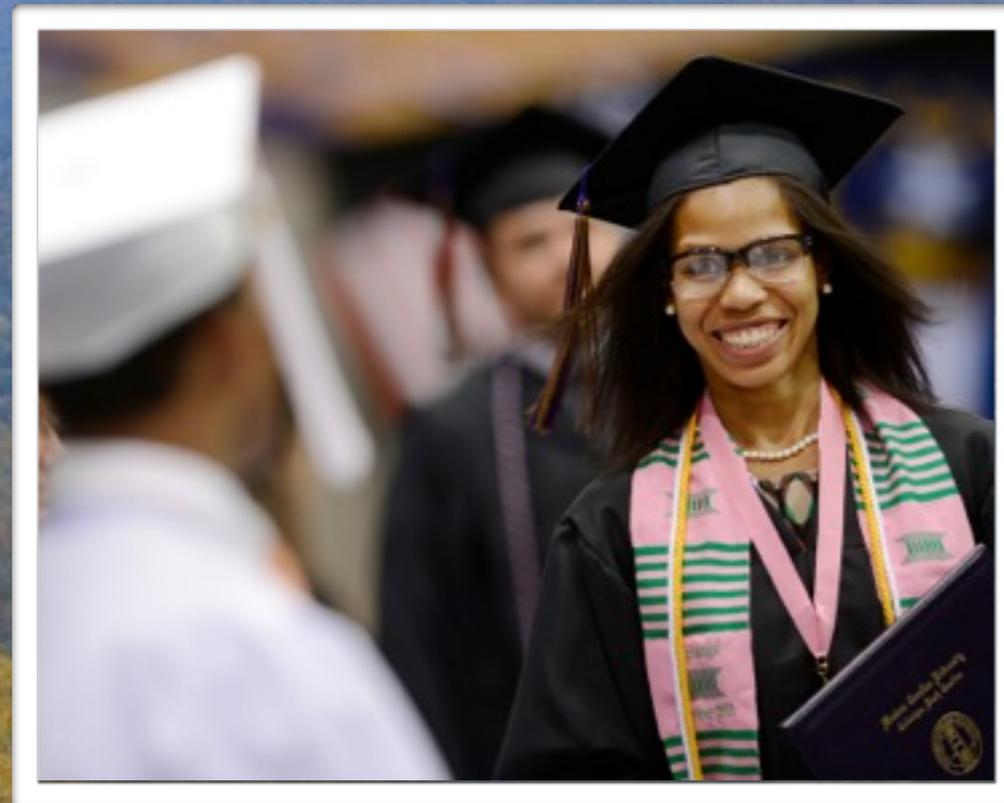


FOSTERING UNDERGRADUATE  
STUDENT SUCCESS:



A GUIDE FOR FACULTY ADVISORS

# NOTES AND ACKNOWLEDGEMENTS

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# TABLE OF CONTENTS

## **Student Success**

The Division of Student Success.....	5
Units in the Division of Student Success.....	6
Related Units.....	8
Finish In Four.....	11
Professional Advisor Roles.....	13
Faculty Advisor Roles.....	14

## **Academic Advising Basics**

Academic Advising at Western Carolina University.....	17
Why Advising?.....	18
Advising as a Teaching Model.....	19
The Advising Relationship.....	20
Advisee List on MyCat.....	21
MyCat Degree Audit Tutorial.....	24
Case Studies.....	28
Double Majoring.....	28
Unsure About Major/Career.....	30
Personal Issues.....	32
Withdrawing from a Course.....	33
Socially Awkward.....	35

## **Policies and Procedures**

Credits, Grades, and Quality Points.....	38
Calculating a GPA.....	40
Academic Progress Reporting.....	41
Issue Alert.....	42
Academic Standing Policy.....	43
Learning Contract Program.....	43
Grade Replacement Policy.....	44

Two Year Rule.....	44
Case Study.....	45
Course Withdraw Policy.....	46
University Withdraw Policy.....	47
After the Withdrawal Deadline.....	48
FERPA.....	49
Surcharge Policy (140 Hour Rule).....	50

## **The Process for New and Returning Students**

Identifying New Students.....	52
Admissions.....	52
Gateway Checklist.....	53
Acceptance to Admittance.....	54
Registration.....	54
Initial Advising Meeting.....	54
Fifth Week Grades.....	55
Returning Student Process.....	55

## **Appendix**

8 Semester Plan.....	57
Calculating GPA.....	58
Calculating Desired Cumulative GPA.....	59
Course Repeat Form.....	60
Advising Worksheet.....	61
Advising Record.....	62
Recreational Therapy Admissions Process.....	63
Recreational Therapy Advising Plan.....	64
Recreational Therapy Advising Record.....	65
Recreational Therapy Academic Probation Contract.....	66
Department of Business Administration & Law and Sport Management Advising Evaluation.....	67
Faculty Evaluation of Advisee Participation.....	68

# CHAPTER 1

# STUDENT SUCCESS



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## The Division of Student Success

Welcome! It is indeed 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 that is technology based, which suggests that 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, through careful planning and implementation by the Coulter Faculty Commons and 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 the cycle of providing resources to help our students succeed.

My charge to you is that you 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 careers and appropriate majors, to understand university academic policies and procedures, and to cope with the transition to college.

### **Student Support Services**

A unit within the Office of Disability Services, Student Support Services provides eligible undergraduate residential students who are first generation, low income, and/or students with disabilities with academic advising, mentoring, one-on-one tutorial support, and workshops focused on career, financial aid, and graduate school preparation.

### **The Office of Disability Services**

The Office of Disability Services 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.

