

Academic Advising Handbook

Dartton College

University System of Georgia

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Getting Started With Advising

FERPA

(The Family Educational Rights and Privacy Act, of 1974)

Under the terms of FERPA, the University is only permitted to release or make public what is deemed “directory information” regarding students (see below). This federal act also gives students the right to inspect most of their academic records and restricts the release of records to others. An exception would be private notes and reference material. More detailed information can be found at the website www.unh.edu/student/rights.

Parents may receive copies of their student’s grade reports after their student signs a form in the Registration Office giving permission to send grade reports or after the parent signs a form in the Registration Office stating the student is a dependent.

Grades and other academic information should never be disclosed on the telephone. The following information is considered “directory information” and is available to anyone who requests it, unless the student requests otherwise:

- student’s name, address, email address, and telephone number
- date and place of birth
- major field of study
- officially recognized sports and activities
- weight and height of varsity athletes
- dates of attendance
- degrees, honors, and awards received
- most recent previous educational institution attended
- class/status

Honor rolls may be published, so grade-point averages may be released to faculty advisors of officially recognized honor societies on campus.

For more than a year, the Academic Advising Committee has worked on updating our Academic Advising Handbook. This handbook is designed for advisors as a quick reference for useful and pertinent information. The handbook is by no means comprehensive; it is intended to supplement the institutional catalog and the Student Handbook.

The handbook will be updated each summer. Since changes may occur throughout the academic year, it is **recommended that all advisors verify information with the sources (divisions or Dean’s Office) when possible.**

Thank you for serving as an academic advisor and for reading through this document and directing any questions you have regarding advising at Darton College to the Academic Advising Committee. Suggestions for both are encouraged and welcomed.

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Overview of Advising at Dartton College

Academic Advising at Dartton College

Dartton College has had a rich tradition of excellence and leadership among two-year colleges in the University System of Georgia and in the two-year college community nationwide.

Dartton College is committed to providing students with the necessary and appropriate skills, abilities, information, and resources to enable them to make informed academic decisions.

Academic Advising is shared among a host of faculty and professional advisors to take advantage of the content expertise of faculty in their academic departments (decentralized), while also utilizing professional advisors assigned to specific target groups (undecided majors unless enrolled in a Learning Support class, first-time freshmen, and readmitted students with the exception of Nursing & Allied Health majors) with a (centralized) Advising Center that serves as an initial point of contact for students requesting information about academic programs, campus referrals, and transfer institutions.

Additionally, the Advising Center is a valuable resource for faculty advisors who have questions regarding the core curriculum and/or programs of study. Welcome to Dartton College, and we look forward to working with you in the future.

Vision Statement

Academic advising at Dartton College will be recognized as a comprehensive, innovative program that anticipates and meets the needs of a growing and diverse student population in identifying and attaining their academic and professional goals.

Mission Statement

Darton College is committed to providing accurate advising to help students identify and clarify their educational goals by providing appropriate information and planning tools to ensure individual and collective student achievement.

GOALS FOR ACADEMIC ADVISING

- Clarify educational, life, and career goals
- Develop an appropriate educational plan
- Select courses for each semester
- Know campus resources, both academic and nonacademic
- Know academic policies and procedures

STUDENT OUTCOMES

- The student will become a more independent decision maker and learner.
- The student will use academic and nonacademic resources on campus as needed.
- The student will make progress toward achieving his or her educational and career goals.
- The student will have a connection with at least one caring individual on campus.

Academic Advising

What?

Academic Advising is the process by which students and their advisors collaboratively work towards developing and reaching students' academic, career and life goals. Advising includes course selection and preparing degree plans. Advising can also introduce students to the many resources of Darton and encourages the formation of a relationship between students and campus faculty and staff.

At Darton, students are assigned a faculty advisor based on their major. A faculty advisor's name, e-mail and office location appear on each student's MyDC page. Darton has a variety of professional and faculty advisors to meet the needs of a diverse student body. All students are assigned to at least one advisor: their faculty advisor.

When?

Advising Week is an important part of the advising process and occurs once during fall semester and once during spring semester. Advising Week is the time when students make appointments with their faculty advisors to discuss course work for the next semester(s). This week is scheduled before registration, so by meeting with an advisor and discussing course work, students are better prepared to register for classes when registration begins. Since classes fill up quickly at Darton, students who meet with their faculty advisors and register early have the best chance of getting the most desired classes and schedule. However, advisors should make themselves available to students throughout the semester. This increases good customer service and decreases advisor workload during Advising Week.

The Academic Advising Center is open year-round Monday through Friday. Professional advisors are available to meet with students who make appointments or visit as walk-ins. During busy times like Advising Week and Registration, the Academic Advising Center is often unable to make appointments; instead, advisors will work with walk-ins on a first-come, first-served basis.

Where?

During **Advising Week**, faculty advisors generally post their schedules on their office doors. Students should stop by and make an appointment during an available time. Darton's **Advising Center** is located **upstairs in the Student Center, C-217**.

Why?

Advising helps students to become better prepared and to network and build relationships with various people and services available on campus. Advisement allows a time for students to clarify their academic goals with the guidance and support of an advisor.

The Advisor

"Academic Advising Is a Potent Retention Force on Campus" -- Dr. Wes Habley

The faculty advisor is the key person in helping individualize a student's education. As such, the advisor's major responsibilities are to help advisees understand themselves better, more fully understand their environment with its opportunities and challenges, and make the most of their potential abilities in meeting challenges and realizing opportunities.

Specific goals and responsibilities of the faculty advisor include the following:

1. Help students define and develop realistic educational career plans, consistent with their abilities and interests.
2. Monitor progress toward educational/career goals at regular intervals (ex. Using a current degree evaluation during and after registration periods).
3. Show advisee a CAPP Degree Evaluation and explain the benefits of using it.
4. Discuss relationships between instructional program and occupation/career.
5. Interpret instructional policies, procedures, and requirements.
6. Approve or facilitate all designated educational transactions (schedule, drops and adds, change of major/advisor, and graduation requirements including waivers, substitutions, catalog term changes and CAPP adjustments).
7. Maintain an advising file for each advisee.
8. Inform students of the nature of the advisor/advisee relationship.
9. Assist advisees in identifying career opportunities.
10. Inform students of special services available to them for remediation, academic assistance, and other needs.

Advisors should be aware of the following limitations on their advising responsibilities:

1. An advisor cannot make decisions for an advisee but can be a sympathetic listener and even offer various alternatives for the student to consider.
2. An advisor cannot increase the native ability of the advisee, but can encourage maximum use of that ability.
3. An advisor should not in any way criticize a fellow faculty member to a student, but can make a friendly approach to any instructor who is involved in the student's problem.
4. An advisor cannot be a good counselor and betray a student's confidence on matters of a confidential nature, but this should not necessarily preclude exchange of helpful information between advisor and instructor or the deans. This exchange should be conducted in a professional and discreet manner.
5. An advisor cannot attempt to handle cases of emotional disturbances which fall outside the behavioral pattern of students adjudged reasonably normal. When complex problems arise which call for personal, social, or mental health counseling, the advisor should refer the student to the Student Services Center - Personal Counseling.
6. An advisor should not attempt to provide financial aid counseling. All but the most basic financial aid questions should be referred to the Financial Aid Office for clarification.

STRATEGIES OF ADVISEMENT

Emphasized below are basic strategies of advisement used to assist in individual student development. Please review them carefully.

A. Attempt to become acquainted with the advisee in as many aspects as possible.

Getting to know the advisees outside the formality of the office when possible, and not only during class scheduling or unusual circumstances, can be extremely valuable. Knowing the academic abilities and background of the advisee is also important. Having good documentation (the advising folder) such as high school courses with grades, rank in graduating class, ACT or SAT scores, transfer courses and grades from other universities, and present academic status is essential when assessing a student's ability and future direction.

B. Explore the objectives, interests, and motivations of the advisee.

The advisee's actual certainty of future objectives and goals is difficult to ascertain. When the advisor has some knowledge of the advisee's non-academic background (such as home influence, hobbies, friends), a more thorough type of advisement is possible.

C. Develop rapport with advisees.

If the student knows the advisor as a professional person who has a genuine interest in students, the advisement process becomes much more beneficial for both advisor and advisee.

The student should be encouraged to become acquainted with other faculty members in the department, for multiple contacts can be useful to the student who is attempting to assess his personal goals.

D. Become knowledgeable concerning university rules, policies, regulations, and procedures that affect academic programs and activity.

Every advisor must be well informed regarding current academic policies and procedures, for these are the foundations on which all advisement efforts will be built. Review of prior policies and study of new policy changes should be a regular activity of each advisor before beginning each registration period.

Familiarity with courses generally taken by advisees, the characteristics of teachers of the courses, and how the courses have been appraised by prior students can make the advisement process smoother and more successful.

Suggestions for student involvement in campus activities is often the key to retention in school.

E. Evaluate student motivation.

Enhancing a student's motivation by capitalizing on good academic planning can be a very helpful strategy. While lack of motivation is generally recognized as the most common cause of poor academic performance, no clear-cut methods to help a student achieve maximum motivation have been developed. Suggested strategies might include the following:

1. Matching courses early in the program to the student's academic strengths, interests, and background.
2. Helping the student, when possible, have a chance to build on success rather than failure.
3. Challenging capable students to continue their efforts toward academic excellence.
4. Explaining the rewards of a strong academic program and associated good grades.

F. Be aware of the limitations of responsibility which place the burden of the advisement process on the shoulders of the student.

Obviously, an advisor cannot make decisions for an advisee, but can be a sympathetic listener and offer various alternatives for the advisee's consideration. Advisors cannot increase the ability of a student, but can encourage the maximum use of that ability. While advisors cannot change some aspects of class schedules or employment loads, the students can be referred to the proper offices for such adjustments when desirable.

G. Seek to determine the level of advisement appropriate for your own comfort and training.

Generally, advisors should not attempt to personally or handle complex problems concerning financial aid, mental or physical health, personal or social counseling. When these situations do arise, the faculty advisor should refer students to professional personnel who are specially trained and knowledgeable about dealing with such problems (Morehead State University, 1981).

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).

Academic Advising: The First Ten Questions

1. What do you hope to do with your life?
2. Why did you choose Darton?
3. What major(s) are you considering?
4. Why are you interested in these majors?
5. Do you have any special situations (work, family, etc.) that need to be considered?
6. What kinds of outside activities do you like?
7. What worries you most about your college career?
8. Are you planning on transferring?
9. Have you heard about career testing, peer tutoring, counseling, disabilities services, etc.?
10. How can I help you most?

Adapted from information from Georgia Perimeter College

Who Are Our Students?

Darton College serves a varied student population and using an array of sound advising approaches will generally be effective with most students. However, it may be helpful to consider some brief descriptions of a few advisee profiles.

