

Advisor Manual: Undergraduate Academic Advising *for* Faculty and Staff Advisors

Produced by the Academic Advising
Steering Committee
UNC Charlotte

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Introduction

The Academic Advising Steering Committee, composed of faculty and staff advisors, associate deans, directors of support units, and other administrators, represents each college at UNC Charlotte. The team has met consistently for the past eight years to assess, evaluate, and respond to the specific issues and concerns facing undergraduate academic advising at UNC Charlotte.

In consultation with all colleges, the Academic Advising Steering Committee has accomplished several initiatives to assist colleges and departments with improving the quality of undergraduate academic advising: Academic Advisor Development Program (AADP); Advisor Institute, to replace AADP; Niner Advisor, a one-system online tool for advising records and appointment scheduling; Starfish Implementation, to replace Niner Advisor; Academic Plan of Study template; departmental advising website guidelines; Best Practices in Evaluating Academic Advising document; Provost's Award for Excellence in Undergraduate Academic Advising; Online Tutorial for Advisors; and this Advisor Manual.

The Online Tutorial: *Undergraduate Advising 101* is designed to assist *new* faculty and staff advisors, and those advisors who would like a quick refresher on the following topics: basics about academic advising at UNC Charlotte (mission, intended outcomes, responsibilities, protocol); importance of protecting students' privacy; best practices; software and online advising tools; and partnerships with related offices.

This *Advisor Manual* provides more in-depth information for *all* advisors. Within you will find a detailed guide outlining your responsibilities as an advisor, key resources for advisor development and referrals, a variety of policies and forms, information regarding the types of advising and software needed during the advising process. This manual, available to all advisors across the University, should act as a reference to ensure a successful and unified approach to student advising. The enclosed information and best practices are based on a variety of student assessments, published academic references, and input from UNC Charlotte faculty and staff. This evidence-based approach will ensure excellence in academic advising at UNC Charlotte.

Mission of Undergraduate Academic Advising

Mission: Assist students to achieve their educational and lifelong learning goals through an interactive and educational partnership.

Advising Outcomes: As a result of the academic advising process at UNC Charlotte, students will be able to:

- evaluate personal interests and abilities leading to the creation of realistic academic and professional goals.
- access and navigate the University online resources and processes.
- develop an educational plan that leads to the timely completion of their educational goals.
- access University academic and student support services and resources.
- follow academic and administrative policies and procedures.
- develop the critical thinking and independent decision-making skills to make and accept responsibility for academic decisions.
- discover and integrate co- and extra-curricular activities and programs that enhance the collegiate experience.

Note: Situations such as a student's frequent change of major, or a periodic lack of course availability, may make it difficult for a student to develop an educational plan that leads to the *timely* completion of their educational goals. Offering sound and realistic advice, helping students eliminate wasteful decisions, and suggesting alternatives will help but not guarantee *timely* completion of educational goals.

Structure of Undergraduate Academic Advising

At UNC Charlotte, undergraduate academic advising is decentralized. Students are assigned advisors in the college of the student's major. In the case of multiple majors, students should be assigned multiple advisors. Undeclared students, and students in transition between majors, are advised by the University Advising Center of University College.

At SOAR (Student Orientation, Advising, and Registration), students meet with advisors from their college. *Typically*, first year students are advised by full-time advisors in their college advising center and once a major is declared, students may be assigned a faculty advisor for their major.

If the student is a member of a special population, she or he may be assigned a "secondary" advisor from a related office. See the section on Advising Special Populations for more information.

Academic Advising Steering Committee

In response to ongoing concerns resulting from a decentralized advising system, the Academic Advising Steering Committee (formerly known as the Advising Redesign Team) was formed in the Spring of 2007. Charged by the Provost, this team has examined systemic problem areas and prioritized process improvements. The team is composed of associate deans, faculty, staff

advisors, and administrators representing all colleges and some support units. In collaboration with Student Government, the Advising Redesign Team wrote a Strategic Plan for Undergraduate Academic Advising (2008-2013) which identified specific goals for improving the undergraduate academic advising experience. Throughout the years, the Strategic Plan for Undergraduate Academic Advising has been updated. The current plan (2015-2020) has the following specific goals:

1. To provide clear, consistent and up-to-date information for students and faculty/staff advisors, to make it easier for them to navigate the system while allowing for departmental flexibility.
2. To establish the culture and capacity for enhancing and increasing the use of advising tools and resources for students and faculty/staff advisors.
3. To provide training, and clear communication channels, for faculty/staff advisors.
4. To advocate for the continuous improvement of academic advising, including career development of staff advisors.

Academic Advising Improvement Team (AAIT)

Established on the UNC Charlotte campus in January of 1996 by directive of the Provost, the Academic Advising Improvement Team (AAIT) seeks to improve the quality of undergraduate academic advising, and to monitor and enhance campus efforts related to academic advising and student retention. Routine meetings are attended by 40-50 people, including staff and faculty advisors, Office of the Registrar personnel, Office of the Dean of Students personnel, associate deans, and others who have a stake in sound advising practices. Through this forum, AAIT maintains awareness and communication of best advising practices gleaned from colleagues across campus, as well as from other institutions across the country through connections with the National Academic Advising Association (NACADA). AAIT meetings might include presenters from around campus (University Career Center, Financial Aid, Residency Office, etc.), or might focus on particular policies or issues that impact students (General Education, degree audits, grade replacement, etc.). To be added to the distribution list, contact Ms. Henrietta Thomas, Director of the University Advising Center and Chair of AAIT, at hlthomas@uncc.edu.

Academic Advising Websites

Central Academic Advising Website

The central Academic Advising website at UNC Charlotte, advising.uncc.edu, is designed to provide undergraduate students with a roadmap for finding the most appropriate academic advising and to answer common questions. The site provide advisors with easy access to resources and materials for the advising role and to be used during the advising process.

For Students section includes information such as:

- Academic Policies
- My Advisor
- Advising in Major/College
- Academic Enrichment
- Academic Support
- Career Counseling
- Catalogs
- Dates and Deadlines
- Declaring a Major/Minor
- Evaluating Progress
- Forms and Resources
- General Education Program
- Graduation Information
- Improving Grades
- Letters of Recommendations
- Probation/Suspension/Semester Warning
- Registration and Courses
- Student Populations

For Academic Advisors section includes information such as:

- Updating Advisor Assignments in Banner
- Advisor Toolkit
- Advisor Development
- Reference Materials
- Advising Awards
- Advising Interest Groups
- Strategic Goals

Family Educational Rights & Privacy Act (FERPA)

It is important that faculty and staff academic advisors are knowledgeable about FERPA. Enacted in 1974, this law ensures student privacy of educational records and provides a basis for student trust in academic advisors.

Facts about FERPA

- Faculty, staff, and administrative officers must treat student education records confidentially, unless a legal exception applies, or the student provides written consent to disclose.
- “Student” is an individual who is or who has been in attendance at UNC Charlotte. It does not include persons who have been admitted but did not attend the University.
- FERPA ensures privacy from a student’s parent or guardian unless a consent form has been filed or tax dependency of a student is demonstrated by submitting to the University a copy of the most recently filed federal income tax return.
- Consent forms to waive FERPA rights are [available online](#) through the new Guest Access Portal and in the Office of the Registrar.

FERPA Guidance

- [Introduction to FERPA](#)
- [University Policy 402, Student Records \(formally Policy Statement #69\)](#)
- [FERPA Tutorial](#)
- [Directory Information Used for Commercial Purposes](#): An explanation of why student information can be used for commercial purposes such as telephone solicitations for credit cards, and steps students can take to prevent the release of their personal information.
- [Handling Parent Requests for Confidential Information from Student Records](#): Guidelines to assist faculty and staff members on how to handle requests from parents asking for information from student records.

[FERPA Forms](#)

- [Guest Access Portal](#): Visit this site when a student requests disclosure of his/her education records to a third party.
- [Consent Form for Letters of Recommendation/Evaluation](#): In order to submit recommendations or evaluations in accordance with FERPA regulations, school officials must request that students submit this authorization/waiver or its equivalent prior to providing FERPA-protected student information to third parties.

Student Responsibilities in the Undergraduate Academic Advising Process

In order to benefit from academic advising, students should:

- be proactive and seek help and advice early in the semester.
- understand role of the academic and faculty advisor.
- know how to contact their advisor(s).
- become familiar with requirements for major, minor, General Education, and graduation.
- update their student record when necessary (e.g., change of address, phone number).
- know their current grade point average, enrolled credits, and earned credit hours.
- follow dates and deadlines on the academic calendar.
- frequently check their uncc.edu email for official communication from UNC Charlotte.
- know that advisors are helpful and available during class registration *and* non-registration periods.
- schedule and arrive on time for appointments with their advisor.
- check CAPP degree audit, prepare questions, and create a course schedule *before* meeting with their advisor.
- make notes and keep all paperwork and forms from advising sessions.
- be familiar with and utilize the [Undergraduate Catalog](#), a comprehensive online source of academic policies, procedures, course descriptions, and requirements.

