In 2015, the office of Advising & First Year Programs initiated the Stellar Advisor Award. This is an entirely student-nominated award, with winners being chosen based on nominations that really articulate how the advisor has done more than expected for their students. We plan to make this an annual award, with nominations gathered each spring semester.

**2019 Award Winners:**

Christina Lesyk, *Psychology*

Dan Miller, *Mechanical Engineering Technology*

**Past Winners:**

- **Paul Bowdre (2015)**  
  *Criminal Justice*

- **Edward Boyd (2016)**  
  *Applied Psychology*

- **Elizabeth (Liz) Brown (2015)**  
  *Criminal Justice*

- **Susan Buckley (2016)**  
  *Criminal Justice*

- **Lucas Craig (2016)**  
  *Mechanical Engineering Technology*

- **Marela Fiacco (2015, 2018)**  
  *Health Care Management*

- **Jennie Flanagan (2017)**  
  *Health Care Management*

- **Stephen Frempong (2015)**  
  *Electrical Engineering*

- **Neil Haney (2015)**  
  *Powersports Performance and Repair*

- **Kathleen Mahoney (2017)**  
  *Graphic and Multimedia Design*

- **Maureen Maiocco (2017)**  
  *Early Childhood*

- **Diane Para (2018)**  
  *Sports Management*

- **Janet Parcell-Mitchell (2016)**  
  *Health & Fitness Promotion*

- **Stanley Skowrenek (2018)**  
  *Air Conditioning Engineering Tech*

- **Jennifer Waite (2015)**  
  *Psychology*

- **Barry Walch (2017)**  
  *Funeral Services*

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The Advisor Resource Manual is compiled and updated each year by Advising and First Year Programs.

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**PDF VERSION AVAILABLE AT:** [http://www.canton.edu/advising_center/documents/carp.pdf](http://www.canton.edu/advising_center/documents/carp.pdf)
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THE ROLE OF THE FACULTY ADVISOR

Each matriculated student is assigned a member of the faculty* as an academic advisor. The advisor helps the student plan a program to satisfy degree requirements within a chosen curriculum and assists the student with problems of an academic or vocational nature.

1. **The advisor serves as a mentor** by demonstrating a professional interest in the student’s adjustment to college; by serving as a contact person for the student; by assisting the student in communicating concerns to other college professionals when appropriate; and by allowing the student the freedom to make choices after limitations, alternatives, and consequences have been discussed.

2. **The advisor assists the student in exploring a major** field of study through discussion, recommendation of activities or work experience appropriate to the student’s interests in the advisor’s area of expertise. Students who are unclear on their goals can be referred to the student to Career Services office for further career exploration. Advising & First Year Programs can also assist students in transition (changing majors, transferring out, etc.).

3. **The faculty advisor explains to advisees the program of general education** as it relates to the curriculum and to the development of the individual in today’s society.

4. **The advisor and the student plan a schedule** of courses in keeping with curriculum requirements and student interests and takes into consideration student academic preparation.

5. **The advisor assists “at-risk” students** (those whose grade point averages are below 2.0, have received multiple flags in RooSuccess, or receive Not-Engaged (N) or Missing (M) indicators). When a pattern of at-risk behavior becomes apparent, the advisor should reach out to the student to offer assistance. The advisor will refer students to appropriate support services (tutoring, learning labs, Counseling, Health Service, etc.– see Help Wheel, page 45). Advisors will document these references in the student’s academic folder.

For a more in-depth description of how and when and advisor can be of assistance to their students, see the Timetable of Advising Activities, pg 6.

* EOP, TRio, coaches and International Programs are listed as secondary advisors to provide students with a support network, rather than a single individual.

The staff of Advising and First Year programs are available to supplement faculty advising and to assist non-matriculated students who do not have a major declared.

Faculty can contact Advising & FYP as a resource for questions about advising students (379-3954, advising@canton.edu or Miller Campus Center 224).
Quality academic advising requires that the faculty advisor be available and approachable; be knowledgeable of the institution, its resources, and rules beyond his/her own department; and be interested in and capable of helping the student understand the existing educational options in order to develop realistic career goals.

This cannot be accomplished without adequate, accurate, and timely information of the student’s background as well as the degree requirements, regulations and resources. Individual faculty members are not required to perform all of these functions by themselves. The responsibility for demonstrating concern and caring for your students is yours; however, referral to others for special assistance and information is entirely appropriate. This manual is provided to you as a way to have access to the up-to-date information. Please refer to it often.

Local data that supports quality faculty advising:

- Most SUNY Canton students consider their faculty advisor to be their primary source of academic information (for the last five years, the range has been from 73-81%), even when they have access to other staff and resources.

- The Student Opinion Survey, done across SUNY, rated Faculty Advising as #1 in SUNY in 2019.

- Advising & First Year Programs has found that the students who have an advising session prior to enrolling (typically during the summer before their first semester) have a retention rate that is 2-4% higher than those that do not.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention Rate of students advised by AFYP (Fall to spring)</td>
<td>86%</td>
<td>72%</td>
<td>85%</td>
<td>85%</td>
<td>86%</td>
<td>82%</td>
</tr>
<tr>
<td>Retention rate of FTF not advised by AFYP</td>
<td>82%</td>
<td>72%</td>
<td>83%</td>
<td>83%</td>
<td>82%</td>
<td>79%</td>
</tr>
<tr>
<td>Total FTF</td>
<td>773</td>
<td>780</td>
<td>649</td>
<td>699</td>
<td>690</td>
<td>723</td>
</tr>
<tr>
<td>Students advised by AFYP</td>
<td>58% of new students (446)</td>
<td>42% (327)</td>
<td>57% (372)</td>
<td>64% (446)</td>
<td>69% (477)</td>
<td>60% (434)</td>
</tr>
</tbody>
</table>

We affirm the students’ responsibility for knowing and following the institution’s requirements and determining their own direction and goals. However, as an academic advisor, your assistance in explaining the college’s processes and requirements are invaluable in retaining and graduating students from SUNY Canton. We intend to improve our advising assistance and service and increase Canton’s recognition of quality advising to our students.
**Rapport Building**

*Students don’t care how much you know until they know how much you care.*

Part of building an advisor/student relationship is to let the student know that you are interested in them and their unique progress toward degree completion. Sometimes this is easy, sometimes it takes more work. Here are some conversation starting ideas to get the student to open up and start talking about their goals and interests so that you can provide the advice that is best for that individual.

Conversation starters:

1) What are some things that you could talk about forever?

2) What things can you do for hours at a time?

3) What would you get up to do at 6:00am?

4) What makes you feel great?

5) What are two successes you have had in the last six months?

6) What are some of your goals for the next six months?

7) How do you see yourself living five years from now?

8) Tell me about a turning point in your life.

9) What things do you dread doing?

10) What are two or three areas of study (or career) that you are considering? How are they similar? How are they different?

11) What is your favorite book/music/film/tv show and why?

12) Who has been influential in helping you make the decision to come to SUNY Canton (parent, spouse, friend, employer)? Why did you choose to come here?
FERPA: What is FERPA?

FERPA stands for the Family Educational Rights and Privacy Act (also called the Buckley Amendment). Passed by Congress in 1974, the Act grants these rights to the adult student:

- The right to see the information that the institution is keeping on the student.
- The right to seek amendment to those records, and in certain cases append a statement to the record.
- The right to consent to disclosure of his/her records.

It is your responsibility to protect education records in your possession. This includes:

- **Personal information**
- **Grades**
- **Enrollment records**
- **Schedules**

What are the basic rules?

- Student educational records are considered confidential and may not be released to anyone else unless expressly allowed by the student.
- As a faculty or staff member, you have a responsibility to protect educational records in your possession – this includes lists of student status, such as those who have enrolled, withdrawn, suspended or on academic probation, and your access to UCanWeb, Blackboard, DegreeWorks, RooSuccess, etc.
- Some information is considered public (sometimes called Directory Information). This can be released without the student’s written permission. Students have the right to request that even Directory Information be kept confidential. FERPA lists Directory Information as: student’s name, address, telephone number, date and place of birth, honors and awards, and dates of attendance ([http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html](http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html) 9/28/18).
- You have access to information only for legitimate use in completion of your responsibilities as a university employee. Need to know is the basic principle.

To avoid violating federal FERPA rules, faculty should never:

- Discuss the progress of a student only with the student and others that need to know (other college employees involved in that student’s success). Student information cannot be provided to others (including parents) without the consent of the student.
- Provide anyone with student schedules or assist anyone other than college employees in finding a student on campus.

If you are ever in doubt, do not release any information until you talk to the Registrar’s office (386-7042), the Dean of Students office (386-7120) or refer the requestor to that office.

Students CAN indicate that they would like to release their records to other individuals. Sometimes referred to as a FERPA waiver, students can provide another individual access to their academic or financial records by completing a proxy authorization in UCanWeb. “Share Access to My UCanWeb” can be found under Miscellaneous Student Requirements once the student logs into UCanWeb. More details in Chapter 5 or online at: [http://www.canton.edu/advising_center/documents/Webforproxy.pdf](http://www.canton.edu/advising_center/documents/Webforproxy.pdf) Updated 10/2/19
**BRIEF OVERVIEW OF ADVISING ACTIVITIES**

Advising is way more than scheduling classes. Here is a sample of when advisors typically interact with their students, though not necessarily comprehensive. More details of each activity on following pages under Timeline listing.

- **Orientation** – Most often in July and August
- **Curriculum meetings**- generally done at Orientation when each advisor has an opportunity to meet with their incoming students
- **Drop/Add Process** – Drop/add via UCanWeb for first three days of semester. After that, student fills out a Course Change Notice. They need permission from instructor to add a class, permission from advisor and dean for every change. Students have until 10 days before the last class day to withdraw from a class or classes.
- **Early Warning Flags from RooSuccess** – Advisors are in a position to notice when there is a pattern with the students flags. Review these all semester long, but reaching out to students early in the semester can have the most impact.
- **Engaged/Not Engaged** – Entered after the end of the third week of the semester. Advisors should be reviewing and reaching out to their students as soon as they begin receiving these notifications.
- **Mid-semester grades.** Grades are due after the end of the 7th week. This is another outreach opportunity for advisors to check in with students.
- **Open House and Admitted Student days.** Occurring throughout the year.
- **Changing/Declaring a major** – students who want to change majors start by approaching the curriculum chair of the intended major. This can happen anytime during the semester, but does not take effect until the next semester.
- **Advising Period and Course Registration.** Advising period typically begins two weeks before course scheduling opens. Course registration begins in the 10th or 11th week in the semester. Students can schedule for Summer/Fall during the Spring semester and Winter/Spring during the Fall semester.
- **Withdrawing from college.** Students can withdraw up to 10 days before the end of the course/semester. Once the bill is processed (prior to the start of the semester), the student must go through the withdrawal process. Withdrawal is initiated by the student via UCanWeb under the “Registration” menu.
- **Academic Jeopardy students.** Students that have less than a 2.0 but are not on Academic Recovery. Advisors should verify an appropriate schedule and watch for early warning flags.
- **Grade Review.** Done after the semester is completed. Advisors review their students for satisfactory academic progress and scheduling that is appropriate to stay on track to graduation.
- **Academic Recovery.** Faculty recommend students for Recovery at Grade Review, and AR students must meet with their advisor by the end of the 2nd week of classes to fill out the AR form. Advisors should watch early warning flags throughout the semester and can request regular meetings with AR students.
- **Graduation.** Students need to apply to graduate during their final semester. Advisors can assist by verifying that the student does not have any courses outstanding and attending graduation.
TIMETABLE OF ADVISING ACTIVITIES

This section discusses the primary opportunities for formal contact between academic advisors and students. Some categories of activity may not apply to all advisors but are included here to illustrate the range of contact an advisor can have.

Orientation

Mandatory new student orientation is held during the summer months (generally July and August). A modified orientation is held in January for spring admits. Faculty are encouraged to volunteer & participate in Orientation and move-in activities as this is an excellent opportunity to meet new students and their families.

New student advising

New first time freshmen have an advising appointment prior to their first semester with Advising and First Year Programs (AFYP), EOP, or TRiO. New students can come to campus or work with an advisor over the phone and then schedule courses themselves on UCWeb. The goals are to help students understand their individual degree requirements, to educate students about why they take the classes that they do and how to register for their classes. They also explain degree requirements, timely progress to degree and how classes are scheduled (TR vs. MWF). This is intended to be a retention effort by providing effective and timely academic advising and to assist the students in navigating the transition from high school to college level work.

AYFP hires faculty on a temporary basis for June and July new students can schedule classes. Permanent advisors should review their students’ schedules prior to or during curriculum meetings to be sure that they are taking a set of courses that will help them make timely progress. Transfer students are contacted by their dean’s offices with transfer credits articulated and suggested courses.

Curriculum meetings

For first-year and transfer students, a curriculum meeting is the major academic activity scheduled during each orientation period. This first meeting between new students and their advisor presents one of the best opportunities to set the stage for positive advisor/advisee relationships. The meeting is held at a designated time after new students have registered (see also: Advisor’s Guideline for working with New Students, Page 16). Not only is it a time for faculty and students to meet each other, discuss the curriculum and academics in general, it is also valuable as a time to encourage students in establishing their goals. This is an ideal time to review new student schedules, verify that they are meeting program requirements and revise if necessary.
- SCHEDULE INTERPRETATION
  - Explain how to read the schedule, i.e. military time, days of the week (R=Thursday), late start or condensed courses, online, hybrid or off-site courses (W in a section number means it is an online course, F in a section number means it is a Flex course).
  - Verify that the student is aware of the academic calendar (not as many holidays off as in high school; semester ends in mid-December).
  - With each student, check his/her schedule to see if it is appropriate for their major or intended major.

The following general guidelines suggest topics that could be covered in a freshman orientation curriculum meeting. Advisors are cautioned about assuming anything regarding students’ understanding of what is expected of them academically, socially, or otherwise. Frequently those expectations that seem obvious to the advisor or to the returning student are not so to the beginning freshman. **Some general topics may include:**

- attendance regulations,
- guidelines for satisfactory progress,
- faculty office hours,
- definitions of full-time and part-time,
- minimum GPA requirements
- restrictions on the number of credit hours,
- withdrawing and repeating courses,
- discussion of career goals, the skills needed to achieve those goals, and decisions to make regarding the goals

Advisors should discuss the required courses for the first year in the curriculum as well as college preparatory courses that allow students the opportunity to build competencies in Reading, Writing, Mathematics, and Academic Skills Development (Engl 097, Math 100) that are essential to college success. Placement in these courses is based on test results, faculty referral, and/or admissions referral based on academic preparation and college entrance examination scores. **These courses count toward full-time status but do not count towards graduation.**

And finally, advisors should outline a typical program for each student advisee. In doing so, advisors should:

- Review other program-specific information important to students enrolled in the program.
- Explain the policy on deviant academic behavior.
- Explain the drop-add policy
- Explain the importance of the course syllabus (contract of the course)

**Drop/Add**

Students are allowed to add or drop classes on UCanWeb without additional advisor input, through the first 3 days of the semester. Students who have their Registration Code can use UCanWeb to add/drop classes, others need to use the Course Change Notice (see pg 21 for more details on the drop/add process) to make changes to their schedules (as long as the desired section has seats).
After the first 3 days of the semester, all students must use the Course Change Notice to add or drop a course with all approvals needed. After the fifth class day, here is a $20 fee for processing the form.

