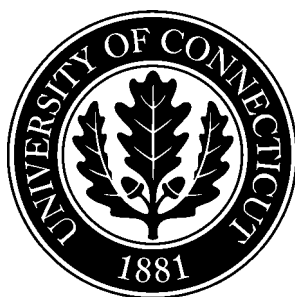


University of Connecticut



Handbook for Academic Advisors

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Introduction

Students attend the University of Connecticut with the goal of obtaining a sound general education and earning a baccalaureate degree in the discipline of their choice so that they are prepared to assume a leadership role in tomorrow's society. In order to fulfill this expectation, students require academic guidance and advice from the University's faculty and staff. Advising is perhaps the service most important to the student and one to which the University is committed to provide at the highest level of attention and quality.

This document serves as a guide to the faculty and staff who fulfill the key role of academic advisors by offering an overview of the facilities available to support the advising process and highlighting the major policies and procedures. The handbook contains pointers to web sites with the most current information and referrals for the more vexing problems.

The most important component in the student-advisor relationship is the communication. The information in this guide allows the advisor to build upon the relationship with the student to assist them in developing the plan of study that meets their goals and ambitions.

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Advising Structures

The majority of schools and colleges, i.e. **College of Agriculture and Natural Resources, School of Business Administration, School of Engineering, School of Family Studies, School of Fine Arts, College of Liberal Arts and Sciences, School of Nursing, and Ratcliffe Hicks School of Agriculture**, accept students as incoming freshmen. Faculty advisors in these schools and colleges can, then, expect to see freshmen and sophomores, as well as juniors and seniors.

The **School of Allied Health , Neag School of Education, and School of Pharmacy** do not admit students into their programs until the student's junior year. Students petition to these programs in the beginning of the semester prior to entering their junior year. For most students, this will be after their third semester. While students are preparing to be accepted to these professional schools, they are advised in the **Academic Center for Entering Students (ACES)**. Once accepted into the professional program, students will be assigned academic advisors by their new dean's office.

The **Academic Center for Entering Students (ACES)** (<http://www.aces.uconn.edu>) also serves freshmen and sophomores who have not yet decided on a major.

College of Continuing Studies/Bachelor of General Studies (<http://continuingstudies.uconn.edu>) is a junior-senior level interdisciplinary bachelor's degree program for mature part-time students. The College of Continuing Studies also offers courses to students on a non-degree basis. Faculty members may be asked to work with students in this program as mentors in a role very similar to that of advisor, though they have no official advising responsibility for non-degree students.

Center for Interdisciplinary Studies (<http://imjr.uconn.edu>) helps students to create unique interdisciplinary majors through the Individualized Major Program. Interdisciplinary minors include: Criminal Justice, International Studies and American Studies. The success of students in the Individualized Major Program depends on the advice and support of faculty members.

Honors Scholar Program/University Scholar Program (<http://www.honors.uconn.edu>) is designed to provide competitive academic programs for capable and promising students. Special advising arrangements are made for students accepted to these programs and unless you have been contacted regarding being an honors or university scholar advisor, you should refer the student to the Honor's Office or their Dean's office.

Responsibilities of the Advisor and the Advisee

The quality of a student's advising is a joint responsibility.

Responsibilities of the Advisor:

- To be knowledgeable about program(s) in which he/she advises.
- To inform the advisee of the advisor's and the advisee's responsibilities in the academic advising process.
- To communicate to the advisee his/her degree requirements.
- To assist the advisee in developing a well-planned realistic program to facilitate choice of major and career.
- To be familiar with published academic rules and regulations of the University and to maintain an up-to-date academic advising reference file containing current program area, college, and University materials pertinent to advising.
- To assist the advisee in planning a suitable schedule of classes, at least one semester in advance and, in those schools or colleges where required, in developing an appropriate written Plan of Study.
- To establish, post, and maintain adequate office hours throughout the semester with particular emphasis given to registration.
- To maintain a file of the advisee's progress which may include the transcript, current student schedule and, where appropriate, a Plan of Study.
- To discuss with the advisee his/her academic performance and its implications.
- To refer the advisee to appropriate sources of information and services.
- To assist the student in the transition from college to career.
- Show interest in those matters personal to the student and potentially impacting on student performance.