TRADITIONAL STUDENT	
<ul style="list-style-type: none"> • Recent high school graduate • Wants to go to college • May or may not be certain of major or career path • Received reasonably good grades in high school 	<ul style="list-style-type: none"> • Works at least part time • Infrequently asks for advising assistance other than help with scheduling • May have financial aid, but also has parental assistance • Lives with parents
HONORS OR GIFTED STUDENT	
<ul style="list-style-type: none"> • Recent high school graduate • Accelerated high school program • Considers Darton an inexpensive stepping stone to four-year institution • May have a tendency to overload when self-scheduling • Possibly Darton student only one to two semesters 	<ul style="list-style-type: none"> • “Catches on fast” to Darton policies, procedures, and services • Could very well need more assistance in planning than is admitted • May have already completed some college credit through Post Secondary Option or high school Advanced Placement programs
ADULT/RETURNING STUDENT	
<ul style="list-style-type: none"> • Mid-to-late twenties and up • Making a career change or job change—sometimes not by choice • Varied degree of background, both experiential and educational • Often has family, job, and/or community responsibilities 	<ul style="list-style-type: none"> • Often part-time student with tuition reimbursement through work • Full-time students may be working with outside sources for funding • May tend to be uncomfortable asking for help—feel they “should know” • Self-motivated and very focused
NON-DIRECTED OR UNMOTIVATED STUDENT	
<ul style="list-style-type: none"> • May be almost any age or background • Completes almost everything at the last minute • Underprepared for expectations of college • May be at Darton because it was somebody else’s idea 	<ul style="list-style-type: none"> • May miss several class meetings and expect to be able to catch up • Has little understanding of career decision making process—awaits revelation or has decided on career path with little information
UNDER-PREPARED STUDENT	
<ul style="list-style-type: none"> • May be almost any age or background • Educational experience either dated or insufficient for college • Uncertain of skill levels and/or may need skills assessed 	<ul style="list-style-type: none"> • Has many needs, but not always sure what questions to ask or of whom to ask them • Continuous support likely to be required • Often underestimates self in numerous situations
INTERNATIONAL STUDENT	
<ul style="list-style-type: none"> • International or refugee status may need to be clarified with student and International and/or Student Records Specialist consulted, if appropriate • Language and cultural differences can be challenging for student and advisor 	<ul style="list-style-type: none"> • Student may indicate understanding when, in fact, there is none • Refugee population may have limited community or family support system • ESL conversational assistance often needed, but not recognized

WHAT IS A STUDENT?

A **STUDENT** is the most important person in any educational institution.

A **STUDENT** is not dependent on us. We are dependent on him/her.

A **STUDENT** is not an interruption of our work. He/she is the purpose of it.

A **STUDENT** does us a favor when he/she enrolls. We are not doing him/her a favor by serving him/her.

A **STUDENT** is a part of our work--not an outsider.

A **STUDENT** is not just a statistic. He/she is a flesh and blood human being with feelings and emotions like us.

A **STUDENT** is a person who comes to us with his/her needs or wants. It is our job to fill them.

A **STUDENT** is deserving of the most courteous and attentive treatment we can give him/her.

A **STUDENT** is the life blood of this and every other educational institution.

(source unknown)

The Millennial Generation

According to Coomes & DeBard, Millennials are those born between 1982 and 2002. This generation is defined by such characteristics as optimism, cooperativeness, and a tendency to follow rules. These students are also some of the most technologically savvy to come through colleges and universities to date. Millennials see the value and benefits of being intelligent and well-educated, and they are used to being supervised and watched, accepting curfews and meticulous surveillance without much question.

One of the most pertinent characteristics to advisors, instructors and other professionals in higher education is a Millennial's reliance on parents and other authority figures to make important decisions for them. It is not unheard of for a Millennial student to ask parents, family members and even advisors to design a semester schedule for them, including times and days of classes.

In addition to helping a Millennial student follow a program of study and choose classes for the next couple of semesters, advisors need to encourage these students to take on more responsibility and independence than they may have in the past. These students will often benefit immensely from visiting Darton's Career Center because it helps them find purpose in going to college outside of "because my parents said I have to." Millennials are also well served by getting involved with activities on campus. The Office of Student Activities on campus can inform students about the clubs and organizations available at Darton College.

Providing structure without hand holding can take some getting used to, but here are a few more suggestions for encouraging self-reliance in Millennials:

- Give the student a copy of the *Advising Worksheet and Core Curriculum* and encourage the student to do a little "supervised" self-advising. Ask the student to try to come up with a suitable schedule for upcoming semesters before the next Advising Weeks. Then the two of you can go over what the student has done.
- Once you have discussed requirements for the upcoming semesters with your student, tell the student to look up available classes online and design a schedule. If the student wants reassurance the first time or two, give it to them...but don't redesign a schedule for him/her. Inform the student of the mistake (You've signed up for ENGL 2111, World Literature I, but you needed ENGL 1102) and let the student make the correction. This can also happen before, during and around Advising Week.
- Encourage your advisees to begin researching the transfer institution(s) they are considering. Have them check requirements established by other schools to make sure they are not only completing a degree with Darton, but that they are also creating a solid foundation of pre-requisites for upper level courses.
- Encourage Millennials to utilize their advanced computer skills by conducting academic research online. Also, don't be shy about stressing the importance of checking their Darton email accounts daily; after all, this generation expects information to be available to them around the clock.

Works Cited:

Coomes, M. D., & DeBard, R. (2004). A generational approach to understanding students. *New Directions for Student Services* (pp. 5-16).

What is an Academic History?

An Academic History is a summary of all the academic work completed to date by the student at Darton or at other institutions. It includes the student's test scores, academic standing, grade point average, courses completed, etc.

Personal Information *Note: This is not an actual schedule.*

Name: Student, John Q. Darton Id: 919000000

Address: 1111 Unknown Street, Albany, GA 31707

Email:

Windows/WebCT Username: student.john

Major: Business Administration College: Business Division

Major2: College2:

First Term: 200705 Last Term: 200802

Academic Standing: Good Standing (Transfer - Core) Override: This student is in a transfer program instead of a career program. If he were on Academic Probation or had an Academic Warning, it would have been noted here. He has a 4.0 and is in good standing.

Advisor: Faculty, Jane Q. Since this student is a Business Administration major, his assigned advisor would be a faculty member in the Business/Social Science Division.

Unsatisfied Test Requirements	
GA Const	This student still has to complete American Government.
Regent Read	This student has not yet taken and passed the Regents' Test.
Regent Write	This student was not required to take any Learning Support classes, but if he had been, they would have been listed in this area as LS Math, LS English, LS Reading.
CPC Foreign Language	This student is in a transfer program, so he will have to take one semester of a foreign language because he did not have it in high school. CPC stands for College Prep Curriculum.

Hours Earned *Note that any transfer hours will be reflected in the earned hrs. column. Note that this student's grade point average is 4.0.*

(All Hours Are Semester Hours)	Attempted Hrs	Earned Hrs	GPA Hrs	Quality Pnts	GPA
Overall Institutional Hrs/GPA	27.00	27.00	27.00	108.00	4.00
Overall Hrs/GPA	27.00	27.00	27.00	108.00	4.00

Test Scores

Description	Score
COMPASS Reading This student's COMPASS scores placed him in ENGL 1101.	80
COMPASS Writing	92
SAT Mathematics This student did not have to take Math COMPASS	560
SAT Verbal This student's verbal score required him to take English and Reading COMPASS	400

Degrees Earned *If the student has earned any previous degrees, they will be listed here.*

Degree Earned	School	Date Earned
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Registered Courses *These are classes the student is in currently or has already signed up for.*

Term	CRN	Lvl	Subj	Numb	Sec	Course Title	Hrs	Status	Time	Day/Wk	Room
200802	20643	US	ECON	2105	03	Prin of Macroeconomi	3	RW	:-:		
200802	20701	US	HIST	1112	10	Surv of World Histor	3	RE	:-:		
200802	20805	US	POLS	1101	20	American Government	3	RW	:-:		ONLIN
200805	50034	US	BUSA	1100	01	Fin Planning/Investm	2	RW	12:50-14:00	MTW	202
200805	50213	US	ACCT	2101	01	Principles of ACCT I	4	RW	18:00-21:30	W	107
200805	50220	US	SPAN	1001	01	Elementary Spanish 1	3	RE	18:00-20:30	M	107
200805	50222	US	PSYC	1101	01	General Psychology	3	RW	18:00-20:30	R	110
200805	50234	US	PHED	1161	04	Fitness I ONLINE	2	RW	:-:		ONLIN

Academic History *Below is a listing of all courses the student has taken at Darton.*

Term	LVL	Subj	Numb	Sec	Course Title	Hrs	GM	Grd	GPA	RPT
200705	US	CISM	2201	04	Fundamentals of Computer	3	N	A	Y	
200705	US	COMM	1110	05	Public Speaking	3	N	A	Y	
200705	US	ENGL	1111	05	English Composition I	3	N	A	Y	
200705	US	MATH	1111	07	College Algebra	3	N	A	Y	
200708	US	ECON	2106	01	Principles of Microeconomics	3	N	A	Y	
200708	US	COMM	1110	01	Public Speaking	3	N	A	Y	
200708	US	BUSA	1105	01	Introduction to Business	3	N	A	Y	
200708	US	ENGL	1102	19	English Composition II	3	N	A	Y	
200708	US	HIST	2112	16	U.S. History After 1877-O	3	N	A	Y	

Academic Transfers *If the student has taken any courses at another institution, they will be listed under here. Some may transfer to Darton, while others may not. The Admissions Office sends new transfer students a list in the mail of those courses we can accept.*

Loc	Term	Lvl	Subj	Numb	Course Title	Hrs	GM	Grd	GPA	Institution
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Where to Begin in Course Selection?

Helpful Hint: Use the Advising Worksheet to walk students through the course selection process.

Before helping a student create a schedule, help the student determine which classes he or she needs.

1. Before discussing Core Curriculum requirements, please have the student make a note of any additional requirements, including Learning Support, CPC, and COOR, under the "notes" section.
2. Next, review the student's Academic History. Check off any class the student has passed at Darton on the Advising Worksheet.
3. Also be sure to check off any class the student has earned credit (K) for or transferred (TR) into Darton.
4. Now review the core curriculum requirements (Area A-E) the student needs to fulfill.
5. Discuss the Program of Study requirements (Area F) with the student.
6. Note important prerequisites for required classes.
7. Don't forget to discuss the Physical Education requirements at Darton.
8. Remind students who have completed English 1102 with a C or higher and students who have earned more than 30 hours of credit (including transfer credit) of the Regents' Exam requirements. Students have to take the Regents exam in the first semester. But, this rule still applies for now.

Now you can help the student create a schedule for an upcoming semester.

