

The Faculty Advising Instruction Manual

for
Faculty Advisors and Their Students
Connecticut State Community College
Three Rivers Campus
Norwich, CT

by
The Three Rivers Student Support and Advising Committee

April 2024 Edition

Acknowledgements

My thanks to the Student Support and Advising Committee for their support, contributions, and feedback throughout the writing process. Thanks also to all of my Three Rivers colleagues, from whom I learned everything in here.

Special thanks to my undergraduate advisor, Dr. Sandra Young, who continues to advise me in all matters academic and otherwise. Lunch soon.

Very special thanks to the Three Rivers Foundation for sponsoring the first edition of this manual.

Table of Contents

Chapter 1: Communicating with Your Advisees	2
How to Find Your Advisee List	2
How to Create a Spreadsheet of Your Advisees.....	2
How to Email All of Your Advisees at Once	2
When to Email Your Advisees	3
What to Say When You Contact Your Advisees (Email Templates)	3
Other Communication Methods.....	6
Chapter 2: Meeting with Your Advisees	7
Setting the Right Vibe.....	7
Finding Degree and Certificate Programs.....	8
Finding Your Advisee’s Major and Transcript	8
Declaring or Changing Majors.....	9
Placement and Multiple Measures	9
Developmental and Corequisite Courses	10
Reading Academic Programs (Plans of Study).....	11
The Website Method	12
The Degree Planner Method	13
Reading TAP/CSCU Transfer Degrees	14
Degree Works.....	15
What-If Analyses	16
Sharing Degree Works Evaluations	17
Plans of Study FAQs	17
Do I have to memorize all of this stuff?!.....	17
Does the student have to take the courses in order?	17
So all X majors MUST take 16 credits their first semester?	17
Then how many courses should a student take?	18

Course Descriptions and Prerequisites	18
Reading the Course Schedule	19
Building a Class Schedule	22
How is this semester going?	22
How many classes were you thinking about taking?	22
Are you going to be working next semester? When? How many hours?	23
When would you like to take classes?	23
How many days a week do you want to have class?	23
How do you feel about traditional, online, hybrid, and LRON courses?	24
Writing it down.....	26
Template for Student Scheduling	27
How to Register for Classes	29
Paper Registration Forms	29
Online Registration.....	29
Registration Problems and Other Technical Difficulties	31
Add/Drop and Withdrawal	31
Chapter 3: Further Advising Topics	33
Academic Fresh Start.....	33
Academic Standing	33
Academic Support	34
Accommodations for Students.....	34
Account Holds	35
Add/Drop and Withdrawal	35
Family Education Rights and Privacy (FERPA) Act	36
Graduation Applications	37
Guided Pathways Advising.....	37
Guided Pathways Advisor vs. Faculty Advisor Responsibilities.....	38
International Student Advising	38

Pre-Nursing Students	39
Responding to Students in Distress	39
Student Supports	39
Submitting Student Alerts	41
Transfer	42
Evaluating Courses from Other Schools	42
Transferring CT State Credits to Other Schools	43
Textbook Information	43
Chapter 4: Where to Get Answers	44
How to register online for classes	44
Registration, add/drop, withdrawal, graduation, or transfer credits	44
Financial aid, scholarships, or FAFSA	44
Paying tuition, account holds, or UPass	44
Getting extra help with classes or writing assignments	44
Blackboard, login issues, or education technology	44
Textbooks, access codes, or Three Rivers merch	45
Doing research, citing sources, or renting laptops	45
Account holds, appeals, probation, suspension, counseling, or general advising	45
The Nursing Program	45
I need a particular form!	45
And in the End	46

Dear Faculty:

Welcome to the Faculty Advising Instruction Manual!

All full-time faculty are assigned advisees according to their academic program, and we on the Student Support and Advising Committee encourage you to be an extraordinary advisor whom students can depend on.

That said, advising is complicated, especially at the community college level where we enjoy a diverse student body in every sense of the word. Good advising requires the gradual accumulation of knowledge gleaned from years of experience, which can make knowing where to start intimidating.

Fortunately, there are a few basic advising skills that can get you through the vast majority of advising situations. This manual will detail the most practical, need-to-know aspects of helping our students navigate their degree programs and their college experience. Naturally, things change with time, so we intend to regularly update and distribute this manual to ensure it's as useful as possible.

The Student Support and Advising Committee loves helping you become a better, more informed advisor, so don't hesitate to reach out to your friendly SSAC representative with any questions.

Thank you for your hard work and dedication in advising our students.



Andrew Marvin
Associate Professor of English
Student Support and Advising Committee

P.S. We welcome your feedback to help make this manual the best it can be.

Please send any comments, questions, or corrections to amarvin@threeivers.edu.

Chapter 1: Communicating with Your Advisees

For your advisees to benefit from your guidance, they must first know you exist. Contacting your advisees is easy and the first step to developing a productive relationship with them. This chapter will explain the basics of reaching out.

How to Find Your Advisee List

Your advisee list is the easiest way to find out most information about your students, including their ID number, major, email, transcript, schedule, and more.

To access your advisee list:

1. Log in at <https://my.ctstate.edu> with your NetID and password.
2. Under Advisor Self-Service, click View Advisee Student Profiles.
3. Select the Term as needed.
4. Click View My Advisee Listing.

From here, click on an advisee's name to see their profile, detailing their contact information, class list, transcript, and more. You can filter the list using the Filter button in the upper-right corner and sort it using the column headers. Click and drag the separators between column headings to expand the columns if information is cut off.

How to Create a Spreadsheet of Your Advisees

You can export a spreadsheet of your advisees, which allows you to sort and organize them as you see fit:

1. Log in at <https://my.ctstate.edu> with your NetID and password.
2. Under Advisor Self-Service, click View Advisee Student Profiles.
3. Select the Term as needed.
4. Click View My Advisee Listing.
5. In the upper-right corner, click the gear icon.
6. Click Export Advisee Listing.
7. Choose your desired file format.
8. Click Export to download the spreadsheet.

How to Email All of Your Advisees at Once

Sending announcements to all of your advisees at once easy. To do so, access your advisee list by following the steps above. Then:

1. Click the Email All button in the upper-right corner.
2. Your native email app will open automatically and populate a new message with your advisees in the BCC field. Note that you may need to disable your browser's pop-up blocker to get your email app to open.

When to Email Your Advisees

Regular contact with your advisees is the best way to ensure they know who you are and that you're available to help them. While you can reach out whenever you like, there are two points during the semester when contact is really essential:

1. At the beginning of the semester, to introduce yourself and explain office hours or contact and appointment procedures
2. Two or three weeks before registration opens (i.e., early October and early March) to encourage students to sign up for advising appointments with you to pick out classes

There are also other checkpoints on the Academic Calendar when your advisees might benefit from a quick "hello from your advisor:"

- During attendance reporting at the beginning of the term
- Before the "last day to drop" deadline
- Before deadlines to apply for upcoming graduations
- Around midterm grade season
- When campus-wide Advising Days or other events are announced
- Before the "last day to withdraw" deadline

The college will often announce and provide additional instruction about these checkpoints, which can inform your advisee outreach.

What to Say When You Contact Your Advisees (Email Templates)

When contacting your advisees at the beginning of the semester, you might explain:

- Who you are, what you teach, and other fun facts
- What your job is as an advisor

- Topics about which you're available to discuss
- The best way for students to contact you
- Where your office is
- When your office hours are
- How to make an appointment

Here's a sample template email for a new semester:

Hello, advisees!

My name is [Andrew Marvin], and I am your faculty advisor. That means I'm here to help you pick out classes, talk about school and life, and answer questions.

Good advising takes time, so appointments are always preferred. My office is in [C160], and my office hours for Fall 2023 are:

- *Mondays, Wednesdays, and Thursdays: 12:00–3:00 PM*
- *Tuesdays: 2:00–4:30 PM*

I can do in-person or virtual appointments. If you can't make these times, just email me at [amarvin@threeivers.edu], and we'll make other arrangements.

Registration for the [Winter and Spring] semesters doesn't start until [October 17], so I will send another announcement in early October reminding you to make an appointment with me to pick out classes.

Until then, I hope your semester is off to a great start, and feel free to get in touch anytime you have questions or want to talk.

*Andrew Marvin
Associate Professor of English*

Here's a template for when registration is about to begin:

Hello, advisees!

The [Winter 2023 and Spring 2024] course schedules are now available. You can see what courses are being offered here: <https://reg-prod.ec.ct.edu/StudentRegistrationSsb/ssb/term/termSelection?mode=search>

Be sure to select the appropriate semester and campus you're looking for. You can also narrow by parameters like subject, meeting days, and instructional modality using the advanced search options.

Registration begins on [Monday, October 16].

Ideally, you want to have your courses picked out before [Monday, October 16] so that when registration opens, you can immediately register online or at the XXXXX One-Stop Enrollment Services Center (A113; TR-OneStop@ct.edu; 860-215-9064). This is the best way to get the classes, days, and times you want! Beginning [October 16,] classes will slowly start to fill, and you'll have fewer scheduling options.