Advisor Responsibilities in the Undergraduate Academic Advising Process

Research demonstrates that strong academic advising can have a significantly positive impact on students, primarily improved retention and progression. By establishing a relationship with students, encouraging them to become involved in college life, and referring them to various services (e.g., tutoring, writing, career services), academic advisors will enhance students' experience at UNC Charlotte and, in turn, positively impact University retention efforts.

Faculty and staff advisors have the responsibility to:

- provide accurate and timely information about degree and career-related requirements.
- be available during publicized office hours.
- respond to students' inquiries within two (2) business days.
- empower each student to make independent and informed decisions.
- be knowledgeable about policies and procedures.
- serve as a guide, teacher, facilitator, coach, and counselor.
- make appropriate referrals.
- encourage active engagement in the curriculum-based advising process by using the CAPP degree audit.
- advise from an integrated perspective of general education, major(s), minor(s), experiential learning, study abroad.
- ensure smooth transition for students declaring and changing majors.
- keep accurate and up-to-date advising records in Starfish.
- provide realistic options for students' decision making and encourage reasonable time to degree.
- be resourceful, utilizing web-based resources, advising tools, and professional development opportunities.

Advisor Development

To provide the most accurate information to students, it is strongly recommended that faculty and staff advisors participate in advisor development sessions at the university and college/departmental levels to keep up with institutional, college, and departmental policy and curriculum changes. Below you will find the types of sessions that are available to *all* advisors.

University-Wide Advisor Development

- Academic Advisor Development Program: Sessions on a wide variety of topics that impact *all* advisors are offered each semester and summer; conducted by select faculty advisors, full-time advisors, and staff; topics include the basics of advising, Banner forms, transfer credit, academic policy changes, advising special student populations, and more. Watch for details through email, [Inside UNC Charlotte](#), and the [Academic Advisor Website](#).
- Monthly Meetings: The Academic Advising Improvement Team, AAIT, is a group of full-time academic advising professionals and some faculty advisors who meet regularly to discuss key issues related to advising. Periodically advisors receive training at these meetings as a result of new processes. All faculty and staff advisors are welcome to participate. If interested, contact Ms. Henrietta Thomas, Chair of AAIT and Director, University Advising Center, at hlthomas@uncc.edu.

College/Department Specific Advisor Development

- Colleges and departments are expected to provide ongoing professional development regarding academic advising within their college and major(s). The Academic Advising Steering Committee is more than willing to assist departments in designing and offering these sessions. The University-wide sessions referred to above can be requested for departmental/college meetings.

Full-Time Academic Advisors Professional Development

- One of the strategic goals of the Undergraduate Academic Advising Strategic Plan (2015-2020) is to advocate for the continuous improvement of academic advising, including career development of professional advisors. To achieve this goal, periodic half-day sessions have been held for full-time academic advisors to offer insight on topics such as: potential career paths in higher education; special population students; strategies for handling common challenges in advising; academic and career advising; academic, financial and career advising. Watch for announcements through email, [Inside UNC Charlotte](#), and the [Academic Advisor Website](#).

Additional Resources

- Gordon, V.N., Habley, R. W., & Associates (Eds.). (2000). *Academic advising: A comprehensive handbook*. San Francisco: Jossey-Bass.
 - This book contains the following topics:
 - Foundations of Academic Advising
 - Student Diversity and Academic Advising
 - Organization and Delivery of Advising Services
 - Training, Evaluation, and Recognition
 - Dealing with Change in the Future of Academic Advising
- There are also associations that address academic advising which provide resources. For more information, see the Academic Advising Associations section of this manual.

Relating with Today's Students

Generation Y

The following was adapted from a USA Today article written by Stephanie Armour. Additional information can be found at http://usatoday30.usatoday.com/money/workplace/2005-11-06-gen-y_x.htm.

Who is Gen Y?

- Post Gen X, born 1977-2002
- More than 70 million Americans
- High-performers, but high-maintenance
- Grew up pampered and nurtured
- Accustomed to constant feedback and recognition
- Technology savvy
- Goal-oriented
- Embrace change
- Prefer virtual (online) communication

Additionally, an article written by Ashley Gutshall in The Mentor, a peer-reviewed academic advisor journal offers the following information for advising Gen Y students. The full article may be accessed at <http://dus.psu.edu/mentor/2012/01/advising-new-student/>.

Generation Y students:

- see advisor as an authority on knowledge and trust they will not be misled.
- may want advisors to select major for them.
- need approval from advisor for decisions.
- look for the right answer from advisor as opposed to exploring on their own.
- may have a hard time thinking as individuals.
- benefit from brainstorming possible majors with advisors.

First Year Students

The following was taken from the NACADA Monograph Series—Academic Advising: New Insights for Teaching and Learning in the First Year, edited by Mary Stuart Hunter, Betsy McCalla-Wriggins and Eric R. White (2007).

Unique Challenges of the 1st-Year

- Financial Concerns
 - Since the mid-1980s, increases in tuition and fees have exceeded inflation and growth in median family income.
 - Less financial aid comes in the form of grants, and more students and their parents are securing loans to cover college costs.

- To address this concern, 29% of these first-year students have an on-campus job, 24% maintain employment off campus, and slightly more than 5% work for pay both on and off campus.
- Social Integration
 - One third of students regularly feel isolated from campus life.
 - Involvement, integration, and engagement are critical components of student success.
 - More than 17% of students feel that their family responsibilities interfere with their coursework at least occasionally during the first college year.
- Pre-College Expectations Versus the Reality of the First Year
 - Expectations play an important role in the experience of new students because they serve as a filter through which students evaluate and make sense of the information they are presented, and also shape subsequent behaviors and experiences.
 - 97% of first-year students predict that there is at least “some chance” that they will earn at least a B average in college.
 - Involvement in co-curricular activities during the first year tends to be far lower than students’ initial expectations.
 - Students’ expectations generally exceed the reality of their experience during the first year of college.
- Health and Well-Being
 - Students’ self-ratings of their emotional health and self-understanding are at all-time lows.
 - 40% of students at four-year institutions feel overwhelmed.
 - 12% of students feel depressed during their first year of college.
 - Students are engaging in stress reducing and leisure activities less often and drinking and partying more regularly during the first year of college than they did in high school.
 - Students may need additional guidance on how to make healthier life choices and about the utilization of campus services that are designed to support emotional and physical well-being during the transition to college.

Survey Results from the 1st-Year Student Experience

Your First College Year (YFCY), developed by the Higher Education Research Institute, is a survey designed to assess the academic and personal development of students over the first year of college. The YFCY survey has collected national, longitudinal data on first-year students since 2000. The findings from the 2012 administration of YFCY are available for viewing, along with previous years. For additional information, visit: <http://www.heri.ucla.edu/yfcyoverview.php>.

Student Satisfaction in the 1st Year

Three-fourths of the respondents reported being “satisfied” or “very satisfied” with their overall college experience.

The majority of students in the sample were likewise satisfied with interactions with other students, campus social activity availability, and sense of community among students. Additionally, most students would recommend their college to other.

Academic Experiences in the 1st Year

In general, the majority of students were satisfied with their academic experience. Specifically, most students were satisfied with class size, general education and core courses, quality of instruction, and amount of faculty contact. Moreover, in regards to classroom experiences, the majority felt that they were encouraged by faculty to participate in discussions, their contributions were valued, and faculty gave feedback to assess their class progress. Most students agree that faculty believe in their potential to succeed, that faculty empower them, and that at least one staff member is interested in their development, recognizes their achievements, and encourages them to participate in campus activities.

Utilization of Campus Services

Students were asked about the services and resources they utilized over their first year. The majority utilized academic advising and student health services. Less than half utilized the writing center or advising for study skills and financial aid. Close to one third used the career services, and less than 20% utilized student psychological services and the disability resources center.

When comparing first-generation students and non-first-generation students, first-generation students reported utilizing financial aid advising, study skills advising, the writing center, and loans more, while non-first-generation students reported utilizing student health service more. In regards to finances, first-generation students have more concern over the ability to finance their education and they use financial aid that is not paid back, more so than their non-first-generation counterparts.

Change Over the 1st Year of College

Students recognize that they go through many changes during their first year of college. Almost all students reported a stronger change in general knowledge, and the majority reported a stronger change in ability to critically think, problem-solve, and conduct research.

