

General Information

Here you will find academic advisement and general information about Le Moyne College's advisement program.



Section 1



The student/advisor relationship is a vital one that is cultivated and maintained during the life-course of a college program. By fostering a continued connection built on mutual respect, understanding and good rapport, an advisor, like no one else, can help a student identify and reach academic and personal goals. Whether you are an experienced or a new advisor, there are always student challenges, new policies and new questions that arise.

The purpose of this Advisor Handbook is to provide information to academic advisors on our academic policies and advising guidelines at Le Moyne College. Detailed information on academic departments and reference materials are included. Many of the major requirements and policies outlined throughout this compilation were obtained from Le Moyne department chairs, the *Le Moyne College Catalog* and several advisement resources. The Handbook will be updated periodically and posted on the Advisement Center's web site. E-mail notices about updates will be sent to academic advisors.

Guiding Principles

LE MOYNE COLLEGE MISSION STATEMENT

Le Moyne College is a diverse learning community that strives for academic excellence in the Catholic and Jesuit tradition through its comprehensive programs rooted in the liberal arts and sciences. Its emphasis is on education of the whole person and on the search for meaning and value as integral parts of the intellectual life. Le Moyne College seeks to prepare its members for leadership and service in their personal and professional lives to promote a more just society.
- Le Moyne College Board of Trustees, October 2001

LE MOYNE COLLEGE VISION

Le Moyne College will enhance its reputation as Central New York's Jesuit college and achieve national recognition as a premier Jesuit College. Le Moyne will provide opportunities for an education academically equal or superior in quality to that of selective liberal arts colleges, but enriched by an intellectual life in dialogue with religious faith and by a Christian commitment to leadership and service.

- Le Moyne College Board of Trustees, December 2001

ONELEMOYNE VISION

To be a premier Jesuit college where diverse talents meet to foster academic excellence, integrity, and a commitment to justice.

-OneLeMoyne Vision, Fall 2008

ADVISEMENT VISION STATEMENT

Le Moyne College Academic Advisement is a comprehensive four-year program that fosters a continuous advisor-student relationship and develops a meaningful educational plan that works to enhance the student's intellectual, social, and personal growth.

- Le Moyne College Academic Advisement Task Force, January 2004

ADVISEMENT MISSION STATEMENT

The Le Moyne College Advising program provides students with necessary skills and relevant information that will allow them to develop a meaningful educational plan and enhance their intellectual, social, and personal development.

- Le Moyne College Academic Advisement Task Force, January 2004

HISTORICAL PERSPECTIVE

During the 2003-2004 academic year, the Academic Affairs division identified academic advisement in the College Strategic Plan as an essential component of the educational experience of its students. In Fall 2003 the Academic Advisement Center was established to begin formal programs that linked the coordination of the academic advising needs of students and support for faculty in their roles as academic advisors.

In order to facilitate the development of the Advising Program, an Academic Advising Task Force, comprised of faculty, administrators and a student representative (see section four for a list of members), was formed in 2003. Today, it is a standing committee chaired by a faculty member that

meets regularly to develop a comprehensive advisement program and evaluate processes with links to the core curriculum, academic departments, the Division of Student Development, learning communities, and career services. Its purpose is to continue to enhance the process of academic advising to the benefit of both students and faculty.

Advisement Program

Academic advisors are assigned to all Le Moyne students upon entrance into the college. These faculty members advise students regarding degree requirements, majors, minors, grades, academic progress and opportunities for personal and academic growth.

An effective academic advisor will achieve the following:

- Be available to the student as a resource for advice and accurate information regarding degree requirements, policies, and procedures;
- Advise students regarding degree requirements and curricular choices in such a way as to promote the student's individual needs and interests;
- Make the student comfortable with seeking the advice of a successful professional in his or her area of study; and
- Be informed about resources that are available to meet the student's needs outside of the classroom, and encourage students to take advantage of these resources.

Students are encouraged to seek guidance from their advisors and, more importantly, to get to know them as mentors. While at a minimum, students must meet with their advisors at least once each semester in order to be cleared to register for classes, a successful advisor/advisee relationship goes far beyond this.

To achieve a student's greatest potential, an advisee should seek out his or her advisor to:

- Discuss any problems that affect academic performance;
- Select courses for the upcoming semester;
- Seek advice about adding and dropping courses, taking an independent study course in a timely fashion, etc.;

SECTION 1: GENERAL INFORMATION

- Discuss waiver or transfer credit;
- Discuss academic progress;
- Confirm completion of all degree requirements for graduation;
- Discuss general career considerations;
- Discuss academic standing (probation, disqualification, etc.).
- Have forms signed that need an advisor's approval

**A WORD ABOUT DEVELOPMENTAL ADVISING FROM CHRISTINA MICHAELSON, PH.D.,
2011 ADVISOR OF THE YEAR**

One of my greatest joys in life is to support and promote others in their growth and development, and my role as an advisor provides almost endless opportunities to engage in this process. In order to facilitate students' growth, I first must understand each student from an individualized developmental perspective. The developmental stage of traditional age students is that of late adolescence and early adulthood, and the typical challenges of these stages involve developing a sense of identity, increasing complexity and flexibility in cognitive functioning, and exploring commitment and change in relationships. Non-traditional age students returning to college at later stages of adulthood also face variants of these same challenges, so these are the most important areas of focus for me in advising all students.