1. **Scheduling Learning Support classes is the first priority.** Remember, "Students must take Learning Support classes required of their curriculum. Students must register for all required Learning Support classes before registering for any credit work. (See page 55 of the Darton catalog.)"
2. **Next, schedule required CPC courses.**
3. Now help the student choose classes to create a schedule from his or her list of remaining Core Curriculum classes. Remember that many students you meet with will have already satisfied their Learning Support and CPC requirements.
4. **Review prerequisite requirements** and help students plan for courses that have prerequisites. For example, if a student is required to take PHYS 2211K, help that student plan out the prerequisite path: Math Learning Support classes (if applicable) —> Math 1111—> Math 1112 or 1113 —> Math 1151 —> PHYS 2211K.
5. Discuss the value of a **balanced schedule**. You will want to help the student consider the combination of the courses. Make sure the student is aware of the demands of his or her schedule. A student who struggles in math and science classes may not wish to take a math and science class during the same semester just as a student who struggles with reading intensive courses may not wish to take a psychology, history, political science, and literature classes during the same semester.
6. Fill out a **Student Scheduling worksheet** with a possible schedule. Don't forget to help the student choose alternate classes. Sign the worksheet, show the student how to locate CRNs, and remind the student to login to Banner Web to view his or her registration time and to check for any holds or restrictions.

Scheduling Tips to Share with Students

- Scheduling too many classes back-to-back may not allow you enough time to digest material. Scheduling classes all on Tuesdays and Thursdays or all on Mondays, Wednesdays, and Fridays can make your week very hectic.
- Plan an alternate schedule! Classes fill up quickly, and it's good to have a Plan B!
- Know what time of day you are most productive, and schedule classes accordingly.
- While the Associate Degree has traditionally been called the "2 year degree," you do not have to complete your Core Curriculum in 2 years. In fact, many students take longer than that. It is best to schedule your classes taking into account your work and family responsibilities, so that you will be able to devote the time necessary to academic success.

Leaving time between classes to study, rest, and eat may be helpful.

It is hardest to get the schedule you want your first semester. However, you will get a better registration day your next consecutive semester!

It is best for a student to graduate from Darton College before transferring to a senior college or university. If students transfer before completing their freshman year, the senior college or university will hold them to the requirements for first-term entering freshmen.

MATH credits

Students receiving credit for MATH 1111 cannot receive credit for MATH 1001 or MATH 1101.

MATH 1111 is intended for any math, science or business major, or if you are not sure where you plan to transfer. If you are undecided, think carefully about which fields you are interested in pursuing before selecting a Math course. MATH 1111 is a prerequisite for most upper level MATH courses.

College Survival Tips to Share with Students

The Time Commitment Professors agree that for every 1 credit hour of course work, students should commit 2 hours per week outside the classroom to homework and class preparation. Many students have to be “full-time” because of insurance considerations. To be considered full-time, a student must have at least 12 credits during one semester. Being a full-time student not only requires 12 hours per week in the classroom, but 24 hours per week of studying and class preparation. That’s a 36-hour-a-week commitment – almost like having a full time job! Consider this carefully when you are helping students plan how many classes to take in a semester, especially if they are balancing school with work and family.

The Responsibility Learning is completely self-directed in college. It’s up to the students! Their grades reflect how much time and energy they put into classes, although grades do not necessarily reflect effort alone. Remind students that faculty members expect them to keep up with readings and assignments. They expect students to be prepared for every class. Attendance really does matter!

Withdrawals (Ws) Students can withdraw from a class before the midpoint of the semester and receive a “W” as a grade. Ws do not affect the institutional GPA, but they do affect the Hope Scholarship, financial aid, and the time it takes to complete a degree. Some transfer institutions view multiple withdrawals negatively, so students should pick courses carefully, taking time commitment into account. Ws will stay on a transcript forever. Students with Learning Support requirements **cannot** withdraw from all Learning Support courses and keep Core Curriculum courses. After carefully considering the pros and cons of withdrawing from a course and speaking with the professor of the course, all students can request a withdrawal in BANNER Web. Students who withdraw after the midpoint of the semester receive a “WF,” which affects GPA in the same manner as an “F.” Note that each session (full, A, B, H...) **has a different midpoint**.

Being Undecided Some students will enter college undecided about a major. Darton College supports students while they explore majors and career options. Students, however, cannot graduate with a degree in an undecided major. Strongly encourage students to utilize the resources on campus in order to make a decision by the time they earn 30 credit hours. Free career testing is available in Darton’s Career Development Center, which is located in the Student Center (C- 228) and can be reached by phone at 317-6865.

Disability Services Darton College has an Office of Disability Services located in the Student Center C-224 and by phone at 229-317-6867. Although a student’s involvement with Disability Services is **completely** confidential, students cannot receive accommodations unless they disclose their disabilities to our Office of Disability Services.

Tips to Share with Students

- Communication is key. Talk to professors and advisors often.
- Be on time to class – walking in late distracts the professor and other students.
- Support systems are essential for survival. Make friends, join clubs, study in groups.
- Read what you are given! Keep copies of everything!
- MyDC is the official means of communication of the College. Check it often.
- Participate in campus activities.
- Don’t be intimidated by faculty and staff. They are here to help students succeed!
- Select classes based on your own academic capabilities. For example, if math and science classes are challenging for you, try not to take too many math and science classes in the same semester.
- Summer sessions are fast-paced, so you complete the classes more quickly, but the speed of the classes can be very challenging.

Academic Affairs

Office of the Vice President for Academic Affairs K-320 (229)317-6710

Gary Barnette, Interim Vice-President
Beth Tison, Executive Assistant
Barbara Blackburn, Senior Administrative Assistant

Academic Divisions

Allied Health	Jeffrey Etheridge, Dean	J-210	(229)317-6901
Business	Wendy Kennedy, Interim Dean	I-139	(229)317-6814
Humanities	Alycia Ehlert, Interim Dean	F-101D	(229)317-6953
Learning Support	Melanie Thornton, Dean	F-101C	(229)317-6556
Nursing	April Reese, Interim Dean	L-126	(229)317-6529
Online	Janice Hilyard, Dean	A-134	(229)317-6732
Science & Mathematics	Peggy S. Palombi, Dean	B-112A	(229)317-6831
Social Science	Wendy Kennedy, Dean	I-139	(229)317-6814

COMMON ADVISING ERRORS

GENERAL ERRORS

General errors made by an academic advisor include:

- Sends student to the wrong division to be registered
- Overrides a full class because advisor thinks he/she is only one doing it so it won't matter
- Overrides a full class without permission of the appropriate dean
- Fails to check college prep (CPC) deficiencies and does not put student in appropriate classes before the student earns 18 hours
- Fails to check prerequisites and places a student in the wrong class, one for which the student has not had the required prerequisite
- Places a student in a class that is not needed for his/her major
- Fails to warn students about the possible financial implications of dropping a class
- Does not realize that student's joining a class late can have dire grade consequence
- Fails to account for all PE requirements
- Does not get approval to substitute courses in acceptable situations so students can graduate
- Fails to complete graduation audits in a timely manner
- Does not caution students about taking a heavy load during a summer term
- Neglects to warn students about the fast pace of accelerated terms (A, B, H, E)

LEARNING SUPPORT/FYE

Specific advising errors related to Learning Support/FYE classes occur when an advisor:

- Does not adhere to COMPASS scores and places students in the wrong classes
- Fails to place full-time students and all READ 0099 and ENGL 0099 Learning Support students in the DART 1000 (First Year Experience) class
- Places Learning Support students in core classes without registering them in all of their required Learning Support classes
- Registers a Learning Support student in only one of their required Learning Support classes and then registers them in a core class at the same time
- Neglects to register students in appropriate Regents' classes
- Registers a Learning Support student in a PE class that is not an activity PE while not placing them in their required Learning Support classes
- Registers Learning Support students in core classes that require Learning Support classes they are already registered for as a prerequisite for the core class

HUMANITIES/FINE ARTS

Advising errors related to Humanities/Fine Arts courses happen when an advisor:

- Fails to put student in required Regents' class(es) or workshop

- Puts student into a Lit I class, thinking student must have Lit I before Lit II class (Literature courses do not have to be taken in numerically-sequential order.)
- Puts student into honors-designated English class when student does not qualify for or wish to take an honors class
- Does not take into account that English courses require MUCH reading and writing
- Thinks that only Public Speaking satisfies the communications requirement (Other communication courses can also fulfill this requirement.)
- Thinks that a communication class can only count in Area C (Communication classes can also be used to meet Area B requirements.)

BUSINESS/SOCIAL SCIENCE

An advisor can make one of the following errors when advising and registering a student for a business or social science class:

- Puts student into honors-designated history class when the student does not qualify for or wish to take an honors class
- Does not understand that many certificate programs in this division do not require Learning Support math (Advisor should check the Business and Social Science Division check sheet for placement before registering the student.)
- Does not question the student when his stated major is accounting and puts him or her in the two-year career accounting program. (The career program is not designed for transfer. The student should be asked if he/she plans to transfer and if so, should be changed to the transfer business administration program.)
- Puts a student into a World History I or U.S. History I class, thinking the student must have HIST 2111 before 2112 and HIST 1111 before 1112. (History courses do not have to be taken in numerically-sequential order.)
- Registers a Business Administration major for ACCT 2201 (Principles of Accounting I) when the student has not already completed MATH 1111 or a higher math
- Registers a student for a world history class when the student is in a major that requires only U.S. history.

MATH/SCIENCE

An advisor needs to avoid making some of the following mistakes when registering a student for a math or science course:

- Places student in the wrong Learning Support math class (MATH 0097 or MATH 0099)
- Registers student for CHEM 1211 (Principles of Chemistry I) when he/she never had high school chemistry and never had CHEM 1151 (Survey of Chemistry)
- Fails to place student in either CHEM 1151 (Survey of Chemistry) or BIOL 1110 (Introduction to Environmental Biology) when the student has a CPC deficiency in natural science
- Places student in BIOL 2111 (Human Anatomy & Physiology I) -- or another lab science with prerequisites --- when the student has not yet completed all Learning Support classes
- Registers student for MATH 1112, MATH 1113, MATH 1145, or MATH 2205 when the student has not already completed MATH 1111.

- Fails to tell students taking an online math class that online math classes require a proctor for all tests.

PHYSICAL EDUCATION

The following are some errors to look out for when registering a student for a physical education course:

- Places a Learning Support student in a PE class that is not an activity PE while not placing them in their required Learning Support classes
- Registers a student for Fitness II, Golf II, Tennis II, Latin Dancing II, or other PE course when the student has not taken the first course in the area
- Places a student in a PE class when he/she is an Allied Health or pre-Nursing major and has already had the one required fitness class
- Fails to account for all PE requirements
- Registers a student in a PE class when he/she already has credits for four PE classes and has met the fitness competency requirement.

ONLINE

When communicating with online students, advisors sometimes make the following errors:

- Registers a student for his/her first online class without first asking the student about his/her access to a computer and basic computer skills
- Neglects to check a student's academic history and places a student in an online class in a subject area in which the student has not been successful in the past
- Places a student in online classes without first explaining that successful online students must be able to work independently, be self-disciplined, and meet deadlines.
- Fails to warn first-time online students that online classes are not "easy;" they do require as much work as face-to-face classes.
- Does not raise questions when a student who works full time wants to take a heavy load of four or five online classes
- Does not warn students that online public speaking courses require access to a camcorder or digital camera with video function; some courses also require a computer microphone
- Fails to tell student registering for an online math course that all math courses require a test proctor

**BUSINESS AND SOCIAL SCIENCE DIVISION
ONE-YEAR CERTIFICATE PROGRAMS
LEARNING SUPPORT COREQUISITES/PREREQUISITES**

Students accepted into certificate programs must take the COMPASS Test if ACT or SAT scores are unsatisfactory in English, math, and reading. The COMPASS Test determines the level of proficiency that a student has in the areas of English, math, and reading. If a course requires a Learning Support corequisite/prerequisite, and a student does not meet the passing score on that part of the COMPASS Test, the student must take the required Learning Support corequisite(s)/prerequisite(s) before enrolling in the corresponding college-level course(s). The table below indicates the Learning Support Corequisites/Prerequisites for each program.

