Advisor Manual
A Practical Guide
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Chances are, if you are reading this manual for the first time, you have embarked on a new adventure of advising at Marist College. We would like to welcome you to this elite group of people on campus who have been trained to work with students in a very special way. Advising at any institution is an extremely important activity, and on the Marist campus this is no different. The benefits of a good advising relationship for the student are ones that will be carried with them for many years to come. The benefits of advising are also great for the advisor. Whether you are a faculty member and are required to have advisees or you are an administrative advisor, we thank you for your service, and we look forward to working closely with you.

This manual attempts to answer many of the questions you will be faced with in working with your advisees, but it is impossible to anticipate all questions and situations. Other important sources of information that are available to you are the College Catalog, a student’s DegreeWorks degree audit, Self Service Banner, and the my.Marist Advising portal. CAAS is always available to you as a resource in answering questions or guiding you to other resources. We are only a phone call away!

Please remember that advising goes beyond course registration. Advisees will benefit from the general knowledge and experiences you bring to the relationship. Many times they look to their advisor for issues that go beyond course selection. Students are in the process of self-exploration and eventually they begin focusing on life after college. Advisors play a critical role in the way a student transitions from one stage to another. We encourage you to share your knowledge and experiences with your advisee. Again, thank you for your service, and we welcome your feedback on this manual and all our advising resources.

Sincerely,

Kristine Cullen
Director, Center for Advising and Academic Services
I The Functions and Responsibilities of the Advisor

Marist College Mission Statement on Advising
As part of Marist's commitment to providing the best possible educational experience, the mission of advising at the College is to provide the resources and teach skills necessary for students to develop and achieve their academic plan and career goals while providing a mentoring role by faculty and administrative advisors.

A Definition of Advising
Academic advising, along with teaching, research, and service, is central to achieving the fundamental goals of higher education. Academic advising is an intentional educational process that requires concern for and consideration of all these fundamental goals. Of particular importance to academic advising are: teaching students to understand the meaning of higher education; teaching students to understand the purpose of the curriculum; and fostering students’ intellectual and personal development toward academic success and lifelong learning. Though it may vary from one context to another, in every setting academic advising is a multidimensional and international process, grounded in teaching and learning, with its own purpose, content, and specified outcomes.

National Academic Advising Association (2004). Preamble from a draft of the Concept of Academic Advising.

What Does a Marist Advisor Do?
The primary role of an academic advisor is to help students obtain the greatest benefit from the educational opportunities offered by Marist College.

Academic advising should provide accurate information that guides and assists students in making informed decisions about the direction of their college careers in general and about the choice of specific courses in particular. College regulations, graduation requirements, and course descriptions all may be found in the College Catalog and DegreeWorks audit. Students may need help accessing information, and utilizing all the resources available on campus.

To perform their role effectively, advisors also need to provide guidance. Many students have clear & definite educational and career goals and need little advice in selecting programs and courses. Others are so uncertain of their educational objectives that they may not know which questions to ask. An academic advisor should attempt to appreciate each student’s situation and should take the initiative to help the student define long-term and short-term goals in harmony with individual needs and interests.

What Should Advisors Know?
Advisors should review the Catalog and other sources of information on a regular basis, and they should familiarize themselves with Core/Liberal Studies requirements, majors, minors, special programs, and procedures to follow in obtaining waivers, special permissions and the like. Requirements change frequently. Workshops for new advisors are provided by the Center for Advising and Academic Services (CAAS) and the Core Director and ongoing support is provided. Faculty can keep up-to-date in their disciplines through departmental meetings and their colleagues. A good advisor should be willing to work with students to solve unusual or difficult problems - even, on occasion, to act as an intermediary or an advocate.

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Advisor and Advisee Responsibilities

Academic Advisors:
- Be accessible and responsive to advisees
- Communicate college policies & procedures
- Help students define & develop realistic goals (short & long term)
- Match students’ needs with available resources & make appropriate referrals
- Assist students with planning programs consistent with their abilities & interests
- Educate advisee about the major and/or career field
- Monitor and support students’ progress
- Discuss linkage between academic preparation and world of work
- Keep abreast of curriculum requirements

Advisees:
- Review the Academic Advising Planner frequently
- Visit the my.Marist Advising portal often and stay up-to-date on advising matters
- Plan and attend regular appointments with your advisor each semester
- Come prepared for advising appointments (ex. four-year plan, Core planning worksheet, and make a list of courses you’re interested in taking the following semester)
- Gather all relevant decision-making information
- Clarify personal values and goals
- Become knowledgeable about college programs, policies and procedures
- Complete all “to do’s” recommended by your advisor
- Ask questions if you do not understand an issue or have a specific concern
- Take responsibility for exploring career options
- Seek opportunities that are consistent with areas of interest
- Review DegreeWorks audit and graduation requirements frequently for accuracy
- Review course catalog and course descriptions
- Attend school group advising meetings (if applicable)

Typical Requests

Students usually come to their advisors with three basic types of requests:

1. **Short-term Assistance:** approval of class schedules, required signatures, confirmation of graduation requirements, etc. The academic advisor needs a working knowledge of the curriculum, institutional procedures, course sequences, computer resources, and degree requirements to meet these requests.

2. **Information:** where to go for financial aid, what the job market is for specific majors, how to resolve a grade dispute, how to get involved in campus activities, etc. The academic advisor needs to keep abreast of college services, policies, and opportunities.

3. **Long-term Assistance:** developing a four year plan, choosing a major/minor, planning for graduate/ professional school, evaluating personal skills, handling academic challenges, social/personal problems, etc.

Using broad categories to assess what your advisee is actually seeking from you can help determine which resources you will need to consult. For example, short-term assistance can be provided without needing to schedule a lengthy appointment, while long term planning may require you to think about the various resources available at Marist and how to leverage them to the student’s best advantage.

(Adapted from information on the Augusta State University Homepage, www.aug.edu/advisingedge/101pg02.htm, Updated August 2010)
Advising Tips
Below are some suggestions for facilitating the advising relationship:

• **Accept the Student**: A student may fear that an advisor won’t approve of what she/he says. Advisors should convey their acceptance of these concerns in a non-judgmental way. Be yourself and allow advisees to be themselves.

• **Create an Open Atmosphere**: Greet students by name and in a relaxed, warm manner to help establish a relationship based on respect and understanding. Try to remember personal facts about the student to establish rapport, and don’t be critical of other faculty/administrators in front of your advisees.

• **Phrase Questions Wisely**: Use open-ended questions such as “what academic areas have interested you in the past” or “which courses were you considering for the spring semester?” Remember not to fire questions at the student in a machine gun fashion. We all work under time constraints, but students need to know that when they are meeting with you, you are concerned about them and them alone.