The most encompassing developmental challenge for students is that of developing an identity. This is a life-long process, and I strive to help students develop a psychological framework for understanding identity formation and an expectation that this type of change will occur throughout their college careers and, ultimately, throughout the course of their lives. This process of identity development begins with helping first year students transition from their identity as high school students to that of college students and ends four years later in helping students transition from college to graduate school or professional employment, with numerous academic and psychological challenges in between.

The transition from high school to college begins in the First Year Advisement Seminar where I focus on specific skills training in areas such as time management, study habits, taking exams, and writing papers. In class and in individual meetings with students, I focus on helping them monitor their academic progress, their adjustment to college, and begin to explore the questions of Who Am I? and What do I want to do with my life? It also is at this point that I begin listening for any concerns that students have about their mental health functioning and their ability to effectively manage their academic, social, and family stressors. I inform my students that I was in practice many years as a clinical psychologist and that they are welcome to discuss any and all concerns with me. As their advisor, I cannot also serve as their therapist, but I will listen, provide support, and ensure that they are connected with appropriate treatment and resources. Each semester, many students discuss their personal concerns with me, and many bring their friends and roommates to my office for information and discussions about psychological disorders, particularly depression, anxiety, eating disorders, and substance use disorders.

Throughout the years that I work with each student, I strive to understand their unique and changing developmental and academic needs and their ever evolving questions about their personal and professional identities. First year advisees need to adjust to the academic and social demands of college and begin learning more about the diverse fields of psychology and various future career choices within each sub-discipline. As their semesters progress, I spend more time with students discussing graduate school options, matching students' strengths and interests with graduate programs, researching details of various programs, and eventually writing numerous letters of recommendation supporting students' applications. Next comes one of the greatest rewards of advisement—sharing with students their happiness in being accepted to graduate schools, often at their first choice programs. Some students decide to seek employment instead of graduate school or to delay graduate school for one or two years, and I work diligently with them to provide connections in the human service and mental health communities as they begin their job search.

In the spirit of *cura personalis*, my goal is to address students' multiplicity of changing developmental needs on a daily basis as they progress through their college careers. Sometimes this includes just signing a waiver form, carefully reviewing a program evaluation, or discussing fears about graduate school. At other times it includes hearing about a student's semester abroad or a student's parents' divorce. Throughout it all, I am most appreciative that my students allow me to help and support them and to share in their triumphs and disappointments along the way on their journey of exploration and growth at Le Moyne.

FIRST YEAR ADVISEMENT PROGRAM

SUMMER WELCOME

The goal of the first-year advisement program is to provide a strong foundation for our incoming students, one that emphasizes academic advising as a key influence in their development at Le Moyne.

For this reason, beginning with the Class of 2015, Le Moyne redesigned its first-year orientation program to afford our new students early and more frequent interaction with their academic advisors prior to the start of Fall classes.

Therefore, Le Moyne's formal orientation program for first-year students begins with a one-day "Summer Welcome" and culminates in an extended, four-day "Fall Arrival" to campus just prior to the start of the semester. Both components emphasize meaningful contact with the student's first-year advisor.

During summer, incoming first-year students attend a one-day Summer Welcome session (of their choice) during which they meet with their advisor and finalize their fall schedule. Prior to the Summer Welcome sessions, students confirm their major, concentration and/or special programs they originally shared in an online program called O.A.R.S. (Online Advanced Registration System) found on Le Moyne's orientation web site (<http://www.lemoyne.edu/orientation/>). Through O.A.R.S., students are also asked preference questions about what core classes they would like to take and if they want to join a learning community. They also learn about major requirements, the core curriculum, and course listings for the fall semester.

Faculty members from each department and representatives from the Registrar's Office and Center for Academic Advising and Engagement are present at Summer Welcome sessions to finalize fall schedules of the first-year students. Students who have decided upon a major meet with their first-year advisor from that department. Advisors skilled in working with special student populations meet with undeclared students to assist them with major exploration.

The information that students provide through O.A.R.S generates a tentative fall schedule, and this draft is shared with advisors at Summer Welcome. When advisors meet with students during the Summer Welcome sessions, advisors review the tentative schedule and confirm students' majors and course selections. Students leave Summer Welcome with a fall schedule, but they are still able to make course changes throughout the summer and when they return for Fall Arrival in August.

FALL ARRIVAL

When first-year students arrive in the fall, they participate in an extended, four-day “Fall Arrival” just prior to the beginning of classes, which gives them the opportunity to get to know each other as well as our faculty, administrators, and student leaders before our current students arrive. The theme for Fall Arrival is based on Le Moyne’s four ideals of Spirit, Inquiry, Leadership, and Jesuit:

- Day 1 – SPIRIT: Move in, computer set up, new student convocation, welcome rituals for both commuter and residential students.
- Day 2 – INQUIRY: Students attend their first advising seminar class with their FY advisor and advising cohort. Introduction to academics, courses, schedules, and the common reading. Students also meet their personal librarian.
- Day 3 – LEADERSHIP: Activities in the community that promote commitment to service and team-building.
- Day 4 – JESUIT: Liturgy, brunch and celebration of the incoming class. Fireworks at dusk!