First Generation Students

Students who are the first in their family to attend college, or to complete an undergraduate degree, may enter college with less understanding of the college culture than their counterparts. Due to a lack of exposure, as well as competing family demands, first generation students are often not prepared for the college experience, academically and/or socially. Advisors can play a significant role in helping first generation students adjust to the new environment. In their new book *First Generation College Students*, Ward, Siegel, and Davenport (2012) suggest advisors “advise first-generation students in ways that allow them to understand the wide range of

academic, experiential, and career options, including those to which they may have had little exposure or that they may not have been encouraged to pursue” (p. 108).

Transfer Students

Refer to Advising Transfer Students section of this manual.

Upper Division Students

As students advance in their undergraduate studies their advising needs change. Students begin to follow their individualized academic interests, thus advising will need to be more personalized at this point. Themes and goals vary by academic year.³

Sophomore Year is characterized by student reflection and what has been identified as the *sophomore slump*.⁴ Students at this stage may show high levels of apathy. Thus, it is all the more important to take a proactive approach and ensure that sophomore students are fully integrated into the academic experience. Goals for advising sophomores include:

- crystallizing academic plans while involving the student’s faculty advisor,
- conducting an assessment of career interests,
- furthering student development through student experience with web based resources, lectures, seminars, and faculty assistance,
- integrating with campus life and student internships,
- and reflecting on educational plans.

Junior Year is characterized by a clarification of future plans and goals. More of the responsibility for academic success is placed on the student. Subject mastery is a major goal. Themes for junior year include:

- integrating academic plans with career plans and foster faculty-student relationships,
- clarifying career goals,
- achieving competence in field of study,
- and considering a graduate education.

Senior Year is characterized as a time of transition into either graduate study or an applied position. Continued self-assessment is critical at this point. Goals and themes for this year include:

- preparing to transition to work or graduate school by updating a resume and sharpening interview skills,
- revisiting the career center,

³ Extracted from Gordon, V.N., Habley, R. W., & Associates (Eds.). *Academic advising: A comprehensive handbook* (San Francisco: Jossey-Bass, 2000), p.91-100.

⁴ Kramer, G.L., Taylor, L., Chynoweth, B., and Jensen, J. (1987). Developmental academic advising: A taxonomy of services. *NASPA Journal*, 24 (4), 23-31.

- and preparing for standardized tests, assessing graduate programs, and fulfilling graduation requirements.⁵

Parental Involvement

Even though many faculty and college administrators are concerned that over-involved parents hinder the development of their children, data from the National Survey of Student Engagement (2007) indicate that students whose parents advocate on their behalf are more active in and satisfied with college. This generation accepts their parents as personal mentors and, for the most part, welcomes their parents' interest in their college careers.⁶ As parents continue to become involved, it is important that academic advisors begin to see parents as resources, not obstacles, when it comes to advising. Also, it is important to be aware of cultural differences. In some cultures, it is the norm for the parents to be in charge of everything.

Although parental involvement can have a positive impact on students, parents need to be made aware that there are legal limits to the involvement they can have with their student in college. For example, parents will often request to see their student's education records or to be present in advising sessions. FERPA requirements prohibit advisors from divulging student academic information to parents unless a consent form has been filed by the student. To learn more about what information is protected under FERPA, see the section of this manual on FERPA.

Suggestions/Recommendations⁷

- Define the parents' role, and emphasize the importance of the student assuming responsibility.
- Maintain the focus on the student and their experiences at the University.
- Underscore the new phase of confidentiality and access (FERPA) that now defines the student/parent relationship. Request that the student meet with you without the parent present. If the parent and student insist, then have the student sign a FERPA waiver.
- Encourage students to communicate directly with parents about their academic progress. ("How often have you discussed your academic progress with your parents throughout the semester?")
- When parents contact an advisor directly, the advisor should answer questions in a generalized manner. ("I will not be able to provide specific information about _____, but in general, when a student is in this particular situation, this is what I would recommend.")
- Encourage the parent to have their student contact the advisor directly. Show understanding, and thank the parent for his concern.
- Also consider reframing your role as an advisor:
 - Access vs. Confidentiality

⁵ Extracted from Gordon, V.N., Habley, R. W., & Associates (Eds.). *Academic advising: A comprehensive handbook* (San Francisco: Jossey-Bass, 2000), p.91-100.

⁶ Menezes, M. D. (2005). *Advisors and parents: Together building stronger advising relationships*. Retrieved September 5, 2007, from the NACADA Clearinghouse of Academic Advising Resources Web site: <http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Advisors-Parents.htm>

⁷ Nossaman, B. (2009). *Dialoguing with New Students and Their Parents at the Collegiate Level*. NACADA Webinar, February 4, 2009.

- Customer Service vs. Professional Office

Additional Information⁸

- Simply changing your vocabulary can help parents understand their new role:
 - Parent as Caregiver→Parent as Consultant
 - Child→Student
 - Always “Yes”→Sometimes “No”
- Advice to offer parents for healthy involvement:
 - Let your student call you first before getting involved.
 - Ask your student to address roommate, social, and grading disputes.
 - Take a coaching role.
 - Be aware of the difference between helpful involvement and unproductive hovering.

⁸ NACADA Webinar 2009. *Success with Parent Education: Dialoguing with New Students and their Parents at the Collegiate Level.*

Resources and Referral Guidelines

A variety of resources exist to help students succeed. Below are links to some of the offices devoted to helping students:

- Call Center ((704) 687-8622) and [Directory](#)

Academic Support and Enrichment Services

- [Athletic Academic Center](#)
- [Continuing Education](#)
- [Disability Services](#)
- [English Language Training Institute](#)
- [Financial Literacy](#)
- [Honors College](#)
- [Office of Intercultural and Educational Experiences](#)
- [Learning Communities](#)
- [Library](#)
- [Multicultural Academic Services](#)
- [Office of Adult Students and Evening Services \(OASES\)](#)
- [Pre-Health Professions Advising](#)
- [Student Success](#) (peer mentoring for students on probation)
- [Tutorial Services](#) and [Supplemental Instruction](#)
- [University Career Center](#)
- [University Center for Academic Excellence](#) (individual consultations, workshops, tutoring, supplemental instruction, peer mentoring)
- [Writing Resources Center](#)

Advising-related Resources

- [Academic Advising](#) (central website for students and advisors)
- [General Education](#)
- [University Advising Center](#)

Business Affairs Resources

- [Bookstore](#)
- [Parking](#) and [Campus Maps](#)
- [Police and Public Safety](#) (emergency: (704) 687-2200; non-emergency: (704) 687-8300)
- [Student Accounts /Cashier's Office](#)

Enrollment Support

- [Admissions](#) (undergraduate)
- [Admissions](#) (graduate)
- [Financial Aid](#) and [Scholarships](#)

- [Office of the Registrar](#)
- [Residency Determination Office](#)
- [Summer Orientation \(SOAR\)](#)
- [Summer School and Summer Programs](#)
- Testing Information: [Advanced Placement](#), [Foreign Language Proficiency](#), [Math Placement](#), [Collegiate Level Exam Program Exam](#) (transfer credit and advanced academic standing)

Student Activities

- [Campus Activities Board](#)
- [Center for Leadership Development](#)
- [Multicultural Resource Center](#)
- [Student Organizations](#)
- [Volunteer Outreach](#)

Student Life

- [Counseling Center](#)
- [Dean of Students](#) (judicial process, academic integrity, student behavior)
- [Housing and Residence Life](#)
- [Student Health Center](#)

Technology

- [Banner Training](#)
- [Information and Technology Services](#)
- [Student Computing Services](#)

