

2021-2022



*Marshall University*  
**Undergraduate Academic  
Advising Handbook**



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## Introduction

Marshall University believes that Academic Advising is an essential service contributing to student graduation, retention, and overall well-being. The purpose of this handbook is to equip advisors with the tools they need to be successful in these three areas. Inside you will find theory and explanation of advising purpose and practice, basic strategies and tips for engaging your students, and a repository of documents, policies, and procedural directions. New information will be updated in real time on the coordinating advising webpage ([www.marshall.edu/advising](http://www.marshall.edu/advising)) and will be updated annually in the pdf handbook. Please send any handbook suggestions or additions to [advising@marshall.edu](mailto:advising@marshall.edu) for consideration.

# **The Advisor's Role**

## MU Advising Vision Statement

Advisors empower students to reach their academic and personal goals by utilizing our full range of resources and opportunities at Marshall University.

## MU Advising Mission Statement

Marshall Academic Advisors support Marshall University's mission to advance the public good through innovative, accredited educational programs. Our Academic Advisors provide a teaching and learning experience dedicated to our students' success. MU Academic Advising engages our students in a safe and judgment free environment and encourages them to utilize a broad array of university and advising resources. Advisors support students as they seek the best possible education at Marshall University. Advisors provide accurate and timely academic resources and materials, and are a pivotal connection between students and campus. We help students to identify and pursue their academic interests and personal goals, address academic challenges, create educational and course plans, and achieve graduation.



## MU Advising Student Learning Outcomes

*As a result of the student/advisor relationship, students will be able to:*

1. Clarify educational, career, and personal goals.
2. Contact their advisor and other campus personnel comfortably for guidance.
3. Become independent decision makers who gather information, assess alternatives, examine consequences, and accept responsibility for their actions.
4. Create realistic and achievable educational plans, including short and long-term strategies to meet those plans.
5. Understand the link between academic standing and financial aid eligibility.
6. Utilize university resources, such as academic supports and tutoring services, career and personal counseling, and experiential learning opportunities, as appropriate.
7. Locate and understand relevant information, policies, and procedures as found in the Undergraduate Catalog, Student Handbook, and Academic Calendar.
8. Utilize campus technology tools like DegreeWorks and Navigate to assist in the selection of appropriate courses to meet graduation requirements.
9. Learn about unique academic opportunities, such as Service Learning, Honors Courses, Internships, Learning Communities, and campus support services.

## Advising Council

Marshall University's Academic Advising Council is a representative body established in 2020 to better coordinate the delivery of academic advising services in a decentralized environment. The Council's purpose is to improve communication, coordination, and collaboration among various academic units, and in return, improving the overall student advising experience. The council consists of a representative from each college, the Director of Undergraduate Academic Advising, and the Assistant Director of Advising Technologies. The Academic Advising Council meets regularly and provides strategic direction and a campus-level vision for advising.

As a Council, we will:

- Promote effective advising strategies that support and positively transform the Marshall student experience
- Identify opportunities for improvement, knowledge-sharing, and collective strategic planning for our advising procedures and policies
- Connect the academic and co-curricular advising community to create collaborative advising experiences for Marshall students
- Support an active communications network designed to inform, engage, and inspire the advising community, as well as foster the advising relationships across campus
- Invest in the professional growth and development of academic advisors
- Share new developments and best practices in academic advising
- Provide a framework to guide professional practice and remind academic advisors of their responsibilities to students, colleagues, institutions, society, and themselves.

## NACADA Core Competencies



At the request of the association's leadership, the **NACADA Academic Advising Core Competencies Model** (2017) was developed by the association's Professional Development Committee. The purpose of the model is to identify the broad range of understanding, knowledge, and skills that support academic advising, to guide professional development, and to promote the contributions of advising to student development, progress, and success. It is intended that the model may be used by:

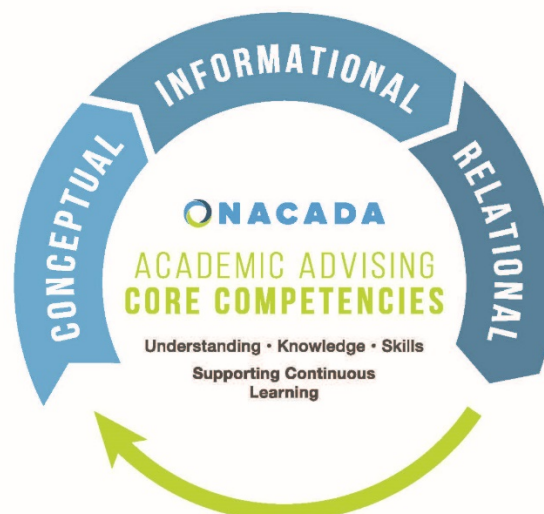
- **Primary Role Advisors** for self-assessment and evaluation, and to guide learning, career development, and advancement.
- **Faculty Advisors and Advising Administrators** to clarify academic advising roles and responsibilities, and to highlight the contributions of academic advising to teaching and learning.
- **Advising Supervisors, Managers, and Mentors** to identify strengths and areas for staff development, and to guide hiring, training, and evaluation.
- **Learning Professionals, Trainers, and Researchers** to support curriculum development, establish learning priorities, and advance scholarship in the field.

### FRAMEWORK FOR ACADEMIC ADVISING CORE COMPETENCIES

Underpinning the core competencies for academic advising and serving as the foundational elements for effective advisor training programs and advising practice are three content components – the **conceptual**, **informational**, and **relational**. An understanding of these content areas provides advisors the knowledge and skills to be effective guides for their students.

- The **Conceptual** component provides the context for the delivery of academic advising. It covers the ideas and theories that advisors must understand to effectively advise their students.
- The **Informational** component provides the substance of academic advising. It covers the knowledge advisors must gain to be able to guide the students at their institution.
- The **Relational** component provides the skills that enable academic advisors to convey the concepts and information from the other two components to their advisees.

To achieve excellence in their work, regardless of the specifics of their individual campus' advising mission, all academic advisors must understand all three components and be able to synthesize and apply them as needed in academic advising interactions.





## CORE COMPETENCY AREAS FOR ACADEMIC ADVISING

### CONCEPTUAL

Core competencies in the **Conceptual component** (concepts academic advisors must understand) include **understanding of**:

1. The history and role of academic advising in higher education.
2. NACADA's Core Values of Academic Advising.
3. Theory relevant to academic advising.
4. Academic advising approaches and strategies.
5. Expected outcomes of academic advising.
6. How equitable and inclusive environments are created and maintained.

### INFORMATIONAL

Core competencies in the **Informational component** (knowledge academic advisors must master) include **knowledge of**:

1. Institution specific history, mission, vision, values, and culture.
2. Curriculum, degree programs, and other academic requirements and options.
3. Institution specific policies, procedures, rules, and regulations.
4. Legal guidelines of advising practice, including privacy regulations and confidentiality.
5. The characteristics, needs, and experiences of major and emerging student populations.
6. Campus and community resources that support student success.
7. Information technology applicable to relevant advising roles.

### RELATIONAL

Core Competencies in the **Relational component** (skills academic advisors must demonstrate) include the **ability to**:

1. Articulate a personal philosophy of academic advising.
2. Create rapport and build academic advising relationships.
3. Communicate in an inclusive and respectful manner.
4. Plan and conduct successful advising interactions.
5. Promote student understanding of the logic and purpose of the curriculum.
6. Facilitate problem solving, decision-making, meaning-making, planning, and goal setting.
7. Engage in ongoing assessment and development of self and the advising practice.

For more information about the **NACADA Academic Advising Core Competencies Model**, please visit  
[nacada.ksu.edu/resources/pillars/corecompetencies.aspx](https://nacada.ksu.edu/resources/pillars/corecompetencies.aspx)

## Advising as Teaching

There are many developmental theories available to explain the process of academic advising. Most advisors synthesize pieces of multiple theories together to form their own advising philosophy and practices.

The following is an outline of the presentation by Marc Lowenstein at the regional NACADA conference in Pittsburgh, April, 2003. It provides an excellent overview of the Advising as Teaching theory. You can find the full article here: <https://meridian.allenpress.com/nacada-journal/article/25/2/65/36122/If-Advising-is-Teaching-What-Do-Advisors-Teach>

### **If Advising is Teaching, What Do Advisors Teach?**

*By Marc Lowenstein*

*Richard Stockton College, N.J.*

*marc.lowenstein@stockton.edu*

#### ADVISING AS BOOKKEEPING (SOMETIMES CALLED "PRESCRIPTIVE ADVISING")

- Tell students what to do
- List requirements, rules
- Check things off list
- Can be done by a careful clerical - or by a computer
- Reciting lists of facts for memorization/regurgitation
- Both are boring, but both are sometimes necessary

#### ADVISING AS COUNSELING

- Looking out for individual growth and development
- Good for advisor to attend to this, just as it is for the teacher, but
- It's not the heart of what the teacher needs to do, teacher needs to convey the intellectual content of the course
- Similarly, the advisor has an intellectual content to convey as well which isn't accounted for by talking about development

#### ADVISING AS TEACHING

What does an excellent teacher do? Serves as coach, facilitates students' learning of the subject matter

- Organizes and sequences the material to facilitate students' learning.
- Focuses on modes of thinking
- Models for the student how one might interact with the material
- Helps put it in perspective of other things student knows

- Brings out interrelationships of ideas, e.g.
  - (a) led historically to (b)
  - (a) contradicts (b)
  - (a) is an example of (b)
  - etc.
- Helps student synthesize an overview of the material - an understanding of its structure or "logic" - which, once you have it, permits you to assimilate and (if necessary) memorize some of the relevant facts
- Sometimes, puts the course as a whole in perspective, relating it to other courses the student has taken or to the entire curriculum

Each student's understanding of the material and of its structure may vary slightly from the others' depending on students' own interests and experiences, though it will be influenced by the professor's vision of the material's structure.

Similarly, an excellent advisor does the same thing for the student's entire curriculum that the excellent teacher does for the course.

- Helps students put parts of the curriculum in perspective relative to others
- Compares and contrasts modes of thinking of the various disciplines
- Helps students sequence their learning experiences to optimize their effectiveness
- Brings out interrelations among disciplines and modes of thought, helping the student to discover how they complement each other
- Helps the student pay attention to transferable skills being developed, and to focus on how various courses enhance these in various ways
- Helps the student focus on modes of learning that are being mastered, and on how intellectual growth involves mastering a variety of these
- Helps the student synthesize an overview of his/her education, an understanding of its structure or "logic"
- Helps the student make choices among courses and curricula based on his/her emerging understanding of the direction and goals of his/her education

Each student's overall curriculum as he/she understands it will be unique, even if the courses are the same ones another student takes, because of the uniqueness of the student's contribution and reasons for taking the courses - but also because of the advisor's help in constructing an overview.



## Contacting Students

You should meet face to face (or virtually) with each of your advisees at least once per semester.

Additional meetings are strongly encouraged.

Advising should not be just a clerical function; it should encompass the student's goals for the entire semester.

If you do only have one in person meeting with your students, make sure you are providing additional touch points with them throughout the semester. These can be phone calls, emails, texting campaigns—anything that gives you a chance to connect with your students and your students an opportunity to have an open conversation with you.

Remember, students don't know what the advising experience is supposed to be like; you have to show them!

## Effective Auto Reply Emails



On this page you will find some simple guidance for building an appropriate auto response.

Here are some do's and don'ts for crafting an effective outgoing message, along with some out-of-office message examples.

*If you are going to be away from the office while sick, on leave, or traveling for work, then an auto-reply message is a great way to keep your students updated. An auto-reply may also be used in times of high email volume \*IF\* your response time will be slower than the 1 business day standard. An auto reply should not replace an email response to a student who contacts you.*

### **The Do's:**

A good out-of-office email reply incorporates the following elements:

- **The exact dates of your time off** — If you are simply re-activating the message you used during your last time away, make sure you change the dates, and double-check to ensure they're right.
- **A positive tone** — your email should not be a brush off, but should read as a genuine message.
- **An expected response time** — you should tell your students approximately when they should expect to hear back from you.
- **The people who can help while you're out** — If there is someone else your student should contact in your absence, you should provide their names, phone numbers and email addresses. If you handle multiple areas, specify each person's area of expertise so colleagues and students know exactly where to go for assistance.

### ***The Don'ts:***

While you're writing and activating your out-of-office message, avoid the following elements:

- **Giving too much detail** — Your auto response should be brief. The purpose of the auto reply is to let the student know you will send them a more detailed answer when you are available. It is NOT to send a full email with advice and instructions.
- **Committing a colleague's immediate help** — You can't predict how quickly your coworkers will be able to respond to emails in your absence, so make sure you don't promise their immediate assistance. On that note, ask your colleagues for permission before you provide their email addresses and phone numbers in your out-of-office message; they might have a big project coming up that will make them too busy to serve as your substitute.
- **Typos** — Your out-of-office message could go to anyone, from your manager to your top client. Avoid embarrassment by proofreading it carefully.

### ***Out-of-Office message Examples***

With all that in mind, here are some templates for effective automatic responses -

- *"Thanks for your email. I'll be out of the office November 26-28. If you need assistance while I'm away, please contact Jane Jones at [email and phone number] for advising assistance, or Bob Brown at [email and phone number] for general questions."*
- *"Thank you for your message. I am out of the office today, with no email access. I will be returning Jan. 12. If you need immediate assistance before then, you may reach me at [phone number]."*
- *"I will be away from July 2 to July 15. For urgent matters, you can email or call Mary Smith at [email and phone number]."*
- *"Thank you for your email. I am out of the office at this time and will not return until Aug. 26. If this is an urgent matter, please contact James Johnson at [email and phone number]. Otherwise, I will respond to your email as soon as possible after my return."*



## Retention Campaigns

At various times throughout the year, you will be asked to participate in retention campaigns. Advisors are a key connection to campus for students, and as such play a vital role in university outreach.

Your college's Lead Advisor will work with you to form retention calling/emailing/texting campaigns as they are announced.

Examples of retention campaigns include:

- Students cancelled/withdrawn for non-payment
- Students who are currently or previously enrolled that do not register for the upcoming semester

You can log your retention campaign notes in Navigate on each student's page. Simply "Add a Note on this Student's", select reason of phone call or email with student, and fill in the notes section on the reason for the contact, along with any noteworthy outcome.

## FERPA

### **FERPA: RELEASE OF INFORMATION (PROXY)**

The Family Educational Rights and Privacy Act (FERPA) ensures that students have certain rights regarding their educational records. Under FERPA, the university may not disclose student records (except to Marshall officials who have a legitimate educational interest) without the student's written consent. For more details about FERPA, please refer to [www.marshall.edu/disclosures/ferpa](http://www.marshall.edu/disclosures/ferpa). If you have questions about FERPA and the Proxy process, contact Michelle Biggs at [miller138@marshall.edu](mailto:miller138@marshall.edu)

Students who wish to give permission to parents or others to view their records may do so electronically by going through myMU to MILO and completing the Proxy forms under the "Information Release" tab. In order to get to this tab, choose in order: 1. Student Account Information, 2. General Student Information, and 3. The sixth tab over on the right, Information Release.

A proxy can be defined as a person who represents someone else. In this case, the person a student identifies as proxy, will have access to the academic records that the student specifies in our proxy system. This person will receive an email which will allow them to set up their own account to track the student's records, and they can speak with a representative of the university about the student as long as they have a passphrase (established by the student and shared with the proxy). Students can change/delete a proxy at any time.

[Instructions for Students](#)

[Instructions for Faculty and Staff](#)

[Instructions for Parent/Proxy](#)

The Family Education Rights and Privacy Act states that an educational institution may release without written consent those records identified as public or directory information for students who are currently enrolled provided that the institution informs the students of the categories defined as directory information and students are given an opportunity to refuse disclosure of any or all of the defined categories.

### **Directory Information**

"Directory Information" is public information that may be disclosed at Marshall University's discretion for any purpose.

Marshall University designates the following categories of student information as “Directory Information”:

- Student’s official name;
- Student’s hometown (City, County, State, Country);
- Parents’ names;
- Major and minor fields of study;
- Dates of attendance;
- Degree(s) and date(s) conferred, including anticipated graduation dates;
- Previous educational institution attended;
- Photographs, videos, or other media containing a student’s image or likeness (collectively “Student Images”);
- Honors and awards received;
- Classification or class status;
- Participation in officially recognized activities and sports;
- Weight and height of members of athletic teams; and
- Duties and responsibilities, including dates of service of graduate assistants, student workers, interns, or student volunteers.

#### **Limited Use Directory Information**

“Limited Use Directory Information” is not to be provided to external parties not contractually affiliated with the University. Use and disclosure of this information shall be limited to (1) publication in official University publications or on social media sites or websites hosted or maintained by, on behalf of, or for the benefit of, the University, including the University’s online directory and internal email system; (2) University officials who have access, consistent with FERPA, to such information and only in conjunction with a legitimate educational interest; (3) external parties contractually affiliated with the University; and (4) military recruiters.

Marshall University designates the following categories of student information as “Limited Use Directory Information”:

- University-issued student electronic mail addresses (“Email Addresses”);
- Student’s complete official address;
- Student’s telephone number;
- Student’s age and date of birth;
- Student’s place of birth; and
- Addresses of parents.

Requests to suppress disclosure of directory information can be sent to the Registrar’s Office.

**Notes:**

Students requesting that their directory information not be disclosed are excluded from Dean’s List announcements made available to hometown and other media.

Some directory information (e.g. student names, honors, college, etc.) is normally disclosed in graduation programs and lists distributed to hometown newspapers and other media. A separate refusal (as part of the application for graduation) is required to suppress this disclosure.

# **Advisor Referrals**

## Active Listening

As Academic Advisors, our highest priority is collaborating with our advisees to help them achieve their educational, career, and personal goals. You cannot begin collaborating without establishing a solid relationship with your advisee. Being an active listener allows your student to be fully heard and feel connected to you in a safe environment. It will also help ensure you are correctly understanding and clearly communicating with each other. Using active listening skills helps to establish effective two-way communication and is a foundation of a successful collaboration.

You can find a more thorough explanation and active listening strategies in this NACADA conference presentation: <http://apps.nacada.ksu.edu/conferences/ProposalsPHP/uploads/handouts/2016/C328-H01.pdf>

The infographic below reviews key elements of active listening.



## Student Referrals

You may be experiencing an increase in the number of distressed students in your office. This is not unusual. You are in a unique position and are often the first resource a student comes to when an issue arises. You also get to know your student over years of advising and can probably easily sense a shift in their disposition. The purpose of this guide is to help you identify When, How, and to Whom to refer your students.