FIRST-YEAR ADVISEMENT DURING THE FALL SEMESTER

The First-year Advisement Seminar, or AVS 101, is a one-credit, graded course required of all first-year, first-semester students at Le Moyne College. It enables students to plan their academic careers while also encouraging them to explore their scholarly interests, to define their needs and talents, and to increase their awareness of, and commitment to, the mission of Le Moyne College. This seminar assists first-year students in developing the skills necessary to make valuable decisions throughout their academic career and in their transition to college.

AVS 101 gives first-year students a structure in which to meet regularly with their first-year advisor and to attend an 8:30 a.m. advising class on either Mondays and Wednesdays or Tuesdays and Thursdays throughout the fall semester.

Each fall, about 35 AVS 101 sections are offered to accommodate our first-year student population. Students are placed in a seminar section based on their major or learning community. Department chairs are responsible for identifying faculty to serve as first-year advisors who will meet with these students on an individual basis at strategic times during the

It should be noted that the advisor can tailor the first-year seminar syllabus to the needs and interests of the students in that major.

Faculty interested in learning more about AVS 101 and in serving as an academic advisor to first-year students should contact the Assistant Dean within the Center for Academic Advising and Engagement at X4624 (RH 342).

semester and who will provide quality teaching in this one-credit course.

First-year advisors play an integral role in the successful transition of our newest students. There are many resources available to assist them in their responsibilities. First-year advisors attend a one-day workshop in the summer that explains the fundamentals of the First-year Advisement Program. All first-year advisors are also provided with *AVS 101: Advisement Seminar Handbook*, a binder of extensive resource

material that outlines a typical AVS 101 syllabus and related activities. In addition, resources and worksheets are available on BlackBoard and on the shared drive for First-year advisors (L:\Common\Academic Advisement Center\AVS 101 Advisor Materials).

DEPARTMENTAL ADVISING PROGRAM FOR SOPHOMORES, JUNIORS, SENIORS AND RECENT TRANSFERS

Once students complete their first year, they transition into our Departmental Advising Program. Students who have declared a major are advised by the Department Chair or her/his designee. Students who remain undeclared after the first year as well as new undeclared transfer students will be advised by the Assistant Dean for Academic Advising and Engagement or her designee.

We encourage our students to have individual meetings with their advisor several times during the semester. These meetings are particularly important prior to registration for the following semester, since academic advisors at Le Moyne must review each advisee's proposed schedule before the advisee can be cleared to register for classes. We also encourage students to monitor their e-mails from their departments since some departments schedule group advising to inform students about activities and new classes in their major, while others offer special programming and events on major-related topics such as research opportunities and departmental internships.

CORRESPONDENCE WITH YOUR ADVISEES

We encourage advisors to make a reasonable effort in contacting their advisees. The College's policy regarding email states that "E-mail is an official method for communication at Le Moyne College. The College may send communications to students via e-mail." It goes on to say that students

are responsible for the consequences of not reading College-related communications sent to their official Le Moyne College student e-mail account. The policy concludes: “Each student, upon enrolling, is issued an e-mail account with an address on the lemoyne.edu domain. This e-mail account created by Information Technology is the official e-mail address to which the College will send e-mail communications. This official address will be recorded in the College’s electronic directories and records for that student. Students are expected to check their Le Moyne College official e-mail on a frequent and consistent basis in order to remain informed of College-related communications. The College recommends checking e-mail at least twice per week.” Some advisors may also choose to ask students to provide them with their phone numbers. If, after reasonable attempts, the student does not respond to the advisor, the advisor may choose to contact the Center for Academic Advising and Engagement (RH 342) for assistance.

BEATRICE ROBINSON, PH.D. ADVISOR OF THE YEAR AWARD

Le Moyne’s Advisor of the Year Award, established to publicly recognize the importance of academic advisement at Le Moyne College, honors a faculty member annually at Spring Convocation who has demonstrated excellence in advising students while affirming the integral role our advisors play in student success. The Award is named in honor of Beatrice Robinson, Ph.D., Professor of biology at Le Moyne for 26 years. Dr. Robinson was the sole biology advisor for the first 20 years of the College’s first-year advisement program. She was also the recipient of the first Rev. Robert E. O’Brien, S.J., Service Award in 1999 and was named Teacher of the Year in 1989. Through her work as an advisor, Dr. Robinson was an exceptional mentor to her students, so it is fitting that this award honor her memory.

Nomination Process and Nominating Committee Composition

Each year, the Academic Vice President solicits nominations for the Award from departmental chairs. Chairs may nominate as many of their full-time departmental colleagues as they wish. In addition, the Assistant Dean for Academic Advising and Engagement may nominate full-time faculty who serve as first-year advisors; individual full-time professors may nominate themselves, and students may submit nominations.

