Academic Advising & Mentoring 
Short Guide 
A How-To for Classroom Teaching Faculty
“Academic Advising & Mentoring Short Guide: A How-To for Classroom Teaching Faculty” condenses material from the SCCC Catalog and the Academic Advising Handbook and is brought to you by:

A Title III Grant
from the U.S. Department of Education
Student Engagement Through Informed Support (SEIS)

Dr. Shaun L. McKay
Title III Principal Investigator

the College-Wide Faculty Advising Committee

and

the Title III Office
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The Advising/Mentoring Relationship

Advising and mentoring may take place anywhere students and faculty interact. This guide hopes to encourage you to take the initiative to invite students in your classes (or that you may know in other ways) to become regular visitors to your office for more formal advising/mentoring sessions.

Some faculty offer an advising invitation on their course outlines and repeat (reinforce) the invitation during the semester:

1. Early in the semester, especially with new students, you might encourage those who may be having trouble in classes to see you; as mid-semester approaches, you might repeat this encouragement.

2. Well before priority registration, you might mention the resources available, including their instructors and the walk-in faculty advising centers, to help them plan their academic futures.

3. Some faculty prepare an “advising syllabus” explaining the scope and responsibilities of the advising/mentoring relationship (see sample: http://department.sunysuffolk.edu/DeptDocs/FacultyAdvisingCenter-Grant_G_Docs/Advising_Syllabus.pdf) and pass around a sign-up sheet for office hour appointments.

4. Some faculty try to initiate this relationship by reviewing the College’s Mission and Vision statements with their classes.

5. Others use the Catalog description of the General Studies curriculum to initiate a conversation about academic planning.

6. In the weeks before priority registration, some faculty give students a letter or send an email explaining the registration process, reminding them of the College’s advising resources, and urging them to think about academic planning.

7. A “Frequently Asked Questions About Academic Advisement” information sheet is also available to distribute to students.
Responsibilities of Students and Advisors

These recommendations can be incorporated into an “advising syllabus:”

Student Responsibilities:

• Be open to developing and clarifying personal values and goals.
• Accept responsibility for decisions and actions.
• Research college programs, policies, procedures, and opportunities as appropriate.
• Schedule regular advising appointments and/or contacts during each semester.
• Be courteous and plan ahead by scheduling appointments early and by cancelling or rescheduling if necessary.
• Come to appointments prepared with questions and/or topics to discuss.
• Keep a record of academic progress and goals.

Advisor Responsibilities:

• Assist students in learning how to identify and articulate their interests and abilities.
• Listen carefully to students’ questions and concerns.
• Ask leading questions to elicit more conversation.
• Encourage and support students as they gain the skills and knowledge necessary for personal success.
• Keep records of advising sessions and student progress.
• Understand the College’s degree requirements and effectively communicate them to students.
• Provide resources and referrals.
• Assist students in making course choices and academic decisions.
• Maintain confidentiality.
**Tips for Successful Advising**

**Before an advising session**

- Take the initiative to establish a warm, genuine, and open relationship: students should feel welcome in your office.
- Provide students with the information and resources they need for successful advisement (see Section III – RESOURCES).
- Post your office hours and keep them. Let students know how to reach you.

**During an advising session**

In general:

- Establish rapport by remembering personal information about advisees (make use of notes in a folder).
- Keep a record of significant conversations for future reference.
- Categorize advisees’ questions: Are they seeking action, information, or involvement and understanding?
- Encourage advisees to talk by asking open-ended questions: “Which courses are you enjoying?” “How can you find more time to spend on Biology?”
- Explore the reasons for poor academic performance and help advisees develop plans to improve the situation.
- Never criticize other faculty, staff, or students: listen sympathetically and suggest steps that students could take to change the situation.

**Academic planning:**

- Provide a form or chart so that advisees can monitor progress toward their educational goals.
- Be realistic with advisees: try to have them match program requirements, course selections, and career options with their abilities and interests.
- Encourage advisees to consider and develop career alternatives when appropriate.

**Handling questions:**

- When questions about unfamiliar policies or procedures arise, contact your campus Academic Advising & Mentoring Center; refer to the College Catalog ([www.sunysuffolk.edu/About/Catalog.asp](http://www.sunysuffolk.edu/About/Catalog.asp)), the
Academic Advising Handbook (http://department.sunysuffolk.edu/DeptDocs/TitleIII-ASEIS_Docs/Advising_Manual_022012.pdf) or the Virtual Learning Commons (MySCCC ➔ Virtual Learning Commons ➔ For Instructors); contact another faculty member; or call the appropriate office for information.

