Its goal is long-term, and it is not confined to the selection of courses for the next semester.

Academic advising has two major components. The first is technical knowledge concerning University requirements and procedures. The second is career and life planning on an ongoing, individual nature.

Academic Advising includes the following:

- Assisting students with course registration;
- Listening to student concerns and questions;
- Providing a framework for planning career & educational goals;
- Proactive problem solving;
- Referral to campus resources/services and academic regulations & policies;
- Guiding the planning of a path of study and degree requirements;
- Ongoing monitoring of student's progress.

Roles and Responsibilities of the Advisor and Advisee

Advisor's Role and Responsibilities

The primary responsibility as an academic advisor is to guide students in making wise selections of course offerings with careful attention to the University's policies and degree requirements. In addition, an effective advisor should also assist students in identifying available internal and external resources that will have a positive impact on their Morgan experience.

One of the factors frequently mentioned by students as being important to them in the advising process is whether or not an advisor shows concern for them as individuals. Students who feel that their advisor cares for them as persons are more likely to value their advisor's advice, and are more likely to return to their advisors when they are experiencing difficulties. Mutual respect between advisor and advisee is a goal of effective advisement programs and it is incumbent upon the advisor to promote this rapport.

Advisors can develop the relationship with their advisees by making the initial contact with new advisees, e.g. write a letter of introduction - inform advisees of office hours/location, and encourage advisees to stop by for a get acquainted meeting, etc.; becoming familiar with the student's personal, educational, and career goals; having some knowledge of the student's academic ability and background; and asking about the student's progress and determining whether or not he/she needs assistance.

In essence, the academic advisor is in a key position to: (1) structure the conditions in which instruction takes place; (2) facilitate student learning; (3) weave together the strands of personal and intellectual learning; and (4) help students move toward identification and fulfillment of career and life goals.

It is the responsibility of the academic advisor to:

- Be available to advisees through appointments or walk-ins – in person, via email, and/or via phone or other established means of communication;
- Afford advisees ample opportunities to meet for discussion of their educational experiences;
- Provide accurate information about program requirements, MSU policies, and resources etc.;
- Acquaint advisees with general and departmental requirements, college regulations, services and opportunities;
- Help advisees understand the relationship of past educational achievements to their present and future educational goals;
- Ensure students are knowledgeable about advisor/advisee responsibilities;
- Maintain confidentiality of students' records when applicable;
- Assist students in selecting courses based on intended major and/or academic interest;
- Maintain accurate documentation of all advising sessions.

Advisee's Role and Responsibilities

It is important to emphasize that the responsibility to meet requirements for graduation at the intended graduation date, both with respect to selecting courses and to completing them satisfactorily, ultimately rests with the student. Ideally, a student should meet at least two times a semester with his/her academic advisor.

Students have an important responsibility in the advising process and are encouraged to take the initiative to seek advisement and to develop a close relationship with their advisors. Mutual respect between advisor and advisee is a goal of effective advisement. Students share the responsibility of establishing a productive and respectful relationship with their advisors.

It is the responsibility of the advisee to:

- Take responsibility for educational experience;
- Learn how to access and use University email, WebSIS, Blackboard, Starfish, Degree Works and any other online student success platforms;
- Read MSU emails on a regular basis;
- Become familiar with and use campus resources;
- Maintain contact with assigned advisor throughout the semester;
- Attend each advising appointment prepared to ask questions and discuss concerns;
- Use the Undergraduate Catalog and other resources to become knowledgeable of academic requirements, policies, and procedures;
- Know important dates and deadlines (registration, drop/add, final exams, etc.) as listed on the University's Academic Calendar;
- Discuss course options and selection with advisor.

Student Benefits

Benefits students derive from effective academic advising and a positive advisor/advisee relationship include:

- Successful attainment of their educational/career objectives;
- Achievement of GPAs consistent with their ability;
- Higher retention rates;
- Satisfaction with the process and development of a positive attitude toward the institution;
- Development of a meaningful relationship with their advisors.

SECTION II: ACADEMIC ADVISING STRUCTURE

Organizational Advising Model at Morgan State University

Academic advising at MSU is conducted through a shared structure, more specifically a split model. Under this model, academic advising is facilitated by staff, usually under an academic advising center, as well as faculty in the various academic departments. Often times, the staff is responsible for advising a particular cohort of students or all students until a certain criteria is met.

At MSU, all first time freshmen are advised by staff under the Center for Academic Success and Achievement (CASA) and the Office of Student Success and Retention (OSSR) until specific requirements have been met. After meeting those requirements, students transition to their major departments for advisement.

First Time Freshman Transition Criteria

As previously mentioned, all first time freshmen are advised by an advisor from either CASA or OSSR until specific criteria is met. The criteria is outlined below. A student transitions to his/her faculty advisor when the student has achieved all of the following:

- 2.0 cumulative grade
- At least 24 credit hours earned
- Declared a major

Academic Advisor Assignment

It is the department's responsibility to assign an advisor to each student. Departments (schools/college, OSSR, and CASA) should promptly assign each student to an academic advisor. Students who do not have an assigned academic advisor are referred to the department chair. Requests for a change of advisor should be honored if students feel it is in their best interest to work with a different faculty member, retention staff, or CASA advisor. If a student's advisor leaves the campus, or is on sabbatical, the student should promptly be assigned a new advisor.

First Time Freshman Advisor Assignment

Regular admitted first time freshmen with declared majors are advised by retention coordinators under OSSR. Students who participated in CASA Academy and have successfully gained

admission to the University are advised by CASA's academic advisors. In addition, CASA advisors also advise all exploratory/undeclared majors.

Faculty Advisor Assignment

Students who meet the criteria to transition from their freshman advisor are advised by a faculty or staff person in their academic department. Transfer students with declared majors are also advised by their academic departmental representative, regardless of the students' classification. If a transfer student does not have a declared major then that student will be advised by a CASA academic advisor until he/she declares a major.

SECTION III: FOUNDATIONS OF ADVISING

Types of Advising

Prescriptive Advising

The traditional relationship between the academic advisor and the student may be described as *prescriptive*. As implied by the term itself the relationship is obviously based on authority; the advisor is the doctor and the student is the patient. The patient comes in with some ailment. The doctor makes a diagnosis, prescribes something, or gives advice. Therefore, if the student follows the advice, the problem will be solved and all is well! In this context the advisor presumably "teaches" and the student "learns." It cannot be denied that many faculty see the prescriptive relationship as highly convenient and desirable. Not only does it allow the professor to profess what he knows but it also makes for a tidy relationship with the student in which the advisor may remain relatively uninvolved, if not aloof. From the viewpoint of the advisor, the assumption underlying this relationship is that once advice is given his responsibility is largely fulfilled; now it is up to the student to fulfill his responsibility by doing what is prescribed.

(Crookston, 1994, p. 5)

Developmental Advising

Developmental academic advising continues to be the most fundamental and comprehensive approach to advising practice. It enables the academic advisors to take a holistic view of each student to maximize that student's education experiences in an effort to foster his or her current academic, personal, and career goals toward future success. Properly practiced, it encourages academic advisors to use their own skills to identify each student's skills, abilities, and expectations; to know the resources and opportunities available to the student; and to support maximum growth (development) in academic, personal, and career goals. Simply stated, developmental academic advising allows the practitioner to accept the student on a three-dimensional continuum and facilitate growth in each one through the coordination of a variety of experiences. These efforts result in the most successful and rewarding college experience possible. *(Grites, 2013, p. 45)*

Developmental Advising Is/Is Not

Perhaps an easy way to understand the concept of developmental advising is to compare prescriptive and developmental advising techniques using this chart developed by Crookston. (Crookston, 1972, p. 13)

Prescriptive Advising	Developmental Advising
Advisor tells student what he/she needs to know about programs and courses.	Advisor helps student learn about courses and programs for self.
Advisor knows college policies and tells student what to do.	Advisor tells student where to learn about policies and helps in understanding how they apply to him/her
Advisor informs about deadlines and follows up behind student.	Advisor informs about deadlines, then lets student follow up.
Advisor tells student which classes to take.	Advisor presents class options; student makes own selections.
Advisor keeps informed about academic progress through files and records.	Advisor keeps informed about academic progress through records and talking to student about academic experiences.
Advisor tells student what to do in order to get advised.	Advisor and student reach agreement about nature of advising relationship.
Advisor uses grades and test results to determine courses most appropriate for student.	Advisor and student use grades, test results and self-determined interests and abilities to determine most appropriate courses.
Advisor specifies alternatives and indicates best choice when student faces difficult decisions.	Advisor assists student in identifying alternatives and weighing consequences when facing difficult decisions.
Advisor suggests what student should major in.	Advisor suggests steps students can take to help decide on major.
Advisor identifies realistic academic goals based on grades and test results.	Advisor assists student in identifying realistic academic goals based on grades, test results and self-understanding.
Advisor is concerned mainly about academic life of student.	Advisor is concerned about personal, social and academic life of student.
Advisor provides information mainly about courses and class schedules.	Advisor provides information about workshops and seminars in areas such as career planning and study skills, in addition to courses and class schedules.

Proactive Advising

Proactive Advising as an advising strategy first appeared, as *intrusive advising*, in the work of Glenn (1975), who sought to blend the practices of advising and counseling into a form of student intervention that allows advisors to provide students information before they request or realize they need it. Often service based, with advisors providing needed assistance and institutional information to students, it promotes relationship building similar to that generated in counseling sessions. (Varney, 2013, p. 137)

Appreciative Advising

Appreciative Advising (AA) is a framework for guiding advisors wishing to move from providing good service to providing great service to students (Collins, 2001). It entails the intentional and collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials (Bloom, Hutson, & He, 2008). AA involves a six-phase model highlighting the proactive mind-set that empowers advisors and students to a) build trust and rapport with each other (disarm); b) uncover their strengths and assets (discover); c) be inspired by each other's hopes and dreams (dream); d) co-construct plans to make their goals a reality (design); e) provide mutual support and accountability throughout the process (deliver); and f) challenge each other to set higher expectations for their educational experiences (don't settle) (Bloom et al., 2008).

(Bloom, Hutson, He, 2013, p. 83)

Strengths-Based Advising

Strengths-Based Advising represents a paradigm shift for higher education from failure prevention and a survival mentality to success promotion and a perspective of thriving. Rather than assessing the areas in which the student is deficient and in need of remediation, advisors using a strengths-based approach assess the talents and personal assets that students bring into the college environment and work with them to develop those competencies into strengths through gained knowledge and skills. Instead of focusing primarily on the problems students may be experiencing, advisors help students envision future possibilities and lean to leverage talents to address obstacles that may emerge in the future (Schreiner & Anderson, 2005). In addition to a goal of completing college, strengths-based advisors help students make the most of the college experience. (Schreiner, 2013, p. 105)

Strengths at Morgan State University

At Morgan State University, all incoming freshmen are required to complete the StrengthsFinder assessment prior to their matriculation at the institution. Regular admitted freshmen complete this assessment prior to the three day ACCESS Orientation during the summer. Students who participate in CASA Academy (Morgan's six week summer alternative admissions program) complete their StrengthsFinder assessment during the first few days of the start of the summer program. All freshman academic advisors also complete the StrengthsFinder assessment.

The StrengthsFinder assessment is a web based survey that "measures the presence of talents in 34 general areas referred to as "themes." Talents are ways in which we naturally think, feel, and behave as unique individuals, and they serve as the foundation of strengths development". While there are 34 themes, the assessment identifies a student's top five themes. These top five themes are the student's innate abilities that are most prevalent or dominant. Through advising, freshman orientation, and throughout CASA Academy, advisors assist "students in exploring their key themes and talents, linking those talents to students' personal goals and objectives, applying those talents to college orientation skill development in areas such as time management, study strategies, and group dynamics, and then document and exercise approaches to application both in and outside of the classroom" (*StrengthsQuest Developing Your Strengths*, n.d.).

Positive Approaches to Advising

There are several ways for an academic advisor to positively approach their responsibilities. While some of these approaches may seem like common sense, doing these things can enhance the advising relationship and the advising process.

1. Get to know your advisees' names and use them.
2. Post your office hours and keep advising appointments.
3. Prior to an advising appointment, review your notes from previous advising appointments or look up the student's information electronically.
4. During advising meetings, show students you are listening carefully by taking notes, asking clarifying questions and maintaining eye contact.
5. Anticipate student needs and be prepared to address them. Remember that students often don't know what they don't know.

6. Refer students to the appropriate campus resources and follow up on the recommendations and referrals.
7. Prior to the student leaving your office, ask them “Is there anything else that I could do to assist you? Have I answered all of your questions?”

(Noel/Levitz, 1997)

Ten Characteristics of a Good Advisor

A good advisor:

1. Is personally and professionally interested in being an advisor.
2. Listens constructively, attempting to hear all aspects of students' expressed problems.
3. Sets aside enough regularly scheduled time to adequately meet the advising needs of students assigned to him.
4. Knows university policy and practice in sufficient detail to provide students with accurate, usable information.
5. Refers students to other sources of information and assistance when referral seems to be the best student-centered response to be made.
6. Attempts to understand student concerns from a student point of view.
7. Views long-range planning as well as immediate problem solving as an essential part of effective advising.
8. Shares his advising skills with working colleagues who also are actively involved with advising.
9. Continually attempts to improve both the style and substance of his advising role.
10. Willingly and actively participates in advisor-training programs, both initial and in-service.

(Metz and Allan, 1981)

The Do's of Academic Advising

1. Appreciate the emotion behind your advisee's words (voice intonation and body language).
2. Constantly try to check your understanding of what you hear (not hear what you want to hear).

3. Do not interrupt your advisee's sentences. Let him/her tell his/her story first.
4. Fight off external distractions.
5. Constantly check to see if your advisee wants to comment or respond to what you have previously said.
6. RELAX - try not to give the impression you want to jump right in and talk.
7. Establish good eye contact.
8. Use affirmative head nods and appropriate facial expressions.
9. Avoid nervous or bored gestures.
10. Intermittently respond to your advisee with "uh, huh," "yes-s-s," "I see," etc.
11. Ask clarifying or continuing questions (it demonstrates to your advisees that you are involved in what they're saying).
12. Face your advisee squarely. It says that "I'm available to you."
13. Maintain an "open" posture. This is a sign that the helper is open to what the advisee has to say. It is a non-defensive position.
14. Lean towards the other, another indication of availability or involvement.
15. Recognize the advisee's non-verbal behavior. Examples are bodily movements, gestures, facial expressions. Also recognize the para-linguistic behavior. Examples are tone of voice, inflections, spacing of words, emphases and pauses. This will enable you to respond to the advisee's total message and not just words.
16. Recognize verbal behavior of the advisee. Be an active listener and listen for feelings and content behind the words, not just the words. Try to recognize if the feeling of the advisee is anger, happiness, frustration, or irritation and see if this conflicts with the words the advisee uses. This will enable you to respond accurately and effectively to the advisee in full perspective.
17. Offer reflections on what the student is feeling, based on the advisor's observations.

Example: "I sense you are kind of tense about this."

18. Self-disclosure which can support the student's experience. Example: "I remember how nervous I was the first time I went in to see an advisor."
19. Offer reflections on what the student is saying. Example: "I hear you saying that you aren't completely sure this is the right major for you."
20. Indirect leads allow the student to choose the direction of the discussion. Example: "What would you like to talk about today?"
21. Direct leads help the student to further explore a specific area. Example: "Can you tell me more about your thoughts on changing your major?"
22. Focusing helps the student zoom in on a particular issue after many issues have been presented. Example: "We're talking about a lot of things here, which one is most important for you to work on now?"
23. Asking questions using "what" or "how" can help the student give more than "yes," "no," "because," or "I don't know" answers. Example: "What do you like about this major and what don't you like?"

(Crockett, 1988, p. 313-314)

The Don'ts of Academic Advising

1. **TALKING.** You can't listen while you are talking.
2. **NOT EMPATHIZING WITH THE OTHER PERSON.** Try to put yourself in his/her place so that you can see what he/she is trying to get at.
3. **NOT ASKING QUESTIONS.** When you don't understand, when you need further clarification, when you want him/her to like you, when you want to show that you are listening. But don't ask questions that will embarrass him/her or show him/her up.
4. **GIVING UP TOO SOON.** Don't interrupt the other person; give him/her time to say

what he/she has to say.