• **Listen Actively**: Good advising is a combination of technical knowledge and effective listening. Try to identify and reflect the fine shades of feeling behind a student’s words. Silence during a meeting may seem embarrassing, but sometimes a student is simply processing information or struggling to communicate their idea. Try to categorize the content of an advisee’s questions. Are they seeking action, information, or understanding?

• **Reflect the Student’s Feelings**: Try to communicate your understanding of what the student is feeling. It is better to say, “It seems like you feel your professor is being unfair to you” versus saying that “Everyone has trouble getting along with professors sometimes.”

• **Admit Your Limitations & Know When to Make a Referral**: If a student asks a question regarding policies/procedures/courses you are not familiar with, be honest. Go to your resources or place a phone call to try and find the answer. This models important behavior for your advisee. It is also important to know when to make a referral and to familiarize yourself with all of the available campus support services such as the Academic Learning Center, Career Services, HEOP/Center for Multicultural Affairs, Coordinators of First Year Programs, Special Services, The Writing Center, The Counseling Center, The Math Lab, Student Financial Services, Student Activities, etc.

• **Structure Advising Responsibilities**: Clearly outline your advisees’ responsibilities regarding preparedness, missed appointments etc.; keep your advising files (if applicable) on hand and up-to-date; make sure your passwords/computer accounts are still valid, keep good records of your advising contacts and of significant aspects of the conversation for future reference; and post your office hours in a clearly visible location (and honor those time blocks). Plan ahead for dates on the Academic Calendar such as midterms and final exams.

• **Review Your Resources Regularly**: Make sure you are giving out accurate information. Most questions can be answered by either reading the Marist Catalog or referring to the Advising Manual. Use the materials CAAS supplies such as the Academic Advising Planner. Use the technology that is available to you on the Web (request access if you are not able to log in), such as the my.Marist Advising portal and remember to keep a student’s most current DegreeWorks
audit present on your computer as you are speaking. Finally, take every opportunity to network with other advisors and attend workshops when they are available. Remember that CAAS is always available to answer your questions, provide specialized training and to visit your department/school meetings.

- **Be Proactive:** Take the initiative. Contact a student if they have not been in to see you. Call your advisees if their midterm grades are poor and try to determine what is hindering them and which support services might be of help.

- **Remember the Privacy Laws:** Do not betray a student’s confidence unless they are in danger of harming themselves or someone else. Remember that you ARE NOT authorized to discuss a student’s academic performance with ANYONE ELSE – parents included – unless the student is present or has given signed permission. Discussion with colleagues when relevant to the advising process is acceptable.

- **Pay Attention to Student Documentation:** CAAS has gone paperless. Beginning with the entering class of 2013 and forward, there will be no paper files associated with each student. Students’ files from before this year will be pulled out of circulation in time and all documents will be available electronically. If you do not have paper files for your students you can upload notes, curriculum planning sheets, four-year plan sheets and advisor worksheets into Banner, through the Banner Document Management System (BDMS). Please follow this link for more information [https://www.marist.edu/academics/advise/pdfs/uploadingbdms.pdf](https://www.marist.edu/academics/advise/pdfs/uploadingbdms.pdf).
National Resource for Advisors – NACADA

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 Consulting and Speaker Service, an Awards Program, and funding for Research related to academic advising.

The National Academic Advising Association evolved from the first National Conference on Academic Advising in 1977 and has over 10,000 members representing all 50 states, Puerto Rico, Canada and several other international countries. Members represent higher education institutions across the spectrum of Carnegie classifications and include professional advisors/counselors, faculty, administrators and students whose responsibilities include academic advising.

NACADA functions with volunteer leadership with support from the NACADA Executive Office. Members have full voting rights and elect the national board of directors as well as other leaders within the organization. NACADA is designated by the IRS as a 501(c)3 non-profit educational association incorporated in Kansas.

NACADA Vision and Mission Statements

Vision: NACADA is the leader within the global education community for the theory, delivery, application and advancement of academic advising to enhance student learning and development.

NACADA Mission and Strategic Goals:
Strategic Goal 1: Address the academic advising needs of higher education globally
Strategic Goal 2: Advance the body of knowledge of academic advising
Strategic Goal 3: Champion the educational role of academic advising to enhance student learning and development in a diverse world
Strategic Goal 4: Educate university and college decision makers about the role of quality academic advising in higher education
Strategic Goal 5: Ensure the effectiveness of the NACADA organization

The Statement of Core Values of Academic Advising

The National Academic Advising Association (NACADA) is comprised of professional and faculty advisors, administrators, students, and others with a primary interest in the practice of academic advising. With diverse backgrounds, perspectives, and experiences, NACADA members advise in a variety of settings and work to promote quality academic advising within their institutions.

NACADA provides a Statement of Core Values to affirm the importance of advising within the academy and acknowledge the impact that advising interactions can have on individuals, institutions, and society.
The Statement of Core Values consists of three parts:
* Introduction
* Declaration
* Exposition.

While each part stands alone, the document’s richness and fullness of meaning lies in its totality. The Statement of Core Values provides a framework to guide professional practice and reminds advisors of their responsibilities to students, colleagues, institutions, society, and themselves.

**Declaration**

1. Advisors are responsible to the individuals they advise.

   Academic advisors work to strengthen the importance, dignity, potential, and unique nature of each individual within the academic setting. Advisors’ work is guided by their beliefs that students:
   - Have diverse backgrounds that can include different ethnic, racial, domestic, and international communities; sexual orientations; ages; gender and gender identities; physical, emotional, and psychological abilities; political, religious, and educational beliefs
   - Hold their own beliefs and opinions
   - Are responsible for their own behaviors and the outcomes of those behaviors
   - Can be successful based upon their individual goals and efforts
   - Have a desire to learn
   - Have learning needs that vary based upon individual skills, goals, responsibilities, and experiences
   - Use a variety of techniques and technologies to navigate their world

   In support of these beliefs, the cooperative efforts of all who advise include, but are not limited to, providing accurate and timely information, communicating in useful and efficient ways, maintaining regular office hours, and offering varied contact modes.

   Advising, as part of the educational process, involves helping students develop a realistic self-perception and successfully transition to the postsecondary institution. Advisors encourage, respect, and assist students in establishing their goals and objectives. Advisors seek to gain the trust of their students and strive to honor students’ expectations of academic advising and its importance in their lives.

