

SUNY Ulster

ADVISEMENT HANDBOOK

Draft Version Fall 2006

Student advisors are encouraged to refer to the following draft version of the Advisement Handbook. We welcome your feedback for improvement while the handbook is in draft version. Please email your comments to skaarm@sunyulster.edu

SUNY Ulster
ADVISOR HANDBOOK

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SUNY Ulster
ADVISOR HANDBOOK

1.0 Basic Advisor Materials

As a student advisor, you should have the following supplies/information:

1.1 College Catalog. The *Catalog* covers the basic guidelines for students at the College, including behavior as well as academic requirements, including specific program requirements, pre-requisites, and co-requisites. Students should know that they are bound to the program requirements in this edition of the *Catalog* until/unless they change program or leave the College and return. (See Section 4.0 for information on such changes.)

1.2 Schedule of Classes. This Schedule covers classes offered each semester. It is available online and in print. Remember that many changes/updates will only appear online; check Banner or the V drive for most recent updates.

1.3 Advisor PIN. You will use your PIN for online registration.

1.4 Program Planning Sheets. These sheets outline the requirements for programs offered by the College. You should have copies for those programs for which you advise. Use the appropriate sheet as a check off list for each student, and keep it in the student folder for easy reference. Copies of all program sheets are located on the V drive and through the College website; department secretaries should also have print versions.

1.5 Student Advisement Folders. For new students, these should include Student Information Sheets, high school transcripts, transfer credit information (if applicable), and placement test results. For continuing students, the folder should also contain unofficial transcripts and records of previous advisement and advice given.

1.6 Schedule Planning Sheets. These sheets display the College week by days and class times. They are helpful in planning the student's schedule.

1.7 General Education Course List. This is available in print and online. Note that the latest GenEd course list from Albany may not always be completely up-to-date.

1.8 Transfer Opportunities. Articulation agreements are available online and through the Transfer Office. Making students aware of transfer options early in the advisement process can help them – and you – focus on priorities.

1.9 Various Forms. These forms include Drop/Add, Withdraw, Change of Program/Advisor, Application for Graduation, Audit, Referral to the Learning Center for academic assistance, Pass/Fail, and Withdraw for Cause. Copies of these forms can be found in Appendix I.

1.10 Patience. Lots.

In addition to these materials, you must at all times be mindful of FERPA regulations. These are in Appendix III.

2.0 First Time Advisement

If the student has already been advised through the Summer Advisement Center or the Admissions Office, he/she has been through many of the steps listed here and should already have a schedule of classes for the upcoming semester. He/she is probably seeing you to make a change in schedule or to address a problem.

2.1 Program/Registration Advisement. The following steps may be helpful for advising new students:

2.1.1 The student should arrive with his/her advisement folder, or you should have already received the folder in campus mail. (If there is no folder, call Admissions.) Spend a few minutes chatting with the student about his/her major, career goals, high school experience, etc. Jot down relevant information (especially anything unusual), and include that information in the advisement folder. Introduce the student to articulation agreements and transfer planning in his/her field; show him/her how this information pertains to coursework at Ulster. (Transfer options and articulation agreements are available online and/or through the Transfer Office; more information also appears in Section 3.2.)

2.1.2 Using the appropriate planning sheet for the student's declared major, placement exam scores (which should be in the advisement folder), the Schedule of Classes, the *College Catalog* (for course information and prerequisites), and articulation agreements and/or transfer goals, show the student how to choose classes for the upcoming semester.

- Make sure students meet the prerequisites and corequisites for courses. You may *not* waive these requirements for students; only the course instructor, program coordinator, or department chair may do so.
- You *must* register students in ISP080, ISP081, or ENG101 as indicated by placement test results. Advise students that they will be asked to write again on the first day of class – no matter which course they are registered for – and this retest may change their final course assignment.
- Students with poor reading comprehension skills recommended for ISP070 or COS101 should not be placed in courses requiring extensive readings (e.g., HIS or PSY).
- Math placement is not based solely on COMPASS Placement test results; high school achievement should be considered as well as the number of years the student may not have used math. For more detail, see Section 4.0.
- When signing students up for 4.0 credit science courses, make sure they are signed up for a lecture section *and* a laboratory section (and, in chemistry, a recitation section).
- MAT105 College Algebra is designed to be a terminal math course. If there is *any* chance a student will be taking a higher-level math course (e.g., by switching major),

he/she should register for MAT115 College Algebra & Trigonometry instead of MAT105 or risk taking both courses.

