



UNIVERSITY OF NORTH CAROLINA
CHARLOTTE

Belk School of Business
Department of Management

**BUSN 1101-013 | Introduction to Business and Professional
Development | 3 credits**

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Office drop-in hours: M-W 4:00 pm to 5:00 pm. Th-F: 10:00 am – 2:00 pm. Feel free to visit. Also available by appointment and through Zoom – *always!* The best way to reach me is by email. I respond to all emails within 24 hours and usually much sooner. Don't hesitate to email with questions, comments, suggestions, or concerns.

Hello and welcome! My name is Barbara Knight, and you can call me “Dr. Knight” or “Professor Knight”. I’ve been teaching at UNC Charlotte since 2021, and before that I spent 30+ years in the corporate business world with General Motors and Unilever, then started a small family business. My job now is to help you reach your personal goals for this class and to enjoy the satisfaction of your success. Here are a few interesting facts about our university. Did you know that the average age of a UNC Charlotte student is 28, 54% are transfer students, 74% are first generation college students, 70%+ are receiving some form of financial aid, and from a few surveys, the majority of students are working 20-40+ hours? Knowing that, I have set this class up to fit modern students and to accommodate your busy lives. While I have some deadlines so that I can grade and give you meaningful feedback, this course is flexibly designed to help you with time management and stress reduction! I want you to spend the time where and when it works best for you, while mastering the course objectives. I measure my success through your success, so never hesitate to reach out to me if you’re feeling stressed or have a concern.

Our Belk College Diversity Policy

The University of North Carolina Charlotte and the Belk College of Business strive to create an inclusive academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

Course Description:

This course is a combination of an introductory course to the fundamentals of business plus development of the skills you will need to be successful in your university journey and your future career. Our objective is to provide you with an *overview* of each business area, with enough information to prepare you to choose a major and a career path. Skills topics will prepare you for both academic and career success. University resource topics will introduce you to the people, resources, amenities, and activities that are available to enable you to meet your goals for a successful and fulfilling college experience.

Pre or Co-requisite:

For this course, you must be a first-year student enrolled in Business. Based on hours earned when admitted to the College of Business, this course may not be required.

Meeting Times:

MW 9:00 am – 10:15 am – In-person, Friday building, Room 128

Course Objectives:

This course is a blend of an introduction to a wide range of business topics, and a first-year seminar to help develop the skills you will need to succeed in both college and professional life. The objectives are:

- Introduce you to college life, UNC Charlotte, and the Belk College of Business
- Examine how businesses operate in our modern economic, political, and social environment.
- Understand how businesses are planned, developed, organized, and managed.
- Examine the functional areas of business and the corresponding majors in the Belk College
- Expand and enrich your business vocabulary and research skills.
- Create an awareness of the various career opportunities in business.
- Provide an atmosphere in which you can relate personal consumer behavior, work experience and business concepts.

There are four components to the course:

1. Introduction to Business Fundamentals textbook, with overviews of business functions including Accounting, Business Analytics, Economics, Finance, International Business, Management, MIS, Marketing, Operations and Supply Chain Management, all of which are majors offered in the Belk College of Business. In addition we introduce general management areas of concern including Entrepreneurship, and Ethics and Corporate Social Responsibility. The

course is designed to help you acquire the skills to *identify, describe, and apply* the fundamental elements of business management, and have enough information to *select* a major.

