

# FOSTERING UNDERGRADUATE STUDENT SUCCESS:



A GUIDE FOR FACULTY ADVISORS

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# CHAPTER 1: STUDENT SUCCESS



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# The Division of Student Success

Welcome! It is my pleasure to introduce you to the Division of Student Success. Since its inception in Fall 2013, we have dedicated time and resources to ensuring student success is at the forefront of everyone’s mind here at Western Carolina University. Undergraduate advising has become the major tool at WCU that provides an arena for student success and retention.

In an effort to know where we are going as an institution, it is important to focus on setting goals and objectives. We live in an ever-changing world, and success in the future depends upon the knowledge that is acquired through training and education. To that end, the Advising Center has developed this electronic advising manual to assist faculty and staff in guiding students to “Finish in Four”.

This manual, which has been carefully prepared by the Advising Center, will provide a panoramic view of the charge that we have before us. It is imperative that we as faculty and staff continue to provide resources to help our students succeed.

My hope is that you will use this manual as a resource in helping students reach their goal of graduating.

Respectfully,

Lowell K. Davis, PhD

Assistant Vice Chancellor for Student Success

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# Units in the Division of Student Success

## The Advising Center

The Advising Center offers comprehensive academic advising to undeclared and declared undergraduate students at Western Carolina University. The Center provides a holistic approach to advising by addressing students' academic and social potential. Advisors help students to select proper courses, to choose appropriate majors, to understand university academic policies and procedures, and to cope with the transition to college.

## Mentoring and Persistence to Success (MAPS)

The Office of Mentoring and Persistence to Success provides academic advising, mentoring; one-on-one tutorial support; workshops focused on career, financial aid, and graduate school preparation; and other resources to four groups within the student body:

- Students who are first generation college students (parents do not have Bachelor's degrees)
- Students who meet income guidelines set by the U.S. Department of Health and Human Services (HHS)
- Emancipated youth, formerly homeless or without consistent residence, or aged out of foster care
- Students participating in the Academic Success Program (ASP)

## Summer Session

Attending Summer Session offers students multiple opportunities with the benefit of helping them reach graduation on time or even early. Smaller class sizes, a lighter course load than fall and spring semesters, and time to focus on one or two classes instead of juggling many – these are just a few of the excellent reasons for students to attend Summer Session. Summer Session operates within Mentoring and Persistence to Success.

## The Office of Accessibility Resources

The Office of Accessibility Resources is a voluntary program for students with documented disabilities designed to ensure the receipt of necessary accommodations and equal treatment in all areas of campus life. Students are encouraged to be active in the determination of accommodations.

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## The Office of Student Transitions

The Office of Student Transitions aims to foster opportunities that will empower students to thrive in transition. We support students' First Year Experience, Sophomore Success, and Transfer Student Initiatives.

Signature programs include: New Student Convocation, Transition Pathways courses, One Book: (Common reading program), Transfer Ambassador program, Tau Sigma Honor Society, Sophomore Showcase, First-year Advocate Awards, and the Chancellor's List Awards.

## The Writing and Learning Commons (WaLC)

The Writing and Learning Commons (WaLC), located in Belk 207, provides free small-group course tutoring, one-on-one writing tutoring, Writing Fellows for writing-intensive classes, individual academic skills consultations, support for international students, in-class writing and learning workshops, and online writing and learning resources.

## The Mathematics Tutoring Center (MTC)

The Mathematics Tutoring Center offers tutors to help with homework, review concepts, help with study skills, and answer questions about math courses.

## OneStop Student Service Center

The OneStop is a centrally located service center that makes it quick and convenient access for students and parents who need to conduct university related business involving financial aid, Cat Card activity, Registrar, cashiering, parking and other general student services.

## The Registrar's Office

The Registrar's Office fosters student success through the management of the University's student information system. In close partnership with other academic units, the Registrar's Office owns or oversees:

- publication of the academic calendar and university catalog
- the schedule of classes, classroom scheduling, room reservations and final exams scheduling
- registration, grading, and academic standing, graduation and student records
- the degree audit, transfer equivalencies and transfer articulation
- transcript services, enrollment certifications, and enrollment verifications.

Most direct student services are provided through the OneStop. Questions about registration and degree audits are best directed to faculty or professional advisors.

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## Related Units

### The Office of International Programs and Services (IPS)

The Study Abroad Office at WCU is part of International Programs and Services, located at 109 Camp Building. This office assists WCU students who would like to study abroad, or to participate in internships or service learning internationally while earning credit toward the completion of their academic program. WCU's study abroad opportunities are designed for both undergraduate and graduate students. Undergraduate students can study up to three semesters abroad plus summer programs. The IPS office hosts information sessions twice a week to assist students with the study abroad process.

### Center for Career and Professional Development (CCPD)

The CCPD assists students with finding non-work study employment; choosing a major and career path; identifying related work experience in the form of externships, internships and co-ops; and creating job search documents. Through career fairs and etiquette events, Career Services helps students secure employment or graduate school opportunities after graduation.

### Center for Service Learning

Connects faculty, students, and staff with service opportunities in the region and actively supports the University's commitment to community engagement.

### College of Business Advising

College of Business Advising serves as the liaison between the Advising Center and the Faculty Advisors to assist students in the College of Business with course selection and academic planning.

### Coulter Faculty Commons

The Coulter Faculty Commons leads the WCU community in providing collaborative, innovative, and confidential support for faculty, staff, and programs in the pursuit of instructional and professional excellence. The CFC promotes transformative practices in teaching, scholarship, instructional technology, and student development, both on and off campus, in support of the academic mission of WCU.

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## Honors College

The Honors College is a community of high-achieving students. The purpose of the College is to direct and inspire great students to get the most out of their WCU experience by taking The Honors Path and by getting to know other students who are going the same way. Ultimately, The Honors College helps students to be as competitive as possible for careers or graduate school after graduation from WCU.

## Technology Commons

The Technology Commons, located on the ground floor of Hunter Library, is a place for students to enjoy a relaxing collaborative atmosphere while having access to expert technology assistance and to a student computing lab. We also provide Technology Support, Equipment for Checkout, Software & Technology Training, and Apple & Dell Computer Purchasing. The Technology Commons is open the same hours as Hunter Library.

## University Participant (UP) Program

The UP program provides an inclusive, two-year, on-campus living and learning experience for persons with intellectual disability between the ages of 18 and 25. The goal of the program is to facilitate the transition of participants from secondary school to adult life in the areas of education, employment, and independent living. During the two-year period, participants complete requirements to receive a UP Certificate of Accomplishment based on an Individual Plan for College Participation.

## Suite 201 for Education Majors

The mission of Suite 201 is to develop a college-wide system of support by centralizing the functions related to recruitment, preparation, field placement, licensure, and professional development for teachers. Suite 201 also seeks to promote a seamless continuum for the ongoing development of professional educators. As part of the College of Education and Allied Profession's efforts to support our students from recruitment through the beginning years of teaching, we have established a centralized office for all support services. Advising and outreach for CEAP has grown in recent years as we work with faculty and students in undergraduate, graduate, residential, and online programs. Student (and beginning teacher) success is our mission, and we feel strongly that Suite 201 inside the Killian Building is a welcoming and bustling place for students to come for services, meetings, and even just to hang out.

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# Finish in Four

The Finish in Four initiative is Western Carolina University's pledge to provide students with the resources and guidance necessary to finish their undergraduate degree in four years. In Finish in Four, we seek to provide students with a clear roadmap for success and the tools necessary to realize their dreams.

In consultation with their professional and faculty advisors, students will utilize available tools and resources to outline the courses they need to successfully complete their degree program. The plan will account for Liberal Studies courses, major courses and their appropriate sequencing, concentrations and/or minors, and any electives needed to reach the minimum number of hours required for the specific degree program. The Finish in Four Plan also allows students to intentionally plan for summer sessions, study abroad opportunities, service learning, internships and externships, and other curricular and co-curricular opportunities.

## How does the Finish in Four initiative affect advisors and students?

The Finish in Four initiative will put policies in place that are intended to keep students moving forward toward graduation:

### Withdrawal Policies

- Students may withdraw from a maximum of 16 credit hours during their career at Western Carolina University. Any withdrawal beyond the limit will result in a Withdrew-Failing (WF) which will affect the semester and cumulative GPA as if it were an F.
- University withdrawals will affect satisfactory academic progress and course completion rates but will not count towards the student's 16-hour course withdrawal limit.

### Grade Replacement Policy

Students may repeat a maximum of 16 credit hours. When a student repeats a course, only the most recent grade will be used in calculation of the student's grade point average and counted in the hours toward graduation. However, all grades will remain on the student's transcript.

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## Academic Standing Policies

In addition to earning and maintaining acceptable grade point averages, students also are also required to successfully complete at least 67% of their attempted semester hours.

**For detailed information on these policies, please see Chapter 3 or review the Academic Regulations section of the Undergraduate Catalog: [catalog.wcu.edu](http://catalog.wcu.edu)**

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# Roles

## Professional Advisors

Advising Center, MAPS, and Honors College

Responsibilities: Professional advisors advise undeclared students and assist advisees in identifying an area of interest and declaring a major. In addition, each professional advisor in the Advising Center will be assigned to a College or to departments within a College to work with students intending to declare majors in that College. Professional advisors in the Advising Center serve as liaisons to the Colleges to facilitate communication and student hand-off.

Assigned professional advisors will communicate regularly with the Department Head/Program Director for freshmen and transfer students in each major to facilitate the declaration of major process for students and to assist students and faculty as needed regarding academic advising.

Additional responsibilities

- Teach sections of LEAD, USI 130, and USI 101 as needed.
- Teach LC 101, the Learning Contract class.

Suite 201

Responsibilities: The Suite 201 initiative places professional advisors in the College of Education and Allied Professions. Suite 201 advisors are responsible for advising students who are majoring in Elementary and Middle Grades Education, Health and Physical Education, Inclusive Education, Birth-Kindergarten Distance Education Program, and the Wheel Teach Living and Learning Community.

Educational Outreach

Responsibilities: Distance learning students eligible for admission to WCU must complete a two-stage process. Stage one is admission to WCU. Stage two is admission to an approved program. Students not yet admitted to an approved program may be offered enrollment as an undeclared student to complete coursework toward the Liberal Studies requirement. Educational Outreach provides academic advising support to students while in this status.

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## College of Business Advising

Responsibilities: College of Business Advising serves as the liaison between the Advising Center and faculty advisors to assist students in the College of Business with course selection and academic planning.

### Faculty Advisor (Major advisor)

Responsibilities: Faculty advisors in each major will continue to provide comprehensive advising to declared advisees in the program. Contacts that are expected to occur with freshmen and first-semester transfer advisees include:

- Provide to and discuss with the advisee the major eight-semester plan.
- Discuss specific requirements and expectations for the major.
- Discuss course sequencing, specifying what years and/or semesters various courses are offered.
- Discuss careers and various career paths for graduates of the major.
- Discuss reported fifth-week grades (with students who request advice).
- Discuss scholarship opportunities (Rhodes, Truman, etc.).
- Discuss intern/co-op opportunities.
- Encourage students to join student professional organizations and become involved in other student life organizations/activities.
- Discuss adjustment to the university as it concerns academic progress.
- Encourage advisees to use available support on campus as needed.
- Advise for early registration and approve next semester's course schedule.
- Provide all advisees who have declared majors with their alternate pin numbers (alt pin) for web registration. (Students with declared majors cannot get this number from the Registrar, Advising Center, MAPS or Honors College because these agents do not know whether or not the student has met with the faculty advisor.)