- The suggested semester sequence on the planning sheets is exactly that – suggested; where pre-requisites and/or co-requisites do *not* exist, especially for common GenEd courses, students may take courses in variable order. For example, if COM 103/105 or PSY101 is listed in the second or third semester, students may take the course the first semester in lieu of HIS101/103 or a foreign language elective. Courses you do *not* want to put off are ISP081/ENG101 or math (especially if there are remedial math needs).
- Discuss online course requirements if the student is considering a course in either SLN or hybrid format. (See Section 4.0 for more specifics.) Also discuss express semester if the student is looking at courses offered in that time frame.
- See Section 4.0 Course Clarifications for a discussion of electives, GenEd courses, Honors classes, locked courses, math placement, and SLN/hybrid classes.
- If the student wants to register for a course that does not meet his/her program requirements, advise him/her that taking this course may jeopardize his/her financial aid. See Section 7.0 for more specific information on financial aid requirements.

2.1.3 Have the student log into Banner Online using his/her User ID (the U00xxxxxx student number or Social Security number) and PIN (birthdate MMDDYY for first-time users). Explain to the student how Banner Online can be used to view the status of financial aid, check on student accounts, review the schedule of classes, check midterm and final grades, view transcripts, and find who his/her advisor's name, among other things. Guide the student to the course registration area in Banner Online, enter your PIN (not to be shared with the student), and have him/her enter the appropriate course CRN numbers.

2.1.4 Use Banner Online to print out two copies of the schedule. Place one in the advisement folder, and give the other to the student. Explain how to read the class schedule and locate the classrooms. Cover abbreviations like MWF, TR, BUR, VAN, etc.

2.1.5 Advise students to go to the Security Office for Student IDs and parking permits and the Bookstore for books. Stress the importance of coming to the first day of classes on time and prepared to take notes.

2.2 Advisement for Academic and/or Personal Issues. If the student has a problem to discuss with you, ask him/her to be as specific as possible about the problem and the desired outcome. If the problem is personal, assure him/her that the discussion is private. If you cannot resolve the issue, refer the student to the Associate Dean for Students or the College Counselor for personal issues; the Vice-President for harassment concerns; the appropriate Department Chair or Program Coordinator for classroom and/or program concerns; the Dean of Academic Affairs for larger academic issues; the Learning Center for academic support, tutoring, and/or accommodation questions; the Financial Aid Office; or other campus offices, as appropriate.

2.3 Forms. Other processes that this advisement may entail are Drop/Add forms and deadlines; Withdraw forms, procedures and deadlines; Audit forms and information;

Pass/fail forms and procedures; referrals to the Learning Center for academic assistance and Change of Program and/or Advisor forms and procedures. Each of these is covered in Section 5.0.

2.4 Outreach. You should attempt to build a continuing relationship with your advisees. Section 8.0 has some suggestions for establishing a productive relationship.

3.0 Advisement/Registration of Continuing Students

Advisement/registration of continuing students involves the same steps as for first time students, but most likely in more abbreviated form; you have already met and worked with the student, and he/she is familiar with the College, Banner Online, and basic procedures. You should already have the student's advisement folder, an appropriate Program Planning Sheet, a list of courses he/she has taken and/or is taking as well as grades for completed classes.

3.1 Program/Registration Advisement. Refer to Section 2.1 for details on this process. Advisement for registration now focuses on completion of the requirements for the program the student has chosen and the requirements of the program he/she intends to pursue if transfer is the goal; use the Program Planning Sheet, the list of courses already taken as well as transfer or employment goals to recommend coursework necessary for completion. Remind students that taking courses outside their stated program of study, no matter how interesting, may jeopardize their financial aid. Section 7.0 has more information on financial aid requirements.