Please note, if you have a student in imminent danger, you should contact the police or appropriate office immediately. Do not send the student off to do it on their own.

### When to refer

If you are meeting with an advisee and they express concerns in any of the following areas, it is time to make a referral. Remember, the concern may not be explicitly stated, but if you pick up on any concern during your advising session, you should act on it. It's always better to err on the side of referring rather than not referring.

- Academic difficulty
- Drug/alcohol abuse
- Financial issues
- Food insecurity
- Family problems
- Relationship problems
- Depressed or lethargic mood
- Sleeping all the time
- Balancing school and work/home life
- Isolation/loneliness
- LGBT based concerns
- Major/career change questions
- Mental health
- Physical/learning limitation concerns
- Safety concerns
- Traumatic change in a personal relationship
- Unusual or disruptive behavior
- Excessive absences or tardiness



## How to refer

If you find that your advisee needs a campus resource, you can connect the student and the resource in the following ways:

- Make a referral in Navigate so the service office can contact the student directly
  - You can do so by going to the student's page in Navigate and selecting "Issue an Alert"
  - This will allow you to select the reason for the alert and provide any details necessary to the student service office
- Call the resource office directly to see if the student can come straight over
  - The student may want you to walk with them to the office - you should have a candid discussion about this option and let the student decide
- Help student set up appointment with resource office
- Provide student with resource office contact information and make sure they understand how to contact resource office for an appointment
  - You should mark your calendar with a reminder to follow up with your student a day or a few days after the referral, depending on the severity of the need

## Where to refer

Here is a short list of resources Marshall offers. For a comprehensive list of Marshall and community based resources, go here: [https://www.marshall.edu/student-affairs/files/3000\\_StudentHandbook-Updated-Website.pdf](https://www.marshall.edu/student-affairs/files/3000_StudentHandbook-Updated-Website.pdf)

### **Career Education**

1681 5th Avenue

304-696-2370

[career@marshall.edu](mailto:career@marshall.edu)

[www.marshall.edu/careereducation](http://www.marshall.edu/careereducation)

### **Counseling Center**

Prichard Hall, first floor

304-696-3111

[counselingcenter@marshall.edu](mailto:counselingcenter@marshall.edu)

[www.marshall.edu/counseling](http://www.marshall.edu/counseling)

### **LEAD Center**

Memorial Student Center, Lower Level

304-696-6776

[LEAD@marshall.edu](mailto:LEAD@marshall.edu)

[www.marshall.edu/lead](http://www.marshall.edu/lead)

### **LGBTQ+ Office**

MSC BW14

304-696-6623

[Polk4@marshall.edu](mailto:Polk4@marshall.edu)

[www.marshall.edu/lgbtq](http://www.marshall.edu/lgbtq)

**Military and Veteran Affairs**

211 Gullickson Hall  
304-696-2364 or 304-696-5767  
Email: [veterans@marshall.edu](mailto:veterans@marshall.edu)  
[www.marshall.edu/military](http://www.marshall.edu/military)

**Office of Student Success**

East Hall  
304-696-5108  
[www.marshall.edu/oss/3-2/](http://www.marshall.edu/oss/3-2/)

**Student Advocacy Office**

Michelle Biggs, Assistant Dean of Advocacy and Support  
Memorial Student Center, 2W32  
304-696-2284  
[miller138@marshall.edu](mailto:miller138@marshall.edu)  
[www.marshall.edu/student-affairs/advocacy/](http://www.marshall.edu/student-affairs/advocacy/)

**Tutoring Services**

Communications Building, Room 211  
304-696-6622  
[www.marshall.edu/uc/tutoring-services](http://www.marshall.edu/uc/tutoring-services)

**Wellness Center**

Recreation Center, Wellness Suite, First Floor  
304-696-4103  
[www.marshall.edu/wellness](http://www.marshall.edu/wellness)

**Women's and Gender Center**

Rec Center  
304-696-3338  
[wcenter@marshall.edu](mailto:wcenter@marshall.edu)  
[www.marshall.edu/wcenter](http://www.marshall.edu/wcenter)

# **Advisor Resources**

## Campus Locations

Marshall University has a strong presence as a regional university serving the Tri-State Area of West Virginia, Kentucky, and Ohio. It also serves communities throughout the rest of the United States and internationally.



### [Huntington Campus](#)

With the main campus located in Huntington, West Virginia, Marshall is situated in the Tri-State region bordering Kentucky and Ohio, with a population of 365,000 in the Huntington-Ashland-Ironton metropolitan area. One John Marshall Drive, Huntington, WV, 25755



### [Marshall Medical Center](#)

The Marshall Medical Center is a comprehensive, state-of-the-art facility that offers patients primary and specialty care outpatient services. For medical students, resident physicians and fellows in advanced training, the center provides a clinical education environment that is second to none. 1600 Medical Center Drive, Huntington, WV, 25701



### [Forensic Science Center](#)

The Forensic Science Center is located at 1401 Forensic Science Drive in Huntington, on the site of the former Fairfield Stadium just off Hal Greer Boulevard. The facility includes processing, preparation and PCR laboratories, as well as an analyst workroom and evidence locker room. There is also a Crime Scene House on 5th Avenue near Marshall's Huntington campus, in which students can experience what may happen when arriving at the scene of a crime.



### [Visual Arts Center](#)

Located in a historic downtown Huntington building that once housed the Anderson-Newcomb Co. department store, Marshall's Visual Arts Center comprises six floors. Students in art education, art history, fibers, foundations, graphic design, painting, photography and printmaking learn and create in the center, which also includes retail space and a 2,200-square-foot gallery on its first floor. 927 3rd Ave, Huntington, WV 25701





### [School of Physical Therapy](#)

Marshall's School of Physical Therapy is located in the St. Mary's Education Center, located at 2847 5th Ave. in Huntington. It is a state-of-the-art facility that can house approximately 120 students.



### [School of Pharmacy](#)

Pharmacy students study at the Coon Education Building, which is located at the VA Medical Center in Spring Valley, near Huntington. It has more than 76,000 square feet of space and underwent a nearly \$9 million transformation. 1538 Charleston Ave, Huntington, WV, 25701



### [South Charleston Campus](#)

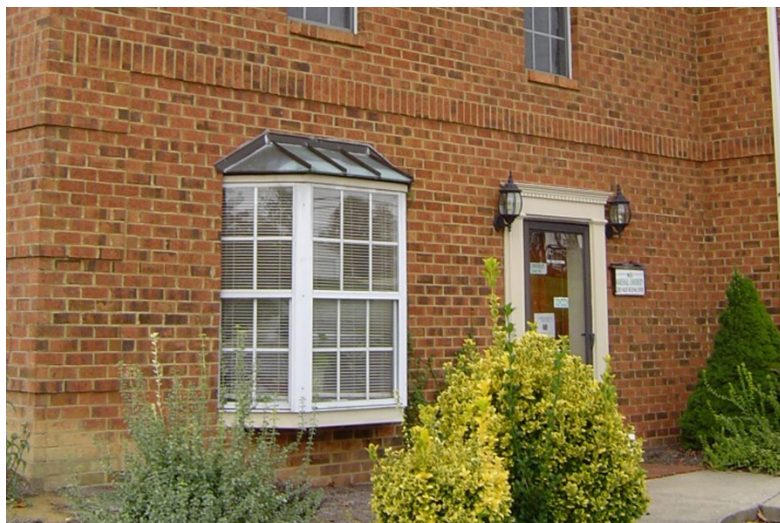
Marshall's South Charleston campus is conveniently located near Exit 45 of I-64 at Jefferson Road. The campus provides advanced coursework to students in education, business, information technology and technology. There are also faculty offices, a library location, and the Kanawha Valley location of the Robert C. Byrd Institute for Advanced Flexible Manufacturing (RCBI). 100 Angus E Peyton Dr, South Charleston, WV 25303



### [Mid-Ohio Valley Center](#)

The Mid-Ohio Valley Center, located in Point Pleasant, West Virginia, near Pleasant Valley Hospital, offers students the opportunity to pursue bachelor's degrees in nursing and social work, as well as the Regents Bachelor of Arts degree and a master's degree in nursing with several emphases. 1 John Marshall Drive, Point Pleasant, WV, 25550





### [Teays Valley Regional Center](#)

With an administrative office conveniently located on Route 34 in Hurricane, West Virginia, not far from the Winfield exit of I-64, the Teays Valley Regional Center is positioned to serve citizens in Putnam County and surrounding areas.



### [Erma Byrd Higher Education Center](#)

The Erma Byrd Higher Education Center, located at 300 University Drive in Beaver, West Virginia, near Beckley, is a cooperative site representing Marshall University, Concord University and Bluefield State College. Marshall's course offerings there include undergraduate and graduate courses.

## Terminology

**Academic Calendar** - An official list of important dates to remember, which can be accessed either through the Undergraduate Catalog or at [www.marshall.edu/academic-calendar/](http://www.marshall.edu/academic-calendar/). Examples of information included are: first and last days of the semester, the last day to drop a class, and semester breaks.

**Academic Dishonesty** - A violation of the university's code of conduct which may include, but is not limited to: Cheating, Fabrication/Falsification, or Plagiarism. Students who are caught engaging in academic dishonesty will be subject to sanctions imposed by either the professor and/or the university.

**Academic Probation** - A status that indicates that a student's overall G.P.A. has dropped below 2.0. Academic probation is a period of restricted enrollment for the student. Students who are on academic probation will need to take several steps in order to return to Good Standing. Please see Academic Probation in Policies and Procedures for more information.

**Academic Year** - The combination of the fall and spring semesters.

**Add/Drop** - The process of adding an additional class or dropping an existing one from your schedule. The term may also refer to the add/drop deadline, which is the period of time a student may add or drop a class from their schedule without penalty.

**Advanced Placement (AP) Credit** - Marshall University does accept Advanced Placement (AP) credits. Students who have received a 3 or better on their AP exam may receive 'credit by exam' if they choose to send those to our Admissions office.

**Bursar** - The office on campus which handles payments.

**College** - An academic division of the university. Marshall University contains several colleges:

- College of Arts and Media (CAM)
- College of Business (COB)
- College of Education and Professional Development (COEPD)
- College of Health Professions (COHP)
- Honors College
- College of Engineering and Computer Sciences (CECS)
- College of Liberal Arts (COLA)
- College of Science (COS)
- University College (UC)

**Core Curriculum** - The courses and course types which all students must complete in order to graduate from Marshall University. Commonly referred to as 'the core', they are the general education class requirements.

**Curriculum** - A collection of courses which a student must complete to graduate from a set major or program. The curriculum for each program is determined by its college and is reviewed annually.

**D/F Repeat** - The process by which a student may retake a class (taken within their first 60 credit hours) in which they have earned a D or an F, and replace the original grade with their second attempt.

**Electives** - Classes which are not the same for everyone completing the same major. Elective courses allow students to pursue individual interests or specializations on their way to their degree. Nearly every major allows for some elective credits, usually spread throughout the curriculum.

**Hold** - A note on a student's account, which keeps them from registering for classes for the following semester. Holds generally require an action on the part of the student to get them lifted. Examples include: advising holds, new student holds, student athlete holds, etc. Students may check their holds on [myMU](#).

**Hybrid** - Course work is mostly online and has a few in person meetings throughout the semester. Hybrid is marked in course schedule with attribute HYBRID CLASS.

**Incomplete** - A grade (I) that indicates that a student completed three-quarters of a course, but cannot complete the remainder, due to a reason that accords with the university excused-absence policy. Students must be in good standing in the class prior to requesting an incomplete.

**MyMU** - A student portal for all things Marshall University. Students are able to check their e-mail, see their course schedule, and even look at their syllabi from myMU.

**Plagiarism** - Using the intellectual property of someone else without giving proper credit.

**Prerequisite** - A class which is required to be completed before a student may register for another specific class.

**SAP** - Satisfactory Academic Progress. SAP is a financial aid policy that determines if a student's class completion to time spent ratio is on par. The more D's, F's, and W's a student has, the worse shape their SAP standing will be. You can find more information on this in the SAP section.

**Syllabus** - A basic outline of each class. At the beginning of each semester, usually the first class meeting, the professor will hand out the class syllabus for each student in the class. This syllabus includes the timeline for what topics will be discussed, as well as the policies that students are expected to follow for that professor. It is important to keep your syllabus handy, but they can also be found [online](#).

**Transcript** - The official record of a student's work. Official copies may be requested through the Office of the Registrar. Click [www.marshall.edu/registrar/transcripts](http://www.marshall.edu/registrar/transcripts) to learn more about, or request, a transcript.

**Virtual Course** - This class meets synchronously—class has day/time requirements. They may or may not be meeting alongside an in-person class; that will be up to the professor/department. Virtual is marked in course schedule with attribute VIRTUAL and the building will say HTN TBA (a building will never actually be appointed! But, banner requires an entry).

\* For example- some classes are cross-listed courses (one f2f and one virtual) that will meet together for lecture. An example of the second type are the UNI 100 courses - they will be virtual but not meet with another f2f course.

**Web/Online Course** - Course is all online (and is our typical online class format). Web/Online course is marked in course schedule with attribute ONLINE.

**Withdrawal** - When a student drops a class during the withdrawal period (which lasts until the tenth Friday after the first week of the regular semester), or withdraws completely from the university through the last day of class, he/she will receive a "W." The W has no impact on a student's Grade Point Average; however, withdrawing from a class may change a student's status from that of a full-time to part-time student. Part-time status could negatively affect financial aid, athletic participation, or health insurance eligibility.

## Academic Calendar

The Academic Calendar serves as an information source and planning document for students, faculty, staff, and departments. The calendar includes registration dates, class start dates, add/drop deadlines, exam dates, and more.

Our Academic Calendar is found here: <https://www.marshall.edu/academic-calendar/>

You should know where to access this document and highlight the key dates on your calendar for every semester. If your student misses a deadline, they may miss a significant opportunity.

### **FALL 2021 SEMESTER (14 WEEKS)**

#### **August 13, Friday**

End of summer school

#### **August 16, Monday – August 20, Friday**

Registration/schedule adjustment

#### **August 16, Tuesday**

Residence halls open for freshmen

#### **August 17, Tuesday – August 20, Friday**

Week of Welcome for freshmen

#### **August 20, Friday, 9:00 a.m.**

Residence halls open for upperclassmen

#### **August 23, Monday, 8 a.m.**

First day of classes

#### **August 23, Monday – August 27, Friday, 8 a.m. – 5 p.m.**

Late registration/schedule adjustment (add-drop)

#### **August 27, Friday**

Last day to add a class

#### **August 30, Monday**

Withdrawal ("W") period begins

#### **September 4, Saturday – September 6, Monday**

University Computing Services unavailable

#### **September 6, Monday**

Labor Day Holiday – University closed

#### **September 10, Friday**

Application for December graduation due in academic Dean's office

#### **September 17, Friday**

Last day to withdraw from 1st 8 weeks courses

#### **October 4, Monday, Noon**

Freshmen/Sophomore midterm grades due

#### **October 8, Friday**

1st 8 weeks courses end

#### **October 11, Monday**

2nd 8 weeks courses begin

#### **October 22, Friday**

Last day to withdraw from a full semester individual course

#### **October 25, Monday**

Recommended date to apply for May 2022 graduation

#### **October 25, Monday – December 3, Friday**

Complete withdrawals only

#### **October 25, Monday**

Students should schedule appointments with advisors to prepare for advance registration. (Required for students who have mandatory advising holds.)

#### **November 2, Tuesday – November 3, Wednesday**

Countdown to Commencement in the Don

Morris Room of the Memorial Student Center  
from 10:00 a.m. to 6:00 p.m.

**November 8, Monday – November 19, Friday**

Advance registration for spring semester (open  
only to currently enrolled students)

**November 12, Friday**

Last day to withdraw from 2nd 8 weeks courses

**November 12, Friday**

Approved thesis/dissertation must be  
submitted to the EDT website for final review

**November 20, Saturday, Noon**

Residence halls close

**November 22, Monday**

Advance registration for spring semester (open  
to admitted and readmitted students)

**November 22, Monday – November 26, Friday**

Thanksgiving Break – classes dismissed

**November 25, Thursday – November 26,  
Friday**

Thanksgiving Holiday – University closed

**November 28, Sunday, 9:00 a.m.**

Residence halls open

**November 29, Monday**

Classes resume

**November 29, Monday – December 3, Friday**

Dead week

**December 3, Friday**

Last class day

Last day to completely withdraw from fall  
semester

**December 4, Saturday**

Exam day for Saturday classes

Some common finals

**December 6, Monday**

Exam day

**December 7, Tuesday**

Exam day

**December 8, Wednesday**

Study day

Exams resume at 3:00 p.m. for Wednesday  
evening classes

**December 9, Thursday**

Exam day

**December 10, Friday**

Exam day

**December 11, Saturday, TBD**

Winter Commencement, Mountain Health  
Arena

Official December graduation date

**December 12, Sunday, Noon**

Residence halls close

**December 13, Monday, Noon**

Final grades due

All requirements must be met for degree  
completion

**December 23, 2021 Thursday – December 31,  
2021 Friday**

Winter Break – university closed

## **SPRING 2022 SEMESTER (14 WEEKS)**

### **January 3, Monday**

University reopens

### **January 3, Monday – January 7, Friday**

Registration/schedule adjustments

### **January 7, Friday, 9 a.m.**

Residence halls open

### **January 10, Monday, 8 a.m.**

First day of classes

### **January 10, Monday – January 14, Friday**

Late registration/schedule adjustment (add-drop)

### **January 14, Friday**

Last day to add a class

### **January 17, Monday**

Martin Luther King, Jr. Holiday – University closed

### **January 18, Tuesday**

Withdrawal (“W”) period begins

### **January 28, Friday**

Applications for May graduation due in academic Dean’s office

### **February 11, Friday**

Last day to withdraw from 1st 8 weeks courses

### **February 21, Monday, Noon**

Freshmen/Sophomore midterm grades due

### **February 25, Friday**

1st 8 weeks courses end

### **February 28, Monday**

2nd 8 weeks courses begin

### **March 7, Monday**

Students should schedule appointments with advisors to prepare for advance registration for summer and fall. (Required for students with mandatory advising holds.)