Responsibilities of the Advisee:

- To obtain a copy of the requirements for the chosen major and to keep it up to date as program requirements are modified or fulfilled.
- To be aware that final responsibility for selecting courses and meeting degree requirements is the advisee's. The advisor can suggest, recommend, remind the student of rules and requirements, but the advisee has the primary responsibility for meeting program and degree requirements.
- To be familiar with the published academic rules and regulations of the University.
- To complete the registration process each semester.
- To inform the appropriate dean's office and advisor of important changes in plans which directly affect academic performance and educational goals.
- To discuss with the appropriate dean's office and advisor notice of unsatisfactory academic performance and its implications and to develop a program of action.
- Be prepared to ask questions of the advisors.
- Keep the advisor informed in a timely fashion of personal issues that have arisen and that may impact on academic progress.

Basic Academic Advising Concerns

First and Second Year Students

Many of the concerns of first and second year students depend upon their choice of major. If the student has a clearly defined set of goals and is in a highly structured program, a primary responsibility of the advisor is to see that students are making progress on general education requirements and prerequisites.

A large number of first and second year students are, however, undecided about their choice of major and their career goals. Undecided students or students who do not appear to be making successful academic progress in their chosen program may be referred to the **Academic Center for Entering Students (ACES)** (<http://www//aces.uconn.edu>) office to explore other programs.

Faculty members may also find it helpful to refer students to the offices listed under Support Services.

Third and Fourth Year Students

Once in their junior year, most students have selected a major and are concerned about career options and entry into their chosen field or graduate program. Students need advice on seeking jobs and interviewing and should be made aware of ways to gain experience in their area of study while in school through programs such as internships, Study Abroad (<http://studyabroad.uconn.edu>) and Cooperative Education (<http://www.career.uconn.edu>) even if the major does not require some type of internship. The offices listed under Support Services are a valuable resource.

Students Who Have Experienced Harassment

If students report incidents of harassment to an advisor the proper response is to assist the student in making a complaint and seeking redress. The advisor should reinforce the University's commitment to mutual respect for all students and then should refer the student to the appropriate channel for handling such complaints.

- For complaints against fellow students, victims should be referred to the Dean of Students (<http://www.dosa.uconn.edu>).
- For complaints of discrimination by University staff members, victims should be referred to the Office of Diversity and Equity (<http://www.ode.uconn.edu>).
- For some complaints it also may be appropriate to refer victims to the Campus Police.

Students with Disabilities

Students who suspect they have a learning disability can be directed to the **University Program for College Students with Learning Disabilities** (<http://www.cped.uconn.edu>). UPLD provides services and testing for the learning disabled. Telephone: 486-0178. **The Center for Students with Disabilities** (<http://www.csd.uconn.edu/>) provides supportive services for physically disabled students including making special arrangements for examinations and tutoring.

Telephone: 486-2020. (TDD) 486-2077.

The document describing policies and procedures for students with disabilities is available at <http://www.csd.uconn.edu/policies.pdf>.

Confidentiality of Records

The Family Educational Rights and Privacy Act of 1974 protects the privacy of education records, establishes the students' right to inspect their educational records, provides guidelines for correcting inaccurate or misleading data through informal and formal hearings, and permits students to file complaints with the Family Educational Rights and Privacy Act Office (FERPA) concerning alleged failures of the institution to comply with this Act.

The following is defined as public information, unless the student has requested non-disclosure:

- Student's name
- School or college
- Major field of study
- Degree sought
- Expected date of completion of degree requirements and graduation
- Degrees and awards received
- Dates of attendance
- Full or part time enrollment status
- The previous educational agency or institution attended
- Participation in officially recognized activities and sports
- Address and telephone number

Students may restrict the release of public information by making a request in writing to the Office of the Registrar.

All other information about a student — e.g. grades, courses registered for, class schedule — is defined as private information and cannot be released except under certain prescribed conditions. Non-releasable information includes:

- Social security number
- Student identification number
- Birth date
- Gender
- Ethnic background
- Grades
- Courses taken
- Schedule
- Test scores
- Advising records
- Educational services received
- Disciplinary actions
- Student account information, including amounts due or paid
- Photographs

Class rosters are to be released only within a class. Advisors are required under the law and under University policy to maintain the confidentiality of the records of the students they advise. These records may not be released to third parties without the express consent of the individual student. It should be noted that this prohibition regarding "third parties" extends to parents and employers both present and potential. Only when authorized by the student may the record be released.