3.2 Transfer. If the student has not yet looked at transfer possibilities, encourage him/her to begin that search so that he/she may consider the transfer school's program and gpa requirements as well application deadlines. The student should consider the major he/she wishes to pursue, the type of area he/she prefers to live in, and the money he/she can dedicate to education as well as his/her academic achievement so far, personal and work needs, and ultimate career goals. Transfer options and articulation agreements are available online and/or through the Transfer Office. Encourage undecided students to go to the Transfer Office for additional information about transfer possibilities. Remind all those wishing to transfer to meet with the Transfer Advisor, who can assist with the process, and to open a Placement File for faculty recommendations.

3.3 Graduation. As continuing students approach graduation, you should be sure they have met program requirements or that waivers have been given by the correct Department Chair or Program Coordinator. In their last semester, students should be reminded to file for graduation – and to do so before published deadlines – and to submit transfer applications early. When the student files for graduation; you must sign the Application for Graduation, verifying that the student has met program requirements. Students should be advised (again) to meet with the Transfer Counselor and to open a placement file for recommendations (whose value should also be re-stressed).

3.4 New Advisee. If the student is continuing at the College but is new to you

– e. g., due to a change of program – the student’s advisement folder should have been sent to you. Carefully review the courses already taken and how they will/will not apply to the new program, and explain any problems to the student.

3.5 Advisement for Academic and/or Personal Issues. Continuing students may also seek advice from you about academic and/or personal issues. Ask the student to be as specific as possible about the problem and the desired outcome. If the problem is personal, assure him/her that the discussion is private. If you cannot resolve the issue, refer the student to the Associate Dean for Students or the College Counselor for personal issues; the Vice President for harassment concerns; the appropriate Department Chair or Program Coordinator for classroom and/or program concerns; the Dean of Academic Affairs for larger academic issues; the Learning Center for academic support, tutoring, and/or accommodation questions; the Financial Aid Office; or other campus offices, as appropriate.

3.6 Forms. Other processes that this advisement may entail are Drop/Add forms and deadlines; Withdraw forms, procedures and deadlines; Audits; and Change of Program and/or Advisor forms and procedures. Each of these processes is covered in Section 5.0

3.7 Outreach. You should maintain a good relationship with these advisees. Section 8.0 has some suggestions for establishing/maintaining a productive relationship.

4.0 Course Clarifications

4.1 Electives

- Humanities Electives – Any ART, COM, 200-level ENG (except ENG227), FRE, GER, HUM, MUS, PHI, SPA, or THE course.
- Math Electives – Curriculum specific. Examine the planning sheet for notes.
- Science Electives – Any BIO (except BIO100), CHE (except CHE100), ESC, PHY, or SCI course.
- Social Science Electives – Any ANT, ECO, HIS, POS, PSY, SOS, or SOC course.
- Liberal Arts Electives – Any courses listed above under Humanities, Math, Social Sciences, or Science Electives in addition to CSC and GEG courses.
- Open Electives – Any credit-bearing courses except PED courses.

4.2 General Education Courses. The State sets GenEd requirements. In most programs, students planning to transfer to a SUNY institution must meet 7 of the 10 requirements while at Ulster; a few programs, e.g., those in education, require all 10 to be completed here, so check the program carefully. A GenEd course list is available on the V drive. This list is from Albany; it is not always completely accurate.

4.3 Honors Courses. Some incoming students may have the recommendation CH in their English placement. This stands for “consider honors” (ENG171 Honors English I). Honors English delves more into classic western literature and is designed for those students with the appropriate interest and ability for the College’s Honors Program. These students should also be encouraged to enroll in POS201 Honors American

Government and/or HIS171 Honors American History I. Honors courses are indicated as such on SUNY Ulster transcripts and can lead to an honors diploma.

If a student already has credit for ENG101 with a grade of B or better, he/she may be considered for honors courses if he/she is generally a strong student – for example, he/she is in the top 10% of his/her high school class (90+ average) or has a prior college gpa of 3.5 or higher.

4.4 Locked Courses. You will not be able to register students for some courses with Banner Online because they are locked. These are generally courses which require special permission for students to register (e.g., ART or MUS courses). If you come across this problem, leave a blank in the student's schedule, and contact the appropriate Department Chair/Program Coordinator.

4.5 Math Course Placement. Math course placement may be problematic. Use the following guidelines along with your best judgment.