**Using RooSuccess to review early warning flags**

Advisors are included on all flags sent from instructors to their students. Flags should be raised by instructors when a student is not meeting course expectations (low grades, poor attendance, non-participation, etc.). If instructors are consistent in raising flags, then advisors are in a position to notice when a student has received several warnings, or when there is an on-going issue. Follow-up can range from a quick “Is everything OK?” in passing or via email to referrals to campus resources (Health Center or Counseling; learning labs or tutoring), to asking the student to make an appointment with you, to if necessary, recommending withdrawal from the course or the semester.

**Engaged/Not Engaged**

This is a subjective evaluation done by each instructor at the end of the third week of classes. Every instructor is expected to submit this progress survey for every student in their class(es). This is meant to identify the students who have the potential to struggle while there is still time in the semester to affect performance enough to pass the class. Research into this effort has found that students who are rated as NE or Missing are less likely to pass the course then others in the class who are rated as Engaged. Advisors are asked to reach out to their advisees who have received a NE or M rating and troubleshoot how to improve their performance. More details can be found in this manual under Engaged/Not Engaged Best Practices, page 22 and how to do the Engaged/not Engaged Progress Survey, page 69.

**Midsemester Grades**

At the midpoint of each semester, a grade report is available on UCanWeb for advisors and students. Progress in each course is reported by letter grade or as satisfactory/unsatisfactory depending on the instructor's preference. When grades indicate, remedial action could include referring students to their instructors, the learning labs, or tutoring. Advisors should review mid-term grades for all advisees and reach out to them. Reaching out to those with poor mid-terms to work on strategies is only slightly more important than reaching out to those doing well and encouraging them to keep up the hard work.

**Advising Period & Course Registration**

Students need to start planning their course registration in early November for Spring semester and mid-April for Fall semester (exact dates are published in the Academic Calendar – www.canton.edu/academic/calendar). The two weeks prior to the Registration Period are considered the advising period. Advisors should make appointment times available during this time and into the first week of the Registration Period. **Students should meet with their assigned advisor** unless they have received permission to change their curriculum. If a student is requesting a curriculum change, he/she should work out a schedule with the new program advisor or dean. DegreeWorks and student folders
should be consulted prior to scheduling. Any special recommendations or notes can be made directly in DegreeWorks.

Course registration presents an opportunity for advisors to talk with advisees, to assess progress to date, and to discuss course options for the coming semester. The advisor may communicate with students via their SUNY Canton email (through UCanWeb or RooSuccess you can batch email all advisees). Course Registration Forms are generally available from the dean’s office and can also be found at: http://www.canton.edu/courses/Course_Registration_Form.pdf. At the conclusion of the session, the advisor will sign the Course Registration Form for the student and provide the registration code and instruction sheet for scheduling on UCanWeb. For more details on the advising and course registration process, see pg 24. For instructions on viewing the class schedule and how the student registers for classes, see Chapter 5.

When working with students to build their schedules, keep in mind the following:
- Imputed courses do not count towards graduation (%).
- Every Associate’s and Bachelor's degree must have a writing intensive course.
- Check for pre-requisite courses
- General Education requirements vary by degree and transfer path
- Many science courses require taking lecture and lab simultaneously.
- Students CANNOT get credit for both:
  
  CHEM 101 and CHEM 107
  PSYC 220 and PSYC 225
  MATH 099 and MATH 100
  MATH 101 and MATH 106
  MATH 121 and MATH 123

Remind your students that they must process their bill by August 1st for Fall semester and December 20th for Spring semester. Students MUST process (indicate HOW they will be paying, agree to grants and loans as needed) their bill by these dates or risk losing their schedule.

Declaring or Changing a Major

Declaring a Major/Change of Major Request forms are available in the dean’s offices. It is the student's responsibility to initiate the form with their advisor. All contingencies affecting the change will be written on the form, signed by the student, and sent to the appropriate Program Director, Department Chair or Academic Dean. See more details, pg 20. Student should meet with anticipated advisor from new curriculum to discuss a class schedule. At the end of the semester the Dean of the new curriculum will decide if contingencies were met to change to the new curriculum.

For students wishing to enter a program with competitive admission (listed below), they apply within UCanWeb (see Change of Major for detailed path):

- Nursing-RN 0622
- Nursing-LPN 0938
- Nursing AAS/BS 2373
- Physical Therapist Assistant 0489
- Veterinary Science AAS 521
- Veterinary Technology BS-2278
**Undeclared or pre-major students**

Students who **do not have the specified academic preparation to enter their curriculum of choice** are listed as Undeclared with a concentration in [intended major]. Math and science background are frequently the key factors for why a student is not eligible to enter directly into their program of choice. Often the student does not have the required grades in these courses, or has not taken the required level of a course (i.e. one year of high school algebra instead of the required three years of high school math, or non-Regents biology instead of Regents biology, etc). It cannot be assumed that these students always need to take the developmental math and writing courses. Each student should have their records reviewed by an advisor to determine the appropriate levels for their background and their goals.

Students may be undeclared for two semesters to meet the requirements for their curriculum of choice. Admission to the campus does not guarantee subsequent admission into the curriculum of choice. Students will need to work with their academic advisor and dean’s office to determine when and if they can be fully admitted to their major of choice. For more details see Declaring a Major/Change of Major pg 20.

**Open Houses and Admitted Student Days**

Events are held throughout the year that are geared toward attracting new students and showcasing the opportunities at SUNY Canton. These are often on Fridays and Saturdays. Faculty may be asked to represent their discipline, program, or in some cases, a club or volunteer group that they are involved with. These are a good opportunity to recruit students to the major and to SUNY Canton.

**Graduation Requirements**

Students need to **apply for graduation** via UCanWeb during their final semester (see page 83). Advisors should help students verify that they have met all requirements during advisor/student meetings over the course of the final year. Any exceptions or substitutions should be taken care of so that the student has a true picture of what exactly is left to complete.

Graduation requirements are made available to students through college publications (Academic Catalog: http://www.canton.edu/catalog/ or http://www.canton.edu/advising_center/Degreechecklists.html) and their academic advisors. In addition, both students and advisor should familiarize themselves with the degree requirements as listed on DegreeWorks.

Advisors are responsible for **helping students to understand their academic program**, guiding them through the course registration process and advising them on any curricular issues. The student should also bear the responsibility of understanding what is needed to complete a degree in their timeframe. The college reserves the right to make modifications to a prescribed curriculum.

**Academic Jeopardy**

Students who do not currently have the minimum GPA to be in Good Standing and make progress toward graduation are considered to in Academic Jeopardy. Students should be made aware that they should
maintain a minimum 2.0 or risk academic probation or suspension. Please review the student’s current class schedule and mid-term grades to provide a realistic picture of the student’s progress and recommend action accordingly. Currently, students in the academic jeopardy range receive an email from the Associate Provost of Academic Support Services which discusses graduation requirements and support services available to them. If the office receives notification that the students is missing class, the Asst. Provost will meet with them, discussing their academic standing and referring them to their advisor or additional support services.

**Academic Recovery**

Students who fail to meet re-registration requirements (See Academic Recovery, pg 13) may be eligible for one semester of Academic Recovery. Faculty advisors are in a position to consider a student’s unique circumstances and make recommendations to deans for whether to recommend Academic Recovery or suspension. Those students that accept the conditions of Academic Recovery will have to meet certain criteria based on cumulative GPA. Those that fail to follow the criteria of their Academic Recovery contract can be suspended mid-semester.

**Academic Suspension**

Students who do not meet re-registration requirements may be suspended from the college. Any student who is suspended from college for academic reasons will have two options: 1) Submit an academic appeal and detailed plan for success by the stated deadline, or 2) complete six to twelve college credits at another college and achieve a 2.5 GPA or better and then apply for readmission to Canton after one semester has passed by writing to the Director of Admissions. Permission to re-register is not automatic and will be granted only after approval by the appropriate academic dean.

**Transfer Credit**

In order to receive transfer credits, a student must submit sealed official transcripts from all other sources of college level credit (this includes other colleges, AP credit, and CLEP exams) to the Admissions Office. Once the official transcripts are received in the Admission's office, they are evaluated for the entering curriculum. SUNY Canton accepts credit for courses transferred from an accredited college with a grade of C (2.0) or higher. Prior credits which apply to an earned Associate’s degree, including grades of D and above, will be accepted in transfer and may be applied towards the total credits for a SUNY Canton Bachelor’s degree. Credit is awarded as transfer only (no GPA) unless the student completed the course at SUNY Canton with a grade. Students may repeat up to three courses elsewhere in order to transfer back additional honor points. Transcripts are re-evaluated if a student changes curriculums.

If the advisor has a paper copy of a transcript, but the courses are not showing on the student’s UCanWeb transcript or in DegreeWorks, the advisor should verify that the student has submitted an official transcript to the Admissions office for evaluation and that the dean’s office has approved the evaluation.

Students requesting official SUNY Canton transcripts do so through the Registrar’s office. See: http://www.canton.edu/registrar/transcript_request.html for the request form. Unofficial transcripts are available on UCanWeb.
**Withdrawing from College**

If a student decides to drop all classes and leave college, they initiate the process on UCanWeb. Faculty advisors will receive an email indicating that the student has submitted for withdrawal. The email includes a link to log into Banner Workflow (userid and password are the same as logging into campus computers) to approve, comment or decline. Advisor should typically respond within one business day. Effective date for withdrawal is the date that the student submits the form on UCanWeb. Details, along with screenshots can be found in Chapter 5 of this manual.

**Grade Review**

This is formally done at the close of every semester. Advisors are expected to review their advisees to verify that the student is making Satisfactory Academic Progress. Advisors determine if the student should be place on Academic Recovery or Suspended, if they have failed or withdrawn from courses that were pre-requisites to courses enrolled for next semester, if graduates truly completed their course of study and if the student continues to stay “on-time” to degree completion. Students that have failed or withdrawn from multiple classes should be reminded that they need to complete every course on their checklist, even if it takes more than four or eight semesters. If the student has had several modifications to the paper degree checklist and it becomes difficult to interpret – start a new one or use DegreeWorks to verify that they are on track.
CHAPTER 2: STUDENT POPULATIONS

STUDENTS IN ACADEMIC RECOVERY

Students are recommended for Academic Recovery by the academic advisor based on the chart below. Students in Certificate and Associate programs may be on Academic Recovery for a maximum of one semester; Baccalaureate degree students may be allowed a total of two, non-consecutive semesters. Any matriculated student who earns a GPA of less than 1.50 in two consecutive semesters may be suspended.

<table>
<thead>
<tr>
<th>Requirements to re-register</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>At end of semester:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good standing</td>
<td>1.5</td>
<td>1.75</td>
<td>2.00</td>
<td>2.00</td>
</tr>
<tr>
<td>Earned cr.</td>
<td>9</td>
<td>18</td>
<td>27</td>
<td>39</td>
</tr>
<tr>
<td>GPA required</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Jeopardy (GPA)</td>
<td>1.25-1.49</td>
<td>1.50-1.74</td>
<td>1.75-1.99</td>
<td></td>
</tr>
<tr>
<td>Recovery Range</td>
<td>3 - 8</td>
<td>9 - 17</td>
<td>18 - 26</td>
<td>27 - 38</td>
</tr>
<tr>
<td>Earned hours</td>
<td>0.50-1.24</td>
<td>0.75-1.49</td>
<td>1.30-1.74</td>
<td>1.5-1.99</td>
</tr>
<tr>
<td>Cumulative GPA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suspension Range</td>
<td>2 or less</td>
<td>8 or less</td>
<td>17 or less</td>
<td>26 or less</td>
</tr>
<tr>
<td>Earned hours</td>
<td>0.49 or less</td>
<td>0.74 or less</td>
<td>1.29 or less</td>
<td>1.49 or less</td>
</tr>
<tr>
<td>Cumulative GPA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students who are placed on Academic Recovery are notified prior to the start of the new semester. They must sign a contract (see all forms on the AR website, listed at bottom of this page) accepting the conditions of AR in order to be allowed to return and can be suspended for not following through. Academic Recovery is coordinated by the Associate Provost’s office.

Students on AR are required to see their advisor to do an “Advising Checklist”. This is intended to connect the AR student to the advisor early in the semester and provide the student with an advocate. The only requirement is that the student meet with the advisor once to do the Checklist. However, individual faculty advisors can recommend that their students take additional courses of action. Examples of this include asking the student to make contact more often (e.g. every two weeks); pursue study skills resources (available at many of the learning labs by request or at the Ready Center); or recommending they seek out other resources (e.g. Accommodative Services if a learning disability is suspected). The Academic Recovery requirements can be found as “to-do” items in the student’s RooSuccess folder.

ONLINE STUDENTS on Academic Recovery meet each week via phone with a mentor to discuss their academic progress. Learning labs and tutoring resources ARE available to these students via phone, email, instant message or web cam. Faculty can accommodate these students by allowing them to “meet” by phone or other virtual method. There are a number of web resources to assist students with learning study skills. Also see “Online Courses:...” pg 36.

For information specific to any given semester, see the website: [www.canton.edu/recovery/](http://www.canton.edu/recovery/).
**EOP Students & the Advising Process**

The Educational Opportunity Program (EOP) is a New York State grant program which was created over 40 years ago to address the needs of high school graduates who were coming from poor school districts with inadequate preparation for college. As a result of their background, many of these students were excluded from entering college and/or performing poorly once enrolled. There is both an academic and a financial component to EOP which provides assistance for students' academic preparedness while also providing some additional financial assistance.

**Extended Time to Complete Degree**

- EOP students are eligible for 6 semesters of academic and financial assistance in earning an associate’s degree
- EOP students are eligible for 10 semesters if pursuing a bachelor’s degree

**How do I know if a student is in EOP?**
- Look for their secondary advisor OR the full title of their FYEP class as indicators

**Freshman Advising**

EOP counselors will work with incoming EOP students to set up the first semester schedule. EOP counselors will be assigned as secondary advisors for the duration of the students time at Canton. Counselors work closely with academic departments to ensure EOP students are making appropriate decisions and making steady progress. Transfer and readmit EOP students who are accepted directly into the degree program of their choice will be assigned advisors with academic departments and will also have an EOP counselor as before in fulfillment of EOP requirements.

**Credit Hours & Courses**

- Students will be carefully scheduled into an appropriate combination of developmental and curriculum courses with a limited number of credit hours (12 to 16) for each of their first two semesters.
- They are all required to complete First Year Experience (FYEP 101) in the first semester.

**Advising Tips**

1. Always reinforce good academic behavior (class attendance, promptness, submitting work on time, seeking additional help, appropriate classroom behavior, etc.). Most EOP students are first generation college students and thus, may have very little experience or knowledge of what is needed to be successful. Refer students to the EOP office to sign up for one-on-one tutoring and/or to the student to tutoring labs located at the campus library.

2. Stay in touch with EOP counselors to assist EOP students who are not making satisfactory progress. Use RooSuccess to raise flags on any students that are struggling (we contact every student identified).

