Academic Advising Resource Guide

The Academic Advising Resource Guide is a one-stop online resource for faculty that includes tips, suggestions, frequently asked questions, and links to advising resources. Please use this Guide, along with the resources provided on the Academic Advising Services web page, to help develop and streamline your advising process.

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Introduction
Academic advising is an increasingly complex and time consuming task. However, numerous studies indicate that academic advising plays a major role in student academic success and retention. We encourage the use of this guide to help aid Delta State University students’ success in the classroom and in their career.

Engaged, knowledgeable academic advising is critical to every student’s success. Advising should consist of a continuous conversation between the student and his/her advisor, not merely sporadic sessions for choosing what courses to take. When done well, academic advising aids every student to plan and implement a program of study consistent with his/her goals, interests, and strengths. With this in mind, Delta State University is taking steps to establish an effective and efficient advisement process... beginning with you, the Academic Advisor!

This Academic Advising Resource Guide is only one step of many. It is designed to provide academic advising tips, an overview of policies and processes that affect academic advising, and a quick, convenient source of forms typically utilized during an advising session.

If you have any questions, comments, or concerns regarding this guide, please refer all questions to Academic Advising Services at studentsuccess@deltastate.edu or by phone at 662.846.4577.
Academic Advising at Delta State University

DSU academic advisors aid students in transitioning from high school to college, assessing their potential, clarifying, planning, and achieving their future goals. This is accomplished via a process that includes exploration of life, career, and educational goals, selection of an academic program, and selection and scheduling of courses. The National Academic Advising Association (NACADA) has established the following goals for an effective academic advising program:

- Development of suitable educational plans
- Clarification of career and life goals
- Selection of appropriate courses and other educational experiences
- Interpretation of institutional requirements
- Enhancement of student awareness about educational resources available (e.g., internships, study abroad, honors, and learning assistance programs)
- Evaluation of student progress toward established goals
- Development of decision-making skills
- Reinforcement of student self-direction
- Referral to and use of institutional and community support services
- Collection and distribution of data regarding student needs, preferences, and performance for use in making institutional decisions and policy.

Academic advising, effectively delivered, can be a powerful influence on student development and learning and, as such, can be a potent retention force on campus. (Crockett, Davis S. Advising Skills, Techniques, and Resources. Iowa City, Iowa: The American College Testing Program, 1996).

Advisor Assignments
Upon enrolling, students who have declared a major are assigned an academic advisor from the department in which they major. Departments are allowed discretion on how to assign a Primary Advisor and additional advisors. It is important to maintain up-to-date advisor information in Web Banner using “SGAADVR.” To learn which advisees have been assigned to you, you can submit an Argos Report Request to the Office of Information Technology (OIT).

All degree-seeking students who have not declared a major are assigned to the Coordinator of Academic Advising Services, who assists them in completing General Education requirements, while exploring multiple career and major areas before declaring a major. This presents a unique opportunity to help undecided students clarify degree and career goals.

For more information on advisor assignments or to inquire about a student, contact Academic Advising Services by email at studentsuccess@deltastate.edu or by phone at 662.846.4577.
Academic Advising Roles and Responsibilities

Academic advising consists of a personalized dialogue between the advisor and advisees. Advisees expect their advisors to be caring, accessible, and knowledgeable about DSU curriculum, policies, procedures, available resources, and willing to listen and respond to their interests and concerns. Advisors expect advisees to initiate and maintain contact, to discuss any factor that may affect academic performance, to learn and meet university, college, and departmental requirements, and to seek assistance when needed.

Advisor Responsibilities
- Develop a caring relationship with advisees.
- Help students develop realistic academic/career plans.
- Assist students in planning a program consistent with their strengths, abilities, goals, and interests, and monitor progress toward academic/career goals.
- Discuss and reinforce relationships between academic program and career, and assist advisees in identifying career opportunities.
- Interpret and provide rationale for instructional policies, procedures, and requirements.
- Maintain a paper and/or digital advising file for each advisee.
- Approve designated educational transactions (e.g., drops and adds, withdrawals, waivers, graduation requirements, etc.)
- Inform students of special services available to them for remediation, academic assistance, and other needs, and refer students when academic, attitudinal, attendance, or other personal problems require intervention by other professionals.
- Inform students of the nature of the advisor/advisee relationship.
- Request re-assignment of advisee to another advisor, if necessary.

Advisee Responsibilities
- Know advisor’s name and location.
- Contact and make appointments with advisor when required or when in need of assistance.
- Notify advisor when unable to keep appointments.
- Clarify personal values, abilities, interests, and goals.
- Develop knowledge of institutional policies, procedures, and requirements as stated in the Student Handbook and adhere to them.
- Prepare for advising sessions and bring appropriate resources or materials.
- Follow through on actions identified during each advising session.
- Evaluate the advising system, when requested, to strengthen advising process.
- Request re-assignment of a different advisor, if necessary.
- Accept final responsibility for all decisions.

Legal Issues and Liabilities in Advising

Academic advising is not free of liability risks. Legal challenges to advising usually arise when students believe their degree requirements are complete, and the university disagrees, refusing to award the degree. In undergraduate institutions, charges of inadequate advising probably will not surface until the student is ready to graduate.

How to Reduce Liability

Understand apparent and actual authority and take steps to limit legal exposure and threats of litigation. Faculty may wish to consider the following preventive steps:

- Understand the limits of advisor authority when training and supervising advisors, and notify students of these limits.
- Review materials and advisement procedures to ensure that all advising strategies and procedures are up-to-date with the University advising model.

Advisors must understand relevant university policies and requirements, and they must be careful to impart correct information to students. If there is any doubt, please seek advice from other sources. Two ground rules for reducing the likelihood of a suit are suggested by Professor of Higher Education at the University of Georgia, Dr. Parker Young:

- If you do not know the answer, ask someone who does.
- Treat students as you would want yourself or your children (nieces, nephews, grandchildren, etc.) to be treated.

Others items to bear in mind:

- Use the student’s correct academic catalogue term, which may be viewed in Web Banner using “SGASTDN.”
- Consult the Curriculum Check Sheet or Academic Map available for the student’s major.
- Review and discuss pre- and co-requisite courses for any required/suggested courses.
- If a student repeats a course, the most recent grade earned will stand, not the best grade.
- If a course is required to complete a degree program, review the semester(s) it is offered and plan accordingly.
- Document all communication with advisees.
- If a student is required to take a Developmental Studies (099) course, he/she may have a registration hold. If so, please contact Developmental Studies by phone at 662.846.4654 to have the student enrolled into the appropriate course(s).
- Develop your personal advising strategy using the resources found in this Guide and be consistent.
The Family Educational Rights and Privacy Act (FERPA)
FERPA, or the Buckley Amendment, restricts access to student academic records. This law prohibits any person connected with the institution from improperly disclosing student information. Please keep this in mind when parents call inquiring about their child’s academic record. Disclosure of information to the parent or anyone other than the student requires that the student sign and have on file a Consent to Release Academic Information form (See: Academic Advising Resource Forms, p. 34).

Adopted in 1974, FERPA applies to public and private colleges and universities that receive federal support. The law establishes students’ rights to access and challenge the content of educational records. It also controls the distribution of record information to outside parties. FERPA applies to all current and former students and gives them rights to records that are directly related to them. (Some records, such as health care files and directory information, are exempt under the law.)

Under FERPA, institutions must:
- Provide students with access to education records.
- Give students the opportunity to challenge records that are inaccurate, misleading, or otherwise in violation of privacy or other rights.
- Obtain written consent before disclosing personally identifiable information about students (i.e., Consent to Release Academic Information form).
- Keep records of third parties who request or obtain student records.
- Provide students with information about their rights under the law.
- State that third parties receiving information about students must agree not to further distribute the information without written consent.

If you are unfamiliar with a request that you receive from an individual concerning the release of public or directory information or other specifics under the Buckley Amendment, please see the Vice President for Student Affairs. More information concerning FERPA may be obtained from the Registrar’s Office by phone at 662.846.4040.

The following page is a FERPA fact sheet created by Dr. Charles McAdams, the Vice President for Academic Affairs of Delta State University. It contains valuable information concerning when to disclose student information based on FERPA guidelines. Please print this page and keep it in an easy-to-reach location for a quick and convenient reference any time there is doubt about whether to share student information.
FERPA At-A-Glance
The Family Educational Rights and Privacy Act establishes a student’s right to access their education record and some control over the disclosure of personally identifiable information from the education records. Directory information is information contained in an education record of a student which a university can release without the permission of the student. DSU defines Directory Information as:

- Name
- Affirmation of whether currently enrolled
- School, college, department, major
- Dates of enrollment
- Full or part-time status
- Degrees received
- Honors received
- Local address and phone number
- Permanent address and phone number
- Email address
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams

The “education record” that cannot be disclosed without specific written consent includes, but is not limited to:

- Grades
- Transcripts
- Class attendance
- Class lists
- Student course schedules
- Health records
- Student financial information
- Student discipline files

Information: If a student has signed a waiver to release academic information, faculty/staff can check on the status of the document from the Registrar's office. Call x4040 and give the student 900# for office staff to check Banner-Web Extender for the waiver. If a student has not signed the waiver, please direct them to the Registrar's website to download the form.

Letters of recommendation: Do not include information about students' grades or grade point averages in letters of recommendation without the written permission of the student.

Students' schedules: Do not provide anyone with a student's schedule; do not assist anyone other than a university employee in finding a student on campus. Refer such inquiries to the VP of Student Affairs Office.

Faculty CAN release information regarding grades, attendance, etc., to other Delta State University employees who have a need to know. These individuals include other faculty, advisors, Student Success Center advisors, coaches, and educational administrators (chair, dean, provost).

Parents can receive information about their student if they submit proof that he/she was claimed as a dependent on their previous year’s taxes. Parents should contact the Office of the Registrar for information regarding this process.

Source: Dr. Charles McAdams, Vice President for Academic Affairs, Delta State University
Academic Advising Champions and Proactive Advising
The Academic Advising Champions are a select group of faculty advisors led by the Coordinator of Academic Advising Services, who are dedicated to the development of a streamlined campus-wide advising process. Each Advising Champion is a DSU faculty member who is recognized as an effective academic advisor and adopts the tenets of Proactive Advising, an advising process that involves the use of proactive outreach and intervention to enable students to persist to graduation.