The Nominating Committee will consist of the three most recent winners able to participate, the Assistant Dean for Academic Advising and Engagement, and a representative of the Student Government Association. The Assistant Dean for Academic Advising and Engagement will serve as chair, calling meetings when required and interacting with departmental chairs and nominees.

The Academic Vice President will announce the call for nominations for the Award to all full-time faculty members and students in the fall of the academic year. Nominating letters should be submitted by December 1 to the Academic Vice President; supporting material should be submitted to the Office of the Academic Vice President by a date to be announced.

Criteria for Selection

The Nominating Committee will evaluate a nominee on the evidence of qualities and practices that distinguish the nominee as an outstanding academic advisor, including: strong interpersonal skills, availability to advisees; appropriate referral activity, use and dissemination of appropriate information sources; evidence of student success; advisee evaluations; caring, helpful attitude; meeting advisees in informal settings; participation in and support of advising that builds strong relationships with advisees; monitoring of student progress toward academic and career goals; understanding of institutional regulations, policies and procedures; and perception by colleagues of the nominee's advising skills (National Academic Advising Association's Criteria for Outstanding Advising, 2002).

Selection Process

Each year the Nominating Committee of five will examine the nominations and rank as many as three candidates whom they deem most worthy of the Award. Recommendations will be transmitted to the College President, who will choose from among them. The Award recipient will be announced at the Spring Convocation. If the President is dissatisfied with the final list of nominees, then he will call for a new nomination process or recommend that no award be given that year. The decision of the President will be final.

NACADA Statement of Core Values

The National Academic Advising Association (NACADA) is an organization of professional advisors, faculty, administrators, students and others from a variety of settings who do academic advising or otherwise work to promote quality academic advising on college and university campuses. As members of this organization or of the profession of academic advising, or as others who advise or provide related programs and services to students, we must recognize our responsibility not only to students and the institutions in which our advising is done, but to society, to colleagues, and to ourselves.

While not all those who do academic advising are professional advisors, anyone carrying out advising functions should be expected to perform in a

professional manner. The Core Values identified and discussed here provide a framework against which those who advise can measure their own performance.

THE CORE VALUES

Students deserve dependable, accurate, respectful, honest, friendly, and professional service. In order to serve students well, academic advisors understand that they are responsible to many constituents who comprise our academic communities. This is the foundation on which the following Core Values rest.

Advisors are **responsible to the students and individuals they serve**. The cooperative efforts of all who advise help to deliver quality programs and services to students. These include, but are not limited to, giving accurate and timely information, maintaining regular office hours, and keeping appointments.

Advisors help students **develop a perception of themselves and their relationship** to the future. Advisors introduce students in a nurturing way to the world they are entering--teach them to value the learning process, put the college experience into perspective, become more responsible, set priorities and evaluate sequences of events, and be honest with themselves.

Advisors **encourage self-reliance** by helping students make informed and responsible decisions, set realistic goals, and develop thinking, learning, and life management skills to meet present and future needs. Advisors work with students to help them accomplish the goals and objectives they have established for themselves. Advisors encourage students to be responsible for their own success and progress. They respect students' rights to their individual beliefs and opinions.

Advisors work to **modify barriers to student progress**; identify burdensome, ineffective, and inefficient policies and procedures; and work to effect change. When the needs of students and the institution are in conflict, advisors seek a resolution that is in the best interest of both parties. Advisors inform students about appropriate grievance procedures in cases where students find the resolution unsatisfactory.

Advisors **recognize the changing nature of the college** and university environment and student body. They support students in appropriate ways (e.g., advocate at the administrative level for recognition of these changes; offer varied office hours; and acknowledge the special needs of all students and the pressures on them to juggle study with work, family, and other interpersonal demands).

Advisors are **knowledgeable about and sensitive to federal, state, and their own institution's policies and procedures**, especially those governing such matters as sexual harassment, personal relationships with students, privacy of student information, equal treatment, equal access, and equal opportunity.

Advisors **respect the rights of students** to have information about themselves kept confidential. Advisors share information with others about students and their programs only when both advisor and student believe that information is relevant and will result in increased information or assistance, assessment, and provision of appropriate services to the student.

Advisors **gain access to and use computerized information** about students only when that information is relevant to the advising they are doing with that particular student. Advisors enter or change information on students' records only when legitimately authorized to do so.

Advisors **need to document advising contacts** adequately to aid subsequent advising interactions.

Advisors are **responsible for involving others, when appropriate**, in the advising process. Effective advising requires a broad-based, or holistic, approach to working with students. Academic advisors develop crucial ties with others who assist students in diverse areas, such as admissions, orientation, financial aid, housing, health services, athletics, course selection and satisfaction of academic requirements, special physical and educational needs (e.g., disabilities, study skills, psychological counseling), foreign study, career development, co-curricular programs, and graduation clearance.

Advisors are **facilitators and mediators**. Responsible academic advisors recognize their limitations and use their specialized knowledge effectively.

To make connections between academic advising and other aspects of students' lives, advisors **seek out resources** provided by others. Referrals to these resources provide students with further assessments of their needs and access to appropriate programs and services. With others, advisors are responsible for helping students integrate the information they are confronted with and for helping students make well-informed academic decisions.