UNC Charlotte: Summary of Support Services for Students

Question/Area of Concern	Who Can Help
<ul style="list-style-type: none"> ◆ I am having difficulty in a course. ◆ I do not know how I am doing in a course or have not received a grade. 	<p>Faculty Member</p>
<ul style="list-style-type: none"> ◆ I need to establish or revise a plan of study. ◆ I need to enroll in the right courses for the semester. ◆ I have questions about my academic standing and/or general education requirements. 	<p>An Academic Advisor: advising.uncc.edu To find your advisor, please visit My UNC Charlotte, select Starfish, and visit My Success Network.</p>
<ul style="list-style-type: none"> ◆ I need help with time and task management. ◆ My study skills need improvement. ◆ I would like to find a tutor or Supplemental Instruction study session for one of my courses. 	<p>University Center for Academic Excellence 2300 Colvard, 704-687-7837 ucae.uncc.edu tutortrac.uncc.edu</p>
<ul style="list-style-type: none"> ◆ I am on academic probation and would like to enroll in a peer mentoring program for support and assistance. ◆ I am on academic probation and/or having significant academic difficulty and would like to enroll in an academic success course to help me learn better study habits and strategies. 	<p>Students Obtaining Success Program University Center for Academic Excellence 2300 Colvard, 704-687-7837 ucae.uncc.edu/programs/sos-peer-mentoring See your Academic Advisor to enroll in appropriate course. Registration authorization required for this course (UCOL 1300).</p>
<ul style="list-style-type: none"> ◆ I am a student from an underrepresented group who could benefit from additional assistance. 	<p>Multicultural Academic Services 2400 Colvard, 704-687-0030 mas.uncc.edu</p>
<ul style="list-style-type: none"> ◆ I need help preparing for a job or internship. ◆ I need to assess careers that might be a good fit for me. ◆ I need to know what majors work for certain careers. ◆ I need to find part-time work to get experience in my field and pay for school. 	<p>University Career Center 150 Atkins, 704-687-0795 career.uncc.edu</p>
<ul style="list-style-type: none"> ◆ I am having trouble adjusting to college life. ◆ I experience anxiety that affects my performance or keeps me from doing the things I want to do. ◆ I often find myself unmotivated or fatigued. ◆ I have thoughts of hurting myself or other people. 	<p>Counseling Center 158 Atkins , 704-687-0311 counselingcenter.uncc.edu</p>
<ul style="list-style-type: none"> ◆ I received services for a disability in high school and need academic accommodations. ◆ I am living with a medical, physical or psychological disability that impacts me. I may need some support. 	<p>Office of Disability Services 230 Fretwell, 704-687-0040 ds.uncc.edu</p>
<ul style="list-style-type: none"> ◆ I have recently missed school for an extended period of time due to an illness or personal crisis. ◆ I want to develop positive connections within the University community. ◆ I am having difficulties with one of my professors. 	<p>Dean of Students Office 217 King, (704) 687-0345 dso.uncc.edu</p>
<ul style="list-style-type: none"> ◆ I do not have financial resources to continue in school. ◆ I want to plan effectively for my expenses 	<p>Office of Student Financial Aid 122 Reese, 704-687-5504 finaid.uncc.edu manageyourmoney.uncc.edu</p>
<ul style="list-style-type: none"> ◆ I need to develop my writing skills. ◆ I need to develop my library research skills. ◆ I need to work on my oral presentation skills. 	<p>Writing Resources Center 125 Cameron, 704-687-1899 wrc.uncc.edu</p>
<ul style="list-style-type: none"> ◆ I need help researching a paper that I was assigned. ◆ I need to find a book or an article that my teacher assigned or placed on reserve. ◆ I need help accessing library resources from home. 	<p>J. Murrey Atkins Library 704-687-0494 library.uncc.edu Subject Librarians library.uncc.edu/research</p>

Referral Guidelines

- It may be more helpful to refer a student to a particular office or agency than to a specific person. While you might recommend a person about whom you feel comfortable, that person may not be available at the time he or she is needed. However, some advisors feel more comfortable referring students to a specific person that they feel is most qualified to address the students' issues. It is important for advisors to weigh the pros and cons of each of these options when deciding how to refer a student.
- Consider helping the student make an appointment, perhaps by walking with the student to the office where the referral is being made or letting the student call from your office.
- After a referral, let the student volunteer information they want to share. It may not be necessary for you to have details of a student's interaction with another agency. In fact, at times the student may wish to stop talking to you about the problem altogether. Communicate continued concern and openness to help.
- Once a referral is made, communication between the student and the referral agency is often confidential. You may be curious and feel unfinished in your work with the student, but you may have to let it be that way as the student begins to work with someone else.
- There are few "quick fixes." Behaviors, attitudes, and feelings take time to change, and a student may show slow progress or, for a while, none at all. Trust the process and, again, communicate your continued concern and availability.

For more information regarding these resources and the referral guidelines, see the central [Academic Advising](#) website.

Undergraduate Catalog and Related Information

Academic policies can be found in the Undergraduate Catalog, which is updated every year. Only online versions of the Catalog are available. The [Catalog](#) is not an irrevocable contract. Regulations published in it are subject to change by the University at any time without notice. University regulations are policy statements to guide students, faculty, and administrative officers in achieving the goals of the institution. Necessary interpretations of these policies will be made by the appropriate authorities with the interest of the students and the institution in mind. Students are encouraged to consult an advisor if they have questions about the application of any policy.

The University reserves the right to change any of the rules and regulations of the University at any time, including those relating to admission, instruction, and graduation. The University also reserves the right to withdraw curricula and specific courses, alter course content, change the calendar, and to impose or increase fees. All such changes are effective at such times as the proper authorities determine and may apply not only to prospective students, but also to those who are already enrolled in the University.

For degree requirements students are generally held to the Catalog pertaining to the year in which they commenced their studies. More specific details are outlined in the Introduction of the Undergraduate Catalog.

Frequently visited Undergraduate Catalog sections are listed below:

Introduction

Catalog Disclaimers

Student Responsibility

Each student is responsible for the proper completion of his or her academic program, for familiarity with the Catalog, for maintaining the grade point average required, and for meeting all other degree requirements. Students assume academic and financial responsibility for the courses in which they enroll and are relieved of these responsibilities only by formally terminating enrollment. The advisor will counsel, but the final responsibility remains that of the student.

Degree Requirements and Academic Policies

Academic Advising

Baccalaureate Degree Requirements

- Credit Hours and Major
- General Education
- Residence Requirement
- Grade Point Averages

General Education Program

Declaring Majors and Minors

- Declaration of a Major(s)
- Declaration of a Minor(s)
- Change of Degree or Major
- Second Baccalaureate Degree or Major
- Baccalaureate Minor

Academic Credit

- Credits/Semester Hours
- Course Load
- Student Classification

Registration

- Registration Appointment Times
- Registration Deadlines
- Add/Drop Period
- Prerequisites and Permits
- Auditing a Course
- Dual Undergraduate and Graduate Registration
- Inter-Institutional Registration
- NC Online

Termination of Enrollment

- Termination by the Student
- Withdrawal Policy
 - Extenuating Circumstances
 - Non-Extenuating Circumstances
- Termination by the University

Classroom Policies and Attendance

Grading and Related Policies

- Grades
 - Grade of I (Incomplete)
 - Grade of IP (In Progress)
 - Grade of W (Withdrawal or Drop)
 - Pass/No Credit Option
- Unsatisfactory Grade Reports
- Final Grades
 - Final Grade Changes and Appeals from Final Course Grades
- Repeating Courses
 - With Grade Replacement
 - Without Grade Replacement

- Credit Hours
- Quality Points
- GPA Hours
- Grade Point Average (GPA)
- GPA Calculator

Academic Standing and Related Topics

- Academic Standing
 - Good Academic Standing
 - Academic Probation
 - Academic Suspension
 - Semester Warning
- Academic Honors
 - Chancellor's List
 - Dean's List
 - Graduation with Distinction

Readmission of Former Students

- Forgiveness Policy
- Second Baccalaureate Major/Baccalaureate Minor

Academic Appeal and Grievance Procedures

Transfer Credit and Advanced Academic Standing

- Advanced Placement Course Credit (AP)
- International Baccalaureate Program (IB)
- College Level Examination Program (CLEP) General Examination
- Subject Matter Examinations
- Transfer Credit from Other Institutions
- Credit for Military Training
- Credit from Two-Year Institutions
- Transient Study
- Credit by Examination
- Transfer Students Who Are Exempt from the First-Year Writing Requirement

Graduation

- Application for the Degree
- Teacher Licensure
- Commencement Marshals

Academic Records and Transcripts

Family Educational Rights and Privacy Act (FERPA) Notification (see FERPA section of this manual for additional information)

Related Information

CAPP Degree Audit

CAPP is the acronym for [Curriculum, Advising, and Program Planning](#). It is a tool that advisors and students should use to monitor students' academic progress. Utilizing student records in Banner, it tracks a student's progress toward completion of their degree requirements.

CAPP searches through in-progress courses, transfer credit, and courses taken at UNC Charlotte to find courses that match the degree requirements. The portion of the CAPP degree audit covering General Education requirements (Fall 2003+ catalogs) is available and is very reliable, and in most cases a degree audit for requirements in the major is also available.

For more information on CAPP refer to the Banner section of this manual.

Note: DegreeWorks, a more user-friendly degree audit system, is currently being programmed for both undergraduate and graduate students at UNC Charlotte. Watch for information about implementation.

Policy on Withdrawal from Courses at UNC Charlotte

Starting Fall 2014, the UNC Charlotte academic policy for undergraduate students' withdrawal from courses changed. The goal of this policy change was to encourage student success by reducing the number of unsuccessful course attempts and the undesired consequences that such attempts can have on student debt and timely graduation.