The Compass math placement test is an indicator, not an absolute recommendation. Ask the student if he/she completed a take-home math placement test. If he/she did, double check the student's math placement score in Banner Online. Take-home math placement exams are considered to be more reliable by math faculty than the online math placement exams.

Examine the high school transcripts along with the flowchart below. See what courses the student completed in high school along with the grades. Students who have completed Regents Level Courses I, II, and III should be placed no lower than MAT105/115, regardless of their math placement exam scores.

Some high schools have replaced the Course I, II, and III sequence with Math Courses A and B. Similarly, students who have completed Regents Level Courses A and B should be placed no lower than MAT105/115 regardless of their math placement exam scores.

Guidelines for Mathematics Placement

Level I Basic Math or General Math	Weak or Non-Traditional	ISP091 Pre-Algebra
	Average to Strong	MAT 098 Basic Algebra
Level II H.S. Regents: Course I or Math A*	Weak or Non-Traditional	
	Average to Strong	MAT 100 Intermediate Algebra
Level III H.S. Regents: Course I & II or Math A**	Weak or Non-Traditional	
	Average to Strong	MAT 105 College Algebra or MAT 115 College Algebra & Trigonometry
Level IV H.S. Regents: Course I, II & III or Math A & B	Weak or Non-Traditional	
	Average to Strong	MAT 160 Precalculus
Level V H.S. Regents: Course I, II & III & Precalculus or Math A & B & Precalculus	Weak or Non-Traditional	
	Average to Strong	MAT 107 Calculus I

*Math A taken over two years or more years (not on track)

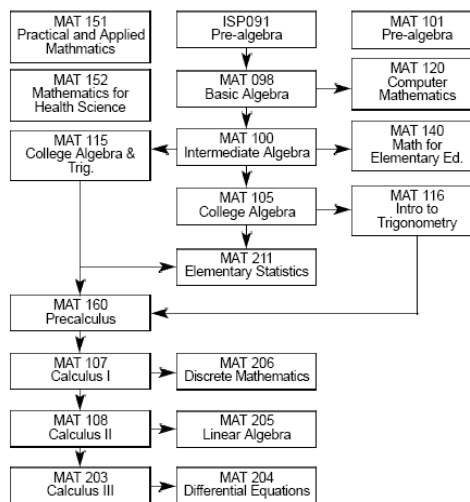
**Math A taken in 1½ years (on track)

Note 1: Weak: 75% or below

Non-Traditional: 3 or more years since course was taken

Note 2: This chart assumes that the student has retained most of the mathematics learned in high school. Those who did poorly in high school math or who have not recently attended high school should seek advisement from the Department of Mathematics.

Flowchart of Mathematics Courses



4.6 Online (SLN or Hybrid) Courses. Be very careful when signing up new SUNY Ulster students for online classes; they are not yet used to the College and its procedures, so online courses may present additional challenges. The following facts about online classes need to be shared with all students before registering them for such courses:

- Online courses are harder than face-to-face classes and require significantly more time, reading, effort, and discipline. They are not designed for students who don't have enough time for face-to-face classes; they are designed for students for whom it is difficult or inconvenient to physically come to Campus at certain times of the day.
- Students who are taking ISP courses or who are academically weak should not be placed into any online courses. Experience has shown that such students will likely fail. Strongly advise such students to register for a face-to-face class.
- First semester foreign students should probably not be placed into online courses and may not under any circumstances take more than 50% of their load at SUNY Ulster as online courses.
- Students must sign into an online course as soon as classes begin (preferably, a week earlier). Failure to sign into an online course will result in a student being dropped from that course. Students taking online courses are expected to log into such courses several times each week during the semester and complete assignments by the deadlines given by the course instructor.
- Students will also need regular access to the internet via a home computer and must possess good computer skills (e.g., keyboarding skills, knowledge of Microsoft Word, and the ability to attach documents) to participate and succeed in these courses. Online courses are not the place to learn computer skills.
- If students do sign up for an online course, refer them to the SLN link on the College website (<http://www.sunyulster.edu>) for additional information.

(The retention sub-committee may add more here.)

5.0 Advisees with Special Circumstances

5.1 Transfer Students. Credits from other college(s) should have been evaluated by the Admissions staff when the transfer student applied to the College. The credit will be indicated by Ulster course number or as an elective. Ulster students who take credits at other colleges while enrolled here should provide Admissions with an official transcript to get credit for this work.