LEARNING SUPPORT COREQUISITES/PREREQUISITES

CERTIFICATE PROGRAMS	MAJOR CODE	ENGLISH 0099	MATH 0099	READ 0099
Accounting	0561	X	X*	X
Business Computer Systems (0576): Options				
General Business Computer Systems	2576	X	X	X
Network Support Specialist	1576			X****
Oracle Specialist	3576			X
A+ Specialist	4576			X
Cisco Technology	6576			X
Web Design & Admin.	5576			X
Network Security	7576		X	X
8576				X
Office Administration (0556): Options				
Word/Information Processing	2556	X		X
Paralegal	0542	X		X
MS Office Spec. Master	5556			X
Legal Office Specialist	3556	X		X
Management (0586): Options				
General Management	1586	X	X	X
Health Management	3586			
1. Health Care Emphasis		X		X
2. Business Emphasis		X		X
Criminal Justice	4586	X		X
Women's Leadership and Management	5586	X**		X
Criminal Justice Technology Certificate	(0591)			
American Institute of Banking (AIB)	7586			
Marketing	0585	X	X	X

Management and Marketing	0584		X	X
Small Business Manag.	0587			X
Logistics & Supply Chain Management	(0545)		X	X
Homeland Security	(0544)	X		X
Certificates for HUST				
Addiction Counseling	0570			
Family & Child Welfare	0571			
Teacher Certification	0572			
Psych. Tech Thomasville Only	0573			

*Or permission from instructor

**Depends on electives chosen

***If exempted CISM 2201 will exempt reading

Guidelines for Advising Student Athletes

The following should serve as general guidelines for academic advising of student athletes in order for them to maintain eligibility to compete in NJCAA sanctioned activities. The NJCAA frequently modifies their eligibility requirements. Any modifications in the eligibility requirements will be communicated to the academic advisors as soon as possible.

1. Student athletes must maintain enrollment in 12 or more credit hours of college work as listed in the college catalog during each term of athletic participation. Student athletes that drop below 12 hours become immediately ineligible for competition.
2. Student athletes must be enrolled in full-time status using any combination of sessions within a term, and in classes that begin before the end of the sport season in which the student athlete chooses to participate. Student athletes must be in regular full-time attendance within fifteen calendar days from the beginning of classes of the term in which the student athletes choose to participate. (This 15 calendar day rule can apply to the starting date of a mini session within a regular session and shall be a published date in the college catalog or schedule of classes for that term).

- Mini-Sessions

* The mini session must begin prior to the end of the sport season and end prior to or concurrently with the regular term. (A mini session that starts after the season has begun will now count towards the 12 hours for full time enrollment as long as the student enrolls prior to the start of the season and the mini session ends before or concurrently with the regular term)

3. Student athletes should be making satisfactory progress within an approved college program or course as listed in the college catalog.
4. Semester eligibility – Pass a minimum of 12 semester hours with a 2.0 GPA or higher during previous semester of full time enrollment

OR

Pass an accumulation of semester hours equal to 12 multiplied by the number of semesters in which the student athlete was previously enrolled full time with a 2.0 GPA or higher.

5. For a second season participant the student athlete must pass a minimum of 24 semester hours with a 2.0 GPA or higher.
6. For eligibility purposes a students “best hours” are used to calculate GPA. (Example best 12, 24, or 36 hours may be used for determining if GPA is above 2.0).
7. Grades of IP may be used as passing grades equivalent to a “C” if the course is continued the next term. The course must be passed/successfully exited to be used in meeting the total accumulation requirements.

These general guidelines are not an exhaustive representation of the NJCAA eligibility rules. Hopefully these guidelines will aid in the academic advisement of the student athletes. Ultimately the eligibility of the student athlete will be determined by the Athletic Director. Specific questions should be communicated to the Athletic Director.

Additional Scheduling items:

* All Freshman student athletes should be enrolled in Varsity Athletics class. They may be enrolled in Fitness for Athletes as well.

* Classes should be completed in the mornings if possible to leave afternoons and evenings available for team commitments such as practices, games, and study halls.

Helpful Hints about Financial Aid when Advising

Pell Grant

Proration Chart

12 hrs or more = full award
9, 10 or 11 hrs = $\frac{3}{4}$ of full award
6, 7 or 8 hrs = $\frac{1}{2}$ full award
5 or fewer hrs = $\frac{1}{4}$ full award

If Pell award is less than the full amount (\$4,731),

- exceptions may apply to chart
- All classes need to be required for declared major

HOPE Scholarship

- All classes need to be eligible for declared major
- Do not need to be enrolled for 12 hrs/full time to receive HOPE
- Must maintain a B average
- Must be a Georgia resident
- HOPE eligibility is checked after every Spring Semester and 30, 60, 90 attempted hours. Students will need to complete a HOPE Inquiry Form to determine eligibility mid-year.

HOPE Grant

- Declared major must be a certificate program
- Can only take classes required for specific certificate program
- Do not have to maintain a B average in order to receive
- Must be a Georgia resident
- HOPE will only pay out 127 lifetime hours of scholarship and grant combined
- Not all certificate programs are eligible for federal aid

Stafford Loans

- Must be enrolled in 6 hours required for major
- Students may be enrolled in a dual major to accommodate this

Standards of Progress/SAP/Financial Aid Suspension

Hours to be satisfactorily completed	
<u>Attempted for Semester:</u>	<u>Must Complete:</u>
12 or more	8
10 – 11	7
9	6
7 – 8	5
6	4
4 – 5	3
3	2
2 – 1	1

DART 1000: First Year Experience (FYE) Course Registration Guidelines

- Purpose of this class: to aid first-year students in adjusting to the academic and social community at Darton. Currently covers topics such as study and test taking skills, diversity issues, civility/respect to yourself and others, critical thinking skills, coping mechanisms for the new stressors they encounter, as well as a variety of other issues. Designed to be an open and comfortable forum for students to express their thoughts and ideas.
- Students required to take DART 0098:
 - ALL full-time, first-term students
 - ANY first-term student registered for learning support in reading or English (full-time *and* part-time)
- Students are NOT required to take DART 0098:
 - If they are taking ONLY on-line courses
 - If they are attending part-time (excluding students taking learning support classes)
- Please try not override course by more than two (2) students. The purpose of an FYE course is to encourage community and openness amongst the students. Large classrooms defeat this purpose.
- If students are taking A-term classes, please try to register them for an A-term DART course.
If students are taking only B-term classes, please try to register them for a B-term DART course.
- Inform students that if they do not pass DART, then they must take it again (either the next term or semester).

Contact Information:

Kristi Stimpson, First Year Experience Coordinator

317-6864

kristi.stimpson@darton.edu

F-106

Learning Support Cut Scores

Reading	COMPASS score 64 and below	READ 0097, then READ 0099
	COMPASS score 65 - 73	Reading 0099
	COMPASS score 74 or higher	No Reading Requirement
Writing	COMPASS score 50 and below	ENGL 0097, then ENGL 0099
	COMPASS score 51 - 59	ENGL 0099
	COMPASS score 60 and above	No English Requirement
Math	COMPASS score 29 and below	Math 0097, then MATH 0099
	COMPASS score 30 - 36	MATH 0099
	COMPASS score 37 or higher	No Math Requirement

Note: Effective April 2010. There will be no effect on students admitted to Darton prior to April 2010.

When a student's curriculum and scores require Learning Support classes, that student ...

- Must register for **all** required Learning Support courses **before** registering for any credit work.
- May enroll in credit courses (1) if they have completed or are enrolled in all their Learning Support courses, and (2) if the Learning Support work is not a prerequisite.
- If enrolled in both Learning Support work and credit work may **not** drop a Learning Support course unless they also drop **all** credit work.
- Who accumulates twenty semester college credit hours and has not successfully completed required Learning Support courses may enroll only in Learning Support courses until requirements are successfully completed.

Additionally...

- A student who has not completed requirements for exiting a Learning Support area after two attempts shall be placed on Learning Support probation.
- Receiving any of the following grades is considered an attempt: A, B, C, D, F, WF, S, U, I, or IP. A student who does not complete requirements for an area in twelve semester hours or three semesters, whichever occurs first, will be suspended.
- The student may not be considered for readmission within three years of the suspension.
- Prior to the suspension, the student may appeal to the Darton College Academic Appeals Committee for two additional courses. See the Darton catalog for more information about the appeals process.

LEARNING SUPPORT ENROLLMENT, PROBATION, AND SUSPENSION

1. Students must register for all required Learning Support courses before registering for any credit work (exception: the college orientation class, physical education activity classes and musical performance classes). Students are permitted to enroll in credit classes (1) if they have completed or are enrolled in all their Learning Support courses, and (2) if the Learning Support course is not a prerequisite.

- II. **Students enrolled in both Learning Support courses and credit work may not drop a Learning Support course unless they also drop all credit work.** Students will receive a W in classes dropped by the day (usually mid-term) identified by the College as the last day to drop without penalty. Students dropping after this date will receive a WF. Before dropping any class, the college **strongly advises** that students meet with their academic advisor and their instructor to discuss the impact of a withdrawal on graduation plans. The college also **strongly advises** students who are receiving any type of financial aid to visit the Financial Aid Office to discuss the impact a withdrawal may have on their financial aid status. The grade of W counts as hours attempted for the purposes of financial aid. Students who fail to complete the official drop/withdrawal procedure will receive the grade of F. Students who accumulate **twenty college credit hours** and do not successfully complete Learning Support courses may enroll in only Learning Support courses until requirements are successfully completed.

- III. Students who have not completed requirements for exiting a Learning Support area (reading, English, or math) after **two attempts shall be placed on Learning Support probation.** Receiving any of the following grades is considered an attempt: A, B, C, F, WF, S, U, I, or IP. **Students who do not complete requirements for an area in twelve (12) semester hours or three (3) semesters, whichever comes first, will be suspended.** Students may not be considered for readmission for **three years**.

Prior to suspension, the student may appeal to the Darton College Academic Appeals Committee for two additional courses. For each additional attempt, the student must have reached the limit in only one Learning Support area, be in an exit level course, and be individually evaluated and determined to have a reasonable chance of success. During the semester of the first additional attempt, the student may enroll in courses other than Learning Support. If granted the appeal for the second additional course, the student may enroll in only the Learning Support course.

All time spent in Learning Support areas within the University System of Georgia is cumulative. Students shall not be allowed more than three attempts or twelve semester hours, whichever comes first, in a Learning Support area even though some attempts may have been at another University System institution. Darton College will grant transfer Learning Support students with fewer than three semesters and twelve semester hours in an area an additional semester (up to a total of fifteen hours at all institutions) if the students were making appropriate progress at the sending institution and are entering the exit level course at Darton College.