3. EOP students should not drop any developmental courses (e.g. Math 100) or their FYEP 101.

4. Contact EOP (386-7226 or 234 Miller Campus Center) to notify the student's EOP counselor, when considering suspending a student or recommending change of major or withdrawal.
F-1 INTERNATIONAL STUDENT RESPONSIBILITIES AND REGULATIONS

The US Department of Homeland Security (DHS) grants F-1 status to individuals to study full time at a particular school in the US. Other activities, such as employment, are privileges authorized with special written permission for those who follow DHS rules. **Penalties for failing to follow the rules will result in loss of F-1 status and could lead to removal (deportation) from the US.**

**The 12 Credit Rule:** Must be a FULL-TIME student every semester.

- Students must be registered for and complete 12 credits or more each semester at SUNY Canton. Any exceptions must have written permission from the Director of International Programs Office (IPO) before the semester begins—this is only allowed in certain documented academic and medical circumstances.
- **Cannot drop or withdraw from a course** during the semester for any reason without written approval from the IPO.
- To stay enrolled in a full-time course load, international students must **go to all scheduled class periods and keep up with assignments.**

**Work:** Students **CANNOT** work anywhere off campus unless they obtain special written permission.

Some exceptions can be made, particularly for work that the student will receive credit for and enhances the student’s education (Curricular Practical Training or CPT). **Possession of a Social Security Card/Number does NOT grant the student the right to work in the US.**

**Online Courses:** Students should not enroll in more than one class of Distance Education in a given semester. Such a course can count no more than 3 credits toward full time enrollment, as at least 9 of their credits must be ‘face-to-face’.

**On-Campus Jobs:** Can work no more than 20 hours per week while school is in session, and no more than 40 hours a week while school is not in session.

**Final Semester:** Students should report to IPO before the last day of classes to report:

- If they will complete studies **before or after the expected completion date**
- If they will apply for Optional Practical Training if they wish to use it.
- If they plan to transfer to another school
ADVISOR’S GUIDELINES FOR WORKING WITH NEW STUDENTS

Many new students are now provided with an opportunity for advising during the summer before they begin classes in the fall. A summer advisor should explain much of what is listed below. However, not every student will take advantage of the opportunity for summer advising and will still need their assigned faculty advisor to review their schedule choices. Use this chart as a reference guideline for the things that new students should be made aware of.

- **Verify schedule.** Check for updated test scores, leveling and transfer credits
- Explain curriculum and degree requirements, using the curriculum worksheet (see: [http://www.canton.edu/advising_center/Degreechecklists.html](http://www.canton.edu/advising_center/Degreechecklists.html))
- Explain to the student that THEY are responsible for ensuring that they make timely progress towards a degree. Advisors will help as much as they can, but it is ultimately up to the student to earn the degree. Refer to DegreeWorks for assistance in tracking degree progress.
- Explain any **preparatory courses** (such as Beginning Algebra, Math 100):
  - MATH 100 and ENGL 097 are typically offered as co-remediation with the next level course. If your student needs the developmental level courses, they may need to take two math courses or two English courses in the same semester.
  - Do not count toward eventual degree, but required to be successful in college level courses
  - Can affect time to degree completion
- Explain **SUNY General Education Requirements**
- Explain schedule:
  - Make sure a lab is scheduled along with lectures when one is required
  - Suggest FYEP 101 to all new students.
  - Student placement levels are accurate (see Course Leveling and Placement, pg 29)
  - Look for conflicts in the schedule/verify that it meets the student’s needs
  - Point out military time, and scheduling shorthand (R = Thursday), if necessary
  - Explain start and end times of courses, as well as any that have different start and end dates, if necessary
- Discuss dedication and time-management needs of in class vs. online courses, if necessary
- Go through how to schedule classes on UCanWeb, walking student through as appropriate.
- Make comments on registration form for anomalies
- Explain that it may be possible to change a schedule once the semester begins but options may be limited.

Modified from Advisor’s Checklist for New Admits provided by the School of Science, Health and Criminal Justice

*Updated 9/2019*
ADVISING FULLY ONLINE STUDENTS

The majority of fully online students are transfer students, but we are seeing an increasing number of first-time-freshmen who choose to complete a degree entirely online. New first-year students have an advising appointment prior to the start of their first semester. New TRANSFER students are sent an email by their academic dean’s office that recommends courses and provides a registration code. Consider providing your students with some (or all) of these as needed.

- The appropriate DEGREE CHECKLIST for reference. All students should have an understanding of what it takes to reach their goal. They are typically provided one by the dean’s office via email prior to starting their first semester with the transferred courses filled in.

- How to access DEGREEWORKS and use it for tracking progress towards degree completion. Verify that the DegreeWorks audit matches the checklist in the student folder. Online students want to know that the version they see is the right one, they are wary of a paper copy that they don’t have regular access to.

- Work with the student to create a degree completion plan – how many credits do they take each semester? How about Winter and Summer term? The traditional 15-18 credits in only Fall and Spring semesters may not be what the student plans to do. An enterable degree planning worksheet can be found here: http://www.canton.edu/advising_center/documents/Fouryeardegreeplanningblankforweb.xlsx and the Plans tab in DegreeWorks is an excellent resource for any students who are not following the semester-by-semester format that is laid out on the paper checklist.

- Discuss dedication and time-management needs of online courses. See the Open SUNY resources for ideas and tips.

- Inform online students that they have access to tutoring services, advising, Career Services, Online Learning and Help Desk, Student Accessibility Services, some counseling and health services, even study abroad. In addition to email and phone contacts, many of the offices also have a chat option on their websites.

- Encourage students to purchase textbooks early. Use the Campus Bookstore for a complete listing.

For more resources specific to helping your online students see the Toolkit for Advising Online Students at http://www.canton.edu/advising_center/AdvisingOnline.html
STUDENT ACCESSIBILITY SERVICES:

The Advising Process for Students with a Documented Disability

Miller Campus Center 235  386-7392  http://www.canton.edu/accessibility/

The mission of the Office of Student Accessibility Services is to coordinate and assist students with physical, learning and mental health disabilities have equal access to academic and student life. The college will also strive to ensure that an otherwise qualified individual with a disability will not, on the basis of that disability, be subjected to discrimination under academic programs, services and activities offered by SUNY Canton. It is the initial responsibility of the student to self-identify as having a disability and submit reasonable documentation of their diagnosis. The student must register with the Student Accessibility Services in order to request and receive services.

Extended Time to Complete Degree

- SAS students are eligible for a priority schedule.
- SAS students are eligible for a reduced course load. The timeline for completing a Certificate/Associate or Bachelor Degree is listed in the Student Handbook under Financial Aid: Academic Eligibility.

Freshman Advising

The Director of SAS will assist students with their initial schedule. The director may assist in subsequent semesters but the student must seek final approval from their faculty advisor. The Director of SAS works closely with academic departments to ensure equal access and provide necessary advocacy. The SAS Director may continue to be a resource and advocate for SAS students until they graduate.

Advising Tips/ considerations:

1. If the student has a mobility impairment of any kind, it is best not to schedule classes on the second floor of Wicks Hall as there is no alternate route if the elevator is not operating.
2. If the student has any physical handicap, such as: mobility impairment, visual impairment or hearing impairment, it is best to schedule adequate spaces between classes so the student can arrive to class on time.
3. If the student is profoundly deaf and requires the services of an ASL interpreter, it is best to coordinate the schedule of the student with the ASL interpreter’s schedule.
4. If the student has a medical condition such as: diabetes or any complicated or chronic medical condition, it is best to confer with the student regarding the necessity of early morning classes.
5. A schedule that cannot be changed for any of the above reasons, will be communicated to the Office of the Registrar and the student’s academic advisor by the director of SAS. This can be done through email and/or through a note in SPACMNT.

Please contact the Director of SAS if there are questions or concerns.
CHAPTER 3: ADVISING PROCESSES

OVERALL DEGREE REQUIREMENTS

Bachelor’s degrees

Minimum of 120 credits
Minimum of one Writing Intensive [WI] course
Minimum of one Applied Learning [AL] course
Need at least 30 SUNY Canton credits
Need 45 credits that are upper-division (300- or 400-level)

**SUNY General Education Requirements**

Ten areas, must have 7 out of the 10 including at least one GER 1 (MATH) and one GER 10 (Communication – ENGL 101) – some degrees specify which courses are required

- GER 1 (GEMA) – Mathematics
- GER 2 (GENS) – Natural Science
- GER 3 (GESS) – Social Science
- GER 4 (GEAH) – American History
- GER 5 (GEWC) – Western Civilization
- GER 6 (GEOW) – Other World Civilizations
- GER 7 (GEHU) – Humanities
- GER 8 (GEFA) – Arts
- GER 9 (GEFL) – Foreign Language
- GER 10 (GEBC) – Basic Communication

30 credits

**BBA**
Bachelors of Business Administration

¼ of the degree must be liberal arts (~30 cr) (includes GER courses)

**BT or B. Tech.**
Bachelors of Technology

½ of the credits must be liberal arts (~30 cr) (includes GER courses)

**BS**
Bachelors of Science

½ the credits must be liberal arts (~60 cr) (includes GER courses)

**MAJOR requirements**

Anywhere from 30 to 90 credits

**Optional MINOR**

18 credits total
9 credits are not allowed to also be counted for the MAJOR
12 credits must from SUNY Canton
9 cr must be Upper Division

**Optional Local Certification:**

Nursing Home Administration
Addictions Treatment
DECLARING A MAJOR / CHANGE OF MAJOR

STUDENTS WISHING TO APPLY TO ONE OF OUR COMPETITIVE ADMISSION PROGRAMS:

- Nursing – AAS/BS Combined (2373)
- Nursing-RN (622)
- Nursing-LPN (938)
- Physical Therapist Assistant (489)
- Veterinary Science Technology (521)
- Veterinary Technology, BS (2278)
- Veterinary Technology, AAS (521)

SHOULD:
- Login to UCanWeb Secure Area
- From the Main Menu click on Miscellaneous Student Requirements Menu
- Click on option Change of Major Request for Selective Program Consideration

OTHERWISE:
- Students wishing to change majors must meet the admission requirements for the intended major (see the College Catalog as requirements do vary) and be in good academic standing.
- Students who are switching majors, going from pre-major status (001) into the intended major, or switching levels (i.e. moving from the Associate’s degree to the Bachelor’s degree) should file a Change of Major request with their dean’s office. An enterable Word document can be found at: www.canton.edu/provost/pdf/Change_of_Major_Form.docx

Change of Major Form

This form is intended only for current SUNY Canton students who wish to change their major. This includes students who expect to graduate from their current major and plan to pursue another degree program immediately following graduation, with no hope to attend college.

IMPORTANT: If changing major to a selective program you must submit a Change of Major Request for Selective Program Consideration instead. Selective programs include Veterinary Technology (A.S.), Dental Hygiene (A.S.), Dental Hygiene A.S. Nursing (A.A.S), Physical Therapist Assistant (A.A.S), Veterinary Science Technology (A.A.S), and Practical Nursing (Certificate).

INSTRUCTIONS: Please complete all requested information below (type or print legibly). Signed, original forms should be returned to the appropriate Dean’s Office. (NOTE: Electronic copies will NOT be accepted).

<table>
<thead>
<tr>
<th>STUDENT INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Name</td>
</tr>
<tr>
<td>SUNY Canton ID</td>
</tr>
<tr>
<td>Current Street Address</td>
</tr>
<tr>
<td>State</td>
</tr>
<tr>
<td>Daytime Phone/Cell</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MAJOR INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Major &amp; Code</td>
</tr>
<tr>
<td>NEW Major &amp; Code</td>
</tr>
<tr>
<td>The change requested above is contingent upon the following conditions (e.g.: Admission requirements for major, etc.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT SIGNATURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Signature</td>
</tr>
</tbody>
</table>

All forms available at Dean’s offices, One Hop Shop, Ready Center or http://www.canton.edu/provost/resources.html
DROPPING & ADDING COURSES: COMMON QUESTIONS

• **At the start of the semester:**
  Students who have their Registration Code for UCanWeb can add/drop online during the first three days of the semester – **IF** the section has space available. Students who do not have access to their Registration Code will need to fill out a Course Change Notice to have the Registrar’s office process the change.

  o **Starting on the fourth day** of the semester, students will need instructor approval for ANY course they are adding (not necessary for courses dropped), and advisor and dean’s approval for all course changes.

  o **After the fifth day** of the semester, students will also pay $20 to make changes to their schedule.

• **Student wants to drop a course after the semester is in progress:**
  o **First, gather information** from the student on why they want to withdraw from the course:
    - Is it worth trying to stay in the current course? If so, are there keys to success that the student has not tried? (meeting with the instructor, using the learning labs, inquiring about a tutor, etc.)
    - Ask student to review syllabus to determine likelihood of a passing grade
    - Has the student received any RooSuccess flags on this particular course?
    - Will the dean approve the request? Deans are unlikely to allow students to drop below full-time standing without significant extenuating circumstances.

  o **After examining the options,** if it is in the student’s best interest to withdraw from the course, they need to complete a Course Change Notice and have it signed by their faculty advisor and their dean. Discuss:
    - **ACADEMIC implications:** How many credits will this change bring them down to? Is the course in question a pre-requisite to another required course? Is the course required for the degree, if so, when can it be made up? How does completing fewer credits this semester affect graduation?
    - **FINANCIAL implications:** How does dropping this course impact the student financial aid package? Most aid requires that the student be at least full-time, but the Excelsior scholarship requires full-time and 30 credits for the year. Dropping below full-time can impact financial aid for the current semester and eligibility for aid for the next semester. Students who are on probation for financial aid purposes (different than academic recovery) must successfully complete ALL coursework attempted and cannot drop any courses. All students considering a course drop should consult with a financial aid advisor to determine individual impact.
    - See also rules for International Students, if applicable

• **Student wants to ADD a course after the semester is in progress:**
  o If the course has started, the student will need to obtain instructor permission to add the course (instructor can sign the Course Change Notice or approve via email)

  o If student is adding a late start course to replace one they are withdrawing from, they do not need instructor approval if the course is open and has not started yet.
    - Remind student that the workload for the course will be condensed and they will need to allocate extra time than they would if the course ran for the entire semester.

• **A student wishing to withdraw from ALL courses** should see the Total Withdrawal Process (pg 23)
All instructors are asked to submit an Engaged/Not Engaged/Missing rating at the end of the third week of classes each semester. This is meant to identify the students who have the potential to struggle while there is still time in the semester to affect performance enough to pass the class. Research into this effort has found that students who are rated as NE or Missing are less likely to pass the course then others in the class who are rated as Engaged. Advisors are asked to reach out to their advisees who have received a NE or M rating and troubleshoot how to improve their performance.

The following are excerpts from the email that is sent by the Provost each semester on what to do with these ratings as the student’s advisor:

Please contact each “not engaged” or “missing” student verbally (e.g., face to face, telephone, skype) and have a brief conversation. This conversation might include:

1) Indicating that the student has been rated as “Not-Engaged” or “Missing” by one or more of their faculty and that we are concerned about their success this semester.

2) Helping the student to understand the meaning of this early warning. For example, “This rating may indicate issues with your performance in some or all of your classes. In our experience, this early warning is very predictive of end of semester grades unless action is taken to improve performance.”

3) Helping the student build a strategy for success by recommending that they a) reflect on their performance in each of their classes, b) consult with each of their instructors regarding their performance and ways they can improve, c) identify concrete actions for change (e.g., class preparation, in class participation, use of office hours, use of tutoring services etc.).

Note: If leaving a voicemail or speaking to the student over the phone, please do not discuss the NE/M rating or academic performance, per FERPA, but instead either request that they come to see you and move directly into a conversation about strategies for success.

See Also: [http://www.canton.edu/roosuccess/documents/RooSuccess-ProgressSurvey.pdf](http://www.canton.edu/roosuccess/documents/RooSuccess-ProgressSurvey.pdf)
TOTAL WITHDRAWAL PROCESS

Students who wish to withdraw from all classes when the semester is underway will do so through UCanWeb.