After reaching the 16 credit hour limit, students will be unable to withdraw from another course and must accept the grade earned at the end of the semester. Before withdrawing from one or more courses, students must think very carefully about the academic and financial consequences. Students should consult the course instructor, his/her advisor, a financial aid officer, and the Dean of Students Office for guidance. See links below for additional information:

- [UNC Charlotte Academic Policy: Withdrawals \(Undergraduate Students\)](#)
- [FAQs for Withdrawal Policy for Undergraduates](#)
- [Withdrawal with Extenuating Circumstances](#)

Academic-Related Forms

Office of the Registrar

- Academic Petition
- Advising Holds
- Credit by Exam
- Credit Card Payment
- Disclosure of Directory Information
- Duplicate Diploma Order
- Final Exam Conflict
- Graduation Application (UG)
- Grade Replacement
- Name Change
- Other Institution Transcript Request
- Pass/No Credit/Audit
- Readmission Appeal
- Student Consent to Release Records
- Transcript Request
- Transient Study

Office of Disability Services

- Disability Documentation Form
- Housing and Meal Plan Addendum (This form is to be used to address disabilities that result in functional limitations specific to a university residential environment. It should be submitted in conjunction with the corresponding Medical, Physical, and Psychological form.)
- Personal Attendant Accommodation in Housing Addendum

University College

- General Education Advising Worksheet
- Transfer Guidelines for (O) and (W) Courses
- Transfer Credit Re-Evaluation Request for General Education Courses

Graduation-Oriented Advising

All advisors are encouraged to utilize a “graduation-oriented” approach to advising to assist students with timely progress toward their degree. To help students graduate in a timely manner, it is important to discuss with them a plan of action beyond the semester for which they are registering for courses.

Some departments require advising each semester and spend time discussing how efficiently the student is making progress toward their degree by reviewing the [academic plan of study](#) for the major/minor and by completing a form to plan for the rest of the student’s tenure. Other departments require advising during the 4th semester for those who enter as freshmen and 2nd semester for those who enter as transfer students. Depending on the curriculum, the exact timeline and forms used will vary.

What is most important to consider are things that will help your students understand their path to a successful degree, ideally completed within four years.

General Education Advising

All faculty/staff advisors are encouraged to advise on *General Education* as part of an integrated academic program rather than segment General Education from the major/minor. To do so, advisors should utilize the Advising Worksheet for the [UNC Charlotte General Education program](#). For assistance, contact your college's advising center.

Faculty/staff advisors are encouraged to train students to become familiar with the online [Curriculum, Advising, and Program Planning](#) (CAPP) Degree Evaluation which is the single most reliable and comprehensive method of enabling the student to track his or her completion of general education requirements. CAPP searches through in-progress courses, transfer credit, and courses taken at UNC Charlotte to find courses that match the degree requirements. The portion of the CAPP degree audit covering General Education requirements (Fall 2003+ catalogs) is available and is very reliable. More information on CAPP can be found in the Banner section of this manual.

General Education Program

The General Education Program is central to UNC Charlotte's basic mission of providing all undergraduates with a liberal arts education. The Program approaches the liberal arts in its traditional meaning of learning the arts appropriate for living the educated, responsible life of a free (liberalis) citizen. It provides all undergraduate students, regardless of their majors, with the foundations of the liberal education they will need to be informed people who have the ability to: act thoughtfully in society, make critical judgments, and enjoy a life dedicated to learning and the pleasures of intellectual and artistic pursuit.

The General Education Program is administered by University College but individual courses are taught by faculty from all of the colleges. Thus requests for exceptions to any aspects of the General Education requirements for individual students must be approved by the Dean of University College, but matters relating to the course itself need to be addressed by the department and college offering the course.

The Program is designed to address four areas of liberal education:

- I. **[Fundamental Skills of Inquiry](#), 9-12 semester hours**
These courses are designed to help students develop the foundational skills necessary for obtaining the full benefits of a college education; they include basic college-level writing, basic use of information technology, and basic college-level mathematical and logical skills.
- II. **[Inquiry into the Sciences](#), 10 semester hours**
These courses provide students with an understanding of the methods of scientific inquiry and the ways that knowledge is acquired and accredited in the natural and the social sciences.
- III. **[Themes of Liberal Education](#), 12 semester hours**
This aspect of General Education is unique to UNC Charlotte's curriculum. These courses are designed to provide students with the knowledge and skills necessary for your role as an educated citizen in the twenty-first century through the integrated Liberal Studies curriculum. These courses are found in course schedule under the heading of

LBST, and they cover four key areas of learning: the arts and society, the Western historical and cultural tradition, global understanding, and ethical and cultural critique. While all sections of the same course address the same overarching goals, individual faculty take quite different approaches to these topics. Despite this, the same course cannot be repeated for credit. Students are therefore urged to select a specific section based on the more detailed information provided in the semester course schedule.

IV. **Communications Skills, 6-9 semester hours**

These courses are intended to further develop more specialized skills for writing in the discipline and oral presentations. Six hours are needed for the writing in the discipline component and three for the oral communication component. Courses that will satisfy these requirements are indicated with a (W) or (O) after the course title. Some courses may meet both requirements.

General Education and the Major

These are education requirements applicable to all students at UNC Charlotte regardless of their college or major. Many academic programs prefer that students take particular courses within the General Education program because those courses enhance learning or preparation in a particular major.

Transfer of General Education Equivalent Courses

Students may meet any of the course requirements of the General Education program with approved equivalent courses transferred from other regionally accredited institutions. At the time of admission, transcripts of work at other institutions are evaluated to determine equivalency. This includes equivalency for the Liberal Studies courses required in the General Education Program.

If a student believes that he or she has transfer credit that should count towards a UNC Charlotte General Education requirement, the student should discuss that situation with an advisor. Advisors should check to make sure that no General Education equivalency or exemption has been given. If the request seems valid, the student should complete and submit a [Transfer Credit Evaluation Request for General Education Courses](#) form, along with a copy of the course found in the Undergraduate Catalog showing the transfer course, to University College.

College/Departmental Advising

Faculty and/or staff in each college/department are responsible for advising *in the major* and are encouraged to integrate General Education advising as students should experience their academic study as an integrated process (refer to General Education Advising section). Key resources for college and departmental advising are:

- [*Academic Plans of Study*](#): in template format, these plans provide clear, consistent, and up-to-date information for students to make it easier for them to navigate the system while allowing for departmental flexibility.
- [*Departmental Advising Website*](#): each department is asked to have an advising website for undergraduates, utilizing University-wide guidelines to assist departments in providing clear, consistent, and up-to-date information for students via the web.
- [*Curriculum, Advising, and Program Planning \(CAPP\) Degree Evaluation*](#): advisors are encouraged to monitor their students' progress through the online CAPP degree evaluation. CAPP searches through in-progress courses, transfer credit, and courses taken at UNC Charlotte to find courses that match the degree requirements. Major requirements will appear as they become available and CAPP can be used to evaluate progress in the major during advising sessions. More information on CAPP can be found in the Banner section of this manual.
- [*Departmental Liaison for Internships, Co-ops, and Service Learning*](#): several departments have a person available to assist students in finding experiential learning opportunities related to their field of study.
- [*Career Advice*](#): refer to Career Advising section.
- [*Department Chairs/College Deans*](#): check with your department chair and/or Associate Dean of your College for the status of your department's Academic Plan(s) of Study, Departmental Advising website, and other advising resources that may be unique to your department or college.

Advising Transfer Students

There are many reasons why students transfer:

- Poor institutional fit at previous 4- year or 2-year institution (i.e., educational or social environment of the institution was not congruent with the student's expectations, abilities, future plans, academic performance, or comfort level)
- Completion of an Associate's Degree
- Financial considerations
- Geographic preferences

The common element among these students is they will be making a very significant change in their lives.

Did You Know?

Approximately 50% of new undergraduates at UNC Charlotte are transfer students.

And of this group, an estimated 53% are from NC community colleges and NC junior colleges, 24% from NC 4-year institutions, 21% from out-of-state, and 2% from out-of-country.

Advising "Transfer Shock"

Transfer students have been at another college and have left most senses of familiarity behind. Students handle the transition differently. Some will readily admit they are lost while others may pretend they have it "all figured out."

An advisor must first recognize that "transfer shock" really exists. All transfer students enter a new and different institutional environment, which has different policies and procedures, advising structures, terminology, faculty, and academic expectations.

Transfer students must be encouraged, but also supported and challenged. Some students may not want to make the effort to meet new people, make new friends, and learn a new system.

Information is one of the most important things to provide a transfer student. They need to know where to go, whom they should speak with, when, and how. Remember that regardless of their class rank, they will not be completely familiar with the campus or the University's services.

The challenge is letting them know that their experience at the University depends on their effort. After orientation (SOAR), their integration into the college environment and community will be their responsibility. Sympathize that it is difficult to put forth the effort to start over but offer encouragement that there are services and people that can facilitate the process - they just need to make the effort and reach out.