- IV. The following limits on Learning Support attempts have been established for students who enrolled in Learning Support courses under the quarter system but did not exit before Summer 1998:

<u>Number of Quarters in LS Area</u>	<u>Maximum Additional Number of Semesters in LS Area</u>
One Quarter	Three semesters
Two Quarters	plus appeal for two additional semesters Two semesters
Three Quarters	plus appeal for two additional semesters One semester plus
Four Quarters	appeal for two additional semesters Appeal for two
	additional semesters after suspension for one semester

(Revised 3-21-05)

ADVISING ONLINE STUDENTS

How did these online students get to me, and what do I do with them now?

Process of admission and registration for online student:

Inquiry	Inquiries are received via email from several sources.
Response	Response is sent from Online Division with generic admissions information and specific program information
Application & Admissions	Student applies and submits supporting documentation to Admissions Office. When all documents have been received, student is processed for admission.
Referral	Newly admitted students are referred to program appropriate Online Advisor (see advisor sheet). <i>Note: non-Allied Health LS students are referred to LS Online Advisor regardless of major.</i>
Registration	Online Advisor assists student with registration. Non-LS students are eligible to request permission to web register. Request form is on GaView login page.
Assigned Advisor	After the first semester, students will be assigned an advisor in their program of study as is done with on-campus students.

In general, advising online students is no different from advising on-campus students. The main goal is to keep the student on-track for graduation.

What is Different:

There are a couple of challenges that arise because the student is not physically and present, and the online schedule does not offer as many classes as the on-campus schedule.

- Communication – without facial expression and body language, it can be more difficult to effectively communicate. Make extra effort to be sure you understand the students' questions and that they understand your answers.
- Security – FERPA does not specify how a student's identity must be verified, but it requires that you obtain "reasonable" assurance that you are actually dealing with the student. As in all cases involving confidentiality, only generic information can be given to 3rd parties.
- B-Term - Students entering for B-term may not be able to find their LS classes online. These students may receive a waiver and be allowed to take courses that do not have prerequisites in that LS subject.
- Planning – Not all course options are available online, and not all online classes are offered every semester. It is especially important when working with online students to use the 2-year calendar. Make sure these students take prerequisite courses early enough and that they do not end up requiring courses in their final semester that will not be offered online.

Regents' Test Remediation Table

Semester of enrollment after LS ENG/LS Read with unsatisfied Regents' Requirements	Student Must Enroll In
1	None
2	Workshop RGTW 0197
3	Class RGTR 0198 (Reading) RGTE 0199 (Essay)
4	Class RGTR 0198 (Reading) RGTE 0199 (Essay)
5 and higher	Class AND student must meet with Student Success Director (Carol Ann Ham – C-222 Ph 229-317-6734 for an individualized plan)

FREQUENTLY ASKED QUESTIONS ABOUT THE REGENTS' TEST

1. WHAT IS IT?

The Regents' Test is a University system wide test administered since 1974 to measure minimum competency in the areas of writing and reading. The test consists of two parts: a one hour essay (similar to an essay written in a freshman English class) and a one hour reading comprehension test consisting of reading passages and multiple choice questions regarding those passages.

2. WHY IS IT REQUIRED?

According to the Board of Regents' policy, each institution of the University System shall assure the other institutions, and the System as a whole, that students obtaining a degree from that institution possess literacy competence, that is, certain minimum skills of reading and writing.

3. WHO TAKES IT?

Anyone who is seeking a degree from one of the University System of Georgia schools. The only persons automatically exempt from the Regents' Test are those who have already earned a bachelor's degree from an accredited institution.

(NOTE: Students who are completing a "certificate" program that does not lead to a degree are not required to test. However, if such a student re-enrolls under a degree program, then that student **MUST** take the test and is subject to the rules of the testing program.)

Banner Tips

Logging On

Enter your login ID and press tab
Enter your password and press enter

Special Notes

Delete Key	Shift F6
Clear Block	Shift F5
Rollback	Shift F7 or click Rollback Button
Save	F10 or click Save Button
Print Screen to Default printer	Shift F8

Banner Terms

All terms are the year the term falls within and the two-digit month code. Spring Term is 02 (University System had already used 01 for quarter system and did not want to confuse it with Semester data). Summer begins in May and is 05. Fall begins in August and is 08.

Example: Spring 2009 – 200902
Summer 2009 – 200905
Fall 2009 – 200908

Printer

Academic Histories are printed in the lobby of the J Building during registration.
Student Schedules are printed in J133 on Registration Day
Student Schedules are printed in the Multi Purpose room on Late Registration

MAKE SURE YOU EXIT FROM BANNER BEFORE YOU LEAVE !!!!!!!!!!!!!

Frequently Used Forms

SFASLST	Class Roster
ZOAGARP	Georgia Requirements Form
SHATERM	Course History by term
SHACRSE	Course History by course
SFAREGS	Student Course Registration
SFAREGF	Student Course/Fee Assessment Query
SFAREGQ	Detailed Registration Query Form
SFARHST	Student Registration History with Grades
SFASTCA	Registration Audit Check for who registered student, deletes, adds, etc
SGASTDN	Detailed Student Records Major/Program/etc
SGASTDQ	General Student Summary
SPAIDEN	General Person Info – Address, Phone
SSASECQ	Look up Section Information Counts/Closed/Campus etc
SOATEST	Test Score Info
TSAAREV	Billing Information

FITNESS COMPETENCY

Every student has to complete the Fitness Competency Requirement before they can graduate from Darton College.

The following is a list of classes that satisfy this requirement:

PHED 1182 Personal Conditioning
PHED 1105 Strength Training
PHED 1161 or 1162 Fitness I or II
PHED 1106 Walk, Jog, or Run for Fitness
PHED 1115 or 1116 Step Aerobics I or II
PHED 1110 Deep Water Exercise
PHED 1123 Aerobic Pump
PHED 1139 Fitness Swimming
PHED 1198 Aerobic Dancing
PHED 1220 Aquatic Circuit Training
PHED 1225 Aqua-jogging
HLTH 1163H Personal Health **Honors**

Students must take a PHED or HLTH course for every semester they are enrolled full time. The maximum number of PHED courses they will have to take is 4. Online students are only required to meet the fitness competency requirement.



Transferring to Another Institution

- It is a good idea for students to learn as much as possible about any future college or university they may wish to attend. Web sites, course catalogs, admissions departments, and advising centers at other schools are invaluable resources.
- Information you will need from the transfer institution: GPA requirements, majors offered, admission deadlines and procedures, transfer credit requirements, and, sometimes, the reputation of the programs to which you are applying.
- As faculty advisors, students may expect you to be available and able to answer their questions about transferring, but remember that you cannot speak for other colleges. It is important for students to maintain a relationship with their transfer institution.
- For more information on corresponding course numbers on other campuses, recommend to students that they check out our transfer course equivalency page on each school's web site. Since equivalency charts are generally considered guidelines, students should check with the transfer institution's Registrar to confirm course equivalencies before they register.
- If a student cannot complete the entire Core Curriculum with Darton College, encourage the student to try to complete entire areas (A through F) of the Core Curriculum. They should receive full credit for any area that they have completed at a University System of Georgia institution if they transfer without changing their major.
- If students have problems with acceptance of their credit, they can contact Darton's Registrar's Office.

Georgia Board of Regents policy affects transferring within the Georgia State University System.

"Each [University System of Georgia] institution has developed a core curriculum with 60 semester hours of courses in Areas A through F. While institutions have some flexibility in defining learning outcomes in each area, **the core curriculum completed at one System institution is fully transferable to another System institution for the same major**" (Retrieved from the Board of Regents of the University System of Georgia web site, on 2/15/06)

For more information, go to <http://www.usg.edu/>

Student Resources

<p>Academic Advising Center – located upstairs in the Student Center, C-217</p> <p>Deena Newman, Advising Coordinator C-227; (229)317-6738</p>	<p>The Advising Center is available to all students who have general academic advising questions or referral requests. The Advising Center professional staff is available throughout the year.</p>
<p>Career Development Center - located upstairs in the Student Center</p> <p>Jason Swords: C-228; (229)317-6865</p>	<p>The Career Development Center aids students in making fundamental decisions about the uses of education in their careers and life goals. The center provides students with interest and personality inventories, individual advising sessions, computer-guided job searches and resume writing workshops.</p>
<p>Counseling – located upstairs in the Student Center</p> <p>Carol Ann Ham: C-222; (229)317-6734</p>	<p>Students may seek personal counseling for academic and/or nonacademic problems that are interfering with their ability to achieve success.</p>
<p>Disability Services – located upstairs in the Student Center</p> <p>Tanya Anderson: C-211; (229)317-6867</p>	<p>The Disability Services Office complies with all aspects of Public Law 504 and Americans with Disabilities Act requirements for accommodating students with documented disabilities.</p>
<p>International Student Services – located upstairs in the Student Center</p> <p>Diana Garner: C-219; (229)317-6924</p>	<p>ISS provides immigration, educational, and personal advising for international students. The office also facilitates international admissions and coordinates international events and activities.</p>
<p>Minority Advising Program – located upstairs in the Student Center</p> <p>Simonee Patton: C-220; (229)317-6925</p>	<p>The MAP program provides a variety of personal and academic support services for minority students.</p>
<p>Peer Tutoring - located upstairs in the Student Center</p> <p>Deena Newman: C-227; (229)317-6738</p>	<p>The Peer Tutoring Center provides free tutoring to students in most study areas</p>
<p>Testing Center - located next to the Library</p> <p>Jean Satterfield: G-101; (229)317-6735</p>	<p>The Testing Center administers the COMPASS test, Regents test, and MAPP.</p>

ACCEL Program: A joint-enrollment program designed for high school juniors and seniors who wish to enter college and earn college credit while they complete their junior and/or senior year of high school.

Academic Renewal: Students who have been readmitted or reinstated after an absence of five (5) calendar years or longer are eligible for academic renewal. This provision allows degree-seeking students who earlier experienced academic difficulty to make a fresh start. Academic renewal application forms are available in the Registrar's Office.

Academic Standing: Academic standing for degree-seeking students is determined by GPA. A student is in good standing if his or her cumulative Darton College GPA is 2.0 or higher on a scale of 0.0 to 4.0.

- **Academic Probation:** A student is placed on Academic Probation the first semester his or her GPA falls below a 2.0. This first semester may be the first semester the GPA has ever been below a 2.0, or it may be the first time after any period of one semester or more of good academic standing.
- **Continued Academic Probation:** A student is on Continued Academic Probation if his or her overall GPA is below a 2.0 but he or she has earned at least a 2.0 semester GPA the previous semester while not in good academic standing.
- **Academic Suspension:** A student is placed on Academic Suspension if he or she earns lower than a 2.0 semester GPA during any semester he or she is not in good academic standing. The length of suspension is based upon the student's previous academic record. Contact the Office of the Vice President of Academic Affairs for more information.