### **March 12, Saturday, Noon**

Residence halls close

### **March 14, Monday – March 18, Friday**

Spring Break – classes dismissed

### **March 21, Monday**

Classes resume

### **March 21, Monday**

Recommended date to apply for July/August 2022 graduation

### **March 21, Monday – March 25, Friday**

Advance registration for summer sessions (open only to currently enrolled students)

### **March 25, Friday**

Last day to withdraw from a full semester individual course

### **March 28, Monday**

Advance registration for summer sessions begin (open to admitted/readmitted students)

### **March 28, Monday**

Recommended date to apply for December 2022 graduation

### **March 28, Monday – April 22, Friday**

Complete withdrawals only

### **April 1, Friday**

Last day to withdraw from 2nd 8 weeks courses

### **April 1, Friday**

Approved thesis/dissertation must be submitted to ETD website for final review

### **April 4, Monday – April 15, Friday**

Advance registration for fall semester (open only to currently enrolled students)

### **April 18, Monday**

Advance registration for fall semester begins (open to admitted/readmitted students except first-time fall undergraduates)

### **April 18, Monday – April 22, Friday**

Dead week



**April 22, Friday**

Last class day

Last day to completely withdraw from spring semester

**April 23, Saturday**

Exam day for Saturday classes

Some common finals

**April 25, Monday**

Exam day

**April 26, Tuesday**

Exam day

**April 27, Wednesday**

Study day

Exams resume at 3 p.m. for Wednesday evening classes

**April 28, Thursday**

Exam day

**April 29, Friday**

Exam day

**April 30, Saturday, TBD at Mountain Health Arena**

Commencement at Joan C. Edwards Stadium

Official May graduation date

**May 1, Sunday, Noon**

Residence halls close

**May 2, Monday, Noon**

Final grades due

All requirements must be met for degree completion

**May 9, Monday – August 12, Friday**

Summer school sessions

**May 28, Saturday – May 30, Monday**

University computer services unavailable

**May 30, Monday**

Memorial Day Holiday – University closed

**July 4, Monday**

Independence Day Holiday – University closed

## Yearly Advising Goals

The following are skills you should gain by the end of each year in your academic program. Remember to reach out to your advisor, who can explain what you do not understand or can help you identify your next steps.

### *Freshman Students (0-29 credits)*

- Know who your advisor is and how to contact them
- Become familiar with the CORE I & II course requirements
- Know how to access and use Academic Maps
- Know how to access and use DegreeWorks
- Become familiar with your major specific course requirements
- Become familiar with the MU Academic Calendar/deadlines [www.marshall.edu/academic-calendar](http://www.marshall.edu/academic-calendar)
- Understand MU's expectations for student behavior and the Student Code of Conduct
- Learn to ask for help when you need it
- Learn about/complete financial aid responsibilities, including completing the FAFSA on time each year
- Understand requirements to maintain/renew scholarships
- Discover your own personal learning style and learn how you can use it to be a more successful student
- Become familiar with campus resources and services
- Become familiar with the Undergraduate Catalog
- Explore your academic, career, and personal interests
- Be able to use the Navigate app
- Communicate regularly and openly with your academic advisor and with your professors
- Get involved with the campus community

### *Sophomore Students (30-59 credits)*

- Explore course requirements and the 'What if' feature in DegreeWorks
- Stay up to date on your course completion progress using your Academic Map and 4-Year plan
- Seek out experiences that help you clarify your future career goals and interests, such as internships, job shadowing, career fairs, etc
- Consider adding a minor to your degree program – talk with your advisor about options
- Visit the Career Education office and begin to develop a resume and portfolio

### *Junior Students (60-89 credits)*

- Complete a degree audit with your advisor and determine the courses you need to complete to stay on track for graduation
- Research employment or graduate school options and requirements for admission/employment

- Research and understand any certifications specific to your field of study
- Begin the networking process - consider attending career/employment fairs
- Check registration dates for GRE/GMAT/LSAT/MCAT, etc
- Be aware of graduation processes/dates/deadlines

*Senior Students (90+ credits)*

- Begin the graduation application process
- Meet with your advisor to be sure you're on track for graduation
- Apply to graduate school if you plan to attend
- Participate in a mock interview with the Office of Career Education
- Attend relevant career/employment fairs and on campus interviewing opportunities
- Polish your resume/cover letter/portfolio

## Student Annual Advising Checkpoints

<b>August</b>	<ul style="list-style-type: none"> <li>✓ Week of Welcome for freshmen</li> <li>✓ Fall classes begin</li> <li>✓ Check understanding of location and format of all classes on your schedule</li> <li>✓ Check add/drop dates</li> <li>✓ Check final exam dates</li> <li>✓ Understand how your courses fit into your 4-year plan</li> </ul>
<b>September</b>	<ul style="list-style-type: none"> <li>✓ Get involved with your Herd community</li> <li>✓ Connect with Tutoring Services as needed</li> <li>✓ Keep track of financial aid deadlines for next semester</li> </ul>
<b>October</b>	<ul style="list-style-type: none"> <li>✓ Begin 2<sup>nd</sup> 8 Weeks classes (if you have any)</li> <li>✓ Address any holds on your account</li> <li>✓ Identify your registration date @ <a href="http://www.marshall.edu/registrar">www.marshall.edu/registrar</a></li> <li>✓ Schedule an appointment with your advisor to review courses for spring semester</li> <li>✓ Check calendar and seek counsel regarding the last day to drop an individual course</li> </ul>
<b>November</b>	<ul style="list-style-type: none"> <li>✓ Register for classes</li> <li>✓ Check final exam dates for scheduling - contact your advisor if you have more than 3 exams in one day for guidance on your options</li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li>✓ Check calendar and seek counsel regarding the last day to do a full withdrawal</li> <li>✓ Final exams</li> </ul>
<b>January</b>	<ul style="list-style-type: none"> <li>✓ Spring semester begins</li> <li>✓ Check understanding of location and format of all classes on your schedule</li> <li>✓ Check add/drop dates</li> <li>✓ Check final exam dates</li> <li>✓ Understand how your courses fit into your 4-year plan</li> </ul>
<b>February</b>	<ul style="list-style-type: none"> <li>✓ Get involved with your Herd community</li> <li>✓ Connect with Tutoring Services as needed</li> <li>✓ Keep track of financial aid deadlines for next semester</li> <li>✓ Identify your registration date @ <a href="http://www.marshall.edu/registrar">www.marshall.edu/registrar</a></li> <li>✓ Address any holds on your account</li> <li>✓ Schedule an appointment with your advisor to review courses for summer and fall semesters</li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li>✓ Begin 2<sup>nd</sup> 8 Weeks classes (if you have any)</li> <li>✓ Register for Summer classes</li> <li>✓ Check final exam dates for scheduling - contact your advisor if you have more than 3 exams in one day for guidance on your options</li> </ul>
<b>April</b>	<ul style="list-style-type: none"> <li>✓ Check calendar and seek counsel regarding the last day to do a full withdrawal</li> <li>✓ Register for Fall classes</li> <li>✓ Final exams</li> </ul>
<b>Summer-May/June/July</b>	<ul style="list-style-type: none"> <li>✓ Check the academic calendar for your session(s) and note all the start and withdrawal dates</li> </ul>

## Core Curriculum

**The Core Curriculum (effective Summer 2010) is designed to foster critical thinking skills and introduce students to basic domains of thinking that transcend the disciplines. The faculty's goal in creating this Core is to provide a direct linkage between the first classes a student takes and the senior Capstone experience. This general education curriculum applies to all majors. \***

**Core I: 9 hours** - More information on Core I is listed below.

- 3 hours: First Year Seminar (100-level)
- 6 hours of discipline-specific courses with an emphasis on critical thinking and active learning (100- or 200-level). Specific courses that fulfill the requirement are designated in Banner as "CT" and are listed in the "Critical Thinking (Core I) Courses."

**Core II: 25 hours** (100- or 200-level). More information on Core II is listed below.

- 6 hours: Composition
- 3 hours: Communication
- 3 hours: Math
- 4 hours: Physical or Natural Science
- 3 hours: Social Science
- 3 hours: Humanities
- 3 hours: Fine Arts

### **Additional University Requirements**

- 6 hours of Writing Intensive credit in any discipline at any level
- 3 hours of Multicultural or International coursework in any discipline at any level
- Capstone project in the major

The "[Schedule of Courses](#)" found on the Marshall University Registrar's webpage for each semester includes a course screening tool entitled "View Core I & Core II Courses only." This tool can be used by students and advisors to find sections of courses holding certain Core I and Core II attributes.

**\*All first-time freshmen, regardless of prior college credit, must complete the Core Curriculum.**

**Transfer students with 30 or more college credits are exempt from FYS and one CT course, but must complete one CT course, all of Core II and the additional University requirements. Effective Fall 2018, transfer students with 60 or more college credits are exempt from all of Core I (FYS and both CT**

courses), but must complete all of Core II and the additional University requirements. Core II may be fulfilled through a combination of transfer and Marshall credit hours.

Students enrolled at Marshall University prior to Summer 2010 who change majors and/or colleges may choose to remain under their original general education requirements or they may opt into the Core Curriculum under the same terms as transfer students

### **Core I Courses**

The courses listed [here](#) hold the Critical Thinking (CT) course attribute. To search the Schedule of Courses by course attribute and semester, see the Registrar's [Schedule of Courses](#) and select the link for "View Core I && Core II Courses only" after selecting the Term of interest.

### **Core II Courses**

The courses listed [here](#) hold the Core II Course attributes. To search the Schedule of Courses by course attribute and semester, see the Registrar's [Schedule of Courses](#) and select the link for "View Core I && Core II Courses only" after selecting the Term of interest.

### **Multicultural / International Courses**

The courses listed [here](#) hold the Multicultural or International attribute. To search the Schedule of Courses by course attribute and semester, see the Registrar's [Schedule of Courses](#) and select the link for "View Core I & Core II Courses only" after selecting the Term of interest.

### **Writing Intensive Courses**

Writing intensive courses reinforce critical thinking skills by using writing in a substantial way to enhance learning. In these courses, writing is not an “extra activity” – it is an integral part of the learning process.

#### ***Goals For Writing Intensive Courses***

1. Encourage and reinforce student learning by using writing as a learning tool.
2. Help students write more effectively.
3. Help students learn critical thinking skills by using writing as a learning tool.
4. Prepare students for writing in their careers and in their personal and community lives.
5. Encourage literacy across the university.

Writing Intensive Credits MUST BE EARNED AT MARSHALL and cannot be transferred in from another institution.

## WV Rocks Courses

### **WEST VIRGINIA'S REMOTE ONLINE COLLABORATIVE KNOWLEDGE SYSTEM (WVROCKS)**

#### **What Is WVROCKS And How Can It Help Me?**

WVROCKS is an acronym for West Virginia's Remote Online Collaborative Knowledge System—a statewide portal designed to facilitate the completion of the Regents Bachelor of Arts (RBA) degree for all students enrolled in the program at any state institution of higher learning. All courses are taught by faculty employed at one of WV's colleges or universities. Because participating colleges and universities will cross list the courses in their schedules, you will receive credit toward the completion of your degree no matter which state institution hosts the course!

#### **WVROCKS Has AAA Benefits**

- Accelerated courses: eight week courses instead of sixteen
- Accessible courses: WVROCKS delivers education directly to your computer, twenty-four hours a day, seven days a week—at home or at work—any place where internet access is available
- Affordable courses: \$250.00 per credit hour (Please check with your campus regarding financial aid)

You can find more information about WV ROCKS courses at the following links:

<https://www.marshall.edu/rba/west-virginias-remote-online-collaborative-knowledge-system-wvrocks/>  
<http://www.wvrocks.org>

If you have student who is completing an RBA degree, please refer them to Andrew Gooding to learn more about this program at [gooding@marshall.edu](mailto:gooding@marshall.edu)

Please note that students enrolled in WV Rocks courses may make schedule adjustments through the Wednesday of the first week of classes, NOT through Friday.





## Track Your Path to Success with DegreeWorks

Welcome to DegreeWorks, a degree-auditing and tracking tool. DegreeWorks tracks a student's academic achievement and compares their academic progress with the requirements for the selected major as determined by the Marshall University Course Catalog. Using DegreeWorks, a student can check their academic progress toward a degree, review the requirements already completed, and use the information provided to plan course schedules.

DegreeWorks provides an electronic audit of progress toward a specific degree. The audit reports on:

- Courses and credit hours earned as applied toward a degree program
- Catalog requirements in effect when the major is chosen
- All requirements necessary to receive a specific degree
- Transfer credits used to satisfy degree requirements
- Courses for which the student is currently registered
- Courses that do not apply to specific degree requirements, but do apply toward overall earned hours and cumulative GPA

To login to DegreeWorks and begin using its reporting and auditing capabilities, [log in to myMU](#), and click on the DegreeWorks link on the "Quick Links" Menu. You can also view more here:

<https://www.marshall.edu/degreeworks/>

## Degree Works Exception Training Materials



# Degree Works Exceptions Manual

**Marshall University**

## Exception Types

Exception Type(Make chart bigger)	Description	Example
<b>Force Complete</b>	<b>Do not use this type of exception.</b>	<b>Please contact the Registrar's Office if you have questions.</b>
<b>Substitute</b>	<b>Use as LAST resort. Used to substitute one Marshall course for another. This can be applied before or after the sub course is taken.</b>	<b>Also Allow has been tried and the new course is not applying to the audit.</b>
<b>Also Allow</b>	<b>Use this when you want to expand your course options for a specific requirement. This can be applied before or after the Exception course is taken.</b>	<b>A student has completed a course that is applying in the major requirements but has been approved to also apply to a Minor.</b>
<b>Apply Here</b>	<b>Adds the exception to the course requirements for that student. This can be applied before or after the Exception course is taken.</b>	<b>Move a course to apply in another section of the worksheet. Use to add transfer courses approved by the Dean's office.</b>
<b>Remove Course and/or Change Limit</b>	<b>Use when the requirement is only partially completed. Make sure you have permission to change/remove a course (Ex: Core II requirement)</b>	<b>Student's foreign language requirement has changed from 12hrs to 9hrs.</b>

1/8/2020

2

## Instructions for entering “Exceptions”

- 1) Click on the “Exceptions” tab on the student’s audit.

The screenshot shows the top section of a student audit interface. At the top, there are fields for Student ID (901345070), Name (Marshall, John Marco), Degree (BS), Major (Chemistry), Level (01), Student Class Level (Freshman), and Last Audit (Today). Below these fields is a row of tabs: Worksheets, Planner, Plans, Notes, Petitions, Exceptions, GPA Calc, and Admin. The 'Exceptions' tab is currently selected. Below the tabs, there is a 'Format:' dropdown set to 'Student View', and buttons for 'View', 'Save as', 'Exceptions', and 'Process New'. To the right, there are two checkboxes: 'Include in-progress classes' and 'Include preregistered classes', both of which are checked. A 'Load' button is visible on the far right.

- 2) Click on the down arrow to the right of exception types to choose the exception you want to enter.

This screenshot shows the 'Exceptions' tab in more detail. The 'Exception Types' dropdown menu is open, displaying a list of options: Force Complete, Substitute, Also Allow, Apply Here, and Remove Course and/or Change the Limit. The 'Exceptions' tab is highlighted in green. Below the dropdown, there is a text prompt: 'Select the desired exception type from the picklist above then click Load'. A 'Load' button is located to the right of the dropdown menu.

- 3) You will choose from the following:
- Force Complete -**DO NOT USE**
  - Substitute – Last resort
  - Also Allow
  - Apply Here
  - Remove Course and/or Change the Limit

## Instructions for using “Apply Here”

Use “Apply Here” when you want add the exception course number to the course requirements for that student. This can be applied before or after the Exception course is taken.

- 1) Click on “Exception Types” and choose “Apply Here” then click the “Load” button.
- 2) Scroll down to select the course that has been approved as an exception. This course will populate into the Apply Subject box.

Worksheets Planner Notes Petitions Exceptions GPA Calc Admin

Exceptions > Exception Types Apply Here Load Remove Exception

Apply Here a specific class

Apply Subject HST Number 230

With [dropdown] [dropdown]

Description Sub HST 230 for Humanities requirement Add Exception

☒ Humanities ☐ HighPriority

- 3) Scroll down to the requirement you are replacing and click on the radio button/circle beside it.

☐ Communications

☐ Fine Arts

☒ Humanities

☐ Still Needed: 1 Class in **CMM** 103 or 104H or 207

☐ Still Needed: 1 Class in **ART** 112 or **MUS** 142 or 210 or **THE** 112

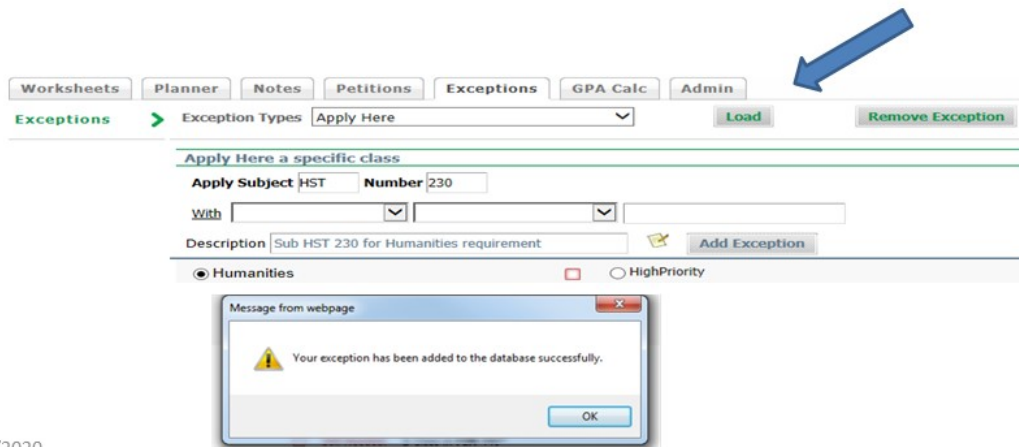
Still Needed: Select 3 Credit hours from Humanities Courses (HUM)

☐ HighPriority

☐ NONEXCLUSIVE (THISBLOCK)

## Instructions for using “Apply Here” continued

- 5) On the line below “Exception Types” beside “with” is a pull down menu.
  - If the course to add as an exception is a transfer course showing in Additional Courses:
    - Just beside “With” select “DW Title” from the pull down menu.
    - Next field select “equal to”
    - Then copy/paste the title of the subject you using as an exception MUST BE EXACT. Example on next page: HISTEUR –European History – Advanced Placement
- 5) Put in a detailed description, the class you are adding as an exception as well as who approved the exception, in the “Description” box on why the substitution is being made.  
Example: PLS241 appv sub Mjr Elect per Dr. Marco  
You do not have a lot of space so abbreviate whenever possible.
- 6) Click on the “Add Exception” button just to the right of the description to load the exception to the worksheet.
- 7) You will see a text box “Your exception has been added to the database successfully”.