Students transferring may express problems with the following: academic adjustment, making new friends, roommates, choosing a major, and/or questions regarding the transferability of their courses.

Many of the transfer students choose not to attend orientation; therefore, there are gaps in their knowledge.

Common Issues and Suggestions

Advising transfer students for their first semester usually demands more time and care than virtually any other advising task. This is because: (1) the student's transferable credit must be carefully reviewed, (2) the applicability of transfer credit to UNC Charlotte General Education and major requirements must be analyzed, (3) remaining coursework needed to complete University requirements must be sketched out, and (4) a schedule of classes for the coming term must be planned after continuing students have registered and filled many General Education and major courses.

As part of the transfer admissions process, a Transfer Credit Evaluator in the Office of Undergraduate Admissions will examine a student's transcript(s) from the previous institution(s) to see what can be transferred. The student is responsible for having all of his/her transcripts submitted to that office so the appropriate courses can be transferred and awarded. Once the student arrives, the advisor should discuss the transfer credits with the student to see if all anticipated transfer credit has been awarded and is reflected in the student's UNC Charlotte advising transcript.

The transfer student should be encouraged to bring copies of his/her previous institution transcripts to the advising session. The advisor should phone the Undergraduate Admissions office ((704) 687-2213) if he or she has questions about credit yet to be evaluated or coursework still in progress. If you or the student has a question about General Education equivalencies, the student may request a [Transfer Credit Evaluation Request for General Education Courses](#) form by completing and submitting the form, and a copy of the course description from that institution's catalog, to the University College.

Once sure of how transfer credit fits into the UNC Charlotte program, the advisor should review the transfer student's plan for completing the degree here. Of particular concern to the student will be coursework taken at the former institution within the major discipline. Advisors should keep documentation of their conversations by typing notes and storing them in the student's online advising record.

That done, advisor and student can turn to course scheduling for the coming term. It is always wise, in planning transfer student class schedules, to add a couple of alternate courses, including electives (courses outside the major and General Education requirements) to assure that the student maintains a desired load in case some courses are not available.

In helping transfer students select courses, advisors must exercise great care to avoid duplication of credit. Duplication occurs when a transfer student enrolls for a UNC Charlotte course that

covers substantially the same material as a course they took at their former institution. (It also occurs when Advanced Placement (AP) or International Baccalaureate (IB) credit and UNC Charlotte coursework overlap.) UNC Charlotte course equivalencies should be noted on the student's advising transcript and the student needs to be aware of the fact that repeating a course will remove the transfer credit awarded.

After transfer students have registered for their first semester of classes at UNC Charlotte, it may seem like the most intensive work for their advisors is done. But advisors should be attentive in following up with: (1) the transfer student's first-term adjustment to UNC Charlotte, which almost always proves to be a greater challenge academically and socially than the institution from which the student comes; and (2) the arrival and evaluation of further academic credit from the former institution(s), which may alter the student's academic plan. A careful review of the transcript should be made every time the student comes for advising in case transfer credits have been added or the student is changing their original plans for a major and/or minor. It never hurts to repeatedly ask the student if their transfer credits have been awarded as expected.

Responses to concern #1 above may be: referral to the [Writing Resources Center](#), [University Center for Academic Excellence](#), [Counseling Center](#), and [Academic Advising](#).

Responses to concern #2 above may be: alteration of scheduled course sequences, adding of courses to or deletion of courses from the plan, alteration of program on the basis of duplicated work at UNC Charlotte, or use of the [undergraduate admissions transfer credit advisor](#) for credit evaluation decisions. Petitions by students who wish to meet core requirements with work from former institutions are fairly common. Resources can be found at the [University Advising Center](#).

Career Advising

Examples of What the [University Career Center](#) Offers Students

- Career Success Model
- Virtual Career Center (co-ops/internships, employer events, international careers, UCC Pinterest!, handouts, majors and careers, videos, and more)
- Mock Interview Program
- University Professional Internship Program (UPIP)
- Hire-A-Niner
- Career Fairs & Events
- How to Avoid Posting Scams

Examples of What the [University Career Center](#) Offers Faculty and Advisors

- Request a Presentation
- Class Packages
- Service Learning
- Experiential Learning
- Mock Interview Program
- Virtual Career Center
- Data and Analytics

Advising Special Populations

- **Adult/Nontraditional Students**
 - [OASES](#)
 - [49er Finish](#)
- [Education Abroad](#)
- [Graduate Students](#)
- [Honors Students](#)
- [International Students](#)
 - [International Admissions](#)
 - [Transcript Evaluation Services](#)
- [Learning Community Students](#)
- **Multicultural Students**
 - [Multicultural Academic Services](#)
- **New Students**
 - [Admissions](#)
 - [SOAR](#)
 - [Financial Aid](#)
 - [Open House](#)
 - [Readmission](#)
- [Pre-Health Professions Students](#)
- [Probationary & Suspended Students](#)
 - [Students Obtaining Success](#)
- [Student-Athletes](#)
- [Students in Crisis](#)
- [Students with Disabilities](#)
- [Teacher Certification and Licensure](#)
- [Transfer Students](#)
 - [Transfer Admissions](#)
 - [Transfer Credit Evaluation](#)
- **Undeclared/ Exploratory Students**
 - [University Advising Center](#)
 - [University Career Center](#)
- [Veterans](#)

Advising Students in Crisis

Faculty and staff are often among the first to notice students who are encountering overwhelming amounts of stress in their lives. Students often seek help from faculty, staff, relatives, or friends they trust and know well. Those closest to students are the first to notice signs and symptoms of distress, which can seriously disrupt academic progress, personal relationships, and daily behavior.

Below are some guidelines, provided by the UNC Charlotte Counseling Center, to follow if you are concerned about a student. While the guidelines were written specifically for University faculty and staff, they can be applied to a variety of situations. There are also a number of online resources available for persons who are concerned about the well-being of another. An excellent starting place is the [“Concerned About a Student”](#) section of the University Counseling Center website. Faculty and staff are also invited to participate in Gatekeeper training, which includes [“At Risk for Faculty,”](#) a 45-minute interactive training program on common indicators of psychological distress and how best to approach and refer an at-risk student.

Students in crisis may have experienced:

- thoughts about harming or killing themselves.
- thoughts about harming another person.
- recent assault or abuse.
- concern about their own safety.
- knowledge of another person being abused or assaulted.
- hallucinations or mania.
- recent death of a loved one or other significant loss.
- a traumatic event (either witnessed or experienced).

Signs and symptoms of stress in students include:

- erratic or infrequent class attendance.
- excessive procrastination, poorly prepared work, frequently-missed assignments.
- increasing dependence on a faculty or staff member (by making excessive appointments, hanging around your office or after class) or others.
- social isolation, withdrawal, lethargy.
- inability to focus on a specific topic in a conversation or activity.
- disorganized thinking and speech, feelings that are inappropriate to the situation, lack of affect, or other evidence that a student is "out of touch with reality."
- expression of feelings of persecution, strong mistrust of others.
- behavior that disrupts the classroom or other environments.
- signs of excessive alcohol or drug use.
- gain or loss of significant amounts of weight.
- abrupt change in manner, style, or personal hygiene.

Most, but not all, suicide attempts are preceded by a message that the person is considering suicide. This message could be direct ("I'm going to kill myself") or subtle (giving away possessions or making reference to "not being around any more"). Any message about suicide must be taken seriously.

Guidelines for Responding

- Share your interest and concern openly and directly with the student.
- Set clear limits about your role with the student. Faculty and staff advisors should not serve as psychological counselors.
- Maintain a student's privacy.
- While maintaining privacy, do not promise confidentiality while addressing their safety or that of the University community. Rather inform a student that you will use discretion if seeking outside assistance. You may want to look at the Counseling Center's [confidentiality statement](#), which all students read when they come in for their first meeting with a counselor.
- Help a student tell his or her story. Offer the opportunity to listen to whatever is on the student's mind.
- Demonstrate an understanding of what the student discloses.
- Inquire how the student is attempting to respond to the problem. Develop response options together.
- Consider with the student the consequences of "doing more of the same."
- Consult with others (see below) if you feel you need additional perspectives, before or after approaching the student.
- Suggest a referral to the Counseling Center, the Student Health Center, the Office of the Dean of Students, or other community resource.
- Follow-up. Offer and be open to further contact.

Consultation

- Consult with colleagues, supervisors, deans or associate deans, counselors, or others who might be able to give you suggestions for working with a problem student.
- Consult with Counseling Center staff by phone ((704) 687-0311) or in person (158 Atkins Bldg).
- Recognize that a referral to another resource is sometimes necessary, even if approaching the student with your concerns has an immediate impact on his or her behavior or performance in your class.