2. Advisors are responsible for involving others, when appropriate, in the advising process.

   Effective advising requires a holistic approach. At many institutions, a network of people and resources is available to students. Advisors serve as mediators and facilitators who effectively use their specialized knowledge and experience for student benefit. Advisors recognize their limitations and make referrals to qualified persons when appropriate. To connect academic advising to students’ lives, advisors actively seek resources and inform students of specialists who can further assess student needs and provide access to appropriate programs and services. Advisors help students integrate information so they can make well-informed academic decisions.

3. Advisors are responsible to their institutions.

   Advisors nurture collegial relationships. They uphold the specific policies, procedures, and values of their departments and institutions. Advisors maintain clear lines of communication with those not directly involved in the advising process but who have responsibility and authority for decisions regarding academic advising at the institution. Advisors recognize their individual roles in the success of their institutions.
4. **Advisors are responsible to higher education.**
Academic advisors honor academic freedom. They realize that academic advising is not limited to any one theoretical perspective and that practice is informed by a variety of theories from the fields of social sciences, the humanities, and education. They are free to base their work with students on the most relevant theories and on optimal models for the delivery of academic advising programs. Advisors advocate for student educational achievement to the highest attainable standard, support student goals, and uphold the educational mission of the institution.

5. **Advisors are responsible to their educational community.**
Academic advisors interpret their institution’s mission as well as its goals and values. They convey institutional information and characteristics of student success to the local, state, regional, national, and global communities that support the student body. Advisors are sensitive to the values and mores of the surrounding community. They are familiar with community programs and services that may provide students with additional educational opportunities and resources. Advisors may become models for students by participating in community activities.

6. **Advisors are responsible for their professional practices and for themselves personally.**
Advisors participate in professional development opportunities, establish appropriate relationships and boundaries with advisees, and create environments that promote physical, emotional, and spiritual health. Advisors maintain a healthy balance in their lives and articulate personal and professional needs when appropriate. They consider continued professional growth and development to be the responsibility of both themselves and their institutions.

*NACADA statement of core values of academic advising. Retrieved August 1, 2010 from the NACADA Clearinghouse of Academic Advising Resources Website: http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Core-Values.htm*

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As a member of NACADA, you receive *NACADA Highlights*, a monthly e-letter discussing association events and activities and *NACADA Academic Advising Today*, the quarterly e-publication covering the advising profession and current issues in advising. Members will also receive the *NACADA Journal*, a semi-annual publication devoted to showcasing new research and best practices in academic advising. The membership fee is $65.00 annual.
II Legal Issues Regarding Academic Advising

Academic advising is one of the cornerstone services offered by the academic affairs area of any college. Because academic advisors tend to have long-term working relationships with their advisees, they play a particularly critical role in helping students succeed in their undergraduate careers. Given the ever-increasing cost of higher education, the competition for qualified students and the litigious nature of American society, the advising function assumes an even greater importance.

Recognizing the importance of academic freedom and the particular knowledge that academicians bring to the advising process, the courts have been somewhat hesitant in entering the academic arena. Thus, **if academic advisors do not abuse their freedom in dealing with students, they need not fear judicial intervention.** The courts will intervene, however, if evidence exists of arbitrary or negligent treatment of students or a denial of their protected rights. The title of academic advisor brings with it a fiduciary duty to the College. By assuming the title “Academic Advisor,” you enter into what is considered a “special relationship” as a “skillful person.” Given this, it is important to remember the following:

- Students have every right to rely on the information that an advisor provides.
- Advisors should not overstep the authority that has been given to them.
- Advisors must remind students on a frequent basis that the ultimate decisions are theirs - advisors recommend and interpret, they do not ultimately decide.
- Documentation is your best protection so be sure to maintain updated and accurate advising files.
- Make notes. They have come into play many times at Marist.

To win a negligence suit against an academic advisor, a complainant has to prove that: there was an injury; the advisor had a duty to perform; there was a breach in that duty (either doing or not doing something); and that the breach was the cause of the injury. For example, enabling a student without consultation can be considered a legally defensible action.

Academic, health, and attendance records cannot be disseminated at will and only those with a legitimate academic interest (e.g. CAAS or the Academic Standards Committee) can request to see a student’s file.

Advisors who guide students by providing accurate information in good faith do not have to worry about legal liabilities, but all advisors should pay special attention to the rules and regulations regarding a student’s right to privacy.

*Adapted from “The Law and The Academic Advisor,” Annual NACADA Conference proceedings 1983 by Arlene Schubert, Esq.*

**Confidentiality of Academic Records**

The Family Educational Rights and Privacy Act of 1974 (more commonly known as the Buckley Amendment) underscores both a student’s right to know the information that is kept in his or her academic file as well as the student’s right to privacy concerning this information. Under the provisions of this act, a student has the right to review all information in his or her advising file with the exception of personal notes/memory aides that the advisor may have made during advising sessions. An advisor may share his/her personal notes concerning an advisee with another academic advisor who may temporarily be replacing the original advisor. **If an advisor is to be replaced permanently, he or she should remove any personal notes from the student’s file before.**
transferring the file to CAAS. Such information includes the courses that a student was advised to take as well as a record of the student’s final course selection. Comments stored in the “notes” section of the DegreeWorks audit are visible to the student, too.

The Family Educational Rights and Privacy Act of 1974 (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student’s education records.

2. The right to request the amendment of the student’s education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student’s privacy or other rights.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

4. The right to file with the U.S. Department of Education a complaint concerning alleged failures by Marist College to comply with the requirements of FERPA.

5. The right to obtain a copy of Marist College’s education records policy. Copies of this policy are available upon request at the Office of the Registrar and on the Registrar website, http://www.marist.edu/registrar/.

Pursuant to the Family Educational Rights and Privacy Act of 1974, institutions may release directory information without student consent. Directory information is defined as information contained in a student’s education record that generally would not be considered harmful or an invasion of privacy if disclosed. Institutions are required by Section 99.7 of FERPA to give public notice of the information it plans to make available to the general public. Marist College gives such notice in the Marist Undergraduate Catalog and in each semester’s registration materials. Marist will release the following information at various times unless requested in writing not to do so by the student: student name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational institution attended by the student, grade level (including number of credits earned), and enrollment status (e.g. undergraduate, graduate, full-time, part-time).

Students must notify the Registrar in writing should they not want information made available by filling out a form at the Office of the Registrar. Students may file a Non-Disclosure Form or revoke non-disclosure status at any time during normal working hours.