The screenshot shows the 'Exceptions' section of a web application. At the top, there are tabs: Worksheets, Planner, Notes, Petitions, Exceptions, GPA Calc, and Admin. A blue arrow points to the 'Exceptions' tab. Below the tabs, the 'Exceptions' section is active, showing 'Exception Types' as 'Apply Here'. There are 'Load' and 'Remove Exception' buttons. Below this, the form is titled 'Apply Here a specific class'. It has fields for 'Apply Subject' (HST) and 'Number' (230). There is a 'With' dropdown menu. The 'Description' field contains 'Sub HST 230 for Humanities requirement'. There is an 'Add Exception' button. Below the description, there are radio buttons for 'Humanities' (selected) and 'HighPriority'. A message box titled 'Message from webpage' is overlaid on the form, displaying a yellow warning icon and the text 'Your exception has been added to the database successfully.' with an 'OK' button.

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## Instructions for using “Apply Here” continued

- 8) On the upper far right, click on “Run New Audit” to process the exception so it will show on the worksheet.
- 9) Review the exception worksheet to make sure the exception has applied properly. Some prefer to review on the worksheet tab.
- 10) If the exception IS applying the way it should apply you are done with that exception.
- NOTE: Your name will show in the worksheet as having applied the exception so make sure you have the documentation saved should a question arise later.

<input checked="" type="checkbox"/> International LCOB Elective	<b>HST 102</b>	World/West 1300-1850 (EUR HST) CR. 3 Fall 2018
Exception By: Hanrahan, Elizabeth E On: 01/06/2020	<b>Satisfied by</b>	HISTEUR - European History - Advanced Placement
<a href="#">Apply Here : HST102 appv sub LCOB Intl Elect per L. Bittinger</a>		

- 11) If it is NOT applying the way it should apply, then click on the “Remove Exception”, then click on “Run New Audit” located in the upper far right. You then can try again.

Worksheets Plans Notes Petitions Exceptions GPA Calc Admin

Exceptions > Exception Types Force Complete Load Remove Exception Run New Audit

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## Instructions for Using “Also Allow”

Use this when you want to expand your course options for a specific requirement. This can be applied before or after the Exception course is taken.

- 1) Click on “Exception Types” and choose “Also Allow” then click the “Load” button.
- 2) Scroll down to select the course where the exception is being applied and click on the radio button/circle to select it.
- 3) Scroll down and click on the course that has been approved as an exception (Typically listed in Additional Courses”). This course will populate into the Apply Subject box.

UNC 1XX	Unclassified (GNST 1010)	A.	2	Inter 2013
Satisfied by:	- Snow College			
UNC 1XX	Unclassified (GNST 1500)	A.	1	Inter 2013
Satisfied by:	- Snow College			
UNC 1XX	Unclassified (BNGT 1270)	B.	3	Inter 2013
Satisfied by:	- Snow College			
UNC 1XX	Unclassified (TSPL 1600)	C.	1	Inter 2013
Satisfied by:	- Snow College			
UNC 1XX	Unclassified (GNST 1060)	OL	1	Inter 2013
Satisfied by:	- Snow College			

- 4) Put in a detailed description, including the class you are adding as an exception and who approved the exception, in the “Description” box on why the substitution is being made. Example: KOU 350 sub JPN 104 per Dr. Anderson.
- 5) You do not have a lot of space so abbreviate whenever possible.

WORKSHEETS | PREREQS | PREREQS | RULES | FOLLOWUPS | EXCEPTIONS | GPA CALC | ADMIN

Exceptions > Exception Types Also Allow Load

---

Also Allow a class to meet a requirement

Allow Subject  Number

With  equal to

Description  Add Exception

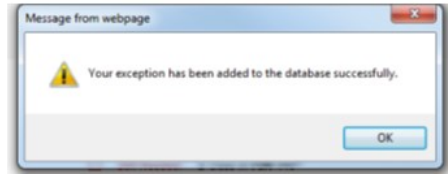
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## Instructions for Using “Also Allow” Cont.

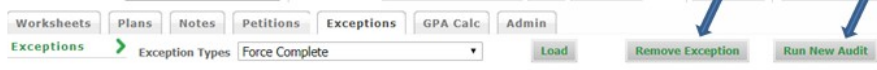
- 6) Click on the “Add Exception” button just to the right of the description to load the exception to the worksheet.
- 7) A message saying “your exception has been added to the database successfully” will show. Click “OK”.



- 8) On the upper far right Click on “Run New Audit” to process the exception so it will show on the worksheet.

			Still Needed: 22 Credit hours in @ 3@ or 4@
Exception By: Hanrahan, Elizabeth E	On: 01/06/2020	Also Allow : ANR101 appv sub for upper lvl req per A. Gooding	

- 9) If it is NOT applying the way it should apply, then click on “Remove Exception” then click on “Run New Audit” to remove the exception.



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## Instructions for Using “Substitute” After trying other options

Use as LAST resort. Used to substitute one Marshall course for another. This can be applied before or after the sub course is taken.

- 1) Scroll down to select the course that has been approved as a substitution. This course will populate this will populate into the Apply Subject box.
- 2) Put in a detailed description in the “Description” box on why the substitution is being made including who approved it.

Exceptions > Exception Types

---

Substitute one class for another

Replace Subject ECN  With Subject ECN

With

- 3) You should only use the substitution exception for other Marshall courses. Use Also Allow and Apply Here for transfer courses.
- 4) Scroll to the requirement you are replacing and click on the circle beside it.
- 5) Click on “Add Exception”.
- 6) A message saying “your exception has been added to the database successfully” will show. Click “OK”.
- 7) Run a New Audit to see the changes.

International Trade	ECN 250	Principles Microeconomics	REG (3)	Spring 2020
Exception By: Hanrahan, Elizabeth E On: 01/06/2020 Substitution : Sub ECN 250 because ECN 420 isn't offered				

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## Instructions for Using “Remove Course and/or Change The Limit”

Use when the requirement is only partially completed. Make sure you have permission to change/remove a course (Ex: FYS 100, Core II requirement, etc.)

- 1) Click on the down arrow in the exceptions block and select “Remove Course and/or Change the Limit.”
- 2) List the course you are removing and change the limit to the new number of required courses (typically used) or credit hours. OR, if you are reducing the total required hours to a new limit go to “Change Limit” and enter the new required hours.
- 3) List a detailed description on why the limit has been changed including who approved it.
- 4) Scroll to the requirement you are replacing and click on the circle beside it.

Exception: **Remove Course and/or Change the Limit** Load Remove Exception

---

**Remove Course and/or Change the Limit**

Remove Subject:  Number:

Change Limit to:  Credit hours:

Description:  Add Exception

<input checked="" type="radio"/> Japanese	<input type="checkbox"/>	( 9 Credit hours in JPN 101 or 102* or 103* ) or
<input type="radio"/> Latin	<input type="checkbox"/>	( 9 Credit hours in LAT 101 or 102* or 103* ) or

- 5) Click on “Add Exception.”
- 6) A message saying “your exception has been added to the database successfully” will show. Click “OK”.
- 7) Run a New Audit to see the changed worksheet.

✓ International Course			
Exception By:	Hanrahan, Elizabeth E	On:	01/06/2020
Remove Course / Change the Limit : Student lived in Japan per Dr. C. Brown			

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### Questions?

If you have any issues entering an exception in Degree Works  
please contact:

Elizabeth Hanrahan [Hanrahan@marshall.edu](mailto:Hanrahan@marshall.edu) 304/696-5455  
AJ Hubbard [hubbard36@marshall.edu](mailto:hubbard36@marshall.edu) 304/696-6632

## Academic Maps

Academic Maps provide students with a guide to help them select courses that meet their degree requirements. Each of our Academic Maps includes a Curriculum Plan, a Four Year Plan, and information about graduation requirements, involvement opportunities, associated careers and other relevant information.

- A **Curriculum Plan** is in a list format. It lists the program requirements in categories that are applicable to the program. First, there is a guide for selecting courses that will meet our general education core curriculum. Information about the Core 1 and Core 2 requirements are available at [www.marshall.edu/gened](http://www.marshall.edu/gened). Some plans list major requirements and requirements for an area of emphasis. Other plans list college requirements, major requirements, or other categories based on the specific needs of the program.
- A **Four Year Plan** provides a semester-by-semester guide for completion of the program requirements. This illustrates one path toward completion of the requirements. Your student's paths may vary slightly. Due to course availability and their availability to take classes, they may not always take the courses in the exact order illustrated in the four year plan. It is always important to plan to take courses in the appropriate sequence (refer back to the curriculum plan).

**Note:** Academic Maps are available to be used as guides in planning your coursework toward a degree. Due to the complexities of degree programs, it is unfortunately inevitable that an error may occur in the creation of the document. The official source of degree requirements at Marshall University is [DegreeWorks](#) available in your [myMU](#) portal. Always consult regularly with your advisor.

## SAMPLE:

**CURRICULUM PLAN COLLEGE OF ARTS AND MEDIA 2019-2020**

**BFA IN FINE ARTS: VISUAL ARTS GRAPHIC DESIGN**

**REQUIREMENTS**

The Core Curriculum is designed to foster critical thinking skills and introduce students to basic domains of thinking that transcend disciplines. The Core applies to all majors. Information on specific classes in the Core can be found at [marshall.edu/ednet](http://marshall.edu/ednet).

**CORE CURRICULUM**

CODE	COURSE NAME	HRS	GRADE	CODE	COURSE NAME	HRS	GRADE
FYS 100	First Year Sem Crit Thinking	3		ENG 101	Beginning Composition	3	
MTH 121	Critical Thinking	3		ENG 201	Advanced Composition	3	
	Critical Thinking	3		CMH 103	Fund Speech-Communication	3	
				MTH 121	Concepts and Applications (CT)	3	
					Core II Phys./Natural Science	4	
					Core II Humanities	3	
					Core II Social Science	3	
					Core II Fine Arts	3	

**Additional University Requirements**

Writing Intensive	3	
Writing Intensive	3	
Multicultural/International	3	
Capstone	3	

**MAJOR REQUIREMENTS**

All Visual Art majors are required to take the following Art Foundation and Visual Art courses:

CODE	COURSE NAME	HRS	GRADE	CODE	COURSE NAME	HRS	GRADE
ART 101	Visual Cultural and Research	3		ART 201	History of Art	3	
ART 214	Foundations Grid/Chroma	3		ART 202	History of Art	3	
ART 215	Foundations Form/Space	3		ART 389	20th Century (or ART 464)	3	
ART 217	Foundations Record/Layer	3		ART 390	Art History Elective	3	
ART 218	Foundations Site/Matrix	3		ART 390	Professional Practice	3	
ART 219	Foundations Frame/Time	3		ART 489	Graphic Design Portfolio	2	
ART 298	Foundations Review: BFA	1		ART 490	Apprenticeship/Field Training	1	
				ART 498	Senior Capstone Exhibition	3	

**AREA OF EMPHASIS-SPECIFIC**

Students who wish to major in Graphic Design must take the following courses:

CODE	COURSE NAME	HRS	GRADE	CODE	COURSE NAME	HRS	GRADE
ART 312	Graphic Design I	3			Art Studio Elective	3	
ART 317	Illustration (or ART 318)	3			Art Studio Elective	3	
ART 316	Graphic Design II	3			Art Studio Elective	3	
ART 440	Advanced Graphic Design	3			Elective Outside of Major	3	
ART 300/400 Level Emphasis Area		3			Elective Outside of Major	3	
ART 300/400 Level Emphasis Area		3			Elective Outside of Major	3	

**MAJOR INFORMATION**

- After completing the required six foundation courses (ART 101 and ART 214, 215, 217, 218, 219), students pursuing the Bachelor of Fine Arts are required to present a portfolio of work for review by the Art and Design faculty. To do so, BFA students must register for ART 298 before completing 21 credit hours in studio art courses (includes ART 214, 215, 217, 218, and 219). Successful completion of ART 298, Foundations Review: BFA, is required and is a prerequisite for program advancement. Students who do not receive a passing grade of C in the Foundations Review and are within the studio art credit hour range listed above may apply for reconsideration. Students who have transferred within Marshall University will have two semesters to complete the courses listed above and participate in this review. However, transfers from art or art education departments at other universities are required to complete the review during the first semester they enroll in the MU School of Art and Design.
- Students enrolled in the Bachelor of Fine Arts degree program must complete all work in the major with a minimum grade of C. A student who receives a D or F in an art course counted toward graduation must repeat it and earn at least a C before graduation or before using that course as a prerequisite for another required course.
- Forty (40) credit hours must be earned in courses numbered 300-499.
- No course in the major requirements for graduation may be taken Credit/Non-Credit unless the course is so specified.
- A successful exhibition of creative work must be presented by all students during the senior year as a requirement for graduation. To do so, BFA students must register for ART 498, Senior Capstone Project - BFA.

**FOUR YEAR PLAN COLLEGE OF ARTS AND MEDIA 2019-2020**

**BFA IN FINE ARTS: VISUAL ARTS GRAPHIC DESIGN**

Graphic Design is a dynamic, rewarding and challenging discipline to study. Graphic Design students work in an engaging environment where technical and conceptual problems are continuously presented before them in order to flourish in a globally competitive marketplace. Through the practice of solving these problems, students develop their own individual strengths, gain social and historical context, make connections between disciplines, as well as develop a personal portfolio of work.

**YEAR ONE**

CODE	COURSE NAME	HRS	GRADE	CODE	COURSE NAME	HRS	GRADE
ART 101	Visual Cultural and Research	3		ART 215	Foundations Form/Space	3	
ART 214	Foundations Grid/Chroma	3		ART 218	Foundations Site/Matrix	3	
ART 217	Foundations Record/Layer	3		ART 219	Foundations Frame/Time	3	
ENG 101	Beginning Composition	3		CMH 103	Fund Speech-Communication	3	
FYS 100	First Year Sem Crit Thinking	3		MTH 121	Concepts and Applications (CT)	3	
LINE 100	Freshman First Class	1					
<b>TOTAL HOURS</b>		<b>16</b>		<b>TOTAL HOURS</b>		<b>15</b>	

Summer Term (optional)

**YEAR TWO**

CODE	COURSE NAME	HRS	GRADE	CODE	COURSE NAME	HRS	GRADE
ART 201	History of Art	3		ART 202	History of Art	3	
ART 312	Graphic Design I	3		ART 314	Graphic Design I	3	
ENG 201	Advanced Composition	3		ART 389	20th Century (or ART 464)	3	
ART Studio Elective		3		Core II Humanities (HW)		3	
ART 298	Foundations Review: BFA	1		Elective Outside of Major		3	
<b>TOTAL HOURS</b>		<b>16</b>		<b>TOTAL HOURS</b>		<b>15</b>	

Summer Term (optional)

**YEAR THREE**

CODE	COURSE NAME	HRS	GRADE	CODE	COURSE NAME	HRS	GRADE
ART 317	Illustration (or ART 318)	3		ART 440	Advanced Graphic Design	3	
ART 316	Graphic Design II	3		ART 300/400 Level Emphasis Area		3	
ART Studio Elective		3		ART 389	20th Century (or ART 464)	3	
Core II Fine Arts		3		ART 390	Professional Practice	3	
Elective Outside of Major		3		Core II Physical/Natural Science		4	
<b>TOTAL HOURS</b>		<b>15</b>		<b>TOTAL HOURS</b>		<b>16</b>	

Summer Term (optional)

**YEAR FOUR**

CODE	COURSE NAME	HRS	GRADE	CODE	COURSE NAME	HRS	GRADE
ART 489	Graphic Design Portfolio	2		ART 498	Senior Capstone BFA	3	
ART 490	Apprenticeship/Field Training	1		Core II Critical Thinking		3	
ART Studio Elective		3		Core II Social Science (MS)		3	
Art History Elective		3		Elective Outside of Major		4	
Writing Intensive		3		ART 300/400 Level Emphasis Area		3	
<b>TOTAL HOURS</b>		<b>14</b>		<b>TOTAL HOURS</b>		<b>13</b>	

Summer Term (optional)

**INVOLVEMENT OPPORTUNITIES**

- SGA
- Campus Activity Board
- JMEL
- Commuter Student Advisory Board
- Community Engagement Ambassadors
- Club Sports
- Religious Organizations
- Political Organizations
- Residence Hall Association
- Cultural Organizations
- National Society of Leadership and Success
- Greek Life

**RELATED MAJORS**

- UX/UI Design
- Information Design
- Motion Design
- Motion Graphics
- Animation
- Medical Illustration
- Illustration
- Advertising
- Production Design
- Creative Coding
- Web Design

**GRADUATION REQUIREMENTS**

- Have a minimum of 120 credit hours (some colleges or majors require more).
- Have an overall Marshall Grade Point Average of 2.00 or higher.
- Have an overall Grade Point Average of 2.00 or higher in the major area of study.
- Have earned a grade of C or better in English 201 or 201 H.
- Have met all major(s) and college requirements.
- Have met the requirements of the Core Curriculum.
- Have met the residence requirements of Marshall University, including 12 hours of 300/400 level coursework in the student's college (see section entitled "Residence Requirements" in the undergraduate catalog).
- Be enrolled at Marshall at least one semester of the senior year.
- Have transferred no more than 72 credit hours from an accredited West Virginia two-year institution of higher education.

Colleges and specific programs may have unique requirements that are more stringent than those noted above. Students are responsible for staying informed about and ensuring that they meet the requirements for graduation.

This academic map is to be used as a guide in planning your coursework toward a degree. Due to the complexities of degree programs, it is unfortunate but inevitable that an error may occur in the creation of this document. The official source of degree requirements at Marshall University is DegreeWorks available in your myMU portal. Always consult regularly with your advisor.

**VISUAL ART- GRAPHIC DESIGN – 2019-2020**

**YEAR ONE**

Have questions? Need to talk? You already have a friend at Marshall ready to help you succeed. Find your GAA Peer Mentor here: [www.marshall.edu/um](http://www.marshall.edu/um)

Stay on the Hand Path and come to class! Class attendance is more important to your success than your high school GPA, your class standing, or your ACT/SAT scores.

In order to graduate on time, you need to take an average of 15 credits per semester. Are you on track? Take 15 to Finish!