Advising Champions Responsibilities
- Assist in efforts to enhance proactive advising at DSU
- Serve on the frontline for implementing proactive advising in their academic areas
- Relay new advising strategies, resources, and practices to their departments
- Act as advocates, mentors, and resources for new academic advisors

It is important for new/inexperienced advisors to know the Advising Champion(s) for their department. These individuals have assisted in the development and implementation of Proactive Advising and are able to share strategies, resources, and practices.

Proactive Advising
While the major responsibility of an academic advisor is to assist students in the selection and completion of an academic program, effective advisors take the initiative to build relationships with their advisees, anticipate obstacles, and reach out before students fall off track. Proactive Advising is an advising model whereby advisors use “deliberate, structured student intervention at the first indication of academic difficulty in order to motivate the student to seek help” with the ultimate intention of helping students to persist to a timely graduation (Varney, J. Proactive (Intrusive) Advising! Academic Advising Today, 35:3, 2012). The Academic Advising Champions have established the following basic tenets of Proactive Advising at DSU:

- Utilize Academic Maps to keep students on track.
- Initiate strong advisor-advisee relationships.
- Utilize deliberate, structured intervention at the first sign of academic difficulty.
- Communicate strategies to show interest and involvement with students.
- Monitor progress of students to determine how well they are using information provided and progressing toward identified goals.
- Anticipate obstacles to student success and plan for them ahead of time.

The following pages consist of a Proactive Advising Protocol Checklist, a “game changer” document provided by Complete College America, a national nonprofit program that aims to promote nationwide academic retention and success. This checklist can be used as a guide for departments to develop Proactive Advising in their academic programs. (Note: This checklist is intended as a guide and can be personalized to fit the individual needs and functions of each department.) For more information about Proactive Advising and Complete College America, visit www.completecollege.org.
Proactive Advising Protocol Checklist
An essential component of an effective Guided Pathway to Success system is an advising protocol, based on institutional policies, that standardizes how advisors will communicate with students and guide them into and through their chosen program of study. Ideally institutions will create processes for how advisors should utilize meta-majors, academic maps and default schedules to support students as they select and progress through a program of study. In many cases, these practices will require new or revised institutional policies. Before finalizing a protocol, review institutional policies. If policies prevent adoption of certain elements of the protocol, begin a policy change process. As institutional policies are being reviewed, implement protocols that do not require a change in institutional policies.

The following checklist is comprehensive set of components for a proactive advising protocol.

Student Intake System Protocol
During Orientation or the application process
• Clearly communicate the process for selecting and entering a program of study.
  o Describe how meta-majors, academic maps and default schedules will be used to assist in the program of study selection process and course registration process.
  o Describe how placement exams, past academic record, student interest survey tools and workforce development resources will be utilized during the major selection process.
• Communicate essential steps students must complete before choosing a major/meta-major and register for courses.

Major Selection Protocol
• For students who have decided on a major:
  o New entering students, even those who are committed to a major, should proactively select their meta-major.
  o Review all programs within the meta-major to ensure student is aware that there are many programs within a student’s interest area that are available.
  o Review programs requirements and entrance standards for major.
  o Review placement scores, student academic record and level of preparation needed to access gateway math and English courses.
  o If assessed below college ready, describe academic support strategy to include use of corequisite courses and other academic support strategies to ensure student success in gateway math and/or English course.
  o Review academic map, critical gateway/milestone courses and academic expectations to succeed in the major.
  o Present first year default schedule and describe the importance of following schedule to stay on track to graduation. Note the consequences of not following the default schedule.
  o Discuss workforce opportunities and workforce demand for chosen major. Encourage students to consult websites or other resources to assist with selecting a major/meta-major. Resources to consider include:
    - O-net (http://www.onetonline.org/)
    - Bureau of Labor Statistics (http://www.bls.gov/ooh/)
    - My Next Move (http://www.mynextmove.org/).
• For Exploratory Study students:
  o Conduct simple interview with students to understand academic goals and career interests. Questions to consider include:
    ▪ What academic areas are most interesting to you?
    ▪ Do you want a job where you will use math every day?
  o Conduct student interest and career interest surveys – share results.
  o Present meta-majors and review academic programs consistent with student interests within appropriate meta-majors.
  o Discuss workforce opportunities and workforce demand within meta-major. Encourage students to consult websites or other resources to assist with selecting a major/meta-major. Resources to consider include:
    ▪ O-net (http://www.onetonline.org/)
    ▪ Bureau of Labor Statistics (http://www.bls.gov/ooh/)
    ▪ My Next Move (http://www.mynextmove.org/).
  o Ask students to select a meta-major. Students who are not ready to declare a meta-major should be defaulted into a liberal arts or exploratory meta-major. Students must choose a meta-major before second term registration.
  o Present first year default schedule for meta-major and describe the importance of following schedule to stay on track to graduation. Note the consequences of not following their default schedule.
  o Review student placement scores, academic record and level of preparation needed to access gateway math and English courses.
  o Review milestone courses in meta-major default schedule and explain how performance in courses will provide critical guidance on possible programs of study, based on program entrance standards. Review student academic record and level of preparation needed to access gateway math and English courses.
  o If assessed below college ready, describe academic support strategy to include use of corequisite courses and other academic support strategies to ensure student success in gateway math and/or English course.
  o Require students to participate in a major selection workshop during the first semester. The workshop should be developed in collaboration with faculty from academic departments within a given meta-major.
  o Describe timeline for selection of program of study.

Student Registration Protocol
• Facilitate student registration in default schedule
  o Create either a technology-based solution or other strategy to facilitate student registration in default schedule.
  o Require students to receive approval from advisor to opt out of default schedule.
• Inform students of block scheduling opportunities (morning, afternoon, evening or weekend blocks)
• Place hold on schedule and require advisor visit if student attempts to drop/add out of default schedule.

Student Progress Protocol
• Conduct academic review process for students in each milestone course by monitoring attendance and performance in milestone courses throughout the semester.
• Require academic support for students who fall below an established performance standard in milestone courses.
• Require advisor visit for all Exploratory Study students before second semester registration.
• Require selection of major or meta-major before registration for second semester for community college students, before third semester for four-year institution students.
• Require advisor visit for students who withdraw, earn a grade lower than a “C” or expected grade for major in milestone courses.

Alternative Pathway Protocol
• Create a clear and early process to determine whether a student has the ability to succeed in his or her major. The process should take place at a point when data analytics reveal whether a student could succeed in the major. Typically data will reveal a gateway course taken in the first year that predicts success in the major.
• Communicate the standards and process for requiring students to change their major, if they are not likely to meet entrance standards for the major.
• Establish policies and an intervention strategy for students who are not achieving identified benchmarks within the semester. Examples might include requiring advisor meetings for students after they miss 2 consecutive class sessions or if the course grade in a milestone course drops below a C, or below the grade needed to be accepted to their chosen program of study. The benchmarks and interventions should take place early in the semester—no later than week 8.
• Require a transition advisor to visit with all students who are recommended to or otherwise seek to change their major.
• Audit current academic transcript and advise students on alternative programs aligned to their academic goals and would maximize college credits earned.

This document was provided by Complete College America. For more information, visit the website at www.completecollege.org.
Using Academic Maps and Curriculum Check Sheets
A central component of the Proactive Advising model is the use of a four year plan of study, known as the Academic Map. Academic Maps are structured, semester-by-semester schedules that show the sequence of courses throughout an academic program. These maps should be used as a guide when assisting advisees in course selection and scheduling. In addition to Academic Maps, Delta State University uses Curriculum Check Sheets, which list general education, major, minor, and specific degree requirements of each major.

Degree Requirements
Each degree offered by Delta State University requires the completion of a minimum of 124 semester credit hours. Note that certain options under the General Education, Major, and Minor may require more than 124 total hours to complete some degree programs. It is important to review and discuss your majors’ Academic Maps and Check Sheets with advisees, including the following components:

- General Education Curriculum
  - 38-43 hours of liberal arts courses which are usually completed within the first four semesters and are the focus of the majority of undecided student course scheduling
  - Individual academic programs may require specific courses in:
    - Math
    - Lab Science
    - Perspectives on Society
    - Personal Development

- Special Degree Requirements
  - 3-33 hours of special courses which are distinctive components of a degree program (e.g., licensure, special training, additional math and/or writing requirements, foreign language, etc.)
  - Writing Proficiency Requirement: ENG 300/ENG 301/CAAP Test

- Major/Core
  - The field of specialization selected by the student. Requirements vary from one field to another but average around 30-36 hours.

- Minor/Concentration
  - A secondary field of specialization, amounting to 18-21 hours, selected by the student is required for some degrees. In some degree programs, the professional education courses constitute a minor.

- General Electives
  - These are courses selected by the student that are needed to supplement other components of the degree program. Electives are used to bring the total hours to 124 and to balance semesters with multiple advanced classes.

For more information about Academic Maps and Curriculum Check Sheets for your academic program, contact your department chair or e-mail Academic Advising Services at studentsuccess@deltastate.edu.
**Academic Advising Sessions, General Tips**

Ideally, advisors should meet with advisees a minimum of twice a semester. A successful advising session should be both reflective and informative. Faculty advisors should help advisees comprehend issues pertaining to academics, personal growth, and non-university associated academic and career related opportunities.

**Tips for a Successful Session**

- Resist the urge to complete other tasks while speaking with an advisee. The focus of an advising session should be your student.
- Ask open-ended questions. Questions should begin with “what” and “how” to steer students away from giving simple “yes,” “no,” or “I don’t know” answers. Do not ask questions that could be potentially embarrassing.
- Recognize verbal and non-verbal cues. Be an active listener. Listen for feelings/content behind the words, and pay attention to body language, tone, facial expressions, etc.
- Empathize with the student. Try to put yourself in his/her place to better understand the student’s thoughts and feelings.
- Try to be patient with the student instead of expressing feelings of irritation or frustration. If this cannot be done, reschedule the appointment.
- Do not make hasty judgments. Consider all facts, and try to be unbiased.
- Take notes and keep copies of all forms, records, and communication. Review notes from prior advising sessions to determine which topics to follow up.
- Review the student’s academic record and progress toward meeting general education, major, and minor requirements.
- Discuss courses for the upcoming semester. Make recommendations, point out pre- and co-requisites, and offer alternatives.
- Inquire about any academic problems that may be occurring. Refer student to appropriate student service resource, if necessary.
- Make a copy of the student’s schedule for your records if the purpose of the meeting was course selection. Ask that the student contacts you before any changes are made.
- Obtain the student’s current contact information if it is the first advising session.
- Schedule a follow up appointment, if necessary.
- Ensure that all issues/concerns have been addressed before the student leaves.
- Make sure he or she has your contact information. A business card works great.