5.2 Returning/Adult Students. Returning /adult students may need more "hand holding" as they reenter the world of academics. Such students often feel that they are at a disadvantage to recent high school graduates and/or that they will not be accepted by younger students. They also often must handle the pressures of childcare and/or senior

care. Prioritizing can be an issue, and discussion of goals, College policies and procedures, and articulation agreements early in the advisement process may be helpful.

5.3 Underprepared Students

(Information to be supplied by the retention sub-committee.)

5.4 Students with Accommodations. Students with learning/physical/mental/emotional disabilities should be encouraged to meet with Jean Vizvary in the Learning Center to discuss academic accommodations before the beginning of the semester. (You may also consult with Ms. Vizvary at any time about student accommodations.) As the student's academic advisor, you should consider the following:

- Students who need extended time and/or a quiet location for testing should not be scheduled for back-to-back classes. Breaks between classes allow these students the extra time needed for testing without interfering with other classes.
- If a student takes medications that may affect their concentration or alertness, try to work his/her classes into the times when he/she is feeling most alert. Occasionally, time for meals or snacks must also be considered.
- If a student has difficulty with mobility, remember that he/she has only 10 minutes between classes to navigate the campus.
- If the student with a disability tests into two or three ISP classes, try to schedule him/her for only 12 credits for at least the first semester.

5.5 ESOL Students. English Speakers of Other Languages (ESOL) students have a diversity of English language skills, native language skills, formal education, cultural backgrounds, and life experiences as well as varied reasons for learning English and/or taking college courses, all of which impact studying and learning. As advisor, you should use your understanding of the student and these differences to select the right courses and/or curriculum. Carefully follow placement test results. Ulster has three levels of ESOL instruction: ISP050, a six-credit class for beginners; ISP051, a three-credit course for intermediate students; ENG097, a three-credit advanced course for listening and speaking skills; and ENG098, a three-credit advanced writing and grammar course. These courses are open only to ESOL students. You need to be aware of the student's reading/writing/speaking skill level before advising him/her to take courses requiring those skills. Usually, entering ESOL students are interviewed and advised by the ESOL Coordinator (Dolores Quiles, English Department). Contact the Coordinator for more specific information and/or about individual problems.

5.6 Students on Probation. You should encourage these students to retake courses they have failed as soon as possible, not only to make progress in their curricula but also to improve their gpa quickly. You should also stress the importance of getting extra help from the Learning Center, Times², and/or the Writing Center. At the end of the probationary semester, students should be in good academic standing. (See page 200 of the *Catalog* for the parameters for "good standing.")

5.7 Students Dismissed and Reinstated. These students have gone through a formal process to be reinstated at the College; they have met with a member of the Academic Review Committee to discuss past performance and to outline strategies for future success. They have also been advised of available support services. As advisor, you should try to develop an ongoing relationship with these students to help them have a successful second attempt.

6.0 Using College Forms

Copies of all College forms are available in Appendix I. Forms are also available online, from the department secretary, and/or from the Registrar's Office.

6.1 Drop/Add. Students may drop and/or add courses during the first five days of classes. All matriculated students must have their advisor sign the Drop/Add form for any change other than a change of day/time for the same course. During the second week of classes, students may still drop classes as in the first week, but to add a class, they must also get the permission of the class instructor. Students may continue to drop classes until the Friday of the third week, but only Express Semester classes may now be added. Classes dropped during this three week period do not appear on the student's transcript. You should remind an advisee seeking to drop a class that 12 or more credit hours are required for full time status and a lower number may impact financial aid and/or health insurance.

6.2 Withdraw. After the three week Drop/Add period, student may withdraw from a course until the tenth week of the semester. The student must get the Withdrawal Form from the Registrar's Office, fill in the appropriate information, get the signature of the course instructor and your signature as advisor, and return the form to the Registrar's Office. When a student withdraws from a course, a W appears as the transcript grade.

