SUNY SCHENECTADY
COUNTY COMMUNITY COLLEGE

Academic Advising
Training Manual

Welcome

Welcome to SUNY Schenectady and the profession of Academic Advising! We are excited to get you on board with all that advising entails here at SUNY Schenectady!

As an Academic Advisor, you have a significant opportunity to impact the lives of students you connect with daily and it is vital that you have the tools necessary to fulfill the role as an important resource to help foster student success. Our advising staff have come together to complete this resource for you to begin your career, while not the only resource you will use, this will help you to navigate your way through our policies and procedures. There will also be several advisors on hand to help guide you and serve as a mentor, providing insight and answering any questions that you may have.

Again, welcome to the team—we truly value the role that you will play in helping students exceed their potential!

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History of Advising

How Far We've Come

The earliest records of Academic Advising in America date back to the late eighteenth century at Harvard, William and Mary, Yale, King's, Rhode Island Queen's and Dartmouth. These institutions had a goal to educate young men in becoming gentlemen where most of the students trained to become clergymen based on the English University Template.

Fast forward a few years to the American Revolutionary War, young men are still the only students at these institutions but there is a developing separation between the original English University Model and the new American University Model. Instead of strict guidance and teaching on morals and academics, the students took on more responsibility for their academic development through the introduction of free-thinking.

It wasn't until the Antebellum era prior to the Civil War when two private colleges, Oberlin and Antioch, allowed for co-education. Some classes allowed for a mixed audience of men and women, though still most classes were separated by gender. Due to the limitations and restrictions young women faced at these institutions, the first all women's college (Mount Holyoke) was established in 1838 to provide them with access to advanced higher education. With a rich progressive history, Oberlin College also became the first college to openly accept black students in 1835. Most of the early graduates of Oberlin were women and African American.

The foundational concepts of academic guidance emerged during the nineteenth century, when College faculty began to guide students in the pursuit of academic development. With each passing year, American Colleges and Universities introduced innovative ways to support their students through orientation courses, Freshman week, and specialized advisors.

The 1970's was a pivotal time period for academic advising improvements as demanded by students, falling enrollment and high attrition rates in the 1960's. An increase in diverse new student populations such as first-gen, low income, underprepared, reentry, disabled and international students required individualized academic planning and advising.

The landscape of American higher education and student advisement has transformed tremendously over the last couple of centuries, and it will continue to do so as the needs of students change over time.

Advising Philosophies

Developmental Advising

Developmental academic advising recognizes the importance of interactions between the student and the campus environment, it focuses on the whole person, and it works with the student at that person's own life stage of development. Developmental academic advising is concerned not only with a specific personal or vocational decision but also with facilitating the student's rational processes, environmental and interpersonal interactions, behavioral awareness, and problem-solving, decision-making, and evaluation skills. The process is a continual one which may require the advisor and student to re-visit tasks and phases previously encountered. Unlike the advisor role in prescriptive advising, the advising role becomes one of collaboration with the advisee.

Assessment

Task 1. Become aware of individual values, abilities, and interests.

Task 2. Clarify life goals based on self-awareness.

Task 3. Explore relationships between life and career goals.

Task 4. Explore the world of work

Goal-Setting

Task 5. Clarify career goals.

Task 6. Explore educational combinations leading to life and career goals.

Decision-Making

Task 7. Sequence and select the educational combination

Task 8. Schedule courses

Evaluation

Task 9. Evaluate experiences for confirmation or redirection

Student Development Theory

Student development theories provide frameworks that give educators different ways to look at and understand college students' growth and development. These theories fall into one of five different areas:

- **Psychosocial** theories focus on student self-reflection and considers how students' views of their identities develop when they go through conflicts and difficulties. Higher education administrators may use psychosocial theories when helping students to resolve conflicts with one another or when framing discussions about race, gender, and sexual orientation with students.

- **Cognitive-structural** theories explore how students interpret and bring meaning to their experiences. They can help higher education administrators to create learning experiences that challenge student beliefs and encourage students to reflect and reconsider their views.

- **Person-environment** theories consider how the college environment impacts a student's growth and behavior. Higher education professionals use them to plan activities and programs that foster a sense of community among students and to help students transition to college life academically and socially.

- **Humanistic existential** theories explore the relationships students have with others and society, focusing on the conditions needed for growth. Higher education administrators use these theories to counsel and advise students, as well as design programs that promote healthy living.

- **Student developmental process models** provide an order of steps or decisions that should be taken to complete a task. Student development process models outline steps to help guide the use of the theories that support student development.

Two of the most commonly implemented student development theories are Arthur W. Chickering's theory of identity development and William Perry's cognitive theory of student development:

- Chickering's theory falls in the psychosocial category. His theory considers the significance of college in the development of a student's identity. According to Chickering, students pass through seven developmental stages during their college years. They start with "developing confidence" as they acquire new knowledge and skills and gain control over their own expressions. When they reach the final stage, "developing integrity," students have matured from using black-and-white thinking about complex issues to recognizing and appreciating different views. Understanding the different stages can enable educators to guide students as they shape their sense of autonomy, opinions, ethics, and talents.

- Colleges also commonly accept and apply Perry's theory, which falls in the cognitive-structural category. This theory explains how students organize and make sense of information. It outlines different sequential developmental stages, describing the "relativistic" stage as most prevalent among college students. During this stage, students commit to an ideology and use its value system to inform their worldview. Perry's theory can help guide higher education administrators in their development of freshman experience programs and in their efforts to improve college teaching practices.

Appreciative Advising

Appreciative Advising is the intentional collaborative practice of asking generative, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials.

Disarm
Make a positive first impression with students, to build rapport and create a safe and welcoming space.

Discover
Ask generative, open-ended questions that help advisers learn about students' strengths, skills, and abilities.

Dream
Inquire about students' hopes and dreams for their futures.

Design
Students and advisers co-create a plan for making students' dreams a reality.

Deliver
Students deliver on the plan co-created during the Design phase, and advisers are available to encourage and support their students.

Don't Settle
Students and advisers set their own internal bars of expectations high.

Intrusive (Proactive) Advising

Intrusive Advising involves intentional contact with students with the goal of developing a caring and beneficial relationship that leads to increased academic motivation and persistence. Intrusive Advising differs from the more traditional prescriptive and developmental models of advising because advisors are not only helpful and encouraging of students, but they proactively make the initial contact with students. A way to be intrusive with students is to proactively monitor grades: both mid-semester and final. Involvement in student activities is an excellent way to bond with students, as is having lunch or taking breaks where students typically "hang out". Encourage students to network with each other, as well as assess their own strengths and areas of opportunity.

Advisors should also consider emailing students early in the semester to provide an introduction and spell out advisee/advisor expectations and responsibilities in the advising process. Students should be encouraged to reply with their own introduction. Do not wait for advisees to make the first contact; it might not happen. Be proactive and reach out to advisees early in the year. Not all students will respond but it begins fostering a relationship with those who do.

Advisees will feel more welcome if we ensure we are prepared for the appointment. First, make sure the office and desk area is warm and inviting. review the student's past advising history including advising notes, early alerts, and current degree plan prior to the appointment. This step will allow the advisor to ask important follow-up questions and have an understanding of the student's goals before s/he arrives.

Advisors should ask pointed and detailed questions to really get to know their students and make a connection. If resources are available to help single parents, veterans, or other special populations, do not be afraid to ask difficult questions. Use open-ended questions that solicit detailed responses requiring more than simple 'yes' or 'no' answers.

Career Advising

Students will be more connected to an early, intrusive career planning process to heighten the probability of a more appropriate major selection earlier in the baccalaureate experience. Content of the advising sessions can be considered bi-faceted: educational/ academic planning, and career/life planning.

The first year of college is a time for students to explore, mature, and lay the foundation for a lifetime of making sound, rational choices. Matching college majors with occupations and professional opportunities is most often addressed in the office of a career counselor while the selection of courses necessary for the completion of the degree, to get the job, and engage in professional activities, is most often addressed in the office of the academic advisor. Career planning and academic advising overlap and intertwine, requiring choreographed decision-making.

A quick to-do checklist for career advising may look like this:

- Establish a caring, working relationship

- Help students clarify goals; create a personal mission statement

- Discuss relevance of higher education and liberal studies

- Encourage thinking about life and career goals

- Relate interests and abilities to plans

- Assist in exploring and selecting majors and minors

- Provide rationale for course and curriculum requirements

- Help select and schedule courses

- Monitor academic progress

- Encourage students to explore options, become involved and use campus resources throughout their time in college

SUNY SCCC has established career advisors that are a very helpful resource to advisors and our student population.

Role of the Advisor

What Advising is and is Not

Academic advising is not primarily transactional.

Academic advising is about the creation and execution of academic plans maintained through the advising relationship. It's a long-term, consistent effort. A transactional approach to advising, such as through a "ticket" system that associates a specific problem to be resolved with each interaction between student and advisor, is unlikely to assist in creating long-term academic plans and a stable advising relationship.

Academic advising is not primarily focused on adjudication.

In some corners, advising is viewed as being about getting permission to drop courses, getting waivers of requirements, or applying for exceptions to policies. This is fundamentally the wrong approach.

The right approach is to have advisors and students working together to construct schedules following career and academic plans, helping the students understand the likely outcomes and consequences of their decisions (ex; dropping or withdrawing courses), and then monitoring the academic work and outcomes to feed back improvements/adjustments to the plan.

Prescriptive Advising	Developmental Advising
Advisor tells the student what they need to know about the programs and courses	Advisor helps the student learn about courses and programs for their own knowledge
Advisor knows college policies and tells the student what to do	Advisor tells the student where to learn about policies and helps in understanding how they apply to the student
Advisor informs the student about deadlines and follows up	Advisor informs the student about deadlines, then lets student follow up
Advisor tells the student which classes to take	Advisor presents class options; the student makes own selections

Advisor keeps the student informed about academic progress through files and records	Advisor keeps informed about academic progress through records and talking to student about academic experiences
Advisor tells the student what to do in order to get advised	Advisor and the student reach agreement about the nature of the advising relationship
Advisor uses grades and test results to determine courses most appropriate for the student	Advisor and the student use grades, test results and self-determined interests and abilities to determine most appropriate courses
Advisor specifies alternatives and indicates the best choice when the student faces difficult decisions	Advisor assists the student in identifying alternatives and weighing consequences when facing difficult decisions
Advisor suggests what the student should major in	Advisor suggests steps for the student can take to help decide on a major
Advisor identifies realistic academic goals based on grades and test results	Advisor assists the student in identifying realistic academic goals based on grades, test results and self-understanding
Advisor is concerned mainly about the academic life of the student	Advisor is concerned about the personal, social and academic life of the student
Advisor provides information mainly about courses and class schedules	Advisor provides information about workshops and seminars in areas such as career planning and study skills, in addition to courses and class schedules

The Student-Advisor Relationship

The advisor/advisee relationship is one based upon *shared responsibility*. The following will examine the responsibilities the advisor and advisee share within the context of this relationship.

Student Should	Advisor Should
Contact and keep in touch with your advisor	Post and keep office hours
Make and keep appointments or call if it is necessary to change or cancel an appointment	Keep appointments or call if it is necessary to change or cancel an appointment
Come with specific questions in mind	Provide accurate and specific information
Ask about other sources of information	Suggest other sources of information
Be open concerning school work, study habits, academic progress, etc.	Listen and help students resolve issues
Build a schedule free of time conflicts	Check with student for appropriate selection of courses
Understand Financial Aid package	Refer students to Financial Aid office with aid questions or concerns
Understand the academic code	Help students understand the academic code and how it applies to them
Make decisions concerning careers, choice of majors, and selection of courses	Suggest options concerning careers, choice of majors, and selection of courses, or make appropriate referrals when necessary

Core Values of Academic Advising

The NACADA Statement of Core Values reflects the many cultural and educational contexts in which academic advising is practiced globally. By virtue of this process, the following represents the Core Values of the academic advising profession as a whole. These values apply to all who perform academic advising by any role, title, or position as educators at their institutions.

The Core Values provide guidance to academic advisors in their professional lives. Academic advisors are committed to the students they advise, their institutions, their professional practice, and the broader advising and educational community. There may be times when balancing all Core Values equally is not possible. In those instances, academic advisors are encouraged to reflect and engage other academic advising professionals in a dialogue to resolve any conflict to the best of their ability.

CARING — *Academic advisors respond to and are accessible to others in ways that challenge, support, nurture, and teach. Advisors build relationships through empathetic listening and compassion for students, colleagues, and others.*

COMMITMENT — *Academic advisors value and are dedicated to excellence in all dimensions of student success. Advisors are committed to students, colleagues, institutions, and the profession through assessment, scholarly inquiry, life-long learning, and professional development.*

EMPOWERMENT — *Academic advisors motivate, encourage, and support students and the greater educational community to recognize their potential, meet challenges, and respect individuality.*

INCLUSIVITY — *Academic advisors respect, engage, and value a supportive culture for diverse populations. Advisors strive to create and support environments that consider the needs and perspectives of students, institutions, and colleagues through openness, acceptance, and equity.*

INTEGRITY

Academic advisors act intentionally in accordance with ethical and professional behavior developed through reflective practice. Advisors value honesty, transparency, and accountability to the student, institution, and the advising profession.

PROFESSIONALISM

Academic advisors act in accordance with the values of the profession of advising for the greater good of students, colleagues, institutions, and higher education in general.

RESPECT

Academic advisors honor the inherent value of all students. Advisors build positive relationships by understanding and appreciating students' views and cultures, maintaining a student-centered approach and mindset, and treating students with sensitivity and fairness.

Skills and Techniques needed for an Advisor

Effective Communication Skills

Effective communication skills are essential for advisors. Providing information in a meaningful way serves as a basis for decisions which can have a profound influence on a student's entire life. Advisees are not simply deciding what courses they will take or what they will major in; they are also deciding, if only indirectly, their futures.

- Listen carefully and check your understanding by paraphrasing what advisees have said or by asking a question. Ask yourself whether advisees have asked the right questions. Too often, the correct answer is given by advisors--but the wrong question was asked by students, and communication fails.

- Use open-ended questions and similar techniques that enable you to discuss topics with advisees rather than allowing only "yes" or "no" responses.

- Discuss with your advisees their backgrounds and experiences, progress on their goals, and future plans. Such a discussion will provide you with helpful information, and it will reflect your concern for advisees as individuals.

- Most communications have both an intellectual and an emotional component. Listen for the emotional message. If the emotional part of the message seems to be out of proportion or inconsistent with the intellectual part, you may need to examine this discrepancy before a rational decision can be made.

- Always keep notes about what decisions have been made and why. A quick review before seeing students again will help you recall specific details. This is an important way to demonstrate your interest in students as individuals.

- The more effective approaches to academic advising go beyond informing and begin to involve some counseling skills including helping and empowering.

- Respect your advisees as people and show them that you respect them. One way to do this is to make a sincere effort to do an effective job of your advising.

- Encourage informed decision-making of your advisees. They are adults, and, more importantly, they must live with their decisions.

- Respecting advisees does not mean that advisors must agree with all of their decisions. The advisor role is to help them make realistic decisions. If advisors have reason to believe that students will fail or are making a poor choice, they should honestly discuss this perception with them.

- Know enough to recognize when one of your advisees needs help beyond your capability and know how to make a referral.

- Be available; you cannot provide even the basics to an advisee if the advisee cannot find you.

Motivational Interviewing

Motivational interviewing is a directive, student-centered counseling technique for eliciting behavior change by helping students explore and resolve ambivalence. This method has the advisor leading the session in a way that is subtle, gentle, responsive, and imaginative, as opposed to prescribing a solution to solve a problem. The implicit theory behind motivational interviewing is that MI will lead to an increase in student change talk and diminish student resistance. The extent to which a student verbally argues for change will be directly related to behavior change. For an advisee to initiate productive behaviors, the advisee must be ready, able, and willing to make a change.

Motivational interviewing is based on four general principles: expressing empathy, developing discrepancy, rolling with resistance, and supporting self-efficacy. Developing discrepancy involves helping the student recognize the difference between the current behavior and the desired behavior. Rolling with resistance requires the advisor to avoid arguing with the student, but continue to use open-ended questions to draw the student back to the discrepancy in the current behavior. Perceived self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Even when an advisee recognizes the need to change a current behavior, actual change will require both a belief in the capability to engage in the new behavior and belief in the likelihood that this change will lead to a desired outcome.

Strategies for using Motivational Interviewing in the advising setting vary. One approach that has been used is to negotiate the students' agenda. The advisor may state that the purpose of the meeting is to look at the reasons for academic dismissal, but allow the student to talk about the main concerns he or she holds right now, rather than try to choose an issue for the student. A final strategy may involve providing personal feedback to the advisee based on testing and monitoring results. This approach would assist in helping the advisee develop awareness of the behavior and examine the discrepancy between the current behavior he or she is engaging in, and the desired behavior and outcome.

Recognizing Students in Distress

As a professional staff member, you may be the first to notice a student who is experiencing difficulty. You do not have to take on the role of counselor or diagnose a student. You need only notice signs of distress and communicate these to SUNY Schenectady's, counseling or student services professionals. As academic advisors, we are unable to see any sign of erratic performance or decline in the classroom or other typical academic indicators of student distress. But, we are able to take note when students have repeated absences, or missing assignments that are out of character. A simple check-in with the student may help you get a better sense of his or her situation.

Behavioral and Emotional Indicators

- Direct statements indicating distress, family problems, or loss

- Angry or hostile outbursts, yelling, or aggressive comments

- More withdrawn or more animated than usual

- Expressions of hopelessness or worthlessness; crying or tearfulness

- Expressions of severe anxiety or irritability

- Excessively demanding or dependent behavior

- Under responding to academic notice

- Too frequent visits to advising center (dependency)

- Shakiness, tremors, fidgeting, or pacing

Physical Indicators

- Deterioration in physical appearance or personal hygiene

- Excessive fatigue, exhaustion; falling asleep in class repeatedly

- Statements about change in appetite or sleep

- Noticeable cuts, bruises, or burns

- Frequent or chronic illness

- Disorganized speech, rapid or slurred speech, confusion

- Unusual inability to make eye contact

- Coming to class bleary-eyed or smelling of alcohol

Advisors must be familiar with institutional resources beyond the counseling center, including such services as TRiO Student Support Services, academic support services, tutoring or mentoring programs, resources for students with disabilities, and health services. If current

trends continue, many more students will enter with mental health concerns. Early intervention, referral to appropriate resources, and supportive academic advising can be crucial to the success of these students.

Advising with Parental Involvement

It is a well documented fact that parental involvement has increased on college campuses across the nation. In the past, parents may have handled the financial aspects of college for their children, and little else. Today, parents are getting involved in every aspect of their children's academic lives, from what classes they choose, to where they will live, to disputing the grades they received.

The Academic Advisement Office has established guidelines on how to handle parents:

- SUNY Schenectady College automatically withholds students Academic Records, Billing Statements and Financial Aid information from parents per the FERPA Policy.