Take a pulse check. Know what you need to do every year to keep your grants, scholarships, or federal financial aid.

Attend art and lecture events at Carroll Gallery, Birkle Gallery and Huntington Museum of Art.

**YEAR TWO**

Are you completing enough credits to graduate on time? Dropping or failing a class can put you behind. Use summer terms to quickly get back on track.

College is a great time to experience the world! Consider studying abroad in the summer, during Spring Break, or for an entire semester.

Discuss undergraduate research opportunities with faculty. Consider applying for the Creative Discovery Summer Scholar Award.

Join or create a club or organization on campus about a particular issue you care about. Marshall has more than 200 student organizations.

Attend art and lecture events at Carroll Gallery, Birkle Gallery and Huntington Museum of Art.

**YEAR THREE**

Develop relationships with professors who can serve as future references by attending their office hours.

Don't enter your field with zero experience! Secure an internship related to your field of study.

Discuss undergraduate research opportunities with faculty. Consider applying for the Creative Discovery Summer Scholar Award.

Attend art and lecture events at Carroll Gallery, Birkle Gallery and Huntington Museum of Art.

**YEAR FOUR**

This is it! Are you on track to graduate? Meet with your advisor for your Senior Eval to see what requirements you have left.

Want to continue your education and increase your opportunities? Talk to a faculty member about whether graduate school fits your career.

Develop relationships with professors who can serve as future references by attending their office hours.

Consider applying for a year-long service opportunity after graduation like AmeriCorps, Peace Corps, Teach for America, City Year or Literacy Lab.

Be at the top of your professional game! Prepare a final resume and practice your interview skills with a career coach in Career Education.

Attend art and lecture events at Carroll Gallery, Birkle Gallery and Huntington Museum of Art.

Networking is key! Attend a Career Expo to seek employment opportunities and network with employers in your field.

## TRANSFERABLE SKILLS ASSOCIATED WITH THIS MAJOR

- Creativity
- Attention to Detail
- Design Sense
- Imagination
- Open-Mindedness
- Cautiousness
- Artistic Sense

## ASSOCIATED CAREERS

- Type Designer
- Magazine/Newspaper Designer
- Book Designer
- Publication Designer
- Cover Label Designer
- Advertising Layout Designer
- Photo Editor
- Illustrator
- Promotional Display Designer
- Web Designer
- Public Relations Specialist
- Art Director
- UX/UI Designer
- Experience Designer
- Animator
- Information Designer
- Motion Designer
- Web Designer
- Creative Director
- Graphic Designer
- Advertising Art Director
- Character Designer
- VFX artist
- Theater Designer
- Set Designer
- Storyboard Artist
- Animatic Artist
- Brand Strategist
- Multimedia Artist
- Creative Technologist
- Frontend Developer
- VR/AR Designer
- Visual Interaction Designer
- Lighting Designer
- Creative Strategist



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1-304-696-6433  
[campus@marshall.edu](mailto:campus@marshall.edu)  
[marshall.edu/cam](http://marshall.edu/cam)

## Navigate

The Office of Undergraduate Academic Advising provides technological support for advising tasks, including the coordination of EAB's Navigate advising platform and the Navigate App. The Navigate advising platform allows coordination of student advising appointments and serves as a repository for appointment reports and notes on student/advisor interactions. The Navigate App puts the Marshall advising curriculum directly in the hands of the students. With tips and to-dos, in addition to other resources, the Navigate App serves as a resource in the student's pocket. These three platforms serve to enhance the advising experience for faculty, staff and students at Marshall University, providing the tools for effective coordination and support from faculty and staff and the resources to allow students to take ownership of and prepare for a successful college career.

The following pages include a how-to guide for recording Advising Reports and Notes in Navigate. On the [marshall.edu/advising](http://marshall.edu/advising) webpage you will find PDF Guides on the following: Setting Your Availability, Creating Campaigns, AP Guide for Advisors, and What is a Watch List. To view guides, go to [www.marshall.edu/advising](http://www.marshall.edu/advising), choose Advisor Portal from the dropdown menu (on upper right) and then choose Navigate.

If you have any questions about Navigate or its processes, please contact Chris Atkins at the information listed below.

Chris Atkins  
Associate Director of Advising Technologies  
304-696-3252  
[Chris.atkins@marshall.edu](mailto:Chris.atkins@marshall.edu)

## Navigate - Recording Advising Reports and Notes

The Navigate platform facilitates a campus-wide coordinated student support network by allowing advisors and other professionals to share Advising Reports and Notes that document interactions and other relevant information. The benefits of a single, accessible repository for Reports and Notes include improved communication, coordination, efficiency, transparency, and a more personalized student experience in advising.

*Why should you create an Advising Report when meeting with a student?*

- Reminder of the advice given during meetings with students (in person, virtually, by email or phone)
- Help advisors and other student support staff communicate and provide consistent, informed service
- Create an “institutional memory” of contacts and recommended actions
- Record valuable data on student use of support services and associated outcomes

*The content of Advising Reports aims to communicate:*

- For what was the student seeking help?
- What steps were taken to address the student’s concerns?
- What advice and recommendations were made?
- What are agreed upon follow-up actions? Were specific referrals made?
- Overall, summarize what you discussed as it relates to the student’s success.

*Why should you create a Note?*

- Record important information that you learned outside of an advising appointment (e.g. changes in registration, financial aid, etc.)
- Record the outcomes of your efforts to resolve issues for the student.
- Communicate important notices to the student (You must make the Note visible to the student for this).



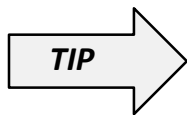
*What's the difference between an Advising Report and a Note?*

- Advising Reports document important information about advising appointments, such as dates, times, reasons and locations. An Advising Report should always be tied to a specific advising encounter between you and a student or group of students.
- Notes describe information about the student that you gained outside of an appointment. They are often more transactional in nature (e.g. Student mentioned they will study abroad during an upcoming semester).

*The **Family Educational Rights and Privacy Act (FERPA)** entitles students to access any reports or notes considered part of their academic record. Any Advising Reports or Notes created in the TRAILS advising platform are considered part of a student's academic record and are accessible by students, open records requests, and court subpoenas. This applies to Notes whether they are designated as shared with students in the platform or not.*

**With FERPA in mind:**

- ✓ Assume students, parents, or the general public will read anything and everything you have written.
- ✓ When writing your advising reports and notes, ask yourself the following questions:
  - 1) Is this something the student would want other people to know?
  - 2) Is this something another advisor would need to know? Why?
  - 3) Is this something that is within my scope of practice to say? Do I have the necessary training, and is this something germane to my area of professional expertise?
  - 4) Are the details in my notes based on fact or do they merely represent my own observations, perspectives, guesses, predictions, diagnoses, etc.?



**“Describe,  
don’t  
evaluate”  
“When in  
doubt, leave  
it out”**

- ✓ Advising reports and notes should be academic-related and avoid including personal, potentially sensitive content.

- ✓ Personal and/or sensitive content, whether reported by the student or assumed by you, may include:
  - Medical / mental health concerns
  - Legal problems
  - Relationship problems
  - Family concerns
  - Conflicts with specific instructors
  - Information about academic integrity or student conduct proceedings

## Recording Advising Reports and Notes Do's and Don'ts

Do	Don't
<b>Briefly summarize what was discussed as it relates to student success for future reference by the student, other support staff, and future advisors:</b>	<b>Summarize <i>everything</i> that was discussed. Notes are intended to be a brief record of advising contacts highlighting recommendations, referrals, and follow-up plans.</b>
<ul style="list-style-type: none"> <li>• Recommendations: "Recommended student take MATH 1010 to create a more solid mathematic foundation."</li> <li>Advice: "Cautioned against taking 18 credits this semester given work schedule."</li> <li>• Referrals: "Referred to Career Services."</li> <li>• Action Plans: "Student plans to follow up with tutoring and schedule an appointment with me after mid-terms."</li> </ul>	<ul style="list-style-type: none"> <li>• Include unnecessary details: "She said she has been having a good week and is especially excited about moving into a different apartment."</li> <li>Include personal/sensitive information: "Student disclosed that she has been visiting the Health and Counseling Center."</li> <li>• Include subjective opinions.</li> </ul>
<b>Summarize specific course recommendations</b>	<b>Report problems with specific instructors</b>
<ul style="list-style-type: none"> <li>• "Encouraged student to take HIST 1700 as a gen ed."</li> <li>• "Recommended student take GEO 1010 fall semester 2019."</li> </ul>	<ul style="list-style-type: none"> <li>• "Student doesn't like his MATH 1010 instructor."</li> <li>• "Student said PHIL 1120 professor has unfair grading policies."</li> </ul>
<b>Spell things out for a general audience</b>	<b>Use acronyms students and other campus support staff may not understand</b>
<b>Write fact-based academic-related notes</b>	<b>Include speculation, subjective opinions, or judgments</b>
<ul style="list-style-type: none"> <li>• "Student is concerned about grades in two courses."</li> <li>• "Student is considering whether his current major is a good fit. Helped him consider other options."</li> </ul>	<ul style="list-style-type: none"> <li>• "I don't think she is very motivated this semester."</li> <li>• "His personality isn't a good fit for STEM fields. I think he'd feel more at home doing something artistic or creative."</li> </ul>

<ul style="list-style-type: none"> <li>• "Student needs to successfully complete PSY 1010 before taking certain upper level PSY courses."</li> </ul>	<ul style="list-style-type: none"> <li>• "She has probably been avoiding BIOL 1620 because she struggled with BIOL 1610."</li> </ul>
<b>Use general or coded language concerning sensitive material</b>	<b>Include sensitive information, personal concerns, private matters</b>
<ul style="list-style-type: none"> <li>• "Student reported <b>extenuating circumstances</b> related to his academic progress this semester."</li> <li>• "She discussed a <b>difficult situation</b> and requested help from a campus support service."</li> <li>• "Student disclosed a <b>personal situation</b> that's having an impact on how things are going this semester."</li> </ul>	<ul style="list-style-type: none"> <li>• "Student's parents are going through a divorce."</li> <li>• "She reported she was assaulted by her boyfriend earlier this year."</li> <li>• "Student was recently diagnosed with an autoimmune disorder."</li> </ul>
<b>Record referrals made and resources shared</b>	<b>Report details surrounding sensitive referrals</b>
<ul style="list-style-type: none"> <li>• "Shared information about the Health and Counseling Center."</li> <li>• "I discussed resources at the Disability Resource Center."</li> <li>• "Referred to Financial Aid Office."</li> <li>• "Referred to Career Services."</li> </ul>	<ul style="list-style-type: none"> <li>• "He said he can't concentrate because of relationship problems with his girlfriend. I referred him to the Health and Counseling Center."</li> <li>• "He said he's been having a lot of headaches lately. I'm concerned something more serious may be going on. I suggested he go to the Health and Counseling Center to get it checked out."</li> <li>• "Little financial support from family. First Generation student with significant debt building up."</li> </ul>
<b>Include notes about positive student behaviors</b>	<b>Include negative judgments about student behaviors</b>
<ul style="list-style-type: none"> <li>• "Student came prepared for session with course plan filled out."</li> </ul>	<ul style="list-style-type: none"> <li>• "She seems like she just blows off advising appointments. I can't get her to be serious and plan ahead."</li> </ul>

• "He has spent time talking with two Sociology professors to learn more about potentially changing to that major."	• "He seems pretty uninformed about the real world after college and hasn't followed through with plans to get information from his Sociology professor. I think he needs to be more realistic."
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Adapted from: Keuka College Recording Notes guide, Adopting a Campus-Wide Student Notes System, Dixie State University TRAILS support, and Rutgers University Newark. [www.eab.com](http://www.eab.com)

## Freshman Advising

### Designing schedules for new freshmen

Academic advisors discuss academic issues and guide the student with making decisions to create the ideal course schedule for their chosen major. One of the first steps new advisors should take is to become familiar with their college's curriculum and major requirements.

When designing a schedule for new incoming freshmen, advisors need to consider the student's desired career goals. At times, the incoming freshman does not choose the appropriate major for their desired career goals. When this occurs, an incoming freshman should be transferred to the appropriate major. For example, a student may have chosen a major within the College of Health Professions; however, the student's desired career goal is to become a physician. In this case the student should switch to the College of Science and into a pre-healthcare major.

Beginning the process of designing a schedule requires the advisor to know the student's:

1. desired major,
2. ACT/SAT English and math scores,
3. previous college-level course work if any (i.e., AP test scores or dual course credits),
4. acceptance into the Honors, Edge, or other special programs, and
5. desired campus location (Huntington, Mid-Ohio Valley Center, Teays Valley Regional Center, or South Charleston campus).

Additional information an advisor may want to know about the student:

1. does the student want to be full-time or part-time,
2. does the student have AP, IB, or dual-credit scores not added to Banner,
3. does the student want to be in the marching band or ROTC,
4. does the student have commitments at home, and
5. does the student plan to work or is working?

Several colleges send out a survey to find out the answers to these questions.

Once the advisor knows the key pieces, he/she begins designing a student's schedule by placing the student in the appropriate:

1. English or FYS
2. Math or other Core Requirement
3. appropriate college or major courses and
4. UNI 100, Freshman First Class.

Due to the limited availability of courses, it may be necessary for the advisor to choose other Core I and II requirements. An average course load for an incoming freshman should be fifteen (15) credit hours.

It is suggested not to place students into three or more back-to-back classes. Although the student had back-to-back classes in high school, the level of intensity of college classes without a break can become overwhelming for the student. Furthermore, try not to stack all the classes on a Tuesday and Thursday or Monday, Wednesday, and Friday. Evenly spaced classes over the five day also evenly spaces out finals and class assignments.

Always remember that an incoming freshman has not adjusted to the independence of the college structure.

### **AP, IB, and CLEP credits**

Marshall University recognizes certain examinations of the College Board Advanced Placement Program, the International Baccalaureate (IB) Program, and the College Level Examination Program (CLEP).

Students who participate in these programs have their scores sent directly to the Admissions Office. The Admissions Office will award course equivalencies based on the score. Students cannot receive credit for

- an AP score below 3 on any exam,
- a score below 4 on any IB exam, and
- CLEP exams do not automatically satisfy specific academic requirements. Each college determines to accept or not accept CLEP credits.

Something to note about AP exams is that if students take an AP exam during the spring of their senior year, the scores will not be received by Marshall until July. This may be after the incoming freshman attends Orientation. Advisors are not notified of additional AP credit, so the advisors need to ask Orientation students if they took additional AP exams. This way the advisor can avoid placing students into a course that the AP exam may cover.

### **Dual course credits**

A high school student may take college-level courses before high school graduation. These dual credit courses will appear in BERT assuming the student's high school has sent in the dual credits. You should look at BERT to determine if an incoming student has college-level credits before beginning to design a schedule.



## Advising Transfer Students

A transfer student is a student who is new to Marshall that has taken college courses at another institution. You may find yourself advising someone with very few transfer credits, or someone with a couple years of work complete. When a transfer student applies to Marshall, their transcript(s) from their other institution(s) go through the Admissions Office and are given equivalency credits at MU.

You'll be able to review the credits applied on their BERT screen. Some courses will have equivalent coursework and some will come through as unclassified and appear as #XX. If the courses come through as unclassified, individual college offices can make the decision on applicability to degree.

Students may have counted toward a bachelor's degree no more than 72 credit hours and grades completed at one or more community colleges.

Transfer students with 30-59 college credits must complete one CT course in Core I, all of Core II and the additional university requirements. Students transferring in 60 or more college credits are exempt from taking Core I, but must complete all of Core II and the additional university requirements. Core II may be fulfilled through a combination of transfer and Marshall credit hours.

All transfer students must also complete 6 hours of writing intensive credits, 3 hours of multicultural or international coursework, a capstone project in the major, and other degree requirements not fulfilled with transfer courses.

To see which credits could potentially be transferred, [click here](#) or visit [mubert.marshall.edu/transfer](http://mubert.marshall.edu/transfer)

### **Transfer Students from West Virginia State Colleges or Universities:**

Credits and grades earned for all baccalaureate level courses at any accredited baccalaureate degree-granting institution in the West Virginia state-supported system of higher education are transferable to Marshall University.

### **Transfer Students from Community Colleges or Branch Colleges:**

Seventy-two hours of credits and grades completed at community colleges or branch colleges may be applied toward graduation at Marshall University.

### **Evaluation of Transfer Credit:**

Transfer students should apply to Marshall University and submit their credentials at least one month before course registration to allow ample time for an evaluation of credits.

All materials and credentials submitted to the Admissions Office become the property of Marshall University and will not be returned or released to third parties.

Marshall University accepts all transferable coursework from accepted, accredited institutions. Coursework taken at another accepted, accredited institution transfers at the level at which it was taken. This is something important to consider since Marshall students must have a minimum number of upper division credits (300/400 level credit), determined by their college, in order to graduate. If, for example, a student takes ENG 220, American Literature, at another institution, and this course converts

at Marshall to ENG 320, American Literature, the student will get credit for ENG 320 at Marshall, but those credits will count as lower division (100- to 200-level) credits.

Grades earned for coursework taken at other institutions are calculated in the overall GPA (includes courses taken at Marshall University and other institutions) but have no impact on the Marshall GPA (includes only Marshall University coursework), except for D/F repeats.

## Advising Special Populations

### **Athletes:**

- Keep in mind that not all student-athletes are on scholarship. The cost of web classes and the number of books required for elective type courses should be considered.
- Consult Buck Harless Student Athlete Program director for updated practice schedules for each sport prior to creating schedules.
- Allow enough time after their last class to grab things from their dorms, get a drink, etc. before they must report to practice. Extra time is needed for baseball players because they must drive to the practice field on Rt. 2.
- Football players often take summer classes, so be sure to check their hours earned before creating the schedule.
- If possible, avoid Friday and especially late Friday classes for all in-season sports due to travel.
- Try to avoid scheduling CMM courses when the sport they play is in season. They tend to miss a lot of classes and it can be difficult to keep up with the speeches and get anything out of the classes.
- Consult with Buck Harless advisors regarding completing the schedules so they can review them for additional practice or game conflicts.
- The Student-Athlete Hold carries as much weight as the Advisor Hold does. Advisors can only override the athletic hold and register incoming freshmen for classes. All other schedule changes must be approved by the Buck Harless advisor over that sport.
- Contact the athletic advisor of the sport for any incoming athlete that has an Enrollment Deposit hold for very long. They will assist with getting that resolved and Orientation scheduled.