6.3 Change of Program/Advisor. You fill out this form to change either the student's program or his/her advisor. Many changes involve both program and advisor; however, a program change does not automatically mean an advisor change. For example, the student may be switching from L.A. Humanities/Social Science to Individual Studies, both programs you advise, so no advisor change is necessary. Conversely, a student may remain in L.A. Humanities/Social Science but need an advisor within that program whose expertise coincides with the student's change of focus.

The completed form is sent, with the student's advisement folder if you will no longer be his/her advisor, to the Director of the Learning Center for reassignment.

6.4 Audit. Matriculate students may audit only one course per semester. A change from *audit* to *credit* is permitted only during the first week of class. A change from *credit* to *audit* may be done through the tenth week of classes with the permission of the instructor. To audit, the student must get the Permission to Audit form from the Registrar's Office, fill it out, and return it to the Registrar's Office; as advisor, you also

sign this form. To receive the audit grade, the student must complete the course to the instructor's satisfaction or receive a W.

Adults over 60 who are residents of Ulster County may audit credit courses without paying tuition as long as there is space available in the class after students have registered. The same form is used.

6.5 Pass/Fail (Satisfactory/Unsatisfactory Grading). Twice during a student's stay at Ulster, he/she may choose to take an elective course on a satisfactory/unsatisfactory (pass/fail) basis. The satisfactory grade (for work ranging from A to D-) gives the student credit for the course, but has no effect on the gpa; the unsatisfactory grade carries no credit. The student must make the pass/fail decision during the first three weeks of the semester. He/she gets the Satisfactory/Unsatisfactory Grading Permission form from the Registrar's Office, fills it out, and has both the instructor and you, the advisor, sign it before returning it to the Registrar's Office.

6.6 Waiver/ Course Substitution. You must fill out a Course Waiver/ Substitution form if you want to make any course changes in the approved program of study. You may want to talk with the Department Chair/Program Coordinator before recommending such a change to a student. The form is available in the Registrar's Office; you send the completed form to the Department Chair/Program Coordinator for his/her approval; he/she then forwards the form to the Dean of Academic Affairs for final approval. Any waiver/course substitution must be done before students register for their final semester.

6.7 Referrals to the Learning Center. You use this form to refer students for academic and/or personal help available in the Learning Center. Most often, it is the classroom instructor who makes this referral. The form may be accessed online.

6.8 Withdraw for Cause. This form is usually completed by the classroom instructor for excessive absences, continual behavior issues, or for other just causes. The Dean of Administration may also withdraw a student if financial obligations are not satisfied. If the removal occurs before the end of the tenth week, the student receives a W; beyond that time, the grade is F. The form is available in the Registrar's Office and on the Dean of Academic Affairs' website.

7.0 Financial Aid

There are two sets of regulations that define financial aid: Federal and New York State. Students who receive financial aid from either source are required to meet the regulatory requirements. Advisors should be aware of the following information:

7.1 Course Requirements. Students must enroll in classes that are required for their program of study per the graduation program requirement sheets. Included are all transfer credits and other eligible college credits.

7.2 Retaking Courses. Students cannot retake courses in which they had a passing grade and receive financial aid for those courses. Student may retake courses if they are

registered for at least 12 new credits of other required coursework. Please note that if the student drops one of the new required courses and the class being repeated is not dropped, the student may lose TAP/APTS financial aid for that semester and his/her Federal aid may be reduced.

7.3 Withdrawing from a Class. Withdrawal affects NYS and Federal financial aid differently.

7.3.1 Students who receive NYS TAP awards must attend classes until the end of the third week to keep their awards for that semester. If the student drops classes or does not attend prior to that date, the award is reduced or cancelled.

7.3.2 Students who receive Federal financial aid must attend classes until the beginning of the tenth week of classes. If the student totally withdraws or stops attending prior to that date, all or a portion of his/her financial aid must be returned.

Students who do not attend classes should be withdrawn, since an F grade indicates the student failed.

7.4 Ulster Courses taken while not Matriculated. Students who have taken college classes from SUNY Ulster while in high school or as non-matriculated students will have those classes and grades on their academic transcripts, but those grades do not count towards satisfactory academic progress in their first semester as a matriculated student. After the student has completed one semester, these classes will count in the gpa and toward satisfactory academic progress.