### **First Year Experience (FYE)**

Aims to foster a holistic approach that will empower students to succeed as they transition to college life and discover a passion for learning through a variety of targeted courses and programs. Signature programs include: One Book: (Common reading program), First-year Seminars and Transition courses, FYE Summer Learning Communities, Academic Success Program, Transfer Student Initiatives, WHEE Call U, EYE on FYE, FYE Advocates, and WHEE Firsts (for First Generation College Students).

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## **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, do internships, and/or service learning internationally while earning college 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 as well. We have information sessions twice a week to assist students in beginning the process to study abroad.

## **The Writing and Learning Commons (WaLC)**

The 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**

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

## **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, focusing on one or two classes instead of juggling many – these are just a few of the excellent reasons for students to attend Summer Session.

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## **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 Offices 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.

## **Related Units**

### **Career Services and Cooperative Education**

Is developmental in our approach with students. We assist students with finding non-work study students 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 with securing employment/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**

The 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.

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## **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.

## **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 an open access student 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.

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## **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.



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.

Utilizing available tools and resources and in consultation with their professional and faculty advisors, students will 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 should also allow students to intentionally plan for summer sessions, study abroad opportunities, service learning, internships and externships, and other curricular and co-curricular opportunities.

#### **What's new for advisors and students in the Finish in Four initiative?**

Effective fall 2014, 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 shall remain on the student's transcript.

### **Academic Standing Policies**

In addition to earning and maintaining acceptable grade point averages, students 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)



For a humorous look at what a Finish in Four plan should NOT look like, click on this link, [four year plan](#).

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## ROLES

### Professional Advisors

#### **Advising Center, Student Support Services, 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 departments within Colleges 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 whose responsibilities include academic advising for students majoring in Elementary and Middle Grades Education, Physical Education, Inclusive Education, Birth-Kindergarten Distance Education Program, and the Wheel Teach Living and Learning Community.

#### **College of Business Advising**

Responsibilities: The 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.

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## **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.

## **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.

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- 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, Student Support Services or Honors College because these agents do not know whether or not the student has met with the faculty advisor.)

### **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 must also 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 the quality of 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 SPA and/or EPA 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 the 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 that 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.**

- Most faculty receive little to no formal training as advisors. For many of us, the models we were exposed to as undergraduates, which often only contained the exchange of ALT PINs, serve as the foundation for our understanding of our role as advisors.
- Providing information and giving out ALT PINs is only one aspect of advising. In many ways, it is the smallest and least significant step. Since most of us were enrolled, higher education has undergone several fundamental shifts. One of the most profound of these has been the move towards a student or learner-centered paradigm, which resulted 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 latter 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.

### **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 definitely play a significant role in the advising experience, especially in the transmission of information about university policies and standards, and there is significant overlap in the roles of professional and faculty advisors. That being said, professional advisors do not have the depth of expertise in your field, including the pedagogy, the prospects, and the perspectives that

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underlie that field. This is where the role of the faculty advisor is distinctive and important. Effective advising is a partnership between professional advisors, faculty advisors, and university administration.

### **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 to what we do as faculty members.
- A strong advising relationship can deepen and continue well after a student has graduated.
- It can also help you to better understand not just your advisees, but your students in general, which can, in turn, facilitate stronger teaching and learning in your classroom.
- Quality advising is considered a critical institutional priority and directly affects graduation and retention rates.
- Faculty should expect to be evaluated, recognized, and rewarded for the work they do as quality advisors.

### **Advising as a Teaching Model**

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 posits the advisor's role as contributing 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.

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**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 should engage the student in its own curriculum and do so in ways that are intentionally designed to maximize student academic outcomes. As one researcher states it, an excellent advisor does the same for an entire curriculum that the excellent teacher does for one course. (Lowenstein, 2000).

This latter 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 Student Support Services, 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 My Cat. Click [here](#) for a tutorial.

Personal Information Student Financial Aid **Instructor** **Advisor**

Search  Go RETURN TO MENU SITE MAP HELP PRINT EXIT

### Advisee Listing

Student Name	ID	Advisor Type	Alt PIN	Info	Photo	Holds	Scores	Trnscpt	Audit	Acad
Adams, John Q.	920999842	*Major Advisor	981706	View	View	View	View	View	View	View
Adams, John	920999910	*Major Advisor	149128	View	View	View	View	View	View	View
Jackson, Andrew	920999650	*Major Advisor	388366	View	View	View	View	View	View	View
Jefferson, Thomas	920999511	*Major Advisor	994436	View	View	View	View	View	View	View
Madison, James	920999863	*Major Advisor	991883	View	View	View	View	View	View	View
Monroe, James	920999595	*Major Advisor	979878	View	View	View	View	View	View	View
Washington, George	920999016	*Major Advisor	142950	View	View	View	View	View	View	View

Email your advisees

The screen shot below illustrates information that can be accessed from your advisee listing.