As your advisor, I'm here to help you pick out classes, discuss school or life, and answer questions. My office is in [C160], and my office hours for this semester are:

- *Mondays, Wednesdays, and Thursdays: 12:00–3:00 PM*
- *Tuesdays: 2:00–4:30 PM*

Good advising takes time, so appointments are preferred, and we should plan on meeting for at least half an hour. If you can't make my office hours, just let me know, and we can arrange to meet at another time.

To make an appointment, just reply to this email.

If you have any questions, don't hesitate to get in touch.

I hope you're having a terrific semester, and I look forward to seeing you.

Professor Marvin

Feel free to tailor the templates to suit your style, and then you can save and reuse them each semester.

Of course, try to exude a friendly, approachable persona. College professors tend to connote a certain degree of intimidation for students, especially first-generations, so establishing that you are not scary is good practice.

In addition, check your email regularly, and get back to students within a reasonable window of time. "How to be good at email" is beyond the scope of this manual, but you don't want to be one of those faculty from whom a student never hears back.

Other Communication Methods

In addition to email, you can get creative with other ways to reach your advisees and make your work together more efficient. Here are some ideas:

- Create a Microsoft Team or Blackboard shell for communication and resources.
- Hold special advisee-only office hours virtually or on campus.
- Make yourself available by telephone.
- Use a service like [Calendly](#) or [Microsoft Bookings](#) to automate appointment scheduling.

Chapter 2: Meeting with Your Advisees

Meeting with advisees for the first time can be nerve-wracking, but with practice, they can be some of the most enjoyable student interactions we get to have as faculty. This chapter will walk you through the most common procedures for when there's a live advisee in front of you.

Setting the Right Vibe

Advisees are often more scared of us than we are of them, so establishing the right tone from the get-go is critical. It starts with the first email (see [Chapter 1: Communicating with Your Advisees](#)), but a given face-to-face interaction can make or break the student's experience with you and the college.

Here are some things to think about:

- Show up and be on time for appointments. Uphold your office hours.
- Be prepared. Know the general purpose of the meeting, and have the relevant materials ready in advance.
- Keep a comfortable office environment. All our papers and books and piles are impressive, but is there somewhere for students to sit and open their notebook?
- Be glad to see them. Lots of students *don't* meet with their advisor, but yours did!
- Acknowledge them as a person. Learn and use their name. Pronounce it correctly.
- Put them at ease. Be calm. Be patient. Be helpful. Match their energy. Move at their pace. Don't overwhelm.
- Talk about more than just classes. Learn about who they are.
- Ask, "How are you?", and listen to their answer.
- Also: "What's going on?", "How did that go?", "How do you feel about that?", "What do you think?", "Why do you think that is?", "Is there anything else I can do or should know?", "What else...?". One more chance to talk might be just what they need.

- Demonstrate good habits. Pay attention. Be organized. Take notes. Identify questions and how to get answers.
- Be genuine. Admit what you don't know. Don't make stuff up. Ask for help.
- Be present. Respect their time and attention.
- Clarify next actions for both of you.
- Will they want to come back?
- Don't assume.
- Teach rather than lecture.
- Always be listening.
- Care.

Finding Degree and Certificate Programs

Begin with the (or at least an) end in mind. Here's how to find all of the degrees and certificates the college offers:

1. Navigate to <https://ctstate.edu/programs>.
2. Filter by mode of study, location, school, or career field.
3. Click Find Programs, or just scroll through the whole list.
4. Click on a specific degree to see its description and requirements. (More below.)

Finding Your Advisee's Major and Transcript

A quick glance at your advisee's major and transcript will give you a good snapshot of their academic progress, how many classes they usually take, and their grades so far.

To see these things:

1. Log in at <https://my.ctstate.edu> with your NetID and password.
2. Under Advisor Self-Service, click View Advisee Student Profiles.
3. Select the Term as needed.
4. Click View My Advisee Listing.

5. In the advisee list, click the advisee's name.
6. In the left sidebar, click Academic Transcript.
7. Select the Transcript Level and Type, and then the transcript will appear.

If you want to look up a student who is not your advisee:

1. Log in at <https://my.ctstate.edu> with your NetID and password.
2. Under Advisor Self-Service, click View Advisee Student Profiles.
3. Select the Term as needed.
4. Type their ID (@xxxxxxx), email, or name.
5. Click View Profile.

Declaring or Changing Majors

It's always a good idea to ask a student what their major is because sometimes they don't know or think it's something other than what Banner says.

Changing majors is simple, though it has increasing impacts depending on how many courses the student has taken. For example, if a student has taken only ENG 1010 and CCS 1001, changing majors is not a big deal. But if they have 40 credits for a business administration degree and then decide they want to become a biologist, things get more complicated because many of those courses likely won't apply to the bio degree.

Students can fill out a Change or Declaration of Program Form, which is available [online](#) and in the A-Wing. The form should be delivered to the One-Stop Enrollment Services Center (A113; TR-OneStop@ct.edu; 860-215-9064). They will process the change of major and notify you and the student.

Under the [Guided Pathways model](#), students are assigned a Guided Pathways advisor and a faculty advisor based on their program of study. Any student who changes their major will automatically be assigned a new advisor based on that program change. Any extenuating circumstances with advisor assignments can be brought to Campus Advising Lead Tracy Dickson: tdickson@trcc.commnet.edu

Placement and Multiple Measures

English and math courses often require that students be "placed" into the appropriate level of class to ensure they don't end up somewhere too easy or too difficult. Placement is most relevant for determining a student's first English or math course.

With our diverse student body, there is no single metric that can place a student with 100% accuracy. Therefore, we use **multiple measures** to determine what English or math class the student should take. The more datapoints, the better. These may include:

- High school GPA
- SAT scores
- ACT scores
- Accuplacer Next Generation Reading or Math scores
- GED (GEDR, GEDM)
- Challenge Essay Process
- ALEKS PPL
- Self-Appraisal

The relevance of these measures varies by student. For example, the high school GPA of a student who graduated twenty years ago is less relevant than it is for a student who graduated last year.

The data from these metrics will point the student toward one course or another. For example, a student with a high school GPA of 2.8 or higher may be advised to take ENG 1010: Composition, whereas a student with a GPA of 2.0 may be advised to take ENG 0930: Intro to College Reading and Writing.

For specific guidance on how to use and interpret the measures above, please see (and bookmark!) the following pages:

- <https://ctstate.edu/placement/english>
- <https://ctstate.edu/placement/math>

In addition, placement guidance is available for English for Speakers of Other Languages (ESOL) and Languages and Cultures:

- <https://ctstate.edu/placement/esol>
- <https://ctstate.edu/placement/languages-cultures>

Naturally, placement is not a perfect science, and sometimes you just need to read a course description (see [Course Descriptions](#) below) with the student and see how they feel about it. Personally, I only get one or two sentences into the course description for MATH 1610 before understanding that I'm probably not ready for Precalculus.

Developmental and Corequisite Courses

Many of our students arrive underprepared to do college-level work for any number of reasons, and in the spirit of equity, part of the community college mission is ensuring that we have a place for these individuals.

Developmental courses have numbers beginning with a zero, as in ENG 0930: Intro to College Reading and Writing and MAT 0989: Elementary Algebra Foundations. These courses are designed to prepare the student for college-level work. They may be four or six credits instead of three because they feature additional class time to give the student extra practice and support with the material.

Developmental courses do not count toward the student's degree requirements, and they do not transfer outside the CT State system. But, they may be necessary to equip the student with the skills necessary for the courses that do. This can understandably frustrate students, so they should be reminded that slow and steady wins the race, and it's a way to ensure they don't end up in classes that feel overwhelming and demoralizing. Courses should feel challenging, but not impossible. Conversely, some students recognize where they'll need extra help and happily choose to take lower level courses.

Under CT State, developmental courses have largely been eliminated in favor of corequisite courses. For students who are closer to being ready for college-level work but may need additional support to ensure they succeed, we offer classes with accompanying workshop sections, as in ENG 1010/0910, in which 1010 is the college-level Composition course and 0910 is called Composition Workshop. The workshop affords students additional instruction in support of ENG 1010 outcomes. Likewise for MATH 1010: Intermediate Algebra and MATH 0987: Intermediate Algebra Support.

Students who complete corequisite versions of courses do not need to take the non-corequisite versions afterward; the course content and outcomes are the same.

An important final note: Taking multiple developmental or corequisite courses at the same time can be very rigorous and time-consuming, especially for first-year college students. English and math courses are often prerequisites that unlock many other classes, so when both require extra help, encouraging students to focus on just one at a time to have the best chance of succeeding can be a good idea.

Reading Academic Programs (Plans of Study)

An academic program or plan of study is a roadmap that tells the student how to get from zero to 60(ish) credits and earn a given degree or certificate. It's basically a checklist of requirements that the student works on during their time at the college.

There are several ways to access a student's academic program. Each method conveys the same information in slightly different ways. The latest and greatest way is Degree Works, which will be covered in its own section below. Here, we'll explore some additional methods.