Students should log into UCanWeb, go to Student Menu -> Registration -> Request to withdraw this semester. Students fill out the form as shown here. When they click submit, it will generate an email to the advisor for review.

Upon receipt of the email from “workflow@canton.edu”; advisors can click on link to log into Banner Workflow (same userid and password as logging into a campus computer), review student request, make comments, and choose to approve or deny the request. Approval will move the withdrawal to the next step in the process. Advisors have eight business hours to act on the request.
The class schedule will be made available just prior to the start of Advising Week (see: https://banweb.canton.edu/pls/prod/bwckschd.p_disp_dyn_sched)

All students are required to meet with their academic advisor, fill out a SUNY Canton Course Registration Form (see http://www.canton.edu/provost/pdf/Course_Registration_Form.pdf) and obtain a Registration Code (see Chapter 5 on UCanWeb) prior to being allowed to schedule their classes on UCanWeb.

Faculty should plan for extra office hours during the Advising Period and the week that the Registration Period begins to meet with their advisees and discuss course planning. It is helpful if you contact all of your advisees (find a list on UCanWeb) to let them know when and how they can make appointments with you.

- Continuing students will have until the end of finals week to schedule classes without incurring late fees. Bill Payment needs to be done by mid-December (for Spring semester) and by Aug 1 (for Fall semester). Students should plan to schedule classes as soon as they are eligible to, and should process their bill by the deadline to ensure the best class schedule.

Dean’s offices may keep files your students (they are being phased out). Request folders in advance of meeting with your students so that you have a chance to review prior to your student appointment. Work with the student to review their degree progress on DegreeWorks (see Chapter 5 for details) to make sure you are both aware of exactly what needs to be completed to complete the degree. Use RooSuccess to track how students are doing in their current classes, find notes and meetings that the student has from other campus personnel.

Faculty are not required to work out an exact schedule with the student, but should make recommendations based on the degree checklist and course offerings as well as the student’s needs and goals. Make sure the student understands what their alternate choices are. If there are multiple sections of a course, the student can decide what time is best for them.

Your advisees DO have a responsibility in the advising process, however, first year students may need more patience and time, and will not know HOW to prepare for this meeting unless you tell them.

- Students should be made aware of their degree requirements, how to find courses, what a “GER” is and understand the variables that apply to them (math and English leveling, transfer credit, etc.). See page 16 for a detailed list of items to mention to new students.

Once the advisor and student agree on a course plan, both sign the Course Registration Form and the advisor provides a Registration Code. REMIND your students that it is their responsibility to go onto UCanWeb to reserve a space in those courses, as soon as possible, as classes will fill up.
Hello Advisees!

It is time to schedule your classes for Spring 2020 (and Winter 2019). I schedule appointments using an online calendar, through [RooSuccess](#). Use this tool to select your day and time for your advising appointment.

In order to maximize our time together, please arrive to your appointment on time and prepared with classes in mind for the next semester. If you are scheduling a phone appointment, please indicate as such (next to your name) within your reservation; also include your preferred phone number that I may call. We can still chat after registration opens on November 11, to schedule your courses, but to insure the best availability of your courses I suggest we make contact earlier as opposed to later.

**Accessing the CLASS SCHEDULE:** The [Class Schedule](#) link from the [UCanWeb login page](#) is the quickest way to access next semester’s list of classes. You can use the “**Class Schedule Search**” page to filter classes by on campus or online (**Campus**), find the late start classes (**Part of Term**), or find out exactly what courses fit into that nice open spot MWF at 10:00!

**UCanWeb will open for Registration each day at 7:30am.** Once registration opens, it is open continuously until Spring semester starts. However, we urge you to complete your Spring 2019 registration by 4:00 p.m. on December 14th, or a $50 non-refundable fee will be imposed.

- **Seniors** (More than 90 Earned credits) - **Monday, November 11**, 7:30 a.m.
- **Juniors** (More than 60 Earned credits) - **Monday, November 11**, 7:30 a.m.
- **2nd Semester Sophomores** (46-60 Earned credits) - **Tuesday, Nov. 12** 7:30 a.m
- **1st Semester Sophomores** (31-45 Earned credits) - **Wednesday, Nov 13** 7:30 a.m
- **2nd Semester Freshmen** (16-30 Earned credits) - **Thursday, Nov 14** 7:30 a.m
- **1st Semester Freshmen** (0-15 Earned credits) - **Friday, Nov 15** 7:30 a.m

**Graduating students:** Congratulations to those of you graduating this semester!! I wish you success in all your ventures. If you are graduating, it is not necessary for us to meet. **Please make sure that you apply for Graduation – even if you do not plan to participate in the Commencement ceremony [(UCanWeb)-> Student Menu -> Student Records -> Apply to Graduate).** If you are continuing on for another degree, be sure to file your Change of Major Form.

**Student Responsibility:** Advisees should take an active role in the advising and scheduling process, and remember:

- **You schedule your own classes on UCanWeb**, no one does it for you. I will guide you through the process and class selection.
- The Registration Period **ends at 4:00 pm on December 10**. After that, you will pay a late fee.
- You need to make sure that after registration you accept charges/make payment arrangements (in UCanWeb) by the due date, or, your schedule will be dropped.
- **This is ultimately your degree and your responsibility,** I will offer you accurate and up-to-date information so that you can make informed decisions.

You can view the degree plans at: [http://www.canton.edu/advising_center/Degreechecklists.html](http://www.canton.edu/advising_center/Degreechecklists.html)
You can view the course offerings here
You can view the General Education Requirements at: [http://www.canton.edu/gened/approved_courses.pdf](http://www.canton.edu/gened/approved_courses.pdf)

I look forward to working with you over the next few weeks.

**Name of Faculty advisor**
**Professor of major/department**
**Upcoming registration dates**

**Dates to Register for Winter 2019**

All Students  Monday, November 4, 2019 to Tuesday, December 17

**Dates to Register for Spring 2020**

- **Seniors** ( > 89 earned credits)  Monday, November 11, 2019 to Friday, Dec 13
- **Juniors** ( > 59 earned credits)  Monday, November 11 to Friday, Dec 13
- **Sophomores** (45-59 earned credits)  Tuesday, November 12 to Friday, Dec 13
- **Sophomores** (30-44 earned credits)  Wednesday, November 13 to Friday, Dec 13
- **Freshmen** (15-29 earned credits)  Thursday, November 14 to Friday, Dec 13
- **Freshmen** (0-14 earned credits)  Friday, November 15 to Friday, Dec 13
- **New Transfer students**  Monday, Nov 18 to Sunday, Jan 19
- **New First time Freshmen**  Tuesday, Dec. 17 to Sunday, Jan 19

**Dates to Register for Summer 2020**

All Students  Monday, March 2, 2020 to date class starts (summer session class dates vary)

**Dates to Register for Fall 2020**

- **Seniors** ( > 89 earned credits)  Monday, April 13, 2020 to Friday, May 8
- **Juniors** ( > 59 earned credits)  Monday, April 13 to Friday, May 8
- **Sophomores** (45-59 earned credits)  Tuesday, April 14 to Friday, May 8
- **Sophomores** (30-44 earned credits)  Wednesday, April 15 to Friday, May 8
- **Freshmen** (15-29 earned credits)  Thursday, April 16 to Friday, May 8
- **Freshmen** (0-14 earned credits)  Friday, April 17 to Friday, May 8
- **New Transfer students**  Monday, April 27 to Wednesday, Aug 19
- **New First time Freshmen**  Monday, June 1 to Wednesday, Aug 19

**Dates to Register for Winter 2020**

All Students  Monday, November 2, 2020 to Tuesday, December 15

**Dates to Register for Spring 2021**

- **Seniors** ( > 89 earned credits)  Monday, November 9, 2020 to Friday, Dec 11
- **Juniors** ( > 59 earned credits)  Monday, November 9 to Friday, Dec 11
- **Sophomores** (45-59 earned credits)  Tuesday, November 10 to Friday, Dec 11
- **Sophomores** (30-44 earned credits)  Wednesday, November 11 to Friday, Dec 11
- **Freshmen** (15-29 earned credits)  Thursday, November 12 to Friday, Dec 11
- **Freshmen** (0-14 earned credits)  Friday, November 13 to Friday, Dec 11
- **New Transfer students**  Monday, Nov 30 to Sunday, Jan 17
- **New First time Freshmen**  Tuesday, Dec. 15 to Sunday, Jan 17
Sample Course Registration Form

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
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<td>9:00</td>
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<td>1:00</td>
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<tr>
<td>2:00</td>
<td></td>
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</tr>
</tbody>
</table>

All forms available at Dean’s offices, One Hop Shop, Ready Center or [http://www.canton.edu/provost/pdf/Course_Registration_Form.pdf](http://www.canton.edu/provost/pdf/Course_Registration_Form.pdf)
**Registration related Reminders**

*Graduates planning to continue*

<table>
<thead>
<tr>
<th>Minimum degree requirements:</th>
<th>Certificate</th>
<th>Associate’s Degree</th>
<th>Bachelor’s degree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resident Credit (minimum)</strong>*</td>
<td>12</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td><strong>GPA needed for graduation</strong></td>
<td>1.75</td>
<td>2.00</td>
<td>2.00</td>
</tr>
<tr>
<td><strong>Applied Learning courses</strong></td>
<td>n/a</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Writing Intensive Courses</strong></td>
<td>n/a</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Upper-division credits</strong></td>
<td>n/a</td>
<td>n/a</td>
<td>45</td>
</tr>
<tr>
<td><strong>General Education Requirements</strong></td>
<td></td>
<td></td>
<td>7 out of 10**</td>
</tr>
<tr>
<td><strong>Liberal Arts</strong></td>
<td>AA</td>
<td>AS</td>
<td>AAS</td>
</tr>
<tr>
<td>Minimum required</td>
<td>45</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>BS</td>
<td>60</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>BBA</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BT</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits (minimum)</strong></td>
<td>30</td>
<td>60</td>
<td>120</td>
</tr>
</tbody>
</table>

Note: These are minimum school requirements. Individual majors may have additional requirements for graduation.

* Resident credit means SUNY Canton credits taken either in-class or online.

** Students enrolled in a baccalaureate degree program must complete 30 credit hours of general education which must include Mathematics (GER 1) and Basic Communication (GER 10) as well as at least three credits each in at least five of the following academic areas – natural science, social science, American history, western civilization, other world civilizations, humanities, the arts and foreign languages. All students will fulfill competency outcomes in Critical Thinking and Information Management, which are infused throughout the curricula.

- **Students who are graduating from one curriculum** (typically a certificate or AAS program) and planning to continue immediately toward another degree **CAN** take advantage of their standing as current students when pre-scheduling. **HOWEVER**, those students **need to be referred** to the Admissions office to **be admitted into the new program**, or they risk being ineligible for financial aid in the new semester.

**Summer course registration**

- SUNY Canton degree students may enroll in a **maximum of twelve (12) credit hours** during the summer session.
- Students may not enroll in more than two courses (7 credit hours) in a single five-week session.
- Non-degree students may not enroll in more than 11 credit hours at any time.
- All students interested in using summer aid **MUST** complete a Summer Financial Aid Application which can be found at the summer web page.

**Winterterm registration**

- Students are allowed to take a **maximum of seven (7) credits**
- Student’s may opt to use part of their academic year financial aid to pay for winterterm if they have funds available. Availability will depend on their award package and account balances. **All students interested in using financial aid MUST** complete a Winterterm Financial Aid Application which can be found on the Winterterm web page.
Accuplacer Placement Test

Accuplacer is a computer-adaptive test, from the College Board, that SUNY Canton uses to measure reading comprehension, sentence skills and math.

Who takes Accuplacer?

- Students who do not level at ENGL 101 out of high school
  - Less than a 75 on their English 11 Regents exam or
  - Less than 420 on the verbal SAT, less than 23 on the READ portion of the NEW SAT, or less than 17 on the English ACT
- Students enrolled in a support program such as EOP, TRiO or Jumpstart
- Students who have been out of school for a while and need a better indicator of current ability.

Who administers Accuplacer?

Accuplacer is administered by Advising & First Year Programs (379-3954). Refer to www.canton.edu/testing/ for test dates, how to set up a distance test and a link to sample questions.

Accuplacer and the Advisor:

If a student has taken the Accuplacer Test, scores can be found with other test scores (in UCanWeb, on DegreeWorks or on SOATEST). Advisors should check the recommended placement on the Individual Score Report and verify that the student is in taking the right courses. If there are multiple scores with conflicting recommendations, a conversation with the student about what course makes the most sense for them is warranted generally the higher score is used.

If the student and/or advisor feel that a re-test is warranted, call 379-3954 to schedule an appointment. Tests may be given a second time.
# Leveling Chart for New Students

## Math

<table>
<thead>
<tr>
<th>High School courses &amp; performance</th>
<th>ACT</th>
<th>OLD SAT</th>
<th>NEW SAT</th>
<th>Accuplacer Reason (QRAS)</th>
<th>SUNY Canton placement level</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Below 65 on Algebra Regents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MATH 100-Beginning Algebra</td>
<td>M01</td>
</tr>
<tr>
<td>• More than 7 years since last math course or 65-70 on 1st Regents (typically Integrated Algebra or Math A) &amp; no other Math Regents exams taken</td>
<td>&lt; 17</td>
<td>&lt; 400</td>
<td>&lt; 440</td>
<td></td>
<td>Combined Math 100 and 106</td>
<td>M01</td>
</tr>
<tr>
<td>• Out of state/int’l: only one defined math course with final average of &lt;70</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• &gt; 4 years since last math course or 70+ on 1st Regents (typically Integrated Algebra or Math A) &amp; passed 2nd year of math or</td>
<td>17-18</td>
<td>400-450</td>
<td>440-490</td>
<td></td>
<td>MATH 111-Survey of Math</td>
<td>M04</td>
</tr>
<tr>
<td>• Out of state/int’l: 70+ on 1 defined math course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MATH 115-Math for Elem Teachers</td>
<td></td>
</tr>
<tr>
<td>• For majors in Mechanical Engineering (AAS 493), (BT 235), Alternative Energy (865) &amp; Air Conditioning (444)</td>
<td>17-18</td>
<td>400-450</td>
<td>440-490</td>
<td></td>
<td>MATH 121-College Algebra</td>
<td>M03</td>
</tr>
<tr>
<td>• 70+ on 2 Math Regents (typically Integrated Algebra and Geometry) &amp; passed 3rd year of math or</td>
<td>19-20</td>
<td>450-510</td>
<td>490-540</td>
<td></td>
<td>MATH 123-Pre-calculus</td>
<td></td>
</tr>
<tr>
<td>• Out of state/int’l: passed 3 years of math, including 2 years of defined math</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MATH 135-Tech Math</td>
<td></td>
</tr>
<tr>
<td>• 70+ on 3 Math Regents exams (typically Integrated Algebra, Geometry and Trigonometry)</td>
<td>21-24</td>
<td>510-520</td>
<td>540-550</td>
<td></td>
<td>MATH 141 - Statistics</td>
<td></td>
</tr>
<tr>
<td>• 75+ on Geometry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Out of state/int’l: Passed 3 years of math courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 80+ on 3 Math Regents exams (typically Algebra, Geometry, Trig) or 80+ in Pre Calc</td>
<td>25+</td>
<td>600+</td>
<td>620+</td>
<td></td>
<td>MATH 161 – Calculus 1</td>
<td>M08</td>
</tr>
<tr>
<td>• Out of state/int’l: 80+ on 3 different math courses</td>
<td>30+</td>
<td>660+</td>
<td>690+</td>
<td></td>
<td>College credit, see transcript and degree checklist to determine recommendation</td>
<td></td>
</tr>
<tr>
<td>C or better in college level math course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Physics

Students who are required to take Physics as part of their major should consider taking the math courses needed prior to attempting their physics classes. It is not necessary for students who are required to take PHYS 131 to take the prior physics courses in order to qualify.