2. Professional development introduces a series of skills toward your ongoing professional success. Topics include goal setting, career planning, basic professional communication, personal finance, and risk management.
3. The university life component introduces skills including time management, study skills, and stress management; explains faculty, staff, and student roles; and gets you into the swing of student life by exploring a wide range of university resources, activities, and student organizations.
4. The final component is common to first-year students in all disciplines and is called “**Prospect for Success.**” Every new first-year student at UNC Charlotte must complete a “Prospect for Success” (PFS) course. BUSN 1101 is the PFS course for students in the Belk College of Business. There are three student-learning outcomes (SLO’s) for each new student.
 - *Cultural Awareness* – Students will demonstrate an understanding of themselves, and of others, as individuals whose worldview and capacities are shaped by culture and experience and a willingness to take the worldview and capacities of others into consideration.
 - *Commitment to Success* – Students will identify specific and realistic goals for their collegiate experience, develop or exhibit strategies for achieving these goals, and recognize the need to make change in light of experience.
 - *Inquiry* – Students understand or experience inquiry as an open-ended process that explores evidence and/or approaches to generate ideas/conclusions. “Prospect for Success.” It is a series of three short papers designed for students to map their college journey, develop awareness and appreciation for the role of culture and cultural awareness in a person’s success, and to acquire an appreciation and understanding of the “inquiry process” that is a key component to learning. At the conclusion, you will be able to *select, and formulate* your personal roadmap to college and professional success.

Required Materials:

- Business Essentials, 13th edition, Ebert & Griffin, ISBN: 9780136863618. Delivered through Pearson's MyLab: Access including Pearson E-text.



*This course is part of the **Niner Course Pack**. Please visit [Niner Course Pack Information](#) for more information. **If you opt out, you are still responsible for purchasing the required course material.***

Technology Required: Computer, Chromebook, or tablet and reliable access to the Internet.

Why?

For this course you will need a computer or chrome book that can read And manipulate PDFs, Word documents, and PowerPoints. If you do not own a personal device, you can view the IT options (resource) page on Canvas to find information about computer labs on campus, throughout Charlotte, or the computer loan programs through the Atkins Library. I will do my best to ensure that all materials meet ADA standards, and if you have any other needs to help you use the materials, please do not hesitate to ask.

Course Website: <http://canvas.uncc.edu>

Use of Canvas:

- Canvas will be the website for course information and primary communication channel for this class. You may access UNCC Canvas from My UNC Charlotte(<https://my.uncc.edu/>) or direct type **canvas.uncc.edu/**. It is your responsibility to check Canvas regularly. Report anything that does not match your own record (e.g., a missing or wrong grade) as soon as you become aware of it.
- Canvas provides the instructor with analytics and data on student engagement with the Canvas page, including page views, participation, submissions, timeliness, etc. I will be monitoring student activities on Canvas to ensure successful engagement and participation in the course. If I notice that a student's activities on Canvas may indicate issues with adequate engagement, I may reach out to the student to discuss improving course engagement and participation.

My Teaching Methodology:

The optimal learning environment that I work to create is one in which each of you can excel and develop the tools and skills necessary for future success. I expect you to be prepared for class and I encourage active participation with a high level of engagement. I incorporate many different approaches to learning, structured from input I receive from you during our first meeting, about how you learn best. Here are some of the techniques I use in the classroom:

1. **Action Learning:** students work on real projects or current business or skills topics as a way to learn. Students work in small groups or teams to take action to solve a problem and learn from team interactions. *For example, students may watch a video or follow current business events that offer relevant lessons and analyze them in class.*
2. **Experiential Learning:** A good way to describe this theory is "learning by doing". Experiential learning has the learner directly involved with the content being studied instead of just thinking and talking about the content. *For example, in this course students may analyze a case study and formulate a response or action plan.*
3. **Project-based Learning:** Students will work both individually and in small groups to solve challenging problems that are authentic and often interdisciplinary. Students decide how to approach a business situation and determine what strategies to execute. *For example, in this course students may create a short presentation to present an approach or conclusion to a business situation by using an appropriate situational analysis or decision-making framework.*
4. **Self-directed Learning:** It is defined as the process in which individuals take on the responsibility for their own learning process by diagnosing their personal learning needs, setting goals, identifying resources, implementing strategies, and evaluating the outcomes. *For example, in this course students will work within the Pearson "MyLab" resource that is part of the course materials to understand and apply our textbook information.*
5. **Peer-directed Learning:** This is an approach where students lead a discussion for the class. We may use the Canvas Discussion Board as our group sharing platform. *For example, students may be assigned to read a business or academic article and lead the class through a discussion on the main points, either during our classroom sessions or by using the Discussion Board feature on Canvas.*

Assignments and Grading Criteria:

The course objectives will be achieved by a sequence of in-class discussions and lectures, ten different exercises, three written papers and three exams.