Appeals Process: It should be kept in mind that the process for lodging any kind of complaint begins with the lowest point on the "chain of command." For example, a discrepancy about a grade should be addressed first with the instructional faculty member. If the issue is not resolved, it may be taken to the division chair. It is important for you as a student to know that grade appeals and other appeal opportunities exist, but be aware that they are not taken lightly and are not initiated trivially. Examples of appeals include grade appeals and academic suspension appeals.

Banner Web: The student's access to all of their personal information on campus, as well as registration and e-mail. FAQs: <http://www.darton.edu/admin/BannerInst/>

Catalog: A book that includes programs of study, course descriptions, basic financial aid information, college policies, the college mission statement, appeals process information, and more. It can be found online at <http://www.darton.edu> or around campus. This is the only book/CD you will use every year of college!

College Level Examination Program (CLEP): A program by which students can earn credit for certain college-level classes by examination. Credit earned or not earned is based on test scores. For example, a score of 46 on the College Spanish CLEP test earns a student credit for SPAN 1001 and 1002. A score of 70 and a passing writing sample will earn a student credit for SPAN 1001, 1002, 2001 and 2002. Each test is \$75. Contact the Testing Center at 678-717-3863 for more information.

College Preparatory Curriculum (CPC): College preparatory curriculum is the curriculum taught in Georgia high schools for students who want to graduate with a College Prep seal. A deficiency occurs when a student has not taken the required number of classes in a given subject before entrance into Darton College. Students graduating from high school with a Technical seal or with a GED may have deficiencies. CPC deficiencies can exist in the areas of Foreign Language, English, Math, Science, and Social Sciences. They can be satisfied by a grade of "C" or better in specific classes or by passing the COMPASS exam. For more information on CPC deficiencies, please see *Admissions Classification* of the online catalog.

COMPASS Exam: Some students are required to take the COMPASS placement exam prior to registration to determine specific requirements for extra preparation in Reading, English, and Mathematics. Passing COMPASS Exam scores may satisfy CPC deficiencies in English and Math.

Co-Curricular Transcript: An official document that records verifiable student activities which occur outside the classroom. If you participate in an activity or club, fill out a co-curricular transcript card and the activity will appear on this document. This can be viewed by accessing BANNER Web or by stopping by the Office of Student Life on either campus. Co-Curricular credit looks great on transcripts and resumes.

Corequisite: A formal course of study required to be taken simultaneously with another.

CRN: The 5-digit number used on the course schedule to specify a course's time and location. Students need this number to register on BANNER Web, and it must be written on the *Student Scheduling Worksheet*.

Dean's List: Students who earn a 3.5 or higher Grade Point Average with a minimum of fifteen (15) semester credit hours of academic work in one semester earn a place on the Dean's List.

Drop: Deleting a class from your schedule so it will not be included on your transcript. Unlike a Withdrawal, there is no academic or financial penalty for a drop. This can only be done during Schedule Adjustment or Drop/Add.

Drop/Add or Schedule Adjustment: The time period at the beginning of each semester session (full, half, or 10-week session) when students may drop classes from or add classes to their schedules. No classes may be added or dropped beyond this period. Classes beginning in the second half or second 10-week sessions may be added at different times during the semester than full session classes. Check the Registrar's Schedule Adjustment dates online at <http://www.darton.edu>. Contact the Advising Center at 317-6865 for more information about Schedule Adjustment periods.

Faculty: This generally refers to the part-time and full-time professors on campus, some of whom also act as faculty advisors. Other Darton College administrative faculty on campus include deans, vice presidents, and the president.

Full-Time Student: To be considered a full-time student for insurance and financial aid reasons, students must carry at least 12 credit hours in fall and/or spring semester. Any course load between 12 and 19 credits carries the same tuition obligation. Students who want to take more than 19 credit hours in a semester must get permission from the Vice President of Academic Affairs.

Grade Point Average (GPA): Calculated by dividing total quality points by hours attempted.

Hold: A computer lock (hold) is placed on a student's record that will prevent the student from registering until action has been taken to resolve an issue. It is the student's responsibility to contact the appropriate college office to resolve the problem in a timely manner. An Admissions hold means the student is missing information (immunizations, final high school transcripts, etc.)

and has not been formally admitted to Darton. A Registrar's hold indicates a student has a transcript or academic standing problem. A Regents' Hold means the student has not yet passed the Regents' Test and must be placed in an appropriate Regents' class before registering. A Business Office hold is in place for students who have unpaid fines or fees. A Learning Support hold indicates the student must take a Learning Support class.

Learning Support (LS): Students whose previous academic record, admissions test scores, and placement test scores indicate the need for additional preparation in English, Mathematics, and/or Reading are required to take the appropriate Learning Support courses. If only one or two Learning Support courses are required, students may enroll concurrently in college-level courses for which they have satisfied the prerequisites.

HOWEVER, if students withdraw from any Learning Support course, they will not be allowed to remain in any regular college credit courses. More information about the Learning Support program may be found in the Catalog.

Legislative Requirements: The Georgia Board of Regents requires that all students within the University System take a history class that covers both **U.S. and Georgia History**. This requirement shows up on a student's Academic History and can be satisfied by HIST 2111 or HIST 2112. There is also a **U.S. and Georgia Constitution** requirement that can be fulfilled by taking the required POLS 1101 class. See the section on the Regents' Test for information on the other Legislative Requirements.

Merit List: Students who earn a 3.5 or higher Grade Point Average with a minimum of nine (9) and fewer than fifteen (15) semester credit hours of academic work in one semester are placed on the Merit List.

M, T, W, R, F, S: On class schedules, class meeting days are designated by a single letter or combination of letters. For example, TR indicates a class meets on Tuesday **and** Thursday, and an S indicates a class meets on Saturday.

Oral Competency: Competency in oral communications is required of all graduates of Darton College. The requirement may be fulfilled by satisfactory completion of one of eight courses that contain oral communications components.

Prerequisite: The classes you have to take before you can enroll in certain classes. (For example, MATH 1001 or MATH 1111 with a "C" or higher is the prerequisite for STAT 2400).

Quality Points: Used to calculate a student's GPA. The grade of "A" is worth 4 quality points, a "B" = 3 points, a "C" = 2 points, a "D" = 1 points, and an "F" or "WF" = 0 points. A "W" does not factor into GPA.

Regents' Test: An examination to assess the competency level of students in reading and writing. Passing the Regents' Test is a requirement for graduation. The Regents' Test is administered once each semester. Students must register for the test online through BANNER Web before the registration deadline. Additional information on the Regents' Test and the Regents' Testing Program at Darton College is in the "Regents' Remediation Program" section in the Academic Information chapter of the Darton catalog. **However, students whose "mother-tongue" is not English, who are transient students, or who have special accommodations through Disability Services MUST register with the Director of Student Services.**

Student ID: The number assigned to a student upon admission that acts as a student's identifier. The number, beginning with 919, is the student's user name to login to computers, BANNER Web, web mail and home folders from off-campus.

Transient Students: Students enrolled in other colleges or universities who apply for temporary admission and registration at Darton College. These students expect to return to the college or university in which they were previously enrolled to complete degree requirements.

Web Registration: Currently enrolled, eligible students may complete the registration process online. Undecided majors and students who are taking Learning Support courses are not eligible to register online. Students must complete and sign an online disclaimer form and secure the approval of their advisor in order to register online.

ACADEMIC ADVISING PLAN

Semester:		Semester:
Total Credit Hours:		Total Credit Hours:
Semester:		Semester:
Total Credit Hours:		Total Credit Hours:
Semester:		Semester:
Total Credit Hours:		Total Credit Hours:
Semester:		Semester:
Total Credit Hours:		Total Credit Hours:

DARTON COLLEGE DROP AND ADD NOTICE

	Student's ID Number	Student's Last Name	Student's First Name	Date of Action					
Action	CRN No.	Dept.	Course No.	Credit Hrs	Instructor	Approved	Initials	Date	Override
Drop						Student			
Drop						Advisor			
Add						Registrar			
Add									
Reason:									

To The Instructor: The following action is required:

- Add to Class Roll
 Delete from Class Roll
 Grade of 'W' Recorded
 Grade of 'WF' Recorded

To The Student: I understand that dropping any courses may result in the loss of my financial aid.

Initials

Financial Aid Quantitative Standards of Progress

The table shown below defines the hours to be completed satisfactorily based on hours carried:

<u>Registered For:</u>	<u>Must Complete:</u>	<u>Registered For:</u>	<u>Must Complete:</u>
12 or more	8	6	4
10 - 11	7	4 - 5	3
9	6	3	2
7 - 8	5	2 - 1	1

Satisfactory completion is defined as a grade of "D" or better except in those courses where a "D" grade must be repeated (ENGL 1101, ENGL 1102, nursing courses, etc.). A grade of "IP" in Developmental Studies shall be considered satisfactory although a student may receive assistance for no more than four attempts in any remedial area. Grades of "F", "WF", or "W" shall be considered unsatisfactory. A student who fails to satisfactorily complete the required number of hours in a given semester will be ineligible for continued aid until such time as the equivalent of the same number of hours has been satisfactorily completed.

MUST BE COMPLETED AND RETURNED TO REGISTRAR FOR PROCESSING

Darton College Withdrawal Form

The student is responsible for completing PART A of this form and returning it to the Office of the Registrar to complete withdrawal procedures.

Part A - - - - -

Name _____ Student ID Number _____
 Last First Middle

Address _____
 Street and Number City State Zip
 Code _____

Faculty Advisor _____ College Major _____

REASON FOR WITHDRAWAL (CHECK ONE)

- | | |
|--------------------------|--------------------------------|
| 1. Job Schedule [] | 6. Transportation Problems [] |
| 2. Personal Health [] | 7. Academic Problems [] |
| 3. Family Illness [] | 8. Financial Problems [] |
| 4. Moved Away [] | 9. Marriage [] |
| 5. Personal Problems [] | 10. Other [] _____ |

Returning to Darton College? Yes [] No [] If so, when? _____

Signature _____ Signature _____
 Advisor or Division/Department Head Student

Date: _____ Date: _____

REFUND SCHEDULE: The refund amount for student withdrawing from the institution shall be based on a pro-rata percentage determined by dividing the number of calendar days in the semester that the student completed by the total calendar days in the semester. The unearned portion shall be refunded up to the point in time that the amount equals 60%. Students that withdraw from the institution when the calculated percentage of completion is greater than 60% are not entitled to a refund of any portion of institutional charges.

Part B - - - - -

OFFICE USE ONLY

CLASS SCHEDULE

Financial Aid	Yes [] No []	Sort No. Dept. Course No. Hours Time
Veteran's Benefits?	Yes [] No []	_____
Library Books?	Yes [] No []	_____
Business Office Obligation?	Yes [] No []	_____
Music Equipment?	Yes [] No []	_____
CLASS _____	RACE _____	

Signature _____
 Registrar's Office

On – Line Registration Disclaimer

Many students at Darton College now have the opportunity to register for their classes through the Web. Please note that undecided majors and students enrolled in Learning Support classes are not eligible to register themselves online. After an initial consultation with your advisor to identify your program of study and suggest specific courses and timetables, you may choose to register for future courses without a subsequent visit with your advisor. It will be important that you take the courses suggested by your advisor to complete your program of study in a timely manner. If you decide to change your major, or experience difficulties in taking the courses prescribed in your program of study, contact your advisor for assistance.