- Math leveling at Math 100 or Math 106
  - PHYS 115–Basic Physics
  - PHYS 115–Basic Physics

- Math leveling at Math 121 or 123
  - PHYS 121-College Physics

- Math leveling at Math 161 or higher
  - PHYS 131- University Physics
**English**

<table>
<thead>
<tr>
<th>High School courses &amp; performance</th>
<th>ACT</th>
<th>OLD SAT</th>
<th>NEW SAT</th>
<th>Next Generation Accuplacer</th>
<th>SUNY Canton placement level</th>
<th>BANNER code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 75 on English Regents, recommend Accuplacer test</td>
<td>&lt; 17</td>
<td>&lt; 420</td>
<td>&lt;23</td>
<td>Next Generation Reading: Less than 237 and/or Next Generation Writing: Less than 237</td>
<td>COMBINED ENGL 097 – Intro. to Academic Reading and Writing and ENGL 101</td>
<td>T02 or T02E</td>
</tr>
</tbody>
</table>

• 75+ on English Regents or
• Int’l: 61 ibt/500 pbt/173 cbt on TOEFL or 6.0 of IELTS with 5.5 on each subsection or completion of level 109 (2yr) or 112 (4yr) of ELS program

| 17+ Reading + English | 420+ on Critical Reading | 23+ on Reading Test | NG Reading: 237+ AND NG Writing: 237+ | ENGL 101- Comp. and the Spoken Word | TN or T03 |

C or better in college English course
AP English Language: 4+ or
AP English Literature: 3+
College credit for ENGL 101, and/or ENGL 298

**Biology**

<table>
<thead>
<tr>
<th>High School courses &amp; performance</th>
<th>SUNY Canton placement level</th>
<th>Banner Code</th>
</tr>
</thead>
</table>
| • No prior biology background or
• Below 75 on Biology Regents or
• *Out of state/int’l: no biology or below 78 on biology course | BIOL 101-Introduction to Biology | B06 |

Higher than a 75 on the Biology Regents but less than a 65 on the Chemistry Regents are typically advised to take Chem 100/101 so that they will be eligible for either BIOL 150 or BIOL 217 the following semester.

• 75+ on Biology Regents **AND** 65+ on Chemistry Regents (C01) or
• *Out of state/int’l: 78+ in biology course **AND** 80+ in chemistry

| BIOL 150-College Biology | B05 |

• 75+ on Biology Regents & 65+ on Chemistry Regents
• (*PTA/Dental: 75+ or
• *Nursing: 80+ on Biology Regents & 70+ on Chemistry Regents) or
• Anatomy and Physiology with C or higher (*not for Dental) or
• *Out of state/int’l: 78+ on biology course & 80+ in chemistry course

| BIOL 217-Anatomy & Physiology
*For Nursing-BSN, RN, & LPN; Dental-2 yr.; PTA; Health & Fitness Promotion | B04 |

**Chemistry**

Students should be **leveled at Intermediate Algebra (M02)** or have completed Math 100 in order to be eligible to take any chemistry courses

| 65+ on Chemistry Regents **AND** M03/M04 or
| (*Nursing: 70+ on Chemistry Regents **AND** M03/M04 or
| *PTA/Dental: 75+ on Chemistry Regents **AND** M03/M04) or
| Anatomy and Physiology with C or higher or
| *Out of state/int’l: 80+ in chemistry course & M03

| CHEM 101- Introduction to Chemistry | C03 |

Students who have **higher than a 65 on the Chemistry Regents but level at Math 106 (M02)** are typically advised to take Math 106 so that they will be eligible for CHEM 150 in the following semester.

| CHEM 150-College Chemistry | C01 |
Sequential Flow of Math Classes (Noncalculus)

Notes:
1. Imputed Credit for Associate Degrees (There is no college credit for this course.)
2. No Credit for General Studies A.S. and A.A. Degrees
3. - - - - - means optional
4. Statistics may be taken after the course MATH 111, MATH 116, or greater.
Sequential Flowchart of Math Courses (Calculus)

**Notes:**
1. Imputed Credit for Associate Degrees (There is no college credit for this course.)
2. No Credit for General Studies A.S. and A.A. Degrees
3. --- means optional
4. Statistics may be taken after the course MATH 111, MATH 116, or greater.
Cross-registration is an opportunity open to students, faculty and staff of the member institutions of the Associated Colleges of the St. Lawrence Valley. The program makes it possible for any matriculated fulltime student or full-time staff member at one of the four colleges of the consortium to enroll in a course offered by another institution, improving the depth and variety of the academic programs available in the North Country. There is no charge to cross-register for courses as long as the individual meets the eligibility requirements. Cross-registrants do have to pay any special fees, such as fees for labs, application or registration.

Your role as instructor of the cross-registered class:

1. Students who cross-register into your class will be added as a non-matriculated student and will appear on your class roster. These students will be added no earlier than one week before classes begin thus giving your institution’s students the opportunity to register for your course first.

2. If a course is full, cross-registering students will be notified, and will need your signature on an add-drop form to enroll in your class. An email sent to your Registrar will be accepted in lieu of an add-drop form.

3. Your signature will no longer be needed on the cross-registration form. The student’s faculty advisor will ensure the student has met any pre-requisites needed for your course by signing the Cross-Registration form. (Students matriculated at St. Lawrence University and Clarkson University must also get the signature of the appropriate chairperson.)

4. Students will appear on your grade rosters and you will assign a grade during your normal grading process.

5. For every cross-registered student in your class, an official transcript will be sent to the student’s home institution at the end of the semester and the student will receive transfer credit.

Your role as a student’s faculty advisor:

As a faculty advisor, you must sign your advisee’s cross-registration form to insure that the proposed course satisfies the student’s program and credit-hour requirements, and that the student has met all course pre-requisites. A student should be advised to take the course at the home institution, and not to cross-register for a course, if there is an appropriate choice available.

Current process and forms can be found at:

https://associatedcolleges.org/services/cross-registration/
Lists of courses have been moved online so that you access the most up-to-date information available.
Access any of these lists from Advising Center’s site: http://www.canton.edu/advising_center/faculty.html
Most lists can also be found by using the Advanced Search under Look Up Classes in UCanWeb and using the “Attribute Type” search box. Individual student’s DegreeWorks audits can also be a place to find the list of specific courses needed.

**APPLIED LEARNING COURSES**

See full list here: http://www.canton.edu/advising_center/documents/AppliedLearningCourses.pdf

**GENERAL EDUCATION REQUIREMENTS (GER)**

See up to date listing at: http://www.canton.edu/gened/approved_courses.pdf

Also: use the class schedule search in UCanWeb, choose Advanced Search and choose the specific GER under Attribute type. The student’s DegreeWorks audit will also list the courses and GER’s still needed.

**LIBERAL ARTS ELECTIVES/DESIGNATIONS**

See http://www.canton.edu/provost/pdf/LA_Electives.pdf

Also: use the class schedule search in UCanWeb, choose Advanced Search and choose Liberal Arts under Attribute type. The list can also be found on the student’s DegreeWorks audit.

**WRITING INTENSIVE COURSES**

See: http://www.canton.edu/advising_center/documents/WritingIntensive.pdf

Use the class schedule search in UCanWeb, choose Advanced Search and choose Writing Intensive under Attribute type to find listing of WI courses for a specific semester. Every degree designates one WI course, so see the DegreeWorks audit for the specific course.

**CREDIT BY EXAM: CLEP, DSST, AP, EXCELSIOR AND IB PROGRAMS**

SEE http://www.canton.edu/career_services/docs/Exam_Reference_Guide.pdf FOR UPDATES
ONLINE COURSES: AN ADVISOR’S REFERENCE GUIDE

Student Readiness

*Before taking* an online course, students should be advised about online learning to determine (1) if they possess the self-motivation, commitment, and appropriate computer skills for learning at a distance and (2) if they have access to the required technology.

- **Online** courses are offered in the Blackboard (Bb) learning system.
- **Hybrid courses**, designated by H, have at least 10% of their scheduled class meetings replaced by online instruction.

How Do Students Access Their Online Courses?

- Students should access their online course (s) on the first day of classes.
- If students need help logging on to their online course (s), they should contact the SUNY Canton Help Desk at (315) 386-7448 or email helpdesk@canton.edu For more information, view [http://www.canton.edu/ol/bb.html](http://www.canton.edu/ol/bb.html)

What Should Students Know about Online Learning?

- **Late registrants** are more likely to fail or drop out of an online course than students registering on time.
- Online courses have the **same credits and requirements** as face-to-face courses. In fact, many students find online courses *harder* than traditional courses.
- Online courses require students to be more **responsible** for their learning. Many online courses have extensive reading and writing demands.
- **Time Management** is the most difficult aspect of online learning for students. Students need to have or develop strong time management skills and study habits. Although each online instructor is different, students should plan on spending at least **9-12 hours per week** on each online class.
- Most online courses are **not self-paced** and often follow the traditional face-to-face format of weekly discussions and assignment due dates.
What Skills Should Online Students Have?

- Online learning requires familiarity with **basic** computer and word processing skills such as copying and pasting text, downloading software, sending email, and uploading attachments (*students often overestimate their technical skills*). **However**, students do not need to be computer experts to take online courses.

- Current research indicates that academically successful online students are typically **highly motivated, self-directed** learners. Online learning **may not be appropriate for first-time students**.

- Because many online courses have extensive **writing and reading** demands, it is highly recommended that students taking online courses have successfully completed a college-level writing course.

How do Students Get Their Textbooks?

Students can order textbooks online prior to the start of classes by contacting **Phone: 315-386-7319** or visiting **http://sunycantonstore.com/**.

What Resources Are Available to Online Students?

- **Technical assistance** if you need help logging on to your Bb course, contact the SUNY Canton Help Desk at (315) 386-7448.

- **Tutoring services** are available to online students. Find the link specific to online students here: **http://www.canton.edu/tutoring/**.

- **Student Accessibility Services** are available to any student who is eligible for academic accommodations due to a disability. Students should contact Accommodative Disability Services at (315) 386-7392.

- **UCanWeb** provides access to various student services such as financial aid, registration, course schedules, grades, and unofficial transcripts.

What if a Student Wants to Take a Course from Open SUNY?

Students interested in taking a course from the Open SUNY, need to visit the web site (**http://open.suny.edu/**) and review the list of courses. Students must register for an Open SUNY course at the campus offering the course. Once they have done that, they need to go to the Open SUNY homepage and complete the password request process in order to obtain access to their course.

If a student takes an Open SUNY course, is there a tuition charge?

Yes, students must pay the tuition at the school offering the course. If the student needs to use financial aid resources to do this, they need to see a Canton financial aid counselor in the Financial Aid Office.
SUNY Canton Rubric for Nursing (RN) Admissions
http://www.canton.edu/sci_health/nursing/pdf/RN_Scoring_Rubric.pdf

SUNY Canton Rubric for Physical Therapist Assistant Admissions
http://www.canton.edu/sci_health/pta/pdf/Admissions_Rubric.pdf
http://www.canton.edu/sci_health/pta/admissions.html

SUNY Canton Rubric for Practical Nursing Admissions
http://www.canton.edu/sci_health/practical-reqs.html

SUNY Canton Rubric for Veterinary Technology Admissions
http://www.canton.edu/sci_health/vet/Rubric.pdf
SMART STEPS SKILLS WORKSHOPS

Smart Steps workshops are a series of academic success skills workshops put on by Advising & First Year Programs. They are open to any interested students and delivered in interactive workshop style in which students develop practical skills which will help them to succeed in college and beyond. Students may attend any one topic, or the entire series. See http://www.canton.edu/recovery/pdf/Smart_Steps.pdf for the latest schedule.

Step 1: Winning the College Game – An overview of what it takes to succeed in college with special attention to the common things that trip students up during their first year.

Step 2: Goal Setting for Success. - Discussion of setting S.M.A.R.T. (Specific, Measurable, Attainable, Realistic, Timely) goals, setting down long term and short term goals, and making specific plans for how to attain them.

Step 3: So Noted: Writing to Learn – We will teach students several methods of note taking, compare and contrast several methods of taking good notes, and discuss ways in which the student can determine that they are, in fact, taking good notes. Discussion of why the physical act of taking notes benefits student learning outcomes versus relying solely on instructor provided handouts.

Step 4: Time is Ticking! - Attending college full-time means that college should be considered a student’s full-time job. Discussion and practical exercises to examine how students perceive and how they actually are spending their time. We will discuss how to balance sleep, work, family and other time commitments, and how to prioritize schoolwork and study time. We will also discuss the basic tools needed for students to effectively and efficiently plan how to best manage their time so that time does not manage them.

Step 5: How to get an A on that Test! Test Strategy 101 - In this nuts and bolts workshop, will discuss what information students need to know before a test, what they need to do to prepare to study and how to study for certain types of test questions, what to do the night before, and during the test. We will also discuss the various types of test questions, how those relate to the various subject areas and how to best maximize the way in which a student studies.

Step 6: What to DO when you didn’t get an A on that Test: The Test Autopsy – Many students do not know that test taking strategy does not end when they turn their paper in at the end of the exam period. Learning what to do AFTER a test is a critical part of figuring out how to improve one’s performance on the next test. We will teach the student how to analyze not only WHAT went wrong on every test question, but also to look for patterns in those errors which will inform the way in which students adjust their study methods and strategies for future exams.

ANY student may attend any of the SMART STEPS WORKSHOPS, alternately, students may be referred by their Academic Advisor or Instructor for a Smart Skills Tune-up Appointment in the Office of Advising and First Year Programs. We would be happy to work with students on an individual basis to teach them or help them refine any of their study skills. We are particularly pleased to be able to offer assistance in performing a TEST AUTOPSY or helping to set up and use a TIME MANAGEMENT PLAN.
CHAPTER 4: CAMPUS RESOURCES
ADVISING & FIRST YEAR PROGRAMS

Miller Campus Center 224  (315) 379-3954  Monday through Friday 8:00 to 4:30
advising@canton.edu  http://www.canton.edu/advising_center/

Advising assistance
For students:

- Empower the student to make wise decisions and claim responsibility for their own progress by providing them with tools to make informed decisions.
- Provide a supplement and a complement, not a replacement, to faculty advising.
- Primary advising contact for non-degree (non-matriculated) students.
- Advising for students in transition: such as those changing majors or transferring schools.
- Provide general information about degrees, sequencing, transferring, and SUNY Canton processes and procedures (i.e. how to drop a class, etc.)
- Provide academic coaching and study skills as needed or for special populations (Academic Recovery, Jumpstart, etc.)
- Experts in navigating web-based tools like UCanWeb, DegreeWorks and RooSuccess.
- Assist students in understanding their degree requirements through DegreeWorks training opportunities, distribution of degree checklists for every curriculum and explanations of how to complete the degree in a timely manner.
- Provide First Year Experience (FYEP 101) students with an academic portfolio and explain its purpose.