Evaluation Criteria	Weight
Class Participation (in-class activities)	10%
Five Passport Exercises	5% (1 point each)
Five Skill Assignments	10% (2 points each)
Ten MyLab (textbook) Assignments	10% (1 point each)
Three Prospect For Success (PFS) Papers	30% (100 points each)
Three Exams	35%
Total:	100 %

Grading Scale:

You are encouraged to contact me with any questions or concerns regarding grades. Final letter grades are assigned based upon the total performance and the best judgment of the instructor. It is a course policy that any student that receives a failing grade (F) on every exam will automatically receive an F in this course. Otherwise, the following scale will be used:

A: 90% or above B: 80 to 89% C: 70 to 79% D: 60 to 69% F: below 60.0%

For simplicity in converting the Canvas percentage grade to a letter grade for final grading, your overall grade will be rounded in accordance with Excel style rounding. For example, If the Canvas percentage is 89.5% to 89.9%, I will round it up to 90% for an A; if it is 89.1% to 89.4%, the grade will remain a B.

Class Exercises: There will be five different student exercises throughout the semester, which introduces students to important student resources found on Campus. Each exercise will be introduced during our in-class sessions, along with the due dates.

Participation: Active learning is the best way to make the material that we cover in class gain relevance to what happens in the workplace. These activities will occur throughout the session and be graded based on the quality and level of your engagement. I assess participation through participation in these in-class activities, and attendance at guest lectures.

Skills Assignments: You will complete five assignments aimed at teaching important academic and professional skills. These grades are based on your effort in completing these assignments.

MyLab Assignments: There will be 10 assessments using Pearson's *MyLab* platform, each covering the material from your readings and class lectures. You will apply what you learned in new but similar situations as well as distinguish between facts and inference. You have two attempts at each assessment and the highest score out of your two attempts will count towards your grade. Each assignment will be available as a practice set with answers and explanations after the due date.

Prospect For Success Papers: During the semester, you will also prepare three Prospect for Success (PFS) papers/assignments in this course, on topics of: Commitment to Success, Cultural Awareness, and the Inquiry Process. These assignments are graded on both content and your ability to follow the explicit instructions provided. Please make sure that you always proofread and edit your assignments as these papers are graded on content, style, format, organization, mechanics, grammar, and spelling. You are encouraged to utilize the Writing Resources Center on campus to improve your writing skills.

Exam Format: All three exams are in-class exams, using short answers and/or multiple-choice questions within the Canvas platform, and will exclusively cover the stated chapters and material. You are not allowed to leave the classroom and return during an exam, so please take care of personal business before entering the room for the exam. Please make sure you bring your laptop for each exam and switch all other electronic devices to the "off" position.

Tentative Course Schedule:

Week	Dates	COURSE TOPICS AND MATERIAL COVERED	ASSIGNMENTS
0	Sun: 8/20 2 pm	<u>New Student Convocation</u> <i>Barnhardt Student Activity Center (12:30 pm arrival)</i>	
1	M: 8/21 W: 8/23	* Course Syllabus * Challenges with transitioning into a 4-year academic institution: expectations and responsibilities. * The U.S. Business Environment: Economics (Ch. 1)	Assign: Campus Passport
2	M 8/28	<i>Last day to add, drop a course with no grade and to change grade type (P/NC)</i>	
	M 8/28 W: 8/30	* Goal Setting and Finding Motivation: Discussion on what motivates individuals (and firms) to reach clearly stated goals. * Economics and Profit motivation (Ch. 1)	Assign: PFS Paper 3 – Commitment to Success Assign: PathwayU Assignment: My Lab
3	M 9/4	<i>Labor Day - No Classes Meet</i>	
	W: 9/6	* Labor as a Resource: Understanding your value as a labor resource, and how to succeed in the workforce. * Human Resource Mgmt. & Labor Relations (Ch. 10) * Diversity in the Workplace: A respectful discussion on how diversity offers both unique advantages and challenges to any group. * Guest Speaker: Career Center	Assign: Time Management Assignment Assign: MAPS Modules Assign: New Student Transition Questionnaire <u>Due: Time Plan (part 1)</u> <u>Due: PathwayU Package</u>
4	M 9/11 W: 9/13	* Time Management: All students will be tracking their hours during this week * Managing Student Life and Responsibilities in an ethical way: An honest discussion on how stress and social pressure can tempt unethical behavior. * Business Ethics and Social Responsibility (Ch. 2) * Guest Speaker: Career Center or Peer Guide	Assign: PFS Paper 2 – Cultural Awareness
5	M 9/18 W: 9/20	*Starting a New Venture and Taking Ownership of Your Success: Discussion about success and ownership both as a student and as a professional.	<u>Due: Time Report (part 2)</u> <u>Due 9/20: New Student Transition Questionnaire.</u>

		*Entrepreneurship, New Ventures, and Business Ownership (Ch. 3) * Guest Speaker: Peer Guide	
6	M 9/25 W: 9/27	Content Wrap-up Exam 1 (Chapters 1 - 3 + 10 all other covered content)	
7	M 10/2 W: 10/4	*Managing Yourself: Career Planning and the Job *Search Process. *Managing the Business (Ch. 5)	<u>Due 10/5: MAPS Modules</u> <u>Due: PFS Paper 2 – Cultural Awareness</u>
8	M 10/9 W: 10/11	* Professional Success: Creating a Quality Resource * Operations Management & Quality (Ch. 7) * Guest Speaker: Internship & Networking	<i>Assign: Resumes and Cover Letter Assignment</i>
	F: 10/13	<i>Unsatisfactory Grades reported by faculty for Fall 2021</i>	
9	M 10/16 W: 10/18	* Effective Communication: Making yourself understood and understanding those around you. * Marketing Processes & Consumer Behavior (Ch. 11) * Guest Speaker: Internship & Networking	<i>Assign: PFS Project – Inquiry</i>
10	10/23 – 10/24	<i>Student Recess - No Classes Meet</i>	
	W: 10/25	* The Inquiry Process and Business Research * Information Technology (IT) for Business (Ch. 14) and Business Analytics. * Guest Speaker: Library Resources – we will meet at the Atkins Library	<u>Due: Topic for Inquiry Project</u>
11	M 10/30 W: 11/1	Content Wrap-up EXAM # 2 (Chapters 5, 7,11 & 14 + all other content covered since the previous exam) * Guest Speaker: Library Resources	<u>DUE: Passport Assignment</u>
12	M 11/6 W: 11/8	* Growing your Personal Assets: An introduction to informed personal financial decisions. * Managing Your Personal Risk and Finances (Appx) * Guest Speaker: Niner Finances	<u>Assign: Cash-Course Assignment</u> <u>Due: PFS Project – Inquiry</u>
	F: 11/10	<i>Veterans' Day - No Classes Meet</i>	
13	M 11/13	* Managing and Accounting for the Firm's and Personal Assets: The importance of having	<u>Due: CashCourse Assignment</u>