Some Guidelines for Faculty

1. **DO** refer requests for information from the educational record of a student to the proper education record custodian.
2. **DO** keep only those individual student records necessary for the fulfillment of your teaching and advising responsibilities. Private notes of a faculty member concerning a student and intended for the faculty member's own use are not part of the student's educational records.
3. **DO** keep any personal professional records relating to individual students separate from their educational records. Private records of instructional, supervisory, and administrative personnel and ancillary educational personnel are to be kept in the sole possession of the maker and are not to be accessible or revealed to any other person, except a substitute.
4. **DO** change factual information regarding grades and performance in an educational record when the student is able to provide valid documentation that information is inaccurate or misleading. The substantive judgment of a faculty member about a student's work, expressed in grades and/or evaluations, is **not** within the purview of students' right to challenge their educational records.
5. **DO NOT** display student scores or grades publicly in association with names, Social Security Numbers, student identification numbers, or other personal identifiers. If scores or grades are posted, use some code known only to you and the individual student. In no case should the list be posted in alphabetic sequence by student name.
6. **DO NOT** put papers, graded exams books, or lab reports containing student names and grades in publicly accessible places. Students are not to have access to the scores and grades of others in class in ways that allow other students to be identified.
7. **DO NOT** request information from the educational record custodian without a legitimate educational interest and the appropriate authority to do so.
8. **DO NOT** share student educational record information, including grades or grade point averages, with other faculty or staff members of the University unless their official responsibilities identify their "legitimate educational interest" in that information for that student.
9. **DO NOT** share information from student educational records, including grades or grade point averages, with parents or others outside the institution, including in letters of recommendation, without written permission from the student.
10. **WHEN IN DOUBT**, err on the side of caution and do not release student educational information. Contact the Office of the Registrar for guidance (Jeffrey.Von_Munkwitz-Smith@UConn.edu).

One exception to the prohibition on disclosure pertains to school officials with legitimate educational interests. Questions about FERPA can be directed to Jeff von Munkwitz-Smith, University Registrar, 486-3903 or Jeffrey.Von_Munkwitz-Smith@UConn.edu

Requirements

A student's course of study may include a number of different kinds of requirements.

- University General Education requirements: All students must satisfy the University's General Education requirements.
- College or School requirements: Some Colleges or Schools require particular courses or levels of competencies that are not required of all university students.
- Major requirements: These are requirements specific to the major the student has chosen.
- Minor requirements: Not all students declare a minor, but if they do, the course of study can be more or less prescribed.

Requirements of all types are provided in the on-line Catalog (<http://www.catalog.uconn.edu>).

General Education Requirements

The **General Education Requirements (GER)** provide the basic framework for advising students. Advisors should be aware that the actual courses that may be utilized to fulfill the GER may vary somewhat from school to school and the courses required for individual majors or schools may exceed those specified in the GER. In both instances, it becomes necessary for those involved in advising to be mindful of the plans of students so as to assure their programmatic progress.

General Education Curriculum Effective September 1988

Every undergraduate student in a baccalaureate degree program in the University, in all campuses and other centers, must fulfill the course distribution requirements described below.

[Exception: Students enrolled in the Bachelor of General Studies program, a junior-senior level program for mature part-time students, may be exempted from the Foreign Language requirement (Group 1) and the one-semester laboratory science requirement (Group 8) by the Dean of the College of Continuing Studies.]

General Education requirements are of two different types. The first type is skill-based.

Skill-Based Requirements

W Courses: A W course is one in any discipline in which substantial writing assignments are required and supervised through successive drafts, and in which a substantial part of the grade is based on the student's writing. The University requires two W courses of each student.

Q Courses: A Q course is one in any discipline in which quantitative methods and precise deductive reasoning are the principal matters of study. The University requires 2 Q courses of each student.

C Courses: A C course is one in any discipline in which students are given hands-on experience using a computer, and in which a certain level of computer proficiency is required. The University requires 1 C course of each student.

Students can satisfy the W, Q and C requirements in their major, in general education course selections, or in electives.

The second type of General Education requirement is based on course content.

Content-Based Requirements

Group 1. Foreign Languages: The minimum requirement is met if the student is admitted to the University with three years of a single foreign language in high school or the equivalent. With anything less than that, one year (2 semesters) of college level study in a single language is required. When the years of study have been split between high school and earlier grades, the requirement is met if the student has successfully completed the third-year high school level course.

Group 2. Expository Writing: English 110 or 111 are required of all students. Additionally, all students must take two W courses, which may also satisfy other requirements. Note: English 110 or 111 is a prerequisite to all W courses.