Advising assistance for faculty/staff:

- Provide an advising resource manual, the Advisor’s Resource Manual, updated annually.
- In conjunction with the Provost’s office, provide training to new faculty advisors.
- Provide training and update opportunities to experienced faculty, as well as campus-wide reminder emails for some of the common advising issues.
- A resource for general advising questions as faculty advisors are meeting with their students.

Students can drop-in with questions or schedule appointments via RooSuccess (look for us under Other Services in your Success Network).

First Year Experience
The First Year Experience is intended to introduce students to strategies that will help them succeed in college and beyond. New students do not necessarily know how to be successful at the college level simply because they finished high school and have been admitted to college. There is a course component, FYEP 101 that typically meets for 1 hour per week. Adapting to
college level learning requires a set of skills that new students do not automatically come with such as time management and effective test taking. Students are asked to set goals and do self-reflection throughout the course. Students are also exposed to campus resources, the basics of career planning, and the advising process. They must to a proposal and a group presentation. The FYEP 101 instructor becomes an advocate for students when issues arise. There is also an “experience” component to the course. Students are required to attend three campus events of their choosing throughout the semester. This allows them to engage on campus outside of strictly attending class.

**Any new student can take FYEP 101.** Students majoring in Accounting (630), Agribusiness (2645), Business Administration (632 & 671), Construction Tech Management (162), Early Childhood Education (327), Early Childhood Care & Management (2699), Electrical Engineering Technology (699), Emergency Management (1864), Finance (282), Game Design (2638), Health Care Management (253), Individual Studies (688), Legal Studies (818), Liberal Arts/General Studies (250), Management (1645), Technological Communications (2673), Veterinary Science Technology (521), Veterinary Technology (2278) are required to take the course as part of their major requirements. EOP, TRiO, Jumpstart and Gateway to Success students are required to take the course, regardless of major. All other new students are encouraged to take FYEP 101 when they meet with an advisor prior to the first semester, particularly those did not meet the requirements for entrance to the major.

Faculty and staff interested in teaching a section of FYEP 101 should contact AFYP to express interest.

**WAIVERS:** For most students enrolled in FYEP 101, it is a required course and should be treated as such. When special circumstances warrant a closer look at whether FYEP 101 truly serves the need of the particular student, waiver forms can be obtained from the dean’s offices.

**Gateway to Success**

The Gateway to Success (G2S) program is designed to assist students who enter college needing preparatory coursework and is intended to help them build college level skills to persist and complete their intended degree. Key components of this initiative include: G2S students are assigned a mentor that they meet with throughout the semester (often the assigned faculty advisor), are required to take FYEP 101, take a course in their major and use the tutoring labs. Successful completion of the one semester program allows the student to move directly into their intended major rather than waiting a full year to do so. More details can be found at www.canton.edu/gateway.

**Placement Testing**

AFYP administers the Accuplacer placement exam for incoming students as needed. See pg 29 for more detailed information on Course Leveling, placement and the Accuplacer exam.
The Office provides coaching and advisement on a number of topics:

- Major Selection and Career Direction including interest and personality inventories
- Resume creation, critique, specialization and printing
- Cover letter writing and customization
- Internship location and application assistance
- Job search coaching and assistance
- Career Fair events
- Workshops on career, etiquette and life direction topics (suitable for extra credit)

One of the best ways to help students who are struggling with career direction is to introduce them to the cycle below. Beginning in the bottom left, students need to generate possible careers, research them, and then actually go and talk to people in those careers. THIS IS A CRITICAL STEP! The academic study behind a career is NEVER what the career is like day-to-day. Encourage students to contact companies and organizations to learn firsthand what careers are like. THEN, they can begin to plan their education.

Appointments are preferred. Find us in RooSuccess under Other Services in your Success Network.
The Collegiate Science and Technology Entry Program (CSTEP) is a NYSED grant funded scholars program for minorities or economically disadvantaged students who plan to enter a STEM field, Health or Licensed profession. CSTEP provides the following services: academic and career advisement, paid academic year and summer research/internship opportunities, tutoring, academic and career workshops, personal statement review and assistance with the graduate school application process, monthly student meetings, attendance to conferences, and other enrichment activities.

Interested students can contact the CSTEP office at 315-379-3804, Nevaldine South 131 or find more information on the website: http://www.canton.edu/cstep/

See: http://www.canton.edu/provost/dept_chairs_directors.html

The TRiO Student Support Services (SSS) Program is federally-funded and provides enhanced academic assistance to eligible students. To be eligible, students must be first-generation college students, meet certain federal income guidelines and/or have a documented disability. The goal of this program is to help students successfully complete their Associate’s degree and also encourage them to continue their education toward a baccalaureate degree.

TRiO staff provides a variety of support services to about 200 students each year, including academic advising and tutorial assistance in math, chemistry, and Intro to Biology (BIOL 101). Information on financial aid is provided as well as assistance completing financial aid forms. Students in the program are required to enroll in the TRiO First Year Experience course.

Interested students can contact the TRiO SSS Program at Miller Campus Center 233, 315-386-7406 or find more information at: http://www.canton.edu/trio/
FINANCIAL AID ELIGIBILITY:  
GUIDELINES FOR SATISFACTORY ACADEMIC PROGRESS

For up-To-Date detailed information on the Financial Aid Process for Advisors, see: http://www.canton.edu/fin_aid/documents/Finaid_Advisor_Manual.pdf

Students receiving financial aid are required to maintain minimum program and academic progress standards in order to continue to receive assistance. The requirements differ for State aid (TAP, SUSTA or APTS grants) and Federal aid (PELL, FSEOG, PERKINS LOAN, FWS, STAFFORD LOAN, EOP, etc.). The following charts indicate the standards to be achieved minimally. Also, federal regulations require students to complete degree requirements within 150% of their normal program length (typically 90 credits for an Associate’s degree, 180 for a Bachelor’s).

If a student fails to meet state academic progress requirements he/she loses TAP/ APTS eligibility for the next semester they attend. If a student fails to meet federal academic progress requirements he/she loses all federal aid eligibility until they bring themselves into compliance or a waiver is issued.

The requirements for a part-time, matriculated student will be adjusted according to the number of credits taken: Half-time students (6-8 credits)—50% of credits accrued; Three quarter-time students (9-11 credits)—75% of credits accrued. The number of semesters of eligibility will be adjusted accordingly.

Certain scholarship programs may have requirements different from the above due to specific desires of the donors.

Students should be advised the Financial Aid office at (315) 386-7616 or (800) 388-7123 regarding financial aid implications when they are considering dropping a course. This is especially important if the student is dropping below full-time.

### FEDERAL AID: STATE AID

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<th>Certificate Programs</th>
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<th>Certificate/Associate Degree Programs (Remedial Students)</th>
<th>Percentage of Credits Completed</th>
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<tr>
<td>Semesters of TAP received</td>
<td>Earned Credits</td>
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<td>50% / 6 credits</td>
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<td>2 9 0.75</td>
<td>50% / 6 credits</td>
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<td>3 18 1.30</td>
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<td>100%/12 credits</td>
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<tr>
<th>Certificate/Associate Degree Programs (Non-Remedial Students)</th>
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<tr>
<td>Semesters of TAP received</td>
<td>Earned Credits</td>
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<td>1 6 0.50</td>
<td>50% / 6 credits</td>
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*Semester or cumulative Grade Point Average

Bachelor’s Degree Programs

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Bachelor’s Degree Programs (Non-Remedial Students)

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Source: 2018-2019 SUNY Canton academic catalog

Additional SAP information can be found at: http://www.canton.edu/fin_aid/sap.html
The freshman class consists of one hour of classroom instruction, 2 hours of hands on lab (where the fun stuff happens) and optional morning physical training (the not so fun stuff). Cadets who are not obligated (contracted) are not required to attend PT.

**Taking an ROTC class is not signing up for the Army.** Anyone can take the class. There is no obligation, and no benefit until a student/cadet chooses to “contract”. There is no pressure to contract, and cadets are encouraged to make up their own mind whether being an Army Officer is for them. Contracted cadets get paid to take the class.

If a student completes the program and meets all the requirements they will be commissioned into the Army as a Second Lieutenant when they graduate.

Freshman students receive academic credit for ROTC class (1 credit). Some departments grant PE credit for ROTC class, and later ROTC classes can fulfill GEN ED requirements. SUNY Canton students can also use ROTC classes as general elective credit.

There are many ways to participate in the program. Some Cadets are on scholarship and some aren’t. Some are members of the National Guard or Army Reserves. There are about 5 to 10 SUNY Canton students enrolled in the program each year.

A student wishing to enroll in the program should get a [Cross Registration form from the Army ROTC representative at orientation](http://www.clarkson.edu/armyrotc/new_cadet.html), but if for some reason he or she doesn’t, this is what needs to be added to their schedule:

**MS111 Leadership and Personal Development** (offered each fall semester)

See the website ([http://www.clarkson.edu/armyrotc/new_cadet.html](http://www.clarkson.edu/armyrotc/new_cadet.html)) for more detailed information on when the course is offered and the time commitments outside of class for the specific semester.

If you have any other questions you can ask the Army ROTC rep at orientation, or contact **Scott Toth** at stoth@clarkson.edu 265-2180 / cell 315-261-9677. Finally a student who signs up should contact Mr. Toth to let him know they are coming, in case he doesn’t get the cross enrollment form back.
Air Force Reserve Officer Training Corps (ROTC)

Contact: Capt Sara Ong; det536af@clarkson.edu; 315-268-7989

The freshman classes consist of a **1 hour academic class, 2 hours of hands on leadership laboratory**, and **2 hours of physical training**.

**Registering for AFROTC, does not mean you are joining the Air Force.** Anyone can sign up for the class with no service obligation. A service commitment starts once a cadet is contracted, typically in their Junior year. For many, the first year is their year to figure out if becoming an Air Force officer is the right career path for them.

Once the program is completed, cadets will be commissioned into the Air Force as a Second Lieutenant upon earning their bachelor’s degree.

Registering for AFROTC is just like registering for any other college course. Because AFROTC is hosted at Clarkson University, SUNY Canton students would need to fill out a [Cross Registration Form](mailto:det536af@clarkson.edu). The classes that need to be added to their schedule are below:

- **AS 101 – The Air Force Today**
- **AS103 – Leadership Laboratory**

Once a student decides to join the program, they should contact the Detachment so we can prepare for their arrival and send them a uniform sizing guide sheet and sports physical form. All uniform items are provided by the Air Force so there are no out of pocket expenses to the student. We typically have about 5 cadets from SUNY Canton.

If you have any questions, please contact Captain Sara Ong at det536af@clarkson.edu or 315-268-7989.

Veterans and Military Student Services

The office of Veterans and Military Student Services is responsible for helping military service personnel, military dependents and veterans, including: advise incoming students, conduct veteran student orientation, certify veteran benefits, represent the college in the North Country Consortium, seek grant opportunities and coordinate local volunteer efforts on campus.

Additional questions can be referred to Mr. Patrick Massaro, Cook Hall 130, 386-7073 or massarop@canton.edu.
STUDY ABROAD GUIDE FOR ADVISORS

Students who are interested in studying abroad can gather information with the assistance of the International Programs offices. Once students have a destination and a program in mind, they will need to work with their advisors as part of our pre-departure process. Faculty advisors will be asked to complete a Pre-Approval Form with any advisee planning to go abroad. The form will be obtained from the International Programs Office by the advisee. This form can also be found at http://www.canton.edu/international/abroad-forms.html.

SUNY Canton Study Abroad Programs Course Pre-Approval Form

Name: ___________________________  Student ID#: ____________
Phone Number: ___________________  Email: _________________
Major: ___________________________  Program Sponsor: __________
Term Abroad: _____________________  Academic Advisor: _________
Overseas University: ________________  City, Country: _____________

How many courses will you be taking in the Study Abroad Program? ______ Part Time Internship? YES or NO (circle one)

PLEASE CONSULT WITH YOUR HOME INSTITUTION REGARDING INTERNAL REQUIREMENTS

Program participant, academic advisors, department chairs, and deans: Please read the directions on page 2 of this form prior to completing or signing this document.

<table>
<thead>
<tr>
<th>Study Abroad Course Title (in order of preference)</th>
<th>Study Abroad Course Number (in order of preference)</th>
<th>Equivalent Course Number (from home institution)</th>
<th>Equivalent Course Name (from home institution)</th>
<th>Distribution (Major, Minor, Gen Ed, Humanities, Elective, Other)</th>
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<th>Approval (Advisor/Dept Chair/Dean or Authorized Reviewer)</th>
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Guidelines

• Advisee will arrange a meeting with academic advisor for an internal consultation of student’s degree checklist and study abroad course options.
• Advisee will provide the advisor with course descriptions, syllabus and/or other information provided by sponsoring institution. Faculty advisor will consult this information to determine the equivalent course(s) and/or distribution requirement the Study Abroad course will fulfill. (Please contact IPO if additional course information is needed.)
• Advisee will list choice of (up to) 10 courses in order of preference. For each course listed, academic advisor will indicate the equivalent course and distribution requirement the class will fulfill and sign off on the approval in the space provided.
• Keep a copy of this completed form for advisee’s record.
• Please recognize that the courses requested on the first page: a) may not be offered and/or b) may have conflicting meeting days and times, and that additional approvals may be required in either case. In that event, you will be contacted by IPO or advisee to obtain approval of new course.

Students and faculty are encouraged to visit www.canton.edu/international/abroad.html for current information or contact Erin Lassial, Coordinator of International Student Initiatives and lassiale@canton.edu or 315.386.7608.