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## Department Heads

Responsibilities: Department heads facilitate the designation of a faculty advisor for each undergraduate in the major and will communicate with the designated professional advisor.

## Deans/Associate Deans

Responsibilities: The dean/associate dean of each undergraduate college supports and monitors the academic advising model.

# Chapter 2

## Academic Advising Basics



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## Academic Advising at Western Carolina University

Academic advising at WCU includes academic, career, and personal components. Faculty and professional advisors must be experts in the academic component, including academic policies and support resources. They also must be informed about career opportunities and resources in their own disciplines as well as related disciplines. Advisors should make appropriate referrals when it is in the best interest of the student.

Academic advising is the responsibility of both faculty and professional advisors.

Academic advising is part of the normal professional load for faculty at WCU, and adequate time should be set aside for quality advising. A reasonable full-time faculty advising load is between 20 and 33/1 (Advisor Load, N.D.; Habley, 2002). When evaluating faculty as part of the Annual Faculty Evaluation and when considering promotion, tenure and merit pay, department heads should consider both the quantity of advisees per faculty member and the quality of advising. Faculty with unusually heavy advising loads, greater than 33/1, should be given special consideration, compensation; or course release time to ensure quality advising.

Because academic advising is a significant part of the academic mission at Western Carolina University, advising will be evaluated for faculty as part of the Annual Faculty Evaluation. Advising will also be factored into promotion, tenure, and merit pay decisions as determined by department T.P.R. documents. Professional advisors will be evaluated under the personnel rules and regulations applicable for SHRA and/or EHRA employees.

An effective academic advising system dictates that all who serve as advisors participate in on-going training.

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## Why Advising?

Research in higher education indicates that a primary reason students succeed in their undergraduate studies, regardless of level or institution, is the relationships they build with others, from friends to faculty. The primary relationship that serves as the foundation of that success is between the student and his/her academic advisor.

There are many myths and misconceptions surrounding the advising experience.

Myth 1: Advising primarily involves giving out ALT PINs.

- Providing information and giving out ALT PINs is only one aspect of advising. In many ways, it is the smallest and least significant step. Higher education is shifting towards a student or learner-centered paradigm, which is resulting in a concomitant shift in the nature of academic support, including advising.
- The dominant model for understanding academic advising today is often deemed “advising as teaching.” This model draws on the existing expertise and experience of faculty members and brings that to bear on the advising experience. Under this model, the advising experience serves a critical role in integrating the knowledge the student has gained into a meaningful, cohesive, and directed whole.

Myth 2: Advising is for professional advisors only.

There are several fallacies in this statement. Professional advisors are just that, professionals, and they are specifically trained to be effective at advising students. The Advising Center is often the first place students encounter academic advising and, as such, sets expectations for the advising that follows. Professional advisors should play a significant role in the advising experience, especially in the transmission of information about university policies and standards; however, professional advisors do not have the depth of expertise in an academic field that faculty advisors have. This is where the role of the faculty advisor is distinctive and important, because faculty advisors provide a depth of knowledge about the pedagogy, the prospects, and the perspectives that underlie their fields. Effective advising is a partnership between professional advisors, faculty advisors, and university administration.

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Myth 3: Advising is not worth the time.

Effective advising does take time, but it also conveys numerous intrinsic and extrinsic rewards.

- To be able to share directly in student success can provide a profound sense of meaning.
- A strong advising relationship can deepen and continue well after a student has graduated.
- Advising helps us to better understand not just our advisees, but our students in general, which can, in turn, facilitate stronger teaching and learning.
- Quality advising is considered a critical institutional priority that directly affects graduation and retention rates.
- Faculty should expect to be evaluated, recognized, and rewarded for the work they do as quality advisors.

## Advising Models

Researchers who study advising suggest that you can think of academic advising as consisting of three inter-related aspects: bookkeeping, counseling, and teaching (Lowenstein, 2005).

Advising as Bookkeeping -This perspective places the advisor's primary job as making sure that the student has checked off all the necessary requirements to make it through to graduation. This aspect of advising constitutes the baseline—the minimum goal to be reached. In this case, the role of the advisor is primarily to provide specific information and to enforce guidelines.

Advising as Counseling -This developmental model suggests that the advisor's responsibility is to the student's personal development, including maturity, confidence, and responsibility, not unlike the role played by a counseling center today. This view of counseling is likely familiar to many of us, as until recently it had been the dominant paradigm. This model depicts the role of the advisor as a person who engages in guided and meaningful dialogue with individual students.

Advising as Teaching -This model suggests that we should apply the same perspectives and best practices to excellent advising as we do to teaching. Advising becomes an integral part of the University's hidden curriculum, intentionally designed to maximize student academic outcomes.

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This model draws on the existing expertise and experience of faculty members and brings that to bear on the advising experience. Under this model, in many ways the advising experience serves a critical role in integrating the knowledge the student has gained into a meaningful, cohesive, and directed whole.

## The Advising Relationship

According to the faculty handbook, faculty advisors should expect to have between 20-33 active advisees at any given time. Research has demonstrated that this is a reasonable number given faculty workloads in other areas. This number may or may not include inactive students, i.e. those who have been suspended, withdrawn, or otherwise left the university. At a minimum, the advising relationship consists of the following interactions:

1. Advisor assignment
2. Introductory meeting
3. Advising meeting/Advising Day
4. On-going communication
5. Application for graduation

### Step 1: Advisor assignment:

Professional advisors are assigned by the advising center based on the intended major indicated by the student in CatWalk. CatWalk is the pre-registration web application students complete prior to Orientation. In addition to the Advising Center, students are assigned to professional advisors in MAPS, the Honors College, the College of Business, and Suite 201. Student Athletes are assigned to the Student Athlete Advisor in the Advising Center.

Faculty advisors are assigned when a student has declared a major. Most faculty advisors are assigned by their department head.

- For faculty advisors, the official list of advisees can be found in myWCU by clicking “View Advisee Listing” under the “Advising” tab.

Department communication regarding advising varies—please note that you may or may not be told directly when a new advisee has been assigned to you.

- Students do have the right to request a different advisor should they find the initial assignment unworkable, but whether or not these requests are granted is at the discretion of the department or unit head.

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## Step 2: Introductory Meeting

- Most faculty advisors meet with their advisees for the first time in their office. While this is conventional, it is not required. You can also meet in a public place or through virtual conferencing (software available through Coulter Faculty Commons). Some advisors choose to meet their advisees over a meal or coffee.
- The cornerstone of the advising relationship is listening. Listen closely to what the student has to say. Below are some suggested responses that indicate active listening.
  1. Restate (e.g. “what I hear you saying is....”)
  2. Summarize (e.g. “let me see if I am understanding...”)
  3. Reflect (e.g. “that issue seems to be bothering you a great deal...)
  4. Label (e.g. “so it sounds like you are finding this issue frustrating...”)
  5. Probe (e.g. “Can you say more about that?)
  6. Validate (e.g. “I know that this is difficult for you to discuss...”)
  7. Redirect (e.g. “I’m not sure we’re getting anywhere on this issue, what about...?)
  8. Give feedback (e.g. “I think there may be some things we can do to address this...)
  9. Show consequences (e.g. “What happened the last time you tried that...?”)
  10. Stay silent

Below are some common topics for a first meeting, according to the different advising models:

### Model 1 (Advising as Bookkeeping):

- Go over the requirements and 8 semester plan for the major.
- Be sure they understand how to use the MyWCU Degree Audit function in relation to major requirements. Degree audit information can be found in the appendix. You can access student degree audits from the “advisor” tab in myWCU.
- See appendix for a degree audit tutorial.

### Model 2 (Advising as Counseling):

- Ask your advisees questions so that you can get to know them better. What are their living arrangements like? Why did they choose WCU? The more you

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understand your advisees, the more effective you can be at matching them with potential opportunities in the future.

- Talk to them about what they expect from the college experience as a whole. What are their hopes, fears, aspirations, challenges, etc. for their college years? What do they like to do outside of class?

Model 3 (Advising as Teaching):

- Be sure advisees understand what is expected of them, and of you, in the advising relationship. Faculty advisors can also create advising contracts or syllabi for their advisees.
- Talk to them about potential career options. It's not too early, depending on the advisee, to have them start looking more deeply into these options.

Be sure to ALWAYS take notes about what you have discussed and to add those notes to the student's record.

### Step 3: Advising meeting/Advising Day

Every fall/spring semester, the university schedules Advising Day. You can find out when advising day is by consulting the official university calendar, accessible on the Registrar's Office webpage. Advising Day is always scheduled to occur when the schedule of classes for the upcoming semester is available, usually October in the Fall and February in the spring. Please note that the spring advising day will also cover summer classes.

On the scheduled Advising Day, students should expect to be advised, and you should expect to be available to advise them. If for some reason you are not available that day, you should make alternative arrangements as soon as possible and inform your department head.

Prior to advising day, communicate with your advisees and let them know how you will handle scheduling appointments for the day. Some faculty simply place a printed schedule on their office doors and ask their advisees to sign up, and others use scheduling software such as Doodle—there are many options. The professional advisors use GradesFirst 2.0 to schedule appointments electronically (see appendix for information on GradesFirst).

Because you are meeting with as many as 25 students in one day, these appointments will likely be shorter than other meetings with your advisees. These will be focused on advising students regarding what courses they will register for in the upcoming

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semester and providing the students with the Alt PIN they will need to complete their registration.

Here are some Advising Day tips from experienced advisors:

- You can ask students to create a draft schedule in advance. This saves time and helps teach them about how scheduling works.
- Ask good questions that get at the information you need efficiently. For example, “tell me two things that worked for you last semester and two things that didn’t.”
- You can offer group sessions if you have topics that cross over multiple advisees. You can also provide an information sheet, or FAQs, if there are things you find yourself repeating quite often.
- If you have time, confirm your advising day appointments with your advisees the day before. This helps cut down on missed appointments.
- If you have trouble putting together names and faces, you can look up photos of your advisees in myWCU on your Advisee List.
- If you have already created a Finish in Four plan (using a blank 8 semester plan) with the student, this can be very helpful in determining course selection for individual semesters. If not, this would be a good time to offer the student suggestions on creating a plan that could be discussed at a follow-up advising session.

#### Step 4: On-going communication

It helps to set communication expectations early on in the advising relationship, either as part of an advising contract or syllabus, or through other written communication.

- What are the appropriate means that your advisees can use to contact you (phone, text, email, social media, etc.)?
- What can your advisees expect in terms of your communication? How quickly will you respond to their requests? How often can they expect to hear from you?
- Are there any limitations on their communication with you (e.g. no calls after 10 pm)?
- Do you have any expectations as far as the professional level of their communication with you?
- Do you require the students to make appointments or can they just drop in, or drop in during certain times?

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- If the former, what do they need to do in order to make an appointment for advising?
  - How often can they meet with you? Daily? Weekly? Monthly?
  - What should they expect to bring with them to the meeting? Is there anything they need to do prior to the meeting?