### **Veterans:**

There has been a recent change to the GI Bill course withdrawal policy that will have a major impact on our Veteran and Veteran Dependent students. The new policy requires the University to pay the VA tuition for any classes a student withdraws from, and the student to now pay Marshall the tuition owed. Previously, all the payments were processed through the VA. Because of this change, any student you are working with that is on the GI Bill and doing a course change should be referred to Lora Varney in the Registrar's Office to make sure they understand the financial implications of their changes.

Effective January 5, 2021, the below scenarios will require Marshall University to return VA tuition payment to VA. The student will then owe tuition to Marshall.

- Student completely withdraws any time during a semester.
- Student reduces to below full time.
- Student withdraws from a course, but remains full time.
- Student is backdated out of semester for a Total Withdrawal, during or after semester ends.
- Student is backdated out of one or more courses resulting in part-time enrollment, during or after semester ends.
- Student does not attend class (excessive absences) or does not participate in virtual or online course. This has to be reported to VA as a withdraw.

## Math and English Registration Guides – 21-22

Placement based on ACT

	MTH 102	MTH 121B	MTH 121	MTH 122	MTH 127	MTH 130	MTH 132	MTH 140	MTH 140H	STA 150B	STA 150	MTH 160	MTH 220	STA 225	MTH 229	MTH 229H	MTH 329
0 - 16	x	x								x							
17 - 18		x			x						x	x					
19 - 20			x		x						x	x					
21			x			x					x	x		x			
22 - 23			x	x		x					x	x		x			
24			x	x		x	x	x			x	x		x			
25 - 26			x	x		x	x	x	x		x	x		x			
27 -			x	x		x	x	x	x		x	x	x	x	x	x	x

Placement based on SAT  
(scores before 3/2016)

	MTH 102	MTH 121B	MTH 121	MTH 122	MTH 127	MTH 130	MTH 132	MTH 140	MTH 140H	STA 150B	STA 150	MTH 160	MTH 220	STA 225	MTH 229	MTH 229H	MTH 329
0 - 399	x	x								x							
400 - 459		x			x						x	x					
460 - 499			x		x						x	x					
500 - 519			x			x					x	x		x			
520 - 559			x	x		x					x	x		x			
560 - 569			x	x		x	x	x			x	x		x			
570 - 609			x	x		x	x	x	x		x	x		x			
610 -			x	x		x	x	x	x		x	x	x	x	x	x	x

Placement based on SAT  
(scores after 3/2016)

	MTH 102	MTH 121B	MTH 121	MTH 122	MTH 127	MTH 130	MTH 132	MTH 140	MTH 140H	STA 150B	STA 150	MTH 160	MTH 220	STA 225	MTH 229	MTH 229H	MTH 329
0 - 459	x	x								x							
460 - 509		x			x						x	x					
510 - 529			x		x						x	x					
530 - 539			x			x					x	x		x			
540 - 569			x	x		x					x	x		x			
570 - 589			x	x		x	x	x			x	x		x			
590 - 629			x	x		x	x	x	x		x	x		x			
630 -			x	x		x	x	x	x		x	x	x	x	x	x	x

ACCUPLACER Next-Gen  
(Advanced Algebra  
Functions)

	MTH 102	MTH 121B	MTH 121	MTH 122	MTH 127	MTH 130	MTH 132	MTH 140	MTH 140H	STA 150B	STA 150	MTH 160	MTH 220	STA 225	MTH 229	MTH 229H	MTH 329
0 - 236	x	x								x							
237 - 240		x			x						x	x					
241 - 249			x		x						x	x					
250 - 256			x			x					x	x		x			
257 - 262			x	x		x					x	x		x			
263 - 275			x	x		x	x	x			x	x		x			
276 - 300			x	x		x	x	x			x	x	x	x	x		

This document was printed on May 14, 2021.

**ENGLISH COMPOSITION PLACEMENT INFORMATION, 2021-2022**

Visit our Composition Program website (<https://mucompositionprogram.wordpress.com>) to learn more about our courses.

**IMPORTANT NOTE FOR THE FALL 2021 SEMESTER:** Below are the *standard* guidelines for placement in English Composition courses for the 2021-2022 academic year. HOWEVER, due to Covid-19, some students may still not have test scores to use for placement. To that end, like last year (2020-21) we are continuing to use High School GPA as a marker for placement *if there are no test scores available*. Students who have an overall 3.0 (or higher) GPA should be placed in English 101. Students with GPAs below a 3.0 should be placed in 101P. **Academic advisors will be notified if this temporary policy changes at any point in the 2021-2022 academic year.** Also, students who inquire about 201H should contact Dr. Megan Marshall ([marshallme@marshall.edu](mailto:marshallme@marshall.edu)).

ACT Verbal Scores <sup>1</sup>	
17-below	ENG 101 Plus (P) <sup>2</sup> —See note below about high school GPA. <sup>3</sup>
18-27	ENG 101
28-33	ENG 201H (not restricted to Honors students)—Students who pass ENG 201H with a C or better receive credit for both ENG 101 and 201.
34-36	Students receive credit for ENG 101 and 201 (contact Dr. Megan Marshall -- <a href="mailto:marshallme@marshall.edu">marshallme@marshall.edu</a> for details.)
SAT Evidence-Based Reading & Writing	
<470	ENG 101P—See note below about high school GPA. <sup>4</sup>
480-630	ENG 101
640-760	ENG 201H (not restricted to Honors students)—Students who pass ENG 201H with a C or better receive credit for both ENG 101 and 201.
770-800	Students receive credit for ENG 101 and 201 (contact Dr. Megan Marshall -- <a href="mailto:marshallme@marshall.edu">marshallme@marshall.edu</a> for details)
Honors College Students	
	Honors College students should be placed in ENG 200H. If they pass ENG 200H with a C or higher, they receive credit for ENG 101 and 201 (though many will have scores that already take care of the composition requirement or AP or dual-enrollment credit for one or both classes).
Advanced Placement	
Score of 3 on English Language and Composition	ENG 101
Score of 4 on English Language and Composition	Credit granted for ENG 101 and 201

<sup>1</sup> The English Department no longer issues placement exams for students without ACT or SAT scores. Students without standardized test scores or with outdated scores should contact Dr. Megan Marshall, Coordinator of Composition, about placement options: [marshallme@marshall.edu](mailto:marshallme@marshall.edu).

<sup>2</sup> ENG 101P and ENG 101 count as the same general education composition requirement. Students who pass ENG 101P or ENG 101 with a C or better move on to ENG 201.

<sup>3</sup> A student with a 17 ACT Verbal and an overall high school GPA of 3.3 may self-select to take ENG 101 instead of ENG 101P. Please review high school GPAs in these instances and consult with the student about this option.

<sup>4</sup> A student with a 470 SAT ERW and an overall high school GPA of 3.3 may self-select to take ENG 101 instead of ENG 101P. Please review high school GPAs in these instances and consult with the student about this option.

## Academic Policies and Procedures

The academic policies and procedures listed below are all found in the Undergraduate Course Catalog. You can link to each one from here to find the most up to date information. Go to the link beside the bold heading, then use CTRL+F to search for the academic policy listed.

**Academic Information:** <https://catalog.marshall.edu/undergraduate/academic-information/>

Absence from Final Exams

Academic Dishonesty

Academic Dismissal

Academic Forgiveness

Academic Probation and Suspension

Academic Standing

Additional Baccalaureate Degrees

Catalog of Record

Course Substitution

Credit by Examination

D/F Repeat Rule (Repeating Courses)

Dead Week

Double Major

Grade Appeals

Independent Study

Individual and Total Course Withdrawal

Inter-College Transfer

Internship

Math Placement Exams

Minors

Rescheduling of Final Exams

Transfer Credit

Undergraduate Students in Graduate Courses

University Excused Absences

**University policies and procedures:** <https://catalog.marshall.edu/undergraduate/policies-procedures/>

Equal Opportunity/Affirmative Action Policy Statement

Sexual Harassment Policy Statement

Students with Disabilities

**Admissions:** <https://catalog.marshall.edu/undergraduate/admissions/>

Advanced Placement (AP) Examination (as Course Credits)

College Level Examination Program (CLEP)

Military Experience and Training Credit

**Student Financial Assistance:** <https://catalog.marshall.edu/graduate/financial-information-tuition-fees-assistance/student-financial-assistance/>

Financial Aid Satisfactory Academic Progress Policies (SAP)

**Financial Information:** <https://catalog.marshall.edu/graduate/financial-information-tuition-fees-assistance/>

Withdrawal/Reinstatement Policy for Nonpayment



## Changing or Adding an Advisor in Banner

### ADDING AN ADVISOR TO A STUDENT RECORD

- 1) Access SGAADVR “Multiple Advisors” by typing the page name in the search bar, or by going to “Related” in the upper right, and selecting SGAADVR.
- 2) Enter the student ID number and the effective term of the advisor change (20XX01, 20XX02, 20XX03, 20XX04).
- 3) Alt-Pg Down or select GO.
- 4) Enter the MU ID number of the advisor. a. Alternatively, press the “...” to search for the person which takes you to SIAIQR “Faculty Advisor Query”. b. Alt-Pg Down or press “Enter”. c. Enter last name, enter first name; Press F8 to execute the query or press “Go”. d. Double click on the desired name which takes it back to SGAADVR page.
- 5) Enter advisor code (ADV, HON, ATH, or SSS) in Advisor type box.
- 6) Place a check mark in the “Primary Indicator” box.
- 7) Press F10 to save, or select “Save” in the bottom right.
- 8) Click the “X” in the upper left to close the page.
- 9) If you accessed SGAADVR from SGASTDN then close the SGASTDN page to go back to the main menu.

### CHANGING AN ADVISOR

- 1) Access SGAADVR “Multiple Advisors” by typing the page name in the search bar, or by going to “Related” in the upper right, and selecting SGAADVR.
- 2) Enter the student ID number and the effective term of the advisor change (20XX01, 20XX02, 20XX03, 20XX04).
- 3) Alt-Pg Down or select GO.
- 4) A message appears “From term not equal to key block term. Press DUPREC to update”.
- 5) This is a known error in Banner 9.
- 6) Click on the number just above the error message so the message will go away.
- 7) Click on “Copy” which is located in the grey bar just under the “Start Over” button on the upper right.
- 8) Click on “Insert” which is to the left of “Copy” in the grey bar. Alternatively, you can click on the existing MU ID number, and use the down arrow.
- 9) Enter the MU ID number of the advisor. Updated 8/20/21 11 a. Alternatively, press the “...” to search for the person which takes you to SIAIQR “Faculty Advisor Query”. b. Alt-Pg Down or press “Enter”. c. Enter last name, enter first name; Press F8 to execute the query or press “Go”. d. Double click on the desired name which takes it back to SGAADVR page.

- 10) Enter advisor code (ADV, HON, ATH, or SSS) in Advisor type box.
- 11) Place a check mark in the "Primary Indicator" box.
- 12) Remove the check mark from the prior advisor's row.
- 13) Making sure the prior advisor's row is highlighted, click on "Delete" in the grey bar on the upper right and that row will be deleted.
- 14) Press F10 to save, or select "Save" in the bottom right.
- 15) Click the "X" in the upper left to close the page.
- 16) If you accessed SGAADVR from SGASTDN then close the SGASTDN page to go back to the main menu.

#### **ADDING AN ADDITIONAL ADVISOR TO A STUDENT RECORD**

- 1) Same steps as above for steps 1-10.

In place of step 10: You need to determine who will be the primary advisor for the student. You will place a check mark in the "Primary Indicator" box for the primary advisor only. The other advisors will also be listed in Degree Works and myMU.

- 11) Leave the other advisor(s) listed making sure the primary advisor has a check mark.
- 12) Press F10 to save, or select "Save" in the bottom right.
- 13) Click the "X" in the upper left to close the page.
- 14) If you accessed SGAADVR from SGASTDN then close the SGASTDN page to go back to the main menu. Goof Up? 1) If you have made an entry error on any of the above Banner pages do not save your changes and click on "Start over" at the top right of your screen. You will receive a warning "Curriculum Data changes have not been saved. Do you want to save your changes?" Select "No" and the record rolls back to the top with no changes saved. Whew!

## Registration Policies and Procedures

This section will cover registration policies and procedures that often need clarification. You can find a Banner guide to registration on the Registrar's website.

### Priority Registration

Priority registration can only occur through the Registrar's Office, or the students can register themselves online. Colleges/Departments/Advisors cannot do priority registration Banner. All priority registrations must go through the Registrar's Office.

If a student comes to the window they will have to have the stamped add/drop slip completely filled out in order to register.

If a student or advisor sends the registration slip through email, the Registrar will verify based on our internal spreadsheet for priority and register if no issues. Please send the emails to Billy Biggs or [registrar@marshall.edu](mailto:registrar@marshall.edu).

The majority of students should be able to register themselves online without any issues starting at 12:01am on the first date of Priority Registration.

Priority registration flagged groups: students with disabilities, Honors College, first and second year nursing students (MU and St. Mary's), athletes (not cheerleaders), ROTC, Debate Team, BS to MD admits, Student Support Service students and VA Beneficiaries.

**Must be currently enrolled.**

**Dates are announced every semester, typically 2 days prior to registration opening for seniors.**

Registrations processed at the Registrar's Office on an add/drop slip must have the NEW "Early Registration" stamp. Please secure these stamps appropriately for future use.

All add slips must be properly filled out.

Students on academic probation must have proper approval, a completed AIP, and must register in person at the Registrar's Office (Old Main 106A). Or, the AIP must be emailed with the registration slip.

All holds will be strictly enforced (including advising holds).

### Course Overloads

If a class is closed, the student will need both the advisor's permission, and the chair's permission to overload the course. If a student is seeking an overload after the course has already begun, they also need to get permission from their College AD.

## 2<sup>nd</sup> 8 Weeks Course Registration

Students can register for 2<sup>nd</sup> 8 weeks courses as **normal through the last day of the first week of class**.

**After the first week of class** has passed, registration should proceed as follows:

- If the class is open, the student only needs their advisor's permission to add the course.
- If the class is closed, the student will need both the advisor's permission, and the chair's permission to overload the course.

**After the first day of the 2<sup>nd</sup> 8 weeks period** has passed, registration should proceed as follows:

- If the class is open, the student can get advisor's permission to add the course, and will also need the AD of their college to give permission for a late registration.
- If the class is closed, the student will need the advisor's permission, the chair's permission to overload the course, and will also need the AD of their college to give permission for a late registration

All registrations should be completed on an add/drop slip taken to the Registrar's window or sent by email to [registrar@marshall.edu](mailto:registrar@marshall.edu).

## Course Withdrawal by Type

**Face-to-face courses** meeting before 4 pm on the main Huntington campus require an email from the instructor or their signature on an add/drop slip to withdraw. Students can forward their instructor's permission to withdraw, along with the course information, to [registrar@marshall.edu](mailto:registrar@marshall.edu).

\*Exception-Courses that meet beginning at 4pm or later do not require instructor permission.

**Virtual synchronous courses** meeting before 4 pm require an email from the instructor or their signature on an add/drop slip to withdraw. Students can forward their instructor's permission to withdraw, along with the course information, to [registrar@marshall.edu](mailto:registrar@marshall.edu).

\*Exception-Courses that meet beginning at 4 pm or later do not require instructor permission.

**Web/online courses** do not require instructor permission to withdraw. Students can email withdrawal requests, along with the course information, to [registrar@marshall.edu](mailto:registrar@marshall.edu).

**Off-campus courses** do not require instructor permission to withdraw. Students can email withdrawal requests, along with the course information, to [registrar@marshall.edu](mailto:registrar@marshall.edu).

All correspondence must be conducted through the student's official marshall.edu email. Please include the course information: including subject, course number, and course reference number (CRN) to ensure the correct course is withdrawn. Example: ENG 101, CRN XXXX

## Waiving the Core for transfer students

The Office of Admissions does not consider dual-enrollment courses (college credits taken while in high school or the summer immediately following high school graduation) as transferred courses. Thus the Core Curriculum exemption for students with 30+ transferred hours (i.e., the waiver of FYS and one CT course) may be applied only to students who transfer 30+ **post-high school credits** from another institution.

Example: A student graduates from high school in May 2016. While in high school, the student earns 24 dual-enrollment credits at Bluefield State. In Summer 2016, the student earns 6 credits at WV State. With 30 credits, the student will still matriculate at Marshall in Fall 2016 as a first-time freshman and must complete the entire Core. Full-time enrollment in college is new to this student; enrollment in UNI 100 and participation in WOW would also be appropriate and expected.

Transfer students with 30-59 college credits must complete one CT course in Core I, all of Core II and the additional university requirements. Students transferring in 60 or more college credits are exempt from taking Core I, but must complete all of Core II and the additional university requirements. Core II may be fulfilled through a combination of transfer and Marshall credit hours.

## Critical Thinking “CT” Courses

The CT designation refers both to skills-based learning outcomes and the pedagogical practices employed by trained Marshall faculty, not content-based learning outcomes. For this reason, the CT requirement cannot be met by transferred courses.

A course before the CT designation was added (PSY 200: Intro Psych) and the same course after the CT designation was added (PSY 200: Intro Psych [CT]) are not course equivalents. The learning outcomes have changed to include additional skills-based outcomes. Students get credit for meeting the CT requirement only if they enroll in a course after the attribute was added.