THE WEBSITE METHOD

General Education Courses (21-24 credits)

ENG 1010 - Composition *Credits: 3*
 MATH 1000 or above *Credits: 3-4 (MATH 1100 recommended)*
 Elective ARHX - Arts & Humanities Course *Credits: 3-4*
 Elective SCRX - Scientific Reasoning Course *Credits: 4*
OR Elective SCKX - Scientific Knowledge Course *Credits: 3-4*
 Elective HISX - Historical Knowledge Course *Credits: 3*
 Elective ORAX - Oral Communication Course *Credits: 3*
 CCS 1001 - College & Career Success *Credits: 3*

Program Courses (39-42 credits)

General Studies students must complete 6 credits at the 2000 course level.

Elective WRIX - Written Communication II Course *Credits: 3*
 Art & Humanities - Choose any 2 courses 1000 level or above *Credits: 6-8*
 Social / Behavioral Science - Choose any 2 courses 1000 level or above *Credits: 6*
 Elective SCI - Science Elective *Credits: 3-4*
 PHIL 1101 - Ethics *Credits: 3*
OR PHIL 1012 - Bioethics *Credits: 3*
 CIS 1001 - Introduction to Computers *Credits: 3*
OR CSA 1110 - Introduction to Software Applications *Credits: 3*
OR CSA 2113 - Advanced Applications *Credits: 3*
 Open Electives - Course 1000 or above *Credits: 15*
No more than fifteen credit hours may be completed from any one subject area. Courses taken to satisfy the general education core requirements will not be counted in the calculation of the fifteen hours.

Total Credits: 60-66

The General Studies, AS degree requirements, as shown on the college catalog website

1. Academic programs are available via the CT State catalog: <https://catalog.ctstate.edu/>
2. Programs can be sorted alphabetically, by location, type, area of interest, etc. using the sidebar options.
3. Upon clicking on a program, you will see the program description and learning outcomes.
4. Scroll down to see the course (curriculum) requirements, as pictured above.
5. Click on specific courses to see their prerequisites and course description.
6. Click on electives to get a pop-up defining what courses or subjects count for that elective. You may need to disable your pop-blocker to see it.

This method is a great way to see a degree and its requirements at a glance, but it is not tailored for a specific student, so you cannot see their progress in the program. But, if you or your advisee has a question about a degree in general, this is a fast way to get the answers.

THE DEGREE PLANNER METHOD

Some majors have “detailed degree planners,” which are one- or two-page PDFs that you can print out and use to track your advisee’s progress. To access them:

1. Navigate a program via the CT State catalog: <https://catalog.ctstate.edu/>.
2. Click the Degree Planner icon in the upper-right corner of a program page, pictured at right.
3. You’ll get a PDF that looks something like this:



Degree Planner icon

Student ID: _____	Catalog: 2023-2024 Academic Catalog			
Student Name: _____	Program: Liberal Arts & Sciences, AA (LASC-AA)			
Adviser Name: _____	Minimum Credits Required: _____			
Liberal Arts & Sciences, AA (LASC-AA)				
General Education Courses (30-34 credits)				
Course Name	Credits:	Term Taken	Grade	Gen Ed
ENG 1010 - Composition	Credits: 3			
MATH 1100 or higher Credits: 3-4				
Elective ARHX - Arts & Humanities Course	Credits: 3-4			
Elective SCRX - Scientific Reasoning Course	Credits: 4			
Elective SBSX - Social / Behavioral Science Course	Credits: 3			
Elective WRIX - Written Communication II Course	Credits: 3			
Elective SCKX - Scientific Knowledge Course	Credits: 3-4			
Elective HISX - Historical Knowledge Course	Credits: 3			
Elective ORAX - Oral Communication Course	Credits: 3			
CCS 1001 - College & Career Success	Credits: 3			
Program Courses (30-32 credits)				
Course Name	Credits:	Term Taken	Grade	Gen Ed
Elective ARTS - Visual or Performing Arts Elective 3	Credits:			
Elective BHEL - Behavioral Science Elective	Credits: 3			
OR Elective SSCI - Social Science Elective	Credits: 3			
Elective HUM - Humanities Elective 3	Credits:			
Elective FLNG - Foreign Language Elective 6-8	Credits:			
The completion of three years of study up to the third level in a single language at the high school level waives the language requirement for the Liberal Arts and Science, A.A. Degree. If a student can waive the required 6-8 credits of a language, they must substitute 6-8 credits of open elective courses at the 1000 level or above.				
<i>Transfer institutions can vary widely in their foreign language requirements. Additionally, Sign language courses do not transfer in this requirement at all schools. For example, Sign language courses fulfill this requirement at CCSU, but not ECSU. Before selecting a language sequence, check the specific transfer requirements for the colleges and universities to which you are considering transferring and/or consult an advisor.</i>				
Elective LART - Liberal Arts Elective 6 - choose two courses at the 1000 level	Credits:			
Elective OPEN - Any 1000 or 2000 level course 9 Choose 3 courses	Credits:			
Total Credits: 60-66				
Diversity Requirement				
Notes:				

Courses listed specifically by name, such as ENG 1010: Composition, are required for the degree. Courses marked as electives, such as “Elective ARHX,” mean that the student has a choice of which course to take, as long as it fulfills the requirement.

The subjects that count for a given elective are available by clicking on the elective in the CT State course catalog web view: <https://catalog.ctstate.edu/>



Clicking on an elective in the college catalog reveals the subjects that count for it.

So, for a Liberal Arts and Sciences major, an English, history, philosophy, humanities, or communication course would fulfill the Humanities Elective requirement.

The degree planner method is useful if you or your advisee prefer working on paper, as you can fill out the checklist together each semester. It’s also easy to email the PDF or make a copy for the student to take with them.

Reading TAP/CSCU Transfer Degrees

Some of the degrees listed on the [Programs of Study](#) page are appended with “TAP/CSCU Transfer Degree.” TAP stands for “Transfer and Articulation Policy.” These degrees are specifically designed to transfer for certain bachelor programs at the Connecticut state universities (Central, Eastern, Southern, and Western) and Charter Oak State College. A transfer degree’s page in the course catalog will list the specific four-year degrees that it can be transferred into.

As with other degree planners, courses listed specifically by name are required, but the electives work a bit differently because they are named according to General Education outcomes, e.g., “Scientific Reasoning” as opposed to “Natural Science Elective.”

To figure out which courses count for these electives, simply click on them in the college catalog, and a pop-up will display the courses that count for that elective:

Gen Ed Courses WRIX ?

The following courses are identified as *Written Communication II* Gen Ed Courses (**WRIX**)

Courses - Prefix/Code Matches

No matches.

Courses - Locations/Keyword/Phrase Matches

Results for whole word "WRIX".

Elective [WRIX](#) - Written Communication II Course

ENG 1020 - Composition II and Literature

ENG 1020H - Composition II and Literature Honors

ENG 1030 - Composition II and Non-fiction Texts

ENG 1030H - Composition II and Non-fiction Texts Honors

ENG 1080 - Composition II: Technical Writing and Presentations

Pop-up displaying courses that count for the Written Communication II outcome

Degree Works

Degree Works is an interactive, online tool that you and your students can use to keep track of their degree progress.

To access Degree Works:

1. Log in at <https://my.ctstate.edu/>.
2. Under Advisor Self-Service, click Access Degree Works.
3. You're in!

Alternatively, you can use this direct link to Degree Works and log in:
<https://dw-prod.ec.ct.edu/responsiveDashboard/>

Upon entering Degree Works, you'll be presented with a Student ID search box. You can use the Advanced Search options to search by name or other parameters.

When you select a student, their Degree Works worksheet will be displayed. The student's essential information (program information, faculty advisor, Guided Pathways advisor, academic standing, etc.) is displayed at the top. Scroll down to see their degree progress, i.e., a checklist of their degree's course requirements.

	Math for the Liberal Arts or higher MAT	MAT* K146	Math for Liberal Arts	IP	(3)	Fall 2022
	Arts Elective	MUS* K104	World Music	A-	3	Spring 2021
	Foreign Language Electives	SPA* K111	Elem Spanish I	IP	(4)	Fall 2022
Still needed:		2 to 4 Credits in CHI* @ or FRE* @ or SPA* @				

Courses on a student's Degree Works page

Green checkmarks indicate the student has fulfilled that requirement. Red circles indicate requirements that have yet to be completed. A blue half-circle means that a course is “in progress.”

Further down, you'll see program courses, general education courses, courses not applied to the student's degree, and assorted other categories.

What gives Degree Works an advantage over paper plans of study is its clickability. Any hyperlinked course or category can be clicked to see the course's full title, course description, and other attributes. Awesome.

Finally, click the three vertical dots in the upper-right corner of a student's Degree Works page to access their course history and any notes left by advisors.

If you notice any errors or broken links in Degree Works, please report them to the One-Stop Enrollment Services Center (A113; TR-OneStop@ct.edu; 860-215-9064).

WHAT-IF ANALYSES

Another great feature of Degree Works is its What-If Analysis. When a student is thinking about changing their major, you'll probably both be wondering how their current course progress would translate to the new degree. Will many courses move over, or will they practically be starting from scratch?