- The FERPA Release of Information Authorization is valid for <u>one year.</u>

- A student may choose to waive their FERPA rights and allow academic information to be shared with certain people by completing a FERPA waiver form. This waiver allows SUNY Schenectady County Community College to share academic information from the student's education records with the persons listed on the completed form when they provide the student's SUNY Schenectady ID and the correct password. The FERPA waiver should be completed and presented in person at the Registrar's Office, Admissions, or the Student Business Office.

- Advisors cannot release FERPA Protected Information via email to parents or third parties.

- Directory information is "public" information, which may be released without the student's consent to persons making inquiry.

- Students have the right to restrict the disclosure of items designated as directory information. If students exercise this right, such information will not be released without their written consent except as provided by law and College policy. Students wishing to restrict the release of the items identified as directory information must notify the Registrar's Office within 30 days of the beginning of the term by completing the <u>Confidentiality Request form</u> and returning it to the Registrar's Office.
  - SUNY Schenectady County Community College has designated directory information to include:
    - Student's full name
    - Local and permanent address and phone number

- Campus email address

- Dates of attendance

- Degrees awarded

- Enrollment status

- Major

- Degrees and awards received

- Participation in officially recognized sports and activities.

- If you must talk to a parent, try to have the student there as well. If the parent is calling, ask to have the student get on the line or arrange a conference call including the student.

- Fight the urge to be either 'too nice' or 'too dismissive' with parents. Being 'too nice' may invite further unnecessary interactions, and being 'too dismissive' may give the impression that you do not care or even prompt a complaint to your supervisor.

- Use interaction as a 'teaching moment'. Encourage the parent to try to communicate directly with their child. If there is a problem that must be resolved, encourage the parent to have the child try to resolve the issue on his/her own.

- If you find yourself advising a student along with the parents, there are a few simple strategies to keep in mind:

  - Ask the student at the beginning of the session if they mind having their parent(s) join them in the advising session. The student has a right to say 'No'.

  - Consider the placement of the student and parent(s) in your office.

  - Direct questions to the student and maintain eye contact with the student.

  - If the parent(s) asks or answers a question, redirect the issue back to the student to get his/her input.

  - Remind the student they can return for a one on one appointment without their parents present.

    - This allows the student to discuss anything without their parent(s) present.

Diversity Equity and Inclusion

Academic Advisors may be the first people with whom students interact on the college campus. Additionally, they may be the only member of the campus community that students maintain a one-on-one relationship with. Therefore, advisors play a critical role to students' success and are trusted to empathize with, listen to, and offer guidance to all advisees regardless of their race, class, gender, and other characteristics. Here are some ways an advisor can make all students feel included and can further support student development:

- Create a welcoming environment

- Offer a safe space for all advisees

- Respect and meet students where they are

- Be aware of labels, expressions, and language when speaking with students

- Learn about underrepresented populations' culture, history, and current issues

NACADA lists several objectives culturally competent advisors should have:

- A commitment to the whole student

- Recognition and appreciation of individual differences

- The ability to provide students with access and opportunity

- Adequate ongoing multicultural advisor training

Constant education is one of the easiest forms of action an ally can take. Use the resources provided by NACADA such as Advising Communities, the Emerging Leaders Program, and the resource page. Take full advantage of employer-provided access to peer-reviewed journals to stay up-to-date on research across the diversity spectrum (LGBTQ+, race, ethnicity, religion, socio-economic status, ability, first-generation students, transfer students, etc.). Talk to co-workers and colleagues doing the work. Find new books by diverse authors, fiction and nonfiction, to listen to on daily commutes. Show up to programs and presentations put on by underrepresented student groups. There are endless ways to continue learning and growing.

Allies support those who are marginalized, seek to make changes so that others can get the credit *they* are due, and are constantly learning. The work is hard, but if an advisor is committed to growth and change, it is work they will want to do.

Advising Resources & General Guidelines

Advising Resources and General Guidelines

In a typical advising session, you might:

- Review degree audit and discuss academic progress (DegreeWorks)

- Discuss to ensure student is in appropriate program to meet future goals

- Review curriculum worksheet and program requirements (online or Faculty Handbook)

- Use Xtender to view scanned documents, such as transcripts for math or English placement

- Discuss prerequisites

- Make suggestions on course selection

- Discuss academic policy/procedure

- If registering, give student advisor pin (from SPAAPIN in Banner) or have the student sign a collection agreement

- Makes notes in DegreeWorks

- If a new student, review the new student checklist and check High School transcript and with student for possible AP, IB, CHS, and other college credit

- Refer students to appropriate services.

Common Office Referrals

Office	Contact Information
Registrar Office	Elston Hall 212 & 215, 518-381-1348, registrar@sunysccc.edu
Financial Aid	Welcome Center, 518-381-1468, fa@sunysccc.edu
Business Office	Welcome Center, 518-381-1346, bursar@sunysccc.edu
Success Center	Elston Hall 221I, 518-381-1434, studentsuccess@sunysccc.edu
Admissions	Welcome Center, 518-381-1366, admissions@sunysccc.edu
Career Services	Dawn Jones, Elston Hall 222, 518-836,2807, cts@sunysccc.edu
ADA Transition Services	Susanna Adams, Elston Hall 222, 518-381-1345, adamssj@sunysccc.edu

Counseling	Robyn King, Elston Hall 222, possonrm@sunysccc.edu
TRIO	Ben DeAngelis, Elston Hall 238, 518-381-1463, deangebj@sunysccc.edu
Student Activities	Sherman Ortiz, Elson Hall 223, 518-381-1340, ortizsj@sunysccc.edu
EOP	Tiombe Farley, Begley Learning Commons 104, 518 381-1279, eop@sunysccc.edu
IT	Begley Learning Commons, 518-381-1487, ithelpdesk@sunysccc.edu
Testing Center	Mary Silvestri, Elston Hall 427, 518-381-1293, testingcenter@sunysccc.edu
Learning Center	Michelle Ragucci, Begley Learning Commons 116, 518-381-1249

Department Deans & Secretaries

Business, Criminal Justice, and Law	
Dr. Hector Iweka	Elston Hall 305, 518-381-1200 Ext: 1300, iwekahn@sunysccc.edu
Omawatie Dwarka	Elston Hall 305, 518-381-1386, dwarkaon@sunysccc.edu
Hotel, Culinary Arts, and Tourism	
Dr. David Brough	Elston Hall 308, 518-381-1200 Ext: 1361, broughde@sunysccc.edu
Ann Shattuck	Elston Hall 308, 518-381-1325, shattual@sunysccc.edu
Math, Science, Technology, and Health	
Dr. Syeda Munaim	Elston Hall 312, 518-381-1268, munaimsi@sunysccc.edu
Sharon Small	Elston Hall 312, 518-381-1267, smallsk@sunysccc.edu
Liberal Arts	
Dean Eileen Abrahams	Elston Hall 309, 518-381-1393, abrahae@sunysccc.edu
Elisabeth Gundlach	Elston Hall 309, 518-381-1387, gundlaea@sunysccc.edu
School of Music	

|	
Dr. Christopher Brellochs	School of Music Room 202, 518-381-1231, brellocc@sunysccc.edu
Jessica Cain	School of Music Room 201, 518-381-1231, cainjesl@sunysccc.edu
Vice President of Academic Affairs	
Thersa Fay	Elston Hall 302, 518-381-1382, faytm@sunysccc.edu
Vice President for Strategic Initiatives and Planning	
Dr. David Clicker	Elston Hall 329, 518-281-1390, clickndc@sunysccc.edu
Laura Cossart	Elston Hall 329, 518-381-1399, cossarla@sunysccc.edu
Director of College and High School Partnerships	
Pam McCall	Stockade 109, 518-381-1318, mccallp@sunysccc.edu
Dean of Student Affairs	
Dean Stephen Fragale	Elston Hall 222, 518-381-1378, fragalsa@sunysccc.edu
Kimberly Kirker	Elston Hall 222, 518-381-1365, kirkerkc@sunysccc.edu

Academic Standing

A student is considered to be in good standing (SAP) if they fall within the SAP chart based on the number of credits they've attempted. At the end of a term, a student is placed on academic warning if they do not have the cumulative GPA requirement based on the total amount of credits they've attempted.

A student who is on Academic Warning is limited to registering for 13 credits. A student who still does not meet the Satisfactory Academic Progress standards at the end of the warning period will be dismissed from his/her program.

- Students who are dismissed have numerous options.
    - Option 1: if the readmission deadline has passed, a student can pay out of pocket for courses, then apply for readmission the following semester
    - Option 2: go through each step of the readmission process.
        - Note: each student's case is reviewed and is either approved or denied based on their readmission application.

- *For SAP purposes, if a student wants you to project their standing for the next semester, with regards to pursuit of program, you have to add currently registered credits to have an accurate total of what their attempted credits will be at the end of the semester.

- *For SAP purposes, total credit hours include all credit hours attempted in residence and applicable transfer credits. BUT transfer credits are not included in the calculation of GPA.

Academic Standing Flow Chart

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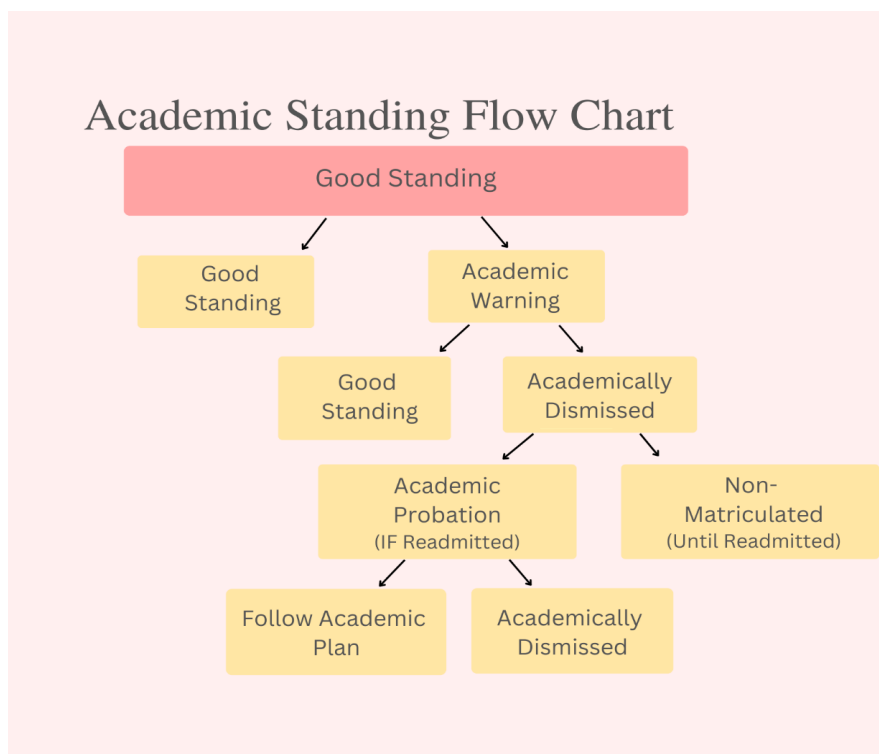
- Pursuit of Program is a measure of the student's effort to complete a specified percentage of the minimum course load in an aid-supported semester.

- There is a chart to evaluate successful POP, on pg X in appendix.

- POP= Pursuit of Program

Financial Aid

- Students who receive financial aid must ensure that all of their classes fit into their degree program(s). Taking additional courses that do not apply will count towards their 150% of maximum credits attempted, will not count for graduation, and could result in loss of aid.

- How many classes a student needs to take for a Pell Grant will depend on their award eligibility. Some students can take only one class and receive aid, others will need more.

- Students must have at least 6 degree applicable credits to be eligible for a federal loan.

- There are full-time and part-time NY State aid programs.

- Students are only charged for 12 credits maximum.

- When adding a secondary program any course requirement that has already been met will be filled. For example, once an elective is satisfied it will carry over to any other program that requires a similar elective.

- Federal and state financial aid will pay for the retake of a previously unsuccessful course.

- For Federal purposes (PELL, Loans, SEOG) a student can retake a previously passed course one-time per course, provided it is applicable to their degree program and a better grade is achievable.

- For TAP purposes once a student passes a class, that course will not be covered again, unless it is in addition to 12 new credits that are required within the program(s).

- In order for a student to earn their financial aid for the semester they must either: (a) remain enrolled for at least 60% of their scheduled days for the semester, (b) earn six credits or more for the semester, or (c) pass at least one class that spans 49% or more of the student's scheduled days for the semester. *Students should always check with financial aid before dropping or withdrawing from a course as each situation is different.*

- Students approved through the office of ADA Transition Services are not subject to the same requirements for State Aid Programs. Students should check with the Financial Aid Office

The Excelsior Scholarship is a "last dollar" award. This means that students must first apply for FAFSA and TAP. The Excelsior Scholarship will then cover the remaining balance of tuition after Pell, TAP and other grants, scholarships or other gift-aid for eligible students. Students must be able to graduate "on-time." This means students must complete their two-year degree in two years or less, they must earn 30 degree applicable academic credits per year, and successfully complete a minimum of 12 degree applicable credits per fall and spring semester. Summer and winter sessions can be used to meet the 30 credit requirement, but there are no Excelsior funds applied to these semesters.

The rules are different for EOP and ADA students:

- EOP: Excelsior recipients registered with EOP must meet the same requirements except they must earn 24 degree applicable credits per year as opposed to the 30 credit requirement outlined above.

- ADA: Excelsior recipients registered with ADA Transitional Services do not need to be full-time or meet the annual 30 credit requirement. However, they must pass each class on the first attempt. If an ADA student has unsuccessful credits in fall or spring they can regain their eligibility by taking an equivalent number of credits in the summer session.

- Excelsior does not pay for summer classes.

Foreign Language Placement

What languages does SUNY Schenectady offer?
- We offer various levels of French, Spanish, and American Sign Language (ASL)

What if my native language is one other than English? Can I receive college credit?
- If you have solid reading and writing skills, you can take a College Level Examination Program (CLEP) test in French or Spanish. For exam fees and information, contact the Testing Center at: 381 1293 or http://www.sunyscccc.edu/academic/testingcenter.htm
- For exam preparation and descriptions go to: http://clep.collegeboard.org.
- If your speaking skills are stronger than your reading and writing skills, you should enroll in an intermediate level course.

Cross Registration

Matriculated students may cross register for courses offered at participating colleges and universities, as listed in the College Catalog. There are multiple cross registration agreements. Approval must be granted by the Registrar and, depending on the cross-registration program, the Provost.

- Students must have earned at least 12 credits at SUNY Schenectady with a 2.0 GPA to be eligible for cross-registration.

- Enrollment restrictions are based on the cross-registration agreement SUNY Schenectady has with other colleges, specific need to enroll in the class, and course availability.

- Students may cross register only during the Fall and Spring semesters.

- Cross registered courses are considered resident credit and are entered as such on the student's permanent record.

- The student must take the course for a letter grade unless the only option offered by the institution is Pass/Fail.

- The student is responsible for notifying both campuses when dropping/withdrawing from a cross registered course. Failure to do so may result in an academic F grade from the host institution.

Rules for necessary cross-registration (eg., student needs the class for graduation or to keep them on track)

- Course must be required for graduation or to keep student on track
  - Will only be approved if the course is not being offered at Schenectady for that given semester or
  - Is being given at a time that is clearly in conflict with the student's other responsibilities
    - Will not consider a time related request if it does not match the student's other courses (eg., Student says they can't do evening classes but they've done several before.)
    - Choice of modalities is not taken into account unless ADA related or similar
  - We do not allow cross reg because a student chooses not to be vaccinated and cannot come on campus for a course.
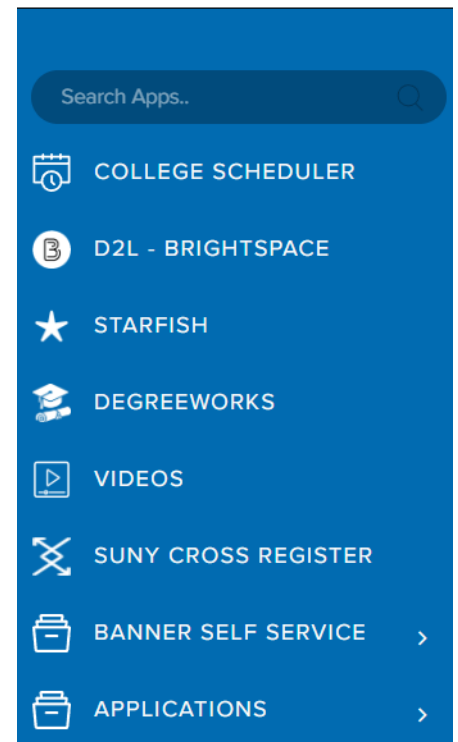
The Process

- The student should identify the course that is needed themselves or with the help of the advisor. I can always help but I cannot be the person responsible for finding the course. If there's a question, ask.

- The student should do the cross reg app on the portal as a Schenectady student (as opposed to a student of the school they want to attend)

- I usually review as advisor and registrar. If you approve of the cross registration or suggested it and we have not yet spoken about it, please indicate your approval with a note in D.W.

- If approved by us and the host school, we create a dummy course for FA and registration purposes. Cross reg courses count as courses taken in residence. Once the section is created, the student is registered for the course on our campus. The host school is responsible for telling the student if they need to do anything else to register.

- If the student is not approved, I message the student through the cross reg portal with my contact information and likewise if I have questions.

- The student is informed every step of the way automatically with a notice to check the portal.

GPA Calculation

A student's cumulative GPA is determined by multiplying the grade points for each class by the number of credits to get the total quality points and then dividing the quality points by GPA hours (which includes grades for all credit-bearing courses, only the highest grade for a repeated course and does not include withdrawals).

For example: a B+ is worth 3.33 grade points, which is then multiplied by the number of credits for the course to determine the total quality points:
3.33 (grade points) x 3 (number of credits for the course) = 9.99 quality points

Grade	Grade Points/Credit Hour	Grade	Grade Points/Credit Hour
A	4.00	C-	1.67
A-	3.67	D+	1.33
B+	3.33	D	1.00
B	3.00	D-	0.67
B-	2.67	F	0.00
C+	2.33	Fx	0.00
C	2.00		

This is done for all classes specified above and then the total quality points are divided by the GPA Hours to determine cumulative GPA.

Current GPA Hours (from SHATERM):   _____
- Subtract Number of Graded Repeated Credits: _____
- Determine the retake Quality Points and subtract from current total   _____
- Determine the cumulative GPA without the retake: _____
- Use the GPA calculator: _____

Being a SUNY Schenectady Advisor

Model and Delivery at SUNY SCCC

At SUNY Schenectady all students are assigned an academic advisor based initially on their program of study. The goal is to build a strong student/advisor relationship in which the advisor assists their advisees from the day they are accepted right through to graduation. Advisors are trained in all programs of study so if students decide to change their major they can stay with the same academic advisor.

Advising Reminders

- In order to add a second degree, you must have completed 12 credits with a 2.5 GPA or higher.

  - In order to graduate there must be a 15 credit difference between the first and secondary program.