- Be familiar with support services on campus and refer students to the appropriate office. Support services and academic help centers can be found on the Virtual Learning Commons home page.

- Information about career opportunities and the job outlook for advisees’ majors is available from your campus Career Counseling office.

**After an advising session**

- Follow up on commitments made to advisees. Use your notes to remind yourself of previous conversations, suggestions, or concerns.

- Keep in contact with advisees: take the initiative to send a note or make a phone call.

- Seek out advisees in informal settings: don’t hesitate to say hello if you see students on the campus. There is a definite relationship between the number of faculty contacts and student retention.

- Participate in in-service advisor development activities and workshops. Network with other faculty and deliberately try to develop specific strategies/techniques to establish strong advisor/advisee relationships.
Questions for the Advising Session

Encourage a student to talk during an advising session by asking questions that seek information (closed-ended) and those that build a relationship (open-ended).

Basic information

• What made you choose to come to Suffolk?
• What major or majors are you considering?
• Are you looking to transfer or go directly into the workforce after you graduate?
• Do you work? How many hours? Do you have family responsibilities?
• Are there any special situations that we need to consider in planning your educational program?

Discussion questions

• What, if anything, worries you about your academic career?
• Do you have concerns about adjusting to college?
• What questions do you have about your major and requirements?
• Are you aware of the resources that are available to you at Suffolk (tutoring, counseling, transfer and career planning)?
• Are you involved in outside activities (sports, music, theater, literary)?
• Are you involved in campus activities (Student Government)? Would you like to get involved?
• Have you ever considered the study abroad or honors programs?
• What do you hope eventually to do with your life?
• How can I, as your advisor, help you most?
Tips for Making Successful Referrals

Before an advising session:
Become familiar with campus resources (see Section III—RESOURCES). Keep a list of names, offices, and telephone numbers at hand for quick reference.

During an advising session:

- Pay particular attention to implied as well as expressed needs. Students may express anxiety about their financial situation without asking for assistance; a referral to Financial Aid or for student employment may be called for if you probe further.
- Try to keep the chain of referrals as simple as possible. If students have to visit several offices, help them sequence the steps so that they don’t have to backtrack.
- Help students draw up agendas for their referral visits. Have them jot down (or jot down for them) crucial questions and procedures.
- Students are often uneasy about following through with a referral; they may be intimidated by faculty, deans, and other administrators. Try to make them comfortable by pointing out the friendliness, accessibility, and helpfulness of the people you are sending them to.
- Facilitate referrals by telephoning the parties to whom you are sending students while those students are with you. The call will help you to be sure that you are sending students to the right place and it can provide the opportunity to make an appointment on the spot: hand the receiver to your students to set up the appointment themselves.

After an advising session:

- Make notes about referrals, indicating what the referral was intended to accomplish. Ask students on their next visit about the results of their contacts.
- Check your records before the next session to get a sense of student growth and development.
Confidentiality and FERPA

Advisors must be aware that there are legal implications to academic advising.

From the moment the institution accepts the student’s application and fees, there is a contractual relationship between the two. Contract terms include any information that appears in printed material mailed to the student or published in the College Catalog or Student Handbook. You should be familiar with these materials.

Statements made by an advisor create terms that the College must keep. Be sure that your information and advice are accurate, especially if they may affect a student’s financial aid or graduation qualifications. If you are in any doubt, check official sources or refer students to the appropriate office.

The Family Educational Rights and Privacy Act of 1974 (FERPA – The Buckley Amendment) provide students with access to information contained in their advising file. It also ensures that only school officials with a legitimate, educational need to know may see a student’s file. The student’s written consent must be obtained before anyone other than school personnel involved with developing the student’s educational plan may be given access to the file.

For further information regarding FERPA and college personnel, consult the FERPA regulations at http://department.sunysuffolk.edu/EmergencyProceduresReferenceGuide/2567.asp

Students in Developmental Courses

Students who are taking two or more developmental courses (in Reading, Math or English) have special restrictions on their enrollment and are advised by counselors in the counseling offices. Students who have been placed into only one developmental course (typically in math) do not face the same restrictions and may seek the help of classroom teaching faculty for academic advising.
While developmental courses count toward a student’s full-time status and are covered by financial aid, they do not count for credit toward meeting degree requirements, so students in developmental courses usually take longer to complete a degree.