Some communication tips from experienced advisors:

- Set limits. Many students come from a different generation in terms of communication and they often expect 24/7 response unless you tell them otherwise.
- Send/forward regular communications to your advisee list regarding upcoming opportunities, etc. Even if they don't avail themselves of these opportunities, they often appreciate hearing from you.
- Give your advisees electronic access to general resources, such as commonly asked questions, so they can get information when you are not available. Some faculty advisors do this through web pages or blogs, others through Blackboard.
- Have open office hours, either in person or virtually, a few times per semester.
- Student records, including grades, attendance, academic progress, etc., are covered under FERPA regulations and you may not release this information to anyone, including the student's family members, without consent of the student.
- Student health information, including mental health, is covered under HIPPA regulations and should not be disclosed to anyone (unless a student discloses intent to harm self or others).
- You are also strongly advised not to send confidential information by email or by phone.

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## Case Studies

### Case Study 1: Double Majoring

Cassie Caldwell is a second-semester freshman. She has just declared a major in Biology and wants to choose a second major. She has come to you for advice regarding whether or not your discipline would be a good choice.

What would you do when Cassie sits down in your office?

#### Stage 1: Advising as Bookkeeping

- Look at the requirements and 8-semester plan for the Biology major (found in the Undergraduate Catalog or on-line at the Biology department's webpage).
- Let Cassie know how well the Biology requirements fit with the requirements for a major in your field. Based on her record, consider whether or not she would reasonably be able to complete both majors in four years.
- Consider prerequisites or other determinants for both Biology and your major. Does Cassie's record show that she will be able to complete these in a reasonable amount of time?
- See page 23 for more suggestions.

#### Stage 2: Advising as Counseling

Ask Cassie questions.

- ✓ Why did you choose a major in Biology?
- ✓ What drew you to consider [your major]?
- ✓ What kind of career path or paths are you considering?
- ✓ What do you think are your greatest strengths as a student?
- ✓ What do you think are your biggest challenges as a student?

Listen to Cassie's answers.

- ✓ How well do her strengths and weaknesses fit with your major and her intended career path?
- ✓ What information does she need in order to fully understand the career she is considering? Has she visited the Center for Career and Professional Development?
- ✓ Are there other options for either careers or majors that she may not have considered yet?
- ✓ Are there steps she can take to begin addressing her challenges?

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### Stage 3: Advising as Teaching

- Look at the order in which Cassie is intending to take her classes. Talk to her about all of her classes, even those not related to her major(s).
- Ask Cassie to compare and contrast how different disciplinary areas think about or process information (in other words, not the content or the teaching). Include both science and your major.
- Have Cassie work through a learning styles inventory (or two) to find out more about her own learning processes.
- Have Cassie relate each of her classes, no matter how disparate, to your major and let her see the connections.
- Work with Cassie to create a plan for her to master a set of transferable skills needed in her intended career field. These plans can include curricular, co-curricular, and extra-curricular activities.

*What notation would you put in Cassie's record after the appointment?*

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## Case Study 2: Unsure About Major/Career

Freddie Fernandez has finished his freshmen year with mixed results.

Fall	Spring
• BIOL 140 C+	• Law 230 B
• PSY 150 B-	• MATH 101 W
• FYS 190 U	• CHEM 101 F
• HIST 141 C	• SOC 103 B-
• MATH 101 W	• ENGL 101 C

Cumulative GPA: 2.106

Freddie comes to you in May because he has not yet registered for classes for fall.

He has declared your major, but he isn't sure if that's what he wants to do or not.

What do you tell Freddie when he sits down in front of you?

### Stage 1: Advising as Bookkeeping

- Freddie can't retake FYS 190. Freshmen seminar courses are non-repeatable. He will simply need to take another liberal studies class to compensate for the hours.
- Freddie should choose which class to retake carefully. Students at WCU are only eligible to repeat 16 credit hours, so they should do so only in those courses that will have maximum impact on their GPA. The most likely candidate in this case is the CHEM 101 course.
- Freddie should only choose to retake a class if he is certain that he will be successful the second time. When a student repeats a course, only the most recent grade is used in calculation of the student's grade point average, even if the most recent grade is lower. Ask Freddie why he wasn't successful in his Chemistry course and see if you can ascertain whether or not those circumstances would be different if he took the course again.

### Stage 2: Advising as Counseling

- Freddie seems to be struggling with math and science courses. Talk to him about why he finds these to be especially challenging. See if he is aware of the resources at the Math Tutoring Center and the Writing and Learning Commons.

- 
- Freddie is carrying a relatively light load, especially considering his two withdrawals. Ask him about the challenges he is facing in addition to his courses. Does Freddie have a job? What are his living arrangements? What extracurricular activities is he involved in?
  - Freddie seems to be relatively uninspired. Talk to him about where he might see himself in five years. Have him visit the Center for Career and Professional Development for career counseling.
  - Talk to Freddie about his options for the summer and how they might influence his choices for the fall. Should he take summer school classes? Could he (should he?) participate in study abroad, service learning, or other related activities?

### Stage 3: Advising as Teaching

- Ask Freddie to talk about the biggest differences between high school and college. In particular, ask him to compare how and what he learned in a specific discipline at each level.
- Ask Freddie to consider why he withdrew from his Math class, but stuck with his science classes despite struggling with the material in both.
- Have Freddie connect what he has learned in each of his classes to your major. Do the connections make sense?
- Is there an independent project Freddie could pursue over the summer that might help him to meet his challenges or find an inspired direction? For example, could he interview or shadow someone in the field he is considering? Could he conduct independent research on a topic of special interest? Could he reach out to others, perhaps through social media, who share his interests and passions?

*What notation would you put in Freddie's record after the appointment?*

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### Case Study 3: Personal Issues

In December, you take a look at your advisee list to see how each of your advisees fared that semester. Most of them seem to have made it through okay, but Penny Perkins finished her first semester as a freshman with the following record:

- ENG 101 F
  - CHEM 140 D
  - USI 130 C
  - MATH 101 C-
  - BIOL 140 D
- 
- Overall GPA: 1.001

This comes as a bit of a surprise because at 5 weeks, Penny seemed to be doing okay with satisfactory marks in all of her courses. You call Penny into your office. Before you even get a chance to talk to her, she bursts into tears and says that she had roommate troubles in the dorm, she lost her grandmother around Thanksgiving, and she is generally very homesick. What are you going to talk to her about?

#### Stage 1: Advising as Bookkeeping

- Penny will be placed on academic warning, which occurs anytime a student has a GPA that falls below 2.0. If her GPA had fallen below 1.0, Penny would be suspended for one semester.
- Since she is a first semester freshmen, she will be placed on a Learning Contract for the Spring semester. This means she will enroll in the Learning Contract course, LC 101. If she chooses to not participate in the Learning Contract course, Penny will be suspended for one semester, no matter her GPA.
- She will need to make at least a 2.30 GPA in the spring semester in order to be able to continue.

#### Stage 2: Advising as Counseling

- Talk to Penny about getting involved in campus organizations and other extracurricular activities. Getting engaged with the campus has been shown to be one of the most effective ways to combat homesickness.

- 
- Consider referring Penny to Counseling and Psychological Services (CAPS) to deal with her grief.
  - The Division of Student Affairs works with students going through major life crises, such as the death of a family member. While it may be too late for this semester, Penny should know that she can go to their office in Scott Hall and that they will send information to her advisor, professors, and residential assistant to let them know what's going on in the event that she has to be absent from campus.
  - Residential Living has options for students struggling with roommates or other dorm-related stressors. Penny can contact her Residential Director for help and advice. If she is not sure who her RD is, she can contact the Residential Living Office at (828)-227-7303.

### Stage 3: Advising as Teaching

- This may be an opportunity for Penny to learn something about adult life. You may be able to help her work through some of those lessons and see what her experiences have taught her.
- Work with Penny to connect her experiences, even the negative or stressful ones, to progress in her major and/or chosen career field.

*What notation would you put in Penny's record about her visit?*

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## Case Study 4: Withdrawing from a Course

Will Wilson is a second semester freshmen who has come to you to schedule his courses for next fall. He also asks you if he can withdraw from BIOL 140 this semester. He says that he's really struggling with it and does not believe that he can successfully complete the course.

At five weeks, he did receive a report of satisfactory progress in the course (and all of his others).

Fall	Spring
• ENGL 101 B	• FYS 190
• HEAL 123 B+	• BIOL 140
• CHEM 132 W	• COMM 201
• MATH 130 C+	• SOC 103
• LEAD 150 A	

What do you say to Will?

### Stage 1: Advising as Bookkeeping

- Students must have 12 credit hours to remain a full-time student. If Will withdraws from this course, he will no longer be considered a full-time student, which could have significant repercussions.
- One potential repercussion is financial aid. Students receiving financial aid are expected to make satisfactory academic progress (SAP) towards earning a degree, including a certain number of credit hours. Students should check the Financial Aid Office website for more information about SAP.
- If Will wants to withdraw from the course, he can follow the necessary steps on myWCU.
- He will need to withdraw from the course prior to the withdrawal deadlines, usually the 13th week of the semester. You can check the academic calendar for specific dates.
- If Will does decide to withdraw from the class during the first half of the semester, a W will appear on his transcript. The W does not count towards his GPA. Will should know, though, that some graduate programs recalculate GPAs to include Ws.

- 
- Remind Will of the 16 credit hour maximum course withdrawal policy.

#### Stage 2: Advising as Counseling

- Will is clearly not thriving in his science classes. You can talk to him about working with tutors at the WaLC to help him better grasp the material in his Biology class.
- Ask Will about his course load overall. His grades first semester were okay, but only with a pretty light load. You could consider referring him to the WaLC for an academic skills consultation focused on study skills, time management, or other related skills.

#### Stage 3: Advising as Teaching

- Evaluate Will's 8-semester plan and show him the long-term repercussions if he completes only 20 hours his first year.
- Ask Will how he sees the relationship between science and math. Will's mathematical skills do not appear to be strong, which could also influence his success in science classes. Depending on his major, Will may want to enroll in additional math courses or to take other steps to strengthen his skills in this area.
- Talk to Will about why he is required to take science classes and how those classes might contribute to his future career goals.
- Talk to Will about why he chose to take these particular Biology and Chemistry courses. Discuss options for taking alternative science courses if CHEM 132 and BIOL 140 are not required to fulfill a major, minor, or post-graduate program pre-requisite.

*What notation would you put in Will's record after the appointment?*

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## Case Study 5: Socially Awkward

You meet with Violet Vanderbilt for the first time after the end of her first semester at WCU. Before the meeting, you review her record briefly. Her high school grades were good (mostly Bs), perhaps just shy of great. She completed three early college courses at the local community college, earning 2 As and a B.

In person, she comes across as very shy and lacking confidence. She apologizes constantly and seems to be very worried or nervous (hand wringing, darting eyes, etc.).

Her first semester grades show the following:

- ENGL 101 A
- HIST 141 A-
- MATH 101 B+
- PAR 102 A
- PSY 150 A-
  
- GPA: 3.734

What do you talk to Violet about?