- 5. NOT CONCENTRATING ON WHAT HE/SHE IS SAYING.** Actively focus your attention on his/her words, ideas, and feelings related to the subject.
- 6. NOT LOOKING AT THE OTHER PERSON.** His/her face, mouth, eyes, hands, will all help him/her to communicate with you. They will help you concentrate, too. Make him/her feel that you are listening.
- 7. SMILING AND GRUNTING INAPPROPRIATELY.** Don't overdo it.
- 8. SHOWING YOUR EMOTIONS.** Try to push your worries, your fears, your problems outside the meeting room. They may prevent you from listening well.
- 9. NOT CONTROLLING YOUR ANGER.** Try not to get angry at what he/she is saying; your anger may prevent you from understanding his/her words or meaning.
- 10. USING DISTRACTIONS.** Put down any papers, pencils, etc. you may have in your hands; they may distract your attention.
- 11. MISSING THE MAIN POINTS.** Concentrate on the main ideas and not the illustrative material; examples, stories, statistics, etc. are important but are usually not the main points. Examine them only to see if they prove, support and define the main ideas.
- 12. REACTING TO THE PERSON.** Don't let your reactions to the person influence your interpretation of what he/she says. His/her ideas may be good even if you don't like him/her as a person or the way he/she looks.
- 13. NOT SHARING RESPONSIBILITY FOR COMMUNICATION.** Only part of the responsibility rests with the speaker; you as the listener have an important part. Try to understand. If you don't, ask for clarification.
- 14. ARGUING MENTALLY.** When you are trying to understand the other person, it is a handicap to argue with him/her mentally as he/she is speaking. This sets up a barrier between you and the speaker.

- 15. NOT USING THE DIFFERENCE IN RATE.** You can listen faster than he/she can talk. Use this rate difference to your advantage by trying to stay on the right track, anticipating what he/she is going to say, thinking back over what he/she has said, evaluating his/her development, etc. Rate difference: Speech rate is about 100 to 150 words per minute; think rate is about 250 to 500 words per minute.
- 16. NOT LISTENING FOR WHAT IS NOT SAID.** Sometimes you can learn just as much by determining what the other person leaves out or avoids in his/her talking as you can be listening to what he/she says.
- 17. NOT LISTENING TO HOW SOMETHING IS SAID.** We frequently concentrate so hard on what is said that we miss the importance of the emotional reactions and attitudes related to what is said. A person's attitude and emotional reactions may be more important than what he/she says in so many words.
- 18. ANTAGONIZING THE SPEAKER.** You may cause the other person to conceal his/her ideas, emotions, and attitudes by antagonizing him/her in any of a number of ways: Arguing, criticizing, taking notes, not taking notes, asking questions, not asking questions, etc. Try to judge and be aware of the effect you are having on the other person. Adapt to him/her. Ask for feedback on your behavior.
- 19. NOT LISTENING FOR THE STUDENT'S PERSONALITY.** One of the best ways to find out information about a person is to listen to him/her talk. As he/she talks, you can begin to find out what he/she likes and dislikes, what his/her motivations are, what his/her value system is, what he/she thinks about everything and anything that makes him/her tick.
- 20. JUMPING TO ASSUMPTIONS.** They can get you into trouble in trying to understand the other person. Don't assume that he/she uses words in the same way you do; that he/she didn't say what he/she meant; that he/she is avoiding looking you in the eyes because he/she is telling a lie; that he/she is trying to embarrass you by looking you in the eye; that

he/she is distorting the truth because what he/she says doesn't agree with what you think; that he/she is lying because he/she has interpreted the facts differently from you; that he/she is unethical because he/she is trying to win you over to his/her point of view; that he/she is angry because he/she is enthusiastic in presenting his/her views. Assumptions like these may turn out to be true, but more often they just get in the way of your understanding.

- 21. CLASSIFYING THE SPEAKER.** It has some value, but beware. Too frequently we classify a person as one type of person and then try to fit everything he/she says into what makes sense coming from that type of person. He/she is a Republican. Therefore, our perceptions of what he/she says or means are all shaded by whether we like or dislike Republicans. At times it helps us to understand people to know their position, their religious beliefs, their jobs, etc., but people have the trait of being unpredictable and not fitting into their classifications.
- 22. MAKING HASTY JUDGMENTS.** Wait until all the facts are in before making any judgments.
- 23. NOT ALLOWING RECOGNITION OF YOUR OWN PREJUDICE.** Try to be aware of your own feelings toward the speaker, the subject, the occasion, etc. and allow for these prejudgments.
- 24. NOT IDENTIFYING TYPE OF REASONS.** Frequently it is difficult to sort out good and faulty reasoning when you are listening. Nevertheless, it is so important to a job that a listener should lend every effort to learn to spot faulty reasoning when he/she hears it.
- 25. NOT EVALUATING FACTS AND EVIDENCE.** As you listen, try to identify not only the significance of the facts and evidence, but also their relatedness to the argument.

(Crockett, 1988, p. 315-316)

Helping Students Evaluate Alternatives and Make Decisions

There are a variety of strategies that an advisor can use and teach the students to use that can enhance the advising relationship, and can help the student develop skills beneficial throughout college and life. These strategies include:

1. Advocacy/intervention – At times the advisor will need to advocate for or intervene on behalf of the student. There is a delicate balance between empowering students to act for themselves or providing direct assistance in helping them negotiate the institutional bureaucracy.

Choices:

- Refer the student to the faculty/staff member directly involved;
- Make contact yourself;
- Refer the student to someone who can help the student develop the skills to deal with such issues.

2. Intrusiveness – This includes actions on the part of advisors or advising programs to reach out to students and to build relationships so that as problems or issues come up, students know whom to contact.

Things you can do to reach out to your advisees:

- Send emails
- Talk after class
- Invite to a meeting
- Invite to lunch
- Schedule regular appointments
- Invite to group advising sessions

3. Challenging/confronting the student – This can be effective when you and your advisee have a relationship based on respect and understanding.

Mild confrontation is appropriate when you want to:

- Challenge students to achieve more than they might think possible.

- Open up for consideration of discrepancies in the student's behavior (on the one hand you say, on the other hand you do...), discrepancies in what a person says and how he appears (you say you're feeling good, yet you look exhausted), and how the student is vs. how she wants to be (you're not sure you can make it through college, yet your record indicates you can).
- Help the student look at both sides of an issue (I understand what you feel your professor does wrong, but what do you think your professor thinks you do wrong? What does he say about you?).

4. Modeling/teaching decision-making skills – Students frequently come to advisors seeking a solution for a problem. Advisors can best help the student by modeling/teaching skills to use not just in that situation but in others they will confront.

The following are steps to use in the decision-making process:

- Define the problem and clarify the situation.
- Collect and use information relevant to a decision and search for alternatives.
- Evaluate the alternatives against identified criteria.
- Assess the risks involved with the decision.
- Develop a plan of action and follow through.

Academic Advisor Development

Departments are ultimately responsible for orienting new advisors about departmental policies, procedures, departmental/degree requirements and expectations. Where applicable, departments also establish their own procedures and/or practices relative to academic advisement responsibilities, e.g. group course selection assistance prior to registration (as opposed to individual advisor/advisee appointments). CASA will host and/or advertise at least one academic advisor development session per semester. This development will be open to all academic advisors at the institution.

Additional academic advisor development is available through the National Academic Advising Association (NACADA). NACADA is an organization of professional advisors, faculty, administrators, students, and others from a variety of settings who do academic advising or otherwise work to promote quality academic advising on college and university campuses.

Anyone interested in learning more about NACADA and the professional status that is attributed to the practice of academic advisement (professional conferences, etc.) is encouraged to visit NACADA's website (<https://www.nacada.ksu.edu>).

SECTION IV: ADVISING SPECIFIC STUDENT GROUPS

Freshman Year (0-24 credits) is characterized by the students' vulnerability when it comes to good academic planning. In this regard, they are rather unsophisticated, unaware of the variety of resources available to them. Initially they must place a great deal of trust in their advisors, a trust that warrants quality programs and services. Freshmen expect the academic advising relationship to be characterized by both caring and competence: advisors are expected to be available, knowledgeable, and accurate (Gardner, 1995).

Goals for advising freshmen include:

- Become familiar with academic life;
- Become acquainted with college expectations, faculty, and staff. Learn to adjust to class schedule;
- Understand university and major requirements (i.e. general education, credit hours, major courses, prerequisites etc.);
- Become familiar with campus resources;
- Set expectations and responsibilities.

As students advance in their undergraduate studies their advising needs change. Students begin to follow their individualized academic interests, thus advising will need to be more personalized at this point. Themes and goals vary by academic year.

At MSU, the advisement of freshmen students is the responsibility of CASA and OSSR staff. This cohort of students are advised by their freshman advisor until they earn a 2.0 cumulative GPA, earn at least 24 credit hours, and declare a major in WebSIS.

Sophomore Year (25-55 credits) is characterized by student reflection and what has been identified as the *sophomore slump*. Students at this stage may show high levels of apathy. Thus, it is all the more important to take a proactive approach and ensure that sophomore students are fully integrated into the academic experience.

Goals for advising sophomores include:

- Crystallizing academic plans while involving the student's faculty advisor.
- Conducting an assessment of career interests.

- Furthering student development through student experience with web based resources, lectures, seminars, and faculty assistance.
- Integrating with campus life and student internships.
- Reflecting on educational plans.

Junior Year (56-89 credits) is characterized by a clarification of future plans and goals. More of the responsibility for academic success is placed on the student. Subject mastery is a major goal.

Themes for junior year include:

- Integrating academic plans with career plans and foster faculty-student relationships.
- Clarifying career goals.
- Achieving competence in field of study.
- Considering a graduate education.

Senior Year (90 credits or above) is characterized as a time of transition into either graduate study or an applied position. Continued self-assessment is critical at this point.

Goals and themes for this year include:

- Preparing to transition to work or graduate school by updating a resume and sharpening interview skills.
- Revisiting the career center.
- Preparing for standardized tests, assess graduate programs, and fulfill graduation requirements.

(Kramer, 2000, p. 84-104)

Honors Students

The honors college student is an ideal candidate for a developmental advising relationship. Robertson (1966) recommends that an honor's advisor know the interests and backgrounds of these gifted students and provide time for interaction beyond routine matters, to allow for discussion of ambitions and further study interests. Academic advisors should also attempt to

teach students how to cope with high academic expectations from self and significant others (such as parents and honors college faculty) by encouraging them to reach out for assistance if the stress levels become overbearing.

Most honors college students show high levels of involvement in student organizations while in high school and have expectations to continue to explore the new and expanded cocurricular offerings available on most college campuses. The advisor should caution honors students about the potential pitfalls associated with overinvolvement, especially during the first couple of semesters. They should be selective in their approach, or use the first year to explore potential opportunities prior to making a commitment to join.

(Ender & Wilkie, 2000, p. 118 – 143)

International Students

International students may present challenges to academic advisors that are distinct from those of ethnic minority students born in the United States. In addition to concerns related to academic programs of study, international students may present an array of unique issues, such as the following:

- Adjustment to sex-role expectations in the United States that are different from those in their native country (Hayes and Lin, 1994)
- Clashes between international students' native cultures and the culture of the United States (Sodowsky and Plake, 1992)
- Feelings of homesickness and alienation (Brinson and Kottler, 1995)
- Language communication difficulties (Barratt and Huba, 1994; Redmond and Bunyi, 1993)
- Legal and financial concerns of negotiating contractual obligations such as housing rental leases or automobile purchase agreements (Khoo, Abu-Rasin, and Honrsby, 1994)

Advisors should avoid any tendency to see international students as deficient on the basis of their cultural distinctiveness. An additional confounding consideration is that it is not unusual for international students to seek out their academic advisor “just to talk” because that is the person to whom they feel the closest. Kaul (1999) has astutely discerned that if international students are to make a successful transition from the academic environment in their native culture to the pervasive cultural environment found in the United States, advisors “need to make an effort to

reach out to international students at frequent intervals and to be cognizant of the issues facing this vulnerable student population” (p. 14). (*Priest & McPhee, 2000, p. 105-117*)

Student-Athletes

There are many impressions of today’s collegiate athlete. Shribery and Brodzinski (1984, p. 1) states:

College athletes are simultaneously loved and hated, admired and despised. . . . We see them as saviors of the university for the revenue they create, and as pampered, spoiled brats for the benefits they receive. . . . We hear that large numbers do not graduate, yet research shows their graduation rates to be higher overall than that of non-athletes. . . . We see them as strong, mature, and confident individuals, yet we often learn that they cannot perform in the classroom. Somewhere in the middle of all these images lies the real student-athlete.

Like other student populations, advisors play a critical role in the success of student-athletes.

When advising this group, academic advisor can use the following strategies.

- Advisors must avoid the tendency to stereotype or generalize student athletes as not academically motivated.
- Advising student athletes to take on full academic loads (more than twelve or thirteen credits) during the semester that the athlete’s sport is in competition places the student athlete at considerable academic risk. Semesters should be planned so that the more demanding courses and course loads occur during the semester when the sport’s competition season is not occurring.
- Many student athletes have a low sense of academic self-worth due to a history of academic failure and are not confident in their ability to succeed academically. Strategies to build academic competence and confidence need to be implemented.
- The career planning process must be initiated early on in advising relationships with student athletes, if for no other reason than to provide for meaningful alternatives after professional sports, career-ending injuries, and abbreviated college athletic participation.

(*Ender & Wilkie, 2000, p. 118 – 143*)

Students with Disabilities

The advisor must stress to students with disabilities the importance of personal assertiveness. Students must share their accommodation needs with their faculty. When working in the area of personal involvement on campus, the advisor should caution learning disabilities (LD) students that academic success may necessitate that they spend more time studying than their peers, that they establish study groups, attend class regularly, use enhanced note-taking strategies, tape lectures, and use tutors and enhanced study strategies (Synatschk, 1995). As advisors work with disabled students in the area of developing or validating life purpose, two important rules should be considered. First, advice and recommendations should be based on students' interests rather than on their limitations; second, counsel should be given based on evidence and not supposition (Jarrow, 1996).

(Ender & Wilkie, 2000, p. 118 – 143)

Undeclared/Undecided Students

Many advising strategies and resources can be used with different types of undecided students. A clear example is the general assistance that [undecided] students need in the academic and career exploration process. Although administratively academic and career may be considered separate concerns, many students do not make such fine distinctions. Many see the choice of major and occupation as one. A unified academic-and-career advising approach may be more important to this group of students compared to other groups.

- **The Exploration Process.** The central advising task in working with undecided students is helping them with the exploration process. Gordon (1992) proposed a model for this process that includes four components:
- *Self-knowledge:* Addresses the need for the assessment of personal interests, abilities, and values, as well as goal setting
- *Educational knowledge:* Includes an understanding of the value of different levels of educational programs, academic majors, curricula, academic skill development, and credentialing or licensure
- *Occupational knowledge:* Addresses career development and job-seeking skills such as writing resumes and cover letters and interview techniques; job exploration and preparation activities, such as co-ops and internships; assessing occupational information, such as entry-

level expertise, occupational task identification, job marketability, salary ranges, and the physical demands of the job

- Decision-making knowledge: Addresses the integration of self-knowledge with educational and occupational information, the influence of decision-making styles, the acquisition of decision-making strategies, and approaches to goal implementation
- The goal of this model is to provide a framework to help students gather the kind of information needed to make realistic and satisfying choices.

(Steele & Mc Donald, 2000, p. 144-161)

SECTION V: ACADEMIC ADVISOR FUNDAMENTALS

Academic Advising File and Notes

It is imperative that academic advisors maintain academic advising files for each advisee. These files may be electronic or physical files stored in the advisor's office. It is the department's responsibility to determine the most appropriate method of maintaining and storing advisee files.

"The advisor should record information in the advisees' files which may be helpful in future advising sessions with the students and for possible use by other advisors in case of referral or change of major. The advisor should also keep a record of those courses which the students were advised to take and a record of the students' final selections" (Craig, 1981, p. 10).