[Exception: Students with Advanced Placement English scores of 4 or 5 and students passing English 250 will be exempted from the English 110 or 111 requirement.]

Group 3. Mathematics: All students must enter with a competency level equivalent to that obtained in Mathematics 101, as evident by a passing grade on the Q- Course Readiness Test, or take Mathematics 101 as a remedial course without credit toward graduation. Additionally, all students must take two Q courses and one C course, which may also satisfy other requirements. (Note: Mathematics 101 or a passing grade on the Q-Course Readiness Test is a prerequisite to all Q courses.) One Q course must be a mathematics or statistics course unless the student attains a high pass on the Q - Course Readiness Test.

Group 4. Literature and the Arts: All students must take two courses, one which emphasizes major works of literature which can be elected from English or Foreign Languages (in English translation or in the foreign language), and one which emphasizes major achievements in art, and/or music and/or the dramatic arts.

In response to evidence of a shortage of seats in Group 4 Literature and after consultation with the Departments of English and Modern and Classical Languages, the University Senate Courses and Curriculum Committee has approved an expansion of the courses that will satisfy this requirement. All literature courses in either English or Modern and Classical Languages will be options for our students. However, some schools may have additional and/or specific requirements (refer to Academic Advisement transcripts).

Group 5. Culture and Modern Society: All students must take History 100 or History 101, and a course that emphasizes non-Western or Latin American Cultures.

Group 6. Philosophical or Ethical Analysis: All students must take one course in philosophical and/or ethical analysis.

Group 7. Social Scientific and Comparative Analysis: All students must take one course in social science and/or comparative analysis.

Group 8. Science and Technology: All students must take two courses in science and technology, one of which must include a semester of laboratory. At least one of these two courses must be a course in chemistry, biology, or physics.

How to Print and Read an Advisement Transcript

Instructions on how an advisor can print a student's advisement transcript are located on <http://www.peoplesoft.uconn.edu/training/advise.html>. The system also gives you the capability of running a "What-if" advisement transcript for a UConn student who is considering a change of major.

Grade Point Averages

A cumulative grade point average calculation is given. Some schools/colleges require a minimum cumulative GPA above the minimum 2.0 CGPA required by the University. Advisors should know if their school or college requires a minimum cumulative GPA.

Credits

All schools/colleges require a minimum number of total units or degree credits for graduation.

Credit Restrictions

Advisors should encourage students to read carefully the course descriptions in the *Catalog* before they register because some of the course credits may not count toward graduation.

Course restrictions also apply to independent study courses (see *Catalog*: Independent study, special topics, and variable topics courses), repeated courses (see *Catalog*: Repeating courses), and prerequisites taken out of sequence (see *Catalog*: Prerequisites).

In credit-restricted courses, the earned credits are reduced on the transcript. However, full credit will be used in the determination of full-time status and in the calculation of grade point averages.

Approved Substitutions / Permissions / Exemptions

When substitutions have been approved, those courses appear on the advisement transcript under the required courses. These are individual substitutions that have been approved in the current major and do not hold if the student changes schools.

Support Programs

Students may be working with other advisors or counselors in formalized support programs regarding concerns that may impact on their academic program and progress, such as:

Career Services assists students in identifying strengths, interests, and special talents to help decide upon career goals. Internship opportunities, and resume and interview works shops are also available.

Telephone: 486-3013 Web address: <http://www.career.uconn.edu/>

Center for Academic Programs (CAP) provides students who are first-generation college students and/or come from under-represented backgrounds access to academic and counseling programs designed to optimize their university experience.

Telephone: 486-4040 Web address: <http://www.cap.uconn.edu>

Center for Students with Disabilities provides academic accomodations and support services to all students with disabilities.

Telephone: 486-2020 Web address: <http://www.csd.uconn.edu/>

Counseling Program for Intercollegiate Athletes (CPIA) provides support and counseling for varsity athletes.

Telephone: 486-5515 Web address: <Http://cpia.uconn.edu/>

Cultural Centers enhance the quality of life for students from diverse backgrounds and work to raise the level of awareness of ethnic culture and history within the University community.