The screenshot shows the My Cat system interface for Western Carolina University. The main content area is titled "All Faculty Services" and includes a sub-section for "Personal Information | Instructor | Advisor | Employee". Below this is a search bar and a list of advisees. The table below contains the following data:

Student Name	ID	Advisor Type	Alt PIN	Info	Photo	Holds	Scores	Trnscpt	Audit	Acad Prog	Enrl Ind	S/P	Graduation App
Ashley M.		*Advising Center Advisor		View	View	View	View	View	View	View	~xX~	P	
Temi-Tope A.		Advising Center Advisor		View	View	View	View	View	View	View	~xX~		
Jonathan D.		Advising Center Advisor		View	View	View	View	View	View	View	~xX~		
Chad E.		Advising Center Advisor		View	View	View	View	View	View	View	~xX~		
Alora J.		Advising Center Advisor		View	View	View	View	View	View	View	xxX~		Spring 2014 SO
Jose A.		Advising Center Advisor		View	View	View	View	View	View	View	~xX~		

Callout boxes provide the following explanations:

- Click on student name for address and phone numbers
- Click on envelope to open email to student
- Click view to see registration holds
- Click view for test scores (SAT/ACT)
- Click view for unofficial transcript
- Click to view Academic Progress reports
- Enrollment Indicator: ~ indicates not enrolled for term, x indicates enrolled prior/future term, X indicates enrolled current term
- Suspension/Probation Indicator: S indicates suspension, P indicates probation
- Graduation Application status
- Click view to run Degree Audit
- Click on view for student photo

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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.

## Step 2: The First 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 even like 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 what you’ve said so far...”)
  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**

Some common topics for a first meeting, according to the different advising models.

### Model 1:

- Go over the requirements and 8 semester plan for the major.
- Be sure they understand how to use the MyCat Degree Audit function in relation to major requirements. Click [here](#) for a tutorial.

The screenshot shows a web interface for a Degree Evaluation Report. At the top, there is a search bar with a 'Go' button and navigation links: 'RETURN TO MENU', 'SITE MAP', 'HELP', 'PRINT', and 'EXIT'. The main heading is 'Degree Evaluation Report' with a page number '92' on the right. Below this is a section titled 'Information for John Q. Adams'. The report is divided into two main sections: 'Student Details' and 'Program Description'. 'Student Details' lists Name: John Q. Adams and ID: 920999842. 'Program Description' lists Program: Undeclared/Undecided, Campus: Cullowhee, College: General College, Degree: Undeclared (Deg Seeking), Level: Undergraduate, Majors: Undeclared, and Departments: Advising Center. On the right side of the 'Program Description' section, there are additional details: Catalog Term: Fall 2012, Evaluation Term: Spring 2016, Request Number: 142, Results as of: Apr 03, 2014, Minors: (blank), and Concentrations: (blank).

Student Details	
Name :	John Q. Adams
ID :	920999842

Program Description			
Program :	Undeclared/Undecided	Catalog Term :	Fall 2012
Campus :	Cullowhee	Evaluation Term :	Spring 2016
College :	General College	Request Number :	142
Degree:	Undeclared (Deg Seeking)	Results as of :	Apr 03, 2014
Level :	Undergraduate	Minors :	
Majors :	Undeclared	Concentrations :	
Departments :	Advising Center		

### Model 2:

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

- Be sure they understand what is expected of them, and of you, in the advising relationship. Professional advisors in the Advising Center, for example, share a syllabus with their advisees ([syllabus](#)). 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 fall 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 available as soon as possible and inform your department head.
- Prior to advising day, it is recommended that you 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, some use scheduling software such as Doodle — there are many options. The professional advisors use Grades First to schedule appointments electronically.
- 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 semester and providing the students with the Alt PIN they will need to complete their registration.

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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 My Cat 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 their 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. You can view an example of an advising syllabus [here](#).

- What are the appropriate means that your advisees can use to contact (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?

- 
- Similarly, it is also helpful to set expectations regarding advising meetings.
  - Do you require the students to make appointments or can they just drop in, or drop in during certain times?
  - 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 in advance 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, commonly asked questions, etc., so that 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, for your advisees a few times per semester.
- The advising relationship is based on mutual trust. Your interactions with your advisees are considered confidential.
- 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.
- 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 freshmen. 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](#) at or online 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?
- Give your advisees electronic access to general resources, commonly asked questions, etc., so that 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, for your advisees a few times per semester.
- The advising relationship is based on mutual trust. Your interactions with your advisees are considered confidential.
- 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.
- You are also strongly advised not to send confidential information by email or by phone.

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## 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 Career Services?
- 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?

## 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 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?*

---

**Case Study 2: Unsure About Major/Career** (Grade Replacement Policy, page 44)

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 really 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 or for science tutoring at the WaLC.
- Freddie is carrying a relatively light load, especially considering his two withdraws. 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 Career Center 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, say, history at each level.
- Ask Freddie to consider about 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** (Academic Standing Policy, page 43)

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 freshmen 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 out in tears and says that she had roommate troubles in the dorm, she lost her grandmother around Thanksgiving, and 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 also have to be placed on a Learning Contract for the Spring semester. This means she will enroll in the Learning Contract course, LC 101. If she chose to not participate in the Learning Contract course, Penny would be suspended for one semester, no matter her GPA.
- She will also 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 the campus 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, residential assistant, etc. 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 main office for Residential Living 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 your visit?*

### Case Study 4: Withdrawing from a Course (Course Withdrawals, page 46)

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

- If Will wants to withdraw from the course, he can follow the necessary steps on MyCat.
- Will will need to withdraw from the course prior to the withdrawal deadlines, usually the 13<sup>th</sup> 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.
- 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.

## 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 additional practice in 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?*

### **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; and to graduate *cum laude*, a GPA of 3.50]
- Violet should consider joining the Honor's 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. Honor's students receive 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?*

## 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 30-59 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.

The grading scale is as follows:

GRADE	INTERPRETATION	QUALITY POINTS	GRADE	INTERPRETATION	QUALITY POINTS
A+	Excellent	4.0	I	Incomplete	-
A	Excellent	4.0	IP	In Progress	-
A-		3.67	S	Satisfactory	-
B+		3.33	U	Unsatisfactory	-
B	Good	3.0	W	Withdrawal	-
B-		2.67	AU	Audit	-
C+		2.33	NC	No Credit	-
C	Satisfactory	2.0			
C-		1.67			
D+		1.33			
D	Poor	1.0			
D-		0.67			
F	Failure	0			

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.