To do a What-If Analysis for a student:

1. Click “What-If” beneath the student's information at the top of their Degree Works page.
2. Select the appropriate catalog year, program, and major.
3. Click Process.

You're now presented with a Degree Works evaluation as if the student was in that prospective major. This is the best way to show them the effects of changing majors at this point in their academic career.

SHARING DEGREE WORKS EVALUATIONS

Degree Works sheets can be easily shared or printed as PDFs. Simply click the printer icon in the upper-right corner of the student's Degree Works. Then, click Open PDF. The resulting file can be downloaded, printed, or emailed to students for their records.

One more thing... *Students can access Degree Works on their own by logging into my.CTState.edu.* It is an excellent way for them to keep track of their progress and become more autonomous advisees. We encourage showing them how to access Degree Works during your advising meetings.

Plans of Study FAQs

DO I HAVE TO MEMORIZE ALL OF THIS STUFF?!

Definitely not. All of these forms can be overwhelming, but you'll become more familiar with them over time, and they usually include helpful instructions, so do take the time to read the fine print.

DOES THE STUDENT HAVE TO TAKE THE COURSES IN ORDER?

Great question. Not necessarily. Some degrees are more prescriptive than others. For example, the General Studies degree has only a few specific courses that are required, and the rest of the program comprises electives, so there's a lot of flexibility in how the student checks all the boxes.

But, that's not always the case. Some General Studies students, such as those who are pre-Nursing or pursuing higher degrees, will need to be more judicious in how they use their electives to ensure requirements are met in a timely fashion.

As of this writing, CT State programs do not feature semester-by-semester course plans, so just be mindful of prerequisites or other requirements when deciding on course order.

SO ALL X MAJORS MUST TAKE 16 CREDITS THEIR FIRST SEMESTER?

Nope! Associate’s degrees are often thought of as “two-year” degrees, but this is a misnomer. Many of our students take longer to finish their coursework, which is totally fine. They should move at a pace that helps them be successful.

If a student *did* want to finish in two years, then they would need to follow the course load prescribed on the plan of study, taking roughly 15 credits per semester to get to 60+ in four semesters/two academic years, give or take Summer and Winter sessions.

THEN HOW MANY COURSES SHOULD A STUDENT TAKE?

That depends on the student. Full-time status is 12 or more credits in a given semester; part-time is fewer than 12 credits. As advisors, we want to help the student make the best choices for them based on who they are and their life circumstances. E.g., will they be working while going to school? How many hours? Do they have family responsibilities? When will they study, eat, rest, and have fun? And so on. See Building a Class Schedule below for more.

All of these factors should be considered when deciding how many classes to sign up for. The student should feel like they’re making progress toward their goals, but too many courses can result in stress, anxiety, burnout, withdrawal, or poor grades. That leads to frustration and having to repeat courses. Slow and steady, as they say.

Course Descriptions and Prerequisites

So, the plan of study tells the student what courses they need, and some of them have interesting names, like “Lady Gaga and the Sociology of Fame.” But what is that course *actually* about, and is the student even allowed to take it?

If the course is outside your discipline, you may have no idea. That’s where course descriptions come in. To find course descriptions:

1. Navigate to <https://catalog.ctstate.edu/>.
2. Click Course Descriptions in the left sidebar.
3. Filter by subject prefix.
4. Click on the course to see its description and prerequisites.

The course description tells you what the course is about, and reviewing it with the student can help them decide whether it interests them or if they can handle it. Be mindful of prerequisites and other requirements. Here’s what you might see:

DANC 1011 - Jazz I: Afro-American/Caribbean

DANC 1011 - Jazz I: Afro-American/Caribbean*Credits: 3*

This studio course introduces students to the origins of Jazz dance. The history and practice of Afro-Caribbean and American Vernacular Jazz Dance is designed to introduce students to the power and beauty of Jazz dance in America. Study emphasizes African and Caribbean, as well as “street” and “ballroom” influences. Basic skills of jazz movement, jazz music, and rhythmic awareness are included.

Prerequisite: None**Prerequisite/Corequisite:** None**Corequisite:** None**General Education Code:** ARHX**Elective Code(s):** CRTY**Previous DAN* 111**

The course description for DANC 1011: Jazz I: Afro-American/Caribbean

- **Prerequisite:** The indicated course must be completed before the student takes this course, sometimes with a certain grade. For example, a student must earn a *C* or higher in MATH 2600: Calculus I before taking MATH 2610: Calculus II.
- **Placement:** The student must have achieved placement in the indicated course before taking this course. For example, a student must be considered *ready* to take ENG 1010: Composition before taking PHIL 1101: Ethics. See more on placement earlier in the manual.
- **Corequisite:** The indicated course must either be completed *before* or *during the same semester* as this course. For example, MATH 1010: Intermediate Algebra is a corequisite for PHYS 1101: Physics for Life Sciences. That means the student has to take MATH 1010 before taking PHYS 1101 or at the same time as PHYS 1101.

Note that you can click on the prerequisites to see their course descriptions, and yes, sometimes prerequisites have prerequisites, so read carefully.

So far, we’ve established that advising requires balancing what courses the student *needs* (via their academic program) with what courses *interest* them (by reading course descriptions). But there’s a third factor to consider, and that’s what courses are actually *available* in a given semester. Fear not...

Reading the Course Schedule

The course schedule tells us the specific classes that will be offered in a given semester, along with days, times, instructional format, instructor, textbook information, and enrollment numbers.

The schedule for the upcoming semester usually becomes available a few weeks before registration opens, and it will be announced via email. Once the schedule is live, it's a good thing to announce to your advisees—hopefully motivating them to make an appointment with you to start picking out classes.

To access the course schedule once it's available:

1. Log in to <https://my.ctstate.edu/>.
2. Under Faculty Self-Service, click Browse Classes.
3. Select the appropriate term, e.g., “Spring 2024.”
4. Select the appropriate campus, e.g., “Three Rivers.”
5. Click Search.
6. Alternatively, you can access the course search directly here: <https://reg-prod.ec.ct.edu/StudentRegistrationSsb/ssb/term/termSelection?mode=search>

You can optionally filter by subject, instruction type, no/low-cost course materials, days, times, and whether courses are credit-bearing, open, or closed.

You'll see a long list of all the courses being offered that semester. Let's look at Three Rivers's Spring 2024 history offerings as an example:

The screenshot shows a web browser window displaying the myCTState registration system. The page title is "myCTState" and the breadcrumb navigation is "Student > Registration > Select a Term > Browse Classes". The search results are for "Term: Fall 2023", "Campus: Three Rivers", and "Subject: History". There are 11 classes listed in the table below.

CRN	Campus	Subject	Course	Section	Credits	Title	Meeting Times	Part of Term	Status	Instructor	Instructional Method	Linked Sections
10665	Thr...	HIST	1015	043	3	US History to 1877 Distance Learning	U M T W R F S - Type: Internet Delivery Asyn	1	8 of 30 seats r...	Delaney, Terrence (Pri...	ONLN-Fully Online	
10666	Thr...	HIST	1015	044	3	US History to 1877 Lecture	U M T W R F S 09:30 AM - 10:45 AM Type: Cl	1	3 of 30 seats r...	Delaney, Terrence (Pri...	TRAD-Classroom	
10667	Thr...	HIST	1015	045	3	US History to 1877 Lecture	U M T W R F S 07:00 PM - 09:30 PM Type: Cl	1	7 of 30 seats r...	Columbus, Brad (Prim...	TRAD-Classroom	
10685	Thr...	HIST	1016	013	3	US History from Reconstr... Distance Learning	U M T W R F S - Type: Internet Delivery Asyn	1	16 of 30 seats r...	Delaney, Terrence (Pri...	ONLN-Fully Online	
10686	Thr...	HIST	1016	014	3	US History from Reconstr... Distance Learning	U M T W R F S - Type: Internet Delivery Asyn	7B	1 of 30 seats r...	Delaney, Terrence (Pri...	ONLN-Fully Online	
15159	Thr...	HIST	1016	021	3	US History from Reconstr... Lecture	U M T W R F S 05:30 PM - 08:00 PM Type: Cl	1	6 of 30 seats r...	Seckla, Richard E. (Pr...	TRAD-Classroom	
10699	Thr...	HIST	1021	009	3	World History to the 1400s Lecture	U M T W R F S 07:00 PM - 09:30 PM Type: Cl	1	6 of 30 seats r...	Patsouris, Peter (Prim...	TRAD-Classroom	
10700	Thr...	HIST	1021	010	3	World History to the 1400s Distance Learning	U M T W R F S - Type: Internet Delivery Asyn	1	1 of 30 seats r...	Seckla, Richard E. (Pr...	ONLN-Fully Online	
10701	Thr...	HIST	1021	011	3	World History to the 1400s Lecture	U M T W R F S 12:30 PM - 01:45 PM Type: Cl U M T W R F S - Type: Internet Delivery Asyn	1	FULL: 0 of...	Patsouris, Peter (Prim...	HYBR-Online and Cla...	
10705	Thr...	HIST	1022	002	3	World History since 1500s Lecture	U M T W R F S 02:00 PM - 03:15 PM Type: Cl	1	2 of 30 seats r...	Patsouris, Peter (Prim...	TRAD-Classroom	