7.5 Semester Length. For NYS and Federal financial aid, a semester is defined as 15 weeks of classes. Shortened classes, such as Express Semester, may affect financial aid eligibility or amount. Consider the following examples:

- A student enrolls in 12 credits of Express Semester classes. The student is not eligible for NYS financial aid, and his/her Federal aid is reduced.
- A student who is simultaneously enrolled in 12 credits of Express Semester classes and one 3 credit class in a regular semester is eligible for both NYS and Federal financial aid. If the student drops the regular semester class before the tenth week of the semester, he/she may lose NYS financial aid, and his/her Federal aid is reduced.
- A student enrolled in four 3 credit classes, one in an Express Semester, will lose NYS financial aid and have his/her Federal aid reduced if the Express Semester class is cancelled and the student cannot enroll in another course.
- A student who has 9 credits of classes at the beginning of the semester and adds an Express Semester class is not eligible for TAP since he/she was not full time at the beginning of the regular semester.

7.6 ISP Classes. Students taking ISP classes need to complete a certain number of credits, maintain a specific gpa, and accumulate a specific number of college level credits toward the degree every semester that they receive NYS financial aid.

7.7 Summer Classes. Students who take summer classes should see the Financial Aid Office to determine how summer coursework will affect their NYS and Federal financial aid.

To answer more specific questions and/or to get a more thorough understanding of financial aid, contact the Director of Financial Aid.

8.0 Advisor Outreach

For many students, advisement may only be necessary for course selection, transfer questions, and individual problems should they arise. However, some students benefit from contact throughout the semester, and an ongoing relationship may indeed prevent difficulties for some and present opportunities for others. Suggestions for establishing that ongoing contact include the following:

- A letter of introduction sent to new advisees. This letter may contain key semester dates for decisions and advisement.
- Midterm letter
- Referral, if warranted by midterm grades/behavior/personal issues
- Pre-Registration letter, reminding student of registration dates and your office hours. This letter may also include financial aid and scholarship information. You may use one type of this letter to encourage those who have not yet registered and another to congratulate those who have done so.
- Phone calls when necessary – so long as FERPA guidelines are followed.
- Email, if and when appropriate

Examples of each of the contact letters – which you are free to copy – are found in Appendix II.

9.0 Other Advisement

While the College encourages students to meet with their academic advisor, there are times when advisement is done by other faculty or staff. For example, over the summer and during the winter break, many advisors are not on campus regularly. At times such as these, your students may be advised by someone else; when this occurs, you will be sent any relevant information – e.g., registration or drop/add forms – to be reviewed and placed in the student's advisement folder.

Appendix I Copies of College Forms (to be done)

Appendix II Examples of Outreach Materials (to be done)

Appendix III Highlights of the Family Educational Rights and Privacy Act (FERPA)

FERPA considers anyone 18 years of age or older an adult with an adult's right to privacy. The College conducts its business and communications according to FERPA guidelines; therefore, the following Do's and Don'ts may be important to you as an advisor and as a classroom instructor:

Do's:

- Obtain written permission from a student before sharing any educational information, including grades and gpa, with parents or others outside the College.
- Keep only those student records that are necessary to fulfilling your teaching or advising responsibilities. Your personal notes are not considered educational records unless you file them with educational records, such as in the advisement folder, or share them with other individuals.
- Write letters of recommendation when requested by the student, but do not discuss specific information from the student's educational record (e.g., grades or gpa) without the written and signed permission of the student.
- Check with the Registrar about policy before responding to requests for a student's educational records from anyone outside the College

Don'ts:

- Don't discuss the progress of any student with anyone other than the student (including parents, spouses, and relatives) without written consent of the student.
- Don't provide anyone with a student's schedule or assist anyone other than College employees in finding a student on campus.
- Don't display student scores or grades public ally by name, Social Security number, or other personal identifiers. If scores are posted, use a code known only to you and the student.
- Don't leave graded papers or tests unattended on a desk in plain view or allow students to sort through papers to retrieve their own work.
- Don't circulate a printed class list with student names, identifiers, or grades as an attendance roster.

- Don't send notification of grades via postcard or email.
- Don't give grades or other personal information over the phone unless you can verify through a series of questions that you are indeed talking to that student.
- Don't place transcripts, degree audits, or other advisement information in plain view in open mailboxes in public places.