Stage 1: Advising as Bookkeeping

- You should congratulate her—Violet made the Dean’s list (3.5 GPA or higher with 12 credits or more, no Ds, Fs, or Is).
- Let her know that if she keeps it up, she may be eligible for honors at graduation. Her current grades would earn her magna cum laude.
  - (To graduate summa cum laude, a student must have earned a minimum GPA of 3.90 on quality hours attempted at Western Carolina University for the degree; to graduate magna cum laude, a GPA of 3.70 is required; and to graduate cum laude, a GPA of 3.50 is required).
- Violet should consider joining the Honors College. While she didn’t qualify before this semester, her current record meets the requirements and she should receive a formal invitation in the spring semester. Honors students receive

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priority registration, special advising, enhanced library privileges, access to living and meeting spaces, and the potential to graduate with honors.

### Stage 2: Advising as Counseling

- Academically, Violet is thriving, so talk to her about why she seems nervous. It could be something simple or unrelated. For example, first generation students are often simply nervous talking to a professor.
- Talk to Violet about getting involved in activities that may help boost her self-confidence. The Honors College and Student Government Association offer leadership opportunities. In addition, there are academic organizations and activities, such as Model United Nations or the Debate Team, which might be beneficial to her.
- It is possible Violet's behavior represents a deeper psychological issue, such as an anxiety disorder. You can talk to, or have Violet talk to, Counseling Services (CAPS) to see if such a condition exists and to look at treatment options.

### Stage 3: Advising as Teaching

- Ask Violet how she thinks her demeanor might affect her success. For example, many employers emphasize the need for knowledge workers to have collaborative skills. How can she cope with/reconcile/strategize the need for those skills?
- Start to talk to Violet about graduate school options and what opportunities there may be for people with advanced degrees in the field.

*What notation would you put in Violet's record after the appointment?*

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## Case Study 6: Course Completion and Academic Standing

Johnny Jefferson emails you during the Fall asking if he would be able to withdraw from a class he's currently taking. He is a transfer student who is in his second year at WCU and is taking 15 credit hours, and looking to withdraw from a 3 credit hour class. You check his grades from last year and see the following:

Summer	Spring
<ul style="list-style-type: none"><li>• CHEM 139 D+</li><li>• MATH 146 B</li></ul>	<ul style="list-style-type: none"><li>• ENGL 241 W</li><li>• ENGL 242 W</li><li>• ENGL 302 W</li><li>• ENGL 303 W</li><li>• ENGL 420 W</li><li>• PSC 150 W</li></ul>
Fall	
<ul style="list-style-type: none"><li>• GEOL 150 B-</li><li>• GEOL 155 W</li><li>• GEOL 250 W</li><li>• MUS 148 B+</li></ul>	

Overall GPA: 2.868

Cumulative Course Completion Rate: 57.3%

After talking to Johnny, you learn he completed a university medical withdrawal last Spring, and he is currently on Academic Warning status.

What do you say to Johnny?

Stage 1: Advising as Bookkeeping

- If Johnny wants to withdraw from a course, he can follow the necessary steps on myWCU. Remind him that he will need to withdraw before the deadline, and that a W will appear on his transcript.
- Johnny has already withdrawn from 7 credit hours last Fall. University withdrawals do not count against the 16 credit hours that students are allowed to withdraw from, but do count against cumulative course completion rates.
- Even if Johnny completes all of his classes without withdrawing, his cumulative course completion rate will still be below 67% at the end of the semester. Because he is on Academic Warning, he will be placed on Academic Suspension (see Academic Standing spreadsheet in Appendix).

- 
- Johnny will need to know that he should expect to receive an email and letter notification about his suspension, and the process for appealing. He should register for classes like normal, and he will be notified about the decision of the Appeals Board before the spring semester starts.
  - If his appeal is denied, his courses will be dropped and he can apply for readmission after he has served one semester of suspension. If his appeal is approved, he will be required to participate in an Academic Action Plan.

#### Stage 2: Advising as Counseling

- Ask Johnny about his medical withdrawal. Has he recovered from his medical issue? If it's applicable, consider referring Johnny to Counseling and Psychological Services (CAPS) or Student Health Services for support.
- Johnny will be concerned about his future suspension. Talk him through the appeal process and explain that while you cannot guarantee the decision of the appeals board, having proper documentation of his medical issue and maintaining a cumulative GPA over 2.0 will help his case.
- Check Johnny's major history. Last fall, it seems he was a Geology major, but last spring, it looks like he was an English major. Has he visited the Center for Career and Professional Development for career counseling? Having a career plan has been proven to help students achieve better academic progress.
- Discuss Johnny's transition from his previous college to WCU. How is his transition affecting his academic and personal life?

#### Stage 3: Advising as Teaching

- Evaluate Johnny's graduation plan and discuss the long-term repercussions of withdrawing from a class this semester and being suspended for a semester (should his appeal be denied).
- If Johnny hasn't developed a plan for graduation, run a Degree Audit Evaluation and help him develop one.

Discuss summer school options and what classes he could take to keep him on track towards graduating at a reasonable time.

*What notation would you put in Johnny's record after the appointment?*

# Chapter 3

## Policies and Procedures



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## Credits, Grades, and Quality Points

The basic unit of credit is the semester hour. A semester hour represents one lecture recitation hour or a minimum of one, two, or three laboratory hours a week for a semester. In experiential courses, a minimum of three hours is required per hour of credit.

### Course Load for Undergraduates:

The minimum full-time course load during a fall or spring semester is twelve hours. A normal load is sixteen hours; however, a student may take up to eighteen hours. Any schedule that exceeds eighteen hours constitutes an overload and must be approved by the student's advisor and the appropriate administrators as indicated on the request and approval form. Twelve hours is the maximum that may be earned in experiential courses during a semester. Course load regulations for the mini or summer session are published on the Registrar's website at [www.wcu.edu/registrar](http://www.wcu.edu/registrar).

### Classification

Regular degree-seeking undergraduates are classified based upon cumulative hours earned:

Freshman: 0-29 Hours	Junior: 60-89 Hours
Sophomore: 30-69 Hours	Senior: 90 or more hours

### Grading

The grades of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D- and F indicate gradations in quality from Excellent to Failure. Please note that a C- grade is less than satisfactory and may not meet particular program and/or course requirements.

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The grading scale for classes with GPA hours (classes that are used to calculate GPA) is as follows:

<b>GRADE</b>	<b>INTERPRETATION</b>	<b>POINTS</b>
A+	Excellent	4.0
A	Excellent	4.0
A-		3.67
B+		3.33
B	Good	3.0
B-		2.67
C+		2.33
C	Satisfactory	2.0
C-		1.67
D+		1.33
D	Poor	1.0
D-		0.67
F	Failure	0

The grading scale for classes that do not affect GPA are as follows:

<b>GRADE</b>	<b>INTERPRETATION</b>	<b>POINTS</b>
I	Incomplete	-
IP	In Progress	-
S	Satisfactory	-
U	Unsatisfactory	-
W	Withdrawal	-
AU	Audit	-
NC	No Credit	-

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## To calculate a student's GPA:

Make a list similar to the worksheet below. List classes, the grade received, and the number of hours credit for each class. Refer to the Quality Point System table to obtain the points for each grade. Multiply the points by the hours of credit.

Divide the total points by the total hours to arrive at your GPA.

<b>COURSE</b>	<b>GRADE</b>	<b>POINTS</b>	<b>X</b>	<b>HOURS</b>	<b>=</b>	<b>QUALITY POINTS</b>
ENGL 101	B+	3.33		3		9.99
PSY 160	C	2.0		3		6.0
HIST 141	D+	1.33		3		3.99
LEAD 142	A-	3.67		2		7.34
FYS 190	B-	2.67		3		8.01
			<b>TOTAL HOURS</b>	<b>14</b>	<b>TOTAL QUALITY POINTS</b>	<b>35.33</b>

In this example, 35.33 divided by 14 equals 2.524.

(See appendix for worksheet)



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## Issue Alert

The Issue Alert System is designed to assist students who are experiencing academic and other difficulties during their time at WCU by providing University employees with a convenient means to make referrals to the students' assigned advisors.

Any time faculty and staff are concerned about a student, whether the student is a beginning freshmen or a last semester senior, they are encouraged to make a referral. By seeking to address the students' needs as they arise or become noticed, appropriate interventions can help to empower students to make choices that have a positive impact on their academic success. Frequently asked questions are located on the website.

In many cases of student distress, faculty and staff can provide adequate help by listening emphatically, facilitating open discussion of problems, instilling hope, conveying acceptance, giving reassurance and offering basic advice. If you have a student who you believe to be in distress, you might consider referring them to professional help.

If you have a student who you believe is endangering themselves or others, you should get help immediately. Call the University Police at 828-227-8911. Let them know:

- You are calling to report an emergency at Western Carolina University
- The address where the student is located
- The injury or situation
- The telephone number you are calling from
- Your name and follow-up phone number
- Upon completion of your report, be sure to follow-up with your supervisor and the Office of Student Affairs at 828.227.7234, in accordance with university protocols.

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## Academic Standing Policy

- Student Academic Standing is defined as either: Good Standing, Academic Warning, Academic Suspension, or Academic Dismissal. Academic Standing considers both qualitative (GPA) and quantitative (percent completion) measures.
- Good Academic Standing and Satisfactory Academic Progress (SAP)
  - All students are expected to earn and maintain a grade-point average (GPA) of at least 2.0 each semester and to successfully complete (earn) at least 67% of their attempted hours. Successful completion of a course means that a student must have credit pending (i.e. incomplete) or must earn credit for the course with a grade other than F, U, NC or W.
  - Students in Good Standing will receive a notification if their semester completion rate falls below 67%.

## Learning Contract Program

First semester freshmen and new transfers will be placed on academic probation if their GPA falls within the range of 1.0 to 1.999 at the end of their first semester.

Students placed on academic probation with a cumulative GPA in this range at the end of their first semester must participate in the Learning Contract program during their second semester.

Students who do not choose this option are not eligible to continue enrollment in the University for one term. If readmitted after a lapse in enrollment, students are reminded that they will return to WCU under the general guidelines for academic warning.

The Learning Contract Program specifies that these students work closely with an academic advisor. The student and advisor will discuss academic performance issues, set realistic goals, and make the necessary plans to reach those goals. Students will be linked with the campus resources that can help them succeed. Follow-up contacts will occur throughout the semester.

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## Grade Replacement Policy

Students may repeat a maximum of 16 credit hours. When a student repeats a course, only the most recent grade will be used in calculation of the student's grade point average and counted in the hours toward graduation. However, all grades shall remain on the student's transcript.

- All course repeats require a permit for enrollment.
- If a faculty advisor approves the repeat permit, he/she can call or email the department head to have the permit entered in Banner so the student can enroll.

DO NOT SEND STUDENTS TO THE ONE STOP FOR REPEAT PERMITS. ONE STOP PERSONNEL DO NOT HAVE THE AUTHORITY TO GRANT REPEAT PERMITS.

(See appendix for the course repeat form)

Exceptions:

1. The First Year Seminar may not be repeated.
2. Courses available for re-enrollment for additional credit are not counted as repeats unless the student declares a repeat or exceeds the number of times for which credit can be earned in the course.
3. Some academic programs may have policies that further regulate the number of repeats. Students should check with their faculty advisor about additional regulations.

The 16 credit hour limit of the repeat/grade replacement policy may be appealed by the student in writing to the student's faculty advisor, department head or program director, and Dean.

## Two Year Rule

An undergraduate with a GPA below 2.0 who has not attended the university for two or more calendar years and who is eligible for readmission is given the option of having the two-year rule applied or not applied.

