

ADVISORS' HANDBOOK
DALTON STATE COLLEGE

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ACADEMIC ADVISEMENT AT DALTON STATE COLLEGE

THE ROLE OF ACADEMIC ADVISEMENT

The University System of Georgia emphasizes the central role of academic advisement in the educational process and its importance as a professional responsibility of the faculty in the **POLICY MANUAL OF THE BOARD OF REGENTS**:

Each institution shall have a program for the advisement of its students. Academic advisement is a primary responsibility of faculty and should be integrally related to the education process. Effective advisement shall be credited toward retention, tenure, and promotion. It should be a specific topic of faculty evaluation.

Through its program of academic advisement, Dalton State College endeavors to discharge effectively this responsibility and to implement advisement as defined by the System Task Force on Academic Advisement:

Academic advisement is the continuing interaction between advisee and advisor in a developmental process that involves the exchange of information and setting of goals, a process which enables the student to understand realistically the educational and career options from which choices are made.

Academic advisement is an integral part of the educational process. As suggested by the Task Force, advising is what connects the student with the faculty. When effective, academic advisement assists students in realizing the maximum educational benefits of their college experience by helping them to better understand their interests, abilities, needs, and goals and to use productively the varied resources of the College. In this process, the advisor serves as a facilitator of communication, a coordinator of learning experiences through course and career planning and academic progress review, and an agent of referral to other campus agencies.

Academic advisement is nothing more nor less than the practical expression of the concern of the faculty and the institution for the student as an individual. It is part and parcel of one's commitment to teaching as a humanistic profession. Through this process, the faculty and the College foster the fullest possible development of each student's potential, assist in the establishment of realistically challenging goals, and encourage an appreciation of the opportunities available at this and other institutions of post-secondary education.

Academic advisors should aspire to more than routine course scheduling. As a practical service to the student, advisement should be based on a clearly defined program of study that is consistent with the student's interests and abilities and should include a careful monitoring

of the advisee's academic progress. When conscientiously undertaken, academic advisement facilitates the student's progress toward career and academic goals, increases student retention, and ultimately enhances the reputation of the advisor and the institution. It is an opportunity for the faculty and the college to express a special interest in both the personal and the academic welfare of the student.

CHARACTERISTICS OF ACADEMIC ADVISEMENT

No single or simple definition of academic advisement can encompass all of its dimensions. As with all personal relationships it must be, in many respects, flexible, unstructured, and individual. Certain specific goals of advisement and general characteristics of successful advisors can, however, be identified.

The American College Testing Service suggests six specific goals that should be foremost in each advisor-advisee relationship:

1. To help students clarify their values and goals and to better understand themselves as persons;
2. To help students understand the nature and purpose of post-secondary education;
3. To provide accurate information about educational options, requirements, policies, and procedures;
4. To plan an educational program consistent with the student's interests and abilities;
5. To assist students through a continual monitoring and evaluation of their educational progress;
6. To integrate the many resources of the institution available to meet the student's individual educational needs and aspirations.

Among the activities which help an advisor realize these goals are the following:

1. Acquainting advisees with academic requirements, regulations, services, and opportunities of the College;
2. Helping advisees understand their past educational achievements and how these are related to their present educational goals;

3. Increasing advisees' awareness of their abilities and aptitudes through the use of test results and other data. (The advisor may prefer to refer the advisee to the Academic Resources Center for further testing and test interpretation);
4. Helping advisees plan a program of courses each term and developing a program completion plan. A Graduation Checkout form (see Appendix) should be maintained on each advisee;
5. Assisting advisees when they are not performing at the level of their abilities or are experiencing academic difficulty;
6. Referring advisees to other persons and services on campus as needed;
7. Maintaining regular contact with advisees and keeping accurate records.

CHARACTERISTICS OF ACADEMIC ADVISORS

Although academic advising requires many qualities, an extensive survey within the University System suggests that both advisees and faculty agree on six characteristics of good advisors. Successful advisors are

1. Student-oriented, having an interest in and concern for students as individuals;
2. Knowledgeable about the requirements and policies of the College;
3. Skilled in counseling and interpersonal relationships, able to listen, able to be directive and non-directive, able to demonstrate patience and tolerance;
4. Available to students;
5. Careful about details such as record keeping, follow-through, and follow-up;
6. Positive about and committed to advisement.

The American College Testing Service offers the following list of suggestions to conscientious advisors:

1. Care about advisees as people;
2. Establish a genuine, open relationship;
3. Show interest, helpful intent, and involvement;
4. Be a good listener;
5. Remember personal information about advisees;
6. Keep appointments;
7. Do not attempt to handle counseling situations for which you are not qualified;
8. Be familiar with referral sources;
9. Take initiative in contacting advisees;
10. Do not make decisions for students;
11. Seek out advisees in informal settings on campus;
12. Monitor advisee progress;
13. Be realistic;
14. Do not be critical of other faculty or staff;
15. Do not betray confidential information;
16. Be knowledgeable about job outlooks;
17. Be yourself and allow advisees to be themselves.

The rewards of good academic advisement can be as richly varied as the demands. Among those often cited by both students and advisors are (1) increased success in attaining educational and career goals, (2) higher correlations between student ability and academic performance, (3) higher retention rates, (4) increased satisfaction with the academic process, and (5) the development of positive attitudes toward the faculty and the institution. In so far

as these benefits are realized for advisees, the advisor's sense of professional and personal growth is enhanced.

COMPONENTS OF ACADEMIC ADVISEMENT

The exact role of the advisor in each advising setting cannot be defined, nor should it be prescribed. Every advising conference and relationship should be shaped by the personalities, needs, and interests involved. Whenever possible, however, the advisor's function should be to prevent rather than to solve problems. The following are among the steps that might be taken to forestall or minimize problems and to strengthen the advisement process.

1. **General Program Information.** Advisors should be certain that their advisees are aware of the various programs of study at Dalton State College, that they understand the core curriculum in transfer programs, that they are familiar with the entrance and graduation requirements of the College and those of the degree or certificate program selected, and that they have access to a *Dalton State College Catalog*.
2. **College and Program Entrance Requirements.** Dalton State College is committed to developing and maintaining a broad spectrum of curricula designed to meet the post secondary education requirements of Northwest Georgia. Students need to be aware that admittance to the College does not guarantee admission to any particular program. However, students should also know that programs of study are designed to facilitate matriculation to more advanced programs as skills develop.
3. **Entrance and Exit Exams.** Students should know that although performance on these exams can impact their short-term career options, the primary function of standardized testing here at Dalton State College is to assess the effectiveness of specific programs and the College.
4. **Academic Progress Information.** Each advisee should be aware of the requirements for academic progress, the possibilities for recognizing superior performance and the consequences of poor performance, and any specific grade requirements in special programs. Each advisee should understand how to compute grade point averages. Additional information on academic progress is included in the Appendix.
5. **Program/Course Planning.** The advisor should plan with the student a proposed schedule of courses to complete the chosen program of study in an orderly manner within a reasonable period of time. Specific attention should be given to the student's anticipated course load, outside responsibilities,

sequences of required courses, frequency of required course offerings, and other considerations that could affect the selection of courses and the completion of the selected program.

6. **Academic Counseling.** Advisees should be assured that they are welcome to discuss problems encountered in their courses and reminded that they are required to meet with the advisor should they be notified of academic deficiency by the Vice President for Academic Affairs. Advisors should take a directive role in suggesting solutions--reduced course load, the FYES 1000 course, better study habits, reduced outside activities, testing and tutoring through the Academic Resources Center, change of major, etc.
7. **Career Advising.** The advisor should be adequately informed to discuss with advisees opportunities in careers related to their majors, and to explain the relationship between specific programs of study and careers in those fields. The advisor should freely refer advisees to the Academic Resources Center for career testing and counseling whenever appropriate.
8. **Availability and Accessibility.** Each advisor must post adequate office hours and always be available during those times. In addition, the advisor should establish as early as possible in the advisee-advisor relationship an assurance that the advisee is welcome to discuss problems, concerns, and interests and to ask for information. The advisor should also explain the best procedure for arranging conferences. Each advisee should understand advising and registration procedures. Make sure each advisee knows your email address and office telephone number.
9. **Confidentiality.** The confidentiality of all academic and personal information must be assured, not only as a matter of legal right, but also as a means of establishing the basis for open discussion and effective counseling.
10. **Personal Enrichment and Campus Involvement.** The advisor should encourage the advisee to be aware of the opportunities for personal, cultural, social, recreational, and academic enrichment and involvement outside of the classroom at Dalton State College. Extracurricular participation increases commitment to the institution, contributes to satisfaction with the College, supports academic performance, and fosters personal growth and development. On commuter campuses students often need specific information about opportunities and direct encouragement to participate in campus activities.

ACADEMIC ADVISEMENT PROGRAM AT DALTON STATE COLLEGE

The Academic Advising Center and the faculty of Dalton State College provide the academic advisement program, and the Vice President for Academic Affairs and Director of the Academic Advising Center coordinate it. First-time, degree-seeking students as well as certificate and transfer students with two or more learning support requirements will receive initial academic advisement in the Academic Advising Center. Usually, they will be advised and registered by appointment after they have been officially accepted. Degree-seeking students will continue to be advised in the Academic Advising Center until they have a) satisfied all learning support requirements, b) completed at least 15 credit hours, and c) declared a major other than General Studies. Certificate students and degree-seeking transfer students will exit from the Academic Advising Center when they have satisfied their learning support requirements.

Transfer and certificate students with less than two learning support requirements and all mini-certificate students will be assigned to faculty advisors by the appropriate division secretaries. Advisement of these students will most likely occur after they attend new student orientation.

New transfer students without learning support requirements and students who have been released from the Academic Advising Center are assigned to an advisor who is responsible for academic counseling, course scheduling, and progress monitoring throughout the student's enrollment at the College. Updated information on each student -- current major, courses taken, test scores, academic needs and deficiencies, grade point average, academic standing, etc.-- are available electronically on the BANNER Tranguide.

Dalton State College now has year round registration, and advising days and times are set at the divisional level. During the designated dates, the faculty advisor will be expected to post a sign-up sheet for advisees to make an appointment for advisement. All students enrolled at Dalton State College are encouraged to meet with their advisors throughout the semester to register. Advisors must grant students "Permission to Register" via BANNER before the student is able to register. Students with any learning support requirements must register through their advisors.

Once the faculty member and the student have completed advisement, the faculty member can register the student via desktop computer using the registration procedure directed in the BANNER Web Training Guide or the student may self-register. OCIS periodically provides faculty and staff with updates to the Training Guide.