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	W: 11/15	relevant information and operating within a realistic budget. * The Role of Accountants and Accounting Information (Ch. 15) * Guest Speaker: Niner Finances	<u>Due: : Resumes and Cover Letter Assignment</u>
14	M: 11/20	Content Continued	
	W:11/22	<i>Thanksgiving Break - No Classes</i>	
15	M 11/27 W: 11/29	*Growing the Firm's Assets: Planning for tomorrow's needs by saving today. * Managing Business Finances (Ch. 17) and Risk Management (Appendix)	<u>Due: PFS Paper 1 – Commitment to Success</u>
16	M 12/4 W: 12/6	* International Business and the need for and Global perspective in business. * Understanding the Global Context (Ch. 4) *Guest Presentation: Education Abroad.	
	TR: 12/7	<i>Reading Day - No Classes</i>	
Final Exam	Per university schedule	EXAM # 3 (Chapters 4, 15, 17 & Appendices I and III + all other content covered since the previous exam)	
	12/18	<i>Final Grades Due by Noon</i>	

• My Course Policies:

Attendance Policy:

It is the University's policy that students are expected to attend every session and remain for the duration of the session. You are an integral component of the success of this course. Regular class attendance makes the experience richer for everyone. Frequent absence or tardiness will result in a loss of in-class activity points, so do your best to be at every class meeting.

University Legal Note: The United States Department of Education requires UNC Charlotte's Office of Financial Aid to determine whether a student who receives financial aid and fails to earn a passing grade in a course has actually attended and/or completed the course. Because I do not take regular attendance for this course, the date I will report as your last date of attendance will be the latest of the following:

- The date you last participated in an online discussion or activity; or
- The date you last submitted an assignment/project/test/tutorial/quiz; or
- The date you last initiated contact with me to ask a question about the course or course content.

If you earn an F or U grade, your last date of attendance must be reported to the United States Department of Education. *This may require you to pay back any financial aid funds received for this course.*

Instructor Absence or Tardiness:

I will try my best to give you advance notice if I will not be able to hold a class meeting on a scheduled class date. If I am late arriving, please wait a full 20 minutes after the start of class before you leave. Follow any written instructions I may give you about my anticipated absence or tardiness.

Syllabus Revision:

The standards and requirements in this syllabus may be modified at any time. I will give you notice of any changes by Canvas announcement and/or email notice.

Classroom Conduct:

I conduct our classes in an atmosphere of mutual respect and the safety of every individual. I encourage your active participation in class discussions, and value your contributions. Each of us may have strongly differing opinions on the various topics of class discussions. The conflict of ideas is encouraged and welcome, and the orderly questioning of the ideas of others, including mine, is similarly welcome. I will exercise my responsibility to manage the discussions so that ideas and arguments can be heard and discussed in a respectful and orderly fashion. If your conduct during class discussions seriously disrupts the atmosphere of mutual respect I expect in this class, you will not be permitted to participate further.

Late Work and Make-Ups:

- Major assignments submitted after the due date and time will receive an automatic deduction of 10 points.
- If you are unable to meet the published due dates or deadlines, let me know as soon as possible. In some situations, I may offer make-up work or extra credit opportunities for missed points; however, this will be decided on a case-by-case basis and the reason for missing the assignment must be legitimate.

Feedback:

Typically, feedback will be returned within one week for small assignments and two weeks for larger assignments.

Revisions:

When specified, revisions of all major assignments must be completed and submitted to the original assignment box in Canvas no later than 2 weeks after feedback has been returned.

Course Credit Workload:

This 3-credit course employs a variety of teaching materials and techniques. Class work may include but is not limited to required readings, library research, written assignments, group or individual projects, Discussion Board posts, viewing of course-related videos, reviewing feedback, participating in active learning activities, and completing assessments.

Academic Integrity:

I take academic integrity very seriously. Nothing we do in this course is so critical to your college success or your future that it would ever justify cheating. The strength of your personal character is much more important. I'm relying on each of you to work with me to create our environment of engaged learning, which is best demonstrated by a high level of participation, trust, mutual respect, and academic integrity.

The section on University Policies contains more detailed information on academic integrity. Be sure to read it and let me know if you have any questions.