If peer advisors are used, the supervising advisor will **closely monitor the peer advisor** regarding adherence to appropriate policies and practices.

Advisors are **responsible to the college** or university in which they work. Advisors respect the opinions of their colleagues; remain neutral when

students present them with comments, questions, or opinions about other faculty or staff; and are non-judgmental about academic programs.

Advisors increase their collective professional strength by **sharing their philosophies and techniques** with colleagues.

Advisors keep administrators who are not involved directly in the advising process **informed and aware of the importance of academic advising** in students' lives, and of the need for administrative support of advising and related activities.

Advisors **abide by the specific policies, procedures and values of the department** and institution for which they work. Where injustices occur and might interfere with students' learning, advisors advocate for change on behalf of students with the institution's administration, faculty, and staff.

Advisors are **responsible to higher education** generally. Academic advisors honor (and are protected by) the concept of academic freedom as practiced on our campuses. In this spirit, advisors hold a variety of points of view. Academic advisors are free to base their work with students on the most appropriate and optimum theories of college student development and models of delivery for academic advising programs and services.

Advisors accept that one of the goals of education is to **introduce students to the world of ideas**. One goal of academic advising is to establish a partnership between student and advisor to guide students through their academic programs so they may attain the knowledge gained and offered by faculty.

Academic advisors believe that it is **ultimately the responsibility of students** to apply what they learn to everyday situations. Advisors help students in understanding this process.

Advisors **advocate for students' educational achievement** at the highest attainable standard and support student goals, as well as the educational mission of the institution.

Advisors **advocate the creation or strengthening of programs and services** that are compatible with students' academic needs.

Advisors are **responsible to the community** (including the local community, state, and region in which the institution is located). Academic advisors interpret the institution's mission, standards, goals, and values to its community, including public and private schools from which the college or university draws its student body. Likewise, advisors understand their

student body and regularly inform the schools from which their students come about appropriate preparation so that students may perform successfully in higher education.

Advisors are sensitive **to the values and mores of the surrounding community**, sharing these with and interpreting them to students. Advisors are aware of community programs and services and may become models for students by participating in community activities themselves.

Advisors **are responsible to their professional role as advisors** and to themselves personally. To keep advising skills honed and interest high, advisors are encouraged to seek opportunities for professional development through classes, workshops, conferences, reading, consultation with others, and interaction in formal groups with other advisors (e.g., professional organizations like NACADA).

Advisors **understand the demands on themselves** that emerge from the service nature of the work they do. Advisors develop skills for taking care of themselves physically, emotionally, and spiritually. They learn how to detach themselves from students' problems while maintaining a keen listening ear and providing sensitive responses. They establish and maintain appropriate boundaries. They need to be nurtured by others within the profession and they need to nurture their colleagues. They seek support for themselves within and outside the institution.

Academic advising **lends itself well to research**. Advisors may engage in research related to advising, and are encouraged to engage in research related to their own particular training and disciplinary backgrounds. Each research agenda must honor the institution's safeguards for privacy and humane treatment of subjects.

The intention of the Statement of Core Values is to provide the guidance which many academic advisors have sought. The Statement should be reviewed periodically, adding relevant material and rewording existing language to bring the Statement in line with current professional practices and thinking. NACADA encourages institutions to adopt this Statement of Core Values, to embrace its principles, and to support the work of those who do academic advising. (NACADA Statement of Core Values of Academic Advising found at <http://www.nacada.ksu.edu/profres/corevalu.htm>)

CAS Professional Objectives

The Council for the Advancement of Standards (CAS) has been the main force in promoting standards in student affairs, student services, and student

development programs since its inception in 1979. The group has defined the following standards and guidelines for academic advisors:

1. Assisting students in self-understanding and self-acceptance (values clarification; understanding abilities, interests and limitations)
2. Assisting students in considering their life goals by relating their interests, skills, abilities, and values to careers, the world of work, and the nature and purpose of higher education
3. Assisting students in developing an education plan consistent with their life goals and objectives
4. Assisting students in developing decision-making skills
5. Providing accurate information about institutional policies, procedures, resources, and programs
6. Referring students to other institutional or community support services
7. Assisting students in evaluating or reevaluating progress toward established goals and educational plans
8. Providing information about students to the institution, college, academic departments, or some combination thereof. (Council for the Advancement of Standards, CAS Standards for Academic Advising, 1980)

Advisor Responsibilities and Expectations

To maximize the college experience for both students and faculty, the advisor accepts certain responsibilities:

- Establish and adhere to reasonable weekly office hours and post office hours, phone extension, and e-mail address. See students by appointment when necessary.
- Be available for advising appointments and expand office hours as needed during registration and add/drop periods since students will be unable to register through WebAdvisor until cleared by their advisor.
- At the most basic level, the advisor must advise the student accurately about both core curriculum and departmental requirements. The advisor should be careful to address any

extenuating circumstances the student may have when developing/approving course schedules, in order to avoid future scheduling problems.