*To update or add tips, please contact Academic Advising Services by e-mail at studentsuccess@deltastate.edu or by phone at 662.846.4577.*
Academic Advising and Building a Student Schedule
Building a student schedule may seem like a daunting task. However, following the Academic Map and Curriculum Check Sheet will guide you in advising and will support student responsibility. Use your own undergraduate/graduate course experiences to help the student feel comfortable about the classes you both select.

Tips for Advising and Building a Student Schedule
What is an appropriate course load?
- While enrollment in 12 hours is considered full-time status at Delta State University, students are highly encouraged to enroll in at least 15 hours to stay on track for timely degree completion. Students who fall below 12 hours in any given semester will be given part-time status and risk losing any financial aid they may be receiving.

- Developmental (099) courses help fulfill full-time status but are not calculated into GPA if passed. However, a failing grade in any developmental course will be calculated into the student’s GPA. Once enrolled in a developmental course, the student must pass (an overall average of 70 or higher) before moving on to the next course. Developmental courses cannot be dropped or removed from the student’s schedule under any circumstances.

Take away the fear.
- Please remember that new students are sometimes reluctant to take courses in subject areas they disliked, struggle with, or were not exposed to in high school or at a previous college. These issues may be addressed by discussing the knowledge that can be gained in these classes and the various resources available on campus to aid students when difficulties are encountered.

Class schedules should be balanced.
- Students’ class schedules should be balanced with consideration given to all activities with which the student is involved. Be certain to ask if the student is an athlete, a band member, a commuter, or employed. These students require certain factors to be considered when constructing their schedule. Refer to the following sections for more information about building a schedule for specific students.

- For all students, if possible, avoid combining extremely challenging courses, multiple reading and writing intensive, or multiple laboratory courses in the same semester. Also, avoid constructing an overly compressed schedule (all morning or noon classes, all Tuesday/Thursday or all Monday/Wednesday/Friday classes). Classes should be distributed across the day and week. This action should prevent students from feeling overwhelmed due to multiple tests/projects/assignments occurring on the same day.

- Students enrolled in more than one developmental course (099) should take pre-cautions when building a schedule to avoid course overload. Though 099 courses may cause students to fall behind, it is not advised for students to take on extra courses in the same semester as a way to catch up.
Advising First-time Freshmen

In general, first-time freshmen are students who have just graduated from high school and have begun college within the same year. Although not required, it is highly recommended that first-time freshmen be enrolled in FYS 100 (First Year Seminar) in their first semester at college. This course is intended to help students make the transition from high school to college and to become acquainted with DSU students, faculty, and staff.

Tips for Advising First-time Freshmen

Encourage variety!
- Keeping general education and major core courses in mind, first-time freshmen should be encouraged to register for a variety of courses in different disciplines. By doing so, students will be able to broaden their perspective and to confirm their choice of major, especially if they seem undecided about what major to declare. However, unless required or recommended for a specific major, two courses in the same discipline should not be taken. Suggest that the student take at least one interest course.

- View the student’s high school record and placement test scores as a whole package. Look for consistencies or inconsistencies such as high grades versus low test scores or vice versa. Use Banner to view the high school record (SOAHSCCH) and ACT scores (SOATEST). Developmental Studies holds may be placed on student’s accounts if he/she is required to complete developmental (099) courses based on ACT or other test scores.

Follow the General Education Curriculum.
- It is recommended that first-time freshmen, if eligible, should be enrolled in ENG 101 (English Composition I) and MAT 103 (Quantitative Reasoning) or MAT 104 (College Algebra) during the first semester, unless a degree program requires otherwise. Typically, the longer the delay in taking these courses, the less students have retained from high school or previous courses.

- With the exception of the 300/400-level course included in the General Education Curriculum, first-time freshmen should not be registered in 300 and 400 level courses. If needed, clearly communicate justification and impact on academic success.

Keep the balance.
- Freshmen and sophomores should not be registered for all MWF or all TR in one term, unless their schedule prohibits a balance across the week. Because tests, projects, papers, and other assignments may fall on the same day, students may become overwhelmed and may have trouble maintaining grades. It is not conducive to consistent learning and engagement and may hinder the student’s long-term learning.

- Do not enroll a student in more than one science laboratory class unless required.

- Familiarize yourself with the classroom locations to try to avoid scheduling successive classes that are located at opposite ends of campus.
Advising First-Generation College Students

Remember that first-generation students and their parents may be unfamiliar with college life and college expectations. First-generation college students don’t have a parent who has experience to provide guidance. These students also may feel pressure to pay for their own college expenses or even contribute to their family’s income. Further, first-generation students may not understand the importance of or how to be connected with campus.

Tips for Advising First-Generation College Students

- Offer information that will help them adjust to a newfound academic, social, and personal freedom. Parents, as well as students, may not be aware of the services we offer to students, and they may need help in accessing information.

- Help students and parents become familiar with University policies, especially those that may affect financial aid, residence halls, and curriculum.

- Recommend that first-generation freshmen participate in FYS 100, and encourage a balanced schedule that includes a variety of general studies courses as well as courses that connect to the interests of the student.

- Encourage both students and parents to ask questions and to communicate often. Encourage your advisees to call home even when they don’t need money.

- Make parents aware that we cannot legally release information to them about student grades without the student’s written permission. Refer to Legal Issues and Liabilities section for more information.

- Help students and parents understand what is required/expected of college students by relating high school experience to the college experience. Use the following link as a guide for comparing high school and college responsibilities: http://riseupms.com/middleschool/highschool-v-college/

- Suggest school organizations and clubs to your advisee. Relate the importance of getting involved, networking, and professional socializing to help build leadership skills.

Adapted from “What it takes to get to and through college” for the first-generation college student. Additional resources can be accessed on firstgenerationstudent.com.
Advising Transfer Students

Though incoming transfer students typically neither require nor wish for the kind of intensive advising assistance that freshmen do, they may have special needs that their academic advisors can help them meet. The majority of transfers arrive at DSU having chosen a major, and they are assigned to a major advisor immediately.

The most critical time for transfer students, as for freshmen, is the period between their orientation and the end of their first term at DSU. Advisors to transfer students give their most valuable assistance at this time by helping students to understand University policies and procedures, the application of transfer credits to core and major requirements, and appropriate placement in first-term classes.

Advising sessions may be quite challenging because transfers are either ahead or behind in course sequences compared to other students in the degree program. In addition, transfer credits may not readily be available due to delays at the previous institution. Typically, a transfer credit evaluation is done by Admissions and transfer credits should already be entered into the student’s registration account before registering. However, in some instances the advisor may be required to request credit for a course that did not transfer or transferred as a free elective.

- Prior college information for transfer is on SOAPCOL.

- For courses taken at a Mississippi Public Community College or Institution of Higher Learning, the articulation agreement can be used to identify transfer equivalencies. This agreement is available through the Registrar’s Office. For all private and out-of-state institutions, course description and syllabi may need to be examined and a course substitution/degree modification form submitted. Lastly, remind students to have official transcripts from all previous institutions sent to the Admissions’ office as soon as possible.

- Pay close attention to those courses that may have similar titles, so that you may avoid enrolling your advisee in the same course at DSU.

- If the transfer student is unable to register, they may have a hold from the Admissions’ office. Remind the students to have all official transcripts from all previous institutions and other required documents sent to the Admissions’ office as soon as possible.

Print Student Transcripts from DSU Online Services

1. Click “myDSU” on DSU Homepage – Log into “DSU Online Services”
2. Click “Faculty Services” – “Advisor Menu” – “Student Academic Transcript”
3. Select the appropriate term
4. Enter Student ID (900#) or Name to search
5. If Name displayed is correct, click “Submit” – “Display Transcript” – print.
Advising Student-Athletes
As with other advisees, get to know your student-athlete well. Is he/she a commuter? Does he/she have a job? These are important answers to know before building a schedule. For example, some sports, such as Swimming and Diving, have early morning practices. Therefore, it would be wise to avoid 8 am courses, if possible. Students who have rigorous athletic schedules tend to have a difficult time focusing immediately following a practice time.

Tips for Advising Student-Athletes
Be knowledgeable.
- Advisors should be knowledgeable about basic NCAA regulations even if NCAA compliance is not a part of their formal duties. The NCAA regulations may be complicated to understand. Advisors can help their students by being aware of the essential rules. Some student-athletes are also international student-athletes who need to be reminded of additional NCAA policies and regulations such as the signing of the I-20 form when traveling. Use this handout for a quick reference to NCAA eligibility.

Be patient.
- Remember that student-athletes are making a huge transition to the often extremely demanding world of college athletics as well as to the challenging demands of college academics. They need understanding and support during this difficult transition in order to get off to a good start and not become discouraged or sell themselves short.

Be credible.
- Learn more about the DSU campus and the demands and pressures it places on student-athletes so you can give advice that makes sense in a student-athlete’s situation. Some demands on student-athletes are minimal, and on others the demands, both physically and emotionally, are tremendous. State your purpose as an advisor and let your student-athletes know you are willing to help them achieve their goals.

Be encouraging.
- Keep in mind that you are working with young people in transition. Our students need consistency, patience, support, and encouragement as well as information, organization, and clear directions.

Be effective.
- You need to know the details of your student-athletes’ typical day: when does it begin, how much conditioning occurs and when, what kinds of meetings and practices are part of a normal week? Are they hurt or injured and how much time is rehab taking? Do they have required study hall hours? When do they have time to do their academic work, meet with professors, work in groups with other students, etc.? Keeping up with this information is essential to being effective as an advisor.