Freshman academic advisors (CASA and OSSR) are expected to use Starfish to document academic advising notes in addition to any other method deemed necessary by the individual departments. Currently, CASA academic advisors also use the Student Accountability Form (see appendix) to document advising sessions. Once this form is completed, both the advisor and the student signs agreeing to what was discussed and the courses recommended. The student gets a copy for their records and the advisor keeps a copy in the student's file.

When a freshman transitions from their first year advisor to their departmental advisor the notes documented in Starfish can be accessed by their assigned departmental advisor. It is highly recommended that advisors for sophomore, juniors, seniors, and transfer students also maintain advising notes in Starfish. However, it is up to each school/college and/or academic department to determine the most appropriate method to maintain advising notes for their advisees. When

students change majors, the new assigned academic advisor should have access to the advising notes from the previous department.

Academic Advisor Hold and Alternate Pin

To encourage communication between the advisor and the student and to ensure a student is not self-advising, an academic advisor hold or an alternate pin may be placed on a student's WebSIS account. Advisor holds and alternate pins serve multiple purposes.

- They ensure that the student is receiving proper guidance in regards to scheduling, major exploration/declaration, resolving academic difficulties, understanding policies and procedures of MSU, offering academic resources throughout campus, and monitoring academic progress.
- A HOLD and/or alternate pin prevents students from dropping/withdrawing/registering for courses within WebSIS without first consulting with their academic advisor.
- If a student is interested in withdrawing from a course, the advisor hold prevents this process via WebSIS. But more importantly, it requires the student to discuss the challenging course and reason for wanting to withdraw with his/her advisor to learn more about the withdrawal process, deadlines, and consequences.
- The student is encouraged to receive academic advisement prior to the next registration period.

Academic Advisor Hold

An advisor hold is placed on all freshmen academic record by the Registrar prior to the beginning of their first fall semester. Once the advisor has advised the student then the advisor will advance or temporarily lift the advisor hold for 72 hours to allow the student to register for courses via WebSIS. The hold will be visible to the student in WebSIS and can be seen by the advisor in Banner. In Banner the format of the hold is as follows:

- **Hold Type:** AV (Advisor Hold)
- **Description:** See Starfish for advisor information

To advance/temporarily lift or remove the advisor hold:

1. Login to WebSIS using Internet Explorer and enter your Morgan username and password.

Enter your Morgan username and password. Do not include @morgan.edu

Username:

Password:

LOG IN

NOTE: You must use Required Browsers!
PC Users Internet Explorer (Not Edge)
Mac Users Safari

Welcome to your MyMSU access to Banner and related services. One time sign-in provides access to Banner, WebSIS, Starfish, and other related services.

For assistance, contact the Service Desk at 443.885.4357 or ServiceDesk@morgan.edu

Need to change your password? Visit <https://resetmypad.morgan.edu>

Attention All Students!!!

Classes for the Spring 2017 semester will begin on Monday, January 23, 2017. Please meet with your advisor prior to registration to ensure accurate course section towards degree completion.

[Check Your Refund Status](#)

YOUR MONEY STARTS WITH YOU! The FAFSA for the upcoming 2016-2017 school year will be made available starting January 1, 2016, please make sure you remember to file. Now is the time to Get Prepared By Being Prepared. NO FAFSA??? NO FILE ??? NO MONEY remember to file starting January 1, 2016 by logging onto <http://www.fafsa.ed.gov>

Alumni Transcript Request | Prospective Students | Apply for Admission | General Financial Aid | Course Catalog | Schedule of Classes | Alumni and Friends

Authentication failure/Change Password | © Morgan State University. All rights reserved.

2. Select Native Banner (INB)

Log In Successful

You have successfully logged into the MyMSU Sign-In.
 For security reasons, please Log Out and Exit your web browser when you are done accessing services that require authentication!

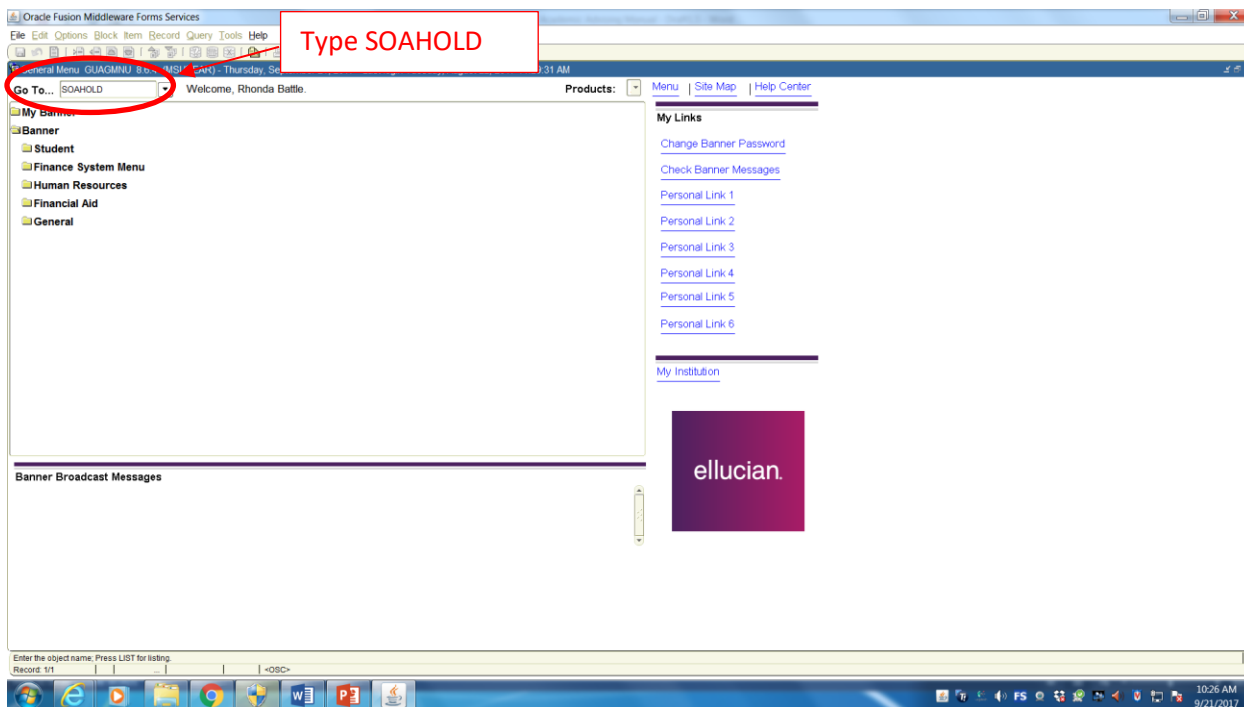
Banner Single Sign-On

- ✓ Self-Service Banner (WebSIS)
- ✓ **Native Banner (INB)**
- ✓ ePrint Banner (INB)
- ✓ Starfish
- ✓ Workflow
- ✓ Workflow Test

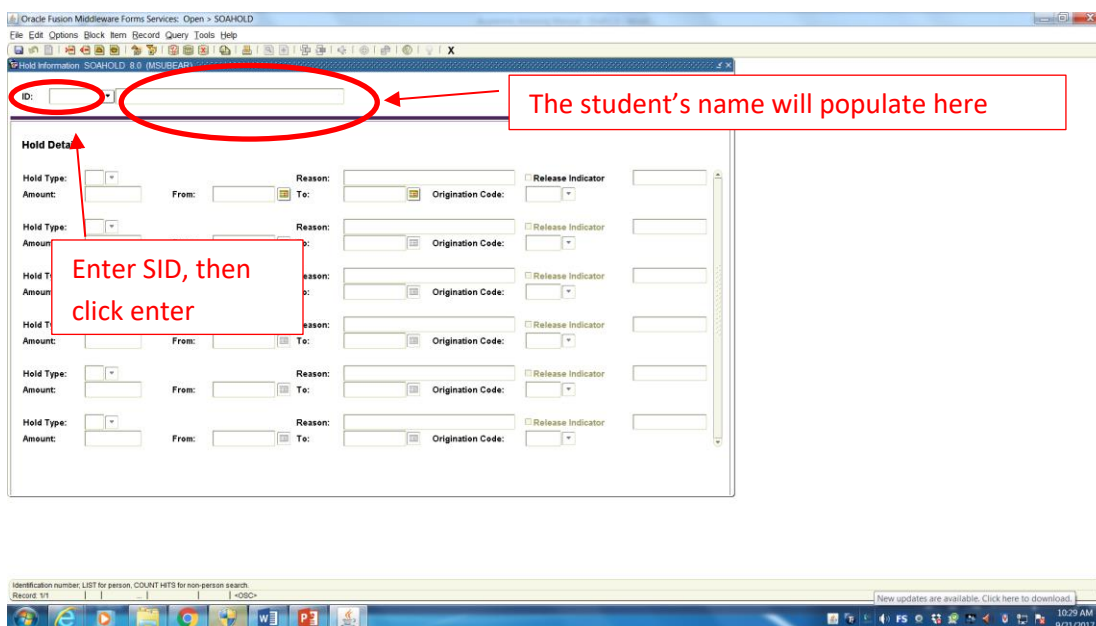
[Logout](#)

Authentication failure/Change Password | © Morgan State University. All rights reserved.

3. Type in **SOAHOLD** in the **Go to ...** block then click enter. This will take you to the SOAHOLD screen.



4. On the hold information screen, enter the student's identification number (SID) in the "ID" field. Then click enter. Verify that the student's name matches the SID. Then click enter.



5. Click the “Next Block” icon. All holds on the student’s account will populate.
6. Select the HOLD you would like to remove/advance/adjust.

The HOLD will change color when it is selected

Hold Details

Hold Type	Amount	From	To	Reason	Origination Code	Release Indicator
FP		20-SEP-2017	19-DEC-2017	GOOD FINANCIAL STANDING		SCTCVT
FY		18-AUG-2017	31-DEC-2019	First Year Freshman Adv Hld		HCOOPER

7. To advance or temporarily lift the HOLD, change the start date. Remember to allow 72 hours (3 days) for a student to make adjustment to his/her schedule. Therefore, the start date of the hold should be adjusted 3 days from the date of the advising session.
8. To remove the HOLD, adjust the end date to the date you would like the HOLD to be removed. For freshmen, the HOLD is only removed from the student’s account by the freshman advisor when the student has met the criteria to transition to the faculty advisor.

Start date

End date

Hold Details

Hold Type	Amount	From	To	Reason	Origination Code	Release Indicator
FP		20-SEP-2017	19-DEC-2017	GOOD FINANCIAL STANDING		SCTCVT
FY		18-AUG-2017	31-DEC-2019	First Year Freshman Adv Hld		HCOOPER

Alternate Pin

Alternate pins are system generated unique six digit numbers used by various academic departments. The Registrar's Office provides academic advisors with all alternate pins. After the student is advised the advisor provides the student with his/her alternate pin. The student will be prompted to input this six digit number when he/she attempts to register/drop/withdraw from courses through WebSIS. A new alternate pin is generated each semester.

Academic Advising Meeting Schedule

It is suggested that students meet with their advisor individually or as a group at least two times for the semester. In addition to the two meetings, periodic "check-ins" throughout the semester are highly encouraged. At the very least, the recommended two times the student should meet with an advisor are as follows:

FIRST MEETING OF THE SEMESTER

FIRST YEAR ACADEMIC ADVISING (*All first time freshmen*)

The first advising session for first time freshmen usually takes place during freshman orientation for regular admitted students and at the end of CASA Academy for successful CASA Academy participants. This session is primarily a course scheduling session and can be conducted as a group advising session. If the student advisor ratio is not manageable for the advisor then individual advising sessions can be conducted. All first time freshmen should be enrolled in general education courses unless the major specifies different courses. In accordance with Senate Bill (SB) 740, all freshmen must be registered for credit-bearing math and English courses within the student's first 24 credit hours. Information about office hours, general advising information, university policies, and degree requirements should also be discussed at this session.

FACULTY/DEPARTMENTAL ACADEMIC ADVISING

Faculty/Departmental advisors are encouraged to meet with their students within the first few weeks of the semester. This meeting can be used to touch base with the student about current courses and to recommend any resources the student may need to be successful during the current semester.

SECOND MEETING OF THE SEMESTER – *Early Registration and/or Midterm*

FIRST YEAR ADVISING *and* FACULTY/DEPARTMENTAL ADVISING

During early registration period or midterms the advisor and advisee should meet to discuss what courses the student should pursue for the next semester. Midterm preparations/performance are also examined during this meeting. This is also a good time to further discuss the student's education plan. For some students this may be the first time that they are having a one-on-one session with an advisor. Typically this session will last approximately 30minutes.

General Academic Advising Meeting Tips

There is no one right way to conduct an academic advising meeting; it often depends upon the reason for the meeting (i.e. registration advising, class concerns, deciding upon a major). It is important for advisors to maintain an advising file for each advisee with proper documentation from the meeting. The scenario below offers general guidelines and suggestions for conducting a productive advising meeting.

- 1. Opening.** Greet students by name, be relaxed and warm. Open with a question e.g., “How are things going?” or “How can I help?”
- 2. Phrasing Questions.** Conversational flow will be cut off if questions are asked so that a yes or no reply is required. A good question might be, “What have you thought about taking next semester?” or “What are some things that have made you think about business as a career?”
- 3. Out-Talking the Student.** Good advising is effective listening. Listening is more than the absence of talking. Identify the fine shades of feelings behind the words.
- 4. Accepting the Student's Attitudes and Feelings.** A student may fear that the advisor won't approve of what he/she says. Advisors must convey their acceptance of these feelings and attitudes in a nonjudgmental way. Cardinal principle: If the student thinks it is a problem, the advisor does too.
- 5. Cross-Examining.** Do not fire questions at the student or put the student on the defensive.
- 6. Silence in the Interview.** Most people are embarrassed if no conversation is taking place. The student may be groping for words or ideas so let them have some time to think about what they want to say.

7. Reflecting the Student's Feelings. Try to understand what the student is saying. For example, it is better to say, "You feel that professor is unfair to you." rather than "Sometimes everyone has trouble getting along with professors."

8. Admitting Your Ignorance. If a student asks a question regarding facts that you do not have, admit it. Go to your resources for the information immediately or call/email the student back with the information.

9. Setting Limits on the Interview. It is better if the advisor and the student realize from the beginning that the interview lasts for a fixed length of time.

10. Ending the Interview. Once limits have been set, it is best to end the interview at the agreed time. A comfortable phrase might be, "Do you think we have done all we can for today?" or "Let's make another appointment so that we can go into this further." (*Crockett, 2001*)

SECTION VI: MORGAN STATE UNIVERSITY – ADVISING TOOLS MODEL



Primary Users: **Executive Leaders**

(VPs, AVPs, deans, chairs)

Secondary Users: **Advisors/Specialists**

(OSSR, CASA, program directors)

Additional Users: **Institutional Research**

Functions/Features: predictive analytics

student risk

institutional reports

success markers



Advisors/Faculty

(OSSR, CASA, faculty)

Students

(undergraduate)

VPs, AVPs, Deans, Chairs

early alert

advising notes

appointments

attendance



Students

(undergraduate)

Advisors/Faculty

(OSSR, CASA, faculty)

VPs, AVPs, Deans, Chairs

degree audit

degree pathway

course availability

registration checklist

Brief Overview of Morgan State University Advising Tools

EAB's Student Success Collaborative (SSC) combines technology, consulting, and best practice research to help colleges and universities use data to improve retention and graduation rates. At the core of SSC is a proprietary predictive model that identifies at-risk students as well as an analytics engine that isolates systemic barriers to degree completion. To complement the predictive model, SSC provides advisors and other student success specialists with powerful communication and workflow tools to transform insight to action and administrators with customized change management guidance to support institutional transformation.

<https://www.eab.com/technology/student-success-collaborative/about-the-student-success-collaborative>

Starfish Retention Solutions, Inc. Thanks to a \$100,000 grant from the Bill & Melinda Gates Foundation, Morgan State University has purchased the Starfish Early Alert and Connect systems to help us systematically track and monitor student progress. And, the University has committed to sustain this initiative for years to come. The Starfish Enterprise Success Platform is meant to help our university "scale its student support initiatives in a way that enables students to engage more effectively with the campus community and, ultimately, achieve their academic goals." The Starfish philosophy is based on four principles: (1) success is a moving target, (2) success entails academic achievement, (3) success requires engagement, and (4) success must be measured. With the help of this new software, Morgan State is making a greater effort to cultivate student success.