After being advised and registered, the student pays all fees at the Fiscal Affairs Office (Business Office). Those who complete the registration process are entered on the class rolls for the next academic term and have no further obligations until their classes meet for the first time. The advisement of students in various admissions categories is briefly described below.

Changing Majors. Students wishing to change majors must go to the Enrollment Services Office and complete a Student Update form. Once the major change has been approved, an electronic copy (an email) of the Student Update form will be sent to the secretary of the new division who will assign the student a new advisor. The new division secretary will then notify the previous advisor, prior division secretary, and the new advisor of the change, and mail a card to the student with the new advisor assignment.

Transfer Students. Transfer students without 2 or more learning support requirements are assigned an academic advisor on the basis of their major or area of interest. Transfer credits accepted by Dalton State College are normally displayed on the BANNER Tranguide. Any missing information should be requested from Enrollment Services before the advisement of transfer students is attempted. Further transfer credit evaluation may be required after the student has enrolled at the college.

Transient Students. Advisement of transient students is normally provided by the Enrollment Services Office. Such students must present a Transient Letter or other notice of good standing from the home institution and a list of designated courses approved by that institution. Unless they change their status to that of transfer students, transient students are not assigned permanent advisors. Dalton State College students who wish to attempt coursework at another institution must have a Transient Letter issued by the Dalton State College Office of Enrollment and Student Services, with a list of courses approved for the transient attempt.

Post-Secondary Option Students. Advisement of jointly-enrolled high school students is normally provided by Enrollment Services. These students must present a Joint Enrollment form signed by the principal and the counselor at their high school, and by their parent or guardian. Students enrolled under the Post-Secondary Option Program are not assigned permanent advisors until they regularly enroll at Dalton State College.

Auditors. Students only auditing courses are advised by the Enrollment Services Office unless they become regularly admitted certificate or degree enrollees. Enrollment status in a course cannot be changed from audit to credit or credit to audit after the drop/add period at the beginning of each term.

The special needs of some students place a premium on knowledgeable, caring advisement. Among the group requiring special attention are the following:

Students with Disabilities and/or Special Needs.

Dalton State College serves students with disabilities fully and completely. Our institution provides equal access for all students to programs, facilities, and services of the college. **It is the student's responsibility to voluntarily self-disclose a disability to the Disability Support Services (DSS) office in order to apply for reasonable accommodations.**

Students are also responsible to apply in a timely manner and to follow the process established by the college which includes the following steps:

1. **Contact Disability Support Services** in Academic Resources for an appointment to discuss the process, including self-disclosing a disability and requesting reasonable accommodations.
2. **Provide professional documentation** that meets the University System of Georgia/Board of Regents guidelines. <http://www.daltonstate.edu/ar/disability/>
3. **Allow time to determine eligibility** for services and for accommodations to be implemented.

The Disability Support Services office is located in the Lower Level of the Pope Student Center in the Academic Resources Department. For additional information, please provide a DSS brochure or have the student contact the DSS office at 706/272-2524.

Graduating Students. A Graduation Check-Out form should be maintained on each advisee to record his or her progress toward graduation. All candidates for degrees and certificates must submit an application for graduation to the Enrollment Services Office at least 30 days prior to registration for the term in which they anticipate completing graduation requirements. The advisor must sign the application before it can be processed by the Enrollment Services Office. It is the responsibility of the advisor to determine that all requirements can be satisfied during the next academic term, assuming the satisfactory completion of current and projected course work. The application includes a listing of courses in progress and remaining requirements.

Approval from the Vice President for Academic Affairs for course substitutions should be requested at the earliest possible time, using the college's Course Substitution Form. Advisors should not wait until graduation applications are submitted to seek approval for a course substitution. Doing so may jeopardize a student's graduation. The Advisor should forward the Course Substitution Form to the appropriate Chair of the Division which owns the required course for which a substitute is requested. This Division Chair then forwards a recommendation to the VPAA.

When the Application for Graduation is completed, the advisor should review again career and educational goals with the advisee, and make referrals to other campus offices which can

be of specific assistance as the student prepares to continue his or her education or to enter the workforce.

Students may satisfy the curricular requirements for a degree or certificate by completing the program of study listed in the catalog in effect during their initial enrollment in the College, or they may complete their program of study under the catalog in effect at the time of their graduation. However, students will be required to satisfy the curricular requirements of the catalog in effect at the time they:

- change programs of study;
- re-enter the college after a period of two or more consecutive calendar years in which they earned no academic credit at Dalton State College;
- have not graduated by the time their entering catalog edition is 10 years old.

Students with Academic Progress Deficiencies. Students who are placed on academic probation are directed by the Vice President for Academic Affairs to schedule a conference with their advisors to discuss the difficulties and to seek remedies. Advisors should direct an open discussion of the student's indicated abilities, interests, performance level, chosen major, career goals, outside responsibilities, and personal factors which may be related to the grade point average deficiency. Career, personal, or financial counseling by the Academic Resources Center and/or the Financial Aid Office may be indicated.

Students placed on academic suspension from Dalton State College will be readmitted only on the recommendation of a Readmissions Committee and the approval of the Vice President for Academic Affairs. The Academic Affairs Office provides the advisor with an appeal folder containing the letter of appeal, a current unofficial transcript, a checklist for the conduct of the appeal, and copies of any previous correspondence or action related to the student's academic deficiency. The advisor, who chairs the Readmissions Committee, is responsible for arranging the appeals meeting. The committee makes a written recommendation to the Vice President for Academic Affairs through the chair. A copy of the Vice President's letter to the student indicating the disposition of the appeal is sent to the advisor for information and filing. More details on academic progress may be found in the Appendix.

Students with College Preparatory Curriculum (CPC) Deficiencies. Students enrolled in transfer degree programs (A.A. and A.S.) who have not been out of high school for five years must meet the College Preparatory Curriculum requirements, which are listed in the *Dalton State College Catalog*. Students who lack any required high school units are classified as Limited Admission and they must complete the courses necessary to satisfy the CPC requirements. College courses taken to correct CPC deficiencies (see Appendix) cannot be used to satisfy College graduation requirements. Students who have completed twenty (20) or more hours of college credit at Dalton State College before completing all CPC requirements may not register for other courses unless they also register for the appropriate CPC courses. More information on CPC deficiencies is located in the Appendix.

Learning Support/Certificate Preparatory Students. The purpose of Learning Support and Certificate Preparatory classes is to provide the necessary foundation courses for student success at Dalton State College. Learning Support courses MATH 0096, MATH 0098, ENGL 0096, ENGL 0098, READ 0096 and READ 0098 prepare students for degrees and MATH 0090, ENGL 0090, and READ 0090 prepare students for certificates. English as a Second Language (ESL) students may enroll in ENGL 0955, ENGL 0975, READ 0955, and READ 0975. Additional information on all Learning Support and Certificate Preparatory courses is located in the Appendix.

Learning Support Courses: Courses for Degree Students.

Some degree-seeking students are required to complete Learning Support courses and exit the respective Learning Support areas before they can take college-level courses. These students register for courses with numbers 0096 or 0098. The courses that students should take are summarized in the table below.

COURSE	Placement Scores	Exit Course?
ENGL 0096	COMPASS English score 1-59	No
ENGL 0955 (ESL)	COMPASS English score 1-59	No
ENGL 0098	COMPASS English score 60-69	Yes
ENGL 0975 (ESL)	COMPASS English score 60-69	Yes
MATH 0096	COMPASS Algebra score 1-25	No
MATH 0098	COMPASS Algebra score 25-39	Yes
READ 0096	COMPASS Reading score 1-69	Possible with COMPASS exit score
READ 0955 (ESL)	COMPASS Reading score 1-69	Possible with COMPASS exit score
READ 0098	COMPASS Reading score 70-79	Yes
READ 0975 (ESL)	COMPASS Reading score 70-79	Yes

After a student successfully completes a 0098 course, that student is eligible to sit for the exit exam. Any student who does not earn a passing score on an exit exam must retake the appropriate 0098 course.

Students must take all required Learning Support courses before taking any credit courses. The only exceptions to this rule are Physical Education courses and FYES 1000. Likewise, students may not withdraw from *any* required Learning Support course unless they also withdraw from *all* credit courses. Note: See Cheat-Sheet supplied by the Academic Advising Center.

Students must exit each Learning Support area within twelve semester hours. Students who fail to exit an area before completing twelve semester hours in that area will be placed on academic exclusion for three years. This means that the student may not enroll in credit classes for three years but may pursue a certificate. If the student has twelve hours in only one area, the student may appeal academic exclusion to complete that one area. Students wishing to appeal should contact the Coordinator of Learning Support.

Certificate Preparatory Courses / Learning Support: Courses for Certificate Students.

Students pursuing a certificate may need to enroll in a Certificate Preparatory course. If their COMPASS pre-algebra score is below 35, they should enroll in MATH 0090; if their COMPASS reading score is below 70, they should enroll in READ 0090; if their COMPASS English score is below 60, they should enroll in ENGL 0090. **EXCEPTION: SINCE THE RADIOLOGIC TECHNOLOGY CERTIFICATE REQUIRES COLLEGE ALGEBRA, THE STUDENT SHOULD BE PLACED IN EITHER MATH 0096 OR MATH 0098 WITH THE SAME CRITERIA AS DEGREE STUDENTS.**

There is no exit exam from Certificate Preparatory classes.

FYES 1000 - First Year Experience Seminar (2-0-2). FYES 1000 is a 15 week course, meeting two days per week. Any first-time college student who enrolls in twelve or more credit hours must take FYES 1000. This includes technical certificate as well as degree-seeking students, but not mini-certificate students. FYES 1000 focuses on the academic strategies, resource knowledge and social networking necessary for First Year Students to make the transition to college. The course is designed to empower students with the life skills essential for success in college.

Students enrolled in FYES 1000 must pass the course. If a student fails, he or she must re-enroll in FYES 1000 the next semester. If a student withdraws from FYES 1000, she or he must also withdraw from all other courses. FYES 1000 is a graduation requirement for first-time, full-time students.

The FYES 1000 program can only be successful with advisor support. The Academic Advisor will explain the program to their advisees and enroll all eligible students in their first semester of enrollment. (F,S)

Regents' Testing Program: Students enrolled in the Associate of Arts degree programs, Associate of Science degree programs, Associate of Science in Nursing degree program, Associate of Applied Science degree programs, and bachelor's degree programs must pass a University System test of minimum competency in reading and writing called the Regents' Testing Program or, more commonly, the RTP. All degree-seeking students (except those enrolled in English and Reading learning support) must take the RTP exam the **first** semester they are enrolled and must continue to take the exam each semester until they pass.