- In developing course schedules, the advisor should guide the student to create a reasonable schedule, given the student’s capabilities and time limitations, so that the student will be in a situation where success is possible.
- Make advisees aware of the many resources available on campus, both for personal, social and educational development (e.g., learning communities, internships, study abroad) and for support-related needs (e.g., Academic Support Center, Center for Personal Growth and Counseling). The advisor may need to intercede and refer advisees to any of these support services, if he or she sees the need.
- Keep a file on each advisee with solid documentation of advisement sessions. This can be crucial if problems arise in the future.
- Act as a resource for information on graduate studies and potential career options, if appropriate.
- Keep the mission of the college to “educate the whole person” in mind when advising students. With the aid of a good advisor, the student will leave Le Moyne with a solid sense of career path, but also with a commitment to the service of others, and an appreciation for what life has to offer beyond career goals.

Advisee Responsibilities and Expectations

A contractual relationship exists between student and institution; the institution has the right and the duty to adhere to stated academic policies and the student is responsible for knowing the rules and policies of the college and to plan a course of study that will meet all requirements in a timely manner.

Beyond contractual responsibilities, the student is expected to take certain steps to ensure that the educational process goes smoothly. The student should:

- Know the advisor’s name and contact information.

- Make and keep regular appointments to meet and develop a relationship with the advisor (a minimum of one meeting per semester is required).
- Prepare for the advising appointment and bring appropriate materials and written questions, having first reviewed the course catalog and degree requirements and prepared a tentative schedule.
- Be fully aware of all degree requirements and core requirements in the selected course of study and academic policies and procedures as stated in the college catalog.
- Make the advisor aware of any plans to drop courses, add courses, or alter the course schedule before taking any action.
- Make the advisor aware of any life circumstances that arise that may affect your ability to carry out your studies. An advisor is an excellent source for information on the resources the college has to offer.
- Be aware of any financial implications of changes in course schedules.
- Notify the registrar of any changes in contact information, such as phone number and address.

“I try to motivate my advisees with a positive attitude and a belief in their ability to actualize their potential. I also try to provide them with information and opportunities that can help promote their education and growth.”

- Professor Christina Michaelson, PH.D
2011 ADVISOR OF THE YEAR

Legal Implications

The academic advisor is the “front line” of the College in dealing with students. It is a critical position, and the success or failure of the student’s education and growth is influenced greatly by the advising function. In today’s litigious atmosphere, the advising function is more critical than ever.

Academic advising occurs under the umbrella of academic affairs. The courts have always hesitated to enter the academic arena and substitute their judgment for that of the academician. In doing so, they have recognized the

academic freedom which protects academic decisions, including advising decisions. They have recognized also that their repeated presence in the academic community possibly could cause deterioration in the otherwise beneficial student-faculty relationship. Thus, if academicians do not abuse their discretion in dealing with students, they need not fear judicial intervention. The courts will intervene, however, if evidence exists of arbitrary or negligent treatment of students or a denial of their protected rights. The increasing number of court decisions dealing with classroom and academic matters attests to the growing judicial sensitivity to students' rights in academic affairs. The advisor's job falls within this academic affairs area, and, thus, advisors must understand the legal issues involving four major areas: the contractual relationship between student and institution, guidelines governing privacy of student records, the concept of privileged communications, and academic due process and the need for grievance procedures.

CONTRACTUAL RELATIONSHIP

In academic affairs, a contractual relationship exists between the student and the institution. The basic provisions of the college catalog, recruiting brochures, various bulletins, and the student handbook become part of the contract. The institution sets forth certain requirements for passing courses and for successful completion of programs and subsequent graduation. If students fail to meet the required standards, they can be penalized through such action as dismissal, suspension, or failure to graduate on schedule; if the institution fails to respect its own regulations, then the student may seek judicial relief.

An institution may create certain contractual obligations through statements in its publications. Advisors' obligations and responsibilities usually appear in an advisor's handbook and often in publications readily available to the student. An increasing emphasis on quality advising to enhance retention brings added responsibilities to the advisor. More and more advisors not only are expected to understand such things as scheduling and registration procedures and degree and program requirements, but also they may be expected to function as a referral service or possibly as career counselors. Thus, if institutions promise such services from their advising system, they should ensure that their advisors can deliver these services. When an advisor did not, or could not, perform his contractual obligation, then a possible liability could exist. Thus, institutions should be conscious of an advisor's obligations which might be created by unequivocal statements regarding advisor's responsibilities.

Most institutions' catalogs state that the ultimate responsibility for knowing degree requirements rests with the student. This type of statement normally would protect advisors if they commit an advising error. Generally, the advisor is not going to be held personally liable for erroneous advising in the absence of gross negligence, irresponsible behavior, or arbitrary or capricious treatment of the student. Advisors should keep notes of their discussions with students during advising sessions. An accurate record of advising sessions would help solve any disputes over the content of previous advising and also serve as a legitimate protection against claims of erroneous advising.