Page 1 of 2 | 10 Per Page | Records: 11

Spring 2024 history courses at Three Rivers

Note that you can click and drag the dividers between column headers to see obscured information. From left to right:

- **CRN:** This is the specific course section's unique five-digit identification number and is one of the most important things to write down if a student wants to register for the class.
- **Campus Location:** the CT State campus where the course is held.
- **Subject:** the course subject. "HIST" for history, "ENG" for English, etc.
- **Course:** the course number. 1010 and up are college-level and credit-bearing. Course numbers that begin with a zero, as in ENG 0960, are considered developmental and do not count toward program credit requirements, although they may serve as prerequisites for college-level courses.
- **Section:** the specific section of the class. Several sections of a class might be offered, but the student enrolls in one section specifically.
- **Credits:** how many credits the course is worth. Most are three credits; more than three tends to connote lab time or additional class time, as in embedded or developmental courses.
- **Title:** the name of the course. Click on it to reveal additional details like course descriptions, textbooks, links to the Bookstore, syllabus information, etc.
- **Meeting Times:** when the class meets. Hover over this field to reveal specific days, times, modalities, buildings, room numbers, and start and end dates.
- **Part of Term:** indicates whether the course is a full 15-week semester course ("1") or truncated session course, such as "7B" in the case of a 7-week course that meets in the second half of the full semester.
- **Status:** how many seats are filled out of the total number of seats available. When a class is full, the student cannot register for it. Occasionally, an instructor *might* give special permission to override the course cap in dire circumstances, but this is not ideal, and other sections with open seats should be prioritized. Too many students in a class degrades the learning experience for students and instructor, and sections with not enough students are subject to cancellation.

- **Instructor:** who is teaching the course. Click their name to see their email address. A blank field means that an instructor has not yet been assigned to teach the class, so check back later.
- **Instructional Method:** the course’s instructional method. Here are the most common ones:
 - TRAD: “traditional;” the course meets on campus in a classroom.
 - ONLN: “online;” the course is fully online and asynchronous with no in-person or virtual class meetings. Work is likely completed independently and according to deadline.
 - HYBR: “hybrid;” the course meets on campus on the given day and time (perhaps once a week) and also features significant online components. Participation in both components is required.
 - LRON: “live, remote, online;” the course meets live online on the given days and times, and the instructor teaches through the computer. Platforms vary by course, e.g., Blackboard Collaborate, Microsoft Teams, etc.

See “How Do You Feel About Online Courses?” later in the manual for more on these modalities.

Building a Class Schedule

As we’ve seen, building a schedule is about balancing degree requirements, the student’s personal interests, and actual course availability. Here are some additional questions to raise that will help guide your conversation.

HOW IS THIS SEMESTER GOING?

Encouraging self-reflection can be really valuable for students, especially those who are in their first college semester and might be struggling with the transition. Identifying challenges and strengths can help each semester be better than the last. If there are academic struggles, time management issues, interpersonal problems, etc., talking them out will help the student make the necessary adjustments.

HOW MANY CLASSES WERE YOU THINKING ABOUT TAKING?

Though it seems like an obvious question, the answer will provide welcome constraints to your scheduling puzzle. Consider how many classes the student is taking now, and ask them whether it feels like too many, not enough, or just the right number. Have things

been super challenging? Maybe dial it back this semester. Had a lot of free time? Think about adding a class. Consider asking the student about other obligations like their work schedule, internships, and family or life responsibilities that compete for their time. There's [a template below](#) to help students visualize their schedule.

Sometimes, students will declare that they “have to be full-time” for financial aid or other reasons. That may be true, but sometimes it isn't. Checking with Financial Aid is the best way to be sure: A105; financialaidhelp@threerivers.edu; 860-215-9040. The student should move at a pace that's comfortable for them, and it's always easier to add more classes next semester than to overload and have to drop or withdraw.

ARE YOU GOING TO BE WORKING NEXT SEMESTER? WHEN? HOW MANY HOURS?

The rule of thumb is that for every in-class hour of a college course, the student should plan on allocating three hours outside of class for reading, studying, paper writing, and homework in general. Thus, being a full-time student (12+ credits) really is like a full-time job.

Ensuring students understand the time commitment that college classes require is crucial to their success. If they're also working one or more jobs, that should factor heavily into how many courses they take on. You can't take a class or do homework while you're at work, generally speaking. Students will often say that their work schedule is flexible, which helps, but encourage them to think realistically. Will you really have the energy to write a paper when you get home from an eight-hour shift or an overnight shift? This process helps the student identify when they'll be able to dedicate time exclusively to their schoolwork. See also [the scheduling template below](#).

WHEN WOULD YOU LIKE TO TAKE CLASSES?

Are they a morning person or a night person? Do they have to watch a younger sibling or get a child off the bus? When will they have access to the family car, or when will someone be able to give them a ride or pick them up? How long does it take to get to campus? Figuring these things out can help narrow down scheduling options quickly while reducing the chances of ending up with an unsustainable schedule.

HOW MANY DAYS A WEEK DO YOU WANT TO HAVE CLASS?

Some students like to fit more classes on fewer days, such as having three Tuesday-Thursday classes with Mondays, Wednesdays, and Fridays off. In these cases, encourage

the student to think about how they'd feel having those courses back to back with only a few minutes in between to get to the next classroom. Maybe they'd benefit from longer breaks between classes for meals, studying, or leisure.

Alternatively, some students may prefer spreading their courses throughout the week. While that requires coming to campus more frequently, it reduces the cognitive load of each day and the risk of being totally burnt out on off-days. Encourage the student to think about what their life will be like for four months on a given schedule.

HOW DO YOU FEEL ABOUT TRADITIONAL, ONLINE, HYBRID, AND LRON COURSES?

There are a variety of course modalities that should be considered when registering for classes. Here are the most common ones:

Modality	Description	Advantages	Requirements and Potential Challenges
TRAD: Traditional	The course meets on campus in a classroom on the given days and times. The instructor may use Blackboard or other Learning Management System (LMS) as part of the course design.	Class feels real; camaraderie with peers; easy to ask questions; easier access to the instructor	transportation; being able to arrive on time; not needing to leave early; scheduling conflicts with other courses; being able to pay attention and participate within a group
ONLN: Online	The course is fully online and asynchronous with no in-person or virtual class meetings. Work is likely completed independently and according to deadline.	flexibility; never have to be in a certain place at a certain time; greater use of educational technology	reliable internet connection; computing device that can fulfill course requirements; Blackboard/LMS and general computer literacy; time management; self-discipline; ability to meet deadlines; willingness to seek out help; ability to follow written instructions; comfort with asynchronous communication

Modality	Description	Advantages	Requirements and Potential Challenges
HYBR: Hybrid	The course meets on campus on a given day and time (perhaps once a week) but also features significant online components. Participation in both in-person and online elements is required.	best of both worlds; fewer on-campus meetings; increased flexibility and educational technology use	ability to complete in-person <i>and</i> online components; transportation; internet connection; computer device; Blackboard/LMS and general computer literacy; time management and self-discipline
LRON: Live, Remote, Online	The course meets live online on the given days and times, and the instructor teaches through the computer. Platforms vary by course. E.g., Blackboard Collaborate, Microsoft Teams, etc.	Be “in class” with peers and instructor from the comfort of home; flexibility; ability to participate via video, audio, and text chat	reliable internet connection; computing device that can fulfill course requirements; webcam, microphone, etc.; familiarity with course platform (Blackboard Collaborate, Microsoft Teams, etc.); physical environment that facilitates learning and concentration; ability to focus on a screen and avoid environmental and internet distractions; willingness to be active class participant

Since the pandemic, many students have gotten firsthand confirmation of whether they like or dislike online classes. Still, the belief persists that online courses are “easier” than traditional, on-campus classes because you don’t have to go to campus, face the teacher, or deal with classmates.

Students should be cautioned against this way of thinking. Online courses, while a boon for flexibility and a great option for many, tend to be more difficult than traditional courses for all the same reasons. They require strong self-discipline, independence, and time management. They require the ability to follow written instructions and meet regular deadlines. They require self-awareness of when you don’t understand something and the willingness to seek out the instructor, often asynchronously, to get the answer.

Being confused in a classroom is a simple matter of raising your hand. But online, the student must recognize they are confused, log in to Blackboard or email, write out their question in a way that makes sense, send it, wait for the instructor to respond, read the instructor’s response, ensure they understand it... and so on. That is much more work, and unfortunately, it often feels easier to just not bother asking.

Likewise, students should understand the expectations of LRON (live, remote, online) classes, which are conducted virtually on the computer with the entire class present. This also seems easy because you can attend class in bed in your pajamas, but as such, the risk of distraction is high. In the classroom, there’s not much else to do but pay attention. At home, comforts abound.