Be helpful.
- In an immediate and practical way, know your students and their needs. In addition to being student-athletes, advisees may be first-generation students, transfer students, students with complicated work schedules, students with disabilities, students with children, high achievers, etc. Get to know them as individuals and have ready access to the support systems all students need and any special support systems created for student-athletes. Inform your students about
essential techniques for juggling classes and sports. Provide time management resources as well as practical advice on when to rest, practice, and study.

Be respectful.
- Help students to value both their athletic gifts, academic efforts, and intellectual progress. Take students’ athletic hopes seriously, and take them seriously as people with careers and lives beyond athletics. Help them think about and prepare for their second career, their life, and plans outside of athletics. Teach them how to appropriately communicate and interact with you and their professors.

Be supportive.
- Attend athletic events. Advisors should demonstrate to student-athletes that they are an advisor outside of the office as well as within it. Advisors have an opportunity to be a lifelong mentor as well as an advisor. They should make certain their student-athletes know that they care about them as people. Take time to talk with the student-athletes about something of interest to them aside from academics and athletics, and don’t focus solely on office meetings.

Adapted from NACADA’s Advising First-Year Students Interest Group and Advising Student-Athletes Commission reports, 2012.

Discover the basics of NCAA regulations by contacting Dana George (Athletic Compliance) by e-mail at dgeorge@deltastate.edu or by phone at 662.846.4300.

The NCAA Eligibility Center is available at www.eligibilitycenter.org.

For information on international student-athletes, contact International Student Services by phone at 662.846.4574.
Advising International Students

Undergraduate International Students
- International students must maintain full-time student status (minimum of 12 hours) throughout fall and spring semesters.
  - At least 9 hours of the 12 hours per semester must be completed through on-campus course work.
- If a new international student begins at DSU during the summer, he/she must be enrolled in a full-time course load.
- Summer enrollment is optional for returning students, but make sure the student is aware that academic and athletic scholarships do not cover any tuition or fees incurred during summer terms.
- If received low TOEFL/IELTS (language proficiency) scores during the admissions process, the student will be required to complete ENG 099, ENG 100, and CRD 099 with a passing grade during the first semester of enrollment in order to continue enrollment.
- If received below 400 on Math section of SAT, must take MAT 099.
- If received below 430 on Verbal section of SAT, must take CRD 099.
- International students can work on campus as Regular Student Employee (RSE) but are ineligible for federal work-study. Before employment can begin:
  - Employer must submit an official letter verifying employment to DSU International Student Services (ISS), sample letter available in ISS office located in the Student Success Center in H. L. Nowell Union 308.
  - Employer and student must sign and date On-Campus Employment Guidelines form, available in ISS office, and return completed form to ISS office.
- Can work off campus through Curricular Practical Training (CPT):
  - Must be enrolled in current degree program for at least 1 full academic year
  - Must receive academic credit for the internship/employment
  - Internship responsibilities must be directly related to current degree program
  - Advisor and employer must submit an official letter to ISS, sample letters available in ISS office.
  - Advisor, employer, and student must sign and date CPT Guidelines form, available in ISS office, and return completed form to ISS office.
  - Once all of the items above are received and reviewed, ISS office will approve CPT and student will be issued an updated I-20 (government document).
    - Until updated I-20 with CPT approval is issued, the student will not be allowed to begin internship or employment.

Graduate International Students
- Must maintain full-time student status (minimum of 9 hours) throughout fall and spring semesters.
  - At least 6 hours of 9 hours must be completed through on-campus course work.
- If a new international student begins at DSU during the summer, he/she must be enrolled in a full-time course load.
- Summer enrollment is optional for returning students, but make sure the student is aware that academic and athletic scholarships do not cover any tuition or fees incurred during summer terms.
- If received low TOEFL/IELTS (language proficiency) scores during the admissions process, the student will be required to complete ENG 099, ENG 100, and CRD 099 with a passing grade during the first semester of enrollment in order to continue enrollment.
  o If student is required to take the additional courses listed above, make sure the student is aware that they will be responsible for any overload fee placed on their account.

- Can work on campus as Regular Student Employee (RSE) or Graduate Assistant (GA) but is ineligible for federal work-study. **Before employment can begin:**
  o Employer must submit an official letter verifying employment to ISS, sample letter available in ISS office located in the Student Success Center in H. L. Nowell Union 308.
  o Employer and student must sign and date On-Campus Employment Guidelines form, available in ISS office, and return completed form to ISS office.

- Can work off campus through Curricular Practical Training (CPT):
  o Must be enrolled in current degree program for at least 1 full academic year
  o Must receive academic credit for the internship/employment
  o Internship responsibilities must be directly related to current degree program
  o Advisor and employer must submit an official letter to ISS, sample letters available in ISS office.
  o Advisor, employer, and student must sign and date CPT Guidelines form, available in ISS office, and return completed form to ISS.
  o Once all of the items above are received and reviewed, ISS office will approve CPT and student will be issued an updated I-20 (government document).
    ▪ Until updated I-20 with CPT approval is issued, the student will not be allowed to begin internship or employment.

For more information, contact International Student Services by email at studentsuccess@deltastate.edu or by phone at 662.846.4574.
Advising Students Considering a Change of Major

While some students know what they want to study when they begin their university work and continue to graduation with their original plans, this pattern is not the usual one. Studies show that a majority of college students change their academic direction significantly – most within their first year of study.

Students should be encouraged to participate in early and active career exploration, especially in their first few semesters of college. There are a number of useful strategies that can help with this process, including the use of campus resources such as Academic Advisors, Career Services, Academic Advising Services, the DSU website, and other web resources. Consider using the following online resources to help students to explore their interests:

- [O-Net Online](https://www.onetonline.org), Occupational Information Network
- [My Next Move](https://www.mynextmove.org), Personality Profiler
- [Career Coaching](https://careercoaching.deltastate.edu), Delta State University, Career Services

Advising students who are undecided or have determined that a particular discipline is not for them can be challenging. Identifying interests, achievements, and past successes may aid some students in determining courses and majors they wish to consider. Students should be encouraged to speak with a faculty member in the discipline in which they show interest and to take advantage of internship and job shadowing opportunities. The following questions may help in advising such a student:

- What are your strengths and challenges?
- What kinds of activities do you enjoy most?
- How would you describe your personality style or your main personality characteristics?
- What subjects do you enjoy and in which did you earn good grades?
- Who are the people you have met whose work seemed the most interesting to you?
- What kinds of problems would you like to solve in your every day work?

Additional assistance in making educational and career choices can be found at [Career Services](https://career.deltastate.edu) located in H. L. Nowell Union 300. Contact Career Services by phone at 662.846.4646.
Advising Students on Academic Probation/Suspension

In general, a status of good academic standing at DSU requires a student to have a grade point average (GPA) of 2.0 or higher (approximately a C average). Academic advisors are responsible for understanding academic standing requirements not just for the institution but also for their academic programs. Advisors should also take the initiative to inform students of their academic standing and reach out to those who have fallen into probationary or suspension status and to offer support, encouragement, and resources to help keep students on track.

Good Academic Standing

In general, undergraduate students attain an academic standing at the end of their first full semester at DSU. An undergraduate student is considered to be in “Good Academic Standing” if the institutional (DSU) and the cumulative grade point average (GPA) are at a minimum or above the following:

<table>
<thead>
<tr>
<th>Classification (semester hours)</th>
<th>Institutional and Cumulative GPA *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen (0-29)</td>
<td>≥ 1.8</td>
</tr>
<tr>
<td>Sophomores (30-59)</td>
<td>≥ 1.9</td>
</tr>
<tr>
<td>Juniors (60-89)</td>
<td>≥ 2.0</td>
</tr>
<tr>
<td>Seniors (90 and above)</td>
<td>≥ 2.0</td>
</tr>
</tbody>
</table>

*Some academic programs have higher GPA requirements for good standing.

Academic Probation

A student whose cumulative or institutional GPA falls below the minimum GPA provided in the table below is considered to be on Academic Probation. Probationary status is removed when the student meets the qualification for “Good Academic Standing.” A student who has been placed on academic probation shall receive notification via letter from the appropriate Dean.

<table>
<thead>
<tr>
<th>Classification (semester hours)</th>
<th>Institutional and Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen (0-29)</td>
<td>&lt; 1.8</td>
</tr>
<tr>
<td>Sophomores (30-59)</td>
<td>&lt; 1.9</td>
</tr>
<tr>
<td>Juniors (60-89)</td>
<td>&lt; 2.0</td>
</tr>
<tr>
<td>Seniors (90 and above)</td>
<td>&lt; 2.0</td>
</tr>
</tbody>
</table>

Students on academic probation are encouraged to track their progress throughout the probationary semester and to utilize appropriate student support resources. Advisors can aid in this process by introducing students to strategies and resources that they can use for a successful semester. Academic advisors can assist in this process by proactively reaching out to advisees on probation to offer support, resources, and to help devise a plan for getting back in Good Academic Standing.

Academic Suspension

A student on Academic Probation will be suspended for one regular term at the end of any Fall or Spring term during which the term GPA listed in the following table is not achieved. Academic deans have discretion to consider as a regular semester the summer session, which comprises May intersession and both summer terms. A student who has been suspended shall receive a notification via letter from the appropriate Dean.
### Academic Suspension GPA Scale

<table>
<thead>
<tr>
<th>Classification (semester hours)</th>
<th>Semester GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen (0-29)</td>
<td>≥ 1.6</td>
</tr>
<tr>
<td>Sophomores (30-59)</td>
<td>≥ 1.8</td>
</tr>
<tr>
<td>Juniors (60-89)</td>
<td>≥ 2.0</td>
</tr>
<tr>
<td>Seniors (90 and above)</td>
<td>≥ 2.0</td>
</tr>
</tbody>
</table>

Students can appeal academic suspension status by submitting the [Request for Undergraduate Readmission form](#), available by request in the appropriate college or school Dean’s office. Suspended students may be reinstated for the term following the semester of suspension. Re-admitted students will be placed on academic probation until “Good Academic Standing” or a second suspension status is achieved. Students placed on suspension for a second time will be suspended for two regular semesters.

**Academic Dismissal**

Students having three academic suspensions are dismissed from the University. They may appeal to the Provost/Vice President for Academic Affairs for readmission after a period of three years.