Confidential Student Information

All other information in a student’s academic file is considered privileged and may be shared only with college officials who have a legitimate educational interest in it (such individuals include, for example, the Vice President of Academic Affairs Office, Center for Multicultural Affairs/HEOP, Dean of Students’ Office, School Chairpersons, Student Financial Services, and The Center for Advising & Academic Services). The student’s permission must be obtained before any other party, including the student’s parents, may have access to his or her file or information. The only exception to this proviso is that information contained in the academic file may be shared with the parents of a
financially dependent student (even without the student’s permission) if the parents have documented
the financial dependency of the student by submitting a copy of their most recent Federal Income Tax
form to the Registrar’s Office. Contact the Office of the Registrar for more information.

The Registrar’s Office is responsible for monitoring compliance with FERPA regulations, and
any and all release forms must be placed on file with their office. This is the only office that can give
you the necessary permission to share information with the parents of a dependent student. Unlike
academic information, disciplinary sanctions from the College and information concerning the
FRESHMAN student’s personal and social adjustment may be shared with parents by Student Affairs,
for example Coordinators of First Year Programs. Advisors should always err on the side of caution
whenever a question arises about releasing information to any party other than the student. Simply
refer the requestor to the Registrar’s Office if there are any doubts regarding legitimate need to know.

How Are Advisors and Faculty Members Affected by FERPA?
Academic advisors and instructors have access to and often create aspects of a student’s
educational record. Consequently, faculty members should keep a student’s privacy in mind when:
• Returning term papers and examinations;
• Posting grades (posting of grades either by student name or identification number is a violation of
FERPA);
• Announcing a student’s achievement or lack of achievement;
• Discussing a student’s class work and/or grades with others;
• Making oral or written recommendations for a student, especially if unsolicited by the student; and
• Disposing of confidential information in a haphazard fashion (documents should be destroyed in a
manner which will prevent unauthorized access).

FERPA allows College employees to share information when there is a “legitimate educational
interest” or “need to know.” Using CAAS as an example, notifying our office if there is a significant
change in a student’s attendance or returning an Academic Warning Notice are examples of actions
that fall under this rubric. Commiserating over “our horrible experience with Probation Pete” in the
Coffee Shop, while potentially entertaining, does not fall under these protections. To stay on safe
ground, ask yourself if you are performing a task that
• Falls within the context of assigned institutional duties or responsibilities;
• Relates to the functioning of the office, position, or committee involved;
• Relates to the education or the disciplining of the student; and
• Is consistent with the purposes for which the information is kept.

What Can I Say When a Parent Asks for Information?
Advisors cannot disclose *any information* regarding grades, academic standing, number of
earned credits, scheduling, etcetera without a student’s written permission or without a student’s
presence at the time of the call or meeting. Written permission means the student has to go to the
Registrar’s office and complete a waiver form that allows faculty, administrators and staff to share
information on the student’s record. While this can often feel frustrating for both parties, remember,
you are complying with the law and in doing so; you are protecting not only the student, but all
students, the College and yourself. Here are some things that advisors *can* do:
• Coach parents to open up the lines of communication between the parent and the student so that

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the information they are seeking is made available to them in an appropriate manner.

- If the situation warrants, offer to talk to your advisee and to get back to the parent once you have approached the student and obtained their written permission to discuss their protected information.

- Determine if the information the parent is seeking is related to social adjustment (i.e. attendance in class, dorm living, etc.) and refer parents to the student’s Coordinator of First Year Programs, who can have a meaningful dialog about these issues. Coordinators are assigned to first-year students based on area of residence. Advisors can make this process flow smoothly by transferring the call to Student Affairs extension 3517 or by giving the Coordinator’s name and extension.

- Discuss clearly known entities in a general manner. For example, if a parent is looking at a student’s grade report, an advisor can discuss information that is already known to the parent and make relevant general suggestions for improvement such as referral to the Academic Learning Center or discussion of the overall academic requirements of the College.

- Each one of us is responsible for complying with FERPA regulations. Thinking through these issues now will help you make better decisions when you are caught in the moment of interaction. It is perhaps wise to return that parent phone call a few minutes later, once you have gathered your thoughts.

Global Confidentiality Issues
Marist is a relatively small institution that enjoys a strong sense of camaraderie and community spirit. Sometimes advisors breach confidentiality in an unintentional manner through actions that seem harmless and collegial. Please keep in mind that it is never “okay” to:

- Discuss a specific student’s personal and/or academic status in public places, such as cafeterias, hallways, rest rooms, parking lots, the Library, Digital Publications Center, etc.. There is never an occasion where it is appropriate for such conversation to occur in public, especially given the availability of telephones, e-mail and private offices on our campus. Remember, even empty hallways “have ears.”

- Share academic and/or personal information with other students or interns. This includes speaking to a student on the telephone – using identifiable information – in the presence of another student.

- Provide information to any outside agency without a student’s written consent (this includes potential employers, creditors, landlords, etc.).

- Reveal academic information to parents without a student’s written consent or without the appropriate documentation from the Registrar’s Office indicating that the student is a current dependent.
III The Nuts and Bolts of Advising Marist Students

Student Files
A good advisor not only possesses knowledge of regulations, requirements, policies, & procedures, but exercises patience, tact, understanding, and common sense. Students - especially freshmen & transfer students who are unfamiliar with Marist - should be put at ease by setting a friendly & informal tone.

Advisors are required to document advisee contact and to record in it recommended course selections and the student’s long range academic plan should be maintained in the students paper file or online file. The Center for Advising & Academic Services (CAAS) has provided paper files in the past but will no longer be doing that. CAAS will move toward scanning important documents for advisors. Placement results for students since fall 2013 are available on Self Service Banner. Previous files contained student placement sheets and course planning materials. Advisors are asked to update these files on an on-going basis. It is wise for an advisor to keep notes on items discussed at each student meeting in the student file or in the “notes” section of the DegreeWorks audit or in Banner Self Service. In addition, if a student advisee should change advisors, his or her folder should be returned to the CAAS office which, in turn, will scan all important documents into the Banner Document Management System (BDMS). It is also helpful for each academic advisor to maintain an advising reference file of pertinent memoranda, announcements, and informational material that emanate from time to time from the Dean of the Faculty, School Deans, Chairs, CAAS, etc. Refer to the my.Marist Advising portal for more advising resources.

Office Hours
Advisors should establish office hours for advising, post these hours, and be available during those times. Additional office hours for academic advising should be allocated during registration periods, if it is at all possible, to appropriately accommodate caseloads. Students should be encouraged to make appointments in advance to allow sufficient time to discuss their academic plan, rather than catching their advisor “on the run.”