Prospective LRON students should be encouraged to find a quiet workplace where they can pay attention and get into “school mode,” mentally as well as physically. This may just be a clean corner of the kitchen table and a pair of headphones. They should have a reliable internet connection. They should be willing to speak up and participate in a virtual environment. Instructors may require students to turn their video on (although many recognize that this often isn’t equitable), so students should consider whether they’re comfortable being on camera.

WRITING IT DOWN

Once you and your advisee have figured out the above and other factors, you can start drafting a class schedule. Start with the plan of study to determine what classes the student should or wants to take next. If a student wants to know more about a class, check the course description. Look at the course schedule to see when that course is being offered.

When a course seems like a good choice, write it down: CRN; course, number, and section; days and times. Like so:

41912, ENG 1020, section 110, MW 12:30–1:45 PM.

Make sure classes don't conflict with each other and that you don't miss any prerequisites. Repeat until you have the student's desired number of classes.

TEMPLATE FOR STUDENT SCHEDULING

Below is a template that students can use to sketch out their semester's schedule. This process helps students visualize what their life will look like and be more intentional with their time.

My Availability Worksheet

Use this sheet to schedule your time this semester. Block out your classes, studying and homework, commuting, work, family, meals, sleep, leisure, and anything else.

Hour	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
5:00 AM							
6:00 AM							
7:00 AM							
8:00 AM							
9:00 AM							
10:00 AM							
11:00 AM							
12:00 PM							
1:00 PM							
2:00 PM							
3:00 PM							
4:00 PM							
5:00 PM							
6:00 PM							
7:00 PM							
8:00 PM							
9:00 PM							
10:00 PM							
11:00 PM							
12:00 AM							
1:00 AM							
2:00 AM							
3:00 AM							
4:00 AM							

How to Register for Classes

Once you've got the schedule nailed down, it's finally time to register. As faculty advisors, we cannot personally register the student; they have to do it themselves.

There are two main ways to register:

PAPER REGISTRATION FORMS

Registration forms are being deprecated under CT State, but they are available in the A-Wing, and it doesn't hurt to keep some in your office. I will usually tell the student to fill out the top half of the form (their name, ID, and contact information) and that we'll do the middle part together.

The course information fields roughly match the columns on the Course Schedule webpage, so I will typically read the course information from the schedule and have the student fill out the corresponding field. ("The CRN is 12345... The subject is MAT... the course is 1370...")

When the form is complete, have them sign at the bottom. In the Notes fields next to each course, indicate that any placement requirements or prerequisites have been met ("prereqs OK") so that the One-Stop Enrollment Services Center staff knows that was covered. You could also indicate whether the student is retaking the class or any other information the One-Stop might want to know. Add your signature, and you're done. The student can then take the form to the One-Stop Enrollment Services Center (A113; TR-OneStop@ct.edu; 860-215-9064) and receive their printed schedule.

ONLINE REGISTRATION

The more preferable method is to register online. If a student has a laptop with them, they can use that, or you could turn over your keyboard and let them use your computer. They will need to log into their my.CTState.edu account. Here are the steps:

1. Navigate to <https://my.ctstate.edu/>.
2. Log in with the student's NetID and password.
3. Under Student Self-Service, click Access Your Student Profile.
4. Click on Registration Notices in the top-right corner to check for holds that will prevent the student from registering.
5. Click Registration.
6. Select the appropriate term, and click Continue.

7. In the Course Search portal, search for classes that fit the student's wants and needs. Be mindful of search criteria like campus and instructional method.

Remember to select the appropriate campus on the Browse Classes page.

8. Once you've found your class, click Add if you're using Find Classes or Add to Summary if you searched for the CRN.
9. Once all classes have been added, click Submit in the bottom-right corner.

You did it!

To drop a class:

1. Go to the Plans tab.
2. Under Summary in the bottom right, find the class to be dropped.
3. Under the Action section, click the drop-down menu, and select Web Drop.
4. Click the Submit button.

These instructions are available online here: <https://ctstate.edu/register-for-classes>

You could send this link to the student so they can register on their own, although it's always a good idea to close the deal with them when possible in case they run into registration problems or other technical difficulties.

REGISTRATION PROBLEMS AND OTHER TECHNICAL DIFFICULTIES

Sometimes everything goes smoothly right until the moment of registration. You may see errors related to holds on the student's account, prerequisites, or other issues.

- **Holds:** A student may have a hold on their account for any number of reasons: unpaid balances, insufficient academic progress, etc. Faculty advisors are unable to remove most holds, so the best option is to contact the student's Guided Pathways advisor (check their myCTState profile) directly for further information. If you're unable to reach their GPA, contact the One-Stop Enrollment Services Center (A113; TR-OneStop@ct.edu; 860-215-9064). Tuition or balance issues are best addressed at the Cashier's Office (860-215-9217; Phyllis Brown, pbrown@threerivers.edu). See Account Holds in Chapter Three for more.
- **Placement:** Students must meet the placement measures to register for English and math courses. See Placement and Multiple Measures in Chapter Two. If you believe the student has met the placement requirements, contact the One-Stop Enrollment Services Center (A113; TR-OneStop@ct.edu; 860-215-9064) to have this information updated in the system and permit registration.
- **Prerequisites:** Students must take prerequisite courses before registering for a given course. Occasionally, a course description will say "or instructor permission," in which case the student may contact the instructor to discuss why they should be allowed to take the course without completing the actual prerequisite courses.
- **Banner Issues:** If there seems to be a technical issue with the registration website, try logging all the way out, quitting your browser, and then going back in. You might also try a different browser. If the problem persists, pursue an alternative means of registration, such as the paper form or contacting the One-Stop Enrollment Services Center directly (A113; TR-OneStop@ct.edu; 860-215-9064).

ADD/DROP AND WITHDRAWAL

After a student has registered for classes, they may decide to change their schedule by adding, dropping, or withdrawing from a course. Add/drop and withdrawal are separate

processes from the initial registration. See Add/Drop and Withdrawal in Chapter Three for more information.

Chapter 3: Further Advising Topics

Academic Fresh Start

From the [College Catalog](#):

“The Academic Fresh Start Program is a one-time opportunity for eligible students, returning to college after an absence of one or more years (two standard semesters), to refresh their grade point average (GPA). A student must be re-enrolling with a cumulative GPA below 2.00 to qualify for this program.”

Please see the college catalog link above for more details and procedures regarding the Academic Fresh Start option.

The Academic Fresh Start application is [available here](#).

Academic Standing

A student’s combined academic standing is determined by the combination of how well they’re doing in their courses (Academic Standing) and how much progress they’re making toward their degree (Progress Evaluation).

It’s worth reading the [CT State Academic Policies and Procedures](#), in particular:

- [Grades and Grade Points \(GPA\)](#)
- [Academic Standing](#)

Here are the various combined academic standings you might see on a student’s transcript and what their implications are, as of Spring 2024:

Academic Standing Levels	Attempted Credits	Semester Credit Cap	Summer Credit Cap	Winter Credit Cap
Good Academic Standing	Any	19	12	6
First Level Academic Warning	Any	13	9	3
Second Level Academic Warning	Any	10	7	0
Third Level Academic Warning	Any	7	6	0
Academic Suspension	31 or more AS 13 or more Certificate	0	0	0

Levels of academic standing and the maximum number of credits permissible

Hopefully, you'll rarely see students with anything other than Good Academic Standing. But, students with warnings or probation notices should be advised to tread lightly. Identify why they've been struggling and possible solutions; slow down and take fewer courses; retake failed classes to replace *F*s and repair their GPA; etc. Maintain close communication with the student's Guided Pathways advisor to help the student navigate this process.

Students who are on suspension should be referred to their Guided Pathways advisor, as they are blocked from registering and require a waiver from a GP advisor: advising@threerivers.edu; (860) 215-9017

Academic Support

The Tutoring and Academic Support Center (TASC) is a cornerstone of our college community and offers peer and professional tutoring. Students who are struggling, looking for feedback, or needing additional time with course content are encouraged to visit the TASC. Specific hours, services, resources, and contact information can be found at <https://threerivers.edu/student-life/support-services/tutoring-and-academic-success-centers-tasc/>.

Accommodations for Students

Three Rivers Disability Service Providers Counseling & Advising Office	
Matt Liscum, Counselor (860) 215-9265 Room C170	Learning disabilities, ADD/ADHD, autism spectrum, mental health, other disabilities

Students with unique circumstances that may affect their ability to complete coursework may be able to receive extra time for assignments, preferential seating or test-taking conditions, permission for special note-taking devices, etc.

Students can learn how to obtain and maintain disability support services here: <https://ctstate.edu/odas/obtaining-and-maintaining> The process is as follows:

1. Self-disclose by filling out the accommodations intake form online: https://ctstate-accommodate.symplcity.com/public_accommodation/

2. Provide documentation.
3. Meet with the Three Rivers disability service provider (see below).

To use accommodations, students must request their accommodation letters and give permission for the Office for Disability and Accessibility Services (ODAS) to share their accommodation approval with selected instructors *each semester*. This process is completed through a semester request.