Students who have developmental placements should be following the proper course sequence:

**Course Sequences – Developmental to College Level Courses**

**English**

1. ENG 009 Basic English Skills (developmental)
2. ENG 010 Developmental Writing (developmental)
3. ENG 101 Standard Freshman Composition (college level)

**Reading**

1. RDG 098/RDG LABA Introduction to College Reading (developmental)
2. RDG 099/RDG LABB Reading in the Content Areas (developmental)

**Mathematics**

1. Math MAT001/001L Developmental Mathematics Skills (developmental)
2. MAT007/007L Algebra I or MAT006 Pre-Algebra & Algebra I (developmental)
3. MAT101, MAT102, MAT103, MAT107, or MAT111 (college level)

Students in developmental sequences should be encouraged to take advantage of the Academic Learning Centers and Counseling Centers/Student Success Center for support.

**Placement Testing and Retesting**

Access to CPT scores and placements can be found at “View Test Scores” in BANNER. In addition, ACT, SAT, high school Chemistry and English Regents scores may be listed.

**Retest Policy:**

If the advisor finds a discrepancy between CPT scores and high school grades, the advisor may request that the student retest in one or more areas. Once students are enrolled, it is the decision of the English, Reading and Math departments to retest students. Department retest scores will then be listed on “View Test Scores.”
Course Withdrawal

A Few Facts

Students who officially drop a course during the drop/add period will not have the course appear on their academic transcripts. After the drop/add period, students may withdraw from a course and receive a grade of “W” without the instructor’s signature up until the mid-semester point. (The exact date is listed on the Academic Calendar for each semester). After mid-semester, “Ws” are granted at the discretion of the instructor and students must obtain the signature of the faculty member to withdraw.

Advising Considerations

Withdrawing from a course may be the right decision for students whose life commitments (work, family) are more than they anticipated or for students who need more study time for their remaining courses. However, a withdrawal may also signal some underlying problem and after further discussion, you may want to suggest a referral to a counselor.

Students deciding to withdraw need to fill out a drop/add form during the drop/add period or a withdrawal form thereafter. The form must be returned to the Registrar’s Office to complete the process.

Students should be informed that:

- A withdrawal may affect financial aid; a referral to the financial aid office may be necessary.
- Excessive withdrawals may result in probation or dismissal.
- They may need to be at Suffolk longer than anticipated. Summer and Wintersession courses are options.
- If they do not formally withdraw from a course, the instructor may give a failing grade.
- A withdrawal may also affect veteran’s benefits, immigration status, and scholarship eligibility; a referral to the counseling office may be necessary.
Section III: RESOURCES

College Mission Statement

Suffolk County Community College promotes intellectual discovery, physical development, social and ethical awareness, and economic opportunities for all through an education that transforms lives, builds communities, and improves society.

College Vision Statement

Suffolk County Community College commits to maintaining high educational standards, to fostering and inspiring student success, and to creating diverse opportunities for lifelong learning. By attracting strong leadership and distinguished faculty to a college of excellence, we create an enriched learning environment that empowers students to transform their lives.

Liberal Arts and Sciences: General Studies Emphasis

This curriculum is designed for students seeking a liberal arts education which will develop their intellect, enhance their self-expression, contribute to a sense of self-fulfillment, and provide an understanding of our common cultural heritage. The program focuses on a central core of learning experiences in the arts, humanities, social sciences, natural sciences and mathematics and constitutes an ideal foundation and preparation for those students who plan to continue their studies toward a baccalaureate degree at a four-year college or university. At the same time, it also offers sufficient flexibility and opportunity for exploration to serve the needs of those students who are undecided about their career goals and who wish to explore diverse fields of interest.
Partially funded by a Title III grant, the Academic Advising & Mentoring Centers (AAMCs) on each campus are staffed by Professional Assistants (PAs) who can connect students with faculty members based on their interests and disciplines. PAs can also help students understand their SAIN reports and unofficial transcripts, search for classes to fit their schedules, and manage referrals to other College resources and services.