The RTP is administered two or three times each academic term on the date published in the Academic Calendar in the *Dalton State College Catalog*. Academic advisors are responsible for scheduling the RTP and any required remediation for their advisees. For additional information or clarification, contact the campus Testing Center, which coordinates the RTP, or refer to the appendix of this Handbook.

Prerequisite Checking. The prerequisites listed in the *Dalton State College Catalog* are coded into the BANNER registration system. If an advisor attempts to register students for a class for which they have not met the prerequisites, he/she will receive an error message. There are a few exceptions:

- You should not receive an error message if the student is already registered for the prerequisite class.
- Courses that require completion of a Learning Support course prior to enrolling do not have the prerequisites coded in BANNER (because all students may not be required to take Learning Support courses). Continue to rely on the Tranguide for Learning Support requirements.

Please note that the system cannot recognize permission of instructor. If you wish to enroll a student in a class for which they do not meet the prerequisites, you will need to first get permission from the instructor. Once you have secured permission, send the student along with written approval to the Enrollment Services Office for registration. The advisor should register the advisee in other classes where permission of instructor is not required.

Student Schedule Changes. Students wishing to drop or otherwise modify their schedule after they have registered for classes must submit a Schedule Adjustment Form to Enrollment Services. Students have the responsibility to discuss these changes with their advisor. Students may drop or add courses at any time prior to the end of regular registration. If this schedule adjustment results in a reduced class load, they may receive a corresponding refund of fees by completing a Schedule Adjustment Form. **No refunds are made for reductions**

in class loads after the scheduled date(s) of regular registration. The add-drop process is not considered completed until the Schedule Adjustment Form has been approved by Enrollment Services.

The proper form for withdrawing from all classes at the college after the official drop/add period but before the published withdrawal date is the Schedule Adjustment Form. Students who are assigned to the Academic Advising Center for advisement must meet with an advisor or staff member at the Academic Advising Center (107 Liberal Arts Building) to initiate the withdrawal process. All other students must meet with a staff member or advisor at the Office of Academic Resources in the Pope Student Center to initiate the withdrawal process. After meeting with the staff member or advisor and completing an exit survey, all students will then finalize the withdrawal process in the Financial Aid Office.

Advisors should emphasize the importance of submitting properly completed Schedule Adjustment Forms to perform the add-drop and withdrawal procedures. Students who fail to complete the official withdrawal process will receive grades of F.

If a student officially withdraws from classes after the last date to drop classes, W's are assigned *ONLY* if the student has been approved for a Hardship Withdrawal. The Hardship Withdrawal, which requires withdrawal from all classes, is only granted in exceptional cases. All requests for Hardship Withdrawal must be initiated by the professors of the courses for which the student is enrolled, endorsed by the division chairs involved, and approved by the Vice President for Academic Affairs. **The Hardship Withdrawal request must be accompanied with all appropriate supporting documentation which may establish the basis for a hardship.**

Advisors should assume an intrusive rather than a passive role in considering the approval of schedule changes and withdrawals. Counseling by the advisor, the Academic Resource Center staff, and the Financial Aid Office staff can often obviate the need for such changes and prevent unnecessary delays, interruptions, or abandonment of academic progress and goals.

A REFERRAL CHECKLIST

All effective counseling programs, including academic advisement, share one prominent characteristic - informed referral. Successful advisors exploit fully their areas of expertise and those of their colleagues. Thereby the advisees are better served and the advisors' effectiveness enhanced. "When in doubt, ask (and/or refer)" remains the mark of a wise advisor. The following list of faculty who have special expertise in or information about programs and requirements may be of particular help as you encounter advisees interested in these areas. Should they decide to pursue one of these majors, you should advise them to complete a Change-of-Major form in the Enrollment Services Office and contact the appropriate department for a reassignment of advisor.

<u>FIELD</u>	<u>RESOURCE</u>
<u>Accounting</u>	<u>John Trussel, Jamie Connors</u>
<u>Agriculture</u>	<u>Gina Kertulis-Tartar</u>
<u>Automotive Technology (discontinued)</u>	<u>Lana Sweeney</u>
<u>Biological Sciences</u>	<u>K. Dunbar, J. Lugthart, M. Smitherman, M. Chenoweth, P. Adhikari, A. Krumnow</u>
<u>Business</u>	<u>Donna Mayo</u>
<u>Business, General(AAS)</u>	<u>Lana Sweeney</u>
<u>Business Administration</u>	<u>Donna Mayo</u>
<u>Chemistry</u>	<u>Tricia Scott</u>
<u>Certified Nursing Assistant (CNA)</u>	<u>Lana Sweeney</u>
<u>CISCO</u>	<u>Raymond Dales</u>
<u>Communication Studies</u>	<u>N. Carty, C. Larsen, B. Tucker, C. Kinkead, J. Daniels</u>
<u>Computer-Aided Drafting</u>	<u>Rebecca Lowery</u>
<u>Computer Networking and Service Technology</u>	<u>Carol Gavagan</u>
<u>Computer Operations (A.A.S.)</u>	<u>Norman DesRosiers</u>
<u>Computer Operations (Cert.)</u>	<u>Norman DesRosiers</u>
<u>Computer Science</u>	<u>K. Wagner, T. Hawkins, T. Gonzalez</u>
<u>Cooperative Degree</u>	<u>Patricia White</u>
<u>Criminal Justice</u>	<u>Tony Simones</u>
<u>Dental Hygiene</u>	<u>Celeste Humphrey, April Krumnow</u>
<u>Drafting and Design Technology</u>	<u>Rebecca Lowery</u>
<u>Economics</u>	<u>Larry Johnson</u>
<u>Education</u>	<u>Merry Boggs</u>
<u>Emergency Services Management</u>	<u>Lana Sweeney</u>
<u>English</u>	<u>M. Nielsen, B. Murray, K. Mahoney, K. Perry, K. Harrelson</u>
<u>Family and Consumer Science</u>	<u>Vince Postell</u>
<u>Foreign Language</u>	<u>N. Mason, N. Carty, R. Bautista</u>
<u>Forestry</u>	<u>Gina Kertulis-Tartar</u>
<u>General Studies (A.A.)</u>	<u>Academic Advising Center</u>
<u>General Studies (A.S.)</u>	<u>Academic Advising Center</u>
<u>Geography</u>	<u>Doyle Loughren</u>

<u>Geology</u>	<u>Jean Johnson</u>
<u>Health and Physical Education</u>	<u>Cheryl Grayson</u>
<u>Health Information Management</u>	<u>Barry Peyton</u>
<u>Health Unit Coordinator</u>	<u>D. Gilbert</u>
<u>History</u>	<u>Judy Cornett, Tom Veve</u>
<u>Home Economics</u>	<u>Vince Postell</u>
<u>Industrial Electrical & Electronics Technology</u>	<u>Kelson Smith, Don Mroz</u>
<u>Information Systems</u>	<u>Vince Postell</u>
<u>Law Enforcement</u>	<u>Lana Sweenie</u>
<u>Licensed Practical Nursing</u>	<u>Dana Trowell</u>
<u>Management A.A.S. and Certificate</u>	<u>Mike Doyle, Dick Hennier</u>
<u>Management B.B.A.</u>	<u>Marilyn Helms, Harold Jones</u>
<u>Management Mini-Certificate</u>	<u>Mike Doyle, Dick Hennier,</u> <u>Lana Sweenie</u>
<u>Management Information Systems B.B.A.</u>	<u>Joe Baxter, Bruce Hungerford</u>
<u>Marketing A.A.S. and Certificate</u>	<u>Dick Hennier, Mike Doyle</u>
<u>Marketing Mini-Certificate</u>	<u>Mike Doyle, Dick Hennier,</u> <u>Lana Sweenie</u>
<u>Marketing Systems B.B.A.</u>	<u>Jim Coleman, Stephen LeMay</u>
<u>Mathematics</u>	<u>L. Nimmons, G. Poor, R. Clay,</u> <u>T. Hawkins, V. Postell, R. Griffus,</u> <u>K. Pridemore, J. Schmurr, P. Fonstad,</u> <u>J. Zadeh</u>
<u>Medical Laboratory Technology</u>	<u>Tyra Stalling</u>
<u>Medical Office Administration</u>	<u>Debbie Gilbert</u>
<u>Medical Assisting</u>	<u>Debbie Gilbert</u>
<u>Medical Technology</u>	<u>Jean Johnson</u>
<u>Medical Transcription</u>	<u>Debbie Gilbert</u>
<u>Nuclear Medicine Technology</u>	<u>Kerry Dunbar</u>
<u>Nursing (A.S.)</u>	<u>Jean Johnson, Geoff Poor</u>
<u>Nursing (A.S.N. 2-Year RN)</u>	<u>Cordia Starling</u>
<u>Occupational Therapy</u>	<u>James Adams, Samiksha Raut</u>
<u>Office Administration</u>	<u>Ann Taylor, Linda LaChapelle</u>
<u>Office Career Technologies</u>	<u>Ann Taylor, Linda LaChapelle</u>
<u>Operations Management B.B.A</u>	<u>Mike D'Itri, Marilyn Helms</u>
<u>Pharmacy, Pre-Pharmacy</u>	<u>Richard Collison, Dean Turner</u>
<u>Philosophy</u>	<u>Jack Waskey</u>
<u>Phlebotomy</u>	<u>Tyra Stalling, Doris Shoemaker</u>
<u>Physical Therapy</u>	<u>Andy Meyer, James Adams</u>
<u>Physician Assistant</u>	<u>John Lugthart, Andy Meyer</u>
<u>Physics</u>	<u>T. Gonzalez, E. Cooley, V. Postell</u>
<u>Political Science</u>	<u>T. Mullen, J. Waskey, B. Guo,</u> <u>T. Simones</u>
<u>Pre-Dental Hygiene</u>	<u>Celeste Humphrey, April Krumnow</u>
<u>Pre-Engineering</u>	<u>T. Gonzalez, E. Cooley, V. Postell</u>
<u>Psychology</u>	<u>Mike Hoff, Christy Price, Dee Langford</u>