These are University Policies and Notices: The Links Provide More Information

Webcam Use in the Classroom:

This course may require you to use a webcam for class sessions and/or assessments. Classes and assessments may be conducted using Zoom or other technology selected by your instructor which may use your computer's webcam or other technologies to communicate, monitor, and/or record classes, class activities, and assessments. Assessments may also be conducted using proctoring software, which may listen to you, monitor your computer screen, view you and your surroundings, and record (including visual and audio recordings) all activity during the proctoring process. Please contact your instructor if you are unable to comply or have any questions or concerns.

Disability Policy

UNC Charlotte is committed to access to education. If you have a disability and need academic accommodations, please provide a letter of accommodation from Disability Services early in the semester. For more information on accommodations contact the Office of Disability Services at 704-687-0040 or visit their office in Fretwell 230.

Copyright Ownership in Course Materials

The lectures and course materials, including presentations, tests, exams, outlines, and similar materials, are protected by copyright. The instructor is the exclusive owner of copyright in those materials created by the instructor. You are encouraged to take notes and make copies of course materials for your own educational use. However, you may not, nor may you knowingly allow others to reproduce or distribute lecture notes and course materials publicly without express written consent of the instructor. This includes providing materials to commercial course material suppliers such as Course Hero and other similar services. Students who publicly distribute or display or help others publicly distribute or display copies or modified copies of an instructor's course materials may be in violation of University Policy 406, The Code of Student Responsibility. Similarly, you own copyright in your original papers and exam essays. If the instructor is interested in posting your answers or papers on the course web site, the instructor will obtain your written permission.

Academic Integrity:

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code and on the Student Accountability & Conflict Resolution website. The Code is available from the Dean of Students Office or online at

<https://legal.uncc.edu/policies/up-407>

Additional resources are available on the Student Accountability and Conflict Resolution website.

Outside materials, equipment, websites, or tools are prohibited for completing course assignments, quizzes or examinations, or other academic exercises unless I explicitly permit such use for legitimate learning purposes. The materials include, but are not limited to ChatGPT, or other generative artificial intelligence tools, online course material suppliers like CourseHero or Chegg.

My lectures and course materials, including presentations, tests, exams, outlines, and similar materials, are protected by copyright. I am the exclusive owner of copyright in those materials I create. I encourage you to take notes and make copies of course materials for your own educational use. However, you may not, nor may you knowingly allow others to reproduce or distribute lecture notes and course materials publicly without my express written consent. This includes providing materials to commercial course material suppliers such as CourseHero, Chegg, and other similar services. Students who publicly distribute or display or help others publicly distribute or display copies or modified copies of an instructor's course materials may be in violation of University Policy 406, The Code of Student Responsibility, or University Policy 407, Code of Student Academic Integrity. Similarly, you own copyright in your original papers and exam essays. If I am interested in posting your answers or papers on the course web site, I will request your written permission.

Violation of these syllabus policies may result in appropriate academic penalties, including reduction of grade in the relevant assignment, project, test, or exam. If violation of these syllabus policies also implicates the Code of Student Academic Integrity because of alleged academic misconduct, I will follow the process outlined in the Code to address such cases.

Non-Discrimination:

All students and the instructor are expected to engage with each other respectfully. Unwelcome conduct directed toward another person based upon that person's actual or perceived race, actual or perceived gender, color, religion, age, national origin, ethnicity, disability, or veteran status, or for any other reason, may constitute a violation of University Policy 406, The Code of Student Responsibility. Any student suspected of engaging in such conduct will be referred to the Office of Student Conduct.

Preferred Gender Pronouns:

This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is indicated on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. If you have any questions or concerns, please do not hesitate to contact me.

Title IX:

UNC Charlotte is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has

experienced or experiences any of these incidents, know that you are not alone. UNC Charlotte has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with civil protective orders, and more.