## Repeat Passing Grade

Assume that **no** class may be taken twice for credit toward graduation unless the individual department authorizes it. Please note that Degree Works does **not screen out duplicate classes**. Clarifications of past practice:

- Nearly all courses at Marshall may **not** be counted more than once toward 120 required graduation credits. The following are a few that elicit the most confusion:
  - UNI 201: Peer Mentoring
  - PEL courses
  - A foreign language course taken abroad that transfers back as a course the student has already completed at (or transferred to) Marshall

- Courses for which each passing attempt **does** count toward 120 required hours toward graduation include:
  - Special topics courses and research courses (with permission of chair, certifying that the topic has not been duplicated)
  - Independent Study
  - Clinical Hours
  - Certain Music courses (determined by CAM)

## Withdrawal from an Individual Course

Final Date: Tenth Friday in a Regular Term

- Day classes: Students can drop individual courses after the Schedule Adjustment period and during the Withdrawal period, which lasts until the Friday of the tenth week of class during a regular semester. The exact last day for dropping individual courses is always published in the Academic Calendar for any given semester or term. A student must get a “Schedule Adjustment and Class Drop Form” from the Registrar’s Office, fill in the required course drop information, and then obtain the signature of the course instructor. If a student is on academic probation, he/she must also get the approval and signature of the associate dean of his/her college and bring the completed form to the Registrar’s Office.
- E-Course Withdrawal Period: The withdrawal policy for e-courses parallels that for regular courses. A student can withdraw from an individual e-course through 2/3 of the official course length. After that time, only a complete withdrawal from the university is allowed. The refund policy for e-courses also parallels that of regular courses.
- Night or Off-Campus classes, or E-Courses: Classes that meet 4:00 p.m. or after, off-campus, or online do not require instructor signature and may be withdrawn in person at the Office of the Registrar or by sending an e-mail from the student’s MU e-mail address to [registrar@marshall.edu](mailto:registrar@marshall.edu). If a student is on academic probation, he/she must have the approval signature of his/her associate dean.
- Any course dropped after the schedule adjustment period is noted as a “W” on the transcript and will not impact the GPA. Students who do not follow the aforementioned procedure to withdraw from a class will receive a grade of F at the end of the semester.
- For medical withdrawals, students must submit a written request to Michelle Biggs in Student Affairs along with supporting documentation. Click [here](#) for more information.

See Dropping Individual Classes in the [Undergraduate Catalog](#).

## Total Withdrawal

Final Date: Last Day of Class

- The last date for total withdrawal from the university is the last day of class. Total Withdrawal from the university is defined as dropping all classes for which a student is currently registered. Any part-of-term courses that have ended, such as first 8-weeks classes, will not be dropped from the student schedule as the course has already been completed.
- A student who wishes to totally withdraw from the university must first secure the signature of a Total Withdrawal Counselor and then present the request to the Registrar in person, by email, or by mail. If the request is made in person, a drop form bearing the signature of a Total Withdrawal Counselor must be submitted to the Registrar's Office. Requests by email must be sent to [registrar@marshall.edu](mailto:registrar@marshall.edu) from the student's MU email account. For mailed requests, the postmark will be the official date of withdrawal. In cases where the student is unable to secure the physical signature of a Total Withdrawal Counselor, permission may be obtained via email.
- A student can initiate the Total Withdrawal Process by emailing [twc@marshall.edu](mailto:twc@marshall.edu) with a message including their name, student ID, and best way to contact them.

### Grades Assigned for Withdrawal from the University

- Students withdrawing from the university receive a grade of *W* for all courses. The *W* grade (withdrew) has no impact on the Grade Point Average.
- Students who withdraw from the university improperly, or who do not follow the regulations described here, receive grades of *F* at the end of the semester or term.

## Changing Majors & Declaring a Minor

### How does a student declare or change their major?

A student should see an advisor or a college office representative that houses their current major (the major they no longer wish to have). If the student is switching to a major in the same college, then this person will make the necessary changes in Banner.

If the student is switching to a major in a different college it is called an Intercollege Transfer. In this process, the current college advisor will show the student how to initiate the transfer paperwork that will be processed electronically.

## Intercollege Transfer From

Students need to log in to myMU and select the Student Menu, then on the right side of the page select the Intercollege Transfer Request from the second box down, called 'My Forms'. Click on this and a pre-filled form will appear. Complete the steps as listed on the form.

Another option is to go to [www.marshall.edu/advising](http://www.marshall.edu/advising) and click on Intercollege Request Form from the Quick Links menu on the right side of the page. With the myMU option it will auto fill some of the form without any login information, but with the advising website option, students may be asked to complete the single sign-on login first.

Once the form is complete, it is routed to the appropriate advisors to make the changes and a final copy is sent back to all parties.

Students can also follow this visual guide. This guide is posted online in the Advisor Portal.



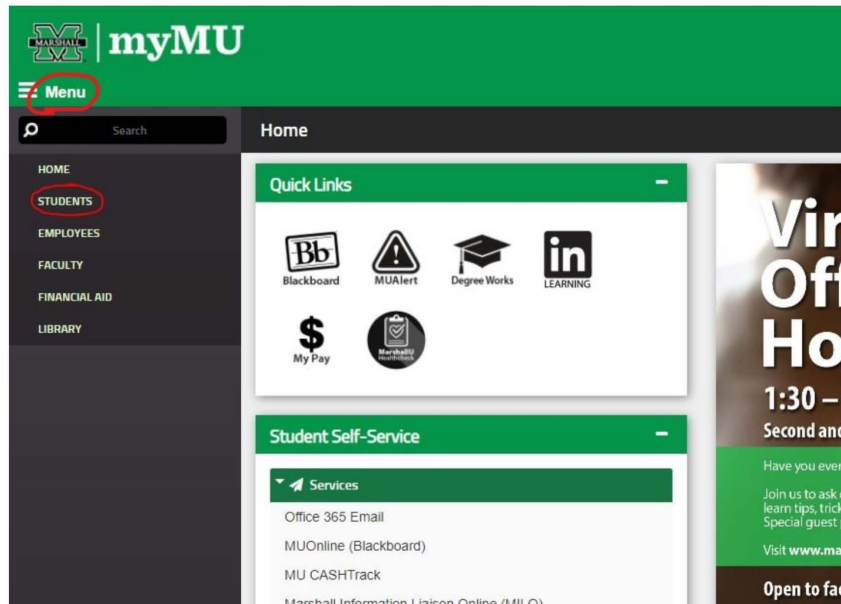
## Student Guide to Intercollege Transfer Forms



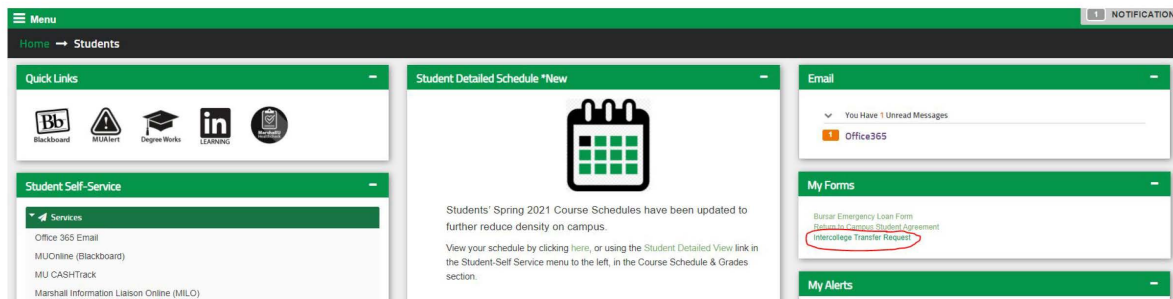
In order to change your major, you must complete an electronic Intercollege Transfer Form.

Step 1: Log into your myMU.

Step 2: Select the Students page from your drop down Menu options.



Step 3: Select Intercollege Transfer Request from the My Forms menu on the right side of the page.



Step 4: A new tab will appear with the form. The fields with checkmarks will be auto filled for you. You need to complete all the remaining fields with the requested information. Make sure you consider the bottom two points regarding speaking with an advisor prior to registration and seeing a Career Education Specialist for an appointment regarding your new major.



## Intercollege Transfer Request

### SECTION 1: TO BE COMPLETED BY THE STUDENT and CURRENT COLLEGE

✓ Student Name:	<input type="text"/>	✓ Student ID:	<input type="text"/>
✓ Student Email:	<input type="text"/> @marshall.edu	✓ Student Phone:	<input type="text"/>
✓ Current College:	College <input type="text"/>	New College:	-- Please Select --
Current Advisor:	<input type="text"/>	Anticipated Major:	-- Please Select --
Advisor Email	<input type="text"/>	Select Area of Emphasis: (if applicable)	-- Please Select --
Select your Current College:	* -- Please Select --	*Some majors require specific academic criteria for admission and may require a separate application or audition, if appropriate.	

If this transfer takes place after the first week of the Fall or Spring semester, I understand that my new major will be effective for the next semester/ term. Summer transfers after the schedule adjustment period will be effective the next available semester / term. Please check the academic calendar for specific dates for the schedule adjustment period.

☐ I understand that I must meet with my new advisor before registering for classes

I would like to speak with a career education specialist about my major change to ensure this decision fits my long term goals.

☐ Yes  
☐ No

Before scheduling your classes, you must meet with your new Primary Advisor once assigned. If you are placed on academic probation or suspension for the next effective term, the Associate Dean of Students in your new college must advise you and approve your schedule.

Step 5: Once you have completed all of the required fields, select Next.

### Electronic Signature

Please read the [Disclosure / Consent](#) before you sign your form electronically.

Typing your name exactly as it appears below signifies you are completing this form using an electronic signature. By signing electronically, you are certifying that you have read and understand the Disclosure/Consent and agree to electronically sign. You also agree to receive required disclosures or other communications related to this transaction electronically.

To continue with the electronic signature process, please enter your name and click the "Sign Electronically" button to save your information and submit your electronic signature.

<input type="text"/>	<input type="text"/>
<input type="button" value="Previous"/>	<input type="button" value="Sign Electronically"/>

If you would like to opt out of electronic signature, please click the "Opt out and print" link below to save your information and print a local copy for your signature.

[Opt out and print](#)

Step 6: On this page you need to sign your form. Make sure you sign your name exactly as it appears in the text above the boxes. Once you have filled the boxes in, select Sign Electronically.

Thank you! Your form has been submitted.

 [View Form PDF](#)

You should see this message at the top of the next page. Your major change request will now be sent to your current advisor and new college for review and processing. You will receive email updates as each step is processed and when the major change is complete.

Note – If you choose to meet with a Career Education Specialist, you will need to watch your email for an appointment request from the Office of Career Education.

## Changing majors after admission before class registration

If a new student has been admitted to MU, but is not yet registered for classes, the Office of Admissions is responsible for changing the student's major. Once class registration has occurred, the onus is on the students and advisors.

## Minors

A minor is a program of study outside the major department requiring at least 12 semester credit hours for completion. All courses in the minor must be taken for a grade except for approved study abroad courses. With the exception of college-approved interdisciplinary minors, each academic department/division designates the specific courses or range of courses required for each minor it offers. Please consult the department description in the catalog for requirements.

Students can declare a minor in their college dean's office with their advisor.

## Dual Degree

It is possible to earn more than one baccalaureate degree by meeting these requirements:

- completing all of the major requirements for each desired degree;
- completing the college requirements for each desired degree;
- completing a minimum of 30 additional hours for each degree beyond the 120 hours required for the first baccalaureate degree (this means completing a total 150 hours for a second baccalaureate, 180 for a third baccalaureate, and so on);
- meeting the minimum residency requirement of 24 credit hours earned at Marshall University.

Grade Point Averages and graduation with honors must conform to existing university policies.

Students can add a second degree to their record in their primary college Dean's office using the Dual Degree Form.

## Double Major

Students can major in more than one discipline by completing the requirements for both majors. If the two majors are in different colleges, the student must secure permission from both college deans in order to pursue both majors. For administrative purposes, the student can only be housed in one college; this is the college of record which maintains the student's records. The student would only complete the **college** requirements of the college of record.

Students can add a second major to their record in their primary college Dean's office using the Double Degree Form. This form and a student facing Q & A document, are linked on the Advisor Portal.

## Academic Probation, Academic Suspension, and Academic Improvement Plans

### Academic Probation

All undergraduate students whose Overall or Marshall GPA drops below a 2.0 will be placed on Academic Probation. Academic Probation is a period of restricted enrollment for a student. All probation students are subject to the following restrictions.

- Students on probation must meet with their assigned academic advisor before registering for classes to develop an Academic Improvement Plan (AIP) to achieve good academic standing. This plan will be binding on the student.
- Students on probation may take a maximum of 15 hours and should repeat courses under the D/F Repeat Rule to reduce deficiency points.
- Students on probation must earn a 2.0 GPA or higher during every semester they are on probation. Failure to achieve a 2.0 semester GPA or higher while on Academic Probation will result in suspension (see below).
- Students on probation are not allowed to register online.
- Students on probation must participate in their college's retention program.
- Other requirements may be imposed in the Academic Improvement Plan (AIP).

The student is returned to Academic Good Standing when his or her Marshall and Overall GPA are 2.0 or higher.

### Academic Suspension

Academic Suspension is defined as a period in which a student cannot enroll in courses at Marshall University. A student who has pre-registered and is subsequently suspended will have his/her registration automatically canceled.

Students who earn less than a 2.0 semester GPA while on Academic Probation or who accumulate or exceed the Quality Point Deficit for their GPA Hours (see Table One) will be suspended for one regular semester (the summer terms do not count as a term of suspension).

Table One – Suspension QPD

GPA Hours	0-29	30-59	60-89	90 or more
Quality Point Deficit	20	15	12	9

When a student returns to Marshall after any suspension, the student will be placed on probation and must follow the requirements of his/her Academic Improvement Plan. Failure to meet any of the requirements of the Academic Improvement Plan (AIP), or exceeding the Quality Point Deficits listed in Table 1, will result in suspension. A second suspension will be for a period of one calendar year. Third and subsequent suspensions will be for a period of two calendar years each.

## Petition for Reinstatement after a Second or Subsequent Suspension

Reinstatement after a second or subsequent suspension is only by written petition to the Dean of a student's College, School, or Program (except University College). The petition must be in writing and provide evidence that the student can meet the requirements of his or her Academic Improvement Plan. The written petition for readmission must be submitted at least 30 days prior to the beginning of the semester for which readmission is sought.

## Computing Quality Point Deficit

To compute your Quality Point Deficit, both Overall and Marshall, you can use the following formula:

GPA Hours times 2 = X; Quality Points – X = Quality Point Deficit.

For example, a student with 48 GPA hours and 90 Quality points would have this academic profile:

$48 \times 2 = 96$        $90 - 96 = -6$  a quality point deficit of six.

You can use your Overall GPA information to figure your Overall Quality Point Deficit and your Marshall GPA information to figure out your Marshall Quality Point Deficit.

The following page is a more detailed worksheet for computing Deficit Points.

## Academic Improvement Plan

The Academic Improvement Plan (AIP) is a document the advisor and student work together to complete. The plan should be reasonable and actionable. The student should set goals to work towards reducing their deficit points and improving their GPA.

A signed AIP is a required document to be eligible to register while on probation. Students on probation cannot register online or without the AD or designated Advisor's signature.

A blank AIP form follows the Calculating Deficit Points document.

## High School Dual Credit Students Entering MU on Probation

Dual Credit high school students are housed in University College. The high school students will show on the new college reports if they have been admitted for fall as a freshman. The new college should

process the AIP and send the Probation letter for the incoming freshman on probation. UC will manage the high school students who have not been admitted to Marshall as freshmen or have been admitted to UC as freshmen.

## Academic Improvement Plan Example

## Marshall University Academic Improvement Plan

Name: Student E. Student Student ID: 109111222Advisor: Sarah Davis MU Email: studentes @marshall.eduPhone: 3041111111 Eligible to Register: 14 Hours ☒ Fall 22 ☐ Spring ☐ SummerMajor: Undecided Current MU GPA: 1.87 Current Overall GPA: 1.87

Approved Courses	D/F Repeat Applicable? Y/N	Original Grade	Projected Grade	Projected Deficit Point Reduction
CMM 103	Y	D (-3)	B (+3)	
ENG 201			A (+6)	
SOC 200	Y	F (-6)	A (+6)	
BSC 105			B (+3)	
UNI 102			A (+2)	
		+9 Recovered Deficit Pts bc of D/F repeat	+20	+29 Total

Additional Requirements: Must complete UNI 102 and meet with advisor 3 times this semester.

☒ Tutoring Services for: CMM and SOC
☒ Meet with advisor 3 times/semester
 ☒ Enroll in UNI 102

## University Academic Probation and Suspension Policy

All undergraduate students whose Overall and/or Marshall GPA drops below 2.0 will be placed on Academic Probation. Academic Probation is a period of restricted enrollment. All probation students are subject to the following restrictions:

- Enroll in a maximum of 14 credit hours and should repeat courses under the D/F Repeat Rule in order to decrease deficiency points.
- Participate in their College's/School's retention program, if available.
- Earn a semester GPA of 2.00 or higher during every semester in which s/he is on probation.

Students who earn less than a 2.00 semester GPA while on Academic Probation or who accumulate or exceed the quality point deficiency listed for their number of GPA hours (see table below) will be suspended. An Academic Obligation hold will be placed on your records prohibiting online course registration. Scheduling and schedule adjustments must be made with permission from your Academic Advisor (or College Representative).

GPA Hours	0-29	30-59	60-89	90 or more
Quality Deficiency Points	20	15	12	9

College Representative's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I have read and understand the above conditions and agree to pursue them in order to be eligible to enroll this semester. The entire text of the University Academic Probation and Suspension Policy can be found in the Undergraduate Catalog available at [www.marshall.edu/catalog](http://www.marshall.edu/catalog).

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

Revised 4/20

One John Marshall Drive  
Huntington, WV 25755





## Calculating Deficit Point Reduction for AIP

To compute Quality Point Deficit, both Overall and Marshall, you can use the following formula:  
 GPA Hours multiplied by 2 = X; Quality Points – X = Quality Point Deficit.

For example, a student with 48 GPA hours and 90 Quality points would have this academic profile:

$$48 \times 2 = 96 \quad 90 - 96 = -6 \quad \text{a quality point deficit of six.}$$

Deficit points are calculated by multiplying the number of credit hours by the deficit point value assigned to the grade.

	A	B	C	D	F
1 hour	+2	+1	0	-1	-2
2 hours	+4	+2	0	-2	-4
3 hours	+6	+3	0	-3	-6
4 hours	+8	+4	0	-4	-8
5 hours	+10	+5	0	-5	-10

As an example, a student who receives all Fs in the first semester would look like this:

MTH 121B	4hrs	F	4hrs x F (-2)	= (-8)
ENG 101	3hrs	F	3hrs x F (-2)	= (-6)
PSY 201	3hrs	F	3hrs x F (-2)	= (-6)
ART 112	3hrs	F	3hrs x F (-2)	= (-6)
UNI 100	1hr	F	1hr x F (-2)	= (-2)
				= (-28) deficit points – Suspension (Freshman)

Another example could be:

MTH 121B	4 hrs	F	4hrs x F (-2)	= (-8)
CHM 205	3 hrs	D	3hrs x D (-1)	= (-3)
ENG 101	3 hrs	C	3hrs x C (0)	= (0)
PSY 201	3 hrs	C	3hrs x C (0)	= (0)
				= (-11) deficit points – Probation

Approved Courses	D/F Repeat Applicable? Y/N	Original Grade	Projected Grade	Projected Deficit Point Reduction
MTH 121B (4hrs)	Y	F* (-8)	B (+1)	4hrs x1=4
CHM 205 (3hrs)	Y	D* (-3)	B (+1)	3hrs x1=3
ART 112 (3 hrs)			B (+1)	3hrs x1=3
FYS 100 (3 hrs)			A (+2)	3hrs x2=6
		-11		+16
		Recovered Deficit Points as result of repeated grades		

This would be the possible deficit point reduction if the projected grades are earned. If used with the second example above, the student originally had (-11) deficit points. If the student completes the next semester with the projected grades, there would be no deficit points  $(-11) + (16) = (5)$ .