  - There must be 15 credits being used in the second program that are not being used in the first

  - There are some secondary exclusions for example a student cannot be in two Liberal Art concentrations.

- A student can only attempt a class three times.

  - If they try to take a class for a fourth time, they need approval from Mitzi Espinola.

- If a student is interested in taking a course out of their program for personal growth, it must be taken in addition to 12 credits that are already plugged into their program if they're using financial aid.

- If a student attempts (withdraw/fail) a class, they cannot register for a different section of the same course within the same term.

- A student needs a 2.0 to graduate

Functions of the Advisement Center

- Staying current with academic policy/procedure and related information (Fresh Start Policy, auditing courses, GPA calculators, tuition, etc.)

- Advisors use and submit many different forms throughout the advisement cycle, it is important to know when each one is applicable. Please reference the appendix for more information and examples.

- Returning phone calls and emails for a variety of questions

- Provide outreach to designated student populations

Advising Guidelines for Different Types of Students	
New (never attended college before) ● Transcript & Survey to Success ● Discuss difference between highschool and college level courses ● Introductions- try to build a rapport and ask if they have initial questions ● Career/ Major / Goals ● Go over degree- Curriculum Worksheet ● Discuss PT/FT and on-campus or online, mention vaccine requirement ● Discuss Math and English placement (refer to multiple measures) ● Show DW and explain how it works ● Review New Student Checklist	**Reactivating (attended SCCC in the past, but there has been a 3 semester gap.)** ● Discuss Math and English placement (refer to multiple measures) ● Go over DW again if needed/Review any new transfer credits ● Complete the ASC form ● Remind them to update financial aid and possibly submit a new Certificate of Residency
Dismissed (academic and or financially) ● SAP Readmission Paperwork	**Continuing (attended the prior semester)** ● Discuss grades from the previous semester, any room for improvement?
Non-Matriculated (not enrolled in a program of	**Transfer**

study but still taking courses.)	
● These students do not receive financial aid, explain that they have to pay out of pocket or with a private loan. ● If they would like to take a class that has a prerequisite, ensure they have the necessary class completed.	● Review transfer credits ● Discuss PT/FT and on-campus or online, mention vaccine requirement ● Review prerequisite completion

All Students

- Remember to breathe & slow down if needed

- Discuss course loads with student prior to finalizing schedule, 15 credits is not one size fits all

- Ask open-ended questions

- Discuss timing and formatting of class

- Discuss other obligations that may conflict with schedule

- Make them aware of classes that are only offered in a specific semester

- Be mindful of SUNY Gen-ed Requirements

- Know if the student is interested in transferring post graduate, and what specific program requirements they should be knowledgeable of.

- Discuss academic standing, if a concern.

- Leave 30 min buffer for travel between center city and the main campus when registering students

- Check for comprehension throughout conversation

- Be assertive and confident when talking

- Discuss the resources and activities that we offer students on campus and provide additional information.

- In some cases course substitutions.

- **DON'T forget** to have student sign the Collections Agreement

- **Write** notes in DW and Starfish

Transcripts

Most high school or transfer transcripts will be scanned and accessible on Banner Xtender and/or on the J-drive>Shares>Transcripts Admin and Reg. If they are not and are needed to register for courses, you may need to contact Admissions to have them scan the transcripts and email them to you. In addition, please review transfer transcripts for credit that may be accepted at SUNY Schenectady which may have not been applied yet. It is not official until the Registrar reviews it officially but it will help you to not put students in courses they may already have credit for.

Change of Program

New students sometimes clarify their degree goals after admissions and, therefore, need a program change. Once students start taking classes, they can change their minds and want to switch. If a student comes to the office and would like to change their major, have an open discussion with them about their new career goals and what they are missing from their current program.

- Graduation could be set back.
- Financial could be affected due to max time.

Semester Change

If a student was admitted in a prior semester, but presents as a new student now, more steps are necessary. These are as follows:

- The student did not register for classes at all, confirmed by degree audit, where no classes are showing; the student or advisor must notify Admissions to move the application to the new semester.
- The student registered in a prior semester, but dropped classes in the add/drop period. These students should also notify Admissions to move their acceptance to the new semester.
- The student registered for classes and then withdrew from them. In this case, the "W" will show on the bottom of the degree audit under UNUSED COURSES. (This information is also available in SFAREGS). This student should still be matriculated. Only fill out the ASC form if they are changing their program or need to reactivate.
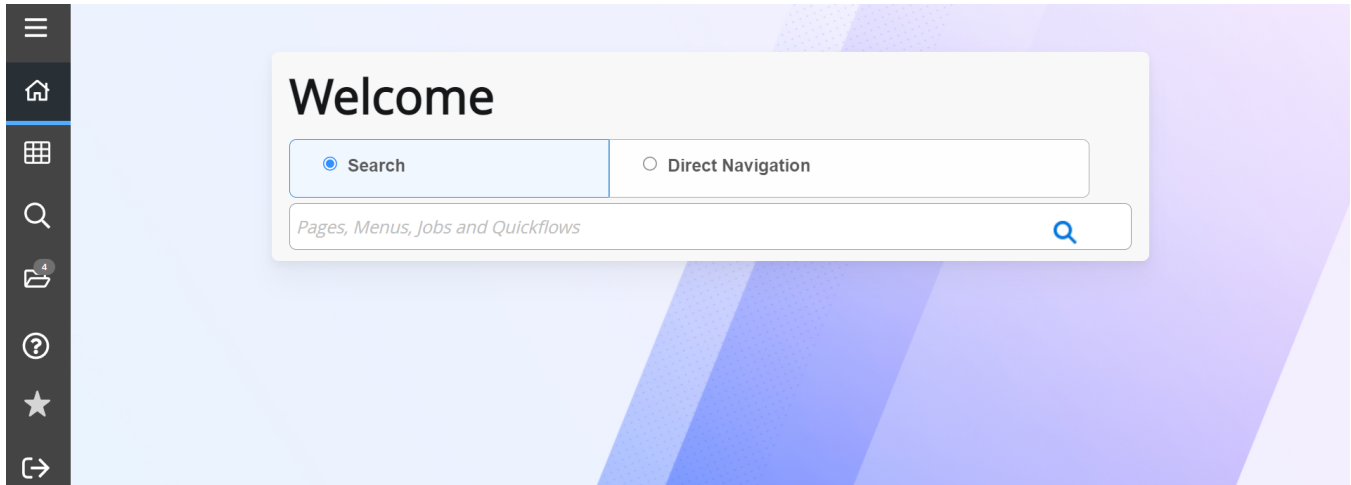
Banner Xtender Degreeworks

Banner

Banner is the college's principal database. It houses information like admissions, financial aid, records, registration, and student accounts. Banner is used throughout the college in different capacities. Advising commonly uses only a few screens.

<u>When you log into Banner, it will direct you to this screen</u>

Banner is navigated by inputting screen specific codes. To navigate to a new screen, input the code in the search box and hit enter. You can also favorite the codes that you use regularly The screen codes advising commonly uses are:

SOAHOLD

If a student has a financial, library or immunization hold on their account preventing registration, the advisor can review this screen to direct them to the correct office to remedy the hold.

Hold Type *	Hold Type Description	Reason	Release Indicator	Amount	From *	To *	Origination Code	Originat
PP	FACTS Payment Plan	202209 - NBS Payment Plan	☑		08/03/2022	12/31/2099		
ZZ	Signed Collection Agreement	202206	☐		05/06/2022	12/31/2099		
ZZ	Signed Collection Agreement	202209	☐		05/06/2022	12/31/2099		
PP	FACTS Payment Plan	202206 - NBS Payment Plan	☑		05/05/2022	12/31/2099		
ZZ	Signed Collection Agreement	202209	☐	0.00	05/04/2022	12/31/2099	AUTO	Genera
ZZ	Signed Collection Agreement	202206	☐	0.00	05/04/2022	12/31/2099	AUTO	Genera
PP	FACTS Payment Plan	202201 - NBS Payment Plan	☑		01/27/2022	12/31/2099		
ZZ	Signed Collection Agreement	202201	☐	0.00	12/01/2021	12/31/2099	AUTO	Genera

SOATEST

Advisors use this screen to review placement test information. Advisement also uses this screen to input multiple measurement assessments about a student's English and Math placement.

SPAIDEN

This screen is useful for students that have numerous phone numbers on file or if their email isn't up to date in starfish.

SPAAPIN

Advisors can look up students advisor pins during the registration season using this screen.

✕ ⓥ ellucian Alternate Personal Identification Number SPAAPIN 9.3 (PROD)	📄 ADD	📄 RETRIEVE	🖧 RELATED	⚙ TOOLS	🔔

From Term: [redacted]   Start Over

▾ ALTERNATE PERSONAL IDENTIFICATION NUMBER   ⚙ Settings   ➕ Insert   ➖ Delete   🗐 Copy   ▼ Filter

Term Code *	Process Name *	Alternate PIN *
202301 •••	TREG	308371

|◀ ◀ 1 of 1 ▶ ▶| 10 ⌄ Per Page   Record 1 of 1

SAAADMS

This page shows the advisor application status of the students. You may use this page to verify a student's program of study, check a students residency status, see if the student is a transfer or if this is their first time in school or if the student would like to go part-time or full-time.

✕ ⓥ ellucian Admissions Application SAAADMS 9.3.27.E2 (PROD)	📄 ADD	📄 RETRIEVE	🖧 RELATED	⚙ TOOLS	🔔

ID: [redacted]   **Term:** 202209   Fall 2022   View Current/Active Curricula: ☐   Start Over

Application	Curricula	Fees, Mail Submission, Withdrawal Data	Checklist	Sources, Interests, Comments	Contacts, Cohorts, Attributes

▾ APPLICATION   ⚙ Settings   ➕ Insert   ➖ Delete   🗐 Copy   ▼ Filter

Entry Term	202209 ••• Fall 2022	Application Preference		
Application Number	*1*	Application Date	07/19/2022 📅	
Admission Type	01 ••• New Applicant	Application Status	W ••• Web Application	Slate Applicant ID 197106262
Student Type *	1 ••• First Time	Application Status Date	07/19/2022 📅	Slate Application ID SLTA
Residence *	R ••• In state Resident	Maintained By	*S* SYSTEM	Slate Submit Date 07/19/2022
Site	•••	Application Decision	*36* Original accept/wrong code	Veteran Indicator
Full or Part Time	Part Time ⌄	Application Decision Date	07/19/2022	Early Action
	☑ Outstanding Requirements	Maintained By	*U* USER	Program Format

|◀ ◀ 1 of 1 ▶ ▶| 1 ⌄ Per Page   Record 1 of 1

▾ CURRICULA SUMMARY - PRIMARY   ⚙ Settings   ➕ Insert   ➖ Delete   🗐 Copy   ▼ Filter

Priority	Term	Program	Catalog	Level	Campus	College	Degree
1	202209	Nutrition (AS)	202209	Undergraduate	Main	No College Designated	Associate in Science

|◀ ◀ 1 of 1 ▶ ▶| 1 ⌄ Per Page   Record 1 of 1

▾ FIELD OF STUDY SUMMARY   ⚙ Settings   ➕ Insert   ➖ Delete   🗐 Copy   ▼ Filter

🔍 *Attached to Major Details*

Priority	Term	Type	Field of Study	Department	Attached to Major
1	202209	Major	Nutrition	Math, Science & Health	

|◀ ◀ 1 of 1 ▶ ▶| 3 ⌄ Per Page   Record 1 of 1

SHATERM

Advisors use this screen when evaluating Academic and/or Financial Aid standing. Shows attempted, passed, and earned credits; it also shows the GPA.

- **Attempted Hours**
  - Does count every attempt into the total (students who take the same course multiple times, will have every attempt counted).
- **Passed Hours**
  - Includes all courses with a grade above an "F" and remedial courses with a "P".
- **Earned Hours**
  - Includes all courses with a grade above an "F", but **does not** include remedial courses.
- **GPA Hours**
  - Includes all grades of "F" and above
  - Remedial courses do not count, regardless if the student passed or failed

SFAREGQ

Shows the student schedule, including dates, times and instructor.

Term	CRN	Subject	Course	Section	Registration Status	CEU	Cross List	Mon	Tue	Wed	Thu	Fri	Sat	Sun
202209	90107	MAT	167	HY1	RE	N		☐	☑	☐	☐	☐	☐	
202209	90128	CIS	133	71	RE	N								
202209	90155	ECO	223	71	RE	N								
202209	90351	ENG	124	01	RE	N		✓		✓				

Record 1 of 4

Total CEU Hours 0.000
Total Credit Hours 13.000

	Part of Term	Campus	Start Date	Instructional Method	Grading Mode	Building	End Date	Credit Hours	Room	Instructor	Primary
	1	B	08/29/2022	HY	A	STK	12/17/2022	4.000	304	Lacey, Laurie L.	☑
	1	W	08/29/2022	OL	A	ONLINE	12/17/2022	3.000		Hurd, Andrew J.	✓
	1	W	08/29/2022	OL	A	ONLINE	12/17/2022	3.000		Cajuste, Miriam	✓
	1	1	08/29/2022	TR	A	STK	12/17/2022	3.000	206	London, Jennifer R.	✓

Record 1 of 4

Total CEU Hours 0.000
Total Credit Hours 13.000

Xtender Access (Document Management)

Xtender Is used to view scanned documents (i.e. high school and college transcripts) that accompany a student's academic file. You can access Xtender through Banner.

<u>Click on "Retrieve" in Banner. This will launch Xtender.</u>
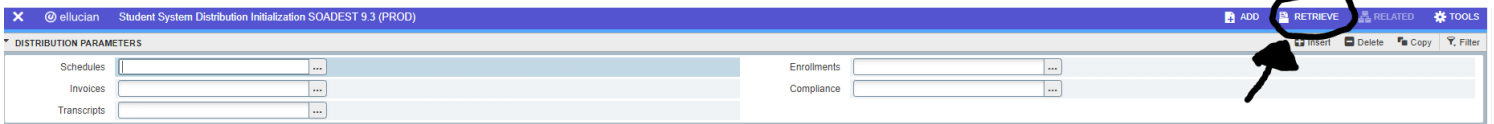
<u>Click on the "B-S-ADMN" on the left side and then click "New Query."</u>
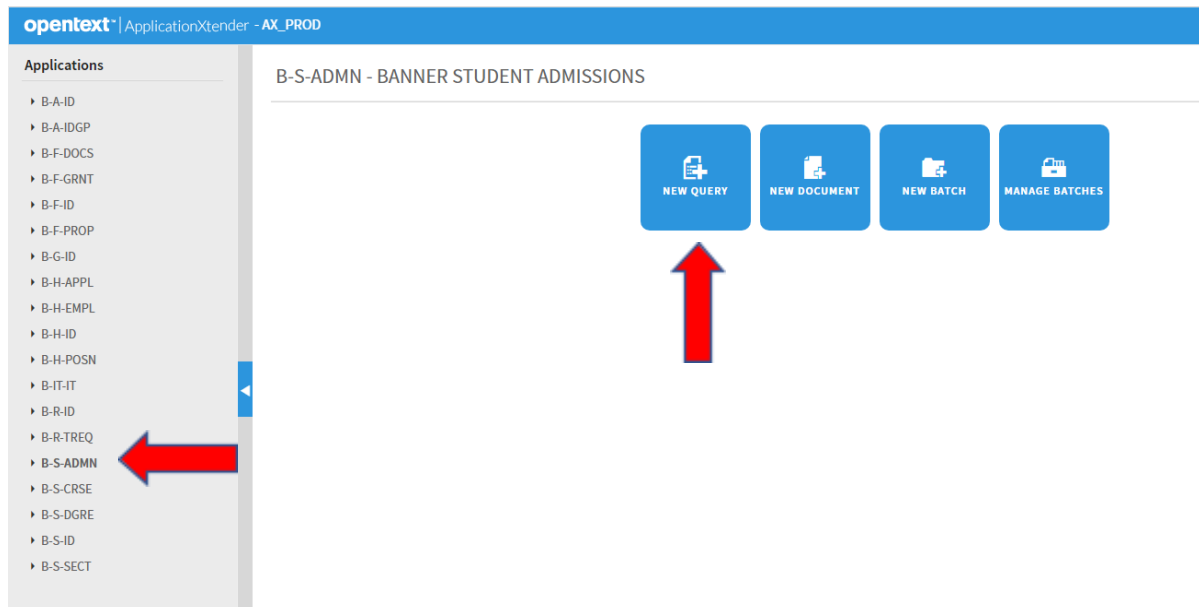
<u>Enter Student ID under "ID", then scroll to the bottom of the screen and click "RUN"</u>
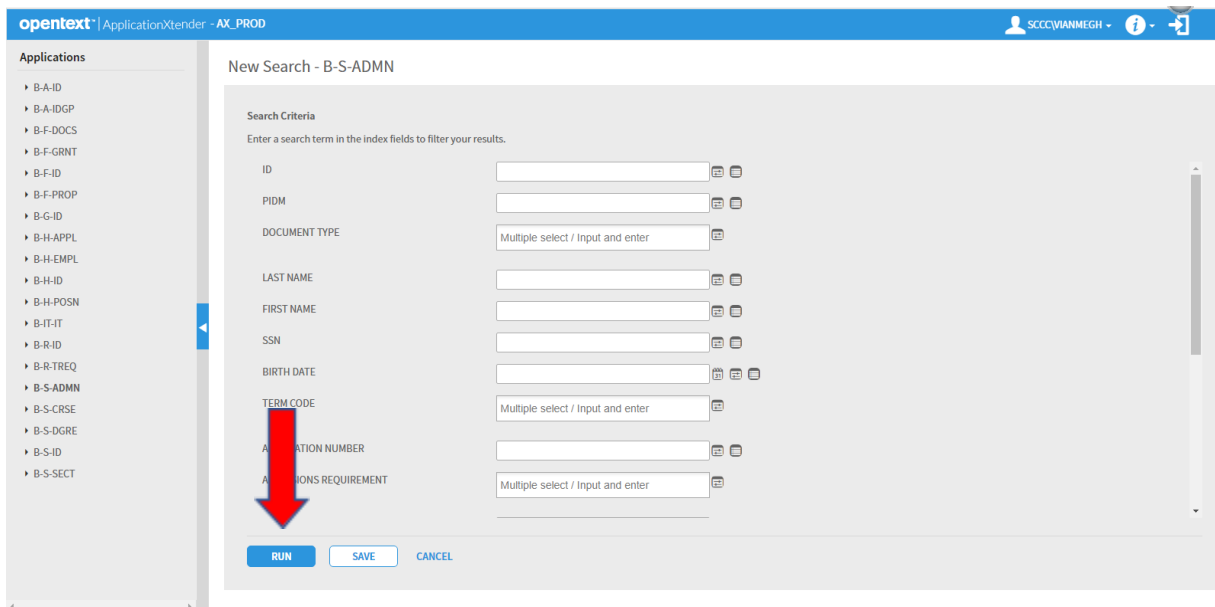
- Click the blue arrow of the scanned document you wish to open
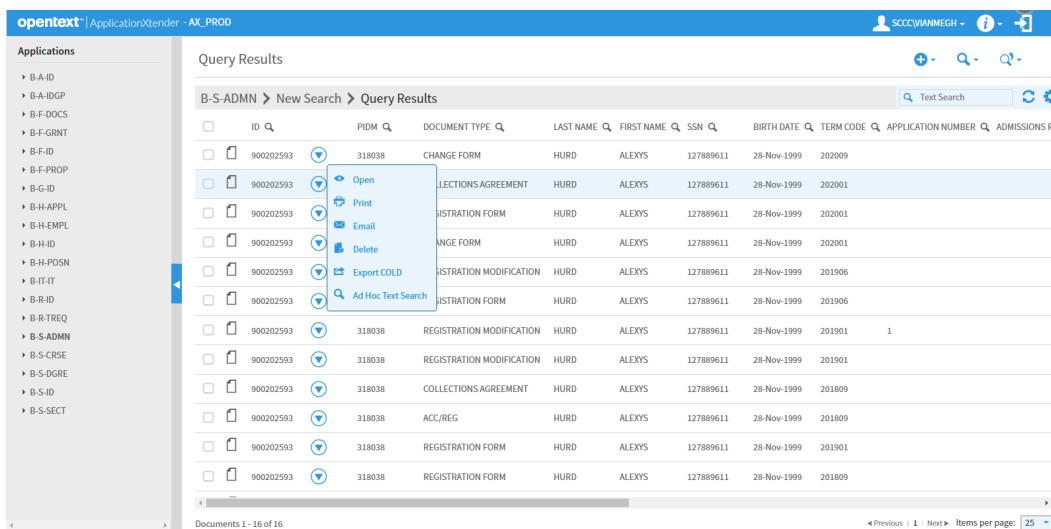
- Viewing a new document for the student can be done two ways.