THE BUCKLEY AMENDMENT: ADVISOR'S RESPONSIBILITIES AND THE STUDENT'S RIGHT TO PRIVACY (FERPA)

Since advisors maintain educational records – records of advisees' grades and other academic information – they must understand the provisions of the Family Educational Rights and Privacy Act of 1974 (commonly referred to as FERPA or The Buckley Amendment). Basically, this act provides students with access to information placed in their advising files. Furthermore, it ensures that only school officials with a legitimate educational interest may see the student's file. The student's permission must be obtained before any other party has access to the student's file. Thus, advisors, upon request, must allow students access to their advising file. This fact, however, does exclude a student's right of access to personal notes that the advisor may have made during the advising sessions. Under this Act, these notes constitute records made by educational personnel and kept solely in their possession. Advisors may allow someone who temporarily performs his or her advising duties to see the notes; if the advisor is to be replaced permanently, however, he or she should retain any personal notes from the student's file before transferring the file to the replacement.

Under legislation, the student has the right to an informal hearing regarding material in his record. If at this hearing the student does not receive satisfaction, then he or she may insert explanatory material in the file. The Act specifically denies students the right to a hearing regarding grades received. The student, however, may challenge the accuracy of transferring grades to the student's record.

Information in the file may be sent to parents of financially dependent students without the student's written consent. The Office of the Registrar usually maintains information regarding a student's status as a financial dependent. Institutional policy,

however, will determine whether or not information must be sent to parents without the student's consent.

According to the Buckley Amendment, a record also must be kept of requests received from school officials to obtain information from the student's file. The records should not only identify the official making the request, but also the official's legitimate educational reason for requesting the information. The record should remain in the student's file. Each institution is individually responsible for determining which parties qualify as "school officials" and what constitutes a "legitimate educational interest." Advisors should familiarize themselves with their institution's policy governing this matter, as well as other institutional policies regarding implementation of the Buckley Amendment.

PRIVILEGED COMMUNICATIONS

Although the law recognizes the student's right to privacy of his or her educational records, it also recognizes the advisor's right to privileged communications. Thus, in an effort to help a student, advisors can discuss confidential information regarding that student with other appropriate individuals. The courts generally will respect the right to such communication and will not hold the advisor liable for statements considered as privileged communications. This right, however, is not an absolute one, and advisors must exercise good judgment in making all confidential statements. To determine the appropriateness of confidential discussions, an advisor should simply ask if such a discussion would serve the student's best interest.

At times, students will come to advisors with personal problems; normally these problems should remain confidential. In some instances, however, a student may tell the advisor of certain intentions that would prove harmful to the student or possibly to others, such as the intention to commit suicide or the desire to harm another person. Although the statements are made in confidence, an obligation rests with the advisor to disclose such information to an appropriate party, such as parents, an intended victim, a school psychologist, or police.

ACADEMIC DUE PROCESS

The courts have mandated that students receive due process guarantees of notice and hearing in disciplinary cases, but students with grievances concerning academic affairs, such as situations involving erroneous advising, disputed grades, or alleged arbitrary

course requirements, generally find themselves without due process guarantees. The courts, to this date, have not mandated legally what constitutes due process in academic affairs. Courts generally will respect the institution's procedures for handling academic affairs cases, as well as their decisions resolving these cases. As previously indicated, the courts will intervene in cases involving seemingly arbitrary or capricious treatment of a student. The voluntary application, however, of the spirit and principles of due process to academic affairs can reduce the incentives for legalism and reliance upon the courts by students when they feel aggrieved. With clearly defined grievance procedures for students to follow in registering any complaint resulting from erroneous advising or any other action taken by the advisor, legal problems are avoided or minimized. The following suggested procedures should not be construed as specific prescriptions to cover every case, but rather as a guideline:

1. Institutions should define clearly and publish the responsibilities of advisors and students in the advisor-advisee relationship.
2. Information that a student is expected to know, such as academic requirements for continuance and graduation, should be clearly specified and publicized.
3. A well-documented and orderly procedure of appeal should be established and promulgated. A committee should be appointed in each department or division or one committee for the entire institution, if that is deemed appropriate, which would hear complaints by students against advisors for alleged advising errors or negligent and irresponsible advising. The advisor against whom the allegations have been made should receive all due process rights in defending his or her actions.

Implementation and promulgation of these recommendations would not open a Pandora's Box with a proliferation of student complaints against advisors. Rather, advisors would maintain a responsible attitude toward students, and students would understand more clearly their responsibilities in the advising process. The channeling of complaints through an appointed committee would formalize a fair and reasonable procedure which does not exist on many campuses today.

Two elements have combined to cause an increase in the number of academic affairs cases: arrival of consumerism to the campus and the

lowered age of majority. Consumerism on campus today considers whether or not an institution delivers to the student the product it claims in its various publications, as well as in oral presentations. As legal adults, by virtue of the lowered age of majority, students must accept more responsibility for their actions on campus and thus also may have a greater inclination to press charges against the institution when they believe they have received arbitrary or capricious treatment. This does not mean that all students might file a court suit when they reach the age of majority, but since they must accept the responsibility of that student they will most likely be more zealous of their rights. With these prevailing conditions and the fact that quality advising is fast becoming a criterion for promotion, tenure, and salary increases, advisors should seek to understand the legal issues related to advising. This understanding will ensure a responsible attitude toward students and protect their rights as well as those of the advisor.