- **African American Cultural Center**

Telephone: 486-3433. Web address: <http://www.aacc.uconn.edu/>

- **Asian American Cultural Center**

Telephone: 486-0830. Web address: <http://www.asacc.uconn.edu/>

- **Puerto-Rican/Latin American Cultural Center**

Telephone: 486-1135. Web address: <http://www.latino.uconn.edu>

- **Rainbow Center**

Telephone: 486-5821. Web address: <http://www.rainbowcenter.uconn.edu>

- **Women's Center**

Telephone: 486-4738. Web address: <http://www.womenscenter.uconn.edu>

Emergency Financial Support - Both the Dean of Students Office and the Student Financial Aid Services attempt to meet emergency financial needs of students. The Dean of Students oversees an emergency loan fund; Financial Aid Services will assist students, seeking grant support and with documented, unmet financial need.

Dean of Students Office, Telephone: 486-3426 Web address: <http://www.dosa.uconn.edu>

Scholarship Office/Financial Aid Student Services, Telephone: 486-2819

Web address: <http://www.ucc.uconn.edu/~wwwfaid/>

Find a Tutor is a one-stop web site, containing a comprehensive listing of available tutoring services.

Telephone: 486-3378 Web address: <http://www.uconnconnects.uconn.edu/uctutors.html>

First Year Experience provides support to first year and transfer students through a variety of FYE courses, living/ learning communities, interactive on-line resources and a personal support network.

Telephone: 486-3378 Web address: <http://www.fye.uconn.edu>

Honors Program is designed to provide a nationally competitive two-to-four year program to enrich the academic experience of student in all majors by offering the challenges of more in-depth study and considerable opportunity for independent projects or research.

Telephone: 486-4223 Web address: <http://www.honors.uconn.edu/>.

International Services and Programs provides an array of services to the international community; including intercultural programming, consultation regarding U.S. immigration concerns, and support with personal, cultural and academic adjustment.

Telephone: 486-3855 Web address: <http://www.disp.uconn.edu>

International Teaching Assistant Program is designed to meet the diverse needs of ITAs and the departments in which they work. Students who need help in working with their ITA can contact the ITAP office of assistance.

Telephone: 486-2945 Web address: <http://www.itap.uconn.edu/>

Math Learning Center provides tutorial services to students who need assistance in math and/or have specific questions about their work.

Telephone: 486-6453 Web address: <http://www.math.uconn.edu/> and link to “Undergraduate Studies”

Office of Special Programs (formerly Counseling Services) offers assistance in the following areas:

- **Academic Support Helps** support students acquiring skills essential to achieve academic and personal success
- **Individual Support and Decision Making** Teaches practical life skills needed to cope at the university and beyond.
- **Health Education** Provides information to educate students in making healthy decisions in sexuality, stress, alcohol/drugs, and body art.
- **HEART Program** Addresses the use and abuse of alcohol and other drugs through a variety of educational programs, student led initiatives and direct service delivery interventions.

Outreach and training of topics are presented through awareness events, evening programs and class presentations. The university peer tutoring program is also coordinated through this office.

Peer Tutoring Program, coordinated by Counseling Services, provides peer tutors in a variety of introductory mathematics, statistics, science and language courses.

Telephone: 486-4130 Web address: <http://www.ucc.uconn.edu/~wwwcsvc/peertut.html>

Statistics Center provides tutorial services to students who need help in statistics and/or have questions about specific assignments.

Telephone: 486-4196 Web address: <http://www.stat.uconn.edu>

UConn American English Language Institute (UCAELI). Designed for professionals and academic-bound students, at the graduate and undergraduate levels, the Institute offers a full-service intensive English program year-round for students of English as a second language.

Telephone: 486-2127 Web address: <http://www.ucaeli.uconn.edu/>

UConn Connects Program serves undergraduates who want to be more successful academically. By matching each student with a facilitator, the program helps students locate and utilize the resources, skills, and personnel and to work on time management and study skills.

Telephone: 486-3378 Web address: <http://www.uconnconnects.uconn.edu>

University Program for College Students with Learning Disabilities (UPLD) provides services and testing for the learning disabled.

Telephone: 486-0178 Web address: <http://www.cped.uconn.edu>

Women’s Center provides counseling services in cases of sexual assault and/or harassment. Telephone: 486-4738. Web address: <http://www.womenscenter.uconn.edu>

The Writing Resource Center provides tutoring in more effective writing and grammar, refining and organizing ideas, and critical reading.

Telephone: 486-2143 Web address: <http://vm.uconn.edu/~engadm12/wrc.htm>

Useful Resources

As an academic advisor at The University of Connecticut, you will work with students progressing through various stages of their academic careers. For the most part, the students you advise will be majors in your department. There are, however, cases and programs where you may be working with students from other majors or students who need advice on transferring from their current program to another program. The resources available to you are varied. Advisors can print a “What-if” advisement transcript to assist with advising a student contemplating a major change.