<u>Radiation Therapy Technology</u>	<u>Jean Johnson</u>
<u>Radiography</u>	<u>Jean Johnson</u>
<u>Radiologic Technology</u>	<u>Susan West, Cindy Fisher</u>
<u>Respiratory Therapy</u>	<u>Max Pierce, Christy Walker</u>
<u>Regents' Engineering Transfer Program (RETP)</u>	<u>V. Postell, T. Gonzalez, R. Griffus</u>
<u>Social Work</u>	<u>D. Boyle, S. Zeiger, R. Cleeland, L. Cabe, M. Shirilla, J. Wimmer</u>
<u>Sociology</u>	<u>Hassan Elnajjar, Don Davis</u>
<u>Speech and Drama</u>	<u>(See Communication)</u>
<u>Technology, General Studies</u>	<u>Lana Sweenie</u>
<u>Technology Management, B.A.S.</u>	<u>Mike D'Itri</u>
<u>Welding</u>	<u>Richard Smith</u>

Dalton State College Bachelor's Degrees:

<u>B. A. in History</u>	<u>Judy Cornett</u>
<u>B. A. in English</u>	<u>Barbara Murray</u>
<u>B.S. in Criminal Justice</u>	<u>Tony Simones</u>
<u>B. S. in Biology</u>	<u>Andy Meyer</u>
<u>B. S. in Chemistry</u>	<u>Tricia Scott</u>
<u>B. S. in Mathematics</u>	<u>Tom Gonzalez</u>
<u>B.B.A. in Management</u>	<u>Marilyn Helms, Harold Jones, Raina Rutti</u>
<u>B.B.A. in Management Information Systems</u>	<u>Joe Baxter, Bruce Hungerford</u>
<u>B.B.A. in Marketing Systems</u>	<u>Jim Coleman, Stephen LeMay</u>
<u>B.B.A. in Operations Management</u>	<u>Mike D'Itri, Marilyn Helms</u>
<u>B.A.S. in Technology Management</u>	<u>Mike D'Itri</u>
<u>B.S.Ed. in Early Childhood Education</u>	<u>Merry Boggs</u>
<u>B.S.W.</u>	<u>D. Boyle, S. Zeiger, R. Cleeland, L. Cabe M. Shirilla, J. Wimmer</u>

Additional campus resources that may complement your role as advisor include:

<u>Academic Advising Center</u>	<u>Amy Schmidt</u>
<u>Academic/Study Skills Assistance</u>	<u>Academic Resources (Jody Trost)</u>
<u>(PAL Tutoring Program)</u>	<u>Academic Resources (Jody Trost)</u>
<u>Academic Success Resources</u>	<u>Academic Resources (Jody Trost)</u>
<u>Career / Personal Counseling</u>	<u>Academic Resources (Kristi Casey-Hart)</u>
<u>Cooperative Education</u>	<u>Academic Resources (Kristi Casey-Hart)</u>
<u>Credit-by-Exam: Department</u>	<u>Department Chairp</u>
<u>Concurrent Enrollment: High School</u>	<u>Enrollment Services</u>
<u>College</u>	<u>Enrollment Services</u>
<u>FYES 1000: First Year Experience Seminar</u>	<u>Jody Trost</u>
<u>Disability Support Services</u>	<u>Academic Resources (Andrea Roberson)</u>
<u>GED</u>	<u>Sherry Riley</u>
<u>Financial Aid</u>	<u>Financial Aid Office</u>
<u>Independent Study:</u>	<u>Instructor, Department Chair</u>

<u>Math Lab</u>	<u>Julie Tharpe</u>
<u>Orientation</u>	<u>Donna Lee Davis</u>
<u>Overload Approval</u>	<u>Academic Affairs</u>
<u>Physical Education Exemption</u>	<u>Academic Affairs</u>
<u>Residence Life</u>	<u>Kristen Wentworth (Wood Valley C14)</u>
<u>Science Learning Center</u>	<u>John Lughart</u>
<u>Testing</u>	<u>Cathy Jackson, Lib. Arts 303</u>
<u>Business Division Test (ETS)</u>	<u>Academic Resources</u>
<u>CLEP Test</u>	<u>Academic Resources</u>
<u>CAPP Test</u>	<u>Academic Resources</u>
<u>COMPASS</u>	<u>Academic Resources</u>
<u>Computer Literacy Test</u>	<u>Academic Resources</u>
<u>Proctor Make-up Exams</u>	<u>Academic Resources</u>
<u>Regents' Test</u>	<u>Academic Resources</u>
<u>Transcript Evaluation</u>	<u>Enrollment Services (Pat Kresl)</u>
<u>Transfer Resources</u>	<u>Enrollment Services (Pat Kresl)</u>
<u>Transient Student Advisement</u>	<u>Enrollment Services</u>
<u>Veterans Benefits</u>	<u>Financial Aid Office (Sherry Breitweiser)</u>
<u>Vocational Rehabilitation Benefits</u>	<u>Financial Aid Office</u>
<u>Workforce Investment</u>	<u>Scott McNabb</u>
<u>Writing Tutoring</u>	<u>Writing Lab (Leslie Collins)</u>

Degree Graduation Check Out

Name: _____ Major: _____
 Last First Middle

Area A- Essential Skills	Prerequisite	Grade	Credits	Plan

Area B- Institutional Options	Prerequisite	Grade	Credits	Plan

Area C- Humanities / Fine Arts	Prerequisite	Grade	Credits	Plan

Area D- Sci/Math/Technology	Prerequisite	Grade	Credits	Plan

Area F- Major related	Prerequisite	Grade	Credits	Plan

Physical Education	Prerequisite	Grade	Credits	Plan



DALTON STATE
COLLEGE

Certificate Graduation Check Out

Name: _____
Last First Middle

Major: _____

General Education	Prerequisite	Grade	Credits	Plan

Major Field Courses	Prerequisite	Grade	Credits	Plan

Electives	Prerequisite	Grade	Credits	Plan

Physical Education	Prerequisite	Grade	Credits	Plan

ACADEMIC PROGRESS

- 1. General.** All students are expected to demonstrate reasonable academic progress by maintaining a minimum cumulative Grade Point Average (GPA). With the change to semesters the minimum standards have changed numerically, but they are roughly equivalent to standards used under the quarter system.

CREDIT HOURS ATTEMPTED	MINIMUM CUMULATIVE GPA
15	1.60
30	1.80
45 or more	2.00

(In certificate programs requiring less than 45 semester hours, students must earn a GPA of at least 2.0 to graduate.)

- 2. Definition of Terms**

Academic Probation - This term defines a student's status when he or she first falls below these standards. When this occurs, the student must confer with his or her academic advisor. Students on probation may be advised to reduce their academic load, and they are not eligible to hold office in Student Government or to serve on any official College committee.

Academic Suspension - This term is used for students on probation who fail to raise their institutional GPA to the College standard after attempting fifteen additional credit hours. Students on suspension cannot register for any Dalton State College classes unless they appeal their suspension to a Readmissions Committee and are approved for readmission by the Vice President for Academic Affairs. Readmission is subject to any conditions stipulated by the Readmissions Committee and the Vice President for Academic Affairs.

- 3. Readmission Procedures** - The student wishing to appeal must submit a written request to the Vice President for Academic Affairs. This letter should state the reasons behind the student's poor performance and reasons why the student thinks future performance will improve. The letter should also include:
 - a. the name of the student's advisor (who will chair the Readmissions Committee);
 - b. the name of one other faculty member the student selects to serve on the Committee;
 - c. The student's daytime phone number, address, and social security number.

4. **Readmission Deadlines** - Appeals should be submitted as soon as possible after notification of suspension. Appeal for readmission the next semester will not be accepted after the published date of regular registration for that semester.

5. **Readmitted Students** - Suspended students who are readmitted will be on academic probation until their GPA reaches the College standards. A student who fails to meet the conditions of readmission is ineligible for a second readmission for a period of one semester. A student who is readmitted a second time and again fails to meet the conditions of readmission will be placed on **Indefinite Suspension** and cannot appeal for readmission for a period of twelve months.

Schedule Adjustment Form

Term _____

SECTION A

Last Name _____ First Name _____ M.I. _____

Student ID# _____ Home Phone (_____) _____

Mailing Address _____

City _____ State _____ Zip Code _____

1. Do you wish to withdraw from all courses? YES NO (*circle one*)
2. If you answered **Yes** to question 1 and you are registered for the Regents' Test, do you wish to withdraw from it as well? YES NO (*circle one*)
3. If you marked **Yes** to question 1-
 - a. What is the last date you attended class? _____
 - b. Proceed to Section C

If you marked **No** to question 1 please complete Sections B and C

SECTION B - You may not drop Learning Support or FYES 1101 courses without dropping all credit courses. Instructor permission is required to add a class if you do not have the necessary prerequisites.

	Audit	CRN	Course Number	Credit Hours	Drops-Did you attend this class at least once? Y or N
Sample		80214	Math 1111	3	Y
ADD					
DROP					

SECTION C – The schedule adjustment process is not complete without all signatures. Schedule adjustments may require repayment of financial aid funds.

Student Signature _____ Date _____

Academic Resources (complete withdrawal only) _____ Date _____

Financial Aid (complete withdrawal only) _____ Date _____

Enrollment Services Signature _____ Date _____

DALTON STATE COLLEGE

WITHDRAWAL/EXIT INTERVIEW

Student's Name:

Interview Date:

Interviewer's Name

REASONS FOR WITHDRAWAL

Please check all the reasons (1 through 12) that apply to your decision to leave DSC.

1. **The program I chose was not what I expected – select the most relevant:**
 - a. *Another DSC program might be better, but I need advice.*
 - b. *DSC does not offer a degree or a certificate program relevant to my needs, but I would be interested in the following program – **Identify:***

 - c. *The program was less challenging than I expected, and I did not feel that I was learning enough.*
 - d. *The program was more challenging than I expected, and I would need additional preparation or extra tutoring help to succeed in the program.*
 - e. *The time commitment was greater than I expected. I cannot devote sufficient time to succeed in the program right now.*
 - f. *My educational objectives changed in the following way(s) – **Explain:***

2. **I experienced academic problems – Check all that apply:**
 - a. *I did not feel that the program was suitable for transfer to another college.*
 - b. *I decided not to continue because of poor grades.*
 - c. *Course work too difficult - **List course or courses:***

 - d. *I had problems with study habits.*
 - e. *I received inadequate or misleading academic advising.*
 - f. *My credit load too difficult to handle.*
 - g. *I lacked sufficient tutoring.*

3. **I have had a poor or bad experience with a DSC faculty or staff member.**
Explain:

4. **The Registration process was difficult or problematic – Choose ONE:**
 - a. *Too many courses are full and closed before I could register.*
 - b. *Courses or classes not available at times I can take them – **Explain:***

 - c. *Couldn't get the courses I needed for my program.*

5. **I withdrew because of financial reasons – Choose ONE:**
- a. *I received financial aid, but the expenses of attending DSC were still more than I could afford.*
 - b. *I did not apply for financial aid, and the expenses of attending DSC were more than I could afford.*
 - c. *Other – Explain:*
-
6. **I am transferring to another college – What college?**
-
7. **There is conflict between demands of job and college.**
8. **I am relocating.**
9. **I am employed, accepted full-time employment, or seeking employment.**
10. **I have transportation issues.**
11. **I have health-related problems.**
12. **I have personal/social concerns.**
13. **I have other reason(s) for my withdrawal – Explain:**
-
-
14. **In general, the factors that led to my withdrawal were**
- a. **Primarily things I could have prevented.**
 - b. **Primarily things that the college could have prevented.**
 - c. **Primarily things that no one could control.**
15. **Could something specific have been done to help you stay at DSC?**
- a. **Yes – Explain:**
-
-
- b. **No**

ABOUT DALTON STATE COLLEGE

Although you're withdrawing from DSC, we would still like to know about your DSC experience.