    - Clicking on the "Query Results" icon

- Clicking on the "Next Document" icon

- To view scanned documents for a different student, begin at step 2.

- When you are finished, click on the "X" to close the Xtender product.

Degreeworks

What is DegreeWorks?

Degreeworks is a degree audit system. It allows us to view a student's progress in their program. It also allows us to see how a student's coursework would apply to a change of program or the addition of a degree. The student has access to their own DegreeWorks, and they can use it to identify courses that still need completing, select electives, track grades, and gauge their path towards degree completion.

How to Use DegreeWorks

Log into DegreeWorks through the Portal (MySCCC.) On the left-hand navigation menu, you will see the choice DegreeWorks.

- If the student is your advisee, click the arrow next to name and select the student from the list.
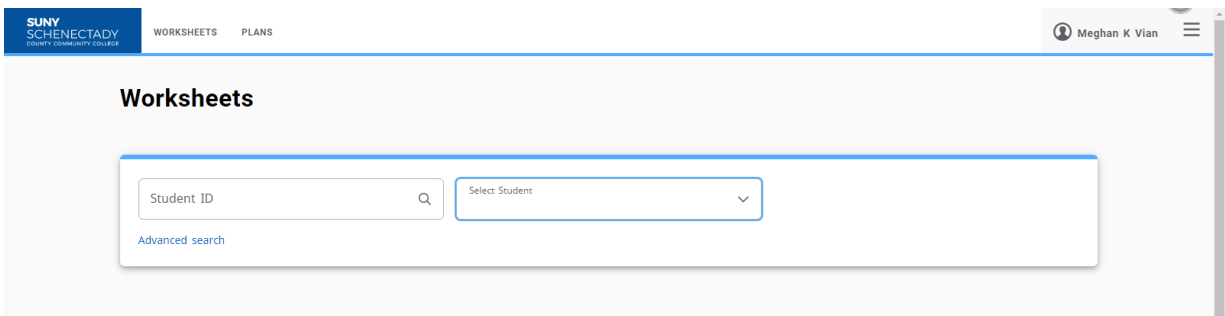
- If the student is not your advisee, click on Advanced Search and input the student's name or ID.

Reading Degreeworks

Once a student is selected, their audit is displayed. The audit displays courses taken, transfer courses, courses still needed to meet degree requirements and courses in-progress. When a requirement is an elective and can be fulfilled by multiple classes, DegreeWorks will show those choices.

○ Liberal Arts Elective

Still needed:
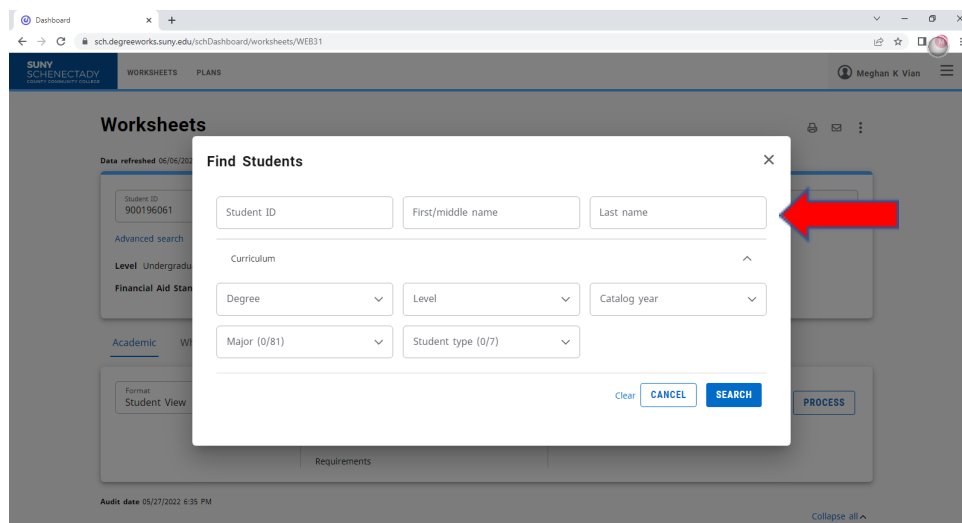
1 Class in **ANT** 121 or 135 or 999 or **ART** 133 or 135 or 150 or **ASL** 121 or 122☑ or **AST** 123 or 125 or 127 or 999 or **BIO** 110 or 111 or 112☑ or 115 or 141 or 142☑ or 273 or 274☑ or 154☑ or 203☑ or 241☑ or 273 or 274☑ or 999 or **CHM** 113☑ or 115 or 121☑ or 122☑ or 200☑ or 228☑ or 229☑ or 999 or **COM** 100:999 or **DRA** 123 or 143 or **ECO** 211 or 221 or 223 or 999 or **ENG** 124☑ or 200☑ or 205☑ or 211☑ or 230 ☑ or 240☑ or 250☑ or 280☑ or 295 or 999 or **ENV** 100:999 or **FRE** 111 or 121 or 122 ☑ or 222☑ or 224☑ or **GEO** 143 or 145 or 999 or **GHY** 121 or 123 or **HIS** 125 or 127 or 130 or 150 or 195 or 227 or 229 or 231 or 232 or 233 or 234 or 235 or 237 or 241☑ or 243 or 250 or 296 or 999 or **HON** 124☑ or 144 or 244☑ or 271☑ or 281☑ or **HUS** 150 or 252☑ or 255 or **ITA** 121 or 122☑ or 222☑ or 224☑ or 999 or **LIT** 195 or 210☑ or 211☑ or 212☑ or 214☑ or 215☑ or 216☑ or 218☑ or 220☑ or 221☑ or 223☑ or 225☑ or 229☑ or 231☑ or 233☑ or 252☑ or 254☑ or 256☑ or 258☑ or 266☑ or 999 or **MAT** 134☑ or 145☑ or 147☑ or 149☑ or 154☑ or 160☑ or 167☑ or 180☑ or 181☑ or 240☑ or 242☑ or 244☑ or **MUS** 115 or 120 or 121 or 127 or 131 or 257☑ or 258☑ or **NMT** 150 or 152☑ or **PHI** 141 or 143 or 999 or **PHY** 106 or 120 ☑ or 121☑ or 153☑ or 154☑ or 221☑ or 222☑ or 223☑ or 224☑ or 999 or

Degree Block

After the Student Information, a degree block shows the degree that is shown in the audit. This will show three requirements:

- Minimum GPA requirement- Minimum requirement is a 2.0. If the student goes below this, the requirement will not be met.
- Major Requirements

Degree in Associate in Science   [INCOMPLETE]

Catalog year: 2022-2023

Unmet conditions for this set of requirements: 62 credits are required. You currently have 0, you still need 62 more credits. A minimum of 30 credits must be taken in residence.

○ A minimum GPA of 2.0 is required

○ Major Requirements   **Still needed:**   See Major in Science section

○ SUNY General Education Requirements   **Still needed:**   See SUNY General Education Requirements section

Unused Courses

Any course not applied to degree compliance in the audit will fall to the *Unused Courses* section. All courses with failing grades, W grades, and remedial grades will fall to the area titled *Courses with Insufficient Grades*. For easy access, all in-progress courses are listed at the bottom with the denotation of IP as the grade.

Unused Courses
Credits applied: 3   Classes applied: 1

Course	Title	Grade	Credits	Term	Repeated
HUS 150	Intr Chem Abuse/Dependency	A	3	Fall 2012	

Insufficient Grades
Credits applied: 0   Classes applied: 2

Course	Title	Grade	Credits	Term	Repeated
PSY 224	Abnormal Psych	W	0	Fall 2013	
SPA 121	Elementary Spanish I	F	0	Spring 2022	
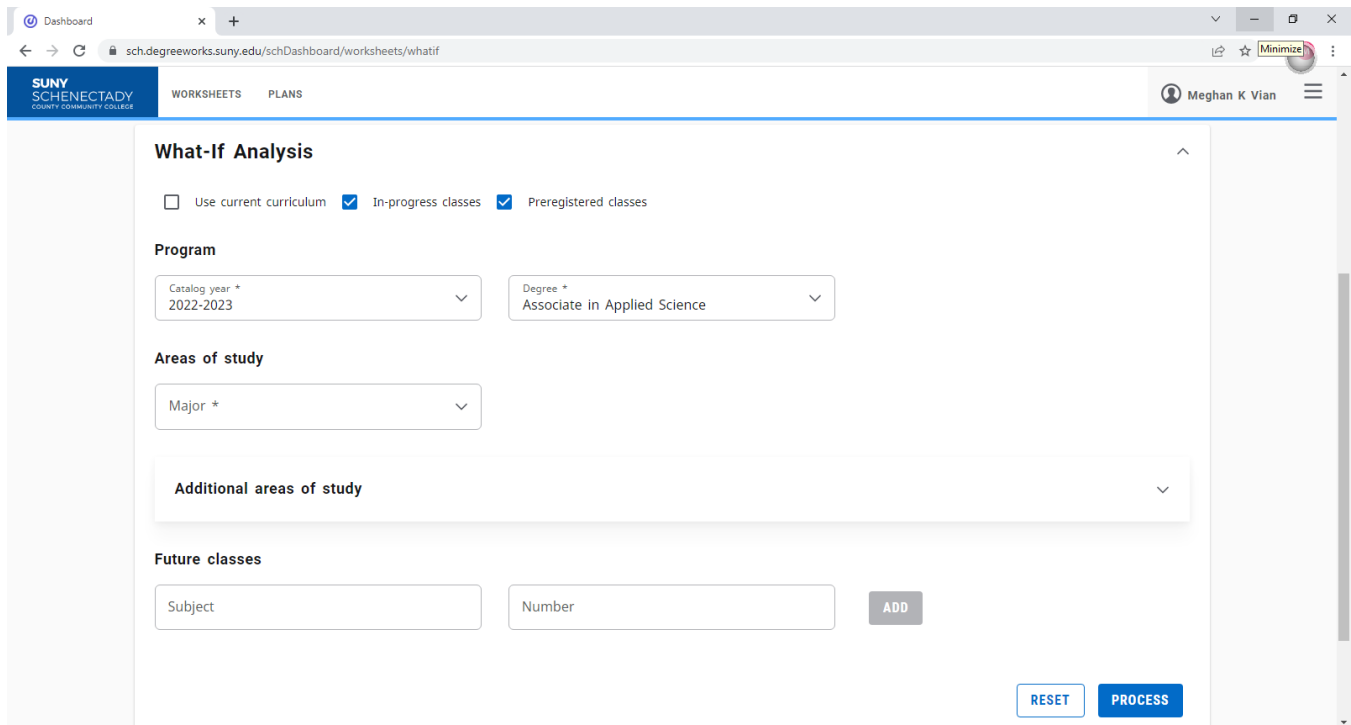
Notes

Notes serve as a useful reference for both students and advisors to keep track of advising meetings. Create a note by clicking the three dots at the top of the screen. Then, select Notes from the drop down menu.

GPA Calculator

Class History

Notes

Degree
Associate in Arts

anding   **Advisor** Shannon Stone
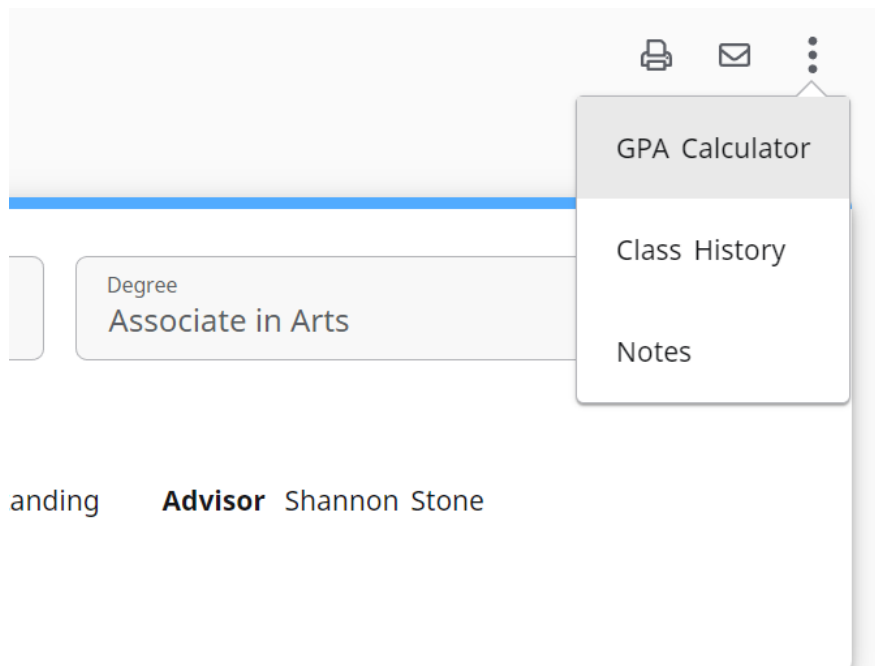
Once you have completed your note, click "Save Note." Once saved, notes can be viewed in the "Notes" section at the bottom of the degree audit. <u>Only Mitzi has the ability to edit or delete a note.</u>

What-If Analysis

The What-If Audit can be used to run a degree audit based on selecting a different program. This is particularly useful for students considering a change of major.

- Choose the catalog year. It will default to the current year.
- Select a Degree and then a major.
- Click "Process."

This tool can also be used to plan courses for the future.
- In the Future Classes section, add the subject then the course number.
- Once you've added all of the courses that you would like to plan, click "Process."

Appendix

SUNY Schenectady

Transfer Guide

50

51

10 Steps to an Easy Transfer

The Transfer process can be painless and smooth. If you follow these steps carefully and in a timely fashion, transfer, whether to a 4-year college in the Capital District or anywhere in the country, can be smooth. Remember that talking to your advisor is an important part of this process.

1. Identify your Area of Study

This is vital in choosing a college. If you don't know what you want to major in, then it is time to make an appointment with our Assistant Director of Career Services, Dawn Jones, 381-1334 in Career and Employment Services who can assist you with this decision. You can also meet with your advisor for assistance.

2. Always Register with "Transfer" in Mind. Keep Your Grades Up!

When you meet with your advisor each semester, remind him/her that you plan on transferring. This way they can assist you in selecting courses that transfer easily. Your grades are important from the start. Schools look at your grades from all of your semesters so keep them up!

3. Consider the Environment that You Want at Your Transfer College

What is important to you in a college or university?
Consider these questions:

- Location...close to home or not?
- What schools have the major you want to study?
- What size school is good for your learning style?
- Are you interested in a public or private school or either?
- What is the cost and is there financial aid available?
- What is the campus setting? Is it rural, city or suburb? Is that good for you?

4. Develop a List of Colleges and Universities That Suit You
A good way to start would be to do some college searches that are available online.

- SUNY The State University of New York (https://www.suny.edu/)

- New York's Private Colleges & Universities (http://www.nycolleges.org/)

- College Admissions Counseling (https://www.nacacnet.org/)

- New York State Career Zone
  (https://www.careerzone.ny.gov/views/careerzone/account/login.jsf)

- My College Guide (www.mycollegeguide.org)

- College Source (http://www.collegesource.com/)

- Peterson's College Guide (https://www.petersons.com/)

- The College Board (https://bigfuture.collegeboard.org/)

- College Express (https://www.collegexpress.com/)

- US News and World Report (https://www.usnews.com/best-colleges)

- College Search (https://cnsearch.collegenet.com/)

5. Research Your Colleges of Interest

- With a list of 5-10 colleges begin detailed research by looking at this site which gives world rankings on colleges: https://www.timeshighereducation.com/rankings/united-states/2019#!/page/0/length/25/sort_by/rank/sort_order/asc/cols/stats
- Check out the college catalog, viewbooks, etc. online.
- Talk to your advisor, professors, friends and family about colleges.
- This is a time when you need to prioritize your desires.
- Would you be willing to go to a large school if it was financially more appealing? OR Is the size and personal attention most important to you?
- What are you willing to trade off? Narrow your list to 3-5 schools where you would be happy.

6. Send for Catalogs and Applications

Many schools have their catalogs and applications online and often times they will waive the application fee online or if you meet with one of the admissions counselors at a college fair or open house. If you graduate from SUNY Schenectady County Community College with an Associates degree you can waive the application fee at up to seven SUNY schools. (*The State University waives the $50 application fee for up to seven college choices for transfer students graduating with an associate degree from a SUNY or CUNY college, who apply directly to State University for baccalaureate programs. If you are a transfer student seeking the fee waiver, you must answer "yes" to the first question in the "Transfer History" section of the "Academic History" tab.*)

7. Visit the Campus

If at all possible, it is important to visit the campus to get a "feel" for campus life. Is it a good match for you? Take a tour. This is a good time for you to find out information about the school as well as let them know who you are. Look for cues that tell you about

the school:

- Check out the bulletin boards. What is happening on campus? Does it interest you?
- Visit a class in your major
- Visit the cafeteria. How is the food?
- Visit the dorms if you will live on campus. What is the atmosphere like?
- Read the college newspaper.
- Talk to students (even beyond your tour guide) What do they like and dislike?
- Go to the library. Is it welcoming? Do they have the resources you will need to be successful?
- If you will commute, how are the services for commuters?
- Do offices have hours that are convenient for you?