COURSE	GRADE	POINTS	X	HOURS	=	
ENGL 101	B+	3.33		3		9.99
PSY 150	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>

Example:  $35.33$  divided by  $14 = 2.524$ .

\*See appendix for worksheet

## Academic Progress Reporting

Faculty are required to submit 5th week progress reports for 100 and 200 level courses for all students and are encouraged to report progress in upper division courses as appropriate. Academic progress reports offer students important feedback on how they are doing early enough in the semester to take actions to improve their standing. Additionally, progress reports at the 8th and 11th week are required for certain student populations; student athletes, students in the Academic Success Program (ASP), and students enrolled under the conditions of a Learning Contract.

**Academic Progress Reporting Main Grid**  
**ENGL202-01 80903 Writing and Critical Inquiry**

[Choose another class](#) [FAQ/Help](#)

Attendance		Progress				
Student ID	Name	Mass Updt 1st-wk	Mass Updt 2nd-wk	Mass Updt 5th-wk	Mass Updt 8th-wk	Mass Updt 11th-wk
[REDACTED]	[REDACTED]	ATTN	<a href="#">ATTN</a>	Required	N/A	N/A
[REDACTED]	[REDACTED]	ATTN	<a href="#">ATTN</a>	Required	N/A	N/A
[REDACTED]	[REDACTED]	ATTN	<a href="#">ATTN</a>	Required	N/A	N/A
[REDACTED]	[REDACTED]	ATTN	<a href="#">ATTN</a>	Required	N/A	N/A
[REDACTED]	[REDACTED]	ATTN	<a href="#">ATTN</a>	Required	N/A	N/A
[REDACTED]	[REDACTED]	ATTN	<a href="#">ATTN</a>	Required	N/A	N/A
[REDACTED]	[REDACTED]	ATTN	<a href="#">ATTN</a>	Required	N/A	N/A
[REDACTED]	[REDACTED]	ATTN	<a href="#">ATTN</a>	Required	N/A	N/A
[REDACTED]	[REDACTED]	ATTN	<a href="#">ATTN</a>	Required	N/A	N/A
[REDACTED]	[REDACTED]	ATTN	<a href="#">ATTN</a>	Required	N/A	N/A
[REDACTED]	[REDACTED]	ATTN *	<a href="#">QNA *</a>	Required	N/A	N/A
[REDACTED]	[REDACTED]	ATTN	<a href="#">ATTN</a>	Required	N/A	N/A
[REDACTED]	[REDACTED]	ATTN	<a href="#">ATTN</a>	Required	N/A	N/A
[REDACTED]	[REDACTED]	ATTN	<a href="#">ATTN</a>	Required	N/A	N/A
[REDACTED]	[REDACTED]	ATTN	<a href="#">ATTN</a>	Required	N/A	N/A
[REDACTED]	[REDACTED]	ATTN	<a href="#">ATTN</a>	Required	N/A	N/A

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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. Alerts may be submitted by following this [link](#). Frequently asked questions are located on the website.

In many cases of student distress, faculty and staff can provide adequate help through empathic listening, 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. You will find more information at this [link](#).

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
- The injury or situation
- The telephone number you are calling from
- Your name and follow-up phone number
- Upon completion of 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. (See Case Study 3, page 32)
  - 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 who earn a cumulative GPA within the range of 1.0 to 1.999 at the end of their first semester may return to the University for their second semester only if they choose to participate in the Learning Contract program.
- 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 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. (See Case Study 2, page 30)

- 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 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 a magnitude that the application for readmission from a student who has chosen not to apply the two-year rule may be rejected.

A student, having elected to have the two-year rule applied or not applied, may not reverse the option 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 6: Returning after two years of being away from WCU**

Sam Howell

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

Student was placed on Academic Suspension after spring 2013 term. Sam decided that he wanted to take some time off and work full time to figure out his life. After being away for He is now wanting to returning 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 Academic Success 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 attended another community college while away and determine if he is ready for a full time load at WCU.
- If he has been working full time and will continue to then there should be a discussion about the load of taking full time classes while working full time and the options for taking part time classes.

## **Course Withdrawals**

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 the expiration of the term. Students can withdraw from individual courses on MyCat. 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. (See Case Study 4, page 33)

#### 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 request to withdraw from a course or to reduce your 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/s is/are 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 Withdrawals**

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, contact the Advising Center by phone, email, or in person. University withdrawals cannot be completed on MyCat. 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.**

### 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 by mail, by fax, or hand-delivered, 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 by mail, by fax, or hand-delivered, but it must be in writing. This documentation must specifically recommend withdrawal and it must give a specific date.
- 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.

---

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 the Military Student Services (MSS).

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 students 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 students 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 My Cat 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.

INCLUDED COURSES	EXCLUDED COURSES
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 either have 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

See screenshot of Catamount Gateway Checklist below:

Western Carolina UNIVERSITY

Current Students Faculty & Staff Recently Accepted Students Parents Counselors Community Alumni

A to Z Index | Site Map | My Cat | WebCAT | Contact WCU

About WCU Admissions Academics Library Student Life Athletics News & Events Giving to WCU

WCU is a University of North Carolina Campus

Home > Admissions > Catamount Gateway

## Catamount Gateway Checklist - Freshman

[Click here to view your timeline.](#)

[Click here to pay any deposits or fees.](#)

[Click here to view your Financial Aid info.](#)

Student Type - Freshman  
Applicant Name - [REDACTED]  
Term of Application - Fall 2014  
Application Decision - **Application Accepted and Deposit Made**

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 MyCat
- S1, S2 means the application is complete and the student has full access to MyCat
- P1, P2, P3 means the distance learner's application is pending approval by the program coordinator

## 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 Meetings

Professional advisors will meet with their new students beginning the second week of the new semester. The individualized sessions provide the students a chance to share their college experience and address questions or concerns early-on. This is often an opportunity for the advisor to set up the Advisor-Advisee relationship.