If the two-year rule is applied, all courses completed before the interruption are treated as if they were transferred from another institution. No hours of credit will be allowed for courses in which C- or less grades were earned, although, at the discretion of the student's major department, they may be used to waive

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appropriate course requirements. The student's cumulative GPA will be based on courses attempted after readmission. The earned hours will include all credits (1) transferred from other institutions, (2) completed with a grade of C (2.0) or higher before the two-year rule was applied, and (3) earned after the last two-year rule was applied.

If the two-year rule is not applied, the student will return with a cumulative GPA, credit hours, and grades as if the interruption had not occurred. The quality point deficit of some students may be of such magnitude that the application for readmission from a student who has chosen not to apply the two-year rule may be rejected.

Once a student has elected to have the two-year rule applied or not applied, the decision may not be reversed later. Applications for the two-year rule may be obtained from the Advising Center and submitted to the Registrar's office prior to the initial term of re-enrollment.

## Case Study 7: Returning after two years of being away from WCU

Sam Smithers

Fall 2011	Spring 2012
• USI 130 F	• FYS 190 U
• ENGL 101 C-	• COMM 201 F
• NRM 140 C	• HEAL 123 D
• PSY 150 D	• ECON 231 B
• THEA 104 D	• MATH 170 D-
• BA 133 A	

Overall Cumulative GPA: 1.536

Sam was placed on Academic Suspension after spring 2013 term. He decided that he wanted to take some time off and work full time to figure out his life. After being away for a few years, he now wants to return to finish his degree at WCU.

### Stage 1: Advising as Bookkeeping

- First thing Sam will need to do is reapply as a returning student for the spring 2015 term.
- Since his Cumulative GPA is below a 2.0 he has the choice of applying the two-year rule to his record.

- 
- If Sam completes the two-year rule form then his Cumulative GPA will be placed at a 0.0 and he will receive credit for the following courses: NRM 140, BA 133, and ECON 231.

#### Stage 2: Advising as Counseling

- Since Sam is returning after two years, his idea for a major or career path may have changed. Make sure that he is still interested in the major within your college or department.
- Update Sam on any new policies, procedures, and curriculum changes within your major.
- Make sure Sam understands his graduation date has changed. This would be a good opportunity to go over a degree audit and create a semester plan.
- Remind Sam of the tutoring centers on campus that will help him to be successful as a returning student.

#### Stage 3: Advising as Teaching

- Find out if Sam has been working full time or if he attended another community college while away. Discuss whether if he is ready for a full time load at WCU.
- If he has been working full time and will continue to do so, discuss the options for taking classes part time.

### Course Withdrawal Policies

After consultation with their academic advisor and the instructor of the course, a student may withdraw from any course prior to the expiration of one-half of the term and receive a W.

Students are not permitted to withdraw from courses after one half of the term has expired. Students can withdraw from individual courses on MyWCU. Course withdrawals do not count toward the twelve hours required for full-time enrollment and no refund is given.

Students may withdraw from a maximum of 16 hours of courses during their career at Western Carolina University. Any withdrawal beyond the limit will result in a Withdrew-Failing (WF) which will affect the semester and cumulative GPA as if it were an F.

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## Medical Withdrawal from One Course

A student may not typically withdraw from individual courses for medical reasons. This includes courses in which penalty grades were assigned as a result of academic misconduct. A student's request to withdraw from a course or to reduce his/her academic load is not a University medical withdrawal.

Students who wish to withdraw from fewer than all of their current classes for medical reasons may appeal to the dean of the division in which the course is being offered. In these cases, the student must provide documentation to the dean regarding the medical problem treated at Western Carolina University Student Health Services or Counseling and Psychological Services. If treatment has not occurred at the Western Carolina University Student Health Center, documentation from the outside provider will be required.

## University Withdrawal Policies

During the fall and spring semesters, a student may withdraw from the University through the last withdrawal date, as indicated by the Registrar's Office. During summer sessions, a University withdrawal occurs only if the student withdraws from all summer sessions. University withdrawals will affect satisfactory academic progress and course completion rates but will not count towards the student's 16-hour course withdrawal limit.

To begin the University withdrawal process, a student must contact the Advising Center by phone, email, or in person. University withdrawals cannot be completed on MyWCU. In the event of a University withdrawal, the student will receive a grade of "W" ("Withdrawn") for all courses in which the student was enrolled. The "Fees, Expenses and Financial Aid" section of the catalog provides information regarding the effects of University withdrawal upon tuition and fee payments and financial aid.

A student may not use this policy for courses in which penalty grades were assigned as a result of academic misconduct. In all cases, the withdrawal date is noted on the student's permanent record.

## After the Withdrawal Deadline

There are three exceptions to the University withdrawal policy that will allow a student to withdraw from all courses. The exceptions are medical withdrawals, withdrawals for deployment or other military contingency, and withdrawals for extenuating circumstances.

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## Withdrawal for Medical Reasons:

A designated physician or her or his designee at Western Carolina University Student Health Services reviews all medical withdrawals and evaluates the medical documentation. Medical withdrawals are of two types:

Regular medical withdrawal (withdrawal for current semester):

- Requires medical documentation from a private physician, psychiatrist, psychologist, or therapist. If the student has not been seen at Western Carolina University Student Health Services or Western Carolina University Counseling and Psychological Services, appropriate medical records from an outside provider are required.
- Requires documentation from outside providers to a designated Western Carolina University physician or counselor. Documentation may be hand delivered or submitted by mail or by fax, but it must be in writing. This documentation must specifically recommend withdrawal and must give a specific date of withdrawal.
- Will not be granted if any final examinations for the current semester have been taken.

Retroactive medical withdrawal (withdrawal for a previous semester):

- Requires medical documentation from a private physician, psychiatrist, psychologist, or therapist, or a Western Carolina University Student Health Services or Western Carolina University Counseling and Psychological Services physician, psychologist, or counselor who treated the student during the semester requested.
- Requires documentation from providers to the designated physician. Documentation may be hand delivered or submitted by mail or by fax, but it must be in writing. This documentation must specifically recommend withdrawal and must give a specific date of withdrawal.
- Students who attempted the final exam in a class will not be allowed to medically withdraw.
- Retroactive withdrawals must be completed by the end of the next regular semester (fall or spring).

Western Carolina University is under no obligation to grant a medical withdrawal if final examinations have been taken. Such situations must be handled as grade replacements.

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A notation of “W” is entered on the permanent record of the student for all withdrawals from the University for Medical Reasons and will affect the student’s course completion rate. However, a medical withdrawal will not affect a student’s sixteen-hour limit for withdrawals.

Withdrawal for Deployment or Other Military Contingency:

When a student is called to active military service during an academic term, he or she may choose one of the following two options:

- The student may request retroactive withdrawal to the beginning of the semester, with a full refund of tuition and fees.
- If at least 75 percent of the term has been completed, the student may request that the faculty member assign a grade for the course based on the work completed. The final decision about grading is left to the faculty member.

If a student decides to enlist in the military, he/she will be subject to the regular withdrawal process. For more information, contact Military Student Services.

Withdrawals from the University for Extenuating Circumstances:

Students can petition the Office of the Provost to withdraw from the University for extenuating circumstances. Extenuating circumstances may include: death or serious illness within the immediate family, major life event in the family (e.g. loss of home, incarceration), financial hardship, pregnancy, and others as deemed appropriate by a member of the Office of the Provost. Withdrawal for extenuating circumstances will affect satisfactory academic progress and course completion rates but will not count towards the student’s 16-hour withdrawal limit.

## FERPA RELEASE OF INFORMATION

The Family Educational Rights and Privacy Act of 1974 (FERPA) affords students certain rights with respect to their educational records. Those rights include access to and control of their records, including the right to deny access to those records without the student’s consent. Faculty will often encounter this when a parent calls asking about their student’s grades, attendance, or class schedule. While it is generally better for the parent to speak directly with their student, there are legitimate circumstances where a parent may need to speak with their student’s advisor. There may also be times when a student will call asking for information about their records. In order to facilitate this

communication, when appropriate, students are asked to create release of information codes that serve as express consent. They can do this in myWCU by creating two six-digit codes, one for themselves and one for anyone else for whom they choose to grant access.

## Surcharge Policy (140 Hour Rule)

Pursuant to actions of the North Carolina General Assembly and policy adopted by the Board of Governors of the University of North Carolina, a fifty percent tuition surcharge applies to students who take more than 140 semester hours and more than eight regular semesters (i.e., fall and spring) to complete a baccalaureate degree. The semester hours used to calculate the total of 140 hours include repeated, failed, and transferred credit courses.

<b>INCLUDED COURSES</b>	<b>EXCLUDED COURSES</b>
Completed courses	College Board's Advanced Placement (AP)
Repeated courses	College Level Examination Program (CLEP)
Failed courses	Early College or Dual-enrollment prior to high school graduation
Withdraws after Drop/Add week	Credit earned through military service and/or Training
Temporary grades (I or IP)	Summer Session courses
WF grades	Out-of-state or Private institutions
Courses taken at any UNC System or NC Community College (Accepted for Transfer)	Credits earned by course validation or similar procedure
	Study Abroad and Internship



## Chapter 4

### The Process for New and Returning



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## Identifying New Students

- There are several categories of students at Western Carolina University. We are primarily concerned with those who are degree-seeking as either residential or distance.
- Freshmen students are those with 0-29 hours of college credit from dual enrollment, Advanced Placement, CLEP, or transfer from a college or university.
- Early College students will have either completed the transfer core or will have acquired an associate degree in arts or science from an accredited community college. These students are considered freshmen due to not having had a true college experience, while at the same time, they are transfer students with 44 or more hours of college credit.
- Transfer students are those with 15 or more hours of college credit from an accredited community college, university, or military institution.
- Distance learning students may be any combination of freshman, early college or transfer. Students accepted as a distance learner will be assisted by a professional advisor in educational outreach.

## Admissions

- All students will complete the Application for Undergraduate Admissions and will self-identify as freshman, early college, transfer, or distance learner.
- Students keep track of their status through the New Student Gateway. The Timeline helps student keep track of important deadlines and when to complete certain tasks within the admittance process:
  - Submission of final transcripts
  - Payment of tuition and housing deposits
  - Submission of housing contract
  - Submission of immunization record
  - Completion of catwalk profile
  - Registration for New Student Orientation

# Catamount Gateway Checklist

See screenshot of Catamount Gateway Checklist below:

The screenshot shows the Western Carolina University website's Catamount Gateway Checklist for Freshman students. The page header includes the university logo and navigation links for Current Students, Faculty & Staff, Recently Accepted Students, Parents, Counselors, Community, and Alumni. Below the header is a navigation menu with links for About WCU, Admissions, Academics, Library, Student Life, Athletics, News & Events, and Giving to WCU. The main content area features the title 'Catamount Gateway Checklist - Freshman' and three links: 'Click here to view your timeline.', 'Click here to pay any deposits or fees.', and 'Click here to view your Financial Aid info.' The student's information is displayed as follows: Student Type - Freshman, Applicant Name - [REDACTED], Term of Application - Fall 2014, and Application Decision - **Application Accepted and Deposit Made**. A congratulatory message follows, stating: 'Congratulations on your admission to Western Carolina University. We're excited that you'll be joining the Catamount family! In order to assist you with your transition to WCU, we've compiled a timeline of items that need to be completed before your first semester begins. While the dates recommended are not deadlines, following the timeline will help ensure a smoother transition to WCU.'