The Advising Session
While the student retains responsibility for making decisions, the academic advisor plays a key role in the student’s educational growth. By giving meaning to the assumptions, which guide the curriculum, academic advisors help glue one course to another, relating Core selections to major and career goals. By incorporating appropriate services and co-curricular programming information into the advising process, academic advisors help students connect to valuable support services that further their college experience. Contacts between advisor and student also influence the student’s perception of self, the field of study, and the College. Refer to the my.Marist Advising portal for more advising resources.

Advising For Registration
You should prepare for registration sessions by familiarizing yourself with course offerings and any pertinent changes in the registration process. You should also be sure to check the monthly e-newsletters from CAAS for important updates. Your awareness of departmental and Honors program
courses and sensitivity to seasonal offerings increases your ability to assist advisees in meeting their academic goals. Use the Advisor Worksheet to list possible courses and resources for the student to seek out. To avoid student frustration, be sure you and the student create alternate choices for each course an advisee selects. We recommend you have the following opened when you meet with your advisees: Course Catalog (to look at course descriptions, pre-requisites, etc. as needed), the students DegreeWorks audit and Self Service Banner.

There are two opportunities during the semester during which a student can select or change his/her courses. During the first week of each semester the system is open for any student who is enabled to add or drop a class. After the first week, a student can drop classes for two weeks and then withdraw from a class within the calendar deadlines. No class can be added. Anyone who is registered for the semester is already enabled. Students who have not registered for the semester must meet with their advisor. Presently, all students are required to have their advisors enable them in order to register online for courses or to change their registration during the fall and spring semesters. Registration for the next semester is the next opportunity for course selection. The times and dates of registration and the procedures to be followed are announced every semester by the Registrar’s Office. Advising for registration begins before the registration time opens. It is always wise to encourage your advisees (typically 3-4 weeks prior to registration) to make appointments early in the advising weeks to avoid a logjam at the end. You may want to schedule your advisees so that you see the seniors first, then juniors, sophomores, and freshmen as this is the order they will register.

Students are well advised to register for the next semester during the period provided. Students should be watchful about how many credits they register for since housing, and many forms of financial aid are only given to students who are registered for at least 12 credits. Additionally, waiting until the last minute guarantees that course selection will be very limited.

**New Student Schedules**

The first semester courses of new freshman students have been pre-selected by the Registrar. Information that students provided the Registrar’s Office about language interests and Core choices have been used, along with their placement test results and appropriate courses in their chosen major. Every attempt has been made to spread student courses over the hours of the day and days of the week, so that students learn time management in an environment less structured than high school. We strongly recommend that they change only what is necessary, for instance a Math course of the wrong level.

**Selecting Courses for Registration**

In preparing to register for courses for any semester, it is a good idea to create two or three alternate courses in case first-choice courses are filled when the student attempts to register for them.

Why is it that a student might not be able to enroll in his/her first choice courses? It is helpful to understand the system of prerequisites that are part of the registration process:

- Prerequisites should be listed in the Catalog and the online course descriptions. For example in order to register for any 200-level Psychology course, PSYC 101, Introduction to Psychology must be taken first.
- Students majoring in a specific discipline have priority in registering for courses offered in that discipline. For example, chemistry majors have priority for enrollment in chemistry courses.
DegreeWorks Audits – A Student’s Shopping List

DegreeWorks audits contain all the information needed to guide a student’s course selection. Students and advisors can access their audits via Banner Self-Service. Like a good shopping list, the DegreeWorks audit helps provide a comprehensive assessment of outstanding requirements to assist students in completing their program of study (major, concentration, minor, etc.) they have declared. Be sure to walk through the audits with advisees. The DegreeWorks audit is your most powerful advising tool. Most advisees understand their CORE and major field requirements, and the required grade point averages for graduation. Advisees should also make note of their major field index. For example, a student whose major field index is just below the 2.0 mark might be best served by repeating a major field course in which a poor grade was earned.

Advisors have the “What If” tool available on the audit. If a student is contemplating a major change, or double major, minor, etc. as an advisor, you can create an audit with those changes for viewing purposes only. Keep in mind that if a student is choosing a major in the Bachelor of Arts and one in the Sciences the core requirements will not display in the “what if” audit.

Student Responsibility

Education is a shared responsibility between the College and the student. The College provides educational opportunity and guidance, but it is, after all, the student who is being educated and whose life will be affected by the nature and quality of the experience. The student’s responsibility embraces not only study, the writing of papers, and the completion of assignments, but also knowing College regulations, course requirements, and the like. In short, the student should learn what the College expects and requires of him or her. Although a number of faculty and administrators monitor students’ progress toward completing graduation requirements, students at times make costly mistakes or miss opportunities because they have left themselves uninformed or allowed themselves to be misinformed. They should read the College Catalog and other sources of information, and they should seek the advice that is available to them. Even students who do not feel the need for advice should remember that advisor enabling for registration is necessary and provides the opportunity for students to consult advisors for guidance regularly.
Advice for Undeclared Majors

Over two hundred of our first-year students do not have a declared major. Additionally, an even larger percentage of students who enter with a specified major are likely to switch at some point during their first two years. It is not uncommon for poets to become pre-meds, for pre-meds to become painters, or to combine majors and minors in both for that matter! As an advisor you can help your advisee test the possibilities by exploring interests and academic strengths so that he/she is better able to make appropriate career choices.

An Action Plan for the Undeclared Student

1. Get to know the majors that are open to you. You may be familiar with English, History, Chemistry, or Mathematics, but do you have any real idea what Interactive Media, Conservation Studies, and Computer Science/Game Design are all about? Before you choose a major, read all of the course descriptions in the catalog and determine which types of courses seem to capture your attention and then make an appointment to talk to faculty in those areas.

2. Get first-hand experience. Experiment with different courses before making final decisions. A note of caution: don’t automatically limit yourself to beginning level courses that exist primarily to fulfill Core/LS requirements. They are sometimes too broad in scope to give you an accurate picture of the major.

3. Evaluate what you have learned to date. What courses have you liked the most? Least? Why? How do the majors you are considering relate to your interests, abilities, and values? This should help you narrow it down to a few choices.

4. Evaluate the few majors that you are still considering. In following the first few steps you are fairly close to making your choice. The checklist below will help you confirm or reassess your decision.

5. For your major, do you know:
   - What preparatory courses are required?
   - If there is a minimum grade point average required for acceptance? How many courses in the major are required?
   - Whether course offerings are sequential or non-sequential?
   - Do exams in the discipline tend to be essay or finite reasoning?
   - How much freedom the major allows for elective courses so that you can tailor your education to your own needs and interests?
   - How many credits are needed in order to graduate in the major?
   - Will you have to extend your undergraduate career if you declare this major, and do you have the resources to do so?
   - Is an internship experience possible or required?
   - Will you be able to take a semester abroad if you wish?