---

## **Fifth Week Grade Meetings**

Professional advisors require an individual meeting with their advisees who earn unsatisfactory grades in two or more of their courses or concerning comments from an instructor. Unsatisfactory grades are a combination of C-, D+, D, D-, F, 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 Re-admit in good standing or Re-instate following academic appeal or suspension. Below is the process to register for classes:

- Completion of the Application for Undergraduate Admissions
- Completion of the Statement of Academic Intent (SAI) for those requesting re-instatement
- Payment of 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 advise and Alt PIN
- If undeclared, students will contact their assigned professional advisor for registration advise 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 advise and Alt PIN

# CHAPTER 5

# APPENDIX



# The 8 Semester Plan

STUDENT NAME: \_\_\_\_\_

CURRICULUM GUIDE FOR \_\_\_\_\_  
NAME OF DEGREE                      CONCENTRATION

**SUGGESTED COURSE SEQUENCE**

FRESHMAN YEAR							
FALL				SPRING			
COURSE PREFIX OR LS CATEGORY	COURSE NUMBER	COURSE TITLE	HRS	COURSE PREFIX OR LS CATEGORY	COURSE NUMBER	COURSE TITLE	HRS
<b>**List Pre-requisites and any statement pertaining to course or program.</b>							
SUMMER I				SUMMER II			
COURSE PREFIX OR LS CATEGORY	COURSE NUMBER	COURSE TITLE	HRS	COURSE PREFIX OR LS CATEGORY	COURSE NUMBER	COURSE TITLE	HRS
<b>**List Pre-requisites and any statement pertaining to course or program.</b>							
SOPHOMORE YEAR							
FALL				SPRING			
COURSE PREFIX OR LS CATEGORY	COURSE NUMBER	COURSE TITLE	HRS	COURSE PREFIX OR LS CATEGORY	COURSE NUMBER	COURSE TITLE	HRS
<b>**List Pre-requisites and any statement pertaining to course or program.</b>							
SUMMER I				SUMMER II			
COURSE PREFIX OR LS CATEGORY	COURSE NUMBER	COURSE TITLE	HRS	COURSE PREFIX OR LS CATEGORY	COURSE NUMBER	COURSE TITLE	HRS
<b>**List Pre-requisites and any statement pertaining to course or program.</b>							

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JUNIOR YEAR							
FALL				SPRING			
COURSE PREFIX OR LS CATEGORY	COURSE NUMBER	COURSE TITLE	HRS	COURSE PREFIX OR LS CATEGORY	COURSE NUMBER	COURSE TITLE	HRS
<b>**List Pre-requisites and any statement pertaining to course or program.</b>							
SUMMER I				SUMMER II			
COURSE PREFIX OR LS CATEGORY	COURSE NUMBER	COURSE TITLE	HRS	COURSE PREFIX OR LS CATEGORY	COURSE NUMBER	COURSE TITLE	HRS
<b>**List Pre-requisites and any statement pertaining to course or program.</b>							
SENIOR YEAR							
FALL				SPRING			
COURSE PREFIX OR LS CATEGORY	COURSE NUMBER	COURSE TITLE	HRS	COURSE PREFIX OR LS CATEGORY	COURSE NUMBER	COURSE TITLE	HRS
<b>**List Pre-requisites and any statement pertaining to course or program.</b>							

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

Total Hours of Pre-requisites: \_\_\_\_\_

Any notes:

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**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 \_\_\_\_\_

## 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.

## REPEAT FORM FOR UNDERGRADUATES

Western Carolina University

Registrar's Office  
(<http://registrar.wcu.edu>)

A separate form must be completed for each course that is to be repeated. This form indicates which course is to be excluded from GPA computation under this policy. *Once a decision is made to repeat a course, it is irrevocable.* Do not submit forms for lab course(s) that do not count as hours attempted.

**Policy:** A maximum of 15 credit hours may be repeated in order to earn a better grade. 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.

### 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. Check with your advisor.

The 15 credit hour limit of the repeat policy may be appealed in writing to the student's adviser, department head/program director, and Dean.

**Notes:** *All course repeats, except courses available for re-enrollment for additional credit, 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.*

Any course elected for repeat must be taken and repeated at Western Carolina University.

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 (50%) tuition surcharge** applies to students who take more than 140 degree credit hours to complete a baccalaureate degree in a four-year program or more than one hundred ten percent (110%) of the credit hours necessary to complete a baccalaureate degree in any program officially designated by the Board of Governors as a five-year program. Courses and credit hours taken include those taken at that constituent institution or accepted for transfer. The semester hours used to calculate the total of 140 hours include repeated, failed, and transferred credit courses. Additional details may be found at <http://www.wcu.edu/registrar>.

1) Student I.D. \_\_\_\_\_ Name: \_\_\_\_\_  
Last First MI

2) Course I.D. \_\_\_\_\_  
Term Course Prefix Number Course Title

3) Term course was taken (excluded from GPA computation)  Spring  Summer  Fall Year: \_\_\_\_\_

3) Term course was repeated (included in GPA computation)  Spring  Summer  Fall Year: \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Advisor's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Please return the completed form to the Registrar's Office, 206 Killian Annex for processing.