8. Set up an Interview

This is a time for you to get to know the school as well as for the Admissions counselors to get to know you.
- Think of questions beforehand and write them down!
- Be on time. Dress neatly but casually
- Be familiar with the college materials
- Relax and be yourself
- Bring a copy of your transcript and ask the interviewer if you could have an estimate on how long it would take you to complete your degree at their school.
- What grants or scholarships are available for transfer students?
- What is the average class size?
- Are advisors available?
- Is tutoring available and free?

9. Applications, Financial Aid, Transcripts and References

- Apply online.
- Apply to 3-5 schools including one safety, one stretch and two matches
- Have your guidance counselor or the Registrar's office send your transcripts from
- your high school and any colleges you have attended
- Send your FAFSA (and CSS profile if needed) to all the schools. Do this early. The early applicants get most of the financial aid.
- Personalize your essay to help the admissions committee to get to know you. You can be creative and let the school know what you will bring to them. Present your qualities and strengths. Ask a professor or the writing center look it over before you send it.
- If references are needed, use professors who know you. Ask them early and provide them with a stamped, addressed envelope to make the task easy

10. Wait and Decide
You made it. Relax and wait. Don't forget to send in your deposit once you are accepted.
Congratulations!

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Transfer Checklist

SCCC's CEEB Code is 2879. This is asked on many applications. You may get a fee waiver for up to seven SUNY schools if you will be getting an Associate's degree from SCCC. If you cannot pay the application fee, see a financial aid counselor.

When you have questions, speak with your Academic Advisor.

☐ Select a major. If you need help make an appointment with a Career Counselor.
☐ Select several schools that have that major. Use the 10 Steps to an Easy Transfer to help with the selections or speak with your advisor.
☐ Visit schools, preferably in person or online, to determine what schools you will apply to (see 10 Steps to an Easy Transfer)
☐ Get applications from schools you are considering, they can be requested online and filled out electronically.
☐ Go the extra mile. You are creating an application portfolio that tells a college of your capabilities.
    o Ask professors for recommendations.
    o Submit an essay or writing sample to demonstrate your abilities (have someone read it over before you submit it. We recommend someone in the Learning Center or a professor etc.).
    o Ask for an interview in order to articulate your interest.
    o Take a tour of the campus and sit in on a class.
☐ Call your high school and have them send transcripts to each college.
☐ Go to the Registrar's Office for each college that you have attended and have your official transcript sent to each college you are applying to. SCCC charges an $8 fee for each transcript sent.
☐ Complete the FAFSA and have it sent to all the colleges you are applying to in order that they can access your information for Financial Aid purposes. Remember to do this early.
☐ Determine if the colleges you are applying to also require the CSS Profile form for Financial Aid. If so, then go to www.collegeboard.com and complete the CSS Profile.
☐ Once you are accepted, review your financial aid packages and your transfer credit evaluation to decide which college is best for you.

☐ Ask these question:
    o How many credits will transfer into your program of study (major)?
    o What specific courses do you still need to earn the Bachelor's degree? (See an advisor at SCCC if you have questions.)
☐ Send in your deposit to the college you will attend.
☐ Send your final grades/transcript to the college you will attend.
☐ Attend an orientation session to get to know your way around your new campus.

Financial Aid for Transfer Students

Financial Aid is an **extremely** important part of the Transfer Process. Some students have reported back that they actually paid about the same at a private college as they have at another SUNY college because of the amount of financial aid they received from the private college. Reminder that these scholarships are given to excellent students, so keep your grades up!

Steps for the best financial aid package:

☐ COMPLETE YOUR FAFSA EARLY (the January before you will transfer is a good time to apply but the FAFSA form is available as early as October.) Indicate all of the colleges that you are considering so that the colleges will receive your information.
https://studentaid.ed.gov/sa/fafsa

☐ Determine whether you also need to complete a College Profile (CSS) (some colleges require this in addition to the FAFSA).

☐ Ask the colleges you are considering if there is a separate financial aid application for their school.

☐ Research SCCC's College-based Transfer Scholarship Guide as well as SCCC's General Scholarship Guide for Transferring Students and then ask the colleges you are applying to about these scholarships.

☐ Ask the financial aid office of the colleges that you are considering if there are any other scholarships that you are eligible for.

☐ Check with your community college financial aid office to determine if they offer any Scholarships for Transfer Students. Apply for all of them.

☐ Review various Scholarships for Community College Students. (FASTWEB: https://www.fastweb.com/)

Transfer Myths

1. My friend lost all his credits when he transferred into a senior (four year) college. Any time a student transfers from one college to another, there is a chance that some credits will not be accepted, especially when transferring without an associate's degree or with an A.A.S. degree. Generally, students with an A.A. or A.S. degree transfer all of their credits. Transferring with an associate degree will maximize the number of credits SUNY and private colleges accept. It is important to plan early and speak to admissions counselors at the college you are transferring to especially in the beginning of your SCCC career. This will help you to find out exactly how your SCCC credits will be applied at the senior (four year) college. Generally speaking, the reasons that credits are not accepted are low grades, remedial or duplicate coursework, professional-technical courses not designed for transfer, or credits beyond the maximum number allowed for transfer.

2. A 2-year college doesn't prepare you for senior (four year) colleges. Studies have shown that students who do well at the community college continue to do well at the senior college. Studies have also shown that transfer students do as well, or better than native students at 4 year colleges. If you have a borderline GPA at SCCC, see an advisor to help you assess what gets in the way of doing well at SCCC so that you can increase your GPA.

3. My SCCC grades will get averaged in with my senior college grades. Your SCCC grades are looked at for admission purposes only. Credits will transfer, but not the grades. So your SCCC grades will not get averaged in with your senior college grades, however if you go on to graduate school, your SCCC grades will also be a factor in the admissions process.

4. Liberal Arts majors are only for undecided students, it's not a real major. Liberal Arts gives you a broad foundation and often matches the first two years of the senior college. Many senior colleges prefer that students major in liberal arts, although it is fine to major in any SCCC curriculum as long as you plan ahead and talk to the senior college.

5. In senior colleges you get exactly what you pay for: a more expensive college will give you a better education than a less expensive college. This is not the case. Ask yourself what you want to major in and if the senior college you are considering has an extensive program in your major, with well-published faculty. Over all, before making a decision about a senior college, research the specific programs to which you will be applying.

6. Never take out a student loan. Sometimes after grants are exhausted, you may need to pay additional money to fund your college education. Taking out educational loans is an investment in your future.

7. Private colleges are not a transfer option because they are too expensive. Despite relatively higher tuition costs than a public college, some private schools offer excellent financial aid packages and scholarships to make it more affordable to students. Do not exclude a dream school until you see the financial aid package that they offer to you.

8. Now that I am transferring after finishing at SCCC, I am considered a graduate student. No. You have earned an A.A. or A.S. or A.A.S. degree at SCCC. You are considered an undergraduate

student until you complete your B.A., B.S., B.B.A or B.T. degree. Graduate students already have a bachelor's degree and are going to school for a Masters or Doctoral degree.

9. **The number of community college students transferring to 4 year schools is declining.** This is not correct; the facts show a clear increase in the number of students transferring.

10. **Students with an A.A.S. degree cannot transfer.** This is incorrect. Students with an A.A.S. degree will often not be covered by a guarantee (articulation agreement) transfer (although they are covered in some cases). For students in an A.A.S. program, they must be especially diligent with choosing their courses and have frequent contact with their advisor, and the 4 year colleges.

11. **If I transfer out of state, they won't accept as many credits as a New York state school.** The number of transfer credits totally depends on the school. Whether it is in NYS or elsewhere, the individual school will make the determination. SUNY will accept General Education requirements from community colleges in NYS but many times these are similar to General Education courses at other state's colleges also.

12. **If I have an Associate's degree from a SUNY 2-year college, they have to accept me no matter what my GPA is.** This is not the case. There is the guarantee that if you have a degree from a SUNY community college, you will be accepted by A SUNY school but there is no guarantee on the major or which school it will be.

13. **All SUNY schools require the same GPA.** Each school has their own requirements for the school and for different majors.

14. **All programs of the same major are the same at all schools.** No, different colleges may have different requirements for accounting majors, biology majors, psychology majors, etc.

15. **All colleges offer an application fee waiver for members of Phi Theta Kappa.** No, while some do offer this waiver, others do not. Some will offer a waiver if a student receives a full Pell grant, some do not. Each school is different.

16. **If I have a 2-year degree, it means 4 year colleges will accept all of my credits.** This happens many times but not all the time. Also, often they will accept all of your credits, but many of them will be elective credits and will not go toward your degree so you will wind up with too many credits at graduation time. This is not a good transfer.

17. **If I leave my 2-year school owing money, it doesn't matter because I am starting from fresh at my new school.** Absolutely not. If you owe money for tuition, parking tickets, library books etc. to any college, your transcript will not be released and you will not be able to transfer your credits to the 4-year college.

For more information on transferring after your Associates degree, please see your advisor or an advisor in E-222.
518-381-1277

SFAREGS- student information including course registration, ID #

SHATERM- academic standing (e.g. probation, academic dismissal)

SPAIDEN- student address and telephone

SFAREGQ- student schedule

SHACRSE- list of completed courses and grades

SOATEST- placement test scores

SGASTDN- primary/secondary curriculum

SZAHIST- courses taken prior to 1984

SSASECQ- course section enrollment

SFASLST- class roster

GJAPCTL- degree audits and list of courses with open sections

SAAADMS- admission acceptance information

SFASTCA- student course registration audit

SPAAPIN- advisor Pin

SOAHOLD- any hold placed on the students account which prevents registration

RZ- registered via students record (online)

DZ- dropped via students record (online)

RE- registered, not done via student records

DD- dropped (no financial obligation)

D1- dropped with 100% refund

D2- dropped with 75% refund

D3- dropped with 50% refund

WR- withdrawn with 25% refund

WC- withdrawn

WI- withdrawn due to no immunization records

XX- decertified (still registered for classes, however financial aid no longer pays for it * student will have to withdraw in order to not fail)

XW- withdrawn after decertification

AU- Audit

SR- Senior Audit

CR- Cross-registration

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Career Major List

For a Career In	See SUNY Schenectady's Program In
Accountant (CPA)	Business Administration AS
Actor	Humanities/Social Sciences
Administrative Assistant	Business Administration AAS
Anthropology	Humanities and Social Sciences
Architecture	Math/Science
Art Therapist	Human Services or Humanities/Social Sciences
Astronomy	Math/Science or Science
Athletic Trainer	Math/Science or Science or Biology concentration
Baker	Culinary Arts
Banking	Business Administration AS or AAS or Certificate in Banking Fin Sec and Money Laundering Prevention
Biochemistry Biotechnology)	Math/Science (or Biology concentration or
Bioengineering	Math/Science
Biology	Math/Science or Science/ Biology concentration
Biotechnician	Biotechnology
Bookkeeping	Accounting or Business Administration AAS
Botany concentration	Math/Science or Science or Science/Biology
Business Administration	Business Administration AS or AAS
Business Education	Teacher Education or Business Administration
Chemical Technology	Math/Science or Science
Chemistry	Math/Science or Science
Chiropractic	Math/Science or Science
Civil Engineering Technician	Math/Science
College Professor	Area that you want to teach.
Communication Disorders	Humanities and Social Sciences or Teacher Ed
Communications	Humanities and Social Sciences-Communication conc.
Computer Programmer	Computer Science
Corrections Officer	Criminal Justice AAS
Counseling	Human Services or LA: Humanities and Social Sciences-Psychology concentration
Customer Services	Business Administration AAS
Dentist	Math/Science or Science or Biology concentration
Drug and Alcohol Counseling	Chemical Dependency Counseling or Human Services (if want 4-year degree, should be Human Services AS) or Certificate in Chemical Dependency Counseling
Early Childhood Educator	Early Childhood AAS or Teacher Education (if want to teach in any public school)
Economics	Business Administration AS or Humanities and Social Sciences
Elementary Education	Teacher Education
Secondary Education	Teacher Education or what they want to teach

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Engineering	Math/Science
English	Humanities and Social Sciences-English concentration
Environmental Sciences	Science or Math/Science or Biology concentration
Event Planning	Hospitality and Tourism Mgmt. or Hotel, Restaurant Management
Exercise Physiologist	Math/Science or Science or Biology concentration
Family Counseling	Human Services AS or AA Liberal Arts: HSS-Psychology concentration
Finance	Business Administration AS
Fine Arts	Humanities and Social Sciences
Foreign Languages	Humanities and Social Sciences
Forensic Science	Science or Math/Science
Forestry	Science or Math/Science or Biology
Gerontology	Human Services
Government	Liberal Arts: Humanities and Social Sciences
Guidance Counselor	Human Services or Liberal Arts Humanities and Social Sciences-Psychology concentration (Masters is determining factor)
History	Liberal Arts: Humanities and Social Sciences-History concentration
Human Resource Management	Business Administration AS
Income Tax Examiner	Accounting or Business Administration AS or AAS
International Studies	Liberal Arts: Humanities and Social Sciences
Journalism	Liberal Arts: Humanities and Social Sciences
Law	Liberal Arts: Humanities and Social Science or Paralegal (only if want to work as a Paralegal first)
Law Enforcement	Criminal Justice AS or AAS
Management	Business Administration AS
Marine Biology	Biology concentration, Math/Science or Science
Marketing	Business Administration AS
Mathematics	Math/Science
Medicine	Biology concentration, Math/Science or Science
Mental Health	Human Services or Liberal Arts: Humanities and Social Sciences-Psychology concentration
Merchandise Manager	Business Administration
Merchandiser	Business Administration
Meteorologist	Math/Science
Music Therapist	Performing Arts: Music
Network Support Position	Computer Networking
Nutrition	Nutrition AS
Occupational Therapy	Biology concentration, Science
Office Manager	Business Administration AAS
Parole Officer	Human Services or Criminal Justice AS
Pharmacy	Biology concentration, Math/Science or Science
Philosophy	Liberal Arts: Humanities and Social Sciences
Physical Education	Teacher Education

Physical Therapy	Science or Biology concentration
Physician Assistant	Biology concentration, Math/Science or Science
Physics	Math/Science
Political Science	Liberal Arts: Humanities and Social Sciences
Probation Officer	Human Services, Criminal Justice AS
Psychology	Human Services or Liberal Arts: Humanities and Social Sciences-Psychology concentration
Psychiatrist (Medical Doctor)	Biology concentration, Science or Math/Science
Public Administration	Liberal Arts: Humanities and Social Sciences or Business Administration
Registered Nurse	Health Studies or Nutrition, Science or Biology concentration
Sales Representative	Business Administration
Security/Loss Prevention	Criminal Justice AAS
Social Services	Human Services
Software Specialist	Computer Science
Sociology	Liberal Arts: Humanities and Social Sciences-Sociology concentration or Human Services
Special Education	Teacher Education
Store Manager	Business Administration
Substance Abuse Counseling	Chemical Dependency Counseling or Human Services (want a 4-year degree Human Services AS) or Certificate in Chemical Dependency Counseling
Systems Programmer	Computer Science
Teaching Assistant	Teaching Assistant or anything with credits
Teacher	Teacher Education Transfer
Theater	Liberal Arts: Humanities/Social Science
Theater Management	Liberal Arts: Humanities/Social Science
Veterinary Medicine	Math/Science or Science or Biology concentration
Vocational Technology Teacher	Teacher Education Transfer
Web Page Developer	Computer Information Systems
Zoology	Math/Science or Science or Biology concentration

((Focus™2

A Career, Major and Education Exploration Planning System

FOCUS 2 is an online, self-guided system that will help you to identify a major at this college and occupations that best suit you and develop a career and education plan.

Visit: https://tinyurl.com/Focus2SCCC

When logging in for the FIRST time, click on **REGISTER** under **Don't have an account? Create your own personal account now**

> FOCUS 2 CAREER - A Career, Major and Education Planning System
>
> USER NAME
>
> PASSWORD
>
> Forgot password?
>
> **LOGIN**
>
> Don't have an account?
> Create your own personal account now
>
> **REGISTER**

Self Assessment
Discover majors and occupations that match your personal attributes

Work Interest Assessment — START — 100%
Personality Assessment — START — 40%
Leisure Assessment — START — 0%
Values Assessment — START — 100%
Skills Assessment — START — 0%
Combine Assessments — 2/5 Completed
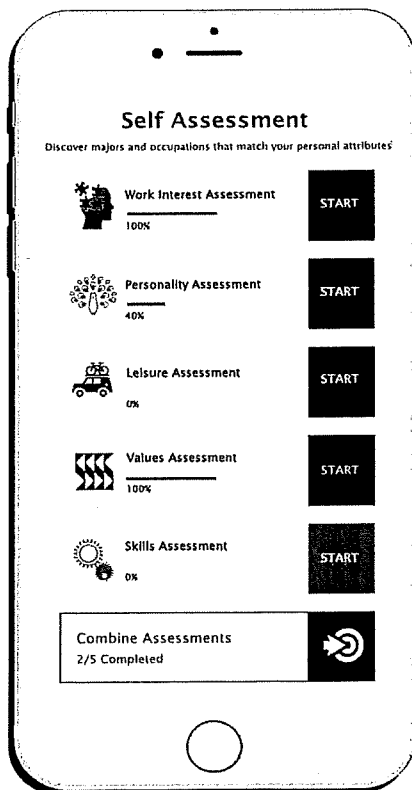
Work through each of the self-assessment sections, completing all requests for your input.

You **MUST** save occupations and areas of study (majors) that you're interested in or no information will appear in your portfolio!

How much time does it take to use FOCUS?

- Typically, the total time spent by students the first time they use the program ranges from 1 to 2 hours.

- Working through the program does not have to be done in one sitting. You can log back in at any time.

Use on your phone, tablet, or any device.

To discuss your results, call (518) 836-2807 to schedule an appointment with a career advisor.

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SUNY SCHENECTADY
COUNTY COMMUNITY COLLEGE

Admissions Checklist for International Students

☐ **Complete the free application to SUNY Schenectady:** www.sunysccc.edu/apply

☐ **Complete either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).** Demonstrating English proficiency is required prior to Admission. The minimum acceptable score on the computer based TOEFL score is 213 and on the internet based test is 79. These are the equivalent to the paper based TOEFL score of 550. The minimum score for the IELTS is 6.5. The testing requirement may be waived for students from countries where English is the primary language or when a student has successfully completed English Composition courses at an accredited U.S. college.

☐ **Students must have academic credentials at a level appropriate for entrance in college level study.** Either equivalency to a U.S. secondary school graduation (completion of 12th grade) or completion of the equivalent of a U.S. college degree must be provided. The Full Opportunity Program regarding admission to the College does not apply to international students.

☐ **Submit transcript evaluation. In order to verify that a student has met the admissions requirement of the College, the Admissions Office requires that an evaluation agency verify your secondary school records.** Either equivalency to a U.S. secondary school graduation (completion of U.S. 12th grade) or competition of the equivalent of a U.S. college degree must be shown. Evaluations can be completed by WES, ECE, or other NACES approved members: www.naces.org/members . The evaluation report, along with an official copy of the transcript must be in your file by the International Student application deadline. If the student holds an associate's or bachelor's degree from a regionally accredited U.S. institution, an official copy of the transcript sent directly from the college to SUNY Schenectady will substitute for the above.