Catalog

The electronic Catalog (<http://www.catalog.uconn.edu>) offers the most up-to-date and complete academic information.

Deans’ Offices

The Deans’ Offices provide interpretations of rules, coordinate the academic advising within the school or college, supply appropriate forms, handle transfers between schools or colleges. The Deans’ Offices serve as the source of most authorizations or approvals described as being those of the dean, including but not limited to requests for a change of major or advisor within a school or college, late withdrawal from a course, waiver of the Eight Year Rule, waiver of the residency requirement, etc.

College of Continuing Studies

Web address: <http://www.continuingstudies.uconn.edu>

College of Continuing Studies handles registrations for several types of students:

- All those enrolling in Summer Sessions courses.
- Undergraduates in the Bachelor of General Studies program.
- All those enrolling as a non-degree, non-matriculating student (including dismissed or former degree students).
- All those enrolling in off-campus extension courses.
- Part-time graduate students.
- All those in special programs (e.g., Co-op Education, Washington Center Internship, Inter-Institutional).
- All those individuals enrolling in special non-credit short courses and conferences.

For Summer Sessions Registration

Students may seek advice on which courses to take during summer sessions, or they may seek permission or consent to enroll in an instructor’s section. Course listings of summer courses are in the University’s Summer Sessions Bulletin published annually in March. This bulletin contains detailed information on courses, costs, procedures, etc. and is routinely distributed to faculty. Related to the summer, advisors ordinarily do not need to sign registration forms.

Registrar’s Office

Web address: <http://www.registrar.uconn.edu/>

The Registrar’s Office, which includes the Records Office, Scheduling, and Degree Auditing, is the source for many materials required by both students and advisors. All course registration is processed through this office.

Transfer Course Equivalency

Web address: <http://vm.uconn.edu/~beahusky/> Link to: “Transfer Information”

Grades

Pass/Fail Marking Request

In most schools and colleges students in good academic standing are permitted to select three elective courses during their studies under the Pass-Fail grading option. Students selecting a course under the Pass/Fail option must do so within the first two weeks of the semester; students removing a course from the Pass/ Fail option must do so within the first ten weeks of the semester. The advisor's role is to ensure that student knows the regulations on Pass-Fail and to direct them to the Office of the Registrar.

Petition for Course Credit by Examination

Students are eligible to earn up to a quarter of the credits required for undergraduate degrees through this mechanism. The procedure does not directly involve the advisor except in pointing the student in the right direction. The student secures the form from the Registrar, consults with the instructor and department head for the course in question and obtains their approval, obtains permission from the dean of the school or college in which he/she is enrolled, pays the Bursar, , pays the Bursar, and returns the form to the department offering the course for grade submission.

Grade Options

The University of Connecticut uses a +/- marking system. Thus, a student's transcript will include grades like B+, C- or A. (Grades of A+, F+ or F- are not possible.) There are, in addition, a plethora of other marking types. The following are, like the letter grades, a permanent record on the transcript: P (Pass/Fail Pass), F (Pass/Fail Fail), S (Satisfactory), U (Unsatisfactory), Aud (Audit), W (Withdrawal). Other marking types are temporary:

I (incomplete). The instructor reports an I if the completed work is passing and the instructor decides that, due to unusual circumstances, the student cannot complete the course assignments. If the student completes the work by the end of the third week of the next, registered semester, the instructor will send the Registrar a grade for the course. On the academic record, the permanent letter grade submitted for an I follows the I, e.g., I becomes I B. Otherwise, the Registrar will convert the I to I F.

X (absent from the final examination). The instructor reports an X only when a student missed the final examination and when passing it with a high mark could have given the student a passing grade for the course. If the student would have failed the course regardless of the grade on the final examination, the student will receive an F.

N: recorded when no grade is reported for a student who has been registered in a course section; usually indicates a registration problem.

Repeating a Course

A student may repeat a course in order to earn a higher grade. For a repeated course, credit toward the degree will be allowed only once. The grade and registered credit from the **first** attempt shall remain on the transcript (however, the grade shall not be factored into the GPA). The registered credit and GPA for the **most recent** attempt shall be used for the GPA calculation. A student may register for a second attempt without seeking permission. Registration for a third attempt requires both permission of the student's Dean and the instructor of the course. A student may not take a course more than three times.