Rvsd: 03/23/11

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

### Advising Worksheet

Instructions: Please answer each of the following questions before your next advising appointment with Dr. Grube. The purpose of this worksheet is to begin a conversation about YOUR interests, goals, etc. The information you provide will not be shared with anyone else.

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

Email: \_\_\_\_\_

Phone: \_\_\_\_\_

What are your career goals (upon graduation from WCU, 5 years after graduation, 10 years after graduation)?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What path(s) do you envision taking to achieve these goals? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Please check all activities in which you are interested:

- Undergraduate research
- Study abroad / international opportunities
- Honors College
- Minor in \_\_\_\_\_
- Double Major in \_\_\_\_\_
- Sport Management Association
- Student groups / other extracurricular activities (please list)
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_

What questions do you have about WCU (this can be ANYTHING)? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

### 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

M									
	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
T									
	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		
W									
	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
TH									
	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		
F									
	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

The following appendices were collected from Faculty Advisors at two focus groups held in the 2013-2014 academic year:

**RT Admission Process: Student Strategic Plan**

This is a planning form for your undergraduate studies in RT. You may select from several activities and special emphasis area that are based specifically on your individual educational and career goals. The number one aspect on an application for an internship or job that employers are looking for is **engagement and involvement**, the second is being able to work with other people **cooperatively**, and the third aspect is the **professional writing ability**.

Student Name:	Date Completed:
---------------	-----------------

<i>Areas/Strategies</i>	<i>Write Professional Goals in at least 3 Areas</i>	<i>Planned Completion Date (Semester target date)</i>
<b>Recreational Therapy Association - RTA</b> (students should be members of the RT student association)		
<b>Develop a Specialty Area</b> (i.e., Child Life, Aquatic Therapy, Outdoor Adventure, Dance, etc. This is like a minor area of study related to Recreational Therapy. Count on completing 6-15 hours of study in one of the above areas.)		
<b>Certifications</b> (i.e., Pet Partners/Pet Assisted Therapy, Fitness Trainer, etc.)		
<b>Professional Organization Student Membership</b> (i.e., American Therapeutic Recreation Association, North Carolina Recreational Therapy Association, etc.)		
<b>Attend Conferences</b> (i.e., NCRTA Fall Conference [Sept. or Oct. each year], NCRTA Student Professional Issues Conference [Feb. each year], etc.)		
<b>Service Learning Experiences</b> (i.e., Webster Enterprises, etc.)		
<b>Summer jobs in Recreational Therapy</b>		
<b>Study Abroad</b>		

<i>Date of Review/Update:</i>				

Recreational Therapy  
 School of Health Sciences  
 College of Health and Human Sciences  
 ● Advising Plan ●



Name: _____	Date: _____
92#: _____	Minor: _____
Advisor: _____	

Spring 2011 (Current schedule)	Fall 2011

Summer 2011:

Spring 2012	Fall 2012

Summer 2012:

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

\*\*Remember you have to make a **C or better** in all RTH classes for them to count as progression towards your degree. If you earn a C- or less in any RTH course, you have to repeat that course. In addition, you must maintain a 2.5 GPA\*\*

**Recreational Therapy Advising Record**

Application to RT Program and Essay <i>Date:</i>		Strategic Plan Submitted <i>Date:</i>	
Admission (acceptance) to RT Program <i>Date:</i>		Completed RT Pretest <i>Date:</i>	
<i>Technical Standards Signed</i>			
<i>Date:</i>	<i>Date:</i>	<i>Date:</i>	<i>Date:</i>
<i>Date:</i>	<i>Date:</i>	<i>Date:</i>	<i>Date:</i>
<i>Pre-registration Advising Session Notes:</i>			
Pre-registration for ____ semester. <i>Date</i> _____. <i>Notes:</i>			
Pre-registration for ____ semester. <i>Date</i> _____. <i>Notes:</i>			
Pre-registration for ____ semester. <i>Date</i> _____. <i>Notes:</i>			
Pre-registration for ____ semester. <i>Date</i> _____. <i>Notes:</i>			
Pre-registration for ____ semester. <i>Date</i> _____. <i>Notes:</i>			
Pre-registration for ____ semester. <i>Date</i> _____. <i>Notes:</i>			
<i>Notes on Significant, Atypical Events</i>			
<i>Date:</i>			
<i>Date:</i>			
<i>Date:</i>			



**DEPARTMENT OF BUSINESS ADMINISTRATION & LAW AND SPORT MANAGEMENT  
EVALUATION OF ADVISING**

DATE: \_\_\_\_\_

1. Who is your academic advisor? Circle one.

- |                 |                |
|-----------------|----------------|
| Debra Burke     | Gary Jones     |
| Anne Downing    | Kadie Otto     |
| Melissa English | David Tyler    |
| Janet Ford      | Lorrie Willey  |
| AJ Grube        | Jayne Zanglein |

2. I am currently enrolled as a \_\_\_\_\_. Circle one.

- |           |        |
|-----------|--------|
| Freshman  | Junior |
| Sophomore | Senior |

3. Did you attend a scheduled advising session with your academic advisor this semester? Circle one.

- a. I attended a scheduled advising session.  
b. I did not attend a scheduled advising session.

Briefly, why not? \_\_\_\_\_  
(You may STOP this survey here.)

If you attended a scheduled advising session with your designated faculty advisor this semester, please rate the following statements regarding the advising you have received. Check one box for each statement.