By knowing the current legal parameters and by practicing the “golden rule,” advisors will create and maintain those policies and practices that respect the worth and dignity of each student. By doing so, they will create a better climate for reducing the incentives for legalism and respecting the rights, freedoms, and responsibilities of all. (Young, 1982.)

Sexual Harassment

Sexual harassment is defined as an unwelcome sexual advance, request for sexual favors, or other verbal or physical conduct that relates to the gender or sexual identity of an individual when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a person’s employment or academic advancement;
- Submission to or rejection of such conduct by an individual is used as the basis for decisions affecting an individual’s employment or academic standing;
- Such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile, or offensive working, educational, or social environment.

Le Moyne College’s published Sexual Harassment Policy is available for download at www.lemoyne.edu/human_resources/harass.htm (additional information is also available in Section 4 of this handbook.)

CONSENSUAL RELATIONS

Relationships that might be acceptable in other circumstances always pose inherent risks when they occur between members of the College community

where a significant power or status differential between the parties exists. Voluntary consent, even if present, is always suspect given the fundamentally asymmetrical nature of status and power. Professionalism within the College demands that those with authority not abuse, nor seem to abuse, the power with which they are entrusted.

This policy explicitly prohibits College personnel from pursuing romantic and/or sexual relationships with students they teach, advise, or evaluate. For all other types of dating relationships involving a significant power or status differential

Le Moyne College has adopted the policy that such relationships are ill-advised and that, even in a seemingly consensual relationship, there are a very limited after-the-fact defenses against charges of sexual harassment or nonconsensual sexual activity. The individual with the power or status advantage in the relationship bears the responsibility for reducing the potential for coercion and favoritism by making appropriate arrangements for objective decision-making.

Understanding FERPA

The Family Education Rights and Privacy Act of 1974 (FERPA), as amended, is designed to protect the privacy of education records, as discussed in the previous article. Le Moyne College is subject to the provisions of and intends to comply fully with this law. As such, the College protects students' rights by prohibiting unauthorized individuals from viewing their academic records and/or excluding students' personal data in directory information.

Before attending Summer Welcomes, new first-year students and parents are sent a form and explanation of FERPA in the First-year Guide. The Authorization to Disclose Academic Information to Parents form (see Appendix C) is attached for students to review. If they choose to grant their parents permission through FERPA, the College will release their educational records to their parents, and college employees will also be able to discuss these records with them. If they decide to suppress their personal information from the College's online directory, they should fill out the Directory Information form and submit it to the Registrar's Office.

Accessing Individual Student's FERPA Release: In order to determine if a student has given permission to release information to their parent or guardian, you will look at your advisee list in ECHO. Students who have released information to their parents will have a FERPA release signed under the advisor name.

- Log into ECHO
- Click on My Advisee tab

- Scroll to the student and look for the “FERPA released signed” in blue under the advisors name.

PRIVACY RIGHTS OF STUDENTS

The College provides eligible students access to educational records directly related to the student, and an opportunity to challenge those records on the grounds that they are inaccurate or incomplete. This policy emphasizes the following rights of eligible students.

- A. Right to inspect and review the student’s educational record.
- B. Right to obtain copies of the individual student’s educational record.
- C. Right to a hearing to challenge the content of a student’s educational record.
- D. Right to report violations of the FERPA to the Department of Education.

If an eligible student has a complaint that the College is violating the FERPA (and the complaint cannot be satisfactorily resolved within the College), that person has a right to file a complaint with the Department of Education. The address is:

The Family Educational Rights and Privacy Act Office
Department of Education
400 Maryland Ave. SW, Room 3044
Washington, DC 20202
(202) 732-2057

DIRECTORY INFORMATION

Student Records: The College designates the personally identifiable information contained in a student’s educational record listed below as “Directory Information” in order that the College may, at its discretion, disclose the information without a student’s prior consent:

1. Name
2. Address
3. Telephone number
4. Major field of study
5. Achievements, degrees, academic awards or honors
6. Dates of attendance
7. Enrollment status (Full or Part-Time)
8. Level of study (Graduate or Undergraduate)
9. Weight and height if a member of athletic teams
10. Participation in extracurricular activities

Modification of Directory Information: At the time a student registers for courses, the student may advise the Office of the Registrar in writing, that any or all of the directory information with respect to that student, not be released. To do so, a student completes the Authorization to Withhold Directory Information Form obtained in the Office of the Registrar. Notification must be given prior to August 1st of any year and is effective until retracted by the student. During that time, no further disclosure of information about that student will be released without the student's prior written consent, except to parties who have legal access to students' records without prior consent as stipulated by FERPA, paragraph 99.31, 99.36, and 99.37.

Release of Directory Information: Provided that the student has not forbidden the release of directory information as per Section II.B. above, the registrar may release without consent, student directory information to authorized persons or agencies by any mode of communication. However, under no conditions will information be released for commercial purposes.

- Restricting Directory Information will result in the Office of the Registrar refusing to release student information to friends, family and colleagues.
- If a student restricts this information his or her address and telephone number will not appear in the College Student Directory.

For additional information on FERPA, please contact the Le Moyne College Office of the Registrar at x4456.

SECTION 1: GENERAL INFORMATION