Appointments an be made in RooSuccess under Other Services in the student’s Support Network.
**General Study Abroad Process**

| Student Interested in studying abroad contacts International Programs Office |
|---|---|
| Works with IPO to research and select programs(s) and schedules financial breakdown meeting with Financial Aid Office | Student works with academic advisor to select courses abroad and complete the Pre-Approval Form to obtain course approval from academic advisor and Dean’s office |

**Financial aid, if applicable, and overseas courses approved**

| Student turns in completed Pre-Approval Form to IPO. IPO sends form to Registrar’s Office, Student Accounts, and Academic Dean’s Office. Registrar’s office places stu. in INTL 400. | Student works with IPO to ensure all paperwork is processed to ensure smooth transferability of courses taken abroad |

**Student studies abroad**

| Tuition collected by SUNY Canton (Student Accounts) is transferred to accounts receivable at sponsoring SUNY institution. | Supplimental transcript received by IPO from sponsoring institution is copied then forwarded to Registrar’s Office (original) and Academic Dean’s Office (copy) |

**PROCESS CHART**

**Study Abroad Credits**

**Key:** Registrar, Student, International Office, Host Institution

- Student works with advisor to complete "Study_Abroad_Co.js_Pre-Approval_form". Brings completed and signed form to International Office.
- IO makes copy of Pre Approval form for student's paper file, and scans to student's electronic file. Sends a copy to Registrar's Office, Academic Dean's Office and Student Accounts.
- Registrar places student in INTL 400 with the equivalent number of anticipated credits. (This is a temporary code until official grades from SA are received post - completion).
- Host institution (other SUNY) sends official study abroad transcript to International Office after student completes study abroad.
- IO keeps a copy for student's file (only an electronic file exists post-SA) - Sends the original to Registrar's Office - Sends an e-copy to student and academic Dean's Office.
- Registrar's Office saves official transcript to file and inputs credits according to the Pre-Approval form with grades. Course info is uploaded so grades appear and count as residential credit would.
- Student's file will permanently include a supplemental transcript from study abroad. This will be sent with all future transcript requests.
TUTORING CENTER INFORMATION

For up to date schedules, see: http://www.canton.edu/tutoring/index.html

WEB RESOURCES:

List of degree checklists: http://www.canton.edu/advising_center/Degreechecklists.html
General Education degree requirements (GER): http://www.canton.edu/gened/approved_courses.pdf
Course schedule for all terms: https://banweb.canton.edu/pls/prod/bwckschd.p_disp_dyn_sched
Academic recovery process: http://www.canton.edu/recovery/
Cross registration process: http://www.associatedcolleges.org/services/crossregistration.htm
SUNY-wide cross registration process: http://www.suny.edu/crossregister
Request AP Scores http://www.collegeboard.com/student/testing/ap/exgrd_rep.html
CLEP Testing: http://clep.collegeboard.org/

Helpful links for undecided students:

Career Services: http://www.canton.edu/career_services/

National organizations:

National Academic Advising Association (NACADA): http://www.nacada.ksu.edu/
National Resource Center for the First Year Experience and Students in Transition:
http://sc.edu/fye/index.html

Exploring majors, careers and transfer opportunities:

SUNY Canton majors: http://www.canton.edu/academics/degrees.html
Research opportunities at other SUNY schools: http://www.suny.edu/student/transfer.cfm
SUNY Online Learning Network for online courses and programs: http://www.sln.suny.edu/
For study abroad opportunities: http://sunysystemabroad.com/
Database of schools nationwide – search by major, location, size or cost: http://www.petersons.com/
CHAPTER 5: WEB BASED TOOLS

DEGREEWORKS

For Advisors, faculty and staff

1. Get to DegreeWorks from your advising listing on UCanWeb. If you are going to be looking at all of your students, use the right mouse button to open DegreeWorks in a new tab and preserve access to your advisee listing.

2. If you do not have an advisee listing, go to DegreeWorks directly at can.degreeworks.suny.edu

3. Once in DegreeWorks, you can use the Find button to look up your students:

You can search for students by name, ID, Major, class standing, etc. or a combination of those:

Press the Search button. You can choose the whole list or just certain individuals

Interpreting the Degree Audit:

Audits are separated into “blocks” of information. The first block contains the Student Information: This is what is currently in the student’s BANNER record. If it does not look right, it could be that the student needs to change majors.
Degree Progress Bars and Degree Information Block: Overall degree requirements. Status bars give us a general idea of where the student is at (97-98% of the REQUIREMENTS done is an indicator for graduation). The Degree Bar lists catalog year, total credits and GPA. Underneath that are countdown counters for Upper Division credits, residence credits and other requirements that are typically met through the course of taking the required courses, but need to be verified.

General Education Block: Listed for informational purposes in Associate’s degrees, part of the requirements for Bachelor’s degrees. If course is still needed then advice lists all of the courses that could fit that requirement.

Associate and Certificate programs:

Bachelor’s degrees:
**Major Block:** Will list all of the courses specifically required for the degree. There can be duplication with the above block, since often a course that is specifically required also meets a GER.

![Course List Example]

**Minor Block:** If the student has a Minor declared, then a minor block will be listed as well:

![Minor Course List Example]

**Common points of confusion**

- **CATALOG YEAR** – requirements come up for the catalog year that the student was admitted to the current program. If student is using an older catalog year, contact the Registrar’s office to update. If the degree has been changed, the student has the right to finish their degree under their catalog.

- **TRANSFER CREDIT** – If transfer credit is not applied as it is the paper degree checklist, it could be an issue with how the credit is brought in. Check with the dean’s office first, to determine if the issue needs to be fixed in Banner or done by petition.

- **COURSES used differently on the electronic audit than the paper audit.** Naturally, there will be some variability. This does not mean DegreeWorks is wrong. We can adjust the programming some to push certain courses to be used before others. Contact one of the DegreeWorks administrators to discuss – degreeworks@canton.edu

- **UNDECLARED/001/PRE-MAJOR** – students who are not fully admitted to their intended degree program get a message about how to do a What-IF and find additional degree requirements.
BEYOND THE AUDIT

**Notes – Advising Notes** can be free form. Put any notes here that you would have normally put in the student folder that are related to student degree progress, degree planning or graduation. Can also document conversations around course scheduling here. NOTES BECOME PART OF THE STUDENT RECORD AND CAN BE SEEN BY THE STUDENT UPON REQUEST.

**Petitions –** Use this page to submit individual requests for exceptions to published degree requirements. Faculty advisors can submit on the student’s behalf, but all petitions MUST be approved by your dean in order to be applied to the student’s audit. Text is free-form, but a clear request and rationale are critical to approval. Do one request per petition.

**Examples:**

“Substitute JUST 299 JUST Elective for JUST 350 Victimization. Course content is similar, but taught at a lower division so cannot transfer directly.”

“Substitute Math 161 Calculus I for Math 111. Math 111 is listed as the required course for degree, but student’s completion of the higher level math is sufficient for degree requirements.”

Deans can approve or reject petition requests. Updates can be found under the “View petitions” link. If the dean approves the request, the substitution can be updated directly on the student’s audit. This will be handled by the dean’s office secretaries. If you are wondering the status of a petition that has been submitted, you can find it under “View Petitions”.

The audit will indicate that the requirement is met and what substitution was done:
GPA Calc – There are three kinds of GPA Calculators:

The Graduation Calculator lets students figure out what they need to do to achieve a specific GPA upon degree completion.

The Term Calculator should automatically fill in the current semester’s courses, and allow the student to estimate their grade in each course.

The Advice Calculator lets the student know what it will take to attain a specific GPA.

What If allows the student (or advisor) to view their completed and in-progress course work against other possible majors or minors:

Look Ahead allows a student (or advisor) to input any class to see where DegreeWorks will use it. Do one course at a time, click “Add Course”. Once all courses are added, use “Process New” to see where courses will fit.
TRANSFER tab:

This is for our students to see the potential to transfer OUT. Students can do a “What-If” audit to transfer to other schools just as they can do one internally to change majors. After clicking on the Transfer tab, students and advisors can see several options. Most common is to do the “Transfer What If Audit”

You can choose to look for a specific campus or a potential major:

Let’s say that we want to see what schools have a Social Work Major. Choose Academic Discipline, then choose a group or majors (in this case both “Public Administration and Social Service Professions” and “Social Sciences” to get a list of 160 possibilities. The list can be sorted by any of the columns, the example is sorted by major. You can choose up to three schools/programs to compare for a What-If.
You can compare up to three schools at a time. The status bars come up first and the View Detail button is available for each school.

Courses must be in the school’s database to show up with an equivalent in Transfer Finder, so if NOEQ shows up, that means DegreeWorks did not find an equivalent.
PLANS:

Can start with a blank plan or can select a template. Templates are best for new students. A graduation plan for someone who is almost done is best done with a blank plan.

Using a Template:

You can search through the list or search using a key word to find a template. Select the appropriate template and then the semester that the student started.

Once loaded, use the SAVE button to save this template to this student record. Making the plan Active will enable tracking status and could be used in the future to predict enrollments. Locking the plan means that the student cannot change it (you still can). There can be multiple plans on a student record, but only one Active plan.
Use the View drop-down menu to change the view to “Audit”. This gives us the Audit on the left and the semester-by-semester plan (as on the degree checklist) on the right side.

Notes on this view:

1) If there is a requirement that has a list of choices, those sometimes need more input from the student to show up in the plan. They will say “Still Needed” until a choice is made.
2) You can drag and drop from the audit side to the calendar side. You have to go back to Edit view to remove courses.
3) Click on courses on either side to bring up CourseLink and find out when the class is expected to be offered next.
4) You can save, print or refresh audit from here.

When things don’t go as planned. You can adjust the plan as needed for transfer students, failed/withdrawn classes, getting ahead via summer/winter term. Return to the EDIT view.

To add a semester: Use the to the right of the Plan description:

Once the term is added, you can drag and drop courses into it:
You can delete a course (for example, if the student already has credit for it), by clicking on the line the course is on and using the \[\text{sign for that semester:}\]

Once you save the plan, it is available for your students to see. Templates have notes when there is a list of possible classes.

**Starting with a blank plan.**

First, you need to add semesters as appropriate. Click on the \[\text{to the right of the Description.}\]

You can add courses by clicking on the \[\text{for the semester, choosing course and typing in a course dept and number. You can also use the column at right to get a list of requirements that are left to complete.}\]
OR, use the audit view to drag and drop courses:

You can save, refresh, or go back to edit view as needed until the audit has no more Still Needed courses. Plans DO NOT affect the original DegreeWorks audit.
**DegreeWorks (for students)**

**Using DegreeWorks**

1) Log into UCanWeb and go to Student Menu-> Student Records-> Degree Evaluation.
2) You need to log in to the Federated site. Select Canton as the campus and then use the same username and password as when your campus email.

3) Your degree audit should come up automatically.

**What you should notice:** Audits are separated into “blocks” of information

The first block contains your general information. Your current major, class standing and advisor should all be listed here.

**Status bars:** These will give you a general idea of where you are at towards your degree. They should NOT be the only part of the audit that you look at since there are many factors involved in completing your degree. “Credits”, in particular, can be misleading for students that have transferred or changed majors as they may have many credits but not be near degree completion.

To share with students electronically, use: [http://www.canton.edu/advising_center/documents/DegreeWorksSTU.pdf](http://www.canton.edu/advising_center/documents/DegreeWorksSTU.pdf)
**Degree Block:** Overall degree requirements – your catalog year, number of credits needed, and in what categories are all listed here. Open red check boxes (☐) mean something is *Still Needed*; Green check marks (✔️) mean the requirement is met. You should note how many credits are required for your degree and how many have been applied.

<table>
<thead>
<tr>
<th>Degree in Associate of Applied Science</th>
<th>Academic Year</th>
<th>Fall 2017</th>
<th>Credits Required: 62</th>
<th>Credits Applied: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least one Writing Intensive (WI) course</td>
<td>Still Needed: You need to complete at least one Writing Intensive course (WI).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 credits in Liberal Arts and Sciences</td>
<td>Still Needed: At least 10 credits in liberal arts are required. You have taken 14 but need 2 more credits.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>63 Total credits</td>
<td>Still Needed: 63 credits are required. You currently have 22, you still need 30 more credits.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You meet the 3.00 minimum GPA requirement</td>
<td>Still Needed: See Major in Business Administration section</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**General Education Requirements**

**General Education Block:** You have to read the header on this block to be sure that you understand what applies to you. If you are in a Certificate or Associate’s degree program this block is Listed for informational purposes ONLY and not a required part of your degree.

*For Associate’s degrees, you will see this message:*

<table>
<thead>
<tr>
<th>SUNY General Education Information</th>
<th>Academic Year</th>
<th>Fall 2012</th>
<th>Credits Required: 31</th>
<th>Credits Applied: 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>MAT 114</td>
<td></td>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science Requirement</td>
<td>PHYS 115</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Science or Lab included</td>
<td>PHYS 115</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American History</td>
<td>HIS 105</td>
<td></td>
<td>C</td>
<td>3</td>
</tr>
<tr>
<td>Western Civilization</td>
<td>HIST 101</td>
<td></td>
<td>C</td>
<td>3</td>
</tr>
<tr>
<td>Other World Civilizations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*For Bachelor’s degrees, the courses in this block are required,* but some majors will require only some of the 10 GER categories, so read instructions on YOUR audit.

<table>
<thead>
<tr>
<th>SUNY General Education Requirements</th>
<th>Academic Year</th>
<th>Fall 2011</th>
<th>Credits Required: 30</th>
<th>Credits Applied: 22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>MAT 141</td>
<td></td>
<td>A</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science Requirement</td>
<td>ESCI 101</td>
<td></td>
<td>B+</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science Course with lab separate</td>
<td>PSYC 101</td>
<td></td>
<td>B+</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>HIST 105</td>
<td></td>
<td>C</td>
<td>3</td>
</tr>
<tr>
<td>American History</td>
<td>HIST 101</td>
<td></td>
<td>C</td>
<td>3</td>
</tr>
<tr>
<td>Western Civilization</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other World Civilizations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Major Block:** Will list all of the courses specifically required for the degree. There can be duplication with the above block, since often a course that is specifically required also meets a GER.

<table>
<thead>
<tr>
<th>Major in Mechanical Engineering Technology</th>
<th>Academic Year</th>
<th>Fall 2016</th>
<th>GPA: 3.96</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three Math courses dependent on placement level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 123</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 161</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 162</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Computer Drafting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Engineering</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose a Physics course with lab:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 131</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 195</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MECH 128</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 192</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 193</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 194</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 195</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 196</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

63
Minor Block: If the student has a Minor declared, then a minor block will be listed as well:

<table>
<thead>
<tr>
<th>Minor in Accounting</th>
<th>Academic Year:</th>
<th>Credits Required:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate Accounting I</td>
<td>Spring 2015</td>
<td>18</td>
</tr>
<tr>
<td>Intermediate Accounting II</td>
<td>Fall 2015</td>
<td>3</td>
</tr>
<tr>
<td>Cost Accounting</td>
<td>A 3</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>AUDITING</td>
<td>B 3</td>
<td>Spring 2016</td>
</tr>
</tbody>
</table>

Unmet conditions for this set of requirements: 18 credits are required. You currently have 9, so you still need 9 more credits. A minimum of 12 credits must be taken in residence.

Also needed: 1 course in ACCT 292.

If your degree does not automatically come up, you might be in the Undeclared program or a pre-Major. Consult your advisor for what to do to move into your desired major:

<table>
<thead>
<tr>
<th>Pre-Major or Undeclared Degree Block</th>
<th>Academic Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declared Major</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>Still Needed:</td>
<td>GPA 6.0</td>
</tr>
<tr>
<td>Click HERE for Change of Major Form.</td>
<td></td>
</tr>
<tr>
<td>Still Needed:</td>
<td>GPA 6.0</td>
</tr>
<tr>
<td>Click HERE to see requirements for admission to specific majors.</td>
<td></td>
</tr>
<tr>
<td>Still Needed:</td>
<td>GPA 6.0</td>
</tr>
<tr>
<td>Click HERE for details on all current degree programs.</td>
<td></td>
</tr>
<tr>
<td>Still Needed:</td>
<td>GPA 6.0</td>
</tr>
<tr>
<td>Use the What-If feature at the top left of this page to see how current courses fit into your intended degree.</td>
<td></td>
</tr>
</tbody>
</table>

In the meantime, you can use the “What-If” feature to see how your current courses fit into your current degree. If you are unsure of what catalog to use, use next semester.

If you have a question about your audit, check in with your advisor.

More advanced features:

GPA Calculation

You can use DegreeWorks to determine what your GPA will be after this semester by inputting expected grades. Perhaps you can still aim for that next letter grade up... give it a try!
Using Look Ahead:

Review your audit. You can plan ahead by using the “Look Ahead” link in the left column.

Enter the course(s) you plan to sign up for. Click “Process New” to see how the planned courses will fit in to your degree audit.

Plans tab:

Click on the Plans tab to see a semester by semester template for degree completion. You might not follow this exactly, but it is meant to assist you to making a plan that is best for you.
RooSuccess

How to Raise a Flag
Login to RooSuccess via the link above, through UCanWeb (in the Faculty & Advisors Menu), the SUNY Canton homepage (under Quicklinks) or Blackboard (a tab at the top when you first login).