For additional information see the “Academic Standards” section of the DSU [Academic Catalog](#).

**Tips for Students with Academic Difficulty**

- Explain the meaning of academic probation, academic suspension, and academic dismissal and why they are given.
- Stress the importance of improving academic performance.
- Try to discern the possible causes or factors that contributed to poor academic performance. For example, if a student is performing poorly in reading intensive courses, suggest that he/she take CRD 099 (Developmental Reading).
- Restrict course load to no more than 12-13 hours, unless approved by the Dean.
- Encourage students to repeat all failed courses as early as possible and any other courses specified by the Dean.
- Refer to the Student Success Center and to the Counseling Center, if necessary.
- Follow-up to check progress and offer support.

*For reinstatement information or for information about graduate student academic standards, contact the appropriate college or school Dean.*
Advising Students on Financial Aid Probation/Suspension
Financial Aid Probation/Suspension are not the same as Academic Probation/Suspension. Financial Aid Probation/Suspension status is given when a student does not make satisfactory progress toward degree completion, and any financial aid he/she may be receiving is paused or halted (e.g., dropping/failing multiple classes, not maintaining full-time status, taking classes that are not required for the student’s academic degree program, etc.). Financial aid status does not affect academic status. For example, a student can be on Financial Aid Probation and in Good Academic Standing during the same semester.

Satisfactory Academic Progress
Students who receive financial aid at DSU must conform to the standards for Satisfactory Academic Progress set by the University and outlined below.

<table>
<thead>
<tr>
<th>Minimum Qualitative Academic Standards</th>
<th>Minimum Quantitative Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall Hours Attempted</strong></td>
<td><strong>DSU Grade Point Average</strong></td>
</tr>
<tr>
<td>0-29</td>
<td>1.60</td>
</tr>
<tr>
<td>30-59</td>
<td>1.80</td>
</tr>
<tr>
<td>60</td>
<td>+ 2.00</td>
</tr>
</tbody>
</table>

Financial Aid Probation
Failure to meet these standards may result in students being placed on Financial Aid Probation for one semester. All students have the right to appeal decisions regarding holds and/or suspensions of financial assistance. To appeal, students must complete the Appeal for Reinstatement of Financial Aid Form for the appropriate academic year. Requests for reinstatement should be submitted at least ten (10) working days prior to the last day to register. All requests will be reviewed within ten working days of submission to the Financial Aid office provided the submission is properly completed and documented.

If the appeal is approved, students on Financial Aid Probation are typically required to complete a number of tasks during the probationary semester, as outlined by the Financial Aid Director in the Financial Aid Reinstatement letter. These tasks include, but are not limited to: attending study skills workshops, using the Student Success Center or Academic Support Lab for academic assistance, and earning a set minimum GPA (typically 2.0-2.25, depending on Financial Aid classification). Failure to meet these requirements can result in the total loss of Financial Aid for the following semester.

Financial Aid Suspension
Students may be placed on Financial Aid Suspension for one or more academic semesters. Students on Financial Aid Suspension may continue to enroll in courses, but they cannot receive financial assistance. Suspension of financial aid may occur if the student:

1. Does not successfully complete all hours attempted. W’s and F’s are not considered successful completions.
2. Withdraws from school.
3. Has earned an Incomplete (I). An I is not considered a passing grade. Financial aid will be reinstated once the student completes the course requirements and receives a grade. Should the student fail to obtain grades in the courses in question, he/she will be responsible for all fees.
4. Has an enrollment record indicating to the financial aid staff/director a problematic recurring pattern. This may include, but is not limited to, course drops, withdrawals, and slow degree progress.

5. Has a GPA of 1.00 or less.

Additional Information
Students often ask if their financial aid will be suspended or reduced when withdrawing from a class results in part-time status. To prevent disruption of financial aid, have all advisees check with the financial aid office prior to withdrawing from a course.

Extension of Financial Aid
Federal regulation requires that students complete the requirements for one degree within a 150% time frame. For DSU, 195 hours attempted would constitute the maximum allowable hours in pursuit of an undergraduate degree. Aid may be granted for up to 195 hours of course work provided those courses are required for completion of the student’s degree. Students who have attempted more than 160 hours will be required to complete an appeal and attach a copy of the Application for Degree from the Dean of their college/school and a Transcript Evaluation from the Registrar’s Office.

Students who are pursuing a second undergraduate degree must submit a list of courses required to complete their second undergraduate degree. This can be obtained from their advisor or Dean.

For more information about how academic progress affects financial aid, contact the Financial Aid office by email at finaid@deltastate.edu or by phone at 662.846.4670.
Advising Graduating Seniors
Coming soon!
Advising Students Considering University Withdrawal

Withdrawal from the university occurs when a student drops all courses within the same semester. Any student who wants to withdraw from the university must confer with both his/her academic advisor and the Student Success Center before completing the withdrawal form. When a student wishes to withdraw, it is vital to discern the possible causes or factors that contributed to the decision to withdraw and to resolve problems impacting the student’s ability to stay enrolled at the university.

Before allowing a student to withdraw, take the following steps:

- Ask why the student would like to withdraw and look for possible solutions.
- Make sure the student hasn’t confused withdrawing from a class with withdrawing from the university. Explain the difference, if needed.
- Make sure the student understands that he/she will be responsible for any fees incurred as a result of withdrawing from the university.
- Offer support and resources that could help the student finish the semester. If you are unaware of what campus resources are available, call the Student Success Center at 662-846-4574.
- Explain the process for re-admission to DSU.
  - Any student who is not enrolled in courses at DSU for one full year is required to re-submit their admissions’ application and pay the application fee.
- If the student wants to withdraw because of failing grades, double-check to make sure the student is actually failing his/her classes. Some students consider C and D grades to be “failing.” Additionally, ensure the student understands that instructors have the option of allowing him/her to drop with a failing grade.
- Explain the consequences of withdrawing and any impact it may have on future academic work:
  - No academic credit for dropped courses. This means the student will not be able to “start over” at another college/university, because all dropped/failed courses will show on academic transcript. The student will have to re-take all dropped/failed courses.
  - Withdrawing can cause a student to have a reduction or loss of Financial Aid.
  - Withdrawing can cause a student to lose athletic eligibility—to find out how an athlete’s eligibility could be effected, contact Dana George by e-mail at dgeorge@deltastate.edu or by phone at 662-846-4300.

Complete withdrawal is to be used only as a last resort in situations where the problem cannot be resolved (e.g. medical condition, military deployment, etc.). If a student still wishes to withdraw, the appropriate forms can be located in the Registrar’s Office or on their website at http://www.deltastate.edu/academic-affairs/registrars-office/. For more information about the withdrawal process, call the Registrar’s office at 662-846-4040.
Academic Advising Resources
DSU does not expect academic advisors to act as counselors, full-time academic/career coaches, or to be able to handle all academic problems. Students presenting with problems beyond the role of the advisor should be referred to the Student Success Center, Counseling and Testing, C.A.R.T., or Career Services.

The Student Success Center
The Student Success Center provides specialized support for all DSU students as they journey towards graduation. Our theme is “Navigating Success,” and our goal is to help students stay on track as they maneuver through college life. There are currently five divisions of the Student Success Center:

- Academic Advising Services: Academic Advising Services offers a wide range of advising tools and resources for students, faculty, and staff. Through academic advising, undecided students are advised with course selection and schedule building, while allowing them to test the waters in a degree program they wish to pursue, and faculty and staff are provided academic support resources for effective advising. Additionally, the Coordinator oversees the Stay Okra Strong (S.O.S.) Early Alert System to identify and assist at-risk students.
  - S.O.S. (Stay Okra Strong) Early Alert System: The mission of Stay Okra Strong (S.O.S.) is to facilitate the alignment between each student’s needs and the institutional resources available to foster the growth and development of essential skills necessary for a successful college experience and timely degree completion. S.O.S. takes a proactive approach to connect university resources with the individual needs of students faced with academic and institutional obstacles throughout the progression of their educational pathway. The goal of S.O.S. is to work collaboratively with campus faculty and staff to ensure student academic success. Faculty, staff, and students may refer a student by completing the form located at www.deltastate.edu/sos.

- Academic Support Services and Developmental Studies: Academic Support Services connects students with resources directly related to succeeding in college. Services include tutoring, study skills workshops, and the Academic Support Lab. Additionally, Academic Support Services provides developmental classes which prepare students for college level coursework, and the Summer Developmental Program, providing an “alternate route to college” for participants. (For more information see pp. 32-34.)

- International Student Services: International advisors provide international students with one-on-one assistance related to recruitment, admissions, enrollment, employment, and all other aspects of being a student in the US. The goal of International Student Services is to be a “home away from home” for international students.

- First Year Seminar: First Year Seminar (FYS) helps first-time DSU students transition to university life. FYS 100 provides students with the skills needed to be successful in college, focusing on such areas as studying, note-taking, time management, cultural competence, critical thinking, and career discovery.

- Okra Scholars: Okra Scholars is a project funded by the First in the World Grant through the US Department of Education. This project provides a unique, holistic approach to student development and retention. The goal is to raise graduation rates among underserved student populations such as those with ACT scores in the 17-21 range, residents of the Mississippi Delta, Pell eligible, and first generation college students. Freshmen who meet these criterion participate in FYS 110 and are paired with faculty mentors who will stay with them through their entire time at DSU.

For more information about services offered through the Student Success Center, contact the office by e-mail at studentsuccess@deltastate.edu or by phone at 662.846.4574.
Counseling and Testing
The demands of college life can prove to be stressful and overwhelming, especially when compounded with common life stressors, such as grief, depression, and anxiety. Counseling services have been established at DSU to provide free and confidential assistance in managing the transition to college life and emotional or mental health concerns that may arise as a result of stress or other life events. Counseling and Testing also provides a testing center for major assessments (ACT, MCAT, LSAT, Praxis series, etc.) and Americans with Disabilities Act (ADA) accommodations for students with disabilities.

For more information about services offered through Counseling and Testing, call 662.846.4690.