16. What pleased you most during your stay at DSC?

17. What displeased you most during your stay at DSC?

18. Check the following services you used while attending DSC:

- | | | |
|---|---|--|
| <input type="checkbox"/> ACE Center | <input type="checkbox"/> Advising Center | <input type="checkbox"/> Career planning/placement |
| <input type="checkbox"/> Computer Lab | <input type="checkbox"/> Disability support | <input type="checkbox"/> Financial aid |
| <input type="checkbox"/> Library | <input type="checkbox"/> Math Lab | <input type="checkbox"/> Reading Lab |
| <input type="checkbox"/> Student Center | <input type="checkbox"/> Student government | <input type="checkbox"/> Tutorials |
| <input type="checkbox"/> Veterans affairs | <input type="checkbox"/> Writing Lab | |

20. Would you recommend Dalton State College to a friend?

- a. Yes b. No c. Don't know

21. What is your overall impression or attitude toward your Dalton State College experience?

- a. Very positive b. Positive c. Negative d. Very negative e. No opinion

BACKGROUND INFORMATION

In order to correlate your reasons for withdrawing with your student background while at DSC, we would find it very useful – for research and decision-making purposes – if you could respond to the following information.

Please circle the letter next to the answer that applies to you.

22. Semester withdrawing from

- a. Fall semester b. Spring semester c. Summer semester Year: 20_____

23. Educational status at time of withdrawal

- a. Full-time b. Part-time

24. Classification upon leaving DSC

- a. Freshman b. Sophomore c. Junior d. Senior

25. Transfer student

- a. Yes b. No

26. Degree or certificate program

- a. Associate of Arts (Transfer Degree)
b. Associate of Science (Transfer Degree)
c. Associate of Applied Science (AAS)
d. Associate of Science Nursing (RN)
e. Technical Certificate

- g. Bachelor of Science – Early Childhood Education
- h. Bachelor of Business Administration
- k. Bachelor of Applied Science – Technology Management
- l. Bachelor of Social Work (BSW)

27. **Major** _____

28. **Advisor** _____

29. **How many semesters have you completed at DSC?**

- a. Less than one semester
- b. One semester
- c. Two semesters
- d. Three semesters
- e. Four or more semesters

30. **What was your cumulative GPA?**

- a. 3.5 or above
- b. 3.0 – 3.49
- c. 2.5 – 2.99
- d. 2.0 – 2.49
- e. 1.99 or below

31. **Classes you attended most frequently**

- a. Day
- b. Evening
- c. Day/Evening combination

32. **What was your primary reason for attending DSC?**

- a. Obtain a certificate
- b. Obtain an associate degree
- c. Obtain a bachelor's (4-year) degree
- d. Take courses to transfer to another College
- e. Take courses for personal interest, but no degree
- f. Enhance my job skills in my present field of work or study
- g. Enhance my job skills for a new job
- h. Other (please certify): _____

33. **Are you planning to return to DSC?**

- a. Yes (When do you plan to return?)
 - ___ Fall semester
 - ___ Spring semester
 - ___ Summer semester
 - At a later date; Year: 20_____
 - Can we contact about your return? Email: _____
 - Phone: _____
 - Address: _____
- b. No
- c. Don't know/Undecided

34. **What was the last school you attended before entering DSC?**

- a. High school
- b. 2-year college
- c. 4-year college
- d. Other

35. **Did you receive financial aid (this includes loans)?**

- a. Yes
- b. No

36. **Weekly employment**

- a. On campus
- b. Off campus
- c. Both on and off campus
- d. Don't work

37. **Hours worked Off Campus**

- a. None
- b. 1-10 hours
- c. 11-15 hours
- d. 16-25 hours
- e. 26-35 hours
- f. 36 or more hours

Hours Worked On Campus

- a. None
- b. 1-10 hours
- c. 11-15
- d. 16-19.5

GUIDELINES FOR HARDSHIP WITHDRAWAL

All requests for Hardship Withdrawal must be fully documented. A request which consists solely of the Hardship Withdrawal form will not be considered fully documented. Supporting documentation must include a letter from the student stating their case for requesting the Hardship Withdrawal. All requests for Hardship Withdrawal shall be initiated by the student no later than the last day of the term in which the course was taken. When the student is failing classes and a Hardship Withdrawal is approved, the student will receive a grade of WF for those classes. Hardship Withdrawals typically require that the student withdraw from all courses not yet completed at the time the request is initiated. An example where an exception will be considered for a withdrawal from only a portion of the students schedule would be in a situation where a work shift change still allowed the student to continue to attend some classes. Grades received in courses that may have been completed earlier in the semester shall stand as earned.

Acceptable Reasons for Hardship Withdrawals

Health: fully documented by a physician giving the expected impact upon schooling, and/or dates of hospitalization.

Military Service: fully documented with military orders showing dates of active service. In accordance with Board of Regents policy, students who are on active duty or who serve in the Reserve or National Guard and who receive emergency orders shall be withdrawn.

Job conflict: fully documented by the employer on company letterhead, with points of contact and appropriate telephone numbers. Letter should demonstrate that there was a change in work hours that took place during the semester.

Other Reasons: Circumstances may include other situations than the areas described above. Each must be fully documented.

Unacceptable Reasons for Hardship Withdrawals

There are many individual situations which may cause students to believe they should receive a hardship withdrawal. Oftentimes these situations do not rise to the level of hardship. Two of the more frequently cited circumstances are a lack of knowledge by the student about the mid point of the semester deadline for dropping classes and transportation failures. Neither of these reasons constitutes the basis for approval of a hardship withdrawal. Other circumstances may exist which also fail to reach the hardship standard.

PROCESS FOR HARDSHIP WITHDRAWAL

1. The process begins when a professor is approached by a student with circumstances that may warrant a hardship withdrawal. The professor should provide the student with one copy of the hardship withdrawal form for each class the student is enrolled.

2. The student should then submit to each professor a hardship withdrawal form with appropriate information completed, a letter explaining the circumstances which have caused the request for withdrawal, and supporting documentation such as military orders, physician statements, etc. Only when this information is provided to the professor is the process considered initiated.
3. Each professor should make his recommendation, his comments, note whether the student was passing the course on the withdrawal form, and forward the packet to their Department Chair. The Department Chair should make his recommendation with any necessary comments and forward the information to their Dean.
4. The Dean should make his recommendation and forward the packet to the Vice President for Academic Affairs.
5. The Vice President for Academic Affairs takes final action and notifies the student of the status of his request. The Vice President for Academic Affairs forwards any grade changes necessary to the Vice President for Enrollment Services.
6. Financial Aid/Business Office shall be notified of all approved Hardship Withdrawals.

Rev. 7/08

**DALTON STATE COLLEGE
REQUEST FOR HARDSHIP WITHDRAWAL**

1. STUDENT:

NAME _____

STUDENT ID/SOCIAL SECURITY # _____

MAILING ADDRESS _____

TELEPHONE NUMBER _____

**STUDENT MUST ATTACH SUPPORTING DOCUMENTATION TO THIS FORM WHEN
REQUEST IS SUBMITTED.**

2. INSTRUCTOR:

DATE REQUEST INITIATED BY STUDENT _____

DATE STUDENT LAST ATTENDED CLASS _____

COURSE REFERENCE NUMBER (CRN) _____

COURSE PREFIX, NUMBER & SECTION _____

WAS STUDENT PASSING COURSE AT TIME OF LAST ATTENDANCE?

YES _____ NO _____

**INSTRUCTOR RECOMMENDATION: APPROVAL/DISAPPROVAL/NO
RECOMMENDATION**

COMMENTS: _____

SIGNATURE: _____

**3. DEPT CHAIR RECOMMENDATION: APPROVAL/DISAPPROVAL/NO
RECOMMENDATION**

COMMENTS: _____

SIGNATURE: _____

4. DEAN: _____ APPROVED / DISAPPROVED DATE: _____

5. VPAA: _____ APPROVED / DISAPPROVED DATE: _____

6. FINANCIAL AID _____ **6.VPES: DATE RECORDED** _____

CLASS LOAD

- 1. Definition of a full-time load:** For the purposes of insurance and financial aid, twelve hours is considered a full-time class load. For academic progress purposes, fifteen to eighteen hours (at least five academic courses) shall be considered a full-time class load. Students who are employed for more than twenty-five hours per week should enroll for ten or fewer semester hours. The college may limit the class load of students who fail to make proper academic progress.
- 2. Class Overload:** Students who seek to carry more than eighteen hours must appeal to the Vice President for Academic Affairs. Consideration will only be given to students who were on the Dean's List at the end of their last semester of enrollment, who have a cumulative GPA above 3.0 with at least 18 hours completed at Dalton State College, or who are entering their last semester prior to graduation.
- 3. Daily class scheduling:** Because classes will meet on alternating days under semesters, some students may seek to limit their academic classes to particular days of the week. Advisors should discourage a student from enrolling in more than three academic classes on any day of the week.
- 4. Other:** While enrolled at Dalton State College, a student may wish to receive credit for courses taken from other institutions during the same semester. These students must have prior authorization from the Vice President for Academic Affairs.
- 5. Summer Class Load:** During the abbreviated summer semester a course load of 12 credits is still considered full-time status. Special permission is required by the Vice President for Academic Affairs in order to take 13 or more credits.

REGENTS' TESTING PROGRAM (RTP)

The RTP in DETAIL

What is on the test?