Admission Item	Date Received	Item Status
High School Transcript	9/24/2013	Requirement Met
SAT/ACT Score (25,28,26,27,27,106)	4/1/2013	Requirement Met
SAT/ACT Writing Score (24)	4/1/2013	Requirement Met
Application Fee	11/5/2013	Requirement Met

## Acceptance to Admittance

Once the application has been approved, a code is assigned. Codes move the student application to the next step in the process.

- A1, A2 means the application has been accepted with limited access to myWCU
- S1, S2 means the application is complete and the student has full access to myWCU
- P1, P2, P3 means the distance learner's application is pending approval by the program coordinator

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## Registration

- All new residential students are assigned a professional advisor based upon their choice of major. Advisors are assigned in Catwalk which will feed into Banner.
- Professional advisors monitor their assigned students for completion of the admissions processes before class registration may begin.
- Students may choose a major or interest in Catwalk, which aids in pairing the student with the appropriate advisor. However, declaration of a major is not required until the completion of 45 credit hours. This is known as the 45 Hour Rule and will result in a registration hold until a major is chosen.
- During New Student Orientation students are provided their Alt PIN and have the opportunity to change their major and adjust their schedule accordingly with the assistance of their professional advisor.

## Initial Advisor Meeting

Professional advisors will meet with their new students beginning the second week of the new semester. These individualized sessions provide the students a chance to share their college experience and address questions or concerns early on. Initial meetings offer an opportunity for the advisor to establish the advisor-advisee relationship.

## Fifth Week Grade Meeting

Professional advisors require an individual meeting with their advisees who earn unsatisfactory grades in two or more of their courses or who receive concerning comments from an instructor. Unsatisfactory grades are a combination of C-, D+, D, D-, F, and U.

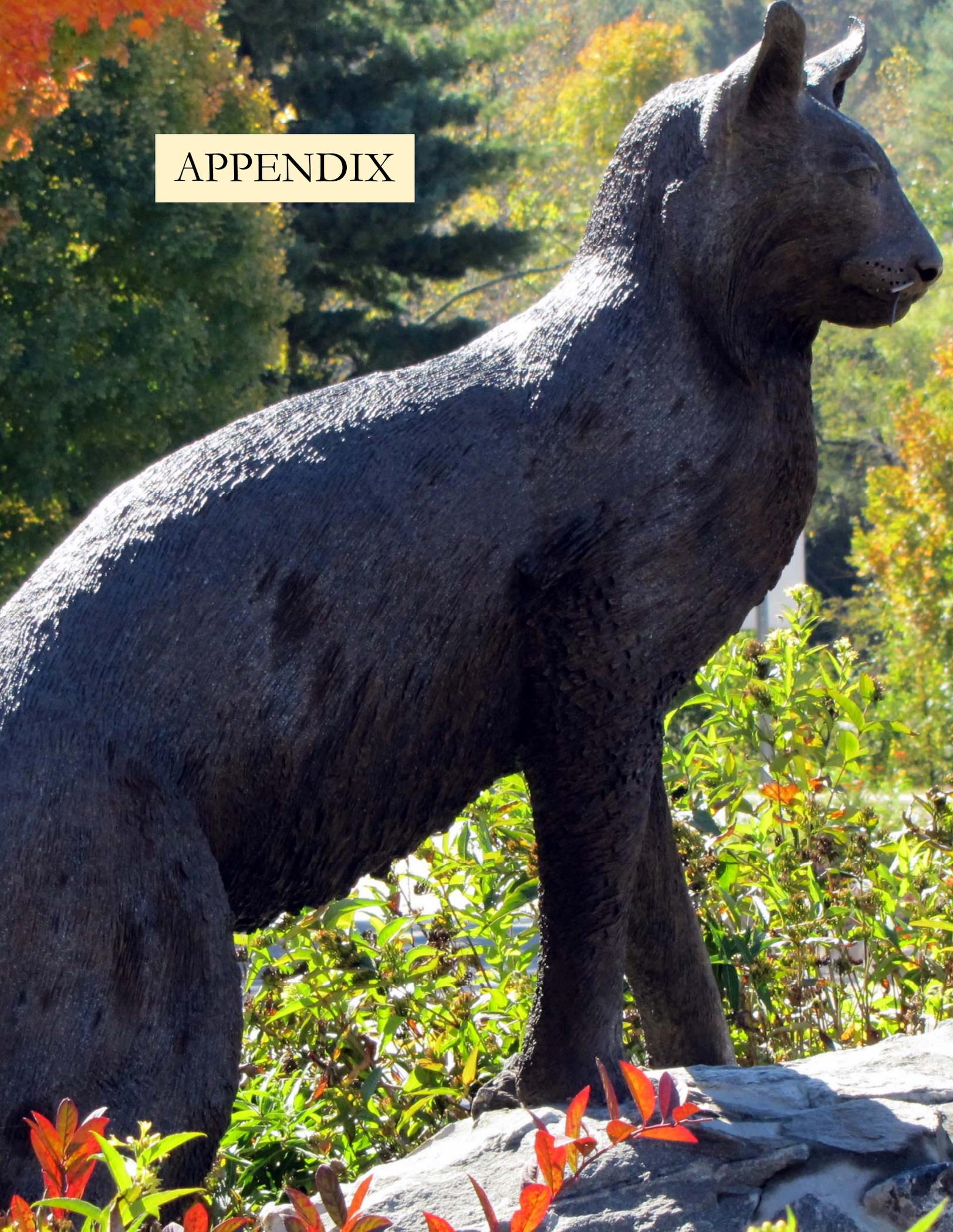
## Returning Student Process

Students may return to WCU after graduation, suspension, military deployment, or time off. These returning students will be identified as either a “readmit in good standing” or “reinstate following academic appeal or suspension.” Below is the process to register for classes:

- Complete the Application for Undergraduate Admissions.
- Complete the Statement of Academic Intent (SAI) for those requesting reinstatement.
- Pay application fees and required tuition/housing deposits.

- 
- Accepted students will contact the Advising Center for completion of their application process (receive an S1, S2, or S3 code).
  - If declared, students will contact their assigned faculty advisor for registration advice and Alt PIN.
  - If undeclared, students will contact their assigned professional advisor for registration advice and Alt PIN.
  - If declaring or changing their major, students will contact either their professional advisor or the Advising Center liaison of the new major for registration advice and Alt PIN.

APPENDIX



8 Semester Plan for: \_\_\_\_\_

(Student Name)

Curriculum Guide for: \_\_\_\_\_

(Major)

(Concentration)

FRESHMAN YEAR							
FALL				SPRING			
COURSE PREFIX OR LS CATEGORY	COURSE NUMBER	COURSE TITLE	HRS	COURSE PREFIX OR LS CATEGORY	COURSE NUMBER	COURSE TITLE	HRS
**List pre-requisites and any statement pertaining to course or program							
SUMMER 1				SUMMER 2			
COURSE PREFIX OR LS CATEGORY	COURSE NUMBER	COURSE TITLE	HRS	COURSE PREFIX OR LS CATEGORY	COURSE NUMBER	COURSE TITLE	HRS
**List pre-requisites and any statement pertaining to course or program							
SOPHOMORE YEAR							
FALL				SPRING			
COURSE PREFIX OR LS CATEGORY	COURSE NUMBER	COURSE TITLE	HRS	COURSE PREFIX OR LS CATEGORY	COURSE NUMBER	COURSE TITLE	HRS
**List pre-requisites and any statement pertaining to course or program							
SUMMER 1				SUMMER 2			
COURSE PREFIX OR LS CATEGORY	COURSE NUMBER	COURSE TITLE	HRS	COURSE PREFIX OR LS CATEGORY	COURSE NUMBER	COURSE TITLE	HRS
**List pre-requisites and any statement pertaining to course or program							

JUNIOR YEAR							
FALL				SPRING			
COURSE PREFIX OR LS CATEGORY	COURSE NUMBER	COURSE TITLE	HRS	COURSE PREFIX OR LS CATEGORY	COURSE NUMBER	COURSE TITLE	HRS
**List pre-requisites and any statement pertaining to course or program							
SUMMER 1				SUMMER 2			
COURSE PREFIX OR LS CATEGORY	COURSE NUMBER	COURSE TITLE	HRS	COURSE PREFIX OR LS CATEGORY	COURSE NUMBER	COURSE TITLE	HRS
**List pre-requisites and any statement pertaining to course or program							
SENIOR YEAR							
FALL				SPRING			
COURSE PREFIX OR LS CATEGORY	COURSE NUMBER	COURSE TITLE	HRS	COURSE PREFIX OR LS CATEGORY	COURSE NUMBER	COURSE TITLE	HRS
**List pre-requisites and any statement pertaining to course or program							

Total Hours for Degree: \_\_\_\_\_

## COMPUTING GRADE POINT AVERAGES

COURSE = List the courses you are currently enrolled in this semester

GRADE = Identify the anticipated grade you will receive in each class

NUMERICAL VALUE = Use the key below to record the numerical equivalent of your grade

A = 4.0	B+ = 3.33	C+ = 2.33	D+ = 1.33	F = 0
A- = 3.67	B = 3.0	C = 2.0	D = 1.0	
	B- = 2.67	C- = 1.67	D- = 0.67	

GPA HOURS = Write the number of hours for each class that is part of your GPA

QUALITY POINTS = Multiply “Numerical Value” x “GPA HOURS”

TOTAL = Column totals (“GPA HOURS” & “QUALITY POINTS”)

COURSE	GRADE	NUMERICAL VALUE	GPA HOURS	QUALITY POINTS
Total				

### TO DETERMINE YOUR GPA FOR THIS SEMESTER:

This semester’s earned Quality Points \_\_\_\_\_  
 DIVIDED BY this semester’s GPA Hrs \_\_\_\_\_  
 EQUALS this semester’s GPA \_\_\_\_\_

### TO DETERMINE YOUR CUMULATIVE GPA:

Sum of this semester’s and all prior earned Quality Points \_\_\_\_\_  
 DIVIDED BY the sum of this semester’s and all prior GPA hours \_\_\_\_\_  
 Equals Cumulative GPA \_\_\_\_\_

## COMPUTING YOUR COMPLETION RATIO

### Calculate SEMESTER completion ratio:

DIVIDE (total of credits earned for semester) BY (total of credits attempted for semester)

- Multiply answer by 100 for percentage
- Do not include courses dropped during the first week (add/drop week)

### Calculate CUMULATIVE completion ratio:

DIVIDE (this semester’s credits earned + previous cumulative credits earned) BY (this semester’s attempted credits + previous cumulative credits attempted)

- Multiply answer by 100 for percentage
- Refer to your transcript for previous cumulative credits earned and attempted

## Calculating Desired Cumulative GPA

The following computation can be done to figure out the GPA needed in the current or upcoming semester to achieve a desired cumulative GPA

Cumulative GPA hours + Credit Hours to be Completed = Total GPA Hours After Completion or current or Upcoming Semester

Total GPA Hours (including current semester) x Desired Cumulative GPA = Total Quality Points Necessary to Earn Desired GPA

Total Quality Points Necessary to Earn Desired GPA - Current Quality Points = Quality Points Necessary in Current or Upcoming Semester to Achieve Desired GPA

Quality Points Necessary / Credit Hours currently Enrolled in (To be completed) = Semester GPA Needed to Achieve Desired Cumulative GPA

### Example 1:

Ellie is on Academic Warning this fall 2014 semester. She wants a cumulative GPA of a 2.5 by the end of fall semester.

$$\begin{aligned}13 + 12 &= 25 \\25 \times 2.5 &= 62.5 \\62.5 - 16.98 &= 45.52 \\45.52 / 12 &= 3.793\end{aligned}$$

Ellie will have to make a fall semester GPA of a 3.793 or higher in order to meet her cumulative GPA goal of having a 2.5.