Referral to Student Success Center and/or Counseling
You may refer a student to these services via S.O.S. Early Alert online, but are not limited in how a referral is made. Walk-ins, e-mail, and phone referrals are also welcomed. Students experiencing academic difficulties should be referred to the Student Success Center via S.O.S. Students showing signs of serious emotional or mental health issues should be referred to counseling immediately. When making referrals to other campus offices, always call to ensure someone is available to meet with the student.

After advisor’s initial contact, referrals should be made in the following circumstances:
- When the student asks for a referral or is reluctant to discuss the problem
- When objectivity cannot be maintained
- When the student has physical or mental symptoms
- When the problem/request for information is beyond the advisor’s base of knowledge

C.A.R.T.
The Confidential Assessment Response Team, or C.A.R.T., is a tool available to faculty, staff, students, and the DSU community that takes a proactive approach to connecting students with university resources that can help them confidentially address concerns of health and safety. Any student found violating the Student Code of Conduct or a student who is the victim of physical, emotional, or sexual abuse can be reported through C.A.R.T. A report can be submitted using the online Incident Reporting Form and will be followed up by a member of the response team. For emergencies, contact DSU Campus Police at 662.846.4155.

For more information about C.A.R.T., contact the Office of Student Affairs at 662.846.4150.

Career Services
Career Services assists undergraduate students, graduate students, and DSU alumni in continuing their career journeys. Services include resume consultations, career coaching, job postings, job search planning, workshops on interviewing and business etiquette skills, on-campus interviews, and more. Statesmen Connect is an online career discovery tool provided by Career Services that allows students and alumni to explore their interests and skills and discover career opportunities in their field of study.

For more information about resources offered through Career Services, contact the office by e-mail at careerservices@deltastate.edu or by phone at 662.846.4646.
Academic Support Services
Academic Support Services offers assistance to individuals in developing the skills and attitudes necessary for success in university level course work. This includes study skill classes and workshops designed to reinforce academic skills necessary for student success. Tutors are available in the Academic Support Lab for all students enrolled at DSU and additional support is provided to students needing assistance with time management, reading comprehension, general study skills, note taking skills, procrastination, and test taking strategies. The Lab, for computer use, pay for print, and other tutoring services, is located in H. L. Nowell Union 302B.

Objectives
- Increase campus awareness of available academic support services,
- Identify at-risk students and meet the needs of those students to increase student retention,
- Provide the support services that are necessary for student success in college courses,
- Assist students in developing independent learning techniques to contribute to academic and personal growth,
- Assist students in developing an educational plan consistent with life goals and objectives, and
- Equip students with skills and attitudes necessary for attainment of personal goals.

Resources
- Provide free tutoring for all DSU students in both primary subjects and specific academic concentrations
- Offer one-on-one goal setting, time management, learning-style, test taking, note taking, and study skill assistance
- Facilitate study skills workshops throughout each academic term for all DSU students

Lab Equipment and Hours
- 25 Computers and 1 laser printer (set up to pay for print with Okra Kard)
- 4 Lab monitors, 5 student tutors, and 2 volunteer tutors
- Speakers and headphones for use with textbook instructional CDs
- Microsoft Office 2010, Hawkes Intermediate Algebra software and Hawkes College Algebra software, Respondus Lockdown Browser, and LanSchool monitoring
- Open Monday-Thursday, 8:00am-8:00pm, and Friday, 8:00am-1:00pm
  - No tutoring available on Friday

Developmental Studies
Developmental Studies contributes to the academic success of students with developmental needs and promotes the academic success of the student body as a whole. This office teaches all sections of the CED 098 (Study Skills I) and CED 099 (Study Skills II) courses, identifies and registers students in need of developmental and intermediate coursework, oversees tutors and tutoring conducted in the Academic Support Lab and coordinates and conducts study skills workshops for individual classes and large student audiences.

This office also administers the Summer Developmental Program, which offers participants an alternate route to college admission based on IHL mandated guidelines for students who do not meet regular admissions standards.
Based on the American College Testing (ACT) readiness assessment sub test scores, students may be required to complete developmental courses before moving on to credited college courses. For sub scores below the established standards, the following courses may be required:

- For Math ACT sub scores $\leq 21$ | required to take Intermediate course
  - MAT 099 (Intermediate Math)
- For English ACT sub scores $\leq 16$ | required to take Intermediate course
  - ENG 099 (Intermediate English)
- For Reading ACT sub scores $\leq 16$ | required to take Intermediate course
  - CRD 099 (Intermediate Reading)

If enrolled in two or more 099 courses listed above, the student will automatically be enrolled into the year-long courses of CED 098 Study Skills I and CED 099 Study Skills II.

**Advising Strategies**

Developmental Studies courses are intermediate courses that help prepare students for more intensive college courses. Developmental Studies encourages the following:

- If a student is enrolled into CED 098 or CED 099, he/she should not be enrolled into a History or other reading intensive course. Try to choose a hands-on course or interactive course instead.
- Students enrolled into CED 098 and CED 099 cannot take more than 17 hours (this includes the FYS 100 course).

**Enrollment Opportunities**

- Students have the opportunity to ‘test out’ of the Developmental Courses by taking the ACCUPLACER test. The test must be taken at the DSU Developmental Studies Office, located in H.L. Nowell Union 311, if they plan to enroll at DSU. Those students will only be given one attempt and must pass all sections of the ACCUPLACER test to ‘test out.’
- If the student is currently taking or plans to take developmental courses over the summer at a different institution, they must stay enrolled in DSU Developmental Courses until final grades are sent to Developmental Studies. Once received, Developmental Studies will contact the student to make appropriate schedule changes.
- Developmental Studies courses are not only for students whose sub scores fall below the above standards. The 098 and 099 courses may benefit any student who is not confident in a particular subject area.

For more information, contact Academic Support and Developmental Studies by email at studentsuccess@deltastate.edu or by phone at 662.846.4654.
Earning Credits by Examination
A maximum of 30 semester hours of undergraduate credit may be earned from the American College Testing (ACT) program, Advanced Placement (AP) Test, and/or College Level Examination Program (CLEP). To access tables listing score requirements and credit awarded, please click on the exam title (links available in online version only).

- **ACT credit.** To receive ACT credit, the student must be a first–time freshmen with a composite ACT score of 26 or higher and at least a B average in high school. All sub-scores must be on the same administration of the test. **Transfer students are not eligible for ACT credit.**

  For more information, contact the Admissions office by email at admissions@deltastate.edu or by phone at 662.846.4020.

- **Advanced Placement (AP) credit.** To receive AP credit, the student must have completed the Advanced Placement exam and have attained the minimum score to be granted credit. Most AP exams require a score of 3 or better to earn institution credit. However, minimum scores and courses credited may vary.

  For more information, contact the Admissions office by email at admissions@deltastate.edu or by phone at 662.846.4020.

- **College Level Examination Program (CLEP).** To receive CLEP credit, the student must have completed the subject-specific CLEP exam and have attained the minimum score to be granted credit. Most CLEP exams require a score of 50 or better to earn institution credit. However, minimum scores and courses credited may vary.

  For more information, contact Counseling and Testing by phone at 662.846.4690.

- **Writing Proficiency Requirement.** Students can complete the CAAP Writing Essay Examination as a way to fulfill their writing proficiency requirement. Students can register for the CAAP by contacting Counseling and Testing. The cost of the test is $30.00 cash/check payable on the day of testing. There are 40 slots available and it is first come, first serve on registration basis. Student who wish to take the CAAP should register for the test well in advance of graduation, as exam results take at least six weeks.

  For more information, contact Counseling and Testing by phone at 662.846.4690.
Academic Advising Resource Forms

Academic Advising Services
Advising Forms:
- Change of Major Form
- myDSU Cheat Sheet
- Student Enrollment Agreement
- Student Information Form
- Student Schedule Sheet

S.O.S. Early Alert:
- S.O.S. Online Form

Registrar’s Office
Forms:
- Drop Courses
- Add Courses
- Name/Address Change
- Schedule for Registration
- Enrollment Agreement
- Confidential Holds
- Withdraw from University
- Change of Major Instructions
- Change of Major Form
- Late Add Form Instructions
- Late Add Form

Policies:
- FERPA Notification of Rights
- Faculty/Staff Guide to FERPA
- Student Guide to FERPA
- Parents/Guardian Guide to FERPA
- Academic Information Release

Other:
- Curriculum Check Sheets
- Academic Maps

Miscellaneous
- Academic Catalogs
- Student Handbook
- University Policy Manual
- Argos Report Request Form
- NCAA Eligibility (Updated Standards)
- CART Incident Reporting Form
- Appeal for Reinstatement of Financial Aid
- Request for Undergraduate Readmission
Banner Codes
Web Banner is the online version of the University’s Administrative System, SunGard Higher Education Banner. It is web-based and uses Java technology to allow authorized individuals to access and maintain financial, student, financial aid, human resources, and development data. Academic advisors are authorized to view particular screens (separated by seven-character codes) to aid the academic advising process. Note: all information should remain confidential.

Student Information:
- SOAIDEN: Person Search (search for students by name)
- SPAIDEN: General Person Identification (address, telephone numbers, emails, etc.)
- SOADDRQ: Address Summary (all addresses on student’s account)
- SPATELE: General Person Telephone (all telephone numbers on student’s account)
- SPAPERS: General Person (gender, race, ethnicity, marital status, etc.)
- SOATEST: Test Score Information (ACT, ACCUPLACER, etc.)
- SOAHSCH: High School Information (high school address, courses, GPA, etc.)
- SOAPCOL: Prior College (prior college address, degree, major, etc.)

Registration:
- SGAADVR: Multiple Advisors (list of all advisors to student by term)
- SGASPRRT: Athletic Compliance (student’s sport, if applicable)
- SGASTDN: General Student (current term field of study/major, classification, etc.)
- SHATERM: Course History (academic history by term, courses, grades, etc.)
- SHACRSE: Course Summary (all courses and grades listed term-to-term)
- SHASUBJ: Subject History (courses and grades listed alphabetical by course code)
- SPAAPIN: Alternate Personal Identification Number (student alternate PIN by term)
- SFAREGQ: Registration Query (student’s schedule by term listed day-by-day)
- SFAREGS: Course Registration (student’s schedule by term not listed day-by-day)
- SFASLST: Class Roster (students enrolled by date of registration per term and CRN)
- SSASECT: Schedule (course information includes time, teacher, enrollment, etc.)