The Reading Test, which has an administration time of one hour, is a 54 item, multiple-choice test that consists of nine reading passages and five to eight questions about each passage. The passages usually range from 175 to 325 words in length, treat topics drawn from a variety of subject areas (social science, mathematics and natural science, and humanities), and entail various modes of discourse (exposition, narration, and argumentation). The questions that accompany the passages of the Reading Test have been designed to assess four major aspects of reading: (1) Vocabulary, (2) Literal Comprehension, (3) Inferential Comprehension, and (4) Analysis. A sample form of the Regents' Reading Test, which provides examples of the types of passages and items comprising the test, is available on the Regents' Testing Program website.

Students who take the Essay Test have one hour in which to write on one of four topics that are given. A list of the topics that are used has been provided to all institutions in the System.

How is the test scored?

Students' responses to the items on the Reading Test are recorded on machine-readable answer sheets so that these responses can be read and scored by computer. A standard score is used to describe the Reading Test performance of each examinee. This score is derived by translating the student's total raw (number-right) score on the test to a Rasch score scale with a range from 0 to 99. The minimum passing score on this scale is 61.

Each essay is graded independently by two or three raters who use a holistic procedure to assign ratings to the essay. Raters use a three-point scale. The "3" essay shows distinction. The "2" essay meets the basic criteria. The "1" essay fails to demonstrate competence. The final score assigned to an essay is usually the rating on which at least two raters agree. When there is no agreement among the raters, the final score is the middle rating of the three assigned to the essay. One consequence of this scoring procedure is that no essay can receive a failing grade unless at least two raters have given it a failing grade.

Registering for the RTP

Students should meet with their advisor to discuss the RTP. The advisor will then register the student for the RTP Exam.

When you advise students for the RTP please remember the following:

1. Students must attend the test session for which they are registered.
2. First-time examinees **MUST** take **BOTH** parts of the test (unless exempt through test scores and/or ENGL 1101 grades).
3. Repeaters take only the component they have failed after completing the appropriate RGTR 0198 / RGTE 0199 course. Students who did not pass the RTP in a previous semester may register for a retake test session. These sessions are much smaller and are administered in a classroom setting.
4. Only students on the official RTP roster will be allowed to take the RTP.
5. Students who do not have their Letter of Admission will not be allowed to take the RTP.
6. Students without a picture ID will not be allowed to take the RTP.

What students must bring to the test

1. Letter of Admission
2. Picture ID
3. Two sharpened #2 pencils
4. Two ink pens (black ballpoints)
5. Dictionary (Translation dictionary in ESL accommodated session)
6. DSC ID #

How does a student drop the RTP?

1. See the Testing Specialist in 303 LIA or call (706) 272-2606.
2. After the letter of admission has been sent, the student can cancel the test by signing the letter, dating the letter, and returning the letter directly to the Testing Specialist.

AN IMPORTANT REQUEST

Faculty members are asked to not schedule tests on RTP dates. The dates of the test can be found of the Testing Center website. A student's absence for the RTP is allowed under state policy. We would appreciate your consideration of this request.

IMPORTANT RTP TEST DATES

FALL 2009 (please consult the Testing Center website)
SPRING 2010 (please consult the Testing Center website)

RTP Quick Facts

What is it?

The Regents' Test Program consists of two competency tests: a writing and a reading test. The writing test requires students to write a formal essay on one of the four topics provided. The reading section is made up of nine reading passages and fifty-four multiple choice questions. Students are allotted one hour for each part of the test.

Who takes it?

Any student earning an associate's or bachelor's degree must take the RTP to graduate. Some students may be exempt from one or both parts for the RTP. This information will be available on the students Tranguide.

When should a student take the RTP?

Beginning Fall 2008, ALL degree-seeking students (with noted exceptions) will take the Regents' Exam the **first** semester they are enrolled and will continue to take it each semester until they pass the test. The exceptions include students who have exempted the test or students enrolled in Learning Support English or Learning Support Reading.

Students requiring Learning Support English or Learning Support Reading must take the Regents' Test the semester after exiting Learning Support Classes. The same guidelines are then in effect regarding failing the exam and taking the remediation courses.

Is there a testing fee?

No, you do not have to pay any fees to take the test.

What about transfer students?

Transfer students will take the Regents' Exam the **first** semester they are enrolled and will continue to take it each semester until they pass the test. The exceptions include students who have exempted the test or students enrolled in Learning Support English or Learning Support Reading.

When do penalties take effect?

All students who fail the exam must take the Regents' remediation courses every subsequent term until fulfilling the Regents' testing requirement (they must pass the test). Failure to show up for the test is considered a test failure, as is failure to sign up for the test.

What if the student fails one or both parts of the RTP?

All students who fail the exam must take the Regents' remediation courses every subsequent term until fulfilling the Regents' testing requirement (they must pass the test). Failure to show up for the test is considered a test failure, as is failure to sign up for the test.

What about transient students?

Transient students must take the RTP at their home institution.

What about ESL students?

DSC offers an accommodated session for students whose native language is not English. Students are allowed extended test time and may use a translation dictionary.

What about students with disabilities?

Students needing testing accommodations must contact Andrea Roberson (ext. 2524) to complete the appropriate paperwork. All RTP accommodation paperwork should be completed no later than the end of the third week of class.

How do students receive their scores?

Scores will be available on BANNER usually five weeks following the test date.

What resources are available for students to help them prepare for the RTP?

Students can access on-line RTP preparation by visiting the [Regents' Testing Program](#) web site. One-on-one tutoring is available in the Writing Lab (LIA 315). Students may also voluntarily enroll in the Regents' Reading and Writing Skills courses.

Whom do I contact if I have additional questions?

Contact Cathy Jackson at cjackson@daltonstate.edu or visit her in the Testing Center.

LEARNING SUPPORT

Who should take Learning Support courses?

1. The Compass exit scores are as follows:

	CPE	COMPASS
Reading	77	80
English	75	70
Mathematics	80	40

A student must take the respective LS course unless high ACT or SAT scores exempt the student from Learning Support. Please note that only traditional students without CPC deficiencies in the respective area may exempt Learning Support because of high ACT or SAT scores.

2. Any student whose Learning Support is **RED** on the web must take the respective LS course. However, there are errors on the BANNER Tranguide. If a student insists that they have exited or exempted Learning Support, contact Dr. Vince Postell. **If an advisee has passed an exit level Learning Support course but a passing exit score does not appear, assume that the student has not exited that area of Learning Support.**

When should students take required Learning Support courses?

1. LS courses must come first.
A student may not take a credit course without also enrolling in all required LS classes. (Exceptions – FYES 1000 and PHED – except PHED 1030)
Corollary: If a student drops a required LS course before mid-semester, that student will also be dropped from all credit courses he/she is currently enrolled in.

What are the Grading symbols for Learning Support courses?

1. Some students will have letter grades (A, B, etc.) while others will have S, IP, or U. The grade symbols changed for the courses taught in the summer 2002.
2. Students with a passing letter grade in an exit-level course (0098, 0975) may not have passed COMPASS. These students may still be required to take LS courses.
3. Assume that students with an S in an exit-level course (0098 or 0975) have exited that area of Learning Support.

What are the system LS policies?

1. A maximum of twelve semester hours or three semesters, whichever occurs first, may be taken in any area. (This is called the 12-hour rule.)
2. Students may not accumulate more than twenty semester hours of college-level credit before completing all Learning Support requirements. (This is called the 20-hour rule.)

3. If a student does not complete requirements for an area in twelve semester hours or three semesters, whichever occurs first, the student will be suspended. The student may not be considered for readmission within **three years** of suspension. Prior to suspending a student who has not exited a Learning Support area within the twelve semester hour/three semester limit, an institution may allow the student to appeal for one additional course.
4. If granted the additional course, the student may enroll in only the Learning Support course.

Learning Support myths dispelled.

Myth #1: As long as a student registers for one LS course, that student can complete a schedule with credit courses.

FALSE! A student must enroll in **all** required LS courses before registering for any credit classes.

Myth #2: If a LS class is closed, the student can put off that LS course until the next semester.

WRONG! Find another section, even if at an inconvenient hour.

Exceptions:

Students who are bona fide day students are not expected to enroll in night LS classes. Similar exceptions are made for bona fide night students.

When LS classes are not offered at all for a given term, students may put off that LS class and take credit classes for which the respective LS class is not a prerequisite.

Myth #3: Students needing CPC courses in Natural Science, Social Science or Foreign Language may take any or all of these instead of a required LS course.

NOT SO! All required LS classes must be taken before enrolling in any credit classes (including CPC classes). As stated, the only exceptions are FYES 1000 and PHED (excluding PHED 1030).

LEARNING SUPPORT POLICIES & REGULATIONS UNDER THE SEMESTER SYSTEM

Learning Support Course Offerings

ENGL 0096	Learning Support English I
ENGL 0098	Learning Support English II
ENGL 0955	Intermediate ESL Writing
ENGL 0975	Advanced ESL Writing
READ 0096	Learning Support Reading I
READ 0098	Learning Support Reading II
READ 0955	Intermediate ESL Reading
READ 0975	Advanced ESL Reading
MATH 0096	Introductory Algebra
MATH 0098	Intermediate Algebra

Use the following guidelines to place students in Learning Support:

Reading	COMPASS 1-69	Take READ 0096 or 0955
	COMPASS 70-79	Take READ 0098 or 0975
English	COMPASS 1-59	Take ENGL 0096 or 0955
	COMPASS 60-69	Take ENGL 0098 or 0975
Mathematics	COMPASS 1-24	Take MATH 0096
	COMPASS 25-39	Take MATH 0098

Certificate Preparatory Classes

The previously explained policies and myths regarding degree level learning support classes do not necessarily apply to certificate level learning preparatory classes. Students enrolled in a certificate program and registered in “90” level courses are not required to pass COMPASS to exit the course. It is recommended that students in Certificate program courses take all of the certificate preparatory courses first; however, they are **not required** to do so. The three certificate preparatory classes are available for students enrolled in Technical Certificate programs. Use the following guidelines to place these students in the Certificate preparatory courses.

Reading	Compass 1-69 Take READ 0090 or READ 0955
English	Compass 1-59 Take ENGL 0090 or ENGL 0955
Math	Compass 0-34 Take MATH 0090 (Pre-algebra score)

*In some certificate programs (i.e., Radiologic Technology), students have the option of taking degree-level English and Math (ENGL 1101 and MATH 1111). If students choose to take degree-level courses rather than the certificate-level English and Math, they will need to take the degree-level Learning Support classes (ENGL 0096, ENGL 0098 or ENGL 0975, READ 0096, READ 0098 or READ 0975, MATH 0096, MATH 0098) as needed. The same cut-off scores for the degree-level would apply for the certificate program students choosing this option.