Please review with your advisor the following checklist of items before making the decision to register on the Web.

- I have met with my advisor and have been informed that I may register for classes through the Internet.
- I have discussed my program of study with my advisor and have been provided a list of courses necessary to complete my program of study.
- I understand that if I deviate from the list of courses provided by my advisor these courses may not satisfy program requirements or transfer to another institution, or may affect my financial aid.
- I understand the importance of taking my program of study courses during the appropriate semester or this could delay graduating within a timely period.
- I understand that if I receive financial aid funds, they should only be used to pay for classes required for the major declared or my admissions application. I also understand that I will be responsible for repaying any funds that I have received as a result of enrolling in classes not required: failure to repay will result in my financial aid being suspended until funds are repaid.

Student Name (Please Print)

Student ID Number

Student Signature

Date

Advisor Signature

Date

Route completed form to the Registrar's office. The original will be placed in the student's permanent file and a copy will be sent to the advisor.

Course Number	Course Title	Prerequisite	Corequisite
ACCT 2101	Principles of Accounting I	BUSA or higher math	READ 0099
ACCT 2102	Principles of Accounting II	ACCT 2101 with C or better	
ALHE 1103	Orientation to MLT	None	None
ALHE 1115	Clinical Professionalism	READ 0099	
ALHE 1120	Medical Terminology	READ 0099	
ART 1010	Drawing	None	
ART 1020	Design I	None	
ART 1030	Design II	None	
ART 1100	Art Appreciation	None	
ART 2111	Basic Photography	None	
ART 2150	Computer Art	None	
ART 2180	Digital Photography	ART 2111 or ART 2150	
ART 2210	Video I	None	
ART 2220	Video II	ART 2210	
ART 2280	Art History I	None	
ART 2285	Art History II	None	
BIOL1100K	Anatomy & Physiology for the Healthcare Professional	READ 0099	
BIOL1107K	Principles of Biology I	Exit Learning Support; high school biology or chemistry	
BIOL1108K	Principles of Biology II	BIOL 1107	
BIOL1110K	Introduction to Environmental Biology	None	
BIOL2111K	Human Anatomy & Physiology I	Exit Learning Support	
BIOL2112K	Human Anatomy & Physiology II	BIOL 2111	
BIOL2115K	Essentials of Microbiology	BIOL 2112 or BIOL 1108 or CHEM 1151 and BIOL 1100	
BUED1105	Keyboarding	None	
BUED1111	Beginning Document Processing	BUED 1105	
BUED1112	Intermediate Document Processing	BUED 1111 with C or better	
BUSA 1100	Financial Planning and Investment Mgt.	None	

Course Number	Course Title	Prerequisite	Corequisite
BUSA2105	Communicating in the Business Environment	ENGL 1101 with C	
BUSA2106	The Environment of Business	None	READ 0099
BUSA2234	Logistics and Supply Chain Management	None	
CHEM1151K	Introductory Chemistry	Completion of Learning Support	
CHEM1211K	Principles of Chemistry I	HS chem or CHEM 1151; MATH 0099	
CHEM1212K	Principles of Chemistry II	CHEM 1211K	
CHEM2240K	Principles of Organic Chemistry I	CHEM 1212K	
CHEM2241K	Principles of Organic Chemistry II	CHEM 2240K	
CISM 0099	Beginning Computers	None	
CISM 1100	Computer Concepts & Software Applications	None	READ 0099
CISM 2201	Fundamentals of Computer Applications	None	READ 0099
COMM1000	Cultural Diversity in Communication	READ 0099	
COMM 1100	Human Communications	READ 0099	
COMM 1110	Public Speaking	READ 0099 ENGL 0099	
COMM 2230	Introduction to Mass Communication	None	
COMM 2235	News Writing	ENGL 1101	
COPR 2220	Visual Basic for Business Applications	C in CISM 2201 or 1100	
COPR 2225	Advanced Spreadsheet Applications	C in CISM 2201; MATH 0097	
COPR 2244	Introduction to Networking	COPR 2250, CSCI 1300 or 1301	
COPR 2245	Networking I	COPR 2244 with a C	
COPR 2246	Networking II	COPR 2245 with a C	
COPR 2250	Computer Systems Support I	C in CISM 2201	
COPR 2251	Computer Systems Support II	COPR 2250	
CRJU 1100	Introduction to Criminal Justice	None	READ 0099

Course Number	Course Title	Prerequisite	Corequisite
CRJU 1110	Criminal Man and Supervision	None	READ 0099
CRJU 2205	Introduction to Criminal Law	None	READ 0099
CRJU 2215	Introduction to Criminology	None	READ 0099
CRJU 2230	Introduction to Corrections	None	READ 0099
CSCI 1150	Computer Programming in Visual Basic	MATH 1101 or 1111	
CSCI 1300	Introduction to Computer Science	MATH 1111 or 1101	
CSCI 1301	Computer Science I	CSCI 1300	
CSCI 1302	Computer Science II	CSCI 1301	
CVTE 1100	Introduction to Cardiovascular Tech	Completion of Learning Support	none
CVTE	Cardiovascular Technology courses	Admission to program	
DANC 1500	Introduction to Dance	None	None
DANC 1600	Dance Improvisation	None	
DHYG	Dental Hygiene courses	Admission to program	
DMSP	Diagnostic Medical Sonography courses	Admission to program	
ECON 2105	Principles of Macroeconomics	MATH 0099	READ 0099
ECON 2106	Principles of Microeconomics	MATH 0099	READ 0099
EDUC 2110	Investigating Critical and Contemporary Issues in Education	None	READ 0099
EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts	None	READ 0099
EDUC 2130	Exploring Teaching and Learning	None	READ 0099
EMTP	Emergency Medical Services Program courses	Admission to program	
ENGL 0099	Developmental English	59 or below on COMPASS	
ENGL 1101	English Composition I	ENGL 0099; READ 0099	
ENGL 1102	English Composition II	ENGL 1101 with C	
ENGL 2111	World Literature I	ENGL 1102 with C	

Course Number	Course Title	Prerequisite	Corequisite
ENGL 2112	World Literature II	ENGL 1102 with C	
ENGL 2121	British Literature I	ENGL 1102 with C	
ENGL 2122	British Literature II	ENGL 1102 with C	
ENGL 2131	America Literature I	ENGL 1102 with C	
ENGL 2132	American Literature II	ENGL 1102 with C	
ENGL 2210	Creative Writing	ENGL 1102 with C	
ENGR 1111	Engineering Graphics	READ 0099	
ETHI 1101	Issues in Ethics	None	READ 99
FIAR 2250	Humanities Through the Arts	ENGL 0099 and READ 0099	
FREN 1001	Elementary French I	READ 0099 and ENGL 0099	
FREN 1002	Elementary French II	FREN 1001	
FREN 2001	Intermediate French I	FREN 1002	
FREN 2002	Intermediate French II	FREN 2001	
GEOG 1101	Introduction to Human Geography	None	READ 0099
HIST 1111	Survey of World History I	None	READ 0099
HIST 1112	Survey of World History II	None	READ 0099
HIST 2111	U.S. History Through 1877	None	READ 0099
HIST 2112	U.S. History After 1877	None	READ 0099
HITE 2100	Health Record Content & Structure	Exit Learning Support and ENGL 1101	ENGL 1102
HITE	Health Information Technology courses	Admission to program	
HLTH 1160	First Aid, CPR, and AED Essentials	None	
HLTH 1161	Human Sexuality	None	
HLTH 1163	Personal Health	None	
HLTH 1166	Drugs and Drug Abuse	None	
HSEC 2109	Introduction to Homeland Security	None	
HSEC classes	See catalog		
HUST	Human Services Technology Program	Admission to program	

Course Number	Course Title	Prerequisite	Corequisite
ISCI 2001	Foundations of Life/Earth Science	Successful completion of one Area D Science course	
ISCI 2002	Foundations of Physical Science	Successful completion of one Area D Science course	
JAPN 1001	Elementary Japanese I	READ 0099 and ENGL 0099	
JAPN 1002	Elementary Japanese II	JAPN 1001	
JAPN 2001	Intermediate Japanese I	JAPN 1002	
JAPN 2002	Intermediate Japanese II	JAPN 2001	
JOUR 1000	Journalism Practicum	JOUR 1110	
JOUR 1100	Introduction to Mass Communication (also COMM 2230)	None	
JOUR 1110	News Writing (also COMM 2235)	ENGL 1101	
LEAD 1101	Leadership Development	None	
MATH 0097	Introductory Algebra	Below 30 on COMPASS algebra	
MATH 0099	Intermediate Algebra	COMPASS 30 – 36 or MATH 0097	
MATH 1001	Quantitative Skills and Reasoning	MATH 0099	
MATH 1111	College Algebra	MATH 0099 or 37 or above COMPASS	
MATH 1112	Trigonometry	MATH 1111 or consent of dean	
MATH 1113	Pre-Calculus	MATH 1111 or consent of dean	
MATH 1145	Survey of Calculus	MATH 1001, 1111, 1101, or 1113	
MATH 1151	Calculus I with Geometry	MATH 1112 or 1113 or consent of dean	

Course Number	Course Title	Prerequisite	Corequisite
MATH 2008	Foundations of Numbers & Operations	MATH 1001, 1101, 1111, or 1113	
MATH 2205	Introduction to Statistics	MATH 1001, 1101, 111, or 1113	
MATH 2218	Linear Algebra	MATH 2252 or MATH 1151 with dean consent	
MATH 2252	Calculus II	MATH 1151 or dean consent	
MATH 2253	Calculus III	MATH 2252 or dean consent	
MLTS	Medical Lab Technology Program	Admission to MLT program	
MUSC 1080	College Concert Band	Ability to play instrument at college level	
MUSC 1090	College Choir	None	
MUSC 1100	Music Appreciation	None	
MUSC 1101	Elementary Music Theory I	None	
MUSC 1102	Elementary Music Theory II	MUSC 1101	
MUSC 1110	Applied Music for Non-Music Majors	None	
MUSC 1111	Applied Music for Non-Music Majors	None	
MUSC 1152	Instrumental Ensemble	Ability to play a band instrument	
MUSC 1153	Vocal Ensemble	Audition or approval of instructor	MUSC 1090
MUSC 1171	Class Piano	None	None
MUSC 1172	Sight-Singing/Ear Training	None	
MUSC 1182	Seminars in Church Music I	None – must be in Church Music Cert. Prog	
MUSC 1183	Seminars in Church Music II	MUSC 1182; in Cert Prog	
MUSC 2201	Advanced Music Theory I	MUSC 1102	