### Example 2:

Ian wants a 3.5 Cumulative GPA after this fall 2014 semester. His current cumulative GPA is 3.296.

$$\begin{aligned}27 + 12 &= 39 \\39 \times 3.5 &= 136.50 \\136.50 - 89.010 &= 47.49 \\47.49 / 12 &= 3.9575\end{aligned}$$

In order for Ian to have a 3.5 cumulative GPA at the end of this fall term he would have to have a fall GPA of a 3.9575 in the 12 hours that he currently taking.



## Preparing for Your Advising for Registration Meeting

Before you are permitted to register for classes for the upcoming semester you are required to meet with your primary advisor to review your academic progress and approve a proposed schedule of classes. The steps listed below will help you prepare for that meeting. Please take some time to complete this worksheet and bring it with you to your appointment.

- **Run a copy of your degree evaluation.** The degree evaluation is a great tool to help you determine where you are in your progress towards a degree. It will show you how the courses you have taken and are registered for fit in to requirements for graduation, Liberal Studies and your major if you have chosen one. You can even run a "what if" evaluation for any major you may be considering. Directions for running an evaluation are on the back of this worksheet.
- **Check the online catalog for course description information about Liberal Studies requirements and courses for your major or any major you are considering.** Generally, a freshman you can take courses numbered in the 100's. Checking the course descriptions in the catalog will not only give you information about the course content but will also list any prerequisites you may need to take before you can register for a course or other restrictions that may apply. Directions for finding course information are on the back of this worksheet.
- **Prepare a list of courses you would like to take in the upcoming semester and bring the list to your appointment.** Using the information you collected from your degree evaluation and the online catalog list the courses you feel you should take next semester along with alternates in case any of your preferences are not available.

**Courses for next semester:**

**(Example) HIST 141 Turning Points in US History**      **Alternate PAR 106 Origins of Western Religious Trad**

- |          |                 |
|----------|-----------------|
| 1. _____ | Alternate _____ |
| 2. _____ | Alternate _____ |
| 3. _____ | Alternate _____ |
| 4. _____ | Alternate _____ |
| 5. _____ | Alternate _____ |
| 6. _____ | Alternate _____ |
| 7. _____ | Alternate _____ |

List anything you want to discuss with your advisor about your degree evaluation, requirements or academic progress.

What are your current career plans or interests?

**To run a degree evaluation:**

1. Log into MyCat (<http://mycat.wcu.edu>).
2. Click on the "Personal Services" tab.
3. Click on "Student" tab.
4. Click on "Degree Audit/Evaluation".
5. Choose the appropriate term (if this is an option) and click submit.
6. You will see your current curriculum information including your major. To run a degree audit/evaluation, click on "Generate New Evaluation" in the middle of the page at the bottom.
7. Select the button next to the major you wish to run an audit for and click the Generate Request button.
8. Wait patiently for the audit to generate.
9. Select the button next to "Detail Requirements" and click submit.
10. Voila! You should now see your degree audit. Courses you still need to satisfy will appear with a red No next to them.

**To run a "What-if" analysis if you want to check out a possible major follow steps #1 - #5 above, then:**

1. You will see your current curriculum information including your major. To run a What-if Analysis, click on "What-If Analysis" in the middle of the page at the bottom.
2. Select the Entry term that represents when you plan to declare your major.
3. Select the program which you are thinking of majoring in. Click the continue button.
4. Click on the Major. If you would like to add a concentration or minor then click add more. Keep clicking add more until you see what option you want to add.
5. Hit submit button once you have everything you want to have as a major, concentration, and or minor.
6. Click the Generate request button.
7. Select the button next to "Detail Requirements" and click submit.
8. Voila! You should now see your What-if analysis. Courses you still need to satisfy will appear with a red No next to them.

**To find Liberal Studies requirements, degree information and course descriptions in the online catalog go to <http://catalog.wcu.edu>.**

1. For Liberal Studies requirements
  - Click on "General University Degree Requirements".
  - Click on "Liberal Studies Program Requirements".
2. For degree information for a particular major
  - Click on "Programs by Entity".
  - Click on "Display programs for this department".
  - Click on your major (or minor if applicable). This will provide you with an outline of your degree requirements. Under "Additional requirements" you will find a link to your department's web site.
3. For course descriptions
  - Click on "Course Descriptions" and use the filters to assist you search.

**To make an appointment with your advisor**

You will be receiving an email from the Registrar's Office at mid-semester reminding you about setting up a meeting with your advisor to prepare for registration. This email will contain links to information that will help you prepare for your appointment.

**If you have declared a major** the email will include your faculty advisor and you should set up your appointment with him or her instead of with your professional advisor. Most faculty advisors will post an appointment sign up sheet outside their office for you to stop by and schedule a meeting time.

**If you have decided to change your major or have not declared a major** you will meet with your professional advisor. If your advisor is in the Advising Center, Honors College or Student Support Services you can make an appointment online. Instructions can be found at [advising.wcu.edu](http://advising.wcu.edu) by clicking on "**Current Students**" and then "**Make an Appointment**". If you are still unsure who your advisor is or need assistance scheduling an appointment just call the Advising Center at 828-227-7753 for help.

# ADVISEMENT RECORD

Name: \_\_\_\_\_

ALT PIN: \_\_\_\_\_

Student ID#: \_\_\_\_\_

DATE TO REGISTER: \_\_\_\_\_

Term: Spring 2014

Courses:

Hours

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

\_\_\_\_\_ Total Hours

Alternates:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Notes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

\_\_\_\_\_  
 Advisor's Signature

\_\_\_\_\_  
 Student's Signature

<b>M</b>									
	8:00-8:50	9:05-9:55	10:10-11:00	11:15-12:05	12:20-1:10	1:25-2:15	2:30-3:20	3:35-4:25	Evening
<b>T</b>									
	8:00-9:15	9:30-10:45	11:00-12:15	12:30-1:45	2:00-3:15	3:30-4:45	Evening		
<b>W</b>									
	8:00-8:50	9:05-9:55	10:10-11:00	11:15-12:05	12:20-1:10	1:25-2:15	2:30-3:20	3:35-4:25	Evening
<b>TH</b>									
	8:00-9:15	9:30-10:45	11:00-12:15	12:30-1:45	2:00-3:15	3:30-4:45	Evening		
<b>F</b>									
	8:00-8:50	9:05-9:55	10:10-11:00	11:15-12:05	12:20-1:10	1:25-2:15	2:30-3:20	3:35-4:25	Evening

## Functions of GradesFirst 2.0

**Issue Alerts:** The alerts function of GradesFirst provides a personalized approach to identifying at-risk students. Flagging students who are at-risk can be tracked, provided with additional support and storing the data throughout their tenure at WCU. The alerts function is not only beneficial for faculty within their classes but also by academic advisors in monitoring non-academic issues and performance in classes. Alerts are a mechanism to contact students who are at-risk or struggling in classes, and advertising campus resources and institutional policies/procedures.

**Campaigns:** Advising and email campaigns are a way to focus proactive outreach to a population of students who may need a specific intervention or action. Campaigns can be targeted to a student attribute, such as GPA, major, risk level, major, class level, or registration status. Campaigns can email students within the platform and allow the targeted population to electronically schedule appointments based on the campaign type with a particular person or office.

**Communication:** GradesFirst allows WCU faculty, staff, and students to view (electronically) conversations between the student and the institution. This provides the student with secure information relating to the integration and services. Capturing conversations reduces lost information, reference past communication, and share information across campus. Increased communication and connection with at-risk students can foster relationships that can increase retention.

**Advising:** Relationships between advisors and advisees is enhanced with tools within the GradesFirst platform. GradesFirst allows advisors to sort advisees based on attributes. The result is advisors can compose campaigns to personalize or target student populations with advising. Advisors are able to track campaigns within the student campaign and by student tags.

**Faculty:** Faculty can use functions of GradesFirst as an advising tool and as an instructional tool. Faculty can communicate with and issue alerts to not only students enrolled in their classes but all student they may come into contact. Alerts can range from attendance concerns to promoting tutoring.

**Tutoring:** Tutoring is managed through the GradesFirst platform. Within the system, students are able to schedule appointments and check-in to the tutoring centers. The system sends appointment reminders to students, and manages/monitors appointments. Advisors and faculty are able to view course and students activity within the tutoring center.

**Analytics:** GradesFirst provides a dashboard to select and generate reports pertaining to Advising (report every interaction between advisors and students

- advising appointments, emails, phone calls, text messages, and alerts)
- student reports (filter by category, tags, courses, and other criteria)
- tutoring (filter by interaction between appointment types, emails, phone calls, location and date, assists in understanding of peak hours, balance workloads and fine-tune tutoring support activities)
- institutional reports

**Institutional Reports:** GradesFirst provides WCU with analytics to better understand freshmen and transfer students. Reports based on start term and linking to all or a specific major by viewing student attributes and courses provide information pertaining to:

- graduation rate by student attribute (gain a general understanding of graduation patterns and identify opportunities to improve)
- course analysis (select Success Markers and understand which courses have the greatest impact on graduation rates)
- graduation rate by grade earned in a credit range (understand the impact of curriculum on student success in a major and enlighten advising and curriculum strategies)
- major change analysis (understand which students typically change to or from a particular major).

This platform allows for a uniform approach to advising students. Having consistent practices direct to advising students and communicating with those who are at-risk or needs services reduces on those students who get lost in the cracks. Sharing advising, tutoring, and instructional notes electronically provides all parties immediate knowledge of interactions involving people and offices at WCU. This immediate knowledge connects students with faculty, staff, and institutional offices while providing a seamless understanding of where the students has been and where they want to end.

# Degree Evaluation Report

Home > Degree Evaluation Report

920 Robert E. Ryder  
Sep 08, 2016 10:57 am

Information for [redacted]  
Student's name. This is also a link to the student's mailing address, phone, email address, and schedule.

**Student Details**  
Name: [redacted] Student's name and ID number  
ID: 920

**Program Description**  
Program: Biology BS  
Campus: Cullowhee  
College: College of Arts & Sciences  
Degree: Bachelor of Science  
Level: Undergraduate  
Majors: Biology  
The major, minor, and concentration must all appear for the evaluation to be accurate.

Program, degree, major. Contact your advisor if this information needs updating.

One major per program. Double majors have two programs and must run an audit for each program.

## Program Evaluation

This is the overall GPA required by the program.

Total Required: No 120.00  
Overall GPA: Yes 2.000

Catalog Term: Fall 2014  
Evaluation Term: Fall 2016

Catalog Term: If you are also using a departmental check list to monitor degree requirements, please make sure the check list being used matches the catalog term on the degree audit.