Faculty Information:
- SIAINST: General Faculty Information
- SIAASGN: Faculty Course Assignments
- SFASLST: Class Roster (students enrolled by date of registration per term and CRN)

For technical assistance or to request training, contact the Office of Information Technology by email at helpdesk@deltastate.edu or by phone at 662.846.4444.
myDSU, Registration, and Beyond

myDSU is the portal into all DSU online resources. Offer the “myDSU Cheat Sheet” to your advisees. It may be found in the Academic Advising Resource Forms section of this Guide and contains step-by-step instructions for accessing myDSU and its features.

Web Banner
Web Banner (commonly known as “Banner”) is the online version of the University’s Administrative System, SunGard Higher Education Banner. Currently access to Web Banner is only available for ON-CAMPUS use. Academic advisors have authorization to access certain information using Banner. Banner login requires a DSU personnel ID (email name) and a password that is set by and available from the Office of Information Technology (OIT).

DSU Online Services
Within DSU Online Services, faculty members can advise students, post grades, view advisees transcripts and more. Students may register for classes, check grades, view unofficial transcripts, pay for tuition, and use these links to access the Student Handbook and to access all policies, including grievance procedures, grading, and refund policies, in the University Policy Manual. A security question and answer must be entered when first accessing DSU Online Services. The login PIN/password is automatically set to the personnel’s six-digit birthday (MMDDYY). The password can be changed to something more confidential.

Changing the login PIN/password:
- **Step 1:** From the personal information menu, click “Change User Password.”
- **Step 2:** Change password to one you can easily remember. Password may be numbers and/or characters. Characters are case-sensitive.

Other Online Services
- **Canvas** is DSU’s learning management system (LMS). All online courses, hybrid courses, and courses that require submission of assignments via web use Canvas to track students’ learning and progress.
- The Okra Kard online account allows students, faculty, and staff to manage FLEX and Okra Green account balances in one convenient location.
- **OkraMail** is DSU’s e-mail system where each student is given a unique university e-mail address. Students should be encouraged to use OkraMail as their primary line of communication with professors and advisors.
- **Outlook Web Access** is DSU’s e-mail system for faculty and staff, which can be checked from anywhere with internet access.
- **S.O.S. Early Alert** is a system for identifying and assisting at-risk students through organized outreach and intervention.

*For more information about myDSU, call OIT at 662-846-4760.*
Steps for Registration Advising Session

If a student is registering for classes for the first time, it can be overwhelming and confusing to take in a great deal of information all at once. Many first-time students are unfamiliar with Curriculum Check Sheets/Academic Maps and the registration process. The following are steps recommended to help the first registration advising session to go as smoothly as possible:

1. In Banner, check the student’s admission status to ensure that he/she has been fully admitted. Check for any missing documentation such as transcripts, test scores, or immunization records. **Banner code: SAAADMS**

2. Check the student’s account for any holds on the record. **Banner code: SOAHOLD**
   - If there is a hold on a student’s account, please call the office for which the hold was placed (the hold must be removed before the student can register):
     - Admissions: 662.846.4020
     - Developmental Studies: 662.846.4654
     - International Student Services: 662.846.4574
     - Financial Aid: 662.846.4670
     - Student Business Services: 662.846.4698
     - Registrar’s Office: 662.846.4040

3. Confirm that the student’s major and advisor are listed correctly. If the major is listed incorrectly, have the student complete a Change of Major form and submit it to the appropriate office(s). If the advisor is listed incorrectly, follow departmental protocol for correcting this information. **Banner code: SFAREGS**

4. Using Banner or DSU Online Services, access the student’s transcript and match his/her previous courses to the Curriculum Check Sheet/Academic Map for his/her major. **Banner code: SHATERM**
   - For first-time freshmen, check for previous AP/Dual Enrollment courses, ACT credit courses, and any other previous college credit. This is also a good time to check for enrollment in developmental courses (If using Banner, use code: SFAREGS to check current enrollment. If using DSU Online Services, see “Courses in Progress” at bottom of unofficial transcript.).
   - For new transfers, check all previous college credit and apply to Check Sheet/Academic Map. Review and discuss student’s progress in his/her academic program so far and what courses he/she still needs, including internships.

5. Using the instructions in the following pages, look up the student’s Alternate PIN number, a unique six-digit number that is required for course registration and is not the same as the PIN that is needed to login to DSU Online Services (typically, a six-digit birthday). The Alternate PIN changes from semester to semester, and the advisor is the ONLY person who can give a student’s PIN. Once the PIN is located, write it on the Student Enrollment Agreement for the student to use as a reference when registering. (See: Searching for Student’s Alternate PIN, pp. 42-50.)

6. Discuss which classes the student will need next, using the Academic Map as a guide. Use the instructions in the following pages to search for needed courses. Most first-time students take “the big 4,” which consist of an English, a math, a history, and a lab science. An art, personal
development, or introductory majors’ course can be used to fulfill a total of 15 hours. Finally, search for a section of First Year Seminar (FYS 100) that fits with the student’s schedule. As you and your advisee discuss and search for courses, use the Student Schedule Sheet to map out course times. (See: Searching for Courses/CRN’s, pp. 51-58.)

7. Once the pre-registration period begins (typically in early April/November), the student can login to DSU Online Services to register for courses. While advisors are able to login to Banner or DSU Online Services to register for students, it is highly recommended that students register themselves so that they can become familiar with the registration process. If a student is registering for the first time, it is helpful to walk him/her through the steps using the instructions at the end of this Guide (See: Registration Steps, 65-71.) Please note:
   - While some advisors choose to meet with students for course advisement in the week before pre-registration begins, others prefer to meet the week of pre-registration. Communicate your preference to your students, and schedule accordingly. Regardless of when the registration advising session is held, students must register on the day that their class/group is eligible for registration during pre-registration week:
     - Monday: Seniors, Honor Students, Student-Athletes
     - Tuesday: Juniors
     - Wednesday: Sophomores
     - Thursday: Freshmen

8. Other steps to consider:
   - Have the student complete a Student Information Form that includes current contact information along with other information that will help you get to know your student. Keep this in the student’s folder.
   - Ask if the student would like to complete a Consent to Release Academic Information (FERPA) form. Explain what FERPA is and what signing the form entails. The signed, original version of this form must be filed with the Registrar’s office to be official. Keep a copy in your student’s file.
   - There may be a pre-/co-requisite or other block preventing student from registering in a course. With permission from the course instructor, the advisor may complete a course override to allow the student into the course. (See: Registration Overrides, pp. 72-83.)
   - If possible, allow the student to print a copy of his/her completed schedule and booklist to keep as a reference. (See: Finalizing Student Schedules, p. 41).
Finalizing Student Schedules
Ensuring that the advisor and advisee comply with the courses enrolled, it is beneficial to keep a Student Enrollment Agreement for each academic term with signatures from both the advisor and the advisee. Every student should know where to find a copy of his/her current course schedule after registering for courses. It is also helpful to show students how to access a copy of required course materials. Below are steps to assist you and your advisee.

Advisor’s display/print for student’s schedule in DSU Online Services
  Step 1: Go to www.deltastate.edu
  Step 2: Click myDSU
  Step 3: Log into DSU Online Services
  Step 4: Click “Faculty Services”
  Step 5: Click “Student Menu” (first option)
  Step 6: Click “ID Selection” (second option)
  Step 7: Select the correct term from the drop down menu and click “Submit”
  Step 8: Enter the student’s ID number (900#)
  Step 9: Click “Submit”
  Step 10: Verify student’s name and click “Submit”
  Step 11: Select “View Student Schedule”
  Step 12: Print using your web browser print option.

Student’s display/print for schedule and book list
  Step 1: Go to www.deltastate.edu
  Step 2: Click myDSU
  Step 3: Log into DSU Online Services
  Step 4: Click “Student Services & Financial Aid”
  Step 5: Click “Registration”
  Step 6: Click “Student Schedule by Day & Time”
  Step 7: Current schedule displays (skip to Step 10, if the correct term displays)
  Step 8: Enter a date during the term that needs to be displayed (MM/DD/YYYY)
  Step 9: Click “Submit”
  Step 10: Print using your web browser print option.
  Step 11: Click “Buy Textbooks Online” at the bottom of the webpage
  Step 12: Select the term from the drop down menu and click “Submit”
  Step 13: Click “Buy Textbooks”
      A new internet tab will appear
      Review the book list for that term
  Step 14: Print using your web browser print option.
Searching for Student’s Alternate PIN in Web Banner

Go to www.deltastate.edu
Select the myDSU tab

Scroll down the page to Web Banner.
Click “Login.”
Login to Web Banner by clicking “DSU Production Database.”

Username (DSU email name)
Password (assigned by OIT)
Type “SPAAPIN” into the code “Go To...” field and keystroke “Enter.”

Type in the academic term or select from the drop down box.
NOTE: The Alternate PIN changes every semester and is available if the student is eligible to register. If an Alternate PIN does not appear, the student may have a hold on his/her student account preventing registration.

Type in the student’s ID number (900#) into “ID:” field (name automatically appears)

Click the “Next Block” icon OR
Keystroke “ctrl” + “page down”

Alternate PIN(s) will be listed in the third column

To return home, click the “Rollback” icon (left-faced arrow) then, the bold “X.”
Searching for Student’s Alternate PIN in DSU Online Services*
*using Internet Explorer

Go to www.deltastate.edu
Select the myDSU tab

Scroll down the page to DSU Online Services.
Click “Login.”
Select “Login.”

Enter your User ID and PIN here.

Your User ID is your DSU 900# and your PIN is a six character password.

When you log in for the first time, use your birth date as your PIN (MMDDYY).

Select “Login.”
Click “Faculty Services.”

Click “Advisor Menu.”
If you know the student’s DSU ID (900#), enter it here and click “Submit.”

Alternatively, you may enter the First and Last names and click “Submit.”