Course Number	Course Title	Prerequisite	Corequisite
MUSC 2202	Advanced Music Theory II	MUSC 2201	
MUSC 2211	Applied Music for Music Majors	None	1080, 1090
MUSC 2212	Applied Music for Music Majors	MUSC 2211, 1101, 1102	1080, 1090
MYTH 1000	Introduction to Mythology	None	
NURS	Admission to Nursing Program		
OCEX 2290	Occupational Experience	Completion of 9 semester hours, 2.0 GPA	
OTAS	Occupational Therapy Program	Admission to program	
PARA 1110	Introduction to Paralegal Profession	None	READ 0099
PARA 1120	The Understanding of Law	None	READ 0099
PARA 1130	Legal Research and Writing	PARA 1110	READ 0099
PARA 1140	Litigation and Trial Practice	PARA 1110	READ 0099
PARA 1150	Real Estate Law	PARA 1110	READ 0099
PARA 1160	Wills, Trusts, and Estates	PARA 1110	READ 0099
PARA 2110	Family Law	PARA 1110	READ 0099
PARA 2120	Contract Law	PARA 1110	READ 0099
PARA 2130	Bankruptcy Law	PARA 1110	READ 0099
PARA 2140	Employment Law	PARA 1110	READ 0099
PARA 2150	Paralegal Certification Review	Completion of 6 PARA courses	
PARA 2160	Special Topics in Paralegal Studies	PARA 1110	
PHED	Physical Education courses	No prereq except below	
PHED 1116	Step Aerobics II	PHED 1115 Step Aer I	
PHED 1127	Tennis II	PHED 1126 Tennis I	
PHED 1131	Swimming II	PHED 1130 Swimming I	

Course Number	Course Title	Prerequisite	Corequisite
PHED 1132	Lifeguard Training	Swim Test	
PHED 1133	Scuba	Swim Test	
PHED 1134	Advanced Scuba	Open Water Diver Certificate	
PHED 1137	Sailing	Swim Test	
PHED 1139	Fitness Swimming	Swim Test	
PHED 1152	Golf II	PHED 1151 Golf I	
PHED 1157	Volleyball II	PHED 1156 Volleyball I	
PHED 1162	Fitness II	PHED 1161 Fitness I	
PHED 1167	Racquetball II	PHED 1166 Racquetball I	
PHED 1172	Bowling II	PHED 1171 Bowling I	
PHED 1179	Jazz II	PHED 1178 Jazz I	
PHED 1184	Walking II	PHED 1183 Walking I	
PHED 1195	Latin Dancing II	PHED 1194 Latin Dancing I	
PHED 1196	Social Dance II	PHED 1193 Social Dance I	
PHED 1199	Snow Skiing II	PHED 1143 Beginning Snow Skiing	
PHED 1200	Ballet II	PHED 1197 Ballet I	
PHED 1215	Basic Kayaking and Safety	Swim Test	
PHED 1232	Springboard Diving II	PHED 1131 Springboard Diving I	
PHED 2201	Intro to Physical Ed, Fitness, and Sport	PE Majors only	READ 0099
PHIL 1101	Critical Thinking	None	READ 99
PHIL 2205	Introduction to Philosophy	ENGL 1101	
PHIL 2210	Ethics	PHIL 2205	
PHLE	Phlebotomy courses	Admission to program; exit LS	
PHSC 1011K	Introduction Physical Science I	MATH 0099	

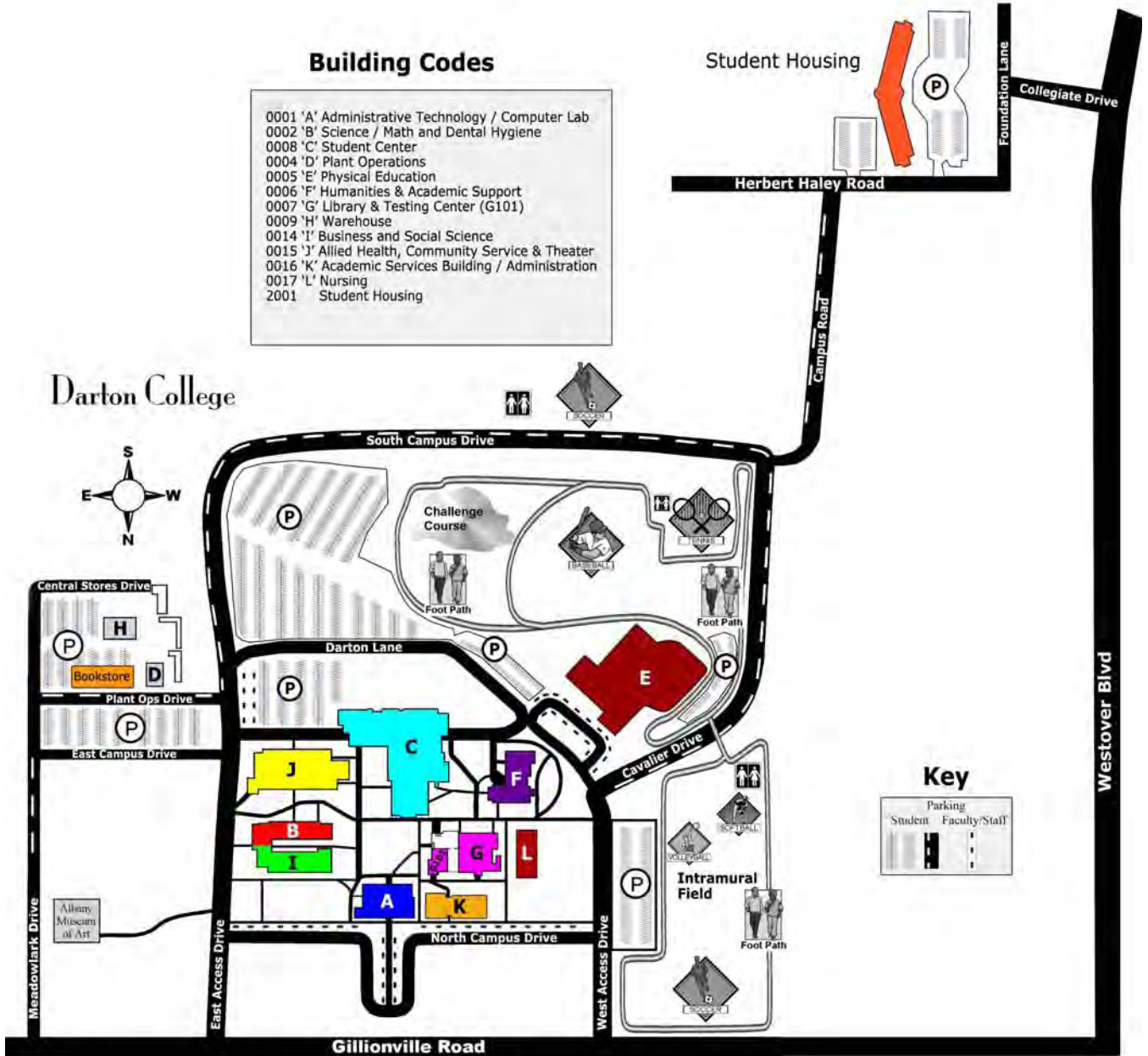
Course Number	Course Name	Prerequisite	Corequisite
PHSC 1012K	Introduction Physical Science II	MATH 0099	
PHYS 1111K	Introductory Physics I	MATH 1112 or MATH 1113	
PHYS 1112K	Introductory Physics II	PHYS 1111K	
PHYS 2211K	Principles of Physics I	MATH 1151	
PHYS 2212K	Principles of Physics II	PHYS 2211K	
POLS 1101	American Govt. in World Perspective	None	READ 0099
POLS 1105	Current World Problems	None	READ 0099
POLS 2201	American State & Local Government	None	READ 0099
POLS 2301	Intro to Comparative Politics	POLS 1101 with C or better	READ 0099
POLS 2401	Intro to Global Issues	None	READ 0099
PSYC 1101	General Psychology	READ 0099, MATH 0097	
PSYC 2215	Human Growth and Development	PSYC 1101	
PSYC 2225	Introduction to Abnormal Psychology	PSYC 1101	
PSYC 2226	Introduction to Social Psychology	PSYC 2226	
PTAS	Physical Therapy Assistant program courses	Admission to program	
PTEC	Psychiatric Technology Program	Admission to program	
PUAD 2601	Introduction to Public Administration	POLS 1101	
READ 0099	Developmental Reading & Study Skills	73 or below COMPASS	
RESP 1100	Introduction to Respiratory Care	Exit Learning Support	None
RESP	Other Respiratory Care Program courses	Admission to program	
RGTE 0199	Regents' Writing Skills	Not passed Reg Essay	
RGTR 0198	Regents' Reading Skills	Not passed Regents' Reading	
RGTW 0197	Regents' Test Workshop	None	

Course Number	Course Title	Prerequisite	Corequisite
SCIE 1100	Science, Technology, & Society	READ 0099	
SCIE 2000K	Principles of Research Methodology	BIOL 1108K, CHEM 1212K, or PHYS 1112K	
SCIE 2001K	Principles of Scientific Instrumentation/Methods	BIOL 1108, CHEM 1212K, or PHYS 1112K	
SLEP	Polysomnography Program courses	Admission to program	
SOCI 1101	Principles of Sociology	None	READ 0099
SOCI 1160	Introduction to Social Problems	SOCI 1101	
SPAN 1001	Elementary Spanish I	READ 0099 ENGL 0099	
SPAN 1002	Elementary Spanish II	SPAN 1001 or equiv	
SPAN 1050	Spanish for Health Care Professionals I	READ 0099 ENGL 0099	
SPAN 1054	Spanish for Health Care Professionals II	SPAN 1050	
SPAN 1058	Spanish for Health Care Professionals III	SPAN 1054	
SPAN 2001	Intermediate Spanish I	SPAN 1002 or equiv	
SPAN 2002	Intermediate Spanish II	SPAN 2001 or equiv	
SPAN 2003	Intermediate Spanish III	SPAN 2002 or equiv	
THEA 1000	Theatre Practicum	None	
THEA 1100	Theatre Appreciation	None	
THEA 1105	Acting	None	
THEA 1175	Script Analysis	None	
THEA 1710	Improvisation	None	
THEA 2100	Stagecraft	None	
THEA 2105	Oral Interpretation	None	
THEA 2210	Voice and Diction	ENGL 0099 READ 0099	
THEA 2301	Scene Design for the Stage	THEA 2100	
THEA 2306	Lighting Design for the Stage	THEA 2100	
THEA 2312	Sound Design for the Stage	THEA 2100	
THEA 2315	Computer Applications for the Stage	THEA 2315	
THEA 2500	Production Workshop	THEA 1100 or THEA 1105	

Building Codes

- 0001 'A' Administrative Technology / Computer Lab
- 0002 'B' Science / Math and Dental Hygiene
- 0008 'C' Student Center
- 0004 'D' Plant Operations
- 0005 'E' Physical Education
- 0006 'F' Humanities & Academic Support
- 0007 'G' Library & Testing Center (G101)
- 0009 'H' Warehouse
- 0014 'I' Business and Social Science
- 0015 'J' Allied Health, Community Service & Theater
- 0016 'K' Academic Services Building / Administration
- 0017 'L' Nursing
- 2001 Student Housing

Darton College



Key

- Parking
- Student
- Faculty/Staff