Instructors cannot offer disability accommodations until they receive official paperwork from the college's DSP, so students should be encouraged to complete the process as soon as possible. Accommodations take effect when the instructor receives the paperwork and are not provided retroactively.

For more information, please visit <https://ctstate.edu/odas>.

Account Holds

Sometimes, such as when trying to register, a student will be informed that there is a hold on their account.

As faculty advisors, the only hold we can release is an advising hold, which is usually placed on new students' accounts to encourage them to meet with us. Upon meeting with the student, you can release the hold by clicking the button under the Advising Hold column on [your list of advisees](#).

Several other types of holds can appear for various reasons. The student may owe money, be missing immunization records, or have insufficient academic progress. Unfortunately, we can't see much on our end, and the student should be directed to the One-Stop Enrollment Services Center (A113; TR-OneStop@ct.edu; 860-215-9064) or Cashier's Office (860-215-9217; Phyllis Brown, pbrown@threerivers.edu) for further information.

Add/Drop and Withdrawal

Once a semester begins, students have a week to add or drop classes without penalty. This window is a good time for them to evaluate whether their course load seems doable, having gotten first impressions of instructors, syllabi, etc. Students then have another two-ish weeks where they can drop a class and only pay a \$50 fee. See the [Academic Calendar](#) for specific dates.

After that, students may officially withdraw from any class at the One-Stop Enrollment Services Center (A113; TR-OneStop@ct.edu; 860-215-9064) or online up to the end of the tenth week of classes. A Course Withdrawal form (available in the A-Wing) must be signed by the student's course instructor, faculty advisor, or Guided Pathway Advisor before submitting to enrollment services.

Withdrawal gives the student a *W* for the class, which does not affect a student's GPA like an *F* or other letter grade would. Sometimes, students don't have a complete understanding of their performance in a given class, so they should be encouraged to talk with their instructor and advisors before deciding to withdraw. The instructor knows best whether passing is still possible and what needs to be done to turn around poor performance.

Caution: Excessive withdrawal can affect a student's academic progress (see Academic Standing above), which can impact their financial aid. Always check with Financial Aid (A105; TR-FinancialAid@trcc.commnet.edu; 860-215-9040) to see if there will be any consequences from dropping a course.

Hopefully, a student will also inform you, as their advisor, when they're thinking about withdrawing, and this is a good time to remind them of all the above and talk out what's leading to the struggles.

Students who stop attending class or handing in work but remain enrolled in a course will be graded accordingly, so they do need to officially withdraw if it comes to that.

Family Education Rights and Privacy (FERPA) Act

CT State policy prohibits college faculty and staff from sharing certain student information (grades, billing, tuition, financial aid, other records) with third parties, such as parents, spouses, partners, or sponsors.

If a faculty member is contacted by a parent or other third party regarding a student, it is appropriate to explain that federal privacy laws prevent us from speaking with anyone other than the student without expressed written permission. Sharing general information, like website links, the academic calendar, college resources, etc. is not a problem.

If a student chooses, they can complete the CT State Student Information Release Authorization form, which is available here. The form can also be found in their student portal under Records → Family Education Rights and Privacy Act (FERPA).

Graduation Applications

Students who are close to finishing their degree or certificate programs should begin getting their ducks in a row for graduation. That just means applying for graduation online in their my.CTState.edu portal. See the [Academic Calendar](#) for graduation application deadlines.

The student's graduation application will be reviewed by a [Degree Works](#) auditor, who will contact the student with any concerns or confirm their readiness to graduate.

Guided Pathways Advising

According to the CT State website:

“All community college students, from initial registration to completion, are supported by Guided Pathways (GP) advisors to establish academic and career goals and receive proactive and individualized academic and holistic supports that result in the timely and equitable completion of credentials that lead to employment, transfer, and family sustainable wages.

Guided Pathways advising is a dynamic, student-centered, holistic approach grounded in student development and learning. GP Advisors align advising practices with the diverse and unique needs of each individual student in their caseload. GP Advisors advise, advocate, mentor, support, and coach their caseload to reach their individual goals.

GP Advising does *not* replace faculty/program advising. Faculty advisors work with students based on their program of study. This close working relationship allows for a personalized approach to advising based on a student's situation, personal and professional goals, and the faculty advisor's intricate knowledge of the program of study. Faculty advisors are typically assigned once a student has matriculated into a program, and it's recommended that students meet with their faculty advisor early in their academic journey.

Guided Pathways advisors and faculty advisors are encouraged to work together to support students in achieving their goals.”

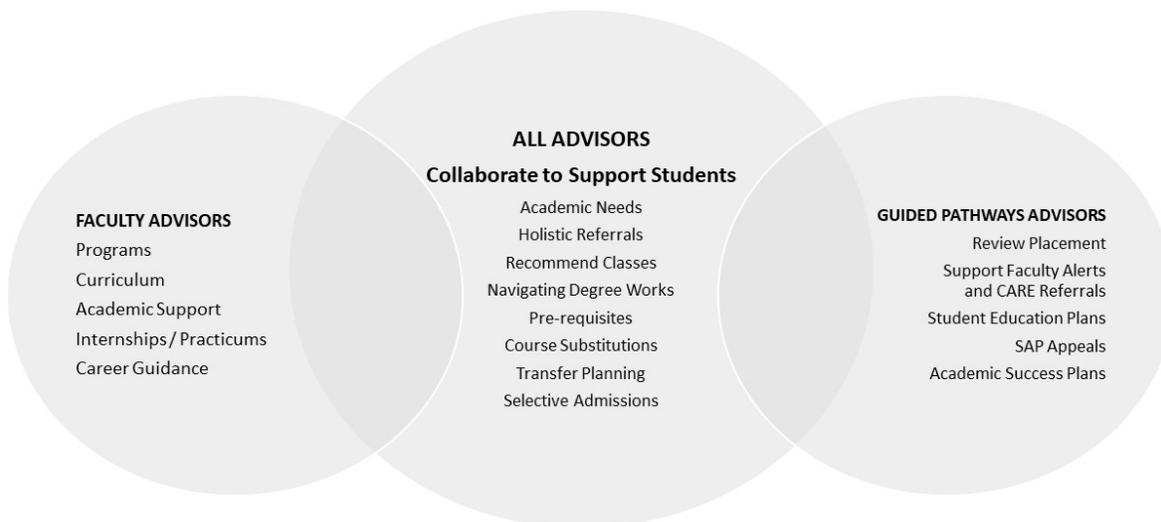
For more information, visit <http://www.ctstate.edu/academic-advising>.

Guided Pathways Advisor vs. Faculty Advisor Responsibilities

All students are assigned a Guided Pathways advisor (GPA) and a faculty advisor. Since both roles are about helping students succeed, collaboration between GPAs and faculty advisors is highly encouraged. Advisors should work together and communicate about how to support students in meeting their academic and professional goals.

GPAs and faculty advisors have unique as well as shared areas of expertise. Here is one way to visualize advising responsibilities, from Campus Advising Lead Tracy Dickson:

Student-Centered Advising



International Student Advising

An international student is “in the United States specifically for the purpose of study, is not a US citizen or permanent resident (‘green card’ holder), and has a non-immigrant F-1 visa status. [...] In addition to meeting academic requirements and dealing with cultural adjustment, these students must maintain compliance with federal regulations to maintain their F-1 visa status.”

For more information on advising international students, including definitions of key terms, compliance requirements, resources, and contact information, please see:

- [The International Student Advising Guide for CT State Community College](#)
- [The CT State International Students webpage](#)

Pre-Nursing Students

Students who are planning to apply to [the Nursing Program](#) are usually admitted to the college as general studies majors with a “pre-nursing” designation. Once they are accepted into the program, their major switches to nursing.

Pre-nursing students are often assigned nursing faculty advisors, but it’s possible to encounter them as non-nursing faculty. When advising pre-nursing students, the goal is to prepare them to apply for the Nursing Program by registering for courses needed for their application.

These courses need to be completed before applying to the program:

- ENG 1010: Composition
- BIO 2111: Anatomy & Physiology I (see [college catalog](#) for prerequisites)
- MATH 1200: Statistics I
- CCS 1001: College Career Success

Accepted nursing students then follow a prescribed four-semester plan.

For more information, see [the Nursing Program page](#) and [the Nursing Info Packet](#).

Responding to Students in Distress

A reference guide for faculty and staff to recognize respond, and refer distressed students is [available online here](#).

Student Supports

Myriad additional supports are available to our students. See <https://ctstate.edu/wellness>.