\*When a grade is repeated, the deficit points originally assigned to the student with the initial course completion are removed from the transcript and the student gains the quality points from the second grade.

## BANNER 9 Creating Tentative and Final Graduation Lists

### 1) STUDENT APPLIED ONLINE BY THE DEADLINE

- a. In MU BERT, Student Information section, go to the report “Students Applying for Graduation”.
- b. Select the desired term and college and if you want to export the results to Excel (recommended).
- c. Verify in Degree Works for requirements, total credit hours, and MU BERT for courses taken more than once.
- d. Access Banner
- e. Go to the form SHAGAPP “Graduation Application”.
- f. Make sure all majors/minors/concentrations/certificates match what is listed in Degree Works or the Banner form SGASTDN. You may need to contact the student to verify if they still want to declare one or more of the majors/minors/concentrations/certificates.
- g. In the “Graduation Application Information” section, on the right-hand side, is “Create/Update Degree Record, click on that button.

**Graduation Application Information**

Application Date \* 11/19/2018  Application Status \* 11/19/2018   
Date

Application Status \* AC ... Active Application Create/Update Degree Record 

---

**Graduation Information**

Graduation Term	201902 ...	Fee Amount	<input type="text"/>
Graduation Year	1819 ...	Fee Date	<input type="text"/> 
Graduation Date	05/11/2019 	Fee Term	<input type="text"/> ...
Graduation Status	SO ... Degree Sought	Transaction	<input type="text"/>
Attend Ceremony	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Undecided <input type="radio"/> No Response	Receipt Number	<input type="text"/>

- h. You will receive a warning message in the upper right “The following operation cannot be undone. Do you wish to continue?”
- i. Select Yes. You receive a confirmation message “Changes have been applied to the Degree”.
- j. The student information has now been populated in SHADEGR to a sought status for the degree and term.
- k. Go to the Banner form SHADEGR
- l. Enter the MU ID number if it is not already listed, then query the degree sequence by either pressing F9 or selecting the three dots “...”.
  - i. You are at the form SHADGMQ.


Field of Study Code:

▼ LEARNER OUTCOME SUMMARY							
Sequence Number *	Outcome Status	Learner Record Term	Bulletin Year	Outcome Completion Term	Dual Degree	Graduation Term	Graduation Status
1	SO	201601	1819	201902	<input type="checkbox"/>	201902	SO

Record 1 of 1

▼ CURRICULA SUMMARY - PRIMARY							
-------------------------------	--	--	--	--	--	--	--

- ii. Look in the “Learner Outcome Summary” section for the most recent sequence number, which should be the one in the top row. The major listed in the second section “Curricula Summary” should match the sought major.
- iii. Double click on the most recent sequence number. This selects it and brings it back to SHADEGR.
- m. Select “Alt-Pg Down” or select on the right side the green button “Go”.
- n. You can view the SHADEGR record that was added.
- o. Make sure that SGASTDN and SHADEGR match including all majors/minors/ concentrations/certificates! This is important as otherwise we have a student major record as one thing and the degree record as something else. See item f above.
- p. Add Degree Completion term 20XX0X.
- q. If honors need to be added to the student record then click on the fourth green tab “Honors”, then “Alt-Pg Down” to the section “Institutional Honors”. Do NOT place anything in Departmental Honors.
  - i. Click in the “Code” field and enter:
    1. C = Cum Laude
    2. M = Magna Cum Laude
    3. S = Suma Cum Laude
  - ii. Click in the checkbox “Print on Transcript” and “Print on Commencement Report”.
  - iii. (The various honors are listed in the Undergraduate Catalog, Academic Information, Graduation Information).



DEPARTMENTAL HONORS				
Code	Description	Print on Transcript	Print on Commencement Report	
	...	<input type="checkbox"/>	<input type="checkbox"/>	

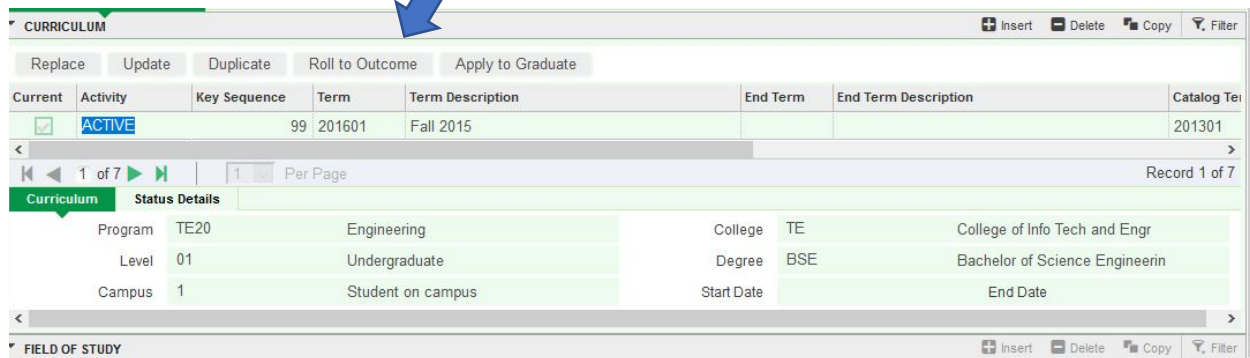
Record 1 of 1

INSTITUTIONAL HONORS				
Code	Institutional Honors Description	Print on Transcript	Print on Commencement Report	Default EDI
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Record 1 of 1

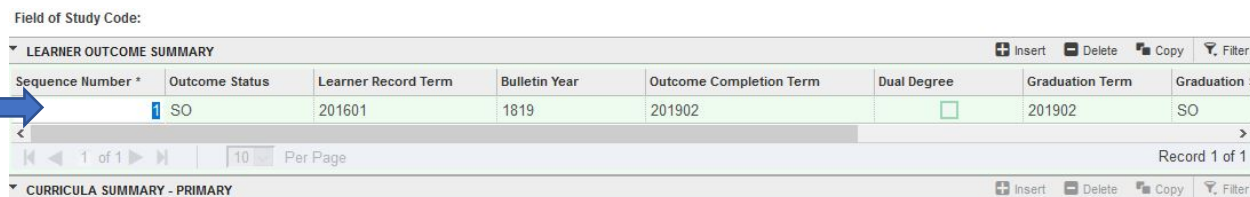
- r. In MU BERT, Graduates by Major section, go to the report “Commencement List with Contact Information” for a complete list of all students posted to SHADEGR for a term, and whether the degree was awarded or still sought.

- 2) **Student missed the deadline to apply online (or using paper application)**
- 3) Student must pay the Diploma Fee and provide the receipt to the Dean's office.
- 4) Student must complete the application for graduation.
- 5) To post in Banner:
  - a. Go to the Banner form SGASTDN "General Student"
  - b. Enter the MU ID number
  - c. There should be nothing in the "term" field.
  - d. Select "Alt-Pg Down" or select on the right side the green button "Go".
  - e. You are at the "Learner" tab.
  - f. Select the "Curricula" tab.
  - g. Select the fourth tab "Roll to Outcome".



The screenshot shows the Banner SGASTDN form with the 'Curricula' tab selected. A blue arrow points to the 'Roll to Outcome' button. The form displays a table with columns: Current, Activity, Key Sequence, Term, Term Description, End Term, End Term Description, and Catalog Te. The first row shows 'ACTIVE' in the Activity column, '99' in Key Sequence, '201601' in Term, and 'Fall 2015' in Term Description. Below the table, there are fields for Program (TE20), Level (01), Campus (1), College (TE), Degree (BSE), and Start/End Dates. The bottom section is labeled 'FIELD OF STUDY'.

- h. You will receive a warning "Manual Learner to Outcome Roll. The following operation cannot be undone". Select Yes.
- i. SHADEGR has now been populated.
- j. Go to the Banner form SHADEGR
- k. Enter the MU ID number if it is not already listed, then query the degree sequence by either pressing F9 or selecting the three dots "...".
  - i. You are at the form SHADGMQ.



The screenshot shows the Banner SHADGMQ form with the 'Learner Outcome Summary' section expanded. A blue arrow points to the 'Sequence Number' field. The table has columns: Sequence Number, Outcome Status, Learner Record Term, Bulletin Year, Outcome Completion Term, Dual Degree, Graduation Term, and Graduation S. The first row shows 'SO' in Sequence Number, 'SO' in Outcome Status, '201601' in Learner Record Term, '1819' in Bulletin Year, '201902' in Outcome Completion Term, and '201902' in Graduation Term. The bottom section is labeled 'CURRICULA SUMMARY - PRIMARY'.

- ii. Look in the "Learner Outcome Summary" section for the most recent sequence number, which should be the one in the top row.
- iii. Double click on the most recent sequence number. This selects it and brings it back to SHADEGR.
- l. Select "Alt-Pg Down" or select on the right side the green button "Go".
- m. You can view the SHADEGR record that was added.
- n. You need to add:
  - i. Bulletin Academic Year. Example "1819".
  - ii. Graduation Term. Example "201902".

- iii. Then press the tab button. This autopopulates the next field "Graduation Year".
- iv. Graduation Status. Enter SO for Sought.
- v. Graduation Date MM/DD/YYYY Example 05/11/2019.
- vi. SECOND COLUMN: Degree Completion Term. Example "201902".

Learner Outcome	Curricula	Dual Degree	Honors	Institutional Courses	Transfer Courses	Non-Course Work	Course Attribution
<b>LEARNER OUTCOME INFORMATION</b>							
Outcome Status	SO ...	Degree sought		Degree Completion Term	201902 ...		
Student Record Term	201903 ...			Graduation * Application Date	12/11/2018		
Bulletin Academic Year	1617 ...						
<b>Graduation Information</b>							
Graduation Term	201902 ...			Fee	<input type="radio"/> Charge Fee <input type="radio"/> Waive Fee <input checked="" type="radio"/> None		
Graduation Year	1819 ...			Fee Term			
Graduation Status	SO ...	Degree Sought		Fee Detail			
Graduation Date	05/11/2019			Fee Amount			

- o. Make sure that SGASTDN and SHADEGR match including all majors/minors/concentrations/certificates! This is important as otherwise we have a student major record as one thing and the degree record as something else. See item f above.
  - p. If honors need to be added to the student record then click on the fourth green tab "Honors", then "Alt-Pg Down" to the section "Institutional Honors".
    - i. Click in the checkbox "Print on Transcript" and "Print on Commencement Report".
    - ii. (The various honors are listed in the Undergraduate Catalog, University Policies and Procedures, Graduation Information).
- 6) In MU BERT, Graduates by Major section, go to the report "Commencement List with Contact Information" for a complete list of all students posted to SHADEGR for a term, and whether the degree was awarded or still sought.

## 7) Printing Tentative or Final Graduation Lists

Once you have verified in MU BERT that all students are listed in SHADEGR correctly through “Commencement List with Contact Information” then you need to print the formal Tentative or Final Graduation List.

- a. Enter SWRCOMM in the Banner 9 main search box on the home screen.
  - b. This takes you to the GJAPCTL Process Submission Controls form.
  - c. Select “Alt-Pg Down” or select on the right side the green button “Go”.
  - d. You are in the “Printer Control” section.
  - e. Enter the name of the Network Printer to which you have access in the Printer field. If you are not sure of the name then you can search by placing your cursor in the printer field, then selecting F9 or the three dots “...”.
  - f. Select “Alt-Pg Down” or select on the bottom left side the down arrow.
  - g. You are in the “Parameter Values” section.
  - h. On the right-hand side of the form in the Values column:
    - i. Enter the Graduation Date DD-MMM-YY
    - ii. Enter the type of report “T” for tentative graduation list and “F” for final list.
    - iii. Enter the College code
    - iv. Major code enter %
    - v. Campus code enter %
  - i. Select “Alt-Pg Down” or select on the bottom left side the down arrow.
  - j. You are in the “Submission” Section.
  - k. Click in the box “Save Parameter Set as”.
  - l. Save by selecting “F10”, or by selecting the “Save” button in the lower right-hand side of the page.
  - m. You will receive a confirmation message that the job has been saved.
  - n. A unique sequence number will also be listed in the top right message area.
  - o. Write down the sequence number.
- 8) You have the option in “**Step e**” to select “Database” instead of a specific network printer. This permits you to review the tentative or final graduation list online, or save it to your PC.
- a. Proceed through the remaining steps though Step m.
  - b. Click on “Related” which is in the green bar in the upper right.
  - c. Select “Review Output” (GJIREVO).
  - d. You are now at the GJIREVO “Saved Output Review” screen.
  - e. In the “File Name field select F9 or the three dots “...”to search for the .lis file name.
  - f. Select the list Output File Name that matches the sequence number of the job you have just run. You can select it by clicking in that row so it is highlighted, and then double-clicking that row, or once it is highlighted by clicking in OK.
  - g. The results are displayed on the screen.
  - h. To save the output to your system, select “Tools” in the upper right-hand side of the page”.
  - i. Under options, select “Show Document (Save and Print File).
  - j. You will receive a message “You have selected to Show File (XXXXXX.lis) in a browser. Do you wish to continue?” Select Yes.

- k. You may receive an error message that a pop-up window was blocked. Select that you want to open that window.
- l. Your file will display in a web browser.
- m. Click on “File” in the pull down menu of the browser and then “Save As”.
- n. Create a name for the file and save the file to your system.

Application Navigator

https://mubanapp.marshall.edu/applicationNav

Process Submission Controls GJAPCTL 9.3.7 (BanProd)

Process: SWRCOMM Graduation List Parameter Set: Start Over

**PRINTER CONTROL**

Printer: OM100D3 Submit Time: PDF Font Size:   
 Special Print: MIME Type: None Delete After Days:   
 Lines: 55 PDF Font: Delete After Date:

**PARAMETER VALUES**

Number *	Parameters	Values
01	Graduation date.	05-May-18
02	Type of report.	F
03	College Code	LA
04	Major code	%
05	Campus.	%

1 of 1 Per Page Record 1 of 5

LENGTH: 9 TYPE: Character O/R: Required M/S: Single  
 FORMAT OF DATE IS DD-MON-YY, i.e. 12-DEC-00

**SUBMISSION**

Save Parameter Set as Hold / Submit Hold Submit

Name Description

SAVE



## Financial Aid Resources

### Contacting Financial Aid

Students should contact Financial Aid by:

- [sfa@marshall.edu](mailto:sfa@marshall.edu) OR
- 304-696-3162

If you need to contact financial aid regarding a specific student, please use the following guide:

Last Name Starts With	Counselor	Email	Phone
A-Co	Jennifer Jimison	<a href="mailto:jjimison@marshall.edu">jjimison@marshall.edu</a>	304-696-2280
Cp-He	Missy White	<a href="mailto:White30@marshall.edu">White30@marshall.edu</a>	304-696-2274
Hf-Me	Tara Hensley	<a href="mailto:Noble2@marshall.edu">Noble2@marshall.edu</a>	304-696-6230
Mf-Se	Cody Call	<a href="mailto:Call30@marshall.edu">Call30@marshall.edu</a>	304-696-3513
Sf-Z	Caitlin White	<a href="mailto:patwhite@marshall.edu">patwhite@marshall.edu</a>	304-696-5667

### Financial Aid Satisfactory Academic Progress

Satisfactory Academic Progress (SAP) is the term used to define successful completion of coursework toward a Certificate or Degree to maintain eligibility for financial aid. Marshall University is required by federal and state regulations and institutional policy to determine whether a student is meeting SAP requirements. Students must meet the minimum standards set forth in the applicable SAP policies below to continue to receive financial aid.

[Financial Aid SAP Policy for Undergraduate Students](#)

[Financial Aid SAP Policy for Graduate Students](#)

[Financial Aid SAP Policy for Doctor of Medicine Degree Students](#)

[Financial Aid SAP Policy for Doctor of Pharmacy Degree Students](#)

[Financial Aid SAP Policy for Doctor of Physical Therapy Students](#)

If a student is notified that he or she is ineligible for financial aid due to failure to meet the SAP standards, he or she may be able to appeal for aid reinstatement. The [Request for Reinstatement of Financial Aid Eligibility](#) form (Satisfactory Academic Progress Appeal) must be completed and submitted to the Office of Student Financial Assistance by the deadlines listed on the form for consideration of financial aid eligibility reinstatement. This document can be found at <https://www.marshall.edu/sfa/files/SAPA-6-16.pdf>.

**Students must provide a written, detailed explanation of the factors contributing to lack of academic progress and provide supporting documentation.** If medical reasons are part of the appeal, the student

must also submit the signed and completed Medical Documentation Support Form with the Appeal for Financial Aid Reinstatement.

As an advisor it is acceptable for you to help your students complete the appeal form. You should not write it for them, but many students find the form confusing and could use guidance on how to complete. You can also offer to read the appeal after they've written it to give feedback.

## Course Program Of Study (CPOS)

The U.S. Department of Education has mandated a regulation limiting payment of federal financial aid only for courses defined as meeting a student's degree requirements in their selected program of study. Marshall University has adapted and tested our systems to accommodate and track this requirement. It will be effective starting Fall 2021.

Students can follow the steps explained here to check their CPOS status:

<https://www.marshall.edu/sfa/check-your-cpos/>

Advisors should have this report on their BERT home screen: [Enrolled Majors/Students Taking Courses NOT Counted by Financial Aid](#). You will need to monitor this report after registration opens and through the first week of classes each semester.

If a student is registered for at least 12 credit hours of degree required classes, then they can take a class outside of the requirements. The column titled COURSES NOT IN PROGRAM will identify any course a student is registered for that is not included in the degree requirements. You should also reference the HRS ENROLLED column to see if they complement each other. If not, you'll need to work with your student to get their classes adjusted.

All course changes must be complete by the first Friday of the first week of classes to be updated correctly.

If you feel there is an exception that should be made, please work with the Lead Advisor in your college to see if any changes may be made.