For more information about Starfish Retention Solutions [click here](#) or visit

http://www.morgan.edu/enrollment_management_and_student_success/office_of_student_success_and_retention/starfish.html

Degree Works is an online advising tool to help advisors monitor students' progress toward degree completion. Degree Works matches students' coursework (completed, currently enrolled, or registered for in the future) to degree requirements in an easy-to-read worksheet that shows how the courses count toward degree requirements.

For more information about Degree Works [click here](#) or visit

<http://www.morgan.edu/registrar/degreeworks>

Using Morgan's Advising Tools for Course Selection Advisement

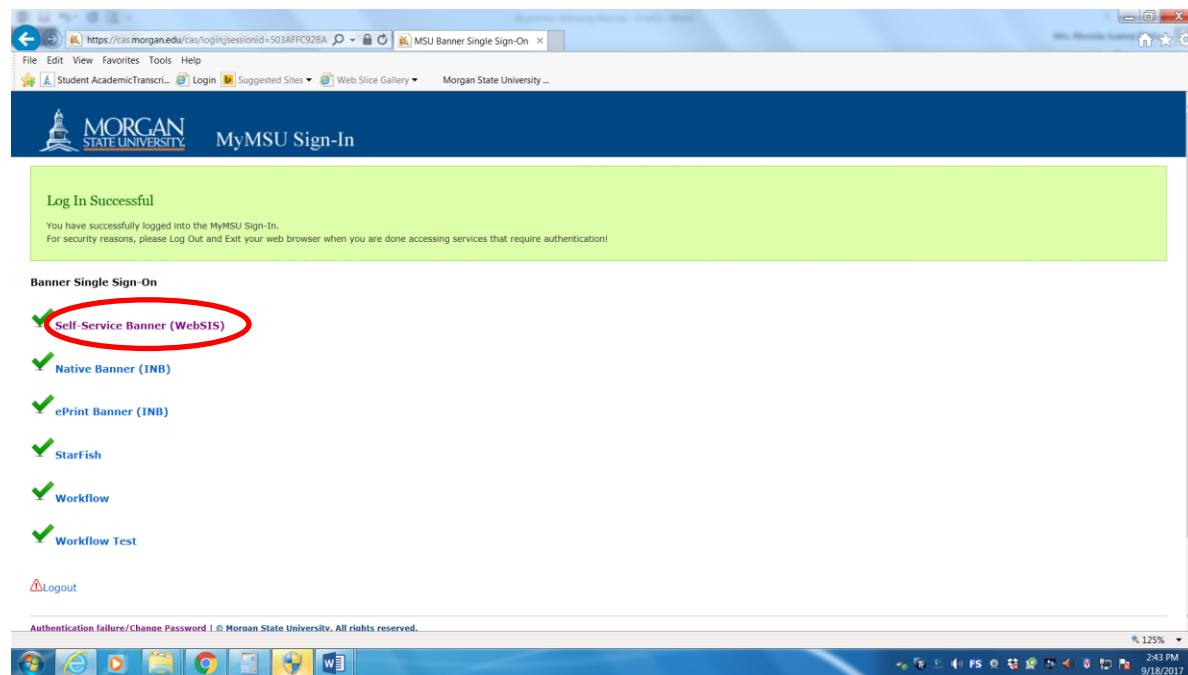
Students should meet with their advisors for course selection advice and to obtain necessary registration information (e.g. alternate pin and/or removal of academic advising hold - if applicable). Course registration is the event that occurs routinely each semester and during new-student summer orientation, while academic advising involves the continuous relationship and interactions between the advisor and advisee throughout the student's academic career. During an academic advising course registration session, the advisor should use tools such as WebSIS, Starfish, Degree Works, and EAB SSC to effectively advise students.

Below is a step by step guide to using these tools during a course registration advisement session for advising specialist.

Before the Advising Session

Prior to meeting with a student for course registration advisement, an advisor should conduct a preliminary inquiry into the academic performance of the student. This can be accomplished by using the following nine steps.

STEP 1: Login to WebSIS using Internet Explorer and your Morgan username and password (www.morgan.edu)



STEP 2: In WebSIS, under “Faculty Services” menu, click on Student Information tab, click on the ID selection, select the desired term, input student’s ID, confirm student and then select Registration History to **view current and past mid-term and final grades.**

Registration History for [redacted]

Information for [redacted]

The following represents active as well as completed registrations. Withdrawn, dropped, and/or cancelled classes are also displayed. An asterisk preceding the final grade denotes that this grade will be displayed on your transcript.

CRN	Course	Course Title	Credits Level	Status	Midterm Grade	Final Grade
FALL 2017						
70268	BIOL 102	INTRO BIOLOGY II (BP)	4.000	Undergraduate **Web Registered** Apr 03, 2017		
71849	EDUC 334	INTRO TO SPECIAL EDUCATION	3.000	Undergraduate **Web Registered** Apr 03, 2017		
77055	HEED 350	ASSM, IMPL & EVAL OF HLTH PROG	3.000	Undergraduate **Web Registered** Apr 03, 2017		
77303	HEED 419	HEALTH ISSUES AND RESEARCH I	3.000	Undergraduate **Registered** Sep 07, 2017		
SPRING 2017						
10077	EDUC 200	FOUND OF EDUC & TEACHING	3.000	Undergraduate **Web Registered** Nov 08, 2016 PS	A	
16812	HEED 303	COMM FOR OPTIMAL HEALTH	3.000	Undergraduate **Web Registered** Nov 08, 2016 B	A	
16910	HEED 322	BASIC EPIDEMIOLOGY	3.000	Undergraduate **Web Registered** Nov 08, 2016 B	A	
13454	HEED 380	HEALTH SERVICE MANAGEMENT	3.000	Undergraduate **Web Registered** Nov 08, 2016 C	B	
11174	PHEC 358	MEAS AND EVAL IN HEAL & PHY ED	3.000	Undergraduate **Web Registered** Nov 08, 2016 A	A	
FALL 2016						
72754	HEED 104	FOUND OF HEALTH SERVICES	3.000	Undergraduate **Web Registered** Apr 04, 2016 B	A	
77301	HEED 204	COMMUNITY HEALTH PRACTICES	3.000	Undergraduate **Web Registered** Apr 04, 2016 C	B	
76807	HEED 316	FIRST AID, SAFETY AND CPR	3.000	Undergraduate **Web Registered** Apr 21, 2016 A	A	
72894	MHTC 103	INTRO TO GROUP DYNAMICS (SB)	3.000	Undergraduate **Web Registered** Apr 04, 2016 A	A	
72383	NUSC 160	INTRO TO NUTRITION (HH)	3.000	Undergraduate **Web Registered** Apr 04, 2016 A	A	
SPRING 2016						
CRN	Course	Course Title	Credits Level	Status	Midterm Grade	Final Grade

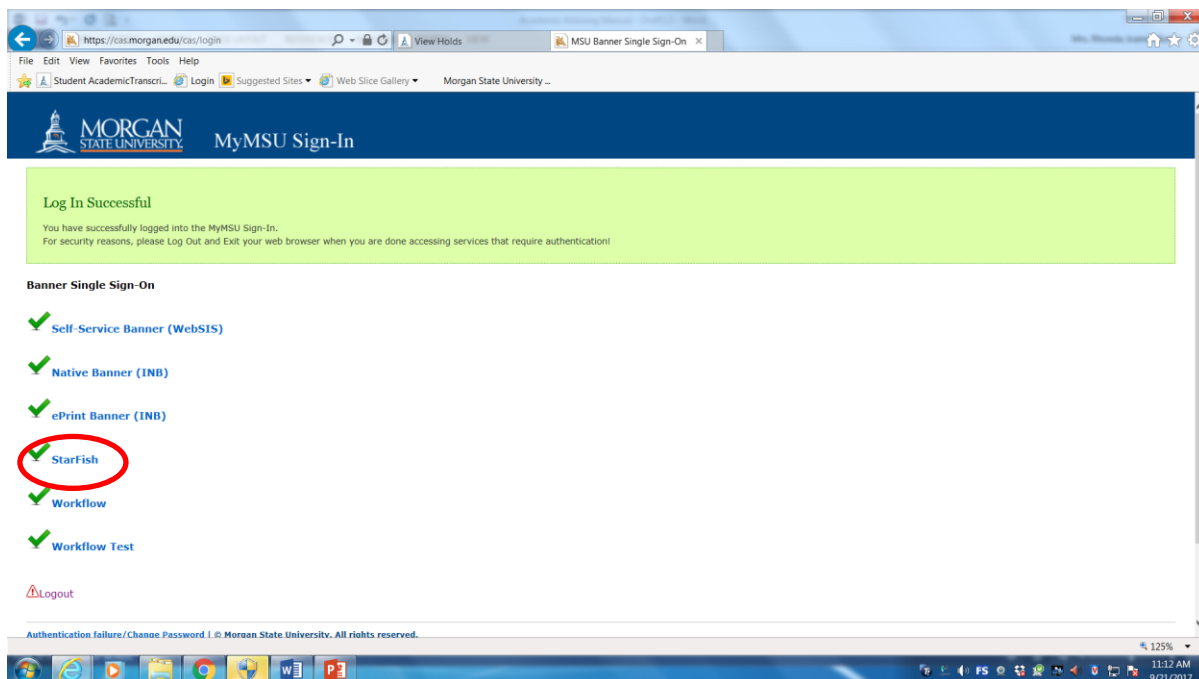
STEP 3: Under the Student Information Menu in WebSIS, check the “View Holds” screen. You will only be able to view HOLDS for students who you are assigned as the primary advisor. If the student has a hold then the hold will be lifted at the end of the advisement session

Student Information

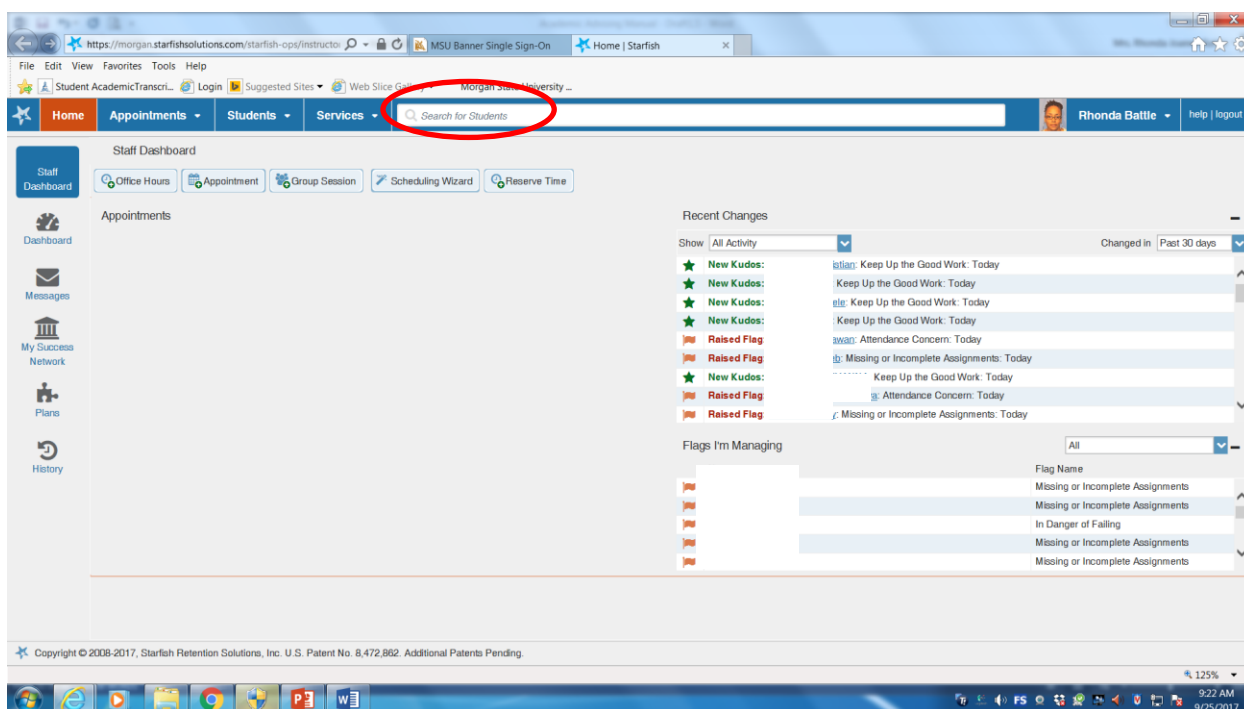
- Term Selection
- ID Selection
- Student Information
- Student Address and Phones
- Student E-mail Address
- Student Schedule
- Registration Overrides
- Add or Drop Classes
- Change Class Options
- Academic Transcript
- Electronic Gradebook for a Student
- Degree Evaluation
- Active Registrations
- Registration History
- Advisee Listing
- View Holds**
- View Advisor To Graduate
- Student Week at a Glance
- Student Schedule by Centric Period

RELEASE: 8.7

STEP 4: In another tab or screen, **login to Starfish** using Internet Explorer and your Morgan username and password (www.morgan.edu)



STEP 5: Check the student's folder in Starfish by searching for the student's name under the "My Students" tab. To ensure that you see all of your assigned advisees, make sure the connection is set to "Academic Advisor" and the term is set to "All".



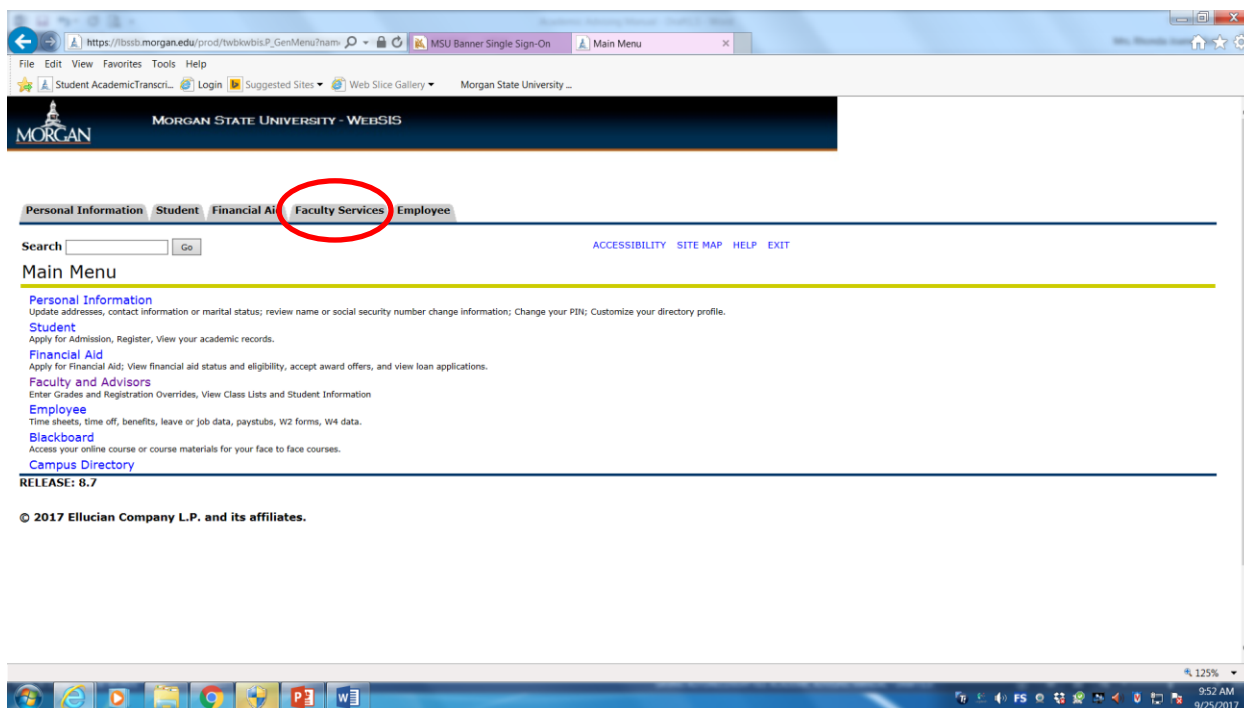
STEP 6: In the Starfish student folder, click on the “Tracking”, “Meetings”, and “Notes” tabs on the left side of the student folder to **view flags and kudos** from faculty, **meeting notes** from advising appointments, and **all other available notes** in Starfish. Please remember students cannot view “Behavior” and “General Concern” flags.