A student must have department head permission to repeat a course that is listed as a prerequisite or corequisite for any course that the student has passed. For example, a student who received a D in Chemistry 127Q and subsequently passed Chemistry 128Q may not retake Chemistry 127Q without permission.

A student should note that repeating a course that was previously passed can have negative consequences. For example, if a student fails a class previously passed, the student would lose credit for the first, passed, attempt and not earn credit for the second, failed, attempt. Repeating a previously passed course may also have an effect on financial aid. Students considering repeating previously passed courses should consult their advisors and Student Financial Aid Services staff.

11. Paperwork Flow Chart - Part I.

| Type of Transaction | Form Needed | Location of Form | Authorizing Signatures | Destination and Distribution |
|---|--|---|--|---|
| Addition/Deletion of courses to and from transcript (Graduate) | None | None | Graduate School | Graduate School notifies: Student and Registrar's Records Office, U-4077R |
| Addition/Deletion of courses to and from transcript (Undergraduate) | None | None | Student's Dean For graded courses, Vice Chancellor, Academic Administration needed | Student's Dean notifies: Student and Registrar's Records Office, U-4077R |
| Address Change (Graduate) | On-line or Address Change Form | Graduate Records | Student | Filed with Graduate School, U-1006C |
| Address Change (Undergraduate) | On-line or Address Change Form | Registrar's Enrollment Services | Student | Filed with Registrar's Enrollment Services, U-4077G |
| Advisor Change | None | None | Departmental Administrative Assistant | Department may submit changes to Registrar, U-4077G for data entry |
| Application for Graduation | Diploma Application | Registrar and on Registrar's web site | Student | Filed with Registrar's Degree Audit Office, U-4077A |
| Auditing a Course (Graduate) | Course Audit Card | Registrar's Enrollment Services | Course Instructor | Filed with Registrar's Enrollment Services |
| Auditing a Course (Undergraduate) | Course Audit Card | Registrar's Enrollment Services | Course Instructor and Student's Advisor | Filed with Registrar's Enrollment Services |
| Campus Change from Regional Campuses to Storrs | Campus Change Form | Registrar's Office | Registrar or Director of Regional Campus | Registrar notifies Bursar, Residential Life, Financial Aid, Dean of Students, and Health Services |
| Campus Change from Storrs to Regional Campuses | Campus Change Form | Registrar's Office (at Storrs or any Regional Campus) | Registrar | Registrar notifies: Bursar, Residential Life, Financial Aid, Dean of Students, and Health Services |
| Course Credit by Examination | Course Credit by Exam Petition STP 31 | Registrar's Enrollment Services | Course Instructor, Department Head, Dean of Student's School, Bursar | Instructor notifies Registrar's Records Office, U-4077R |
| Credit Changes in Variable Credit Courses | None | None | Course Instructor | Instructor notifies Registrar's Office |
| Eight Year Rule | None | None | Student's Dean | Dean Notifies: Student, Advisor of Student, Degree Audit Office, U-4077A |
| Excess Credits | Excess Credit Authorization Form | Dean's Office and Registrar's Enrollment Services | Dean and Advisor | Filed with Registrar's Enrollment Services |
| Exemptions from University Regulations | Exemption Petition Form Reg. 13 | Dean's Office | Vice Chancellor, Academic Administration | Vice Chancellor notifies: Dean's Office, Student, Advisor of Student, Degree Audit Office, U-4077A |
| Exemptions/Substitutions from School Regulations | Exemption/Substitution Petition Form Reg. 13 | Dean's Office | Student's Dean | Dean notifies: Student, Advisor of Student, Degree Audit Office, U-4077A |
| Grade Changes | Change of Grade STP 111 | Department Head | Course Instructor, Instructor's Department Head, Dean of School offering course, Dean of Graduate School (if applicable) | Dean of School or Dean of Graduate School notifies: Course Instructor, Department Head, Student, Registrar's Records, U-4077R |