Adapted from “Choosing the Right Major” (AT&T’s College Series)

All students must declare a major by the time they reach 60 earned credits, which, for most students occurs at the end of sophomore year. To declare a major, a double major, change a major, or declare a minor field, you must obtain the permission and signature of the appropriate chair on a form available online off the Registrar’s webpage or in their campus office. You should be aware that students who change majors will be held to the major program requirements stated in the Catalog of the year in which they declare their new major. Undeclared students should visit the Academic Learning Center (ALC) or the Center for Advising & Academic Services (CAAS) to seek out further support.
and resources available. Currently, a quarterly newsletter, the Major Focus, is emailed to all undeclared students from CAAS and is consistently available in the my.Marist advising portal.
## Sources of Academic Support

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<th>Area</th>
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<td>Academic Learning Center</td>
<td>Jane Fiore</td>
<td>LB 331</td>
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<td>Advising &amp; Academic Services</td>
<td>Kristine Cullen</td>
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<td>Athletics (Center for Student-Athlete Enhancement)</td>
<td>Alyssa Gates</td>
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<td>Jen Powers</td>
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<td>Writing Program Director</td>
<td>Joe Zeppetello</td>
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IV Marist Academic Policies, Procedures, and Regulations

Changing Advisors
Students who declare or change their major fields will be assigned an advisor in their new discipline. The Center for Advising & Academic Services (CAAS) is copied on all change of major forms that are returned to the Registrar’s Office. These forms are used to assign students to their new advisor. Second advisors are also assigned for specific circumstances such as double majors, pre-health or pre-law interests, and programs such as FOCUS, HEOP, etc.

It happens, on occasion, that an advisor and an advisee do not have an ideal working relationship. In such a circumstance, either party may contact CAAS for a change of assignment. Sometimes a student may develop a special rapport with a particular member of the faculty whom they wish to select as their advisor. Advisor change forms are available in the my.Marist student advising portal or in CAAS, and whenever possible, specific requests for advisor matches will be honored. Note that School of Management students can submit their requests for change to the School of Management Director of Academic Advising and Student Services Jean Theobald.

Maximum Credits in a Semester
To be considered full-time during the regular academic year (fall and spring semesters), students must register for a minimum of 12 credit hours, and full-time tuition rates cover schedules between 12 and 16 credits. For most full-time students, the recommended academic load per semester is 15 - 16 credit hours so that they can reach the graduation requirement of 120 credits during the course of a four-year period, the typical undergraduate experience. During the academic year, a student may elect to attempt a maximum of 18 credit hours each semester, but such a heavy load is not recommended. Students are advised to leave themselves enough time to prepare adequately for all of their courses and to engage in other activities on campus. Each credit taken over sixteen per semester is charged an additional fee at a per-credit-hour rate. To register for 19 hours or more in a single semester, a student must schedule an appointment to obtain the permission of the Director/Assistant Director of The Center for Advising & Academic Services (CAAS).

The maximum number of credits for which a student may register during the January Intercession is three; during the summer, a student may register for a maximum total of nine credits distributed over all summer sessions. Exceptions can be made by the Director/Assistant Director.

Grades and Grade Point Average
Grades reflecting the instructor’s assessment of a student’s work are reported as A (excellent), B (good), C (average), D (barely passing), F (not passing), P (pass), NC (No credit), and U (unsatisfactory). The grades of B and C may be modified by a (+) or (-) suffix; the grade of A may be modified by the (-) suffix but not by the (+); the grade of D may be modified by the (+) but not the (-). A student receives both mid-term and final grades; however, only the final grades will appear on the student’s transcript. Advisors should strongly suggest that students share their grades and discuss their academic progress with their parents or guardians.

Grade point values, or quality points, are assigned to each letter grade and are as follows:
Letter Grade | Quality Point Conversion
---|---
A | 4.0
A- | 3.7
B+ | 3.3
B | 3.0
B- | 2.7
C+ | 2.3
C | 2.0 *Minimum for good standing*
C- | 1.7
D+ | 1.3
D | 1.0
F | 0.0


The grade point average, or cumulative index, is determined by multiplying each quality point value by the number of semester credits assigned to a course, adding the quality point units from all courses taken, and dividing this sum by the total number of semester units for which letter grades were reported. For example, a student received 1 A-, 2 B+, and 2 B grades in five different three-credit classes during one semester. The quality points for these grades would be a total of 48.9, resulting in a semester grade point average of 3.26. The grade point average is computed only on the basis of courses taken at Marist College and of course does not contain any class taken under the Pass/No credit option.

The grade of C- is sometimes confusing. While the grade appears to mean “slightly below average,” it really is more significant than that as a final grade in a course. At Marist College, students must have a 2.00 cumulative grade point average as well as a 2.00 grade point average in the courses required for their major in order to graduate. A grade of C- carries only 1.7 quality points, which is below the minimum standard at the College. Too many C- grades harm a student’s cumulative and major field indexes and would likely result in academic probation or dismissal.

**Academic Standing**

At the end of each semester, grades are reviewed to determine the academic standing of each Marist student. A student is considered to be in good academic standing if he or she is matriculated at Marist College, maintains a cumulative grade point average of 2.00 or higher and a semester grade point average of 2.00 or higher, and is considered to be making satisfactory progress toward a degree. Students failing to meet these standards are subject to warning, academic probation, or academic dismissal. In addition, a student may be affecting their financial aid status.

**Dean’s List**

The Marist College Dean’s List, produced at the conclusion of each academic term, records the names of all full-time students who have demonstrated academic excellence in the previous semester. In order to qualify for this special distinction, students must earn a semester grade point average of at least 3.60, having completed a minimum of 12 academic credits graded on the A-F scale. In addition, students with grades of “I,” “D,” “F,” or “W/F” will not be named to the list. Any student who meets these criteria will be awarded a certificate and have a Dean’s List notation permanently recorded on official College transcripts.
Academic Probation

Students who do not meet the minimum academic requirements of the College may be placed on academic probation. Students on probation are required to meet any and all stipulations outlined in their probationary contracts. Probationary students may be restricted to 12 academic credits, may be placed into one or more developmental courses, and are required to work closely with their academic advisors. First year students may also choose to work with their First-Year Mentor. All probationary students are required to complete a mandatory Academic Plan and Consultation Record (APCR), which must be filed in CAAS by the designated deadline. A student granted a second semester of probation is not eligible for organized extracurricular activities including, but not limited to, varsity athletics. Each probationary student is expected to meet with the Director or Assistant Director, and it is hoped that the student, with the guidance provided, will utilize the many support services to get them back on track.