Over 76% of students who reported they were thinking of leaving UNC Charlotte before they started counseling said counseling helped them stay in school.

Over 72% of students who reported they were in danger of failing or having significant academic problems before entering counseling said counseling helped them improve their academic performance.

Consider a referral when:

- the problems or requests made are beyond your level of competence.
- the boundaries of your role make it unwise to work with students on personal issues.
- a student expresses a preference (directly or indirectly) to speak with someone else about their concerns.
- after some time and effort, you feel like you are not making progress in helping this student.

Referral Guidelines

- It may be more helpful to refer to a particular office or agency than to a specific person. While you might recommend a person about whom you feel comfortable, that person may not be the most available at the time he or she is needed. However, some advisors feel more comfortable referring students to a specific person that they feel is most qualified to address the students' issues. It is important for advisors to weigh the pros and cons of each of these options when deciding how to refer a student.
- Consider helping the student make an appointment, perhaps by walking with the student to the office where the referral is being made or letting the student call from your office.
- After a referral, let the student volunteer information they want to share. It may not be necessary for you to have details of a student's interaction with another agency. In fact, at times the student may wish to stop talking to you about the problem altogether. Communicate continued concern and openness to help.
- Once a referral is made, communication between the student and the referral agency is often confidential. You may be curious and feel unfinished in your work with the student, but you may have to let it be that way as the student begins to work with someone else.
- There are few "quick fixes." Behaviors, attitudes, and feelings take time to change, and a student may show slow progress or, for a while, none at all. Trust the process and, again, communicate your continued concern and availability.

Over one-third of students seeking help at the Counseling Center say they learned about the Center from UNC Charlotte faculty or staff.

University Counseling Center services

- Contact Information:
 - (704) 687-0311
 - 158 Atkins Bldg
- The Counseling Center generally sees students by appointment. Students wanting an initial meeting with a counselor should call the Center or stop by to make an appointment. There are a limited number of same-day appointments available each day.
- Counselors are on call throughout the day to handle crises. Students who are in crisis are always accommodated as soon as possible.
- After the first appointment, the counselor and student collaborate to determine the best course of action.
- Office hours are 8:00 a.m. - 5:00 p.m. Monday - Friday. Students seeking emergency support outside of business hours should contact a HealthLink nurse at 1-888-267-3675 or 704-687-7400.
- There is a counselor available each day to consult with you about concerns you have about a particular student. You can call for a telephone conversation or arrange a face-to-face visit.

NinerCare

[NinerCare](#) is a network designed to bring together information in order to identify students who have demonstrated concerning behavior; investigate to determine if an identified student poses a

potential threat to self, others, or the UNC Charlotte community; and develop an objective, coordinated action plan to collect information, assist the student, and protect the University community. All referrals to *NinerCare* are reviewed by staff members in the Dean of Students Office to determine an appropriate plan of action. To report a disturbing or disruptive behavior, contact the Dean of Students Office at incidentreport.uncc.edu or (704) 687-0345.

Financial Advising

Financial barriers have a significant impact on student retention and progression. The following resources are available for helping students improve their financial situation:

- [College Foundation of North Carolina](#)
- [Federal Work-Study Program](#)
- [Financial Literacy](#) (site designed to help UNC Charlotte students manage their money)
- [Satisfactory Academic Progress](#) (required to maintain Financial Aid)
- [UNC Charlotte Financial Aid](#) and [Scholarships](#)
- [University Career Center](#) (part-time jobs, internships)

Banner and My UNC Charlotte

Banner

Banner is the administrative software used at UNC Charlotte to maintain financial, student, financial aid, and human resources data. There are two components within Banner: [Banner Self Service](#) is entirely web-based. Faculty and advisors use Banner Self Service to enter grades and locate information important for advising students. The [Faculty and Advisor Banner Self-Service Manual](#) can be accessed on the Registrar's site. Students use this tool to register for classes, check grades, update their personal information, and check their financial aid status.

[Internet Native Banner](#), or INB, is an entirely web-based delivery of Banner forms used by staff and faculty/staff advisors. A form is where you enter and look up information. [Training](#) is required for access to Banner INB.

Several different Banner training sessions are offered periodically by the Information and Technology Services (ITS) Training Department.

My UNC Charlotte

[My UNC Charlotte](#) is a portal that provides faculty and staff with easy access to teaching, research, and service resources including the following tools for Academic Advising.

Starfish (A Niner GPS Tool)

Starfish (A Niner GPS Tool) is an academic early alert and advising connect software system. It allows instructors to send systematic notifications to students regarding their academic progress in their courses referred to as flags, kudos, and referrals. Academic advisors are able to access this information to better connect with students, and use the system for maintaining advising notes. Students use the online system to conveniently make appointments with their academic advisor, instructor, and student support services such as tutoring and career advising. You may access starfish at www.starfish.uncc.edu. If you have additional questions regarding the use of Starfish, please submit your inquiries to starfishhelp@uncc.edu.

Starfish replaced Niner Advisor on June 28th, 2015. In addition to replacing the functions of an online centralized advising system for scheduling student appointments and making notations related to student advising, it provides more robust features that include the early alert features for instructors in providing earlier feedback on student performance in their courses and for advisors to have access to view these alerts for intervention strategies. Banner remains the official database for student records.

Faculty and Advisors Menu (click on Banner Self-Service)

- Term Selection
- CRN Selection

- Accreditation Menu
- Advisor Menu
 - view a student's transcript; view a student's grades; display your security setup; find advisor resources.
- Course Summary Search
- Detail Class List
- Detail Wait List
- Faculty Detail Schedule
- Faculty Grade Schedule
- Faculty Schedule by Day and Time
- Final Grades
- Grade Change Menu
- Grade Replacement Request Approval
- Guest Access Authorizations
- Midterm Grades
- Registration Overrides
- Student Menu
 - display student information; view a student's schedule; process registration overrides; process a student's registration; change a student's class options.
- Summary Class List
- Summary Wait List

Advisor Menu

- Term Selection
- ID Selection
- Academic Petition – Undergraduate Students
- Active Student Registration
- Advisee Grade Summary
- CAPP Degree Evaluation (refer to CAPP Degree Evaluation section of manual)
- Faculty Advisees
- Registration History
- Student Advising Transcript
- Student Unofficial Transcript
- View all Student Holds/Remove Advisement Holds

Updating Advisor Assignments in Banner

Accurate advisor assignments in Banner are essential to the effectiveness of academic advising. Students, faculty, staff, and advisors use Starfish as their primary source of information concerning advisor assignments. This information is pulled from Banner. Inaccurate and outdated advisor information can lead to late registration for students, confusion for faculty, and frustration for all involved.

Instructions on how to update this information can be found on the general [Academic Advising](#) site. Each department is ultimately responsible for the accuracy of the Advisor

assignments. Please contact your college's department chair or advising center if you find inaccuracies.

Utilizing CAPP Degree Evaluation

What is CAPP?

CAPP is the acronym for [Curriculum, Advising, and Program Planning](#). Utilizing student records in Banner, it tracks a student's progress toward completion of their degree requirements. CAPP searches through in-progress courses, transfer credit, and courses taken at UNC Charlotte to find courses that match the degree requirements.

Who can use the CAPP degree evaluation?

The degree evaluation should be used by faculty and staff advisors and students. The portion of the CAPP degree audit covering General Education requirements (Fall 2003+ catalogs) is available and is very reliable, and in most cases a degree audit for requirements in the major is also available.

Why should I use the CAPP degree evaluation?

The CAPP degree evaluation is a tool that students should use with their advisors to monitor their academic progress. Students should use CAPP to review what courses have been accepted for meeting certain degree requirements. Transfer students can also see if certain courses have been accepted and if those courses meet a necessary requirement or not. **CAPP is not a replacement for advising, but is a great tool to use in conjunction with the advising process.**

How can I run an evaluation and understand the results?

Faculty and advisors may use the instructions outlined in the [Faculty & Advisor CAPP Manual](#). Using screen shots, this manual shows faculty and advisors how to view a previous degree evaluation, generate a new degree evaluation, generate a what-if analysis, and interpret a degree evaluation.

What if I have other questions about CAPP?

Answers to additional questions can be found in the [Frequently Asked Questions](#) section of the CAPP manual.

Contact the Office of the Registrar at capp-eval@uncc.edu if you have questions about the *CAPP Degree Evaluation*, whether it is about using CAPP, degree requirements, or requesting training.

Extracting Reports (Report Express/Report Central)

Based on information in Banner, faculty and staff can download various types of reports that will assist with academic advising. *Report Express* data is updated on a daily basis. Therefore, it is current at the beginning of the business day, but remains static until the next morning. *Report Central* data is live and therefore reflects the current moment.