STEP 7: In another tab or screen, **login to Degree Works** using Internet Explorer and your Morgan username and password (www.morgan.edu)

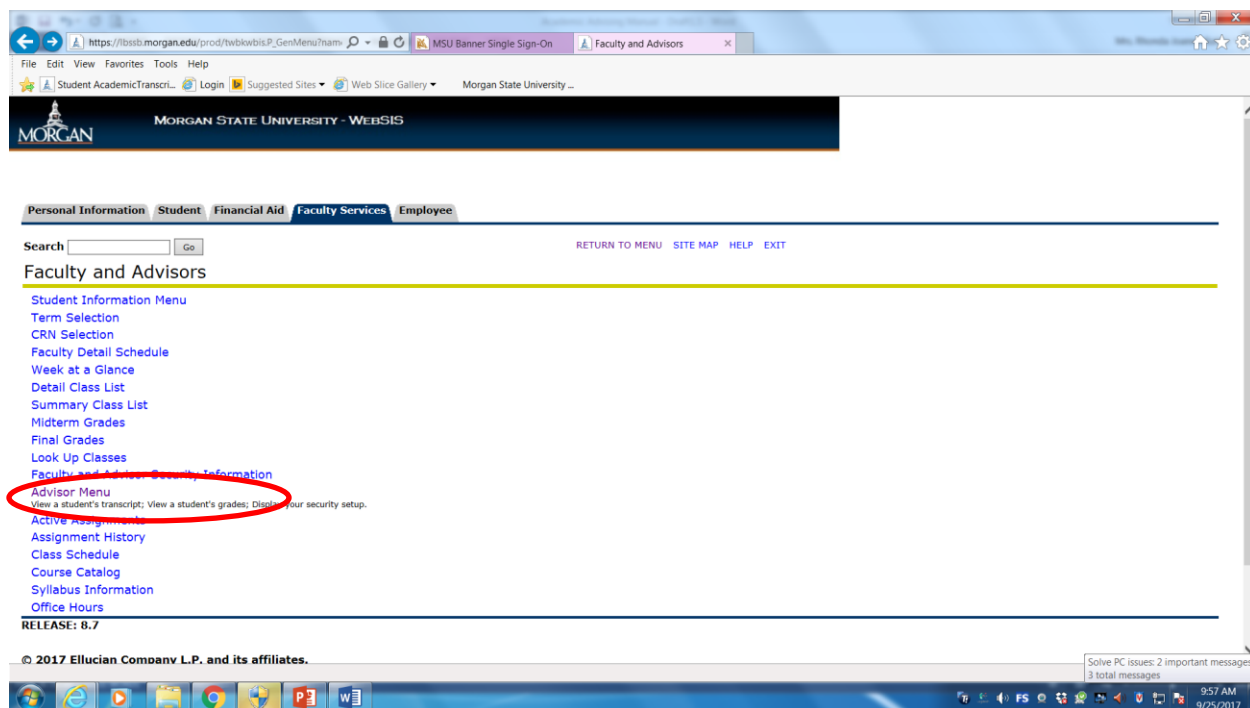
STEP 8: To access Degree Works follow these 5 steps: 1) log-in to WebSIS, 2) click on the "Faculty Services" menu for faculty and advisors, 3) click on "Advisor Menu", 4) click on "Degree Works Faculty", 5) click on the "Degree Works" box.

Steps 2 to 5 to access Degree Works are displayed below

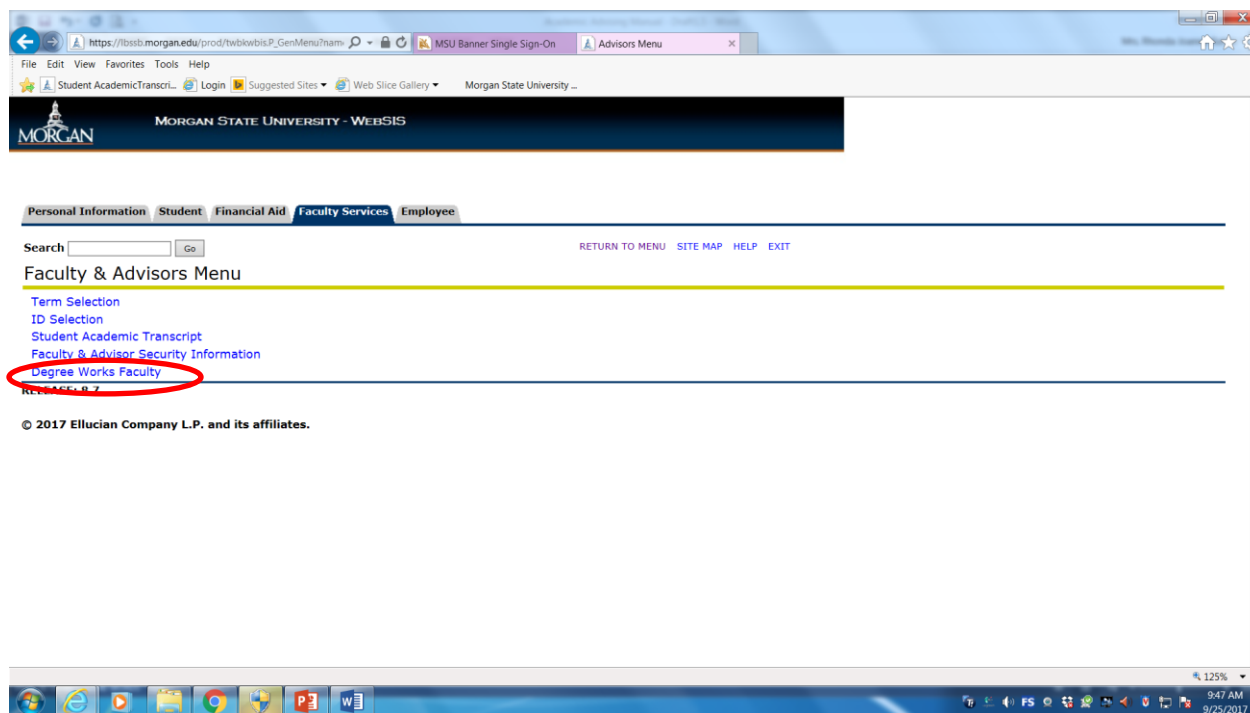
Degree Works access STEP 2 - click on the "Faculty Services" menu for faculty and advisors



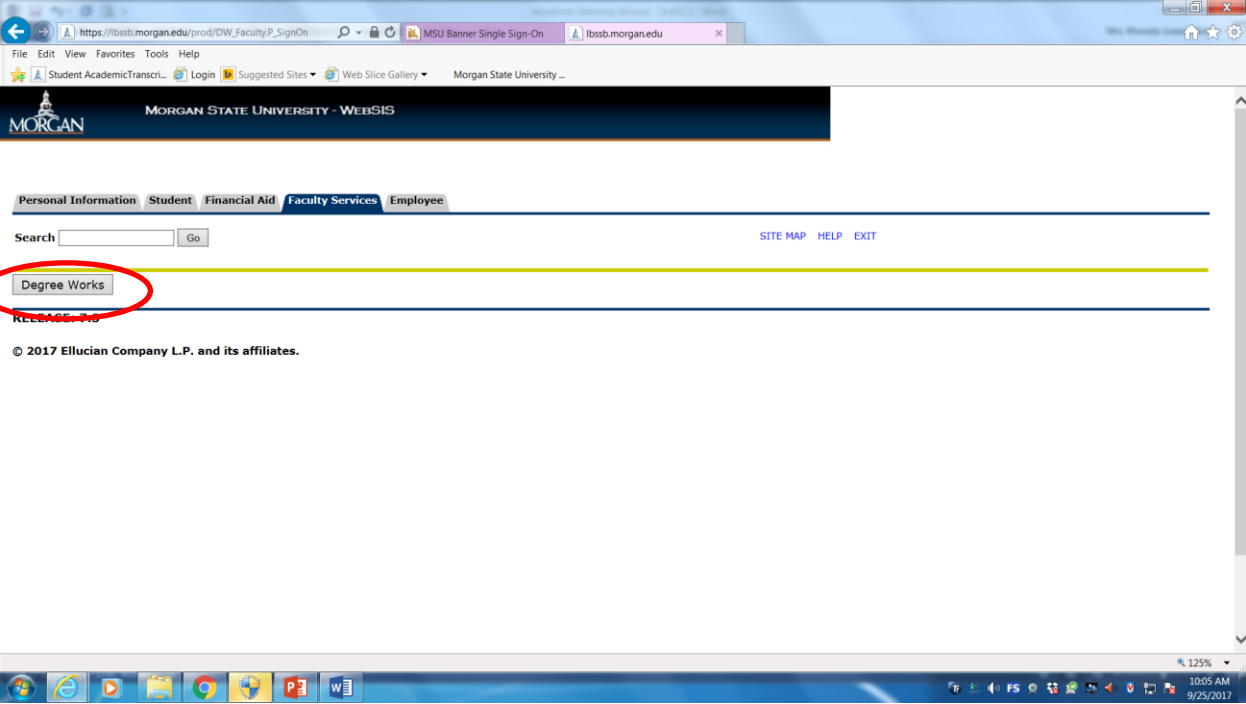
Degree Works access STEP 3 - click on "Advisor Menu"



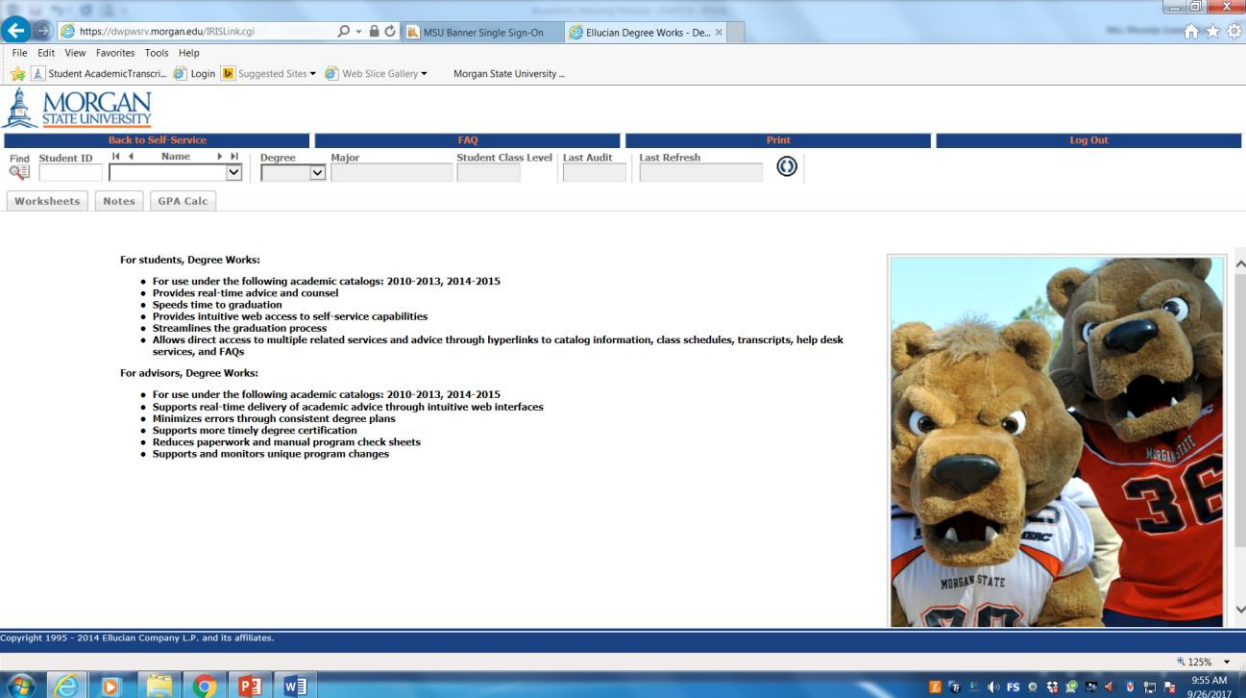
Degree Works access STEP 4 - click on "Degree Works Faculty"



Degree Works access STEP 5 - click on the "Degree Works" box



The screenshot shows the Morgan State University WebSIS homepage. The browser address bar displays https://lbsb.morgan.edu/prod/DW_FacultyP_SignOn. The page features a navigation bar with tabs: Personal Information, Student, Financial Aid, Faculty Services, and Employee. Below the navigation bar is a search bar with a "Go" button. A yellow horizontal line separates the navigation area from the main content. A button labeled "Degree Works" is circled in red. Below this button, the text "© 2017 Ellucian Company L.P. and its affiliates." is visible.



The second screenshot shows the Degree Works interface. The browser address bar displays <https://dwpsrv.morgan.edu/TRISLink.cgi>. The page features a navigation bar with tabs: Back to Self-Service, FAQ, Print, and Log Out. Below the navigation bar is a search bar with fields for Student ID, Name, Degree, Major, Student Class Level, Last Audit, and Last Refresh. There are also buttons for Worksheets, Notes, and GPA Calc. The main content area contains the following text:

For students, Degree Works:

- For use under the following academic catalogs: 2010-2013, 2014-2015
- Provides real-time advice and counsel
- Speeds time to graduation
- Provides intuitive web access to self-service capabilities
- Streamlines the graduation process
- Allows direct access to multiple related services and advice through hyperlinks to catalog information, class schedules, transcripts, help desk services, and FAQs

For advisors, Degree Works:

- For use under the following academic catalogs: 2010-2013, 2014-2015
- Supports real-time delivery of academic advice through intuitive web interfaces
- Minimizes errors through consistent degree plans
- Supports more timely degree certification
- Reduces paperwork and manual program check sheets
- Supports and monitors unique program changes

On the right side of the page, there is a photo of two Morgan State University mascots, a bear and a bulldog, wearing jerseys. The bear is wearing a white jersey with "MORGAN STATE" and the number "36". The bulldog is wearing a red jersey with "MORGAN STATE" and the number "36".

At the bottom of the page, the copyright notice "Copyright 1995 - 2014 Ellucian Company L.P. and its affiliates." is displayed.

STEP 9: Review the updated Degree Works audit. Remember to refresh the data by clicking refresh icon at the top right corner of the page, and click “process new” tab next to “save as a PDF”.

Type student's ID and then click enter. All fields will populate with the student's information and degree audit.

The screenshot shows the Degree Works interface for Morgan State University. The 'Student ID' field is highlighted with a red circle. Below it, the 'Process New' button is also circled in red. The page displays student information, a degree progress bar at 28%, and a list of requirements.

Student	Catalog Year
201770	201770

Level	Degree	College	Major	Minor
Undergraduate	Bachelor of Science	School of Engineering	Civil Engineering	

Requirements 28% **Degree Progress**

Bachelor of Science GPA: 0.000 Credits Required: 120 Credits Applied: 11

Last credits taken at Morgan State University: You have 11 but still need a minimum of 19 credits. 120 credits are required. You currently have 11. You still need 109 more credits. Please consult your major or concentration curriculum sequence for exact credit requirements including Free Elective credits.