Academic Dismissal

Students who are not making satisfactory progress toward a degree and continue to perform below the standard of the College will be dismissed from the College. It is possible for a student to be dismissed during their first year at Marist. A student who has been dismissed for academic reasons from the College may appeal to the Academic Standards Committee. If their appeal is denied, they may apply for reinstatement if he or she can demonstrate satisfactory performance at an accredited institution of post-secondary education. The reinstatement policy is mailed to all dismissed students who are eligible to apply to return in the future, and it is also stated in the catalog. Improved academic performance does not guarantee reinstatement to Marist, and a student who is dismissed, reinstated, and dismissed a second time can never return to Marist. Note that disciplinary dismissal or probation is a separate entity, and these procedures are described in the Marist College Student Handbook.

Academic Review

Academic review of all students who fall below the 2.00 minimum semester or cumulative average required for continuation at Marist College is conducted TWICE A YEAR – (for 15 week programs) in May and in January (there are also small-scale reviews for students on non-traditional schedules all year long). The Academic Standards Committee works in conjunction with The Center for Advising & Academic Services (CAAS) to carefully review student records. During May and December, CAAS collects supplementary information for each student currently on probation. Among the sources contacted are instructors, the Academic Learning Center, Coordinators of First Year Programs, School of Professional Programs, Center for Multicultural Affairs/HEOP, Student-Athlete Enhancement, and Special Services. Advisors can provide helpful information about the student. For instance, there may be a verifiable extenuating circumstance that has impacted an advisee’s academic performance. It is usually in the student’s best interest that the Committee knows these circumstances; therefore, Advisors will be asked to share them with this office.

Once all of the requested information has been collected, it is filed into each student’s review folder. The folder is thoroughly reviewed by the Committee during the appeals process or sooner, as the situation warrants. As promptly as possible in January and May, CAAS sends out the appropriate letter of dismissal or probation with the signature of the Director of CAAS.

Some students will exercise their option to appeal a dismissal. Appeals must be made in writing. They should also contain new information and appropriate documentation to verify a student’s extenuating circumstances (e.g. notes from a physician or therapist). Students whose appeals are not
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granted may choose to take advantage of the one-time Reinstatement policy after completing a semester of 12 credits of satisfactory college-level work at another institution.

**Course Withdrawal and Course Changes**

Forms for withdrawing from courses are available in the Registrar’s Office. A student may change courses or sections of a specific course online during the first week of classes with no penalty and with no notation made on his or her permanent record (the transcript). Students should consult their advisors about course changes. As the name implies, the add/drop period is the only time a student can drop a course and add another. After the first week of classes, a student may drop courses, but he or she will not be able to add others. If a student withdraws from a class after the refund period (usually the third week of classes, refer to the Academic Calendar for the exact date each semester), the course is recorded on his or her permanent record with the notation of “W” (withdrawal). If a student withdraws from a course after the withdrawal deadline of the semester (see calendar), the course is recorded on his or her permanent record with the grade “WF” (failure). A “W” grade is not calculated in the student’s grade point average, but a “WF” is calculated in as an “F.” Therefore, students are well advised to pay close attention to withdrawal deadlines and to consider their alternatives far in advance. For the exact dates of add/drop and withdrawal deadlines, consult the Academic Calendar, which is published at the beginning of each academic year and is found in the College Catalog and the Registrar’s website. Please be aware that the published academic calendar is for 15-week sessions only. Courses offered in other sessions have different time lines. Consult the Registrar’s Office for more information.

Sometimes, withdrawal from a specific course is definitely within the student’s best interest. However, there are many situations where an ill thought-out course withdrawal could have disastrous results. For example, a Psych/Special Ed major who withdraws from Statistics will not be allowed to advance to the research courses. Due to the sequencing of courses, this one withdrawal could possibly cost the student an extra semester in college. Some forms of financial aid (TAP for example), require students to not only maintain certain grades, but to maintain a structured pattern of academic progress as well, and dropping below the prescribed number of credits can cost a student thousands of dollars in financial aid. Withdrawal from a course is often a “knee-jerk reaction” to a particular event such as a returned exam or a pending presentation. Advisors should help students thoroughly review all of the options and ramifications involved before allowing students to make these decisions.

**Pass/No Credit/Unsatisfactory Option**

Students may elect to be graded Pass/No Credit/Unsatisfactory in courses that are electives (that is, in courses that are not being used to meet major or minor field or Core/LS requirements). Full-time students may exercise this option for only one course per semester. Part-time students may use this option for three of every twelve credits they take at Marist. Students select P/NC/U by informing the instructor of the course. The instructor downloads the form. The instructor completes and signs the form along with the student. The instructor returns it to the Registrar’s Office.

Under this option, students receive a grade of “P” (pass) if they meet at least the minimum course requirements for a passing grade. A grade of “NC” (no credit) indicates that the student does not meet the minimum course requirements for a passing grade but that the student has met the course requirements for satisfactory attendance and has completed the required assignments. A grade of “U” (unsatisfactory) indicates that the student does not meet the requirements for a passing grade nor has the student met the course requirements for satisfactory attendance or completing assignments. Students are at times attracted to the P/NC/U option in courses for which they fear they have little
aptitude or in which they would like to be free of the pressure of letter grades. This option, however, should be used with caution. It sometimes becomes tempting to take a P/NC/U course too lightly because it will not receive a letter grade. Some students tend to take on too difficult a load during the semester in which they have taken the P/NC/U option. Only too late do they find that they have not kept up with the assignments well enough to earn a passing grade without hurting their work in other classes. On the other hand, it often happens that students who decide to take a course on the P/NC/U option do so well in the course that they would have earned an A or B had they taken the course for a grade. However, once the P/NC/U form has been returned and the deadline for taking this option has passed, it is not possible to take the course for a grade.

Auditing Courses
To audit a course means to attend lectures or other kinds of class meetings and to perform whatever tasks (completing the readings and/or homework assignments and participating in class) the instructor requires. Generally, auditors are not expected to complete papers, examinations, and the like, but the requirements for each audited course are determined by individual instructors. A student auditing a course does not earn credit or a grade for the course. Auditing courses allows students the opportunity to learn course material and participate in classroom activities without having to complete all the course requirements and without earning credits towards graduation. Students should also be aware that the credits carried by a course that they audit do not count toward full-time status. For example, if a student registers for three three-credit courses and audits one three-credit course during a semester, that individual will be considered a part-time student because he or she is carrying only nine semester credits. A student who completes an audited course receives a notation of AU (audit) on his or her transcript to indicate completion of the requirements of the audited course. Students should also be aware that there are fees to audit a course.