#	Statement	Agree	Disagree	Not Applicable
4.	My advisor posted or emailed a schedule for advising appointments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	My advisor was present at my appointed time and place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	My advisor provided guidance as to the Liberal Studies requirements. <i>(Not applicable if LS program completed)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	My advisor provided guidance as to my major program requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	My advisor checked my degree audit during the advising appointment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	My advisor referred me to <u>relevant campus</u> resources when appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	My advisor discussed career ideas with me when I asked.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Advising assisted me in progressing toward my graduation goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	My advisor answered emails within a reasonable time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please write any additional comments you may have on the back of this page.

**Faculty Evaluation of Advisee Participation**

**Dr. AJ Grube**

---

Student: \_\_\_\_\_ Date: \_\_\_\_\_

- |                                                                                             |     |    |
|---------------------------------------------------------------------------------------------|-----|----|
| 1) Student made an advising appointment?                                                    | Yes | No |
| 2) Student showed up for the appointment?                                                   | Yes | No |
| 3) On time?                                                                                 | Yes | No |
| 4) Student was prepared with the following:                                                 |     |    |
| a. Proposed schedule of courses                                                             | Yes | No |
| b. Degree audit                                                                             | Yes | No |
| c. Transcript                                                                               | Yes | No |
| 5) OPTIONAL – Student followed guidelines and took Courses necessary for timely graduation. | Yes | No |

**Faculty Evaluation of Advisee Participation**

**Dr. AJ Grube**

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Student: \_\_\_\_\_ Date: \_\_\_\_\_

- |                                                                                             |     |    |
|---------------------------------------------------------------------------------------------|-----|----|
| 1) Student made an advising appointment?                                                    | Yes | No |
| 2) Student showed up for the appointment?                                                   | Yes | No |
| 3) On time?                                                                                 | Yes | No |
| 4) Student was prepared with the following:                                                 |     |    |
| a. Proposed schedule of courses                                                             | Yes | No |
| b. Degree audit                                                                             | Yes | No |
| c. Transcript                                                                               | Yes | No |
| 5) OPTIONAL – Student followed guidelines and took Courses necessary for timely graduation. | Yes | No |

## Academic Progress

Academic progress reports offer students important feedback on how they are doing early enough in the semester to take actions to improve their standing.

Progress reporting should be done in the 5th, 8th, and 11th weeks.

(See pages 11, 12, 27, 28, 34, 41, 43, 47, 49)

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### Related Glossary Terms

Drag related terms here

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**Index**

Find Term

## Academic Standing

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

(See pages 8, 12, 32, 43)

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### Related Glossary Terms

Drag related terms here

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**Index**

Find Term

## Advising Center

Professional advisors in the Advising Center advise undeclared students, as well as declared students with issues, problems, or seeking a change of major or minor.

2nd Floor Killian Annex  
(828)-227-7753  
[advisingcenter@wcu.edu](mailto:advisingcenter@wcu.edu)  
<http://advising.wcu.edu>

(See pages 5, 6, 8, 13, 15, 18, 20, 25, 45, 47, 55)

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### Related Glossary Terms

Drag related terms here

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**Index**

Find Term

## Advising Day

Every fall/spring semester, the university cancels class meetings and schedules an advising day. Advising day gives an opportunity for faculty, staff, and students to meet in a departmental gathering or an individual setting for course advising and career planning. A number of departments take advantage of this day as an opportunity to get to their students in a fun, social setting, by hosting an event.

(See pages 20, 25, 26)

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### Related Glossary Terms

Drag related terms here

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**Index**

Find Term

## Advising Relationship

The advising relationship should be fostered early on, as soon as the student is assigned. Through introductory meetings, advising day, and on-going communication, the advisor should use strategies to show interest in the student's success and assist them with academic and career planning.

(See pages 19, 20, 23, 25, 26, 27, 28)

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### Related Glossary Terms

Drag related terms here

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**Index**

Find Term

## Career Services and Cooperative Education

Career Services assists students with finding non-work study students 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.

Killian Annex  
Second Floor, #205  
828-227-7133  
<http://careers.wcu.edu>

(See page 8)

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### Related Glossary Terms

Drag related terms here

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**Index**

Find Term

## CatWalk

CatWalk is the pre-registration web application students complete prior to Orientation. Professional advisors are assigned by the intended major students select in CatWalk.

(See pages 20, 52, 54)

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### Related Glossary Terms

Drag related terms here

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**Index**

Find Term

## College of Business Advising

The 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.

103 Forsyth  
828-227-3294

(See pages 8,13)

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### Related Glossary Terms

Drag related terms here

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**Index**

Find Term

## Coulter Faculty Commons (CFC)

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.

166 Hunter Library  
828-227-7196  
<http://cfc.wcu.edu>

(See pages 5, 9)

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### Related Glossary Terms

Drag related terms here

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**Index**

Find Term

## Disability Services (ODS)

The Office of Disability Services 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.

135 Killian Annex

(828)-227-3886

[disabilityservices@wcu.edu](mailto:disabilityservices@wcu.edu)

<http://www.wcu.edu/academics/campus-academic-resources/disability-services/>

(See page 6)

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### Related Glossary Terms

Drag related terms here

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**Index**

Find Term

# Faculty Advisor

Faculty advisors provide guidance in students' academics , personal, and professional goals.

(See pages 14, 15, 19, 44, 55)

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## Related Glossary Terms

Drag related terms here

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**Index**

Find Term

# FERPA

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.

(See pages 27, 28, 49)

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## Related Glossary Terms

Drag related terms here

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**Index**

Find Term

## 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.

<http://finishinfour.wcu.edu>

(See pages 5, 11, 12, 26)

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### Related Glossary Terms

Drag related terms here

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**Index**

Find Term

## First Year Experience (FYE)

The First Year Experience Office aims to foster a holistic approach that will empower students to succeed as they transition to college life and discover a passion for learning through a variety of targeted courses and programs.