**Ammerman Campus**
Ammerman Building Room 101B  
631-451-4355  
advisingammerman@sunysuffolk.edu

**Michael J. Grant Campus**
Caumsett Hall Room 112  
631-851-6247  
advisingcenterwest@sunysuffolk.edu

**Eastern Campus**
Peconic Building Room 215  
631-548-3549  
advisingcentereast@sunysuffolk.edu

[http://department.sunysuffolk.edu/AcademicAdvisingCenters](http://department.sunysuffolk.edu/AcademicAdvisingCenters)
Academic Learning Centers

Ammerman Campus

Accounting, Business, & Marketing Learning Center
Riverhead Building 212 & 231
631-451-5523

Biology Learning Center
Kreiling Hall (Marshall Bldg.) M103
631-451-5744

Computer Science and Information
Tutoring available
Contact Prof. Xingben Chen 631-451-4983

Critical Thinking Tutorial Center
Southampton Building 115
631-451-4093
Help with Philosophy, logic, idea clarification, and general organizational skills

Language Lab
Islip Arts Building 114
631-451-4161
Extra help with Chinese, French, German, Italian, Japanese, Spanish, and ESL

Mathematics Learning Center
Riverhead Building 235
631-451-4002

Nursing Laboratory
Riverhead Building 110, 111B, 111C, 115, and 124 (simulation lab)
631-451-4350
Extra help with Nursing courses

Physical Sciences Help Center
Smithtown Science Building T16
631-451-4338
Extra help with Chemistry, Physics, and Earth & Space Science

Reading Center
Islip Arts Building 116
631-451-4162

Rose Tehan Memorial Writing Center
Islip Arts Building 101
631-451-4150
Writing help for any course
Eastern Campus

Academic Skills Center
Montaukett Building 224
631-548-2594
Extra help in Accounting, Computers, ELL/ESL, English, Math, Reading, Science, and Spanish

Eastern Center for Excellence in Writing
Orient Building 214
631-548-1714
Writing help for any course

Michael J. Grant Campus

Writing Studio
Nesconset Building 19A
631-851-6245
Writing help for any course

Center for Academic Excellence
Business & Sciences
HSEC Building MA-129
631-851-6501
Extra help in Accounting, Biology, Chemistry, Economics, Mathematics, and Physics

Center for Academic Excellence
Liberal Arts & Humanities
Sagtikos Building 100
631-851-6795 or 631-851-6545
Help with ELL/ESL, Foreign Languages, and Reading

Special Needs Testing & Tutoring
Sagtikos Building 100E
631-851-6795 or 631-851-6545

Virtual Learning Commons

Online tutorials available 24/7, accessed via MySCCC→Virtual Learning Commons. Help for most first-year courses is available, with more subject areas coming soon.
Campus Offices, A—Z

Athletics
Ammerman Campus: Assistant Athletic Director, Brookhaven Gymnasium 110, 851-4881
Michael J. Grant Campus: Athletic Director, Multi-Purpose Bldg. C103, 851-6785

Career Centers/Cooperative Education/Internships
Ammerman Campus: Babylon Student Center 205, 451-4049
Eastern Campus: Peconic Bldg. 122, 548-2556
Michael J. Grant Campus: Nesconset Hall, Suite 1, 851-6876

Change of Major
Ammerman Campus: Counseling Center, Ammerman Bldg. 209, 451-4053
Eastern Campus: Transfer Services, Corchaug Bldg. 007, 548-2527
Michael J. Grant Campus: Career and Transfer Center, Nesconset Hall, Suite 1, 851-6876 or Counseling Center, Caumsett Hall 20, 851-6250

Computer Centers
Ammerman Campus: Huntington Library – Main Floor
Michael J. Grant Campus: Sagtikos Arts & Sciences Center Academic Computing Lab, 141, 851-6556 & Health, Sports and Education Center (HSE) Open Lab, MA335, 851-6937

Challenge & CLEP Exams
Ammerman Campus: Office of Academic Affairs, Ammerman Bldg. 200, 451-4091
Eastern Campus: Office of Academic Affairs, Peconic Bldg. 224, 548-2562
Michael J. Grant Campus: Campus Associate Dean of Academic Affairs-Math, Natural Science, Health Science, Athletics, Health Sports & Education Bldg. A101, 851-6240 