Click “ID Selection.”
NOTE: The Alternate PIN changes every semester and is available if the student is eligible to register. If an Alternate PIN does not appear, the student may have a hold on his/her student account preventing registration.
Searching for Courses/CRNs on DSU’s Website*
*using Internet Explorer

1. Go to www.deltastate.edu
2. Select the Academics tab

3. Click on “Class Schedules” (third option under ‘Quick Links’)

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Modified June 2016

50 | P a g e
Select the term from the listing

The course report appears and should convert into Adobe .pdf to save on the desktop.
Keystroke “Ctrl” + “F” to display the find option

Click the Search field in the Find tool, type in a keyword and keystroke “Enter” to search.

(e.g. click the Search field, type in ‘ART,’ and keystroke “Enter.” This will highlight classes offered that begin with ‘ART.’ You may also word search.)

NOTE: If an asterisk (*) appears next to the CRN number, the course is closed.

NOTE: If the report does not convert into .pdf format, do so by selecting the Adobe icon and saving to the desktop. Other internet browsers have similar toolbars; the download option may be available by selecting a ‘floppy disk’ icon.
Searching for Courses/CRNs in DSU Online Services*
*using Internet Explorer

Go to www.deltastate.edu
Select the myDSU tab

Scroll down the page to DSU Online Services.
Click “Login.”
Select “Login.”

Enter your User ID and PIN here.

Your User ID is your DSU 900# and your PIN is a six character password.

When you log in for the first time, use your birth date as your PIN (MMDDYY).

NOTE: At the first login, a security question prompt will appear.

Select “Login.”
Click “Student Services & Financial Aid”

Click “Registration”
Click “Add/Drop Classes”

Select the term from the drop down menu and click “Submit”
NOTE: If you are searching for and adding CRNs in DSU Online Services, it may be wise to use the Student Registration Steps in DSU Online Services on the following pages.
Advisor Registration Steps in Web Banner

Go to www.deltastate.edu
Select the myDSU tab

Scroll down the page to Web Banner.
Click “Login.”
Login to Web Banner by clicking “DSU Production Database”

Username (DSU email name)
Password (assigned by OIT)
Type “SFAREGS” into the code “Go To...” field and keystroke “Enter.”

Click the bold “X” to exit the ‘Distribution Parameters’
Type in the academic term or select from the drop down box. Type in the student’s ID number (900#) and student name should appear.

Confirm the student name is correct and click the “Next Block” icon OR Keystroke “ctrl” + “page down” to move into the ‘Enrollment Information’ section.

NOTE: If a dialog box indicating the student is not eligible to register appears, he/she may have an account hold.
Confirm the student name is correct and click the “Next Block” icon

OR

Keystroke “ctrl” + “page down” to move into the ‘Course Information’ section

Type the CRN code for the first course and keystroke “down arrow;” row fills automatically. Keystroke “down arrow.”

Repeat this step until all courses are successfully entered.

Repeat previous step until all courses are successfully entered.

Click “Save” icon (blue floppy disk) twice.
To remove a course, it must be ‘dropped.’ Keystroke “down arrow” to the course, highlight the ‘RE’ in the status column and enter ‘DD’ to drop the course.

Click “Save” icon (blue floppy disk) twice.

Remove the dropped course from the listing by selecting “Record” and ‘Remove.’ The course will no longer be listed in the ‘Course Information.’

Click “Save” icon (blue floppy disk) twice.

Exit “SFAREGS” by selecting the bolded black “X” on the toolbar.
Student Registration Steps in DSU Online Services *
*using Internet Explorer

Go to www.deltastate.edu
Select the myDSU tab

Scroll down the page to DSU Online Services.
Click “Login.”
Select “Login.”

Enter your User ID and PIN here.

Your User ID is your DSU 900# and your PIN is a six character password.

When you log in for the first time, use your birth date as your PIN (MMDDYY).

NOTE: At the first login, a security question prompt will appear.

Select “Login.”
Click “Student Services & Financial Aid.”

Click “Registration.”
Click “Add/Drop Classes”

Select the term from the drop down menu and click “Submit”
Enter the Alternate PIN and click “Submit”

Click “Class Search” to search for Courses/CRNs
Select a subject area to view course offerings and click “Course Search” by course codes.

View courses by subject code and course number and click “View Sections”
NOTE: You may collect CRN numbers and enter them into the Add Classes worksheet (shown above). This may be most beneficial when adding co-requisite courses. When all CRN’s have been entered into the worksheet, click “Submit Changes” to register.

Choose a course to register by ‘checking’ the box on the left side of the page and click “Register” to enroll into the ‘checked’ course

NOTE: “C” indicates a closed course

Check for registration errors (closed classes, time conflicts, etc.) before leaving the ‘Add/Drop Courses’ page.

Click “Class Search” to search for more CRNs/courses.

NOTE: You may collect CRN numbers and enter them into the Add Classes worksheet (shown above). This may be most beneficial when adding co-requisite courses. When all CRN’s have been entered into the worksheet, click “Submit Changes” to register.
Registration Overrides in Web Banner

Go to www.deltastate.edu
Select the myDSU tab

Scroll down the page to Web Banner.
Click “Login.”
Login to Web Banner by clicking “DSU Production Database”

Username (DSU email name)  
Password (assigned by OIT)
Type “SFASRPO” into the code “Go To…” field and keystroke “Enter”

Type in the academic term or select from the drop down box.

Type in the student’s ID number (900#) and student name should appear.

Confirm the student name is correct and click the “Next Block” icon

OR

Keystroke “ctrl” + “page down” to move into the ‘Student Permits and Overrides’ section
Type in the type of override/permit or select from the menu of permit codes and type the CRN code for the first course and keystroke “down arrow;” row fills automatically. Repeat this step until all courses are successfully entered.

Click “Save” icon (blue floppy disk) and exit “SFASRPO” by selecting the bolded black “X” on the toolbar

NOTE: Submitting an override for a student DOES NOT register the student into the class. It merely indicates approval to override the restrictions that would otherwise prevent the student from registering for the course.
Registration Overrides in DSU Online Services*
*using Internet Explorer

Go to www.deltastate.edu
Select the myDSU tab

Scroll down the page to DSU Online Services.
Click “Login.”
Select “Login.”

Enter your User ID and PIN here.

Your User ID is your DSU 900# and your PIN is a six character password.

When you log in for the first time, use your birth date as your PIN (MMDDYY).

Select “Login.”
Click “Faculty Services.”

Click “Registration Overrides.”
Select a term from the drop down menu.
Click “Submit.”

If you know the student’s DSU ID (900#), enter it here and click “Submit.”
Alternatively, you may enter the First and Last names and click “Submit.”
Verify that the name displayed is the student whose ID you entered. Then, click “Submit.”

If this is not the correct student, click the “ID Selection” link at the bottom of the page to search again.

Select the type of override you are granting from this drop-down menu.
Select the course for which you are granting this override from this drop-down menu.

Review the override and if it is correct, click “Submit.”

If it is not correct, use your browser’s “Back” button to return to the previous pages to make corrections.
Confirm the registration override information.
Click “Submit.”

This is an on-screen confirmation that the override was successfully submitted.

NOTE: This does not confirm that the student is enrolled into the course. Please have the student follow the registration steps to complete enrollment.
If you need to grant an override to another student, select the “ID selection” link at the bottom of the page and repeat the process.

NOTE: Submitting an override for a student DOES NOT register the student in the class. It merely indicates your approval to override the restrictions that would otherwise prevent the student from registering for the course.
### Student Services Contact List

<table>
<thead>
<tr>
<th>Student Support Service</th>
<th>Contact</th>
<th>Location</th>
<th>Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advising Services</td>
<td>Darla Sisney</td>
<td>H. L. Nowell Union 309</td>
<td>4577</td>
</tr>
<tr>
<td>Academic Support Services and Developmental Studies</td>
<td>Tricia Killebrew</td>
<td>H. L. Nowell Union 311</td>
<td>4654</td>
</tr>
<tr>
<td>Admissions and Recruiting</td>
<td>Caitlyn Thompson</td>
<td>Kent Wyatt Hall 117</td>
<td>4020</td>
</tr>
<tr>
<td>Campus Police – Campus Safety/Parking Emergencies call 662.846.4155</td>
<td>Chief Lynn Buford</td>
<td>H. L. Nowell Union 202A</td>
<td>4155</td>
</tr>
<tr>
<td>Career Services - Career Exploration, Job Listings, Interview Skills, Resume Writing</td>
<td>Davlon Miller</td>
<td>H. L. Nowell Union 300</td>
<td>4646</td>
</tr>
<tr>
<td>Counseling and Testing Center - Short term personal counseling and referrals to community services, CLEP and other national standardized tests</td>
<td>Dr. Richard Houston</td>
<td>O. W. Reilly Student Health Center</td>
<td>4690</td>
</tr>
<tr>
<td>Disability Accommodation</td>
<td>Dr. Richard Houston</td>
<td>O. W. Reilly Student Health Center</td>
<td>4690</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Christie Rocconi</td>
<td>Kent Wyatt Hall 144</td>
<td>4670</td>
</tr>
<tr>
<td>Housing and Residence Life</td>
<td>Julie Jackson</td>
<td>Bailey Hall 108</td>
<td>4151</td>
</tr>
<tr>
<td>International Student Services</td>
<td>C. Elise Mallette</td>
<td>H. L. Nowell Union 308</td>
<td>4574</td>
</tr>
<tr>
<td>Registrar</td>
<td>Becky Finley</td>
<td>Kent Wyatt Hall 201</td>
<td>4040</td>
</tr>
<tr>
<td>Student Business Services</td>
<td>Kelvin Davis</td>
<td>Kent Wyatt Hall 131</td>
<td>4698</td>
</tr>
<tr>
<td>Student Success Center</td>
<td>Christy Riddle</td>
<td>H. L. Nowell Union 308</td>
<td>4574</td>
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<td>Student Health Services</td>
<td>Dr. Richard Houston</td>
<td>O. W. Reilly Student Health Center</td>
<td>4690</td>
</tr>
<tr>
<td>Student Life and Orientation</td>
<td>Jeanna D. Wilkes</td>
<td>H. L. Nowell Union 200</td>
<td>4666</td>
</tr>
<tr>
<td>The Writing Center</td>
<td>Susan Allen Ford</td>
<td>Kethley 201</td>
<td>4088</td>
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<td>Veteran Education Benefits</td>
<td>Becky Finley</td>
<td>Kent Wyatt Hall 201</td>
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