Please be aware that all UNC Charlotte employees, including faculty members, are expected to relay any information or reports of sexual misconduct they receive to the Title IX Coordinator. This means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I am required to report it to the Title IX office. Although I am expected to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

[report the information to the Title IX Coordinator.](#)

If you wish to speak to someone confidentially, you can contact the following on-campus resources, who are not required to report the incident to the Title IX Coordinator: (1) University Counseling Center (counselingcenter.uncc.edu, 7-0311); or (2) Student Health Center (studenthealth.uncc.edu, 7-7400). Additional information about your options is also available at titleix.uncc.edu under the “Students” tab.

Religious Accommodation:

Students who, acting in accordance with this Policy, miss classes, examinations or other assignments because of a religious practice or belief must be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a [Request for Religious Accommodation Form](#) to their instructor prior to the census date for enrollment for a given semester. The census date for each semester (typically the tenth day of instruction) can be found in [UNC Charlotte’s academic calendar](#).

Student Grievances:

Students enrolled in courses at the University of North Carolina at Charlotte who would like to file a complaint regarding their experience may do the following: 1. Refer to the UNC Charlotte Student Grievance Procedure. Students may also contact UNC Charlotte’s regional accrediting agency, the Southern Association of Colleges, and Schools Commission on Colleges. 2. Students residing outside of North Carolina while attending UNC Charlotte may file a complaint in their state of residence. As required by federal regulations, students are directed to the list of resources here, compiled and updated by the State Higher Education Executive Officers.

Withdrawals:

Students are expected to complete all courses for which they are registered at the close of the add/drop period. If you are concerned about your ability to succeed in this course,

it is important to make an appointment to speak with me as soon as possible. The University policy on withdrawal allows students only a limited number of opportunities available to withdraw from courses. It is important for you to understand the financial and academic consequences that may result from course withdrawal. The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog and on the Academic Calendar. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "U" in a course if you choose not to attend the class once you are enrolled.

The last day to withdraw from a course for Fall 2022 semester with no grade is August 29, 2022, at 11:59 pm

The last day to withdraw from a course with grade subject to Withdrawal Policy is October 24, 2022, at 11:59 pm.

Incompletes:

The grade of "I" (Incomplete) is assigned at the discretion of the instructor when a student who is otherwise passing has not, due to circumstances beyond his/her control, completed all the work in the course. The missing work must be completed by the deadline specified by the instructor, and no later than 12 months. If the "I" grade is not removed during the specified time, a grade of F, U, or N, as appropriate is automatically assigned. The grade of I cannot be removed by enrolling again in the same course, and students should not re-enroll in a course in which they have been assigned the grade of I. University policy addressing Incompletes.

FERPA Notification:

In establishing [University Policy 402, Student Education Records](#), UNC Charlotte adheres to a policy of compliance with the [Family Educational Rights and Privacy Act of 1974](#), also known as FERPA, a federal law that affords students the following rights with respect to their education records. For details, see the [FERPA Annual Notification](#) posted on the Office of Legal Affairs website. All questions concerning this FERPA Annual Notification may be directed to the attention of the [Office of the Registrar](#).

Student Support:

Disability Support Services:

Students in this course seeking accommodations to disabilities must first consult with the Office of Disability Services and follow the instructions of that office for obtaining accommodations.

The Office of Disability Services works with current undergraduate and graduate students along with prospective students to ensure equal access to UNC Charlotte's campus and educational programs.

All services are dependent upon verification of eligibility. Once approved for services, students receive accommodations which are based upon the nature of an individual's disability and documented needs. Students are strongly encouraged to register or check-in for their accommodations with a Disability Services counselor as soon as they have registered for classes. Accommodation is not retro-active and will not begin until the student notifies his or her faculty by providing the Letter of Accommodation. Please visit the Office of Disability Services at for additional resources, email questions to disability@uncc.edu, or call 704-687-0040 (tty/v) for more information.

Accessing Help/Mental Health Services:

Mental health concerns or stressful events may reduce a student's ability to participate in daily activities or diminish academic performance. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via the Counseling & Psychological Services (CAPS) website at caps.uncc.edu.