HOW CPC DEFICIENCIES ARE SATISFIED		
AREA	COURSE	EXAM
English	Learning Support English 0098	CPE - English and Reading Compass English and Reading CLEP Subject Exams* SAT II Subject Exams*
Mathematics	Learning Support Math 0098	CPE Mathematics Compass Mathematics CLEP Subject Exams* SAT II Subject Exams*
Natural Science	BIOL 1105K BIOL 1203K BIOL 1224K CHEM 1151K	CLEP Subject Exams* SAT II Subject Exams
Social Science	Any other Social Science courses other than POLS 1101 or HIST 2111 or 2112	CLEP Subject Exams* SAT II Subject Exams*
Foreign Language	SPAN 1001, FREN 1001	CLEP Subject Exams* SAT II Subject Exams*

*For GED or Home-Schooled students only.

English as a Second Language (ESL) Courses

Preparing Bilingual Students for English Composition, Communication Skills and Reading Skills.

Who takes ESL courses?

Bilingual students with low placement test scores in English take ESL.

Degree students take ESL instead of Learning Support English.

Certificate students take ESL, not Certificate Preparatory English.

Which ESL courses must certificate students take?

ENGL 0955 - Intermediate ESL Writing is for bilingual students with:

COMPASS English scores below 0-59

Attention is given to second language reading comprehension, vocabulary expansion, and grammatical skills. It prepares certificate-seeking ESL students for ENGL 1100: Communication Skills. This course may be taken up to three times.

Physical Education Requirements

All degree and certificate students graduating after May 2004 must present at least one hour of physical education credit. This requirement may be satisfied by having completed PHED 1005 with a grade of C or higher, or by passing one Activity Course numbered 1005 or higher. Students presenting current certification in First Aid and Adult CPR or equivalent training from agencies outside Dalton State College, acquired prior to May 2004, may receive credit for PHED 1000 and will be viewed as having fulfilled their physical education requirement.

Exemptions to the physical education requirement will be granted for any of the following reasons:

1. Completion of military basic training.
2. A documented medical condition which prevents certification in First Aid and Adult CPR or participation in activity courses.
3. Presentation of an earned associate or bachelor's degree from an accredited college or university.
4. Enrollment in any of the following programs: Associate of Science in Nursing, Emergency Medical Technology Certificate, Licensed Practical Nursing Certificate, Paramedic

Technology Certificate, Radiologic Technology Associate of Applied Science in Health, Radiologic Technology Certificate, and Respiratory Therapy Associate of Applied Science.

FINANCIAL AID INFORMATION

Office of Student Financial Aid & Veteran Services

Pope Student Center, Room 15

Phone Number: 706-272-4545, 800-829-4436

Fax Number: 706-272-2458

Office Hours: Monday - Thursday 8am - 6pm, Friday 8am - 5pm

GENERAL FINANCIAL AID INFORMATION

- ◆ Dalton State's priority financial aid filing deadlines are:

Fall Semester - June 1

Spring Semester – October 1

Summer Semester – March 1

Students who file for aid after the priority deadline must be prepared to pay for tuition, fees and books.

- ◆ Students apply for HOPE via the federal aid application (FAFSA), filed annually, or may complete a one-time HOPE application at www.gacollege411.org. Instructions for completing this application are available at www.daltonstate.edu/finaid/HopeApplicationProcedures.htm.
- ◆ Students must reapply for federal financial aid (Pell Grant, Work Study, Stafford Loans) *each* academic year at www.fafsa.ed.gov. The 2009-2010 FAFSA covers Fall 2009 through Summer 2010 terms. A good time to apply is at federal tax time. Students in Mini Certificate programs that require fewer than 16 credit hours are not eligible for federal aid.
- ◆ Dalton State and outside scholarships *may* require full-time attendance. HOPE and Pell Grant have NO credit hour requirements, and may be awarded for as little as 1 credit hour; however, the amount awarded is adjusted based upon the student's actual enrollment hours.

Students may contact the Office of Student Financial Aid for paper applications or if they need assistance completing financial aid forms – (706) 272-4545.

IMPORTANT FINANCIAL AID INFORMATION FOR ADVISORS

- ◆ Approved grants and scholarships are automatically applied to a student's account after they register for classes.
- ◆ Recipients of federal, state and institutional financial aid may receive aid only for courses required or acceptable as electives in their declared program of study. The

College is held liable for the repayment of aid identified by federal, state or Regent's auditors as being received for courses not in a student's declared program of study. For financial aid purposes, **FYES 1000** is an approved elective.

- ◆ Enrollment status for financial aid purposes is measured on the last day of late registration as listed in the *Catalog* for each semester.
- ◆ Federal aid regulations require that financial aid funds be returned for students who never attend class. Faculty are sent class rolls at the end of the drop/add period and asked to report students who have not attended class during this time period. If we receive information that a student never attended classes after financial aid refunds are distributed, we must still return the funds to the federal aid program and attempt to collect these funds from the student.
- ◆ Federal financial aid may be received for a maximum of 30 attempted semester hours of Learning Support coursework. To receive aid for Learning Support coursework, the requirement for such coursework must be established through accepted testing methods by the college.
- ◆ Courses that are audited are not approved for financial aid or veteran benefits.
- ◆ If a student receiving VA, federal or state financial aid registers for a course and subsequently receives credit by exam, his/her eligibility for the semester is reduced. The student may be required to repay all or a portion of financial aid received. Such a student should be advised to either: 1) postpone registering for a course he/she may be able to challenge by exam, 2) take the challenge exam prior to the start of the semester, or 3) forego the challenge.
- ◆ When in doubt as to your advisee's status, contact the Financial Aid Office (ext. 4545).

TYPES OF FINANCIAL AID AVAILABLE

DALTON STATE SCHOLARSHIPS

The Dalton State College Foundation offers scholarships each year for new and returning students. The scholarship application is available at www.daltonstate.edu/scholarships in November and the application deadline is February 1.

GEORGIA AID PROGRAMS

HOPE Programs – General Information

- ◆ Helping Outstanding Pupils Educationally (HOPE) is funded by the Georgia Lottery for Education.
- ◆ Students must be Georgia residents and must be citizens or eligible non-citizens for 12 months before they may be reviewed for HOPE eligibility. High school

HOPE scholars must be Georgia residents (and citizens or eligible non-citizens) for 12 months prior to high school graduation in order to receive the HOPE Scholarship immediately after high school graduation.

- ◆ Students may receive HOPE only for courses required in their major program. The HOPE Scholarship will only pay for upper division classes in a Bachelor's degree major.
- ◆ The HOPE programs pay for tuition and up to \$62 in fees. The HOPE book allowance is \$150 per semester for students enrolled for six or more hours and \$75 per semester for students enrolled for five or fewer hours. Students may use their HOPE book allowance to cover fees by completing the *Student Financial Aid Funds Authorization* from the DSConnect Student Banner menu.

HOPE Grant – for Georgia residents in Certificate and Mini-Certificate programs; limit of 63 paid hours or 127 combined-paid HOPE hours (HOPE Grant, HOPE Scholarship & ACCEL), whichever comes first. May only receive HOPE for required certificate classes.

HOPE Scholarship – The HOPE program for students in degree programs. Recipients must be a designated HOPE Scholar after graduation from a Georgia high school, or may earn HOPE Scholarship eligibility after 30, 60 or 90 attempted hours with a 3.0 HOPE GPA.

- ◆ HOPE Scholarship recipients must have a 3.0 cumulative HOPE GPA at the following check points in order to maintain HOPE eligibility:
 - * After 30, 60, and 90 **attempted** semester hours; students may also gain HOPE eligibility with a 3.0 HOPE GPA at these checkpoints.
 - * At the end of each Spring semester (students may lose, but not gain the HOPE Scholarship at the Spring checkpoint). First year HOPE Scholars who withdraw from all classes or take all Learning Support classes will have a 0.0 HOPE GPA at the Spring Checkpoint.
- ◆ HOPE GPA and HOPE attempted hours include transfer hours and CPC hours. HOPE attempted hours include Learning Support hours. *Note: For HOPE scholars at high school graduation, HOPE attempted hours do NOT include college classes taken prior to high school graduation.*
- ◆ Students may check their HOPE GPA on DSConnect – from the Student Banner menu select *Financial Aid*, then *HOPE Eligibility and HOPE GPA*.
- ◆ HOPE Scholarship appeals are made to the Georgia Student Finance Commission.
- ◆ HOPE Scholarship may be received for a maximum of 127 attempted or 127 combined-paid HOPE hours (HOPE Grant, HOPE Scholarship & ACCEL), whichever comes first.

ACCEL Program – The HOPE program for joint-enrolled (PSO) high school students.

- ◆ The ACCEL application is located at www.gacollege411.org or a paper application may be obtained from the high school guidance office or from Dr. Harris in the

Dalton State Admissions Office. After Fall 2009, ACCEL applicants must complete the on-line application.

- ◆ Grades from joint-enrollment classes do not count in the student's college HOPE GPA.
- ◆ ACCEL paid-hours count towards the maximum 127 combined-paid HOPE hours limit.

Promise Teacher Scholarship Loan

The Promise Teacher Scholarship is for juniors and seniors accepted into the BSEDU program. Applicants must have a 3.0 HOPE GPA. The Promise Teacher Scholarship is awarded for up to \$3000 per academic year. This scholarship becomes a loan if the student does not teach in a Georgia public school system. For every year the recipient teaches in a Georgia public school system, \$1500 of the Promise Teacher Scholarship Loan is forgiven. Eligible education students are notified in June when the application becomes available for the upcoming academic year.

FEDERAL AID PROGRAMS – all programs require a completed FAFSA

Federal Pell Grant

The Federal Pell Grant is awarded to qualifying undergraduate students working toward a certificate, associate or first bachelor's degree. The grant amount is determined by the cost of attendance, the Expected Family Contribution calculated by the U.S. Department of Education, and the student's enrollment status. The maximum Expected Family Contribution to qualify for Pell Grant funds for the 2009-2010 academic year is 4617.

Federal SEOG/LEAP Grant

Students with Pell Grant eligibility and exceptional financial need may also be considered for the Federal SEOG (Supplemental Educational Opportunity) Grant or LEAP (Leveraging Educational Assistance Partnership) Grant. A FAFSA application completed by the priority deadline date is recommended for SEOG/LEAP consideration.

Academic Competitiveness Grants (ACG)

The Academic Competitiveness Grant is a federal grant program for Pell-eligible freshmen and sophomores who graduated from high school with a college prep with distinction diploma. Freshmen recipients must have graduated from high school after January 1, 2006 and sophomore recipients after January 1, 2005. Freshmen recipients may receive a maximum of \$750 in ACG funds for the academic year. ACG Grants may not exceed unmet need.