Repeats
With prior permission of the School Chair/Dean and the Registrar, a student may retake a course at Marist or go to another institution to repeat a course that was failed. If the student successfully passes this course, the appropriate number of credits, but not quality points, are added to the student’s record at Marist. Therefore, even though there are no quality points awarded in this case, a student’s cumulative grade point average usually rises to some degree because the damage done by the calculation of the previous “F” grade is removed.

Courses Taken at Other Institutions
Courses that have been completed successfully (with a grade of C or above) at other institutions prior to a student’s attainment of senior status (less than 90 credits) will be accepted as partial fulfillment of the requirements for graduation from Marist if:
• The student began his or her undergraduate education at another institution and transferred to Marist College.
• The student, while in residence at Marist College qualified for and was accepted into an established program such as the Marist Abroad Programs.
• The student, while an undergraduate at Marist, gains prior approval for summer or intercession courses offered at another institution from the School Dean or Chairperson and the Registrar.

Be aware of the following restrictions:
• Transfer credits will not be accepted from any accredited institution when the equivalent course is being offered online or on campus by Marist College during the same semester.
• Transfer credits will not be accepted from any accredited institution when the indicated course will be used to meet a requirement (e.g. Core requirement) that can be met by a course that is being offered online or on campus by Marist College during the same semester.
• Transfer credits will not be accepted from two year accredited institutions after a student’s total credits equal 70.
• Transfer credits will not be accepted from any other accredited institution after a student’s total credits equal 90.
• Grades for courses taken elsewhere will not be included in the computation of a student’s Marist grade point average.
• Only courses in which a C or better has been obtained may be transferred to meet major, related field, and/or Core requirements. Credit for C- grades may be awarded in the elective credit category only.
• Students must forward an OFFICIAL TRANSCRIPT from the visiting accredited institution to the Registrar’s Office after completion of course(s).

**Academic Honesty**

Adherence to ordinary principles of academic honesty is expected of every Marist student. Work presented to instructors in the fulfillment of course requirements, papers, assignments, examination answers, etc. is to be the student’s own work. Student work must be free of plagiarism. Accessing another student’s computer file, with or without consent, also constitutes plagiarism. Please note that:

1. Appropriate documentation is to be provided in order that material cited from works consulted by the student is duly acknowledged.

2. An arrangement by which work is to be submitted for credit in two or more courses must have the prior approval of the instructors involved. Each student is to use the library, computer facilities, and other college facilities in such a way that equal access of others to the resources for study and research is ensured.

3. Violations could result in a penalty up to and including the grade of “F” and/or suspension or expulsion from the college.

4. A student who cooperates with one or more individuals in a dishonest act is subject to these same penalties.

5. Those who witness an act of dishonesty are expected to report it to the proper authority with the full assurance that confidentiality will be maintained.

The student’s primary concern should be academic growth. The student should, therefore, devote enough time to the preparation for classes and tests and should endeavor to master the subject matter of courses to the best of his/her ability.

**Graduation Requirements**

In the case of college-wide requirements, every student entering Marist College as a beginning freshman is governed by the academic regulations in the edition of the College Catalog that is in effect at the time of entry. Students who change their majors are held to the catalog that was in effect at the time
of the major change. Transfer students are sent a transfer evaluation form that clearly states the edition of the College catalog that will govern their Marist career.

Grade Point Averages and Credits
In order to graduate from Marist College with a baccalaureate degree, students must successfully complete at least 120 semester credits, have a minimum 2.00 cumulative grade point index, and have a minimum 2.00 grade point index in their major field. The major field index, which is listed on the degree audit, is made up of all of the courses prescribed by a department (for example, most majors require students to take specific courses in the Computing Studies area - these would be calculated into the major field index). In addition, the New York State Board of Regents has ruled that undergraduate degrees shall be distinguished by the minimum amount of liberal arts content that they contain.

Liberal arts courses are those defined as having a theoretical or abstract basis. Those directed toward specialized study, specific occupational or professional objectives are non-liberal arts courses. Thus, for example, the course offered in Biology entitled “Microbiology” is a liberal arts course because it offers a theoretical, abstract perspective on the subject matter. The Medical Technology course entitled “Clinical Microbiology II,” on the other hand, is not considered a liberal arts course because it has a specialized, professionally-oriented focus. Liberal Arts courses include an “L” as part of the course number, for example PSYC 202L. Non-liberal arts courses contain an “N” in the course number, for example ACCT 203N. According to the New York State Board of Regents the minimum liberal arts content of each baccalaureate degree should be as follows:
- Three-quarters of the work for a B.A. shall be in the liberal arts and sciences (90 credits).
- One-half of the work for a B.S. shall be in the liberal arts and sciences (60 credits).
- One-quarter of the work for a B.P.S. shall be in the liberal arts and sciences (30 credits).

NOTE: The Core/Liberal Studies requirements at Marist will more than fulfill these minimum requirements mandated by the State of New York.

Degree Programs
Marist College offers 54 programs leading to bachelor’s degrees, with several combined accelerated programs leading to a five-year Master's for traditional and non-traditional aged students, 15 graduate programs, and numerous professional certificate programs. We also offer 58 minors to act as adjunct to the majors, and many students select double majors or multiple minors as their academic program.

General Education Core/LS Requirements
While fully conscious and supportive of our students’ interests in and need for career-related professional and technological education, Marist College has remained convinced that such an education occurs most effectively within a carefully devised framework of the liberal arts, what we have come to call “Core/ Liberal Studies.”

The concept of a Core curriculum was introduced at Marist College in the fall of 1977. At that time, the Core was designed to add breadth in a coherent fashion to the students’ undergraduate experience. By the 1982-83 academic year, the Core Curriculum at Marist had benefited from analyses conducted by outside consultants, from studies conducted by Marist faculty members, and from the actual experience of implementing the Core. Based on the outcome of college-wide discussions, the College decided to continue to emphasize common learning but also to expand both the depth and range of the educational experiences required of Marist students.
Today, the Core/Liberal Studies curriculum at Marist College provides a shared educational experience for all students. Through an exploration of human consciousness and thought, a common concern for value issues, and a broad spectrum of learning experiences, the Core/Liberal Studies program forms the basis of our students’ experience of a liberal education. During the fall 2013 semester, the College instituted a new Core that has been approved by the faculty. The new Core is designed to help students be better prepared for the 21st century. For more information, please visit the Core website http://www.marist.edu/academics/core/.