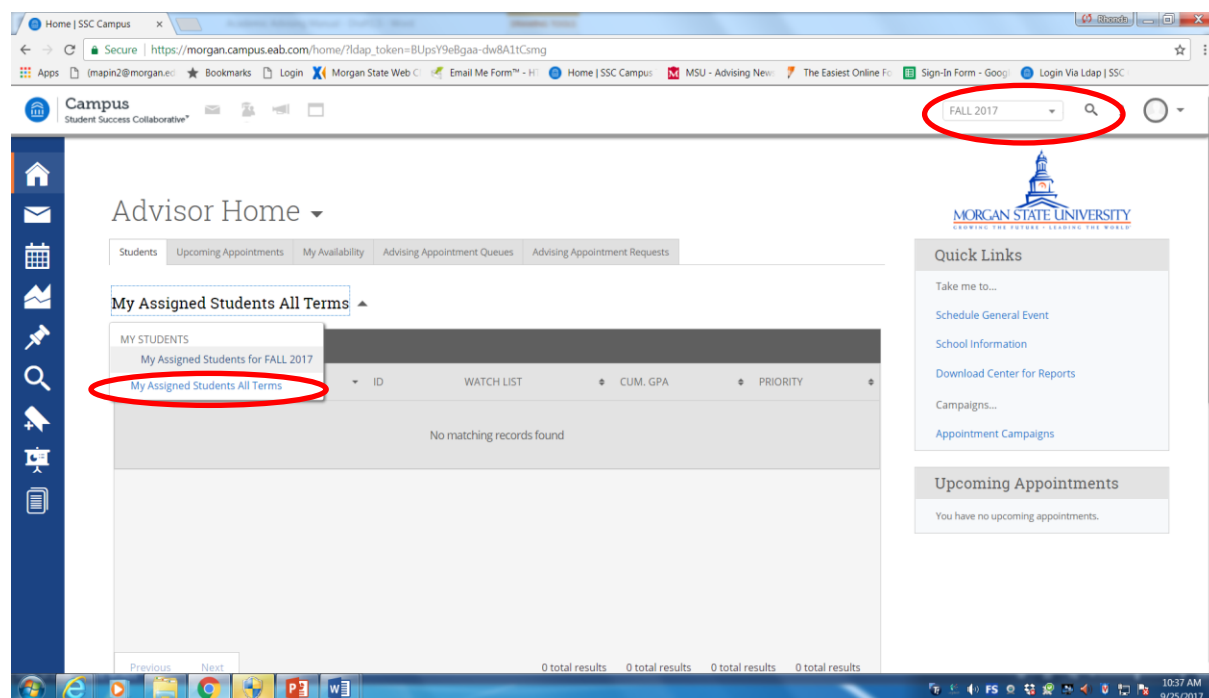
STEP 10: Login to EAB SSC using Google Chrome. Enter you Morgan username and password.

The screenshot shows the EAB Campus Student Success Collaborative login page. The page has a header with the EAB logo and the text 'Campus Student Success Collaborative™'. Below the header is a login form with fields for 'User Name' and 'Password', and a 'Log in to Campus' button.

© 2017 EAB. All Rights Reserved.
Browser: Chrome 61 on Windows

For support, please contact SSCampusTechSupport@eab.com

STEP 11. You will be brought to the Advisor home screen where your assigned advisees will be listed. At the top right corner of the screen, select the desired term. Change the “My Assigned Students...” to “My Assigned Students All Terms” by clicking the drop down arrow to the right.



STEP 12. In **EAB SSC**, select the student that you are advising from your list of assigned advisees and click on the student’s name. The Overview will be the first tab displayed.

- The student profile is a set of information about the student and their academic performance at your institution. The Academic Summary shows the student’s major and division, number of Ds and Fs the student has received, number of repeated courses and withdrawals, and most recent term of enrollment.
- Users can also see the student’s major, GPA, total credits, institution completion ratio (earned credits divided by attempted credits), missed number of success markers, number of staff alerts, categories/tags, staff working with the student, and if the student has received any support on campus. By rolling over underlined information, users will get more detailed information.
- The “priority” under the student Overview tab will appear as green for “low priority”, yellow for “moderate priority”, or red for “high priority”. This priority assessment **does not** include information from **Starfish** (flags or notes) nor does it factor in success

markers. Advisors **should NOT discuss** or share the priority level with the student!
This information is for advisors only to help you prepare for your advisement meetings.

The screenshot displays the EAB SSC interface for a student named Breanne. The 'Overview' tab is highlighted with a red circle. The student's academic summary includes a Course Grade D/F of 1, 1 Repeated Course, 1 Withdrawn Course, 0 Missed Success Markers, and a Cumulative GPA of 3.413. Additional metrics show 62.00 Total Credits Earned, 98% Credit Completion, and a Low Priority level. The student is identified as a Psychology Bachelor of Science student in the College of Liberal Arts, currently a Junior in the Fall 2017 term. A sidebar on the right offers staff alerts and options to message the student or schedule appointments.

STEP 13. The second tab displayed is **EAB SSC** is “Success Progress” where you will see details about the notifications related to Success Markers. Success Progress shows the student's academic summary as well as success markers and the student’s performance against the success markers. Success markers are a course or group of required courses key to student success within a major. These are based on the timeframe (credit accumulation) by which students must complete the course and the recommended grade threshold that students should achieve. Advisors can also look at completed, current, or upcoming notifications by selecting the appropriate button.

- a. The Student Progress section also shows the student’s GPA trend and credit accumulation, two factors used by the predictive model to determine student priority level.
- b. Users can view credit accumulation by term or cumulative credits accumulated, further broken out by credits attempted and credits completed when applicable.

Students | Details | SSC | x

Secure | https://morgan.campus.eab.com/students/6283325-breanne_martin#success-progress

Apps | (mapin2@morgan.edu) | Bookmarks | Login | Morgan State Web C | Email Me Form™ - H | Home | SSC Campus | MSU - Advising New | The Easiest Online Fo | Sign-In Form - Goog | Login Via Ldap | SSC

Campus Student Success Collaborative

FALL 2017

Breanne

Overview **Success Progress** Class Info Major Explorer More

Success Markers

The student has missed guidelines for progress. Acting on them can help get the student back on track for successful completion.

Completed Missing Upcoming

0 missed markers

Notification Outcome

There are no missed notifications for this student.

GPA Trends By Term *

* Terms with no attempted credits are not shown.

Staff Alerts (0)

I want to...

- Message Student
- Add a Note on this Student
- Add a Reminder to this Student
- Report On Advising Appointment
- Schedule an Appointment
- Add to Watch List

Student Info

Student View

Students | Details | SSC | x

Secure | https://morgan.campus.eab.com/students/6283325-breanne_martin#success-progress

Apps | (mapin2@morgan.edu) | Bookmarks | Login | Morgan State Web C | Email Me Form™ - H | Home | SSC Campus | MSU - Advising New | The Easiest Online Fo | Sign-In Form - Goog | Login Via Ldap | SSC

Campus Student Success Collaborative

FALL 2017

Credit Trends By Term *

* Terms with no attempted credits are not shown.

TERM	TERM GPA	CUM GPA	OVERALL GPA	CREDITS ATTEMPTED	CREDITS COMPLETED	TOTAL CREDITS
FALL 2015	3.2	3.2	3.2	15.00	15.00	15.00
SPRING 2016	3.8	3.5	3.5	15.00	15.00	30.00
FALL 2016	3.25	3.413	3.413	17.00	16.00	46.00
SPRING 2017	3.625	3.413	3.468	16.00	16.00	62.00
FALL 2017		3.413	3.468	16.00	0	62.00

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Additional Modes

During the Advising Session

When the student arrives for his/her course registration advisement appointment:

STEP 1: Politely **welcome the student** to the advising appointment.

STEP 2: Engage the student with the information that you have obtained from Starfish, EAB SSC, and Degree Works, including: 1) congratulating students on kudos, high grades, and academic progress; 2) discussing challenges such as D, F, I, W grades, absences and attendance, Starfish flags and comments; 3) and, asking for feedback on their progress and possible academic growth (self-assessment).

STEP 3: Make sure all current concerns are addressed with a plan for immediate action to include referrals to on-campus resources (e.g. tutoring, disability support, counseling) and recommendations (e.g. possible withdrawal from course; visiting professor's office hours).

- a. ***Tutoring*** - take advantage of the available tutoring services at Morgan State University:
 - The School of Engineering Tutoring Program - Schaefer Engineering - Room 210
 - Contact: Ms. Myra Curtis - x4210 / myra.curtis@morgan.edu
 - Center for Academic Success and Achievement (CASA) - New Communications Center - Room 120
 - Contact: Dr. Rhonda Battle – x4777 / rhonda.battle@morgan.edu
 - SCMNS Tutoring Program - Spencer - Room G8
 - Contact: Ms. Rolicia Martin - x3701 / rolicia.martin@morgan.edu
 - Academic Enrichment Program - Residence Halls Computer / Tutoring Labs
 - Contact: Dr. Krystal Lee - x3388 / krystal.lee@morgan.edu
 - SmarThinking Online Tutoring Service - Free online tutoring services
 - To access: Logon to Blackboard then click "Online Tutoring" in Tools Box
 - Khan Academy
 - Covers Mathematics, Science topics, and the Humanities - Watch & Practice
 - Access via Internet
- b. ***possible withdrawal from courses***
- c. ***Counseling Center***

STEP 4: Share the current, updated Degree Works audit with the student and **review** the met and unmet requirements.

STEP 5: Recommend courses for upcoming semester registration.

- Full-time students should register for a minimum of 15 credits, unless they are limited by Academic Probation or other academic policies.
- Discuss the option of taking additional courses during the winter and summer terms.
- Students should repeat only courses in which a grade of “D” or “F” has been earned.
- Emphasize the importance of gateway and prerequisite courses in the major.

STEP 6: If the student has an advisor HOLD on their account, **remove the HOLD** by going into Native Banner through Internet Explorer and enter your Morgan username and password and go to the SOAHOLD screen to change the date and temporarily lift the HOLD (www.morgan.edu).
(See Advisor Hold on page 26)

STEP 7: If the student needs an alternate pin. **Provide the student with the pin.**

STEP 8: Document this advising appointment using Starfish or pre-established means developed by the department to document advising sessions.

Instructions for Using Starfish to Document Advising Sessions

- Go to the “Appointments” tab in Starfish and click on the add appointment icon.

The screenshot displays the Starfish Appointments interface. On the left, there is a calendar for May 2015 with the 7th highlighted. The main area shows a weekly agenda for the week of May 17-23, 2015. The agenda is organized by time slots (08:00 AM, 09:00 AM, 10:00 AM, 11:00 AM, 12:00 PM). A confirmed appointment is shown for Tuesday, May 19th, from 9:00 AM to 10:00 AM, titled "CONFIRMED: Morgan State University Technical Training Kick Off (9:00 am)". The interface includes navigation tabs for Home, Appointments, Students, Services, and Admin, along with a search bar and user profile information for Tiffany Mfume.

b. Be sure to select a reason for the appointment.

The screenshot shows the 'Add Appointment' form in the Starfish system. The 'Reason' dropdown menu is open, displaying a list of reasons for appointments. The 'When' field is set to 05-07-2015 at 3:00 PM to 3:30 PM, and the 'Where' field is set to McKeldin 318. The 'With' field is set to Ferdinand, Emmaus. The 'Detailed Description' field is empty, with a prompt to enter a description. The 'Permissions' field is set to 'General Advising Visit'.

c. Every appointment can be shared or private; advising appointments should be shared.

The screenshot shows the 'Add Appointment' form in the Starfish system. The 'Reason' dropdown menu is open, displaying a list of reasons for appointments. The 'When' field is set to 05-07-2015 at 3:00 PM to 3:30 PM, and the 'Where' field is set to McKeldin 318. The 'With' field is set to Ferdinand, Emmaus. The 'Detailed Description' field is empty, with a prompt to enter a description. The 'Permissions' field is set to 'General Advising Visit'.

- d. Under the “Outcomes” tab, write out the recommended courses and total credits for each student advising meeting as well as any other detailed notes.

The screenshot shows the 'Add Appointment' form in the Starfish system. The 'Outcomes' tab is selected. The form includes a calendar on the left showing May 2015. The main form area has the following sections:

- Date:** 05-07-2015 (with a help icon) and fields for 'Actual Start Time' and 'Actual End Time'.
- Attendance:** ☐ Student missed appointment
- Comments:** A text area containing the text: "Student was advised to register in BIOL 101 (4 credits), HIST 101 (3 credits), CHEM 101 (3 credits) CHEM 101L (1 credit), ORIE 102 (1 credit), ENGL 101 (3 credits) - 15 credits TOTAL for Fall 2015". Below this is a note: "Comments are notes about the appointment, viewable only by you and other people with whom the appointment is shared. These notes can be edited only by you before or after the appointment for record-keeping purposes."
- Email:** ☒ Send a copy of note to student
- Permissions:** A list of roles: CASA Advisor, Dean, Chair, Administrative Director, and Colinda M...

Buttons for 'Never Mind' and 'Submit' are at the top right and bottom right of the form.

- e. Use the “SpeedNotes” tab to document other aspects of the advisement meeting.

The screenshot shows the 'Add Appointment' form in the Starfish system, with the 'SpeedNotes' tab selected. The form includes a calendar on the left showing May 2015. The main form area has the following sections:

- Check off the topics discussed and activities completed in this meeting.**
- Left Column:**
 - ☐ Reclamation/six year cohort
 - ☐ add/drop courses
 - ☒ change of major/concentration
 - ☐ course advisement for upcoming semester
 - ☐ discuss final grades and success strategy
 - ☐ discuss midterm grades and success strategy
 - ☐ drop/withdraw from a class
 - ☒ personal goals and development
 - ☐ recommend tutoring
 - ☐ review University and/or departmental policy
 - ☐ review registration timeline
 - ☐ student on DROP list
- Right Column:**
 - ☐ academic probation hold
 - ☐ career advisement
 - ☒ clear a Starfish flag
 - ☐ credit audit
 - ☐ discuss internship opportunity
 - ☐ discuss withdrawal from all courses/University
 - ☐ explore scholarship/funding options
 - ☐ provide letter of recommendation
 - ☒ register for classes
 - ☐ review degree plan
 - ☐ set academic goals
 - ☐ study skills and test taking strategies

Buttons for 'Never Mind' and 'Submit' are at the bottom right of the form.

f. **Starfish** Appointments will be sent to your Google email and calendar.

The screenshot shows a Gmail interface with a Starfish Calendar email. The email subject is "Emmaus Ferdinand, First-year advising, 5/8/2015 9:00 AM EDT - New". The email body includes a calendar card for Friday, May 8, 2015, from 9am to 10am EDT at McKeldin 318. The agenda lists events: Emmaus Ferdinand, First-year advising... at 9am, Starfish Advising Notes Training at 10am, La-Keshia Williams at 2:30pm, and Bonefish w/ Judy at 5:30pm. The email text confirms the appointment and provides contact information for Emmaus Ferdinand.

Hi Tiffany Mfume,

We're confirming that you have scheduled the following appointment.

Emmaus Ferdinand
phone: (phone: [443\) 885-3120](tel:4438853120) / email: emmaus.ferdinand@morgan.edu)

g. Appointments can be seen in the student folder under the “Meetings” tab.

The screenshot shows the Starfish student profile page for Emmaus S Ferdinand. The profile includes a photo, name, ID number (01274637), email (emmaus.ferdinand@morgan.edu), and phone number ((443) 885-3120). The page has tabs for Overview, Plans, Courses, Tracking, Meetings, Notes, and Network. The Meetings tab is selected, showing a table of appointments.

Date / Time	Reason	Scheduled By	With	Location
05-05-2015 at 11:25 am (Appointment)	Major advising	Tiffany Mfume	Tiffany Mfume	McKeldin 318
04-17-2015 at 9:00 am (Canceled)	Major advising	Georgia Sawyer	Georgia Sawyer	McKeldin Center 318
04-15-2015 at 5:05 pm (Appointment)	First-year advising	Kara Turner	Kara Turner	Truth Hall 304
04-08-2015 at 1:00 pm (No Show)	First-year advising	Tiffany Mfume	Tiffany Mfume	McKeldin 318
04-06-2015 at 12:30 pm (Canceled)	Course Withdrawal	Rolicia Martin	Rolicia Martin	Spencer Hall 112

h. Click on the + to the left of any meeting to view the detailed notes.

The screenshot shows the Starfish student folder for Emmaus S Ferdinand. The 'Meetings' tab is selected, displaying a table of upcoming and past meetings. A comment is visible for the first meeting.