Report Express found in Quick Links.

1. Go to [Report Express](#)
2. Sign in, using your UNC Charlotte username and password.

3. Select the Advising tab.
4. On left side, select the Report you desire:
 - Advising Holds by college, dept., major
 - Advising Holds by Advisor Id
 - Advisor Listing by advisor
 - Advisor Listing by level, college, department, major
 - Advisor Listing by level, minor
 - Advisor Listing w/ email, work addr by level, college, major
 - Enrolled by advisor id
 - SOAR Session
 - Students with no Advisor by level, college, dept., major
 - Students with no advisor by level, minor
 - Suspended or on Probation
5. Select Term, Level, College, Degree, Major, etc.
6. Select the Report Output you desire (HTML or Excel)
7. Select Submit

Report Central is a higher-level reporting system that includes a significant amount of confidential information. Each academic department chair should have access rights for two people (chair, advising coordinator and/or administrative assistant). You are encouraged to work with these individuals if you need assistance.

1. Go to [Report Central](#)
2. Select a Report Central View (select “Student”).
3. Sign in, using your UNC Charlotte username and password.
4. Select the Advising tab.
5. On the left side, select the Report you desire:
 - Active Students on Suspension or Probation
 - Admitted Engineering Freshmen/Transfers enrolled by major
 - Advisee List for an Advisor Id
 - Advising holds by college, dept, major
 - Advising holds by Advisor Id
 - Advisor listing by level, college, dept, major
 - Advisor listing of active and inactive students for a major
 - Advisor listing w/ email, work addr by level, college, major, dept
 - Change in field of study by term, major, date range
 - Course enrollment by level, college, major, minor, concentration
 - Enrolled by admit term, level, college, degree, major
 - Enrolled by Advisor Id
 - Enrolled students w/ dual degrees (Physics and Engineering)
 - Freshman Seminar Co-enrollment report by college, major
 - Grade replacements requests by college, major, grade replacement status
 - Individual Student Schedule
 - Midterm Grades by level, college, major

- Readmitted Students enrolled by level, college
 - Semester warning for cumulative GPA>2.0 and semester GPA<2.0
 - SOAR Session
 - Students enrolled in Chemistry courses out of sequence
 - Students enrolled in Economics courses out of sequence
 - Students enrolled in Math courses out of sequence
 - Students with no Advisor by level, college, dept., major
 - Suspended or on Probation
 - Transcript requests
 - Undergraduates on Probation and Suspension by college, major
 - Undergraduate student with unsatisfactory final grades
6. Select Term, Level, College, Degree, Major, etc.
 7. Select the Report Output you desire (HTML, Excel, or Comma-Delimited File)
 8. Select Submit

Other reports are available through other tabs in this program.

EAB Student Success Collaborative (SSC)

In 2013, UNC Charlotte joined EAB (formerly known as the Education Advisory Board) and their *Student Success Collaborative*, a data analytics and predictive modeling software platform designed to assist advisors, departments, and colleges in better understanding their students. Based on over 15 years of data on UNC Charlotte students, this platform provides predictive information about the likelihood of a particular student's success based on performance of previous students, and informs the department and college of the likelihood of their enrolled students' success. The SCC is a tool used by advisors to build campaigns to reach out to targeted groups of students, including those not meeting progression requirements and expectations. Questions may be directed to Dr. John Smail, Associate Provost for Undergraduate Studies and Chair of the Academic Advising Steering Committee, at jsmail@uncc.edu.

Best Practices in Undergraduate Academic Advising

Advisor Responsibilities: Core responsibilities (refer to Advisor Responsibilities section).

Best Practices: How individual advisors should fulfill their core responsibilities.

Best Practices: Advising In General

Scheduling and Preparation of Advising Appointments

- Have dedicated advising hours; increase availability during peak advising times.
- Schedule advising appointments to accommodate a variety of students' schedules in relation to the academic calendar.
- Update availability for advising appointments in Starfish regularly.
- Send students reminders about when they need to schedule appointments and encourage them to see *all* their advisors.
- Meet with current students at least once per semester.
- Have students upload advising worksheets to Starfish prior to appointment.
- Require or encourage students to complete/update an academic plan including *when* they intend to take courses and bring it to appointment.
- Require or encourage students to complete a CAPP degree audit immediately prior to the appointment. This can either be pulled up on a computer during the advising session (to save paper) or students can bring it to the appointment.

Time-to-Degree/Withdrawals/Repeats

- Address time-to-degree by advising which courses need to be taken immediately and which can be taken later for proper progression.
- Steer students into courses for which they are prepared (e.g., avoid high D/F/W courses for those who may not be prepared).
- Inform students about possible pitfalls of changing majors (e.g., time-to-degree; tuition surcharge; financial implications).
- Discuss consequences of withdrawing from a single course or all courses as it pertains to the [Withdrawals policy](#) and the process of repeating a course; help them to understand the consequences (e.g., time-to-degree; tuition surcharge; financial implications; unique consequences per college/department). Send emails regarding these topics as appropriate.
- Consider placing a hold before students can withdraw from a course (currently being done by Athletic Academic Center).

Other

- Review and reference (this) Advisor Manual.
- Provide major and General Education advising in one advising session so that students do not need to make multiple advising appointments or see different advisors.
- Discuss unsatisfactory mid-term grade notifications, semester warning alerts, implications of academic probation, and refer to academic support resources.

- Discuss undergraduate research opportunities, study abroad, internships, and other forms of experiential learning.
- Encourage engagement in the University and local community (e.g., clubs, student government, recreation, community service).
- Demonstrate that you *care* about the students' academic success and be *patient*.
- Communicate regularly with students through emails about appointments and appointment preparation (this can be automated through Starfish).
- Ensure that students have access to updated curriculum worksheets and information on departmental websites.
- Utilize departmental worksheets for major and General Education requirements.
- Participate in advising workshops for faculty, provided by the department/college as well as the University.
- Seek an advisor mentor, a more experienced faculty/staff mentor, in your department that you can go to with advising questions or concerns.
- Utilize developmental advising practices.
- Evaluate your advising and make improvements by seeking students' input through appointment evaluations.

Best Practices: Advising New Students (Freshmen and Transfers)

- Adhere to the previous section "Best Practices: Advising in General."
- Review TR/AP/IB credit to ensure students have not repeated credit for equivalent coursework they are transferring in either as a freshman or transfer.
- Clarify degree requirements as outlined in the Academic Plan of Study for the degree.
- Educate students about course scheduling (e.g. process, timeline, sequencing).
- Discuss course load (number of courses; type of courses), sequencing, and implications. Note: students on probation should not necessarily take fewer courses.
- Discuss "Major fit" in relation to skills, interests, and abilities.
- Discuss decision-making process in relation to Major and career exploration, and make appropriate referrals to facilitate students' decision-making process.
- Discuss students' responsibilities in advising such as utilizing CAPP and reading emails.

Best Practices: Advising Upper-Class Students

- Adhere to the previous section "Best Practices: Advising in General."
- Review entire transcript to ensure students have not repeated credit for equivalent coursework. This includes courses repeated at UNC Charlotte and TR/AP/IB credit (together with transient study).
- Continue to discuss "Major fit" in relation to skills, interests, and abilities.
- Continue to make appropriate referrals in relation to career exploration and career development.
- Assess students' progression toward degree.
- Have students leave advising appointment with a plan to enroll in the exact courses needed to graduate.
- Encourage students to consider Summer School as a method for staying on track.

- Discuss plan for finishing before reaching 140 attempted hours (tuition surcharge).
- Conduct graduation clearance checks *prior* to the end of the drop/add period.

Academic Advising Associations

The [National Academic Advising Association](#) (NACADA) promotes and supports quality academic advising in institutions of higher education to enhance the educational development of students. NACADA provides a forum for discussion, debate, and the exchange of ideas pertaining to academic advising through numerous activities and publications. NACADA also serves as an advocate for effective academic advising by providing a [Consultant and Speaker Service](#), an [Awards Program](#), and funding for [Research](#) related to academic advising.

The [NACADA website](#) is an excellent source for information regarding advising conferences. There is an annual [national conference](#) as well as [regional](#) and [state](#) conferences. UNC Charlotte hosted the 2012 regional conference in Charlotte.

Other Organizations that Address Academic Advising:

- [Association of American Colleges & Universities \(AACU\)](#)
- [College Student Educators International \(ACPA\)](#)
- [EAB \(formerly Education Advisory Board\)](#)
- [Learning Communities National Resource Center](#)
- [National Center for the First-Year Experience and Students in Transition \(FYE\)](#)
- [National Collegiate Honors Council](#)
- [National Institute for the Study of Transfer Students](#)
- [Student Affairs Administrators in Higher Education \(NASPA\)](#)