1) to get to your class rosters, use the “hamburger” menu in the top left corner:

Choose My Students to see all of your students:

Adjust the connection to see a class roster, or use the Search box to type in the first name, last name or ID# of one of your students:

2) You can check the box next to the student name and then click on the Add Flag button
2) Once you select the student(s), you can see the list of flags that you can raise in this situation. These mirror the reasons we have had in the past. **You must choose a course context, even if you only have that student in a single course.**

3) Once you choose a flag type, you will have the chance to add a comment specific to the situation. The default comment will be sent to the student as you see it, unless you edit it. To see the email templates attached to each flag type, see [http://www.canton.edu/roosuccess/email.html](http://www.canton.edu/roosuccess/email.html)

When you save a flag, an email will go to the student, to the flag raiser (you) and to the student’s faculty advisor. EOP and TRiO counselors, RD’s and coaches can see flags and comment as well.

**To see if others have commented on the Flags that you raised, go to the student:**

Click on student name to open their “folder” and see more information on that student. Go to tracking to see all flags raised on that student. Go to Notes and look for “Follow-Up on a Flag” to see what others have to say about their meetings with your student regarding their flags.
Instructors and advisors can “clear” a flag as appropriate. Clearing a flag does not mean that the student is now perfect. It means that the issue that caused the flag to be raised has been addressed. Rollover the flag to see the options. When you click Clear, you will get a list of items on whether this has a positive conclusion, a negative conclusion or other.

See http://www.canton.edu/roosuccess/faculty.html for how to do more with RooSuccess including: See Your Students | See Flags raised on your students | Attendance | Kudos, System Flags, Referrals and To-Do’s
Completing the Engaged/Not Engaged/Missing Progress Survey

1) Instructors will receive an email indicating the survey is open with a link and deadline. The link will take you to the federated site that you login to the same way you do your email and Blackboard.

2) Outstanding Progress surveys are listed right at the top of the page. Click on your course to start the survey.

Alternately, you can go to the “hamburger” menu in the top left corner and then to Students OR click on the drop-down box next to Students and choose Progress Surveys:

3) You will have one survey page for each course you are teaching this semester. You only have to click on the rows for the students that you report as Not Engaged or Missing. Checking those boxes will raise a flag on the student when the survey is submitted. A comment box will open for every student that you mark as Not Engaged or Missing but comments are optional for all but the Not Engaged (Other) selection.
4) The progress is saved as you go, so you can leave and come back but once you submit that survey it is done and you cannot go back and edit it.

5) Unlike in the past, as soon as you submit the survey, notifications of any flags raised (Not Engaged or Missing) will go out to the student. Advisors and the student’s network will be able to see flags if log into RooSuccess.

6) You will receive confirmation that you have completed the survey. If you need to do other classes, go back to the “Progress Surveys” tab to locate them. Once a class is submitted, it will disappear from your list.

See http://www.canton.edu/roosuccess/faculty.html for how to do more with RooSuccess

ROOSUCCESS – HOW TO SEE FLAGS RAISED ON YOUR STUDENTS

Click on Students from the hamburger menu and then go to the Tracking tab. This will give you a list of all of your students with a Tracking item raised on them. Adjust your connection it you want to look at just your advisees:

To see details on a particular student, rollover or click on a student name to open the “folder”, then go to Tracking for a full picture of Tracking items raised on your student. See Notes, Meetings and Courses for additional information.

From the Tracking tab, you can choose to filter for only the Not Engaged data:
Choose the Tracking Type “Flag” and then Item Name and choose all of the Not Engaged or Missing categories. You can adjust for Active or Resolved flags here, or just items from this semester to narrow down the list of students that you need to reach out to.

- If you have a conversation with the student about the flag, use the to add a “Follow-Up on Flag” Note Type. This will document your conversation for others in the student’s network. Selecting the boxes for “Send copy...” will also generate an email.

Depending on your role and connection to the student, you might have access to comment on or clear a flag. Rollover the flag to see. Comments made in this way are visible to the student’s team. Clear the flag if the issue has been addressed, it does not necessarily have to mean that the issue is completely resolved.

Some examples of when it makes sense to clear a flag:

- The instructor who raised the flag can clear it if the initial reason for raising the flag is addressed (late work is turned in, student brings overall grade up to passing, etc.)
- A faculty advisor or secondary advisor (EOP, TRiO, Adv. Ctr) can clear a flag if the issue is addressed and/or they make a plan with the student for how to address the problem.
- Clearing a flag does not make it disappear, you can still see those flags in the student folder. But it does let others know that this one is addressed and allows them to focus on the other students in their lists.
- You can make a comment as part of clearing the flag, there is no need to comment and then clear.

Jump to: See Your Students | Raise A Flag | Complete a Progress Survey | See Flags raised on your students | Attendance | Kudos, System Flags, Referrals and To-Do’s
Entering mid-term or final grades:

1. Log into UCanWeb
2. Click on “Faculty & Advisors”
3. Click on “Midterm grades” or “Final grades”

4. Enter the grade for each student. Be astute about using the roller ball in the middle of the mouse, it can change the last grade entered rather than scrolling further down the list on the screen.

5. Choose submit at the bottom of the page.
Providing student registration code after advising session:

1. Log into UCanWeb
2. Click on “Faculty & Advisors”
3. Click on “Advisor Menu”
4. When selecting the term for a list of advisees to provide a Registration Code, advisors should select the term for which they are scheduling, NOT the current term

5. If the student plans to schedule for two semesters (i.e. both summer and fall), you will need to provide TWO codes. This means that you will need to provide the student with their Registration Code, go back to select a new term, and pull up the list of registration codes again. The two codes WILL BE DIFFERENT. If the wrong code is given out, the student will not be able to schedule for the intended term. Verify that the correct term is displayed EACH time you work with an advisee.
How to look up classes (for faculty and for students):

1. Log in to UCanWeb:

   2a. For Faculty and Staff: Choose Faculty & Advisors -> Advisor Menu -> **Look Up Classes**

   2b. Student view: choose Student Menu -> Registration -> **Look Up classes**

3. Choose the appropriate semester and submit.

4a. There are two options at the next screen. Choose a subject area and click Course search to see the courses available in that subject only:
4b. Or choose Advanced Search (without choosing a subject) for more options:

Options on this screen:
- Use the **Ctrl** key to choose multiple subjects (A business major may want to see all of the Accounting, Business, Economics and Financial Services Management course in one view)
- Use a wild card (%) in “**Course Number**” (3% will find all 300-level courses)
- Use “**Campus: Online Courses**” for a full list of online only courses
- Use “**Part of Term**” to find late-start courses
- Use **Start Time, End Time and Days** to find courses that meet at a specific time
- Use **Attribute Type** to look up courses by GER category (i.e. Humanities [GER 7]), by Liberal Arts or by Writing Intensive

This example shows only the late start 7-week courses (this view also shows day, time room, capacity and instructor):
Interpreting the View Holds Screen

Advisors and staff and can find out about holds on their students. There are two ways to get to the “View Holds” screen.

- From the Advisee listing:

![Advisee Listing](image)

- Or from the Student Information menu:

![Student Information](image)

Holds indicate who put the hold on and what processes are affected and can tell you what limitations have been placed on the student:

![Administrative Holds](image)

Holds are typically used to get a student to take action on an outstanding issue, but not always. Some are for general information (FERPA Waiver, Veteran Parking, etc.) that do not affect what the student can do.

Some examples of holds:

<table>
<thead>
<tr>
<th>Hold Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Probation Reqsmts Outstanding</td>
<td>Student is eligible for Academic Recovery, but needs to submit AR contract to be allowed to enroll</td>
</tr>
<tr>
<td>BI Billing Issues</td>
<td>Student has not finished processing bill, should contact Student Accounts</td>
</tr>
<tr>
<td>CC Code of Conduct</td>
<td>Put on by Dean of Students Office, this has be to reviewed and agreed to by incoming students only.</td>
</tr>
<tr>
<td>DS Dean of Students</td>
<td>Generally related to behavior issues, student should see Dean of Students’ office</td>
</tr>
<tr>
<td>FW FERPA Waiver on File</td>
<td>This hold does not prevent anything. It does notify the campus that the student has designated someone else to share personal information with as needed.</td>
</tr>
<tr>
<td>LR Late Registration</td>
<td>Used for continuing students who did not schedule classes by the end of finals week. Students must see Student Accounts and pay $50 to lift this hold.</td>
</tr>
<tr>
<td>NO No preschedule, FA not paid</td>
<td>Student cannot register for classes for next semester until they have addressed the bill from current semester</td>
</tr>
</tbody>
</table>
How to sign up for your classes on UCanWeb (for students):
You must meet with your faculty advisor and obtain a registration code prior to registering for courses. In order to complete the process, you will need the CRN for each course (the 5 digit number associated with each section).

1) From the SUNY Canton homepage (www.canton.edu) and find UCanWeb (screenshot) or go directly to UCanWeb. Click on Enter Secure Area to login.

2) Use your student ID and login information provided in your Admission packet

3) Click “Student Menu” -> Click Registration -> Add or Drop Classes

Direct link to document: http://www.canton.edu/advising_center/documents/UcanWebRegInstwpics.pdf
4) Select the Term in the Drop Down menu, Click Submit
Registration Term

Select a Term: Fall 2018

5) Enter the numeric code given to you by your Advisor , Click Submit

Registration Code Verification

Registration Code: 

6) Enter the Course Registration Number (CRN) for the course you want to enroll in

7) Click “Submit Changes”

Add Classes Worksheet

CRN: 10603

8) Once you have registered for all of your courses, you can review your schedule by clicking on “Student schedule” or “student detail schedule” or “week at a glance”. If UCanWeb brings up this semester instead of next semester, modify the date on the right side of the screen so that it reflects next semester. Print out as needed.
How to totally withdraw from this semester (student view):

1) Log into UCanWeb. Go to Student Menu, then Registration, then

![UCanWeb Student Menu Path](image)

Course Registration Errors and how to ask for permission (student view):

1) When you are registering for classes and you get a registration error, you can request instructor permission right from the Add or Drop classes page

2) After you receive an error, click on the link that says “Online Request for an Override”.

![Add or Drop Classes Page](image)

3) This page should show the course or courses that you had an error for. Add your contact information and the rationale for why you should be allowed into the course. Be courteous, clear on why an exception should be made in your case, and any other details that might be relevant.
4) As soon as you submit, a message will go to the instructor. The instructor can choose to allow you into the class or not. Either way, you should get a notification when the action happens.

5) If you are given permission to add the class, YOU still have to go back into UCanWeb to sign up for it. Do not wait for someone to do this part for you.

6) If you have errors for more than one course, than you will need to do this process for each.

**Granting permission for registration error (instructor view)**

1) You will receive an email that the student has requested permission with the subject “Student Request to Add a Course”
2) Click on the link for **SUNY Canton Workflow** in the email. You can also get to it from the initial UCanWeb page (before you log in):

![UCanWeb](image)

Once you log in, you will see the student’s name, Banner ID#, major, GPA, current # of credit hours, the registration error, and the course the student is seeking permission to get into. All permissions are defaulted to no. Students may encounter more than one error, therefore it is strongly recommended that you click approve on any of the four errors that you are willing to grant permission for. Faculty also have the ability to comment; any comments will be emailed to the student and entered into the comment screen in Banner. Because Summer term is condensed, these can be acted on through the first day of summer classes only (May 30, 2019).

Our goal is to continue to discourage students from requesting faculty permission on the paper Course Change Notice form and to eliminate the back and forth email threads. Please encourage students who do so to by logging into UCan Web à Student Menu à Add/Drop classes. If the student needs assistance submitting their request, please have them contact their Dean’s Office, the Registrar’s Office or the Advising Center.
**How to Apply to Graduate (for Students)**

Students need to Apply to Graduate during their final semester. The deadline is typically November 1<sup>st</sup> for Fall graduates and March 15<sup>th</sup> for Spring graduates. Every student that intends to participate in the commencement ceremony in May MUST go through this process. More details on graduation here: [http://www.canton.edu/commencement/](http://www.canton.edu/commencement/)

1) Log in to UCanWeb

2) From your Main Menu, choose Student Menu then Student Records

3) On the Student Records page, choose “Apply to Graduate”:

4) Follow instructions as prompted.
**WEB FOR PROXY**

**For Advisors:**

1. Use the Advisee listing to find the Proxy Authorization. When you click on View, it will come up blank for most students. This means that they have not set up authorization for anyone else to have access to their records. Check the Holds for access to information about the paper FERPA waiver.

2. If the student HAS set up proxy access to their records, this is what you will see when you click on “View” under Proxy Authorization. This will list exactly who has been identified as a proxy that you can talk to, what the student has given them access to and what the code word is that is needed to confirm the proxy’s identity.
How the Student Sets Up Someone Else to View Their Records

Share access to your records on UCanWeb

The student must log in to UCanWeb and set this up for anyone that they wish to provide access to.

1. Log into UCanWeb. Get there from the SUNY Canton homepage (www.canton.edu) or go to URL banweb.canton.edu

2. Go to the tab that says “Miscellaneous Student Requirements” and then then on Share Access to My UCanWeb.

3. From the Share Access to My UCanWeb menu page, click on Access Management.

4. On the Access Management page, there is a link to the FERPA guidelines (http://www.canton.edu/registrar/ferpa.html ). SUNY Canton CANNOT release student information to ANYONE without the student’s consent. Please review before clicking on the Add Proxy link at the bottom of the page. Setting up this proxy is considered your consent.

5. The next screen will prompt you for the First name, Last Name, and Email Address (enter twice) of the person you want to add as a proxy.

6. Click on Add Proxy button at bottom of page.

7. You should be directed back to the Access Management page that now lists a name under the Proxy List (see screen shot, circled in red). Click on this link.
8. On the next screen select a relationship (required), description (optional) and a passphrase (required). The passphrase is used if the proxy ever calls the campus for more information. You can leave the start and stop dates as the default or you can select new dates.

9. You must click on “Email Passphrase” to complete this step.

10. Click on the Authorization tab. Click on the options that you want the proxy to have access to. The choices here are entirely up to you and can be changed at any time.

11. Student is done. Click on Exit link on top right corner to exit UCanWeb.
For the Proxy:

1. Two emails have been sent from proxy_admin@canton.edu. You should open the email with subject “Alternate User/Proxy (SUNY Canton Proxy Access)”. This email will contain a link and an “Action Password”. Click on the link to find the following page.

The second email contains the Passphrase that will be needed for phone conversations.

2. Type in the temporary action password shown on your email and click Submit.
3. Follow on screen instructions. For Old PIN, input the temporary action password. For New PIN and Validate PIN, input your new PIN twice. Click Save.
4. You will now see screen below. There really is nothing you need to do on this screen unless you want to change your email address OR you want to change your PIN as a proxy.

6. Click on the tab showing the name of your student. You will see a screen that looks like this. This screen displays what you have access to. Click on text in the list to see that information.
7. To exit, click on Profile and then on Exit.

8. On subsequent uses, you can access Web for Proxy directly from the UCanWeb sign in page:

Other circumstances:

- If the proxy is locked out or forgets the PIN, the STUDENT must reset it. The Registrar’s office and Help Desk do not have access to this function.
- The STUDENT can modify proxy access at any time, using “Share Access to my UCanWeb” under Miscellaneous Student Requirements tab. The student can change the screens that the proxy has access to OR remove access by setting the stop date to today.