Date / Time	Reason	Scheduled By	With	Location
Tomorrow at 9:00 am (Upcoming)	First-year advising	Tiffany Mfume	Tiffany Mfume	McKeldin 318
Comment: Student was advised to register in BIOL 101 (4 credits), HIST 101 (3 credits), CHEM 101 (3 credits), CHEM 101L (1 credit), ORIE 102 (1 credit), ENGL 101 (3 credits) - 15 credits TOTAL for Fall 2015 Activities: clear a Starfish flag, personal goals and development, register for classes, change of major/concentration				
05-05-2015 at 11:25 am (Appointment)	Major advising	Tiffany Mfume	Tiffany Mfume	McKeldin 318
04-17-2015 at 9:00 am (Canceled)	Major advising	Georgia Sawyer	Georgia Sawyer	McKeldin Center 318
04-15-2015 at 5:05 pm (Appointment)	First-year advising	Kara Turner	Kara Turner	Truth Hall 304
04-08-2015 at 1:00 pm (No Show)	First-year advising	Tiffany Mfume	Tiffany Mfume	McKeldin 318
04-06-2015 at 12:30 pm (Canceled)	Course Withdrawal	Rolicia Martin	Rolicia Martin	Spencer Hall 112

i. Any Note from a tracking item, an appointment, or a note can be viewed under the “Notes” tab in the **Starfish** student folder.

The screenshot shows the Starfish student folder for Emmaus S Ferdinand. The 'Notes' tab is selected, displaying a table of notes. The table includes filters for 'Created In Term', 'Written By', and 'Note Type'. Two notes are visible, both related to appointments with Emmaus Ferdinand.

Type	Subject	Related Item	Written By	Date
Appointment Comment	Appointment with Emmaus Ferdinand on 5/8/2015 for		Tiffany Mfume Role: Retention Coordinator, Administrative Director	05-07-2015
Activities: clear a Starfish flag, personal goals and development, register for classes, change of major/concentration				
Appointment Comment	Appointment with Emmaus Ferdinand on 4/8/2015 for		Tiffany Mfume Role: Retention Coordinator, Administrative Director	04-08-2015
Activities: discuss final grades and success strategy, review degree plan, add/drop courses, recommend tutoring				

- j. Additional notes can be created by clicking on the add Note icon in the **Starfish** student folder.

The screenshot shows a web browser window with the URL <https://morgan.starfishsolutions.com/starfish-ops/student/students.html>. The page displays the profile of Emmaus S Ferdinand, a student at Morgan State University. A 'Create Note' modal form is open, allowing the user to add a new note. The form includes fields for Note Type (set to 'Advising Note'), Date (05-07-2015), Subject, and a large text area for the note content. There are checkboxes for 'Send copy of note to yourself' and 'Send copy of note to student'. The 'Note Sharing' section is set to 'Shared'. A 'FERPA Notice' states: 'This note is not disclosable under FERPA'. Below this, 'Note Permissions' are listed, showing 'Academic Advisor' as a role with access. The form has 'Never Mind' and 'Submit' buttons at the bottom.

STEP 9: Do a quick **recap of all of the information discussed** and provide the student the opportunity to ask any final questions. Schedule or suggest a future advising appointment as needed. Provide your contact information and politely say goodbye.

SECTION VII: ACADEMIC POLICIES

This section provides explanations for some of the academic policies at Morgan State University. A complete list of all Morgan State University's academic policies and their explanations are available online in the 2016-2018 Undergraduate Catalog via the link http://www.morgan.edu/enrollment_management_and_student_success/office_of_the_registrar/academic_catalogs.html

Statute of Limitations (seven-year rule)

Students matriculating as degree students at Morgan State University are allowed seven consecutive years to complete requirements for the degree in order to be graduated under the catalog in effect when they entered the University. If students have not met the requirements for graduation within that time frame, they will be denied eligibility for graduation under the catalog in use when they entered the University. In such cases, those students will be graduated under the current University catalog. Students exceeding the statute of limitations may appeal to the Dean of the school/college in which their majors are located for exceptions to this rule.

Semester Credit Hours

A semester credit is defined as one 50-minute lecture class per week (or its equivalent) for one semester. A three-hour class may meet for three 50-minute periods per week; for two 75-minute periods per week; or for one 50-minute period and one 110-minute period per week, or for a combination of these formats for one semester. Laboratory and studio classes normally require two to four hours in class per week as the equivalent of one semester hour. Internship and practicum courses normally require three or more contact hours per week as the equivalent of one semester hour.

Course Numbering

All course numbers are represented by either six (6) or seven (7) alphanumeric characters (i.e. AAAA 111). The first three or four characters are the alphabetical code. The first digit of the three-digit numeric code represents the level of instruction: 100 = freshman, 200 = sophomore, 300 = junior and 400 = senior. Students are not allowed to register for courses unless they have met the course prerequisites or by special permission of the respective Dean or his/her designee.

Student Classification

All matriculating students, full- and part-time, will be classified as follows:

Freshman	0-24 credits
Sophomore	25-55 credits
Junior	56-89 credits
Senior	90 credits and above

FULL-TIME: Students who are pursuing a minimum of 12 semester hours.

PART-TIME: Students who are pursuing less than 12 semester hours.

Grade Change Policy

It is University policy that once a grade is recorded, changes are allowed only in the following instances: (1) Incompletes - All incompletes must be removed by the end of the next semester of enrollment following the granting of an incomplete (“I”) grade. (2) Recording error(s) and/or miscalculations of a grade must be changed no later than the end of the semester following the recording error or miscalculation. Grade changes must be approved by the area Chairperson and Dean.

NOTE: All changes under part (2) of this policy must be supported by documentation; for example, grade books, papers, examinations and calculation records.

“I” Grade Policy

“Incomplete” (“I”) is given in exceptional cases to a student who has completed the majority of the work satisfactorily and due to documented illness or other documented emergencies beyond his/her control, he/she has been unable to complete the requirements for the course. The student must complete the work by the end of the next semester of enrollment. Otherwise, the “I” grade is changed to “F.” The form to petition for an “I” is available online; The recording of the “I” grade must be approved by the Dean.

Class Load Limits

The regular class load limit for students in good standing is 18 credits except for students majoring in Engineering where the regular class load limit is 19 credits. Authorization for loads

in excess of 18 credits must be secured from the Dean of the school or college in which a student is enrolled. The class load limit for students on probation is 13 credits. Students requesting to carry excess credits must secure a “Request for Excess Credit” form from the office of their respective dean and submit it to the Office of Records and Registration during the registration period.

Course Credit for External Courses

Students must receive permission from their advisor, chairperson, and dean prior to taking courses at other colleges or universities. Failure to do so will result in non-acceptance of the course. Graduating seniors in their last semester will be prohibited from taking courses at other colleges or universities unless they have obtained authorization for a waiver of the 30- hour rule from their dean’s office.

To earn credit for a course in which a student has received a failing grade (D or F), the course must be repeated at Morgan. In extraordinary circumstances, exceptions may be approved by the Dean.

Of particular note for students who may wish to take a course off-campus, is the Baltimore Student Exchange Program involving fifteen local institutions. Visit www.baltimorecollegetown.org or contact the Office of Records and Registration for more details

Double-Counting of Courses

Subject to the specific requirements for the various majors, minors, and certificates, students may use a course to satisfy the identical course requirements in up to two of the following areas: 1) general education requirements; 2) requirements for the major; 3) requirements for the second major; 4) requirements for the minor; 5) requirements for the certificate. The credits earned for the course count only once toward the total 120 credits (or more) needed for a degree or certificate program.

Double Major

A double major is a program of study that meets the requirements of two distinct majors in a single School or College of the University. The program of study consists of the courses required

to meet the degree requirements for each of the two majors, inclusive of general education, departmental, school, and university requirements. Subject to the specific requirements for the two majors, students may apply the same coursework towards the fulfillment of requirements for both majors. Students who complete the requirements for a double major receive a single diploma.

The student's program of study for the double major should be developed in consultation with the appropriate personnel of the two programs and approved by the chairpersons of both programs. In the approval process, careful planning is needed to ensure that the student can complete all the requirements for both majors in a timely fashion.

1. Students must complete the Undergraduate Double Major Authorization Form, which is available from the Registrar's Office, and submit the completed form to the Registrar's Office with the approval and signatures of both department chairpersons. One of the majors must be designated as the primary program of study on the form.
2. A detailed degree plan, which clearly shows how the coursework and credit hour requirements for each program will be met, must accompany the Authorization Form.

Dual Degree

A dual degree program is one in which the student satisfies the academic requirements for majors in two different Schools or Colleges of the University. The program of study consists of the courses required to meet the degree requirements for each of the two majors, inclusive of general education, departmental, school, and university requirements. Subject to the specific requirements for the two degrees, students may apply the same coursework towards the fulfillment of the requirements for both degrees. Students who successfully complete a dual degree program receive two diplomas, one for each degree earned. The student's program of study for the dual degree should be developed in consultation with the appropriate personnel of the programs and approved by the chairpersons of both programs. In the approval process, careful planning is needed to ensure that the student can complete all the requirements for both degrees in a timely fashion. Students should consult with their financial aid counselor before deciding to attempt a program leading to a dual degree, to carefully assess the impact of such a decision on one's eligibility for financial aid. Because dual degree programs invariably require

substantial additional coursework beyond that for either degree, students may need to enroll in extra terms as an undergraduate to complete the additional coursework needed to earn both degrees.

1. Students must complete the Undergraduate Dual Degree Authorization Form, which is available from the Office of Records and Registration, and submit the completed form to the Registrar's Office with the approval and signatures of both department chairpersons.
2. A detailed degree plan, which clearly shows how the coursework and credit hour requirements for each program will be met, must accompany the Authorization Form.
3. At the appropriate time, in advance of degree certification and graduation, the student must submit a Graduation Application for each of the two degree programs. The student should indicate on each form that he/she is also a candidate for a different degree in another program, and list that degree explicitly.

Registration

Registration dates are listed in the Academic Calendar available on the University website. Students register online using WebSIS. Students experiencing difficulty registering should contact the Office of Records and Registration or their advisor. All students are required to complete registration by the last day of the designated registration period. Those students failing to do so will be charged a late registration fee. Students should meet with their assigned academic advisor prior to registration. Students are responsible for registering themselves through Websis, and for dropping and withdrawing from classes as needed by the deadlines noted in the Academic Calendar.

Dropping and Withdrawing from Classes

Students are responsible for dropping or withdrawing from classes according to the deadline published in the Academic Calendar available on the website. When a student removes him/herself from a course before or during the add/drop period, it is considered a drop. There are no academic consequences from this action, but there may be financial aid repercussions for this drop if the student no longer meets aid qualifications. The course will show on the student's

registration history as dropped but will not post on any unofficial or official transcripts and does not count as attempted credit.

A withdrawal from a course occurs when a student removes him/herself from a course after the add/drop period has passed. There may be financial repercussions for this withdrawal based on the refund schedule. Please consult the Tuition and Fees section of this catalog for information on the refund schedule, and the billing and financial impact of drops and withdrawals. The academic consequences from this action include receiving the grade of "W" for the course, which will appear on any unofficial or official transcripts, and does count as attempted credit. A grade of "W" will not impact the student's GPA, but does not count as completed credit toward the degree. Students are advised that only individual courses may be dropped or withdrawn in Websis. Students intending to withdraw from the entire semester must utilize the official withdrawal procedure, which begins in the dean's office. Entire semester withdrawals will appear on the transcript with a grade of "TW".

Students are advised that discontinued attendance does not constitute dropping or withdrawing from a class. Failure to report for any class that appears on students' schedules may result in a grade of "NA" or "F". In either case, the financial charges apply. Only if a student receives ALL NAs will the University administratively cancel the student's registration. In this instance, all federal and institutional financial aid received for that semester will be canceled. Discontinuation of attendance without officially dropping the class or withdrawing from the University will result in a grade of "F," which is computed in the semester and cumulative averages, and the financial charges apply.

In exceptional cases, a retroactive cancellation or withdrawal may be granted based on extenuating circumstances which significantly impaired the student's ability to cancel registration or withdraw by the established semester deadlines. Such circumstances require official supporting documentation. If supporting documentation exist, student may seek to file an Exception to Enrollment Policy Appeal through the Office of Records and Registration.

Repeating Courses for Credit

Students should repeat only courses in which a grade of “D” or “F” has been earned. When students repeat courses, each grade will be recorded on the transcript and the computed cumulative grade point average will be based on the grade earned most recently (even if it is lower than the previous grade earned).

30-Hours Rule

All recipients of the baccalaureate degree from the University must earn the final 30 credits at Morgan. The Dean must give prior written approval to students for a waiver of the 30-hour rule and permission to pursue course requirements for graduation at other institutions. Transcripts of such credits must be submitted to the Office of Records and Registration prior to degree clearance. In addition, two-thirds of the major requirements at the 300-level and 400-level must be completed at Morgan. Exceptions may be made by the department with the approval of the Dean.

Satisfactory Academic Performance

A student whose cumulative grade point average is at least 2.00 will be considered as making satisfactory academic progress and will be designated a student in good standing at Morgan State University. Unsatisfactory Academic Performance Students with a cumulative grade point average of less than 2.00 fall into one of the two categories: academic probation or academic dismissal. The cumulative grade point average that defines each of the categories of unsatisfactory academic performance varies according to the student’s credit level as noted in the following table:

Total Attempted Credits	Academic Probation if GPA is	Academic Dismissal if GPA is
0-24	0.00-1.99	-----
25- 47	1.90-1.99	0.00-1.89*
48-72	1.95-1.99	0.00-1.94*
73 or more	-----	0.00-1.99*

*Students matriculating as first time freshmen will not be dismissed regardless of cumulative grade point average or number of credits earned during their first two semesters. No student shall be academically dismissed at the end of any semester during which he/she was registered for at least twelve (12) credit hours and earned a minimum of twelve (12) credit hours with a grade point average of 2.00 or better. Academic dismissal must be preceded by at least one semester of academic probation. All credit hours transferred to Morgan are included in the Attempted Credits totals in the above table when determining the category of academic performance. However, transferred credits are not included in computing the GPA.

Academic Probation - At the end of any given semester, students whose cumulative grade point averages fall below the thresholds outlined above are automatically on academic probation and should seek academic counseling and guidance from the office of the Dean of the school in which he/she is enrolled. Students on academic probation are restricted to thirteen (13) credit hours per semester and are required to repeat all courses in which deficiencies have been received before they may take new courses, insofar as scheduling permits. Students remain on probation until their cumulative grade point averages increase to 2.00.

Academic Dismissal - Students whose cumulative grade point averages meet the conditions for academic dismissal outlined in the aforementioned Unsatisfactory Academic Performance table may be dismissed as degree students at the University. Thereafter, they may not enroll as degree students without formal readmission to the University. Students who are academically dismissed from Morgan State University are entitled to appeal their dismissal when there are extenuating circumstances which deserve consideration by the University. Such appeals are made to the Dean of the school/college in which the students are enrolled. Students who successfully appeal their dismissal through their Dean are on probation. Unless granted written permission by the Dean to do otherwise, they are governed by the requirements for students on probation.

Academic Recovery Program - Dismissed students are eligible to participate in the Academic Recovery Program (ARP). Students are not considered for readmission to the University until they have raised their cumulative grade point average to 2.00 through enrollment in ARP.

Additional information about ARP may be found in the Office of Student Success and Retention section in the catalog.

Academic Appeal Process

The academic appeals process shall apply to any dispute concerning a student's academic standing at the University including, but not limited to, disputes over grades as well as allegations of academic dishonesty. The academic appeal process requires that (1) students be given adequate notice of any offense of academic dishonesty with which they are charged; and (2) that students be given an opportunity to be heard by the Dean (or the Dean's designee) of the college or school in which the offense is alleged to have occurred. The Deans have the authority to set dispute resolution and appeal procedures for their respective academic divisions provided that any penalty imposed by (or approved by) the Dean shall be based on evidence collected and recorded by the faculty, the Chairperson, and/or the Dean.

Students who feel that they have been treated unfairly in the award of a grade or in the imposition of a penalty for committing an act of academic dishonesty have a right to use the academic appeal process at the University. A student shall first address the matter of the academic dishonesty, the grade, and/or any other academic penalty or issue with the faculty member who accused the student and/or assigned the grade and/or imposed or initiated the penalty. Second, if the dispute is not resolved with the faculty member, the student shall next address the matter with the Chairperson of the department in which the course is taught. The Chairperson shall investigate the matter thoroughly; make a record of the relevant evidence; and make a determination about the appropriateness of the accusation, the grade, or the penalty imposed on the student. If the matter is still in dispute following the investigation and determination by the Chairperson, the student has a right to appeal to the Dean (or the Dean's designee) of the school or college in which the dispute arose.