Paperwork Flow Chart - Part II

| Type of Transaction | Form Needed | Location of Form | Authorizing Signatures | Destination and Distribution |
|--|--|---|--------------------------------------|--|
| Grade Conversion: from I and X | Incomplete/Absense Conversion Card STP 28 | Department Head | Instructor | Filed with Registrar's Records, U-4077R |
| High School Coop addition/deletion of courses | None | None | Director of High School Coop Program | To Registrar's Records, U-4077R |
| Independent Study Credit and Title Approval | Independent Study Authorization | Registrar's Enrollment Services | Advisor, Instructor, Department Head | Filed with Registrar's Enrollment Services |
| Major Change | None | Department Head for CLAS or Dean of School/College for all others | Department and/or Dean | Department may submit changes to Registrar for data entry |
| Name Changes (Graduate) | Graduate Records Change Form | Graduate Records | Student | Filed with Graduate School, U-1066C |
| Name Changes (Undergraduate) | Name Change Form | Registrar's Enrollment Services | Student | Filed with Registrar's Enrollment Services |
| Non-degree to Degree Status | Application for Admission | Transfer Admissions | Transfer Admission | Transfer Admissions notifies Student |
| Pass/Fail Option | Pass/Fail Card | Registrar's Enrollment Services | Student | Filed with Registrar's Enrollment Services, receipt given to student |
| Readmission | Student sends letter to Readmissions Board | None | Dean of Students | Dean of Students notifies: Student, Financial Aid, School/College |
| School Change | School Change Application | Dean's Office and Registrar's Enrollment Services | Dean of Student's new School/College | Dean of student's new school notifies Dean of former school |
| Separation, Voluntary Withdrawals/Cancellations/Leave of Absense | Voluntary Separation STP 110 | Dean of Students | Dean of Students | Dean of Students notifies: Student, Student's Dean, Registrar, Bursar, Financial Aid, Residential Life, NDEA and HPL Financial Records |
| Social Security Number Change (Graduate) | Graduate Record Change Form | Graduate Records | Student | Filed with Graduate School, U-1006C |
| Social Security Number Change (Undergraduate) | Social Security Change Form | Registrar's Enrollment Services | Student | Filed with Registrar's Enrollment Services, U-4077G |
| Transfer Credit | Varies | Undergraduate Transfer Admissions | Varies | Transfer Admissions, U-3088 notifies Student |
| Two Degrees | Petition for Additional Degree Reg. 20 | Dean's Office and Registrar's Enrollment Services | Deans of both Schools/Colleges | Dean from additional degree program sends petition to Registrar's Office for data entry |

Institutional Policy on Academic Advising

Policy with regard to Academic Advising is established by the University Senate and published in its By-laws, Rules and Regulations. The following statement was approved in 1988 and appears in Article 11 Section B of the By-Laws. The statement describes the general nature of the relationship between advisor and advisee, clarifying the responsibilities of both. Since it provides the basic framework for all that follows, it is reprinted here in its entirety.

Academic Advising and Registration

Academic advising is a service provided to assist students' progress toward meeting their academic objectives and completing their degree requirements. Each student will be assigned an academic advisor by the dean of his/her school or college. Although students are assigned to advisors, it is the responsibility of the student to know and to follow the regulations of the University and to plan and carry out a program of study consistent with his/her academic and career goals and the degree requirements of the University.

The function of advising is recognized as an integral part of the University's educational mission. Contact on an individual basis with an academic advisor is an important means of identifying the needs of individual students. The advising program, essentially consultative and designed to assist students in making intelligent decisions, includes the following aspects:

- Communicating the meaning of higher education, the goals of a land grant institution, the aims of disciplinary and interdisciplinary study, and the rationale for academic requirements including minimum scholastic standards.
- Describing registration procedures, course offerings, areas of faculty interest and expertise, educational opportunities, degree programs and academic policies.
- Planning semester by semester registration including selection of courses and course load adjustment.
- Discussing educational and professional objectives based upon demonstrated abilities and interests and clarification of the relations among courses, programs, and careers.
- Developing tentative and final plans of study.
- Referring to appropriate sources for information and specialized services complementary to the knowledge and skills of the advisor.

The advising relationship is both consultative and mutually respectful: the advisee should respect the advisor's suggestions; the advisor should be considerate of decisions made by the advisee. Advisors are responsible for informing students of appropriate courses of action. Students should expect advisors to have reasonable knowledge of the rules and regulations of the School or College and the University but must recognize that no individual can be fully informed on all areas.

Although the advisor is responsible for making appropriate academic recommendations and indicates that this has been done by signing the appropriate registration forms, the student is responsible for his/her own academic progress. Students must, therefore, assume ultimate responsibility for their decisions related to course selection and program planning, particularly when those individual decisions are inconsistent with program requirements. Academic requirements, legislated by the University Senate, are published in the *Undergraduate Catalog*, departmental plans of study, and other documents with which students and advisors are expected to be familiar.