Special thanks to Associate Dean of Student Development Dr. Becca Kitchell for compiling these resources:

- **211:** 2-1-1 is a free, confidential information and referral service that connects people to essential health and human services 24 hours a day, seven days a week online and over the phone: <https://uwc.211ct.org/professionals/materials/>
- **Title IX:** Connecticut State Colleges & Universities (CSCU) are committed to preventing and addressing sexual harassment and sexual violence and does not tolerate sex discrimination of any kind. For more information, please review [this resource](#) on CSCU policy. Title IX of the Education Amendments of 1972 prohibits sex-based discrimination of any kind in the educational programs or activities of federally financed institutions, which includes CT State Community College.
- **Food Resources:** The Three Rivers Full Plate Food Pantry is open Mondays and Wednesdays from 9:30 AM–6:00 PM and Tuesdays and Thursdays from 8:00 AM–6:00 PM. The Pantry is located in E100. The Mobile Food Pantry, sponsored by the United Way of Southeastern CT, will continue to be at TRCC the second Wednesday of each month from 4:00–5:00 PM. Students and families will receive a United Way Fresh food box containing fresh produce, protein, nonperishables, and more. No registration required. Families served on a first come, first served basis.
- **Campus Therapists and Wellness Counselors:**
 - Chevelle Moss-Savage, LPC, MHS, HS-BCP, BC-TMH (CMoss-Savage@trcc.commnet.edu) is a licensed therapist available for students living in Norwich, Bozrah, Yantic, Canterbury, Taftville, Lebanon, Baltic, and Sprague. Her office is located in C166, and her semesterly hours are posted there. Sessions are free!
 - Lianne Marsella, (liannemarsella@saccec.org) is our college advocate from the Sexual Assault Crisis Center of Southeastern CT (SACCEC). Her office is in C164.
- **TimelyCare:** The college provides TimelyCare for students to receive free individual mental health support 24/7. To refer students, use <https://ctstate.edu/timelycare>. Students are entitled to up to 12 free counseling sessions per academic year.
- **Dr. Becca A. Kitchell, Ed.D (she/her/hers)**
 - Associate Dean of Student Development; Deputy Title IX Coordinator
 - Office C131A
 - (860) 215-9240
 - RKitchell@trcc.commnet.edu

- Appointments: <https://calendly.com/bkitchell>
- Office hours: M 3:00–4:00 PM, R 10:00–11:00 AM, or by appointment

Submitting Student Alerts

There are several ways to alert Student Services when a student is struggling academically or otherwise. The chart below details student alert tools available to faculty and advisors.

Type of Alert	Use Case	How to Submit	Who Receives Alert
Attendance Reporting in Banner	Identifies non-participating (NP) students in the first two weeks of the semester for census and Financial Aid records	Use the midterm grades portal in Banner Self-Service (https://my.ctstate.edu) to mark students as participating (H) or not participating (NP).	Kevin Kelly, Registrar
Faculty CRM Alerts	Identifies students experiencing academic difficulties, including attendance, coursework, etc. Additional guidelines here: https://ctstate.edu/uploads/Forms-Documents/staff/Guidance-for-Faculty-Alerts-in-CRM-Advise.pdf	See step-by-step instructions here: https://ctstate.edu/uploads/Forms-Documents/staff/Instructions-for-Raising-Faculty-Alerts-from-my-CT-State.pdf	Student's Guided Pathways advisor (GPA)
CARE Referral	First step in supporting students in distress who need to be connected to basic needs or campus resources	Submit a CARE referral here: https://ctstate.edu/care-team	Dean of Academic and Student Affairs Kem Barfield and Associate Dean of Student Development Rebecca Kitchell
Discrimination, Sexual Harassment, or Misconduct Complaint	Files a complaint of discrimination and/or sexual harassment/misconduct on behalf of yourself or report an incident that you have witnessed at a CSCC campus or office. Reports may be filed anonymously.	File a complaint at https://ctstate.edu/ecr .	An intake person will contact you for additional information. If a full investigation is warranted, an assigned investigator will contact you regarding next steps.

Transfer

As a community college, we have many students who either arrive with credits from other schools or are planning to transfer to another school after completing coursework at Three Rivers. Care must be taken to ensure students don't waste time taking courses they've already gotten credit for elsewhere or that won't help them at their next school.

EVALUATING COURSES FROM OTHER SCHOOLS

The bottom line is that the student should have their official transcript sent from their previous institution to ctstate-transcripteval@ct.edu for formal evaluation. Once evaluated, any transfer credits will show up on their CT State transcript, like so:

Transfer Credit Accepted by Institution						
2007-1008 : New England Institute of Technology						
Subject	Course	Title	Grade	Credit hours	Quality points	R
CSC*	K1XX	CSC Elective	TR	5.900	0.00	
ENG*	K100	Reading/Writing Connection	TR	2.600	0.00	
ENG*	K101	Composition	TR	2.600	0.00	
OPEN	K1XX	Open Elective	TR	1.900	0.00	

Transfer credits on a student's unofficial transcript

In this example, the student has gotten credit for four courses they took at the New England Institute of Technology, meaning they don't need to take these classes for their degree at CT State. Not bad!

However, official transcript evaluation takes time, and the student may need to sign up for classes *now*. In these cases, advisors can use unofficial transcripts to make educated guesses about which classes the student may or may not get credit for. Unofficial transcripts are usually accessible through the school's web portal, provided the student remembers their old login information.

Unfortunately, this process is not an exact science and can get a bit dicey. Certain classes are pretty safe bets—General Psychology I is mostly similar everywhere, for example—but others are much trickier. But will School X's "The Human Lifecycle" count for CT State's "Life Span Development"? Hard to say. Comparing course descriptions can help, but ultimately, official transcript evaluation is the only way to know for sure. Still,

unofficial transcripts can help in a pinch, and the student can make adjustments later if it turns out they're not actually getting transfer credit for something.

For more information, see <https://ctstate.edu/transfer-students>.

TRANSFERRING CT STATE CREDITS TO OTHER SCHOOLS

Similar to how having CT State evaluate official transcripts from other schools is the best way to be 100% certain about transfer credits, the best way for a student to be sure about whether another school will accept CT State credits is to ask them.

For example, the student could call the UCLA Registrar and say, "Hi! I'm interested in your Criminal Justice B.S. program. If I take CJS 1720: Domestic and International Terrorism at the Three Rivers campus of CT State Community College, will that count for something at UCLA?". Other schools may want to see course descriptions or syllabi for our courses to determine whether they'll accept the credit. Three Rivers syllabi are archived in the Academic Division office.

For more information, see <https://ctstate.edu/transfer-students>.

Textbook Information

For FAQs related to textbooks and links to each campus's bookstore, please see <https://ctstate.edu/bookstore>.

Chapter 4: Where to Get Answers

As we teach our students, knowing whom to ask when you have questions is a huge part of being successful in any endeavor.

The Three Rivers staff loves questions, so don't hesitate to get in touch!

HOW TO REGISTER ONLINE FOR CLASSES

Follow these instructions:

<https://ctstate.edu/register-for-classes>

REGISTRATION, ADD/DROP, WITHDRAWAL, GRADUATION, OR TRANSFER CREDITS

Contact the One-Stop Enrollment Services Center:

A113; TR-OneStop@ct.edu; (860) 215-9064; [One-Stop website](#); transfer credit evaluation: ctstate-transcripteval@ct.edu

FINANCIAL AID, SCHOLARSHIPS, OR FAFSA

Contact Financial Aid:

A105; financialaidhelp@threerivers.edu; 860-215-9040; [Financial Aid website](#)

PAYING TUITION, ACCOUNT HOLDS, OR UPASS

Contact the Cashier's Office:

A109; businesslink@threerivers.edu; (860) 215-9217; [Cashier's Office website](#)

GETTING EXTRA HELP WITH CLASSES OR WRITING ASSIGNMENTS

Contact the Tutoring and Academic Support Center (TASC):

C113; TASC@threerivers.edu; TRWritingCenter@trcc.comnet.edu; (860) 215-9082; [TASC website](#)

BLACKBOARD, LOGIN ISSUES, OR EDUCATION TECHNOLOGY

Contact the [24/7 Online Help Desk](#).

TEXTBOOKS, ACCESS CODES, OR THREE RIVERS MERCH

Contact the Bookstore:

A101; 3rivers@bkstr.com; (860) 887-6842; [Bookstore website](#)

DOING RESEARCH, CITING SOURCES, OR RENTING LAPTOPS

Contact the Library:

TRCCLibrary@trcc.commnet.edu; (860) 215-9051; text (860) 590-3191; [Library website](#)

ACCOUNT HOLDS, APPEALS, PROBATION, SUSPENSION, COUNSELING, OR GENERAL ADVISING

Contact the Advising Department:

A113; advising@threeivers.edu; (860) 215-9017; [Advising website](#)

THE NURSING PROGRAM

Check out these links:

- [Nursing: Connecticut Community College Program, AS](#)
- [Nursing Resources and Information Packet](#)
- Or email nursingadmissions@threeivers.edu

I NEED A PARTICULAR FORM!

Voilà!

- <https://ctstate.edu/forms>

And in the End...

Thanks for reading. We hope you find this manual helpful and motivating in becoming an informed, reliable advisor whom students can depend on.

I thank the members of the Student Support and Advising Committee for their feedback and support for this document.

I also thank all of the Three Rivers staff and faculty for their inspirational and tireless work on behalf of our students.

Again, we welcome comments, questions, and corrections to help make this manual the best resource it can be. Our intent is to update and distribute the manual on a regular basis. Please send feedback to amarvin@threerivers.edu.