☐ **Provide a scanned copy of their current, valid passport to the Admissions Office.** If the student is already in the U.S. on a visa they will be required to submit a scanned copy of this document, as well. You may provide these documents via mail or email. Students currently in the U.S. may bring documents to the Admissions Office to be photocopied. Privacy is our primary concern and all received documents are safely secured once received.

☐ **Complete and submit the SUNY International Financial Statement.** Students must be able to certify the availability of $24,700 (U.S. currency) per each 12 month period to support their cost of tuition, fees, books, room, board, and other living expenses while in attendance at the College. Students are required to provide a bank statement that demonstrates full availability of these funds or present a notarized statement from a bank official that acknowledges the availability of these funds before admission will be considered.

☐ **Complete and submit the SUNY Schenectady International Student Information Form to the Admissions Office.** This form has been included for your convenience.

☐ **Supply proof of all required immunizations.** Forms can be found at www.sunysccc.edu/immunizations

☐ **Health Insurance is required and the cost of the premiums will be added to your student account.** The Fee schedule is available at www.sunysccc.edu/Admissions/How-to-Become-a-Student/International-Students . If you have already purchased comparable insurance, please submit proof of insurance to the Admissions Office. The College will then determine if your existing policy is comparable. If your policy is deemed to be comparable, then you will not be assessed the health insurance charges. In addition, accident insurance is required for all students.

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SUNY SCHENECTADY
COUNTY COMMUNITY COLLEGE

☐ **Obtain a Form I-20.** After you are accepted please confirm your intentions to attend SUNY Schenectady by contacting the Admissions Office in order to have your Form I-20 processed. For more information on obtaining a visa visit: www.studyinthestates.dhs.gov

☐ **Submit payment for all SEVIS fees.** Students will be able to pay the I-901 fee after they have received the Form I-20 but before making an appointment with the U.S. Embassy or Consulate. https://www.fmjfee.com/

☐ **Schedule your Interview Appointment with the U.S. Embassy or Consulate.** To find the location closest to you visit www.USEmbassy.gov . Follow their instructions on how to schedule the appointment, this includes additional documents and photo. To check the appointment wait times visit: www.travel.state.gov/content/travel/en/us-visas/visa-information-resources/wait-times.html

Additional Information

International Students are not eligible for any form of financial aid for attendance at SUNY Schenectady County Community College. Students attending the College on a student visa must pay non-resident tuition regardless of the length of time that they have resided in New York State. Visit www.sunysccc.edu/Admissions/Paying-for-SUNY-Schenectady/Tuition-Fees

International Students who entered the country with an F-1 Visa or who changed their immigration status to F-1 while in the United States are required to report to the Division of Student Affairs (Elston Hall Room 222) every semester to assure maintenance of status. All F-1 students who transfer to SUNY Schenectady must also apply for a SUNY Schenectady Form I-20 Certificate of Eligibility within 15 days of registering for classes.

International Student Application Deadlines

Applications for the Fall semester must be complete by July 15.
Applications for the Spring semester must be complete by December 1.
We cannot accept international students into the summer term.

Contact Information

SUNY Schenectady
Admissions Office
78 Washington Avenue
Schenectady, New York 12305

Phone: +1-518-381-1366
Email: admissions@sunysccc.edu

WhatsApp contact: Laura Sprague +1-518-903-0657
https://wa.me/qr/GARBVFJT2HJDD1

Laura Sprague
WhatsApp contact

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SUNY
SCHENECTADY
COUNTY COMMUNITY COLLEGE

ACADEMIC STATUS CHANGE
AND REACTIVATION FORM

Effective Term: Fall 20_____   Spring 20_____   Summer 20_____

Student Name: _____

Address: _____

City, State, Zip: _____

Telephone number: _____

Student Banner ID Number: _____

Do you have a degree from SCCC?   Y ◯   N ⦿

Other colleges you have attended: _____

Should we review your <u>other</u> transcript(s) for <u>NEW</u> <u>TRANSFER</u> credit?   Y ⦿   N ◯

Check one: _____**Program change**
_____**Secondary program** (See advisement note below)
_____**Reactivation** (Required for students who have not attended in three or more semesters) **NOTE: If you are reactivating after an absence of three semesters, you must answer the next question.**

Have you ever been expelled or dismissed from a college or university for disciplinary reasons?   Y ⦿   N ◯

New Program: _____ Degree Type? Circle one: ⦿ A.A.   ◯ A.S.   ◯ A.A.S.   ◯ A.O.S.   ◯ Certificate

Secondary Program Advisement note: *Students must have earned at least 12 credits at SCCC and have a cumulative GPA of 2.5 or higher in order to add a second degree or certificate.*

Secondary Program, *if requested:*_____   ◯ A.A.   ⦿ A.S.   ◯ A.A.S.   ◯ A.O.S.   ◯ Certificate

Advisor Initials Required for Secondary Program:

Advisor Notes: _____

_____

Student Signature _____   Date: _____

Advisement Center Signature_____   Date: _____

_____

FORM: REG-ASC-1

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ACADEMIC STATUS CHANGE AND REACTIVATION FORM
INSTRUCTIONS

1. Please PRINT all information clearly on the back side of this form.

2. Obtain an unofficial copy of your transcript and attach it to this form. You may print it from Banner or get a copy in the Registrar's Office, Elston 215.

3. After completing the form, see an advisor in the Advisement Center in Elston 222, to discuss your academic plans.

4. Please note that students must have earned at least 12 credits at SCCC and have a cumulative GPA of 2.5 or higher in order to add a second degree or certificate.

5. All **program changes** for the current semester must be completed **by the end of the second week** of the semester.

6. All **reactivations** for the current semester must be completed **by the end of the first week** of the semester.

7. This form must be returned to the Registrar's Office, Elston 215, to be processed.

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SUNY SCHENECTADY COUNTY COMMUNITY COLLEGE

NEW STUDENT SECONDARY CHECKLIST

AVIATION – PILOT OPTION

Student Name_____ID#_____

_____AER103 Introduction to Flight, Fall Semester

Prerequisite: Students must be eligible to enroll in college level English and a college level Math

The following documents are required before the semester start of your Aviation classes:

_____Proof of US citizenship (original birth certificate or valid US passport), or

TSA Security Clearance

_____Passed a FAA 2nd Class Medical Examination, 1st class recommended

- o Login to https://medxpress.faa.gov/medxpress/
- o Complete the "Request and Account"
- o Complete the application form and receive a confirmation number. NOTE: You are NOT applying for a student pilot's certificate at this time. That will happen later!
  ** PLEASE MAKE SURE YOUR NAME IN THE APPLICATION MATCHES EXACTLY TO YOUR DRIVER'S LICENSE (IE: Middle name vs. middle initial). EXTREMELY IMPORTANT**
- o Take the confirmation number to your doctor appointment
- o Airmen Medical Examiners may be found through the following link: https://designee.faa.gov/#/designeeLocator and search AME in your county, area, or zip code. Or: https://flightphysical.com/ame-directory/new-york

_____Provide the above documents to the Dean, Eileen Abrahams, Elston Hall 311, 518-381-1393.

RECOMMENDED:

_____ Attend Aviation Information Session

_____ Take a Discovery Flight in a single engine plane (Richmor Aviation, 19 Airport Road, Scotia, NY 12302, 845-336-5638, llitts@richmor.com)

_____ Review Aviation Lab Fees on the following page

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2022 – 2023 Degree Specific Course Lab Fees

Aviation Pilot Degree	Semester	Lab Fee
AER101- Intro to Flight Lab	1st Semester - Fall	$14,995.00
AER141- Elements of Instrument Flight Lab	2nd Semester - Spring	$13,182.00
AER228 - Commercial Operations Lab	3rd Semester - Fall	$12,896.00
AER229 - Commercial Operations II Lab	4th Semester - Spring	$11,968.00

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SUNY SCHENECTADY COUNTY COMMUNITY COLLEGE

NEW STUDENT SECONDARY CHECKLIST

AIR TRAFFIC CONTROLLER

Student Name_____ID#_____

_____AER103 Introduction to Flight, Fall Semester

Prerequisite: Students must be eligible to enroll in college level English and a college level Math

The following documents are required before the semester start of your Air Traffic Controller classes:

_____Proof of US citizenship (original birth certificate or valid US passport)

_____Passed a FAA 2nd Class Medical Examination, 1st class recommended

- o Login to https://medxpress.faa.gov/medxpress/
- o Complete the "Request and Account"
- o Complete the application form and receive a confirmation number. NOTE: You are NOT applying for a student pilot's certificate at this time. That will happen later!
  ** PLEASE MAKE SURE YOUR NAME IN THE APPLICATION MATCHES EXACTLY TO YOUR DRIVER'S LICENSE (IE: Middle name vs. middle initial). EXTREMELY IMPORTANT**
- o Take the confirmation number to your doctor appointment
- o Airmen Medical Examiners may be found through the following link: https://designee.faa.gov/#/designeeLocator and search AME in your county, area, or zip code.

_____Provide the above documents to the Aviation Program Coordinator before classes start

RECOMMENDED:

_____ Attend Air Traffic Controller Information Session

_____ Take a Discovery Flight in a single engine plane

_____ Review Air Traffic Controller Lab Fees on the following page

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2020 – 2021 Degree Specific Course Lab Fees

Air Traffic Controller, A.A.S.	Semester	Lab Fee
ATC101- Flight for Controllers Lab	1st Semester - Fall	$3,700.00
ATC 141 - Instrument for Controllers Lab	2nd Semester - Spring	$2,500.00
ATC 205 - Ground Control Lab	2nd Semester - Spring	$2,000.00
ATC 255 - Local Control Lab	3rd Semester - Fall	$3,500.00
ATC 280 - ATC Internship, optional, but highly recommended	4th Semester - Spring	$5,200.00

SUNY Schenectady
Request for Review for Consideration of Readmission

<u>All correspondence about readmission is done by email.</u>

Name _____ Effective: Fall 20_____   Spring 20 _____

ID Number _____   Summer 20____

Address _____ City, State, Zip _____

Telephone _____ Email _____

Have you attended any colleges or academic programs since you were dismissed? ⬤Y ◯N

Do you have any new credits to transfer in? ◯Y ◯N

What Degree/Certificate Program are you reapplying to? _____

◯AA◯AS ◯AAS◯AOS◯Certificate

Is your intent to attend full-time or part-time? ◯FT   ◯PT ◯Undecided

Students applying for readmission are required to answer the following question:

Have you ever been expelled/dismissed from another college/university for disciplinary reasons? ◯Yes◯No

(If your answer was yes, you will be requested to provide additional information.)

Student Signature _____ Date_____

(Return this completed form to the Registrar's Office, Elston 212 or 215)

****

(Office Use Only) Received and Reviewed by Staff Member: _____

Transcript reviewed for eligibility by _____

Decision: ◯DNQ◯Proceed   Student Notified by _____

If reviewed, committee decision:◯Approved   ◯Denied

Comments_____

Signature_____Date_____

System Update: Program_____ Status _____ Initials_____ Date_____

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March 2021

READMISSION PROCESS

Any dismissed student who wishes to apply for readmission must go through a multi-step readmission process. Please read this thoroughly to understand the process and the time involved for completion. The "Readmission Application" consists of three documents: the Request for Review for Consideration of Readmission, the Application for Readmission Questionnaire, and your Academic Plan. Completion of the attached form is simply step one. Only students who have a reasonable chance for success following their first semester back after readmission will be allowed to move on to step two. Success is defined as the ability to meet the conditions for Satisfactory Academic Progress.

Step 1   Complete the Request for Review for Consideration of Readmission neatly and accurately and return it to the Registrar's Office no later than August 15 (for Fall) and December 15 (for Spring).

Step 2   A review of your request and transcript indicate the appropriateness of an Application for Readmission at this time. You will be notified of the results. Because of the above deadlines, if you are able to proceed, you may have to proceed within 24-48 hours. Otherwise your application will be reviewed for the next semester only.

Step 3   If allowed to move forward, you will need to complete Application for Readmission Questionnaire and an Academic Plan. The Questionnaire is available in the Registrar's Office. The Academic Plan must be developed with an Academic Advisor in the Advisement Center. These documents must be returned immediately to the Registrar's Office so they can be reviewed by the Readmission Committee.

Step 4   Wait. You will be notified by email by the Registrar once a decision is made.

NOTE
Deadlines apply.
All materials must be returned to the Registrar's Office.
ELS 212/215
518.381.1348 or 518.381.1349

SPECIAL READMISSION PACKET   All correspondence about readmission is done by email.

Only for students dismissed prior to 2019 who have a cumulative GPA of 2.0 or higher.

Name _____ Effective: Fall 20 _____   Spring 20 _____

ID Number _____   Summer 20____

Address _____ City, State, Zip _____

Telephone _____ Email (print clearly) _____

1. Have you attended any colleges or academic programs since you were dismissed? _____
2. Do you have any new credits to transfer in? _____
3. What Degree/Certificate Program are you reapplying to?   _____
   __AA   __AS   __AAS   __AOS   __Certificate

   Students applying for readmission are required to answer the following question:

4. Have you ever been expelled/dismissed from another college/university for disciplinary reasons? __Yes __No

   (If your answer was yes, you will be requested to provide additional information.)

Student Signature _____ Date _____

Readmission to a degree program does not guarantee financial aid eligibility. Speak with Financial Aid for more information. Other forms will be required.

(Return this completed form to the Registrar's Office, Elston 212 or 215)

****

(Office Use Only) Received and Reviewed by Staff Member: _____

Cumulative GPA: _____

Transcript reviewed for eligibility by _____

Committee decision: Approved   Denied

Comments _____

Signature_____Date _____

System Update:
Program _____ Status _____ Initials/Date_____

June 2021

SUNY
SCHENECTADY
COUNTY COMMUNITY COLLEGE

REGISTRATION FORM

Please Print

Semester: Fall 20____   Spring 20____   Summer 20____

_____   _____

SCCC ID number   Social Security Number (**only if a new student**)

_____   _____   _____

Last Name   First Name   MI

_____   _____   _____   _____

Street Address   City   State   Zip

_____   _____   _____   _____

Cell Phone   Home Phone   Work Phone   Email Address

_____   _____   _____   _____   _____

County   Sex (M,F)   Ethnicity   Race   Birth date   Citizen
                                    (see reverse for codes) (mm/dd/yy)   (y, n)

Student Goals: Check the box next to the statement which most accurately reflects your current educational goal at SCCC:

☒ 1. Transfer to another SUNY College after earning an SCCC degree/certificate

☐ 2. Transfer to a non-SUNY college after earning a degree/certificate at SCCC

☐ 3.Transfer to another SUNY college without earning a degree/certificate at SCCC

☐ 4. Transfer to a non-SUNY college without earning a degree/certificate

☐ 5. Earn a degree/certificate at SCCC and seek employment rather than
    than pursue further post-secondary education

☐ 6. Learn new skills or upgrade existing skills without
    degree or certificate

☐ 7. Seek enrichment rather than pursue a degree or certificate

☐ 8. Obsolete

☐ 9.Uncertain

LIST HERE ALL OTHER COLLEGES ATTENDED: _____

COURSE SELECTION:

CRN	DEPT	Course#	SEC	DAYS/TIMES	CR	NOTES or SPECIAL APPROVAL

I understand that I am responsible for knowing and meeting all program requirements.

I understand that Schenectady County Community College (SCCC) uses a collection agency as a means of debt collection. If it becomes necessary to submit my account for collection, I agree to be responsible for collection costs of up to 40% in addition to the principal debt. I further understand that any information I have provided to SCCC may be used to assist in debt collection.

Student Signature_____   Date_____   Processed_____

Advisor Signature_____   Date_____   Date_____

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March 24, 2020

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SUNY
SCHENECTADY
COUNTY COMMUNITY COLLEGE

WITHDRAWAL FORM

Student Name: _____

Student ID #: _____

Email Address_____ Daytime phone_____

Address: _____

Instructions: Use this form only if you intend to withdraw from one/all of your courses at Schenectady County Community College. Your withdrawal is effective the date this form is processed by the Registrar's Office.

Please indicate the term and specific courses you are requesting to withdraw from in the table below.

Select one	Specify term	Specify name of course to be withdrawn from
◯ I am withdrawing from all the courses in this term		**ALL COURSES FROM THIS TERM*** Signature from Academic Advisement Center strongly recommended.
◯ I am withdrawing from only the courses listed in this term		
*Academic Advisement Signature:		

Your withdrawal and the timing of your withdrawal may have an impact on the following:

- Enrollment status
- Satisfactory academic progress (SAP)
- Student account
- Federal, state, and institutional grants, loans, scholarships, and third party sponsorships

Submit the completed form either:

In Person at the Registrar's Office

Elston Hall 212/215

OR

By email **using your secure SUNY Schenectady email account** to: registrar@sunysccc.edu

---

Your signature affirms your request to withdraw from your course(s) at Schenectady County Community College. If you receive any form of financial aid, including grants, loans, scholarships, and third party sponsorships you understand your decision to withdraw may impact your financial aid for the current and future terms. You also understand that depending on the timing of your withdrawal you may incur financial liability for the current term and your enrollment status may be affected. Your withdrawal is effective the date this form is processed by the Registrar's Office.

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_____   _____
Student Signature   Date

-For Office Use Only-
Processed by: _____ Date: _____ Refund: _____

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SUNY
SCHENECTADY
COUNTY COMMUNITY COLLEGE

ADD/DROP REGISTRATION MODIFICATION

Fall 20___   Spring 20__   Summer 20__

Student Name: _____

Student ID #: _____

Email Address_____ Daytime phone_____

Address: _____

_____

Instructions: Use this form only if you intend to add/drop one/all of your courses at Schenectady County Community College. Please indicate the term and specific courses you are requesting a registration modification transaction.

I wish to Drop ALL my courses at SCCC _____ Please Initial

DROP:

CRN	SUBJECT	COURSE # and SECTION	# CREDITS	Credit Overload Approval
				Advisor: _____
				Dean: _____
				Registrar: _____

ADD:

CRN	SUBJECT	COURSE # and SECTION	# CREDITS	Approval (if needed)

Old Total _____   New Total_____

The timing of your registration modification may have an impact on the following:

- Enrollment status
- Satisfactory academic progress (SAP)
- Student account

- Federal, state, and institutional grants, loans, scholarships, and third party sponsorships

*Your signature affirms your request to add or drop a course(s) at Schenectady County Community College. If you receive any form of financial aid, including grants, loans, scholarships, and third party sponsorships you understand your decision to add/drop a course(s) may impact your financial aid for the current and future terms. **You also understand that depending on the timing of your add/drop request you may incur financial liability, such as fees as they are non-refundable, for the current term and your enrollment status may be affected.***

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_____   _____
Student Signature   Date

| Processed by: _____ | Date: _____ | Refund: _____ |

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SUNY Schenectady County Community College
Student Affairs, Elston Hall 222
STUDENT IMMUNIZATION RECORD FORM

All students enrolled in six (6) credit hours or more, with at least one class on campus, whose birth date is on or after January 1, 1957, <u>MUST</u> comply with immunization requirements. Immunization information must be received by Student Affairs, Elston Hall 222 in person, by fax to: 518-381-1456 or sent via email to immunizations@sunysccc.edu before the student attends the first class. Please call 518-381-1344 with questions.