137 Killian Annex  
828-227-3017  
<http://fye.wcu.edu>

(See page 6)

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### Related Glossary Terms

Drag related terms here

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**Index**

Find Term

## Grade Replacement

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.

(See pages 12, 44, 49)

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### Related Glossary Terms

Drag related terms here

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**Index**

Find Term

## Honors College (HC)

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.

HC 101 Balsam Hall  
(828)-227-7383  
[brailsba@wcu.edu](mailto:brailsba@wcu.edu)  
<http://honors.wcu.edu>

(See pages 9, 13, 15, 36)

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### Related Glossary Terms

Drag related terms here

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**Index**

Find Term

## 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.

828-227-7753

<http://www.wcu.edu/academics/campus-academic-resources/advising-center/faculty-advising-resources.asp>

(See page 42)

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### Related Glossary Terms

Drag related terms here

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**Index**

Find Term

# Learning Contract

First semester freshmen and new transfers who earn a cumulative GPA within the range of 1.0 to 1.999 at the end of their first semester may return to the University for their second semester only if they choose to participate in the Learning Contract program.

(See pages 13, 32, 41, 43)

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## Related Glossary Terms

Drag related terms here

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**Index**

Find Term

# 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.

Mathematics Tutoring Center (MTC)

Stillwell 455

(828)-227-7245

[lmhendrickson@wcu.edu](mailto:lmhendrickson@wcu.edu)

<http://math.wcu.edu>

(See page 7)

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## Related Glossary Terms

Drag related terms here

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**Index**

Find Term

## Military Student Services

The Office of Military Student Services is committed to assisting military students receive an affordable and high quality education.

138 Cordelia Camp  
828-227-7397  
866-928-4723 (toll free)  
[military@wcu.edu](mailto:military@wcu.edu)  
<http://military.wcu.edu>

(See page 49)

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### Related Glossary Terms

Drag related terms here

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**Index**

Find Term

## OneStop Student Services Center

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

Killian Annex

828-227-7170

[osssc@email.wcu.edu](mailto:osssc@email.wcu.edu)

<http://onestop.wcu.edu>

(See pages 7, 8)

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### Related Glossary Terms

Drag related terms here

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**Index**

Find Term

## Professional Advisors

Professional advisors advise undeclared students and assist advisees in identifying an area of interest and declaring a major. Professional advisors are assigned based on major, but stay with the students until they graduate, even if they change their major. Professional advisors are located in the Advising Center, the College of Business, the Honors College, Suite 201, and Student Support Services.

(See pages 8, 13, 15, 17, 18, 19, 20, 25, 52, 54, 55)

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### Related Glossary Terms

Drag related terms here

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**Index**

Find Term

## Student Support Services

A unit within the Office of Disability Services, Student Support Services provides eligible undergraduate residential students who are first generation, low income, and/or students with disabilities with academic advising, mentoring, one-on-one tutorial support, and workshops focused on career, financial aid, and graduate school preparation.

138 Killian Annex  
(828)-227-7127  
[sssprogram@wcu.edu](mailto:sssprogram@wcu.edu)  
<http://sss.wcu.edu>

(See pages 6, 15)

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### Related Glossary Terms

Drag related terms here

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**Index**

Find Term

## Suite 201

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.

201 Killian Building  
(828)-227-3317  
[teachercert@wcu.edu](mailto:teachercert@wcu.edu)  
<http://suite201.wcu.edu>

(See pages 10, 13, 20)

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### Related Glossary Terms

Drag related terms here

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**Index**

Find Term

## 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.

(See page 50)

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### Related Glossary Terms

Drag related terms here

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**Index**

Find Term

## Technology Commons (Tech Commons)

The Technology Commons, is a place for students to enjoy a relaxing collaborative atmosphere while having access to expert technology assistance and an open access student lab.

Hunter Library

Ground Floor

828-227-7487

[ithelp@wcu.edu](mailto:ithelp@wcu.edu)

<http://technologycommons.wcu.edu/>

(See page 9)

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### Related Glossary Terms

Drag related terms here

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**Index**

Find Term

## Two Year Rule

This policy allows undergraduate students that returning to Western Carolina University after four or more consecutive semesters (fall and spring only) the option to have their GPA lowered to a 0.0 and just receive credit for previous courses in which they've received C's or better.

Office of the Registrar  
2nd Floor Killian Annex  
OR fax: 828-227-7217

(See pages 44, 46)

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### Related Glossary Terms

Drag related terms here

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**Index**

Find Term

## 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.

152 Cordelia Camp Building

828- 227-3297

<http://up.wcu.edu>

(See page 9)

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### Related Glossary Terms

Drag related terms here

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**Index**

Find Term

# Withdrawals

## Course Withdrawal

Students may withdraw from a maximum of 16 hours of courses during their career at Western Carolina University.

## University Withdrawal

University withdrawals are when a students withdraw from all of their courses in one term.

(See pages 11, 33, 46, 47, 48, 49)

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### Related Glossary Terms

Drag related terms here

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**Index**

Find Term

## Writing and Learning Commons (WaLC)

The WaLC provides free small-group course tutoring; one-on-one writing tutoring; individual academic skills consultations; and online writing and learning resources.

Belk 207

(828)-227-2274

[walc@wcu.edu](mailto:walc@wcu.edu)

<http://walc.wcu.edu>

(See pages 7, 31, 34)

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### Related Glossary Terms

Drag related terms here

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**Index**

Find Term