Program requirements may differ depending on catalog term.

Total hours required and applied in the program. Applied hours include all earned hours plus in-progress hours.

This program requires 120 hours and the student has 93 hours being applied toward that total. The red "No" indicates the total required hours component has not been met.

The degree audit is not capable of calculating a GPA by combining work in two areas. If a major does not have concentrations, the area GPA for the major area will be the major GPA. If the major has concentrations that display as separate areas, the major GPA must be calculated manually.

Met	Credits		Courses	
	Required	Applied	Required	Applied
No	120.00	93.00		32

This is the overall GPA for the student's program (includes all courses taken and graded at WCU). 3.393

This is the major area.

Total required hours for major area

Area : Biology (BS)	Required	Applied	Required	Applied
Total Required :	47.00	36.00	141	141
Area GPA :	No	Yes	2.000	2.936

Total hours not met

Area GPA

Applied hours and GPA for this area

Met	Condition	Rule	Subject	Attribute	Low	High	Required Credits	Required Courses	Term	Subject	Course	Title	Attribute	Credits	Grade	Source
Yes	(		BIOL		140	4.00			201480	BIOL	140	Principles of Biology I-HON		4.00	B+	H
Yes	AND		BIOL		141	4.00			201510	BIOL	141	Principles of Biology II-HON		4.00	C	H
Yes	)AND(		BIOL-240	Take BIOL 240					201580	BIOL	240	Intro to Genetics		4.00	A	H
Yes	)AND(		BIOL-241	Take BIOL 241					201680	BIOL	241	Intro Ecology & Evolution		4.00		R
No	)AND(		RESEARCH	3 hrs - Senior Research												

Red indicates requirements that are not met. Students should focus on getting red items to turn blue (or purple, depending on your computer screen).

(Take 3 hrs from BIOL 480, 495, 498, 499)

In a range of courses, the audit will pick up the ones with the highest grade first in order to maximize the GPA.

Areas appear in the following order on the audit:  
 \*Major Concentration  
 \*Minor  
 \*Liberal Studies Core & Perspectives  
 \*Upper Level Perspective  
 \*General Electives  
 \*Honors Courses

201480	MATH	153	Calculus I	4.00	C	H
201480	CHEM	139	General Chemistry I	4.00	B-	H
201510	CHEM	140	General Chemistry II	4.00	B+	H
201580				1.00	A	H
2015				3.00	B+	H
2016				1.00	A-	H
2016				3.00	C+	H

The degree audit is configured to select the courses with the highest grades to satisfy requirements. Since grades of F cannot be used to satisfy degree requirements, they are not picked up by the audit and are not calculated in the GPA.

No	)AND(	PHYS	130	4.00
No	)AND(	PHYS	131	4.00

Total Credits and GPA : 36.00 2.936

Area : Pre-Hit Professional Biol Conc	Required hours	Met		Credits			Courses		
		Yes	No	Required	Applied	Required	Applied	Required	Applied
Total Required :			No	25.00	10.00				4
Area GPA :		Yes		2.000	3.752				

This is the concentration. The total hours and GPA are set up as in the major area.

No more than 2 non-biology courses may be used.

Met	Condition	Rule	Subject	Attribute	Low	High	Required Credits	Required Courses	Term	Subject	Course	Title	Attribute	Credits	Grade	Source
Yes			BIOL		311				201680	BIOL	311	Animal Physiology		3.00		R
Yes	AND		BIOL		333	4.00			201610	BIOL	333	Cell & Molecular Biology		3.00	A-	H
Yes	AND		BIOL		361				201610	BIOL	333	Cell & Molecular Biology-LAB		1.00	A+	H
Yes	AND		BIOL		361				201680	BIOL	361	Principles of Biochemistry		3.00		R

No AND ELECS-1 Requirement

(Choose one course from the Ecology and Evolution set:  
BIOL 304, 306, 330, 375, 420, 433, 434, 435, 438, 441, 453, 471, 473; CHEM 461; GEOL 465; NRM 371, 442.)

Concentration requirements

No AND ELECS-2 Requirement

(Choose one course from the Organismal Biology set:  
BIOL 373, 374, 415, 425, 452, 455, 470, 472, 475, 476, 477.)

No AND ELECS-3 Requirement

(Choose one course from the Cell and Molecular Biology set: BIOL 313, 412, 413, 414, 416, 417, 419, 421, 422, 423, 424; CHEM 370, 435, 462.)

Yes AND ELECS-4 Requirement

(Choose courses from any elective set to bring the total for the concentration to 25 hours.)

The credit total and GPA displayed here should match those at the top of the area.

Total Credits and GPA : 10.00 3.752

Area : Spanish Minor	Met	Credits		Courses	
		Required	Applied	Required	Applied

**Required area hours and GPA for the minor**

**Applied hours and GPA**

**There is no applied area GPA because the only course listed in the minor is not yet graded.**

Total Required :	No	21.00	3.00																
Area GPA :	No	2.000	0.000																

Met	Condition	Rule	Subject	Attribute	Low	High	Required Credits	Required Courses	Term	Subject	Course	Title	Attribute	Credits	Grade	Source
-----	-----------	------	---------	-----------	-----	------	------------------	------------------	------	---------	--------	-------	-----------	---------	-------	--------

**Minor requirements**

Total Credits and GPA : 3.00 0.000

Area : Liberal Studies Core & Perspec																
Met	Condition	Rule	Subject	Attribute	Low	High	Required Credits	Required Courses	Term	Subject	Course	Title	Attribute	Credits	Grade	Source

**Liberal studies requirements are categorized and evaluated by rule (may be met by more than one course and by a number of different courses).**

**T = Transfer**

**H = History (course is graded and in student's academic history)**

Yes		C1	Writing (6 hrs)							201480	ENGL	101	Writing & Rhetoric		3.00	TS	T
Yes	AND	C2	Mathematics (3 hrs)							201610	ENGL	101	Writing & Rhetoric		3.00	A	H
Yes	AND	C3	Oral Communication (3 hrs)							201480	MATH	153	Calculus I		4.00	C	H
Yes	AND	C4	Wellness (3 hrs)							201510	COMM	201	Foundations of		3.00	A	H
Yes	AND	C5	Sciences (6 hrs)							201480	HE				0	A+	H
Yes	AND									201480	BIOL	140	Principles of Biology I-HON		4.00	B+	H
Yes	AND									201510	CHEM	140	General Chemistry II		4.00	B+	H
Yes	AND									201480	PSY	150	General Psychology		3.00	TS	T

Yes AND P3 History (3 hours)

Yes AND P4 Humanities (3 hours)

Yes AND P5 Fine & Performing Arts (3 hrs)

Yes AND P6 World Cultures (3 hrs)

Yes AND SEMINAR 1st Year Seminar

Yes AND ( LS\_ELEC Extra LS Courses

**Explanation of the First-Year Seminar requirement**

(All students are required to take a First Year Seminar during their first or second semester unless they have previously earned over 15 hours of credit. Students who do not successfully meet this requirement must take an extra Liberal Studies course. Extra Liberal Studies courses that may be used to substitute for the First-Year Seminar appear here when that course's category is already met. Your advisor will need to submit a substitution form for a course listed here to satisfy the First-Year Seminar requirement.)

201580	SOC	103	Human Society	3.00	A-	H
201480	LS	P3	Lib Studies: History	3.00	TS	T
201610	SM	340	Sport Ethics	3.00	A-	H
201680	THEA	104	The Theatre Experience	3.00		R
201580	SPA	P606		3.00	A	H
201510	ND	190	Personal Nutrition	3.00	A	H
201580	BIOL	240	Intro to Genetics	4.00	A	H
201580	CHEM	241	Organic Chemistry HLAB	1.00	A	H
201580	CHEM	241	Organic Chemistry I	3.00	B+	H
201610	CHEM	242	Organic Chemistry II-LAB	1.00	A-	H
201480	LS	C5	Phys & Biol Sci	3.00	TS	T
201650	PHYS	105	Contemporary Physics	3.00	TA	T
201610	SPAN	102	Exp Span & Span Spkng Wld II	3.00	A+	H

**R = Registered (Note: no grade)**

Total Credits and GPA: 63.00 3.607

Area : ULP Biology				Required	Applied	Required	Applied									
Met	Condition	Rule	Subject	Attribute	Low	High	Required Credits	Required Courses	Term	Subject	Course	Title	Attribute	Credits	Grade	Source

Yes ULP Upper-Level Perspective

201610 SM 340 Sport Ethics

Total Credits and GPA :

The Upper-Level Perspective requirement is considered part of Liberal Studies but is checked in a separate area.

Advisors and students should consult liberal studies resources online and in the catalog to determine which courses qualify to meet the upper-level perspective.

Area : General Electives				Required	Applied	Required	Applied
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General university electives as needed to meet total required hours

Met	Condition	Rule	Subject	Attribute	Low	High	Required Credits	Required Courses	Term	Subject	Course	Title	Attribute	Credits	Grade	Source
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Yes ELECTIVES General Electives

There is no required minimum of credits in the General Electives area. Courses will display in this area if they do not meet a requirement higher up in the degree audit.

201650 PHYS 19A Lower Level Elective 1.00 TA T  
201480 USI 101 Honors Forum 1.00 A H

Total Credits and GPA : 2.00 4.000

GPA and credit hours for this area

Area : 25% Rule (30 hrs)				Required	Applied	Required	Applied
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(At least 25% of your total hours must be from WCU resident courses at the junior/senior level.)

If a student is a member of the Honors College, a special area will display between the General Electives and the 25% Rule areas.

Met	Condition	Rule	Subject	Attribute	Low	High	Required Credits	Required Courses	Term	Subject	Course	Title	Attribute	Credits	Grade	Source
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No RESIDENCY Requirement

This area checks to ensure that students complete at least 25% of total hours at WCU and at the junior/senior level in order to have a degree awarded.

201680 BIOL 311 Animal Physiology 3.00 R  
201610 BIOL 333 Cell & Molecular Biology-LAB 1.00 A+ H  
201610 BIOL 333 Cell & Molecular Biology 3.00 A- H  
201680 BIOL 361 Principles of Biochemistry 3.00 R  
201610 SM 340 Sport Ethics 3.00 A- H

Total Credits and GPA : 13.00 3.717

## In Progress Courses

Term	Area	Title	Credits
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201680	Liberal Studies Core & Perspec	World Cult in Hist Persp	3.00
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201680	Liberal Studies Core & Perspec	Legal Scientific& Crit Reason	3.00
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201680	Liberal Studies Core & Perspec	Global Issues	3.00
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201680	Liberal Studies Core & Perspec	American Govt & Politics	3.00
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This area displays courses the student is registered for in the current term and future terms, if applicable.

## Courses Not Applied

Subject	Course	Title	Term	Credits	Grade
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LAW	105	Introduction to Law	201310	3.00	W
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This area displays courses not being used by the degree audit.

The student withdrew from this course so it is not being used in the degree audit.

Email [Link to student's WCU email](#)

Link to student's WCU email

Generate a new evaluation to ensure information is the most up to date.

Generate a what-if analysis to see how the student's courses will display in a different program or catalog term.

Current Enrollment ■ Current Enrollment ■ Previous Evaluations ■ Generate New Evaluation ■ What-If Analysis