Name_____ Date of Birth _____ Student ID_____

Semester_____ Year_____ Phone Number_____ Email _____

Required: Two doses of the **MMR** immunization, given after 12 months of age with the second dose at least one month after the first dose **or** blood tests showing immunity to all three illnesses.

MMR: Vaccine Date _____Vaccine Date_____

or

Measles (Rubeola) Two doses required: Vaccine Date _____Vaccine Date_____

Mumps Vaccine Date _____ or Disease History_____

Rubella Vaccine Date _____ or Disease History_____

or

Titer – Blood test - results from this test are useful for people who are not sure if they have been vaccinated or need to prove they have immunity from prior vaccinations.

Measles (Rubeola)   Titer Date _____   Result_____

Mumps   Titer Date _____   Result _____

Rubella   Titer Date _____   Result _____

Required: One dose of the Meningococcal immunization given within the last 5 years; **or** a complete two dose series **or** a signed waiver. New York State Department of Health requires each student to indicate meningitis compliance by providing a waiver of the vaccine OR providing medical documentation of date of vaccine.

Meningococcal Vaccine for Meningitis Vaccine Date _____Vaccine Date_____

or

WAIVER: I have reviewed the information regarding meningococcal disease. I am fully aware of the risks associated with this disease and of the availability and effectiveness of the vaccine. I have elected NOT to get the vaccine.

_____
Signature of Student (Parent/Guardian if student is under 18)   Date

COVID Vaccine: Type_____ Vaccine Date_____ Vaccine Date_____

Physician Comments_____

Physician Name (Printed)_____Signature_____Date_86____

Address and Phone number:_____

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SUNY
SCHENECTADY
COUNTY COMMUNITY COLLEGE

Collections Agreement

Please read and sign at the bottom in order to complete your registration:

By my registration, I acknowledge responsibility for understanding the College's official policies concerning schedule changes and withdrawals and how these changes can affect my financial obligation to SUNY Schenectady County Community College (hereinafter referred to as SUNY Schenectady), as well as my eligibility for financial aid. I understand that if financial payment and/or arrangement have not been made by the due date, the College reserves the right to remove me as a student for non-payment, deny me access to my registered classes, or place a "hold" on my student record restricting me from registering until the account is paid in full. I also understand that if my financial aid is reduced or canceled, I am responsible for all charges on my account. Furthermore, I understand that fees are non-refundable.

Failure to attend classes does not absolve me from financial liability. In all cases it is my responsibility to drop classes by the published drop/add date or I will be held liable for these classes.

I understand that SUNY Schenectady and any third parties working on the College's behalf may use an automated calling system and a pre-recorded message to contact me by phone (on any number I have provided to the College, including my cell phone) regarding any outstanding account I have. Further, I understand that important information may be sent to me by text message and that to opt out of that convenience, I must send an email to bursar@sunysccc.edu.

By registering for courses at SUNY Schenectady, I understand, acknowledge, and agree to all terms and conditions set forth by the College including liability for all SUNY Schenectady tuition and fees, and other related charges, and will pay all reasonable costs and expenses for collection. Failure to pay my student financial obligation in full by the due date for the term allows SUNY Schenectady to exercise its right to pursue other action for collection. This includes, but is not limited to, turning over my past due account to a collection agency and/or other third party such as an attorney. SUNY Schenectady may also disclose to credit bureau organizations that I have defaulted on my student financial obligation to SUNY Schenectady.

By registering for classes, I also acknowledge that I am aware that I must adhere to the Student Code of Conduct and all SUNY Schenectady policies, which can be found at https://sunysccc.edu/Current-Students/Student-Life-and-Resources/Student-Code-of-Conduct.html

I agree to the SUNY Schenectady collection statement for the **Fall_____ Spring/Winter_____ Summer_____** semester.

Student ID _____   Date_____

Name (please print)_____   Signature_____

9/16/22

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SUNY SCHENECTADY
COUNTY COMMUNITY COLLEGE

MICROCREDENTIAL DECLARATION FORM

- **This form is for a currently matriculated or previously matriculated SUNY Schenectady student to elect to enroll in a Microcredential.**
- **Submit this form to the Registrar's Office, Elston Hall 212 or via email registrar@suny.edu**

NOTE: If you have never been accepted for admission to SUNY Schenectady, don't use this form and apply to join for a Microcredential through our Admission's Office.

Effective Term: Fall 20____ Spring 20____ Summer 20____

Student Name: _____   Student ID Number: _____

Address: _____

City, State: _____   Phone Number: _____

1. Do you have college transcripts from other institutions that we should review for transfer credit into the microcredential? If yes, which transcript/s should be reviewed?

_____

2. Have you ever been expelled or dismissed from a college or university for disciplinary reasons? Y ☐ N ☐

3. Name of Microcredential you request to enroll:

_____

    A. If you would like to enroll in the Child Development Microcredential, you will need to contact Lauren Lankau at 518-396-5982 of our Workforce Development and Community Education Office to discuss eligibility. Employment in a child care center is needed for this microcredential.

For Child Development Microcredential <u>only</u>, Signature of Lauren Lankau required (or attach her email of approval to this form): _____ Date: _____

Student Signature: _____   Date: _____

SUNY SCHENECTADY NEW STUDENT CHECKLIST

Student Name   *Student ID #*

Student Success Center, Elston Hall Room 221I, 518-381-1434
Meet with your Success Coach to Login to Portal (MySCCC) in order to:
1. Complete "My Survey to Success"
2. Get Access to Brightspace, Email, College Scheduler, Banner Self-Service, DegreeWorks

Academic Advisement Center, Elston Hall Room 222, 518-381-1277
Meet with your assigned **Academic Advisor** to:
1. Discuss career options; Academic Programs; Make Course Schedule

Financial Aid, Elston Hall, Welcome Center, 518-381-1468
1. Complete FAFSA and TAP Application
2. Tuition due

Student Business Office, Elston Hall, Welcome Center, 518-381-1346
1. Certificate of Residence due to Student Business office on/after

2. Confirm Attendance and Accept Classes

Student Affairs Office, Elston Hall Room 222, 518-381-1344
1. Immunization Certificate, required by NY State Public Health Law

Register with ADA, TRIO, EOP, Tutor Services

College Store, 518-381-1332, Elston Hall Room 109
1. Student ID Card: Bring new course schedule and government issued ID

2. Textbooks are also available at College Store
If Financial Aid is complete and eligible for bookstore credit, availability may begin
Bring course schedule & college ID card

SUNY Schenectady Parking ID, Security Desk, Main Entrance of Elston Hall
Bring the completed form and college ID card to Security.

Complete New Student Virtual Orientation

PRINT A FRESH SCHEDULE A WEEK BEFORE CLASSES BEGIN 92

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SUNY
SCHENECTADY
COUNTY COMMUNITY COLLEGE

Academic Advising Syllabus
∎∎∎

Academic Advisement Center
Office: Elston 222, **Email:** academicadvisement@sunysccc.edu, **Telephone:** 518-381-1277
Advising Hours: Monday- Friday 8:30 a.m.-4:30 p.m.
Schedule your appointment with your advisor using their Starfish links:
https://sunysccc.edu/Current-Students/Academic-Advisement/index.html

SUNY SCHENECTADY ADVISEMENT MISSION:
The mission of Academic Advisement at SUNY Schenectady is to encourage a collaborative, inclusive and student-centered relationship which empowers students to reach their academic, personal and career goals while supporting college-wide persistence to completion efforts.

WHEN TO SEE YOUR ADVISOR
1. Whenever you encounter any problems that affect your academic performance.
2. When it is time to schedule classes for the next semester. (As soon as the list of classes is available, do your pre-advisement assignment and then plan to see your advisor.)
3. To discuss academic progress.
4. To discuss career considerations.

Effective advisement requires a partnership between the advisor and the student.

Pre-Advisement Assignment:
1. Print or review your DegreeWorks audit.
2. Using your curriculum worksheet as a guideline, select potential courses you would like to take.
3. Build a schedule free of conflicts considering your outside commitments.
4. Bring a list of questions you would like to discuss with your advisor.

Advisor Responsibilities:
- Post and keep office hours.
- Assist students with clarifying educational and career goals.
- Help students assess their strengths and weaknesses through self-assessment.
- Review test scores, previous college credits and courses needed as pre-requisites.
- Provide accurate and specific information.
- Assist students with program choice, class selection and degree requirements.
- Discuss student's time constraints and other responsibilities.
- Refer students to appropriate office/individuals when necessary.

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Student Responsibilities:
- Meet with your advisor at least once every semester.
- Arrive prepared for the advising session.
- Be an active participant in the advising process.
- Develop realistic and attainable educational and career goals.
- Become familiar with the College's website and online College Catalog.
- Become familiar with the College's policies and procedures.
- Learn how to access SUNY Schenectady's email system and Brightspace (D2L) (the College's online course management system).
- Become knowledgeable of program requirements.
- Understand the impact of dropping/failing/withdrawing from classes- academically and financially.
- Accept responsibility for decisions made in the advising session.

Expected Student Learning Outcomes:
- Students will be in a program of study that best aligns with their interests, abilities, and goals.
- Students will be able to develop a plan to meet academic goals that progress toward degree completion.
- Students will know the degree requirements for their program of study.
- Students will know where to access their degree audit.
- Students will know how to locate institutional policies and procedures.
- Students will know where to locate campus resources to aide in their progress toward goal completion.
- Students will value/appreciate how academic advising has contributed to his/her educational experience.

SUNY SCHENECTADY'S ACADEMIC ADVISEMENT WEBSITE:
- https://sunysccc.edu/Current-Students/Academic-Advisement/index.html

Key Advising Times		
September-October • Be aware of add/drop dates and other deadlines. • Returning students- find a time to reconnect with your advisor. • Let your advisor know how your classes are going. **November** • Meet with your advisor if you receive any mid-term warnings • Meet with your advisor during Priority Registration to plan for spring semester and to get your Advisor PIN number. • Register for your classes online. • Be aware of the last day to withdraw from fall classes.	**December** • Meet with your advisor and register for spring classes if you have not already done so! **January** • Welcome back for spring semester. • Contact your advisor if you have any questions or concerns regarding your fall grades. • Meet with your advisor if you need to make a change to your schedule. • Be aware of add/drop dates. **February** • Students who are aligned to graduate should have final advising session. • Fill out graduation application by due date.	**March** • Meet with your advisor if you receive any mid-term warnings. • Meet with your advisor for annual planning to review your academic progress and plan for summer and/or fall classes. Get your Advisor PIN number. • Register for your classes online during advance registration. **April** • Be aware of the last day to withdraw from spring classes. **May** • Register for summer and/or fall classes if you have not already done so! • Graduating students- COMMENCEMENT- CONGRATULATIONS!!!

SUNY SCHENECTADY
COUNTY COMMUNITY COLLEGE

Information on Nursing Associate Programs

<u>Pre-requisites to apply:</u>

Many schools want 75+ in each class and completed within the last 5 years of application

1. HS Biology or BIO 117 or BIO 141
2. HS Chemistry or CHE 113 or CHE 121
3. HS Algebra or MAT 123 and/or MAT 147

<u>Additional Course Requirements</u>

*These are not required prior to applying, but make the student a stronger candidate*

1. Anatomy and Physiology I - BIO 273
2. Anatomy and Physiology II - BIO 274
3. Microbiology - BIO 241
4. Introduction to Psychology - PSY 121
5. College Composition I - ENG 123
6. Developmental Psychology/Lifespan Development - PSY 222

*These courses are incorporated into nursing curriculums but are made more difficult when taken alongside nursing classes
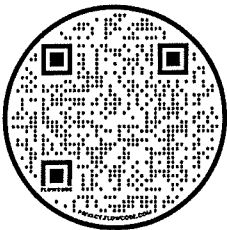
If a student is interested in BSN programs <u>click</u> this link or follow the QR code for the NYSED website to learn more about what is offered in NY

SCHOOL OF NURSING
ELLIS MEDICINE
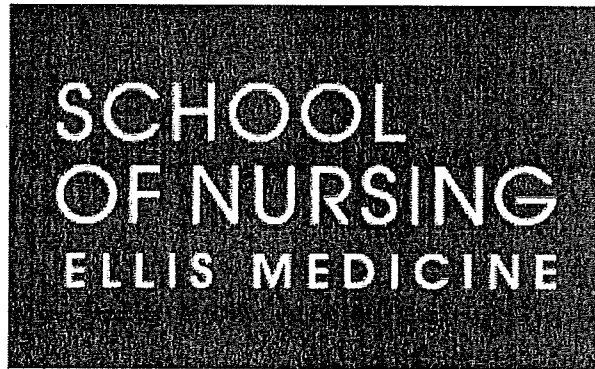
Belanger School of Nursing

Laura Roberts 518.243.3512

vitolins@ellismedicine.org

650 McClellan Street Schenectady, NY 12304

Additional Course Requirements | Admissions Requirements

Statistics - MAT 147 | Fall 2023 Deadline: Jan 15, 2023

Sociology Elective | HS avg of 85% or College GPA of 3.0

HESI A2 Test Completion

Minimum overall test score 75%

⚕ St. Peter's Hospital College of Nursing

St Peter's Health Partners

St. Peter's Hospital College of Nursing

Dalia Negron 518.525.6850

Dalia.Negron@sphp.com

714 New Scotland Avenue Rm 111 Albany, NY 12208

Additional Course Requirements	Admissions Requirements
English Elective	Fall start application deadline: March 1st
Social Science Elective	Spring start application deadline: Sept 1st
Directed Elective	HS level courses require min score of 75%
	College level courses require min grade of C
	or min 2.8 GPA

Samaritan Hospital School of Nursing

518.268.5130

1300 Massachusetts Avenue Troy, NY 12180

Additional Course Requirements	Admissions Requirements
English Elective	Fall start application deadline: March 1st
Social Science Elective	Spring start application deadline: Sept 1st
Directed Elective	
	HS level courses require min score of 75%
	College level courses require min grade of C
	or min 2.8 GPA

Maria College School of Nursing

Lorie Ruth 518.861.2511

lruth@mariacollege.edu

700 New Scotland Avenue Albany, NY 12280

<u>Additional Course Requirements</u>

200 level English

Social Science Elective

<u>Admissions Requirements</u>

Priority 1 Application Deadline: March 1st

Priority 1 Deposit Deadline: April 1st

Priority 2 Application Deadline: April 1st

Priority 2 Deposit Due: May 1st

HS level courses require min score of 80%

College level courses require min grade of C

or min 2.5 GPA

<u>Minimum TEAS VI Test Scores</u>

Reading 70.5%

Mathematics 69%

Science 53.6%

English 63.8%
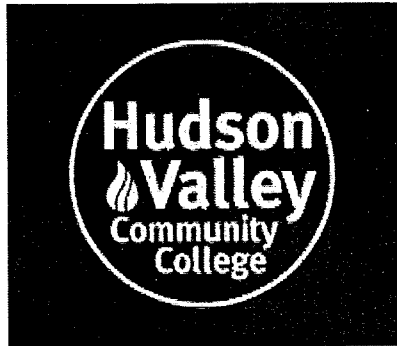
Hudson Valley Nursing AAS Degree

Jodi Dorrough 518.629.7469

j.dorrough@hvccc.edu

80 Vandenburgh Avenue Troy, NY 12180

Additional Course Requirements

Abnormal Psychology

English Composition II

Admissions Requirements

Application Deadline: Feb 1st

HS level courses require min score of 75%

College level courses require min grade of C

or min 2.8 GPA

Fulton-Montgomery
Community College

Fulton-Montgomery Nursing AAS Degree

518-736-3622 Ext. 8301

geninfo@fmcc.suny.edu

<div style="display:flex">

Additional Course Requirements

Introduction to Sociology

English Composition II OR Technical/
Professional Writing

Pharmacology

Admissions Requirements

Fall 2022 Application Deadline: Jan 10th

HS level courses require min score of 85%

College level courses require min grade of C
or min 2.8 GPA

</div>

Minimum TEAS VI Test Scores

Reading 70.5%

Mathematics 69%

Science 53.6%

English 63.8%

SUNY ADIRONDACK

SUNY Adirondack Nursing AAS Degree

Ona Backus

whaleyo@sunyacc.edu

640 Bay Road, Queensbury, NY 12804

Additional Course Requirements

Introduction to Sociology

English Composition II

Admissions Requirements

Fall Start Application Deadline: Feb 1st

Spring Start Application Deadline: Sept 1st

HS level courses require min score of 80%

College level courses require min grade of
C+ or min 2.8 GPA

HESI A2 Test Completion

Minimum overall test score 75%

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Recommendations
For Advising
HCAT
Students

Classes that should be taken in first semester for both General and Baking Concentration

HOT   111   Food Prep I
HOT   119   Elements of Baking
HOT   131   Math for Food Service Records
- Provides foundation for HOT 117 and HOT 114.

**HOT   135   Sanitation Techniques**
- Very important to have students take in the first year as it teaches students food safety.
- Can also get credits for Previous Experience (please see below for more info)

FYS   100   First Year
- Must be in FYS 100-HCAT, contact Dean if spaces are full.

Suggestions for Part time first semester students:

- HOT 111, HOT 135, HOT 131, FYS 100
- HOT 111, HOT 131, FYS 100
- HOT 111, HOT 131

PROSTART, EOC (HVCC), BOCES, College in the High School

- Students may have credits from these programs.
- Below are the possible credits for each program.
- Credits will be granted after they have completed 6 credits at SUNY Schenectady

Program	Possible Credits
ProStart Programs	TAT 121, HOT 135 (along with copy of ServSafe Certificate), 400 of 600 hours
EOC (HVCC)	HOT 131, HOT 135 (along with copy of ServSafe Certificate)
College in High School	Credits will already be listed on Degree Audit

List of participating programs can also be found on J-Drive: Shares- SHARES-Articulations-HCAT

ServSafe Certificate

- Students may already have ServSafe Certificate prior to attending SUNY Schenectady and will then be able to get credits for HOT 135. To get the credits students will need to:

- o Fill out the "Credits for Previous Experience" form, which can be found at the registrar's office.
- o Take that form along with ServSafe Certificate to the Dean's office
- o After the Dean and Vice President of Academic Affairs signs off on it, it will be sent to the registrar's office.
- o Student will then be notified by registrar's office of the approval of the credit and that they will need to pay a small fee (currently $30, subject to change) in order for the credit to transfer.
- Students can fail the ServSafe exam and still end up passing the HOT 135 course. If they would still like to obtain the ServSafe Certificate, they will have to go to servsafe.com and pay to retake exam.

Please refer students to John O'Connell for more information about the process.