Student Support Services:

Be sure to take advantage of the wealth of resources and support available at UNC Charlotte. Some of the resources available to you include the University Writing Resource Center, University Counseling Center, and the J. Murrey Atkins Library.

- <https://ucaee.uncc.edu/>
- [University Writing Resources Center \(WRC\) | 704-687-1899 | wrchelp@uncc.edu](#)
- [Veteran Student Services | 704-687-5488 | veteranservice@uncc.edu](#)
- [University Counseling Center | 704-687-0311](#)
- [Multicultural Resource Center | 704-687-7121 | mrc@uncc.edu](#)
- [List of computer labs on campus](#)
- [Atkins Library Laptop Lending program](#)

Food Insecurity:

Food insecurity is defined by the USDA as “a lack of access to enough food for an active, healthy life.” Food insecure categories include reduced caloric intake, reduced food quality, lack of variety in diet, disrupted eating patterns, and hunger. Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, UNC Charlotte offers assistance to students facing food insecurity through an on- campus food pantry. The Jamil Niner Student Pantry (JNSP) is located on the east edge of campus at 1224 John Kirk Road. It has regular hours which may change from semester to semester; please

see the website at <https://ninerpantry.uncc.edu/> for schedule and details on its services, as well as resources about hunger and food insecurity among college students.

Special Classroom Policy Notice – COVID- 19: Absenteeism

(Note: This guidance may change over the course of the semester)

Students are expected to attend every class and remain in class for the duration of the session when it is safe to do so in accordance with university guidance regarding COVID-19. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. An absence, excused or unexcused, does not relieve a student of any course requirement. Regular class attendance is a student's obligation, as is a responsibility for all the work of class meetings, including tests and written tasks. Any unexcused absence or excessive tardiness may result in a loss of participation points. Students are encouraged to work directly with their instructors regarding their absence(s). For absences related to COVID-19, please adhere to the following:

Complete your [Niner Health Check](#) each morning.

- **Do not come to class if you are sick.** Please protect your health and the health of others by staying home. Contact your healthcare provider if you believe you are ill. To return to class after being absent due to a period of **self-quarantine**, students should submit a copy of their Niner Health Check clearance email to their instructor(s). To return to class after being absent due to a COVID-19 **diagnosis**, students should submit an [online request form](#) to Student Assistance and Support Services (SASS). Supporting documentation can be attached directly to the request form and should be from a student's health care provider or the Student Health Center, clearly indicating the dates of absences and the date the student is able to return to class. Instructors will be notified by the university.

If you are sick: If you test positive or are evaluated by a healthcare provider for [symptoms of COVID-19](#), indicate so on your [Niner Health Check](#) to alert the University. Submit a copy of your Niner Health Check notification email to your instructors. Upon learning that you have tested positive or have been diagnosed for symptoms of COVID-19, either from your reporting or from Student health Center testing or diagnosis, representatives from Emergency Management and/or the Student Health Center will follow up with you, and your instructors will be notified of the need for accommodations, as necessary.

If you are **unvaccinated** and have been notified to self-quarantine due to exposure, indicate so on your [Niner Health Check](#) to alert the University. Representatives from Contact Tracing/Emergency Management and/or the Student Health Center will follow

up with you, as necessary. Submit a copy of your Niner Health Check notification email directly to your instructors.

If you are **vaccinated AND symptomatic AND have been notified to self-quarantine** due to exposure, indicate so on your [Niner Health Check](#) to alert the University.

Representatives from Contact Tracing/Emergency Management and/or the Student Health Center will follow up with you, as necessary. Submit a copy of your Niner Health Check notification email directly to your instructors.

If a student provides faculty with correspondence from Emergency Management, University Contact Tracers, the Student Health Center, and/or Student Assistance and Support Services regarding their specific directive (self-quarantine, quarantine, or isolate) and/or indicating the student's isolation end date, this correspondence serves as official University documentation. Any of these forms of University communication is sufficient for reentry into the classroom.