In all matters of academic appeal, the student may request a final appeal by writing to the Provost and Vice President for Academic Affairs (VPAA) within seven (7) working days of the receipt of the final decision of the Dean of the school/college. Appeals not filed in proper form with the Provost/VPAA within this timeframe shall not be considered. An appeal which fails to

specifically set forth alleged procedural error with regard to the application of academic policy shall not be considered.

The decision of the Provost/VPAA is final and binding on all parties. The student's initiation of the appeals procedure shall not dislodge or delay any other consequences of the decision or action under dispute, such as placement on academic probation or dismissal; loss of scholarship; awarding of financial aid; or participation in activities that are dependent on the grade point average of the student.

Proficiency Examinations

At the discretion of the chair or dean of the college or school in which the course is offered, proficiency examinations may be available for undergraduate courses. Not all courses may be offered for proficiency credit. Successful completion of proficiency examinations gives the opportunity to receive credit for the courses in which examinations were taken, and this credit is indicated by the grade of "PT." Credit earned on the basis of a proficiency examination shall be awarded at the end of the semester (when final grades are due) in which the student took the examination. Policies concerning credit by proficiency examination:

1. Students may not take proficiency examinations in courses they have failed (D or F) or in which they received an Incomplete (I). Exceptions may be approved by the Dean.
2. Application for credit by examination is equivalent to registration for the course; however, the credit hours are not recorded until after the examination is completed and do not influence the credit hour load limitation policy.
3. No examination may be attempted more than twice

Independent Study

Students who petition independent study courses must be juniors with a minimum cumulative grade point average of 2.5 and are allowed to take no more than two (2) courses independently during a semester. If a failing grade is received in any course, that course may not be repeated as independent study. All students pursuing independent study classes must receive approval from the chairperson and the dean of the requested course. The Independent Study Program process begins in the Center for Continuing and Professional Studies

Baltimore Collegetown-Baltimore Student Exchange Program (BSEP)

- Students can take up to two courses per year/maximum of 8 totally at the following participating institutions. They continue to pay tuition to Morgan. Credits and courses are posted to student's Morgan transcript and calculated into student's GPA.
- Participating institutions: CCBC, Coppin, Goucher, Hopkins, Loyola, MICA, Morgan, Notre Dame, Stevenson, Towson, UB, UMBC
- Contact Registrar's Office for more info

SECTION VIII: GENERAL EDUCATION PROGRAM

Overview

Morgan's General Education program is a broad network of courses, tests and extra-curricular experiences aimed at ensuring a common core of liberal arts knowledge, skills and collegiate experiences for all Morgan students. The courses which are part of the General Education Requirements have four broad goals, which are based on the principle that General Education is one of the most significant components of undergraduate education. Morgan State University's framework for General Education Program (GEP) is designed to enhance and integrate the general education program as the foundation of a liberal education.

The general education program was conceived in response to current demands to develop, educate and graduate young scholars and potential professionals who can succeed in a diverse, technological, competitive, global and interdependent society. The GEP will contribute to the development of college-educated individuals, who are engaged and informed citizens, and who are sensitive to the cultural and economic contexts, in which they are surrounded. The Morgan GEP connects and integrates the academic units of the University with the units committed to other aspects of student life.

The program also seeks to engage industry professionals, alumni, community residents and officials in the development of a comprehensive and world-class general education program. The Morgan GEP is aligned with the 1) mission, vision, and strategic goals of Morgan State University (MSU); 2) standards of the Maryland Higher Education Commission (MHEC); 3) vision for college-level learning and intellectual framework of the Association of American Colleges and Universities (AAC&U); and supports Common Core State Standards (CCSS) designed to address P- 24 initiatives on college and career readiness. General Education GOALS of the General Education Program (GEP).

The goals of the General Education Program are strengthened by the consistency with the University's Strategic Goals. Specifically, the goals of the general education are as follows:

Goal 1: Enhance Student Success to create an educational environment that enhances student success on liberal education outcomes by hiring and retaining well qualified, experienced, and

dedicated faculty and staff, offering challenging, internationally relevant academic curricula, and welcoming and supporting a diverse and inclusive campus community.

Goal 2: Establish a culture of inquiry, evidence, and accountability that will examine and implement liberal education processes (inputs, process, and outputs); and document progress and achievements. The inquiry process is an integral component of the general education program. Faculty and staff encourage the inquiry process and use quantitative and qualitative data to guide reflections and to inform student, course and program improvement and adjustment decisions.

Goal 3: Grow resources and professional development that will expand the University's human capital as well as its financial resources by investing in the professional development of faculty, staff, and students, seeking greater financial support to develop and sustain a world-class liberal education program.

Goal 4: Engage and integrate the university community with that of the greater local and regional community in dialog about the quality of liberal education outcomes that are essential for all students; and on how liberal education can be used to improve and support community initiatives. Students who successfully complete the program will have the following competencies:

- Written and oral communications
- Scientific and quantitative reasoning
- Critical analysis and reasoning
- Technology Information literacy.

40-Credits General Education Requirement (REVISED)*

DISTRIBUTION AREAS			CREDITS REQUIRED	GUIDELINES
	Information, Technological and Media Literacy — (IM)		3-Credits	Students must complete one of the options in the IM distribution area.
	A. COSC 110: Introduction to Computing (IM)	3-Credits		
	B. INSS 141: Introduction to Computer-Based Information Systems (IM)	3-Credits		
	C. Computer literacy course required by the major/disciplines (IM)	3-Credits		
	English Composition — (EC)		6-Credits	Students must select two courses from the EC distribution area; one from part A & the other from part B. ENGL 101 is a pre-requisite for ENGL102; ENGL 111 is a pre-requisite for ENGL112. Students must earn a grade of C or better in both courses in the sequence.
	PART A			
	A. ENGL 101: Freshman Composition I (EC)	3-Credits		
	B. ENGL 111: Freshman Composition I Honors (EC)	3-Credits		
	PART B			
	C. ENGL 102: Freshman Composition II (EC)	3-Credits		
	D. ENGL 112: Freshman Composition II Honors (EC)	3-Credits		
	Critical Thinking — (CT)		3-Credits	Students must complete one of the options in the CT distribution area.
	A. ARCH 105: Place Matters: Introduction to Contemporary City (CT)	3-Credits		
	B. COMM 300: Communication and the Black Diaspora (CT)	3-Credits		
	C. MHTC 340: Religious, Spirituality, and the Helping Tradition (CT)	3-Credits		
	D. PHIL 109: Introduction to Critical Thinking (CT)	3-Credits		
	E. PHIL 119: Introduction to Logic Honors (CT)	3-Credits		
	F. ENGR 110 Engineering for Us All (CT)	3-Credits		

*40-Credits General Education for students who matriculated the University beginning fall 2014 to present. Most recent revision date 8/15/2020

	Mathematics and Quantitative Reasoning — (MQ) <i>Must be MATH 109 or Above</i>		3-Credits	<i>Students should select the appropriate course after receiving advisement based on their placement test scores and selected major.</i>
A.	MATH 109: Mathematics for Liberal Arts (MQ)	4-Credits		
B.	MATH 110: Algebra, Functions, and Analytic Geometry (MQ)	3-Credits		
C.	MATH 113: Introduction to Mathematics Analysis I (MQ)	3 or 4-Credits		
D.	MQ course required by the major/disciplines (MQ)	3 or 4-Credits		
	Arts and Humanities — (AH)		6-Credits	<i>Students must select two courses from different disciplines in the AH distribution area.</i>
A.	ART 308: The Visual Arts (AH)	3-Credits		
B.	COMM 203 – Media Literacy in a Diverse World (AH)	3-Credits		
C.	HUMA 201: Introduction to Humanities I (AH)	3-Credits		
D.	HUMA 211: Introduction to Humanities I Honors (AH)	3-Credits		
E.	HUMA 202: Introduction to Humanities II (AH)	3-Credits		
F.	HUMA 212: Introduction to Humanities II Honors (AH)	3-Credits		
G.	MISC 302: Introduction to Military Training (AH)	3-Credits		
H.	MUSC 391: The World of Music (AH)	3-Credits		
I.	PHEC 300 Selected Roots of Afro-American Dance (AH)	3-Credits		
J.	PHIL 102: Introduction to Philosophy	3-Credits		
K.	PHIL 220: Ethics and Values (AH)	3-Credits		
L.	PHIL 223: Introduction to the Philosophy of Politics (AH)	3-Credits		
M.	RELG 305: Introduction to World Religions (AH)	3-Credits		
N.	THEA 312 Black Drama (AH)	3-Credits		
O.	THEA 210 History of the Theatre I (AH)	3-Credits		
P.	Foreign Language 102 or higher (AH)	3-Credits		
	Biological and Physical Sciences — (BP)		7-Credits	<i>Students must select two courses from the BP distribution areas. At least one course must be Lab Based.</i>
Lab Based (Lecture and Lab)				
A.	BIOL 101: Introduction to Biology I (BP)	4-Credits		
B.	BIOL 102: Introduction to Biology II (BP)	4-Credits		

C.	BIOL 103: Introduction to Biology for Nursing Majors	4-Credits				
D.	BIOL 105: Introduction to Biology (BP)	4-Credits				
E.	BIOL 106: : Introduction to Biology (BP)	4-Credits				
F.	BIOL 111: Introduction to Biology I–Honors (BP)	4-Credits				
G.	BIOL 112: Introduction to Biology II–Honors (BP)	4-Credits				
H.	CHEM 101 + CHEM 101L: General Chemistry I + Lab (BP)	4-Credits				
I.	CHEM 105 + CHEM 105L: General Chemistry I + Lab (BP)	4-Credits				
J.	CHEM 110 + CHEM 110L: General Chemistry for Eng. + Lab (BP)	4-Credits				
K.	CHEM 111 + CHEM 111L: General Chemistry—Honors + Lab (BP)	4-Credits				
L.	PHYS 101: Introduction to Physics (BP)	4-Credits				
M.	PHYS 111: Introduction to Physics—Honors (BP)	4-Credits				
N.	PHYS 203 + PHYS 203L: GEN PHYS: Fund of Physics I + Lab (BP)	4-Credits				
O.	PHYS 205 + PHYS 205L: University Physics + Lab (BP)	4-Credits				
P.	PHYS 206 + PHYS 206L: University Physics II + Lab (BP)	4-Credits				
Q.	EASC 101: Stellar Astronomy (BP)	3-Credits				
R.	EASC 102: Meteorology (BP)	3-Credits				
S.	EASC 201: Physical Geology (BP)	3-Credits				
T.	EASC 202: Historical Geology (BP)	3-Credits				
U.	EASC 203: Mineralogy (BP)	3-Credits				
V.	EASC 301: Planetary Science (BP)	3-Credits				
W.	GEOG 101: Introduction to Geography (BP)	3-Credits				
X.	GEOG 104: Introduction to Physical Geography (BP)	3-Credits				
Y.	GEOG 105: Introduction to Weather and Climate (BP)	3-Credits				
Z.	PHYS 105: Energy, Transportation, and Pollution I (BP)	3-Credits				
AA.	PHYS 310: Astronomy and Space Science (BP)	3-Credits				
BB.	PHYS 311: Acoustics and You (BP)	3-Credits				
CC.	PHYS 408: Introduction to Quantum Physics (BP)	3-Credits				
DD.	TRSS 301: Introduction to Transportation Systems (BP)	3-Credits				
Social and Behavioral Sciences – (SB)					6-Credits	Students must select two courses from different disciplines in the SB distribution area.
A.	ECON 211: Principles of Economics (SB)	3-Credits				
B.	ECON 212: Principles of Economics II (SB)	3-Credits				

C.	HIST 101: World History I (SB)	3-Credits		
D.	HIST 102: World History II (SB)	3-Credits		
E.	HIST 105: History of the United States I (SB)	3-Credits		
F.	HIST 106: History of the United States II (SB)	3-Credits		
G.	HIST 111: World History I – Honors (SB)	3-Credits		
H.	HIST 112: World History II – Honors (SB)	3-Credits		
I.	HIST 115: History of the United States I – Honors (SB)	3-Credits		
J.	HIST 116: History of the United States II – Honors (SB)	3-Credits		
K.	HIST 120: Introductory Seminar in American History	3-Credits		
L.	HIST 130: Introductory Seminar in World History	3-Credits		
M.	MISC 301: Introduction to Team and Small Unit Operations (SB)	3-Credits		
N.	MHTC 103: Introduction to Group Dynamics (SB)	3-Credits		
O.	POSC 201: American Government (SB)	3-Credits		
P.	POSC 206: Black Politics in America	3-Credits		
Q.	PSYC 101: General Psychology (SB)	3-Credits		
R.	PSYC 111: General Psychology – Honors (SB)	3-Credits		
S.	SOCI 101: Introduction to Sociology (SB)	3-Credits		
T.	SOCI 110: Introduction to Anthropology (SB)	3-Credits		
U.	SOSC 101: Introduction to the Social Sciences (SB)	3-Credits		
	Health and Healthful Living — (HH)		3-Credits	Students must complete one of the options in the HH distribution area.
A.	HLTH 103: Health Science: Human and Social Determinants (HH)	3-Credits		
B.	HLTH 203 - Personal and Community Health (HH)	3-Credits		
C.	NUSC 160: Introduction to Nutrition (HH)	3-Credits		
D.	HLTH 200 Discovering Public Health (HH)	3-Credits		
E.	HLTH 300: Environmental Health Citizenship (HH)	3-Credits		
	Contemporary and Global Issues, Ideas and Values — (CI)		3-Credits	Students must complete one of the options in the CI distribution area.
A.	HIST 350: Introduction to the African Diaspora (CI)	3-Credits		
B.	HIST 360: Introduction to the African Diasporas–Honors (CI)	3-Credits		

- *40-Credits General Education for students who matriculated the University beginning fall 2014 to present. Most recent revision date 8/15/2020

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Appendix

CENTER FOR ACADEMIC SUCCESS AND ACHIEVEMENT (CASA) OFFICE OF ACADEMIC ADVISING • STUDENT ACCOUNTABILITY FORM																											
<u>STUDENT PROFILE</u>						<u>FOR OFFICE USE ONLY</u>																					
Student ID #: _____ Name: _____ Major: _____ Permanent Address: _____ City: _____ State: _____ Zip: _____ MSU Email Address: _____ Phone: _____						<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td colspan="2" style="text-align: center;">PLACEMENT EXAM</td></tr> <tr><td>ENGL</td><td></td></tr> <tr><td>MATH</td><td></td></tr> <tr><td>DVRD</td><td></td></tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td colspan="2" style="text-align: center;">POPULATION</td></tr> <tr><td>CASA/PRE-COLLEGE</td><td></td></tr> <tr><td>UNDC</td><td></td></tr> <tr><td>PROVISIONAL</td><td></td></tr> <tr><td>DECLARED</td><td></td></tr> <tr><td>TRANSFER</td><td></td></tr> </table>		PLACEMENT EXAM		ENGL		MATH		DVRD		POPULATION		CASA/PRE-COLLEGE		UNDC		PROVISIONAL		DECLARED		TRANSFER	
PLACEMENT EXAM																											
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POPULATION																											
CASA/PRE-COLLEGE																											
UNDC																											
PROVISIONAL																											
DECLARED																											
TRANSFER																											
Using the chart below list 5-7 possible classes and alternates you might want to take next semester. Be sure to indicate your reason(s) for selecting each course with a check mark.																											
COURSE Dept. and No.	No. of Credits	Meets General Education Requirements	Meets MAJOR Requirement	Meets University Requirement	Explore possible major or minor	Repeat Course	Other																				
Alternate Courses	No. of Credits	Meets General Education Requirements	Meets MAJOR Requirement	Meets University Requirement	Explore possible major or minor	Repeat Course	Other																				

ADDITIONAL ADVISOR COMMENTS

This suggested course schedule for the _____ semester is contingent upon my successful completion of all attempted courses in the current semester. I understand the importance of fulfilling the above stipulations. Failure to do so will be documented and can be used in the academic appeal process. I understand and accept all parts of this suggested course plan as outlined. I accept full responsibility for my academic success, but will consult my academic advisor regarding the decisions that I make.

Student Signature: _____	Date: _____
Advisor Signature: _____	Date: _____

TPF-revised 1/29/10

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