Classes to be Filled Simultaneously

HOT 253 Banquet Management and HOT 251 Quantitative Foods	HOT 251 cooks for HOT 253 *(e.g. if you register a student for HOT 251 on Tues at 3pm, then also try to register another student for HOT 253 on Tues at 3pm so the classes have the same number of students at all times. IF POSSIBLE)*
HOT 238 Dining Room Management and HOT 257 Classical Cuisine I/HOT 258 Classical Cuisine II	HOT 257 (Fall)/HOT 258 (Spring) cooks for HOT 238 *(e.g. if you register a student for HOT 238 on Tues at 3pm, then also try to register another student for HOT 257 (Fall)/HOT 285 (Spring) on Tues at 3pm so the classes have the same number of students at all times. IF POSSIBLE)*

Students can take HOT 258 before HOT 257, as the pre-requisite for both classes is HOT 112 (Food Prep II)

Recommendations for the following classes with no pre-requisites:

HOT 117 - Food & Beverage Control and HOT 114 - Food Admin. & Menu Planning
- Should be taken after HOT 131. HOT 131 is the foundation for these two courses.

HOT   233   Basic Nutrition
- Suggested to be taken at least after HOT 111 is taken (can also be taken with HOT 111).

- Helps to know some fundamentals of foods before taking this class.

600hrs Work Experience/ Volunteer Worksheet and Equipment Sheet

Hotel and Restaurant Management Students	• 600hrs Work Experience or Volunteer hours ONLY
Culinary Arts Students	• 600hrs Work Experience or Volunteer hours • Equipment Sheet • Job Placement Information • ACFEF Accredited Program Graduate Certification Application

Forms must be downloaded, completed, scanned and emailed to as attachments to 600hours@sunysccc.edu

- For more information about what hours qualify for 600hrs work experience, please refer students to Dean Brough.
- Please visit website for more information and copies of forms.
  - https://sunysccc.edu/Academics/School-of-Hotel-Culinary-Arts-and-Tourism/index.html

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Internship Opportunities

Kentucky Derby
- Students will participate in the weeklong events including front of the house and back of the house events at Louisville Kentucky.
- This internship can count for hours toward their 600hrs work experience.
  - *Please contact Kim Otis for more information about the internship*

Walt Disney World (9 credit Co-op)
- Students must meet the following requirements to qualify to attend:
  - Must complete at least one semester at SUNY Schenectady.
  - 2.0 GPA
  - Complete HOT 135 – Sanitation Techniques or have ServSafe Certificate
  - Permission of the Division
- Students must complete a minimum of 405 hours at Walt Disney World.
- Once internship is completed, students will get credits for the following courses:
  - For students attending in a Fall semester: HOT 255, HOT 257, HOT 259
  - For students attending in a Spring semester: HOT 268, HOT 258, HOT 260

- Students will also take either a Human Resources Mgmt or Marketing course online while at Walt Disney World to add up to 12 credits for the semester.

Please refer students to Dean Brough for more information about the program.

HCAT Study Abroad Opportunity

Italian Food and Culture – (Trip to Italy)

- Students must meet the following requirements to qualify to go on trip
- Must successfully complete 12 credits including the following courses
  - HOT 111   Food Preparation I
  - HOT 112   Food Preparation II
  - HOT 119   Elements of Baking
- Must of a GPA of at least a 2.0
- Scholarship opportunity available, however, students must have at least a 2.5 GPA to be considered for said scholarship.

Please refer students to Chef Hatalsky for more information

SUNY Delhi Partnership Program

Students have the opportunity to earn a BBA in Hospitality Management with Concentration in Hotel and Restaurant Management from SUNY Delhi, but all courses will be held here on campus at SUNY Schenectady.

Students who are eligible to apply for this program include:
- Hotel and Restaurant Management AAS students
  - Students thinking about applying to this program will need to be take either Principles of Macroeconomics (ECO 221) or Principles of Microeconomics (ECO 223) as Social Science elective
- Dual major in Hotel and Restaurant Management AAS and Culinary Arts AOS
- Culinary Arts AOS only (will need to speak with advisor at SUNY Delhi for more info)

Contact person for this particular Delhi program:
Richard Golding
Phone: 518-381-1416
Email: roganpd@delhi.edu

Tour of the Culinary Department

Should anyone need a tour of the Culinary Department please have that person reach out to Michael Hazard to schedule a tour. Below is his contact information
Michael Hazard,
Phone: 518-381-1311
Email: hazardma@sunysccc.edu

Important Contact Information

For more information about the programs or any other questions, please reach out to Ann Shattuck.
Phone: 518-381-1325
Email: shattual@sunysccc.edu

For information about Craft Spirit Distillation and/or Craft Beer Brewing, programs please reach out to Jay Larkin. **Students will need his approval to register for Craft Spirit Distillation Internship and Beverage Management Internship.**
Phone: 518-381-1244
Email: larkinjp@sunysccc.edu

For information about Hospitality and Tourism Management, programs please reach out to Ingrid O'Connell. **Students will need her approval to register for Hospitality & Tourism Management Internship.**
Phone: 518-381-1451
Email: oconneic@sunysccc.edu

For information about Chocolate and Confections, courses please reach out to Vanessa Traver.
Phone: 518-381-1214
Email: travervl@sunysccc.edu

For Information about ServSafe, please reach out to John O'Connell.
Phone: 518-381-1417
Email: oconnejl@sunysccc.edu

For information about Kentucky Derby, please reach out to Kim Otis
Phone: 518-381-1291
Email: otiskp@sunysccc.edu

For information about Walt Disney World, please reach out to Dr. Dave Brough (Dean)
Phone: 518-381-1361
Email: broughde@sunysccc.edu

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For information about Italian Food and Culture – (Trip to Italy), please contact Sue Hatalsky.
Phone: 518-381-1372
Email: hatalss@sunysccc.edu

For information about uniform requirements and more, please visit the website for the School of
Hotel, Culinary Arts and Tourism https://sunysccc.edu/Academics/School-of-Hotel-Culinary-Arts-and-Tourism/Uniform-Requirements.html

SUNY SCHENECTADY
COUNTY COMMUNITY COLLEGE

HUMAN SERVICES INFORMATION

Social Work career options

Please explain and discuss many times throughout the semester the various career options for a social worker. There is often many questions about the path of social work. Students can gain employment in any institution as a social worker, including the County and the State. The advantage of this degree is that it is a generalist degree. With the HS degree they are qualified to be employed as a case manager, a counselor with children, families, and a school, geriatric, medical and a healthcare social worker. They will be qualified to work with children, adolescents, adults, and the elderly. Distribute the informational sheets and give the students a few minutes to read them, discuss and ask questions.

Adding a second major

Sometimes students desire to add a second program in addition to their Human Services program, such as the AAS Chemical Dependency Counseling degree, the CDC Certificate, or the AS Liberal Arts: Psychology Concentration. They should always check with financial aid before they add a second program. A GPA of 2.0 is required in order to add a second program. Students are required to complete **5 different courses** between any two degrees. If students are enrolled in the HS and CDC degree they need to complete the CDC Internship course and that will fulfill the HS Internship course requirement. The reverse is not true because of the OASAS regulations. The HS and Liberal Arts Psychology Concentration contain the many of the same courses.

Transfer information

If students are considering transferring sometime in their future, it is in their best interests if they enroll in the AS transfer degree program. (Many students mistakenly believe that they must immediately transfer to their next institution.) Students with AS degrees in Human Services have as many career options as the AAS student but are more readily able to transfer their courses to four-year colleges. Some of the main differences between the two degrees is a more advanced level math, additional history courses, and biology with a lab.

If students transfers to a SUNY school and schools where SCCC has an articulation agreement, and they have followed the program worksheet requirements, all of their courses should transfer. Many want to know the difference between SUNY-Albany, The College of St. Rose, and Siena College. I explain it as: SUNY Albany is a very large urban school, CSR is a smaller urban college, and Siena is a suburban college with a usually younger and less diverse population.

Registration

Please emphasize to the students that they should register for the courses in the sequence listed on the program sheet. This will increase their chances of graduating in a timely manner. If students need to enroll in more than one math course, it is also critical to begin the math sequence in the first semester.

During the registration period, please remind students to register early. It may be helpful for you to show them how to view their degree works audit before they select their classes and speak with their advisor. Their advisor

will be listed on the top of their degree works audit. I am willing to answer any of their questions, so please provide students with my contact information. (Professor Renee Adamany 381-1298 adamanrt@sunysccc.edu) I would be very willing to especially advise any part-time HS students. Spanish is the most useful language followed by Sign Language.

Field Information

Students may choose from a variety of restricted electives. The students should choose restricted electives that are compatible with the population that they desire to work with in their internship. Students must complete SOC 125 and 127 as well as have a minimum of a 2.0 to enroll in the field class. When they are interviewing at an agency for their internship, their chances of receiving an internship will increase if they possess knowledge of the agency population.   I provide students with a list of possible field sites. They need permission from myself before they contact a site. I sign an agreement form that gives them permission, and the student will contact the agency to schedule an interview. Students are instructed to interview for the field site as they would interview for employment.

Scholarships- They may apply for scholarships and these scholarships are advertised on the SUNY Schenectady website. Please emphasize that the main criteria for the scholarships are GPA and some type of community service. I remind them of these points throughout the semester.
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Medical Coding & Billing Program

Carol Maimone

maimonca@sunysccc.edu

e-mail me anytime!

Carol currently instructs all HIM-prefix courses

Phones will not work to complete courses- laptop loan program

Text/software purchased through bookstore

Program can be completed fully online (or with some in-person options; consider student strengths)

Clarify *certificate* earned through SUNY SCCC vs. *certification exam,* which is at student's discretion

We prepare students to take the CCA (entry level coding exam) exam through AHIMA. This is different from the CPC credential through AAPC- although this is the student's choice.

HIM 204- Professional Internship:

- Can be completed entirely online throughout semester
- Is offered spring, summer, and fall
- External placement can be obtained by student if desired/approved
- Provides hands-on experience and in-depth credentialing exam preparation.

Career Outlook:

Excellent placement success for our graduates

Remote "from home" employment is possible; not guaranteed

Coding is not "data entry"- you do not have to be "good with numbers"; it is the understanding of disease processes and terminology and interpreting the patient health record to then assign diagnoses and procedures utilizing official coding guidelines. Refer students to www.ahima.org

Thank you ADVISING for everything you do!!!

~ Carol

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<u>Proposed Language</u>

The college uses multiple metrics to recommend appropriate English course placement. A student's GPA/GED/TASC score is the primary metric, but we also use test scores, transcripts, and background information.

A student who has met any of the following criteria is ready to take ENG 123:

- achieved an overall GPA of at least 81 or 2.9 (with emphasis on writing intensive courses);
- scored at least a 500 on the GED/TASC
- scored at least 450 on the SAT (Scholastic Aptitude Test) in writing;
- scored at least 18 on the verbal ACT (American College Testing);
- scored at least a 75 on the ELA (English Language Assessment) Regents exam; OR
- presented evidence of transferable credit for ENG 123.

If, after an in-depth conversation with their advisor--during which the concept and results of placement are thoroughly discussed-- the student does not agree with the placement, they will be given the opportunity to advance out of it. The Testing Center will administer the *Accuplacer* exam (remotely or in-person) to students who seek advancement.

Math Flow Chart

Gateway Courses

Direct Placement
(No GPA requirement)

MAT 118
MAT 126
MAT 145
MAT 148

Co-requisite
(GPA below 1.7)
(GPA below 70%)
(GED/TASC below 350)

MAT 123

MAT 081

If the co-requisite is recommended (MAT081+MAT123), and students do not agree with their placement, they can choose to take an advancement test. Students who achieve 80% or higher can enroll directly into MAT123 without MAT081.

Co-requisite
(GPA 1.7 - 3.0)
(GPA 70% - 83%)
(GED/TASC 350 - 500)

MAT 147
MAT 154

MAT 082
MAT 083

If the co-requisite is recommended (MAT082+MAT147 or MAT083+MAT154), and students do not agree with their placement, they can choose to take an advancement test. Students who achieve 80% or higher can enroll directly into MAT147 or MAT154 without the additional course.

Direct Placement
(GPA above 3.0)
(GPA above 83% and/or prereq met*)
(GED/TASC above 500)

MAT 147
MAT 154
MAT 167*
MAT 180*
PSY/SOC 200*

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SUNY SCHENECTADY
COUNTY COMMUNITY COLLEGE

ADVISEMENT GUIDELINES FOR COURSE SELECTION
Based on *ACCUPLACER Next Generation* Placement Test Scores

WRITING Score

200 – 225	CSS 126: Integrated Reading and Writing I*
226 – 250	ENG 123-#A paired with ENG 096-#A: College Composition w/ Workshop
251 – 300	ENG 123/ENG123-#A: College Composition

READING Score

200 – 225	CSS 126: Integrated Reading and Writing I*
226 – 250	ENG 123-#A paired with ENG 096-#A: College Composition w/ Workshop
251 – 300	ENG 123/ENG123-#A: College Composition

NOTE: If a student's scores place them into CSS 126, they do not meet the prerequisite for ENG 096, **EXCEPT** in the case where a student tests into CSS 126 **AND** ENG 123 for either Writing or Reading. In that case, a student should be **placed into ENG 096**.

Please consult the Dean of Liberal Arts (x1393) or Professor Alicia Richardson (x1447) if you have English placement questions.

ARITHMETIC Score

Non STEM:

200 – 236	Place into CSS 106*
237 – 262	Place into MAT 086*
263 – 300	Place into MAT 145; MAT 126; **OR** MAT 134

STEM/Business/Transfer/Undecided:

200 – 262	Place into MAT 085*
263 – 300	Place into MAT 134 **OR** MAT 118

QUANTITATIVE REASONING, ALGEBRA, & STATISTICS (QAS) Score

Non STEM:

200 – 236	Use Arithmetic scores/placement recommendation
237 – 300	Place into MAT 145; MAT 126; **OR** MAT 134

STEM/Business/Transfer/Undecided:

200 – 236	Use Arithmetic scores/placement recommendation
237 – 262	MAT 118; MAT 134
263 – 300	MAT 147; MAT 148; MAT 149; MAT 154; **OR** PSY 200

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Please consult the Dean of MSTH (x1268) if you have math placement questions.

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*Course credits do not satisfy degree or certificate program requirements. However, these credits may apply to full- time status for financial aid.

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FLOW CHART FOR STUDENT PLACEMENT IN ENTRY LEVEL 4 CR. BIOLOGY COURSES

SCIENCE MAJORS

(Science program including biology concentration, and science and mathematics program)

ENTRY COURSE(S):

BIO 141 & BIO 142: General Biology

HEALTH SCIENCE

ENTRY LEVEL COURSE:

BIO 117: Biology of the Cell (new course designed as a pre-req for bio 151)

Current Nutrition:
ENTRY LEVEL COURSE:

BIO 117 or BIO 141

FUTURE NUTRITION SCIENCE
ENTRY LEVEL COURSE(S): **BIO 141 & BIO 142: General Biology**

NON-SCIENCE MAJORS

ENTRY LEVEL COURSE

BIO 112: Human Biology

Re-written

ENTRY LEVEL COURSE

BIO 111: Fundamentals of Biology

Gen Ed 4 Credit Lab Science

Recommended for:

- Medical Coding and Billing
- Chemical Dependency
- Counseling
- Human Services
- Sociology Concentration

Recommended for:

-Business Administration
-Criminal Justice
-Liberal Arts
-Concentrations:
    Communications
    English
    Psychology
-HCAT

FAST REFERENCE GUIDE

Multiple Measures ENG and MAT entries for SOATEST

English 123

When you have reviewed a student and determined they meet the requirements to be able to enroll in ENG 123 without also needing to take ENG 096, go to SOATEST in banner and enter the following:

Test Code: 0099

Test Score: 99

Instructions:

- Navigate to SOATEST in banner
- Enter the student's ID number
- click on Go
- In the "Test Code*" block enter: 0099
- hit Tab or Enter on your keyboard and the Description block will auto populate with: English Measures
- In "Test Score*" block enter: 99
- Test Date: enter the date you are entering this approval/the date you have reviewed the English measure and determined the pre-requisite is satisfied
- Click on **SAVE** with your curser (bottom right corner) or hit F10 on your keyboard to save

Visual:

Math

The test code for all the Math Measures is MM, and then the test score varies by course.

Test Code is: MM

Description: Math Measures

Test Score: MAT 123 = 1
                MAT 147, MAT 154, PSY 200 = 2
                MAT 167 = 167
                MAT 180 = 180

1. MAT 123

3/2022: currently the math department has no registration restrictions on MAT 123 in the banner computer system, students can self- register for this without any approval.

Anticipating in the future, the math department may want to for later semesters to enforce and restrict registration for MAT 123, I have reserved the math measures placement score of **1** to be able to use that in the future for MAT 123 if this practice should change. **So you could record a 1 at this time in SOATEST for a student to be able to register for MAT 123 without workshop in future semester. If this restriction is ever implemented in the future the 1 will already recorded attached to the student ID.**

2. MAT 147 and MAT 154 and PSY 200   (note: PSY 200 does also have a pre-requisite of PSY 121 Intro to Psy. This PSY 121 pre-req is regulated separate from the math measure score)

Math Measures placement score of **2** will allow a student to self-register for a MAT 147 or a MAT 154 without also needing the workshop. Or for student to be approved in math measures to be ready for PSY 200 mathematically. Enter:

Test Code: MM   Test Score: 2

3. For Direct placement into **MAT 167** Precalculus

Test Score: 167

4. Direct Placement into **MAT 180** Calculus

Test Score: 180

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Mitzi A Espinola

The test code for all the Math Measures is MM

Test Code is: MM
Description: Math Measures
Test score: varies depending on the math course

1.   MAT 123, currently the math department has no registration restrictions on this courses in the banner computer system, students can self- register for this without any approval.

So in function, when looking at the math measures Math Flow Chart, the MAT 081 to be taken concurrently with MAT 123 is an advisement recommendation and it not enforced through the technology of the registration restrictions. If a student is advised to take MAT 081 with MAT 123 there is nothing stopping the student from self-choosing to drop the MAT 081 or to register for the MAT 123 without the workshop. The math department has decided to keep MAT 123 as open registration for Summer and Fall 2022.

Anticipating in the future, a semester where the math department does want to enforce and restrict registration for MAT 123, I have reserved the math measures placement score of **1** to be able to use that in the future for MAT 123 if this practice should change. **So you could record a 1 at this time in SOATEST for a student to be able to register for MAT 123 without workshop in future semester. If this restriction is ever implemented in the future the 1 will already recorded attached to the student ID.**

2.   For MAT 147 and MAT 154 and PSY 200   (note: PSY 200 does <u>also</u> have a pre-requisite of PSY 121 Intro to Psy. This PSY 121 pre-req is regulated separate from the math measure score)

For recording Math Measures placement score which will allow a student to self-register for a MAT 147 or a MAT 154 without also needing the workshop.   Or for student to be approved in math measures to be ready for PSY 200 mathematically. Enter:

Test Code: MM
Test Score: 2

3. For Direct placement into MAT 167 Precalculus

Test Score: 167

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4. Direct Placement into MAT 180 Calculus

Test Score: 180

Sincerely,
Holly Sociagrosch
Assistant Registrar
P: 518-381-1271
SUNY Schenectady County Community College

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