To receive a sophomore level Academic Competitiveness Grant, students must have a 3.0 GPA after earning 30 semester hours. Sophomore recipients are eligible for up to \$1300 for the academic year.

SMART Grants

SMART Grants are awarded to Pell-eligible students enrolled at least half-time in their junior or senior year of study in Math or Biology. To qualify, students must have a 3.0 cumulative GPA, including transfer hours, and be enrolled in classes necessary for their major; cumulative GPA is checked each semester before the SMART Grant is disbursed. Students may receive up to \$3,000 per year in SMART Grant funds, but awards may not exceed unmet need.

Campus Employment

A limited number of student jobs are available on campus, with work schedules planned around student class schedules. Wages are paid directly to the student on a bi-weekly basis. Students usually work up to 19 hours per week, and starting pay is \$7.25 per hour. Eligibility is determined by the Financial Aid Office based upon a completed FAFSA and a Campus Employment Application. Student workers are not eligible for unemployment compensation or other employee benefits.

A Campus Job Fair is held during the Week of Welcome at the beginning of the Fall Semester; students eligible for Federal Work Study are invited and given the first chance to interview for campus jobs.

Stafford Loans

Students enrolled at least half-time (6 hours) in programs eligible for federal aid may borrow low-interest Stafford Loans. A new loan request is required each year for students who wish to borrow a Stafford Loan.

Student loans are credited to the student's Dalton State account after the funds are received from the lender; first time freshmen borrowers have a 30 day delay before they receive their first loan disbursement. Classes will be held for students with an ***approved*** loan until funds are received from the lender.

The Subsidized Stafford Loan interest rate is a fixed rate of 5.6 % for loans disbursed on or after July 1, 2009. The Unsubsidized Stafford Loans have a fixed interest rate of 6.8%. Repayment begins six months after you graduate or drop below half-time enrollment. This six month grace period is to allow students time to find a job before repayment begins.

There are two types of Federal Stafford Loans:

- **Subsidized** – for students with financial need. The federal government pays the interest while the student is enrolled at least half-time and during the six-month grace period.
- **Unsubsidized** – the student pays the interest while in school and during the six-month grace period or requests that the interest be added to the balance of the loan.

Stafford Loan Annual limits (12 month period Fall-Spring-Summer)

Freshmen: \$3500

Sophomores: \$4500

Juniors and seniors in bachelor degree programs: \$5500

Independent students may be eligible to borrow additional Unsubsidized Stafford Loans of up to \$6000 per year at the freshmen and sophomore level and up to \$7000 per year at the junior and senior level. Dependent students may be eligible to borrow additional Unsubsidized Stafford Loans of up to \$2000 per year.

Service Cancelable Stafford Loans – Limited funds are made available each year in Service Cancelable Stafford Loans for Georgia residents accepted into the following health fields:

- Associate of Science Nursing
- Licensed Practical Nursing Program
- Radiologic Technology
- Medical Laboratory Technology

Recipients of these loans may cancel all or a portion of their loans by employment in their field of study in approved locations within Georgia.

FINANCIAL AID ELIGIBILITY CHART

*Not all students are eligible for the prorated amount.

	HOPE	PELL GRANT	ACG GRANT	SMART GRANT	STAFFORD LOAN	CAMPUS JOBS
FULL TIME (12 Hours or more)	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
³/₄ TIME (9 to 11 Hours)	Eligible-Prorated Amount	Eligible-Prorated Amount*	Eligible-Prorated Amount	Eligible-Prorated Amount	Eligible	Eligible
¹/₂ TIME (6 to 8 Hours)	Eligible-Prorated Amount	Eligible-Prorated Amount *	Eligible-Prorated Amount	Eligible-Prorated Amount	Eligible	Eligible
1 to 5 Hours	Eligible-Prorated Amount	Eligible-Prorated Amount *	Not Eligible**	Not Eligible	Not Eligible	Not Eligible

DROPPING AND WITHDRAWING FROM CLASSES

- ◆ Students with financial aid who are considering dropping or withdrawing from classes should consult the Office of Student Financial Aid regarding how the drop will affect their financial aid.
- ◆ Students who drop or withdraw from classes at 100% after receiving a financial aid refund for the class(es) will owe all financial aid back to DSC.
- ◆ Through the first 60% of each term, the college is required to determine the amount of aid earned by students who withdraw from all classes. Most students will owe repayments to federal and state programs if they withdraw from all classes.
- ◆ Unofficial withdrawals – students receiving federal financial assistance who do not pass any courses and who do not officially withdraw from the college are considered “unofficially withdrawn.” A calculation is made, just as for an official withdrawal, to determine how much money must be returned to financial aid programs. These students are put on automatic financial aid suspension.

FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS

- ◆ Financial Aid Satisfactory Academic Progress is based on the three factors listed below. Attempted hours listed in the definitions below include Dalton State and transfer hours. Below are the minimum standards:

* **Cumulative Dalton State GPA** – 1.0 for 1-14 GPA hours; 1.6 for 15 to 29 GPA hours; 1.8 for 30 to 44 GPA hours; 2.0 for 45+ GPA hours. Students with no passing grades are automatically suspended.

* **Cumulative Course Completion Rate** – Total Earned Hours divided by Total Attempted Hours must be at least 67%.

*** Maximum Timeframe – The maximum time allowed to complete a major program is 150% of the hours required in the program of study. Maximum timeframe for specific programs can be found at www.daltonstate.edu/finaid/SAP.htm.**

- ◆ Financial Aid Satisfactory Academic Progress is reviewed after Spring Semester (exceptions – students in the following scenarios are reviewed each term: 1) no passing grades for the term; 2) MINI certificate majors, due to program length; 3) students receiving aid under a prior appeal approval).
- ◆ Students with GPA or Course Completion Rate issues are allowed a probationary period to resolve the issue before financial aid is suspended (exception - students with no passing grades and maximum timeframe issues). The probationary period ends at the end of the Spring Semester for students in Bachelor's, Associate and Certificate programs, and after the next term attended for MINI Certificate students, due to program length. *Exception: financial aid is automatically suspended after a term where all grades are F, WF and/or U in combination with Ws.*
- ◆ Students may appeal their financial aid suspension. Appeals should focus on unusual circumstances that happened during the semester(s) with grade problems or dropped classes. Appeals for Maximum Timeframe may include unusual circumstances and/or documentation of major changes. Timeframe appeals require advisors to estimate when the student will complete their program of study.
- ◆ Appeals are turned into Office of Student Financial Aid and are reviewed by the director first. If denied by the director, students may request that their appeal be forwarded for committee review. Approved appeals may be conditional, and require the student to pass all classes and/or not drop any classes until they meet minimum standards. Students may also be required to attend tutoring sessions or workshops designed to improve their chances for academic success.

FINANCIAL AID COMMUNICATIONS

A Financial Aid Information handout is available in the Financial Aid and Enrollment Services Offices.

This information is also available on our web site – www.daltonstate.edu/finaid

Letters/emails sent by the Financial Aid Office to students:

- ◆ Information needed to complete their aid application.
- ◆ Award Letters –lists aid the student is eligible to receive; all initial and Summer award letters include an Award Guide which explains how they will receive aid and the conditions of the financial aid offer. Returning students view their award letter and the Award Guide (Guideline for Aid Recipients) through DSConnect.
- ◆ Reminders of upcoming HOPE Checkpoints and HOPE Probation emails to students who are below the required 3.0 HOPE GPA.
- ◆ Financial aid probation or suspension notification; suspension letters include appeal procedures.
- ◆ Reminders to reapply for financial aid for the upcoming academic year.

Dalton State email is the primary way the Office of Student Financial Aid communicates with current students. Prospective or newly entering students will continue to receive letters until they enroll at Dalton State College.

VETERAN EDUCATIONAL BENEFITS

Veteran Certification

Veterans or dependents of deceased or 100% disabled veterans eligible for educational benefits may apply for those benefits through the Veterans Certification Coordinator in the Financial Aid Office. Students initially applying for VA educational benefits must bring a in a copy of the DD214.

Students attending on the GI Bill are required to pay tuition and fees upfront, since most benefits are paid directly to the student through the Veteran's Administration. Recipients of VA benefits paid directly to the college (i.e., Chapter 33 benefits) may not qualify for Georgia HOPE funding; HOPE funding may not be received if other sources of assistance pay tuition and fee costs directly.

At the beginning of each term, students receiving veteran benefits must report to the Veteran Certification Coordinator in order to maintain their eligibility for VA educational benefits.

VA Regulations

- ◆ Only specific courses outlined in a student's selected program of study may be certified for VA educational benefits, unless substitutions are approved by the appropriate college officials.
- ◆ VA educational benefits may be paid for only the minimum number of credit hours required to earn a degree (core subjects plus minimum number of electives).
- ◆ VA educational benefits may pay for Learning Support courses in English, Math and Reading.
- ◆ A Veterans Enrollment Form needs to be turned in to the Financial Aid Office each semester for classes to be certified. This form is available on-line at www.daltonstate.edu/finaid/VeteranServices.htm.
- ◆ Continuing Education courses/seminars – check with the Continuing Education Department regarding whether a course has been approved for VA educational benefits.
- ◆ Courses enrolled for as AUDIT are **NOT** approved for VA educational benefits.
- ◆ The FYES 1000 class is **NOT** paid for under VA educational benefits.
- ◆ The only Physical Education courses that VA educational benefits will pay for are the PHED 1000 (FirstAid/CPR/AED) and PHED 1030 (Health & Wellness Concepts).
- ◆ Double majors are not recognized by the Veteran's Administration, so the student may only be paid for courses in one major area.
- ◆ Students receiving VA educational benefits that withdraw from a course – or totally withdraw from school – are responsible for keeping the VA certifying official informed.

- ◆ Registration and/or changes in enrollment are to be submitted to the VA in a timely manner.
- ◆ Students receiving VA educational benefits who change their major must notify the Financial Aid Office and complete the VA “Request for Change of Program” form.
- ◆ Students called to active duty should bring a copy of their orders to the VA Certifying Official in the Financial Aid Office.

Scholarships for Veterans

Check the Dalton State website for veteran scholarships – www.daltonstate.edu/finaid/VeteranServices.htm.

Fee Waivers

Veterans who meet specific qualifications are eligible for a waiver of their student activity and technology fees. Visit www.daltonstate.edu/finaid/VeteranServices.htm for more information, or contact the VA Certifying Official in the Financial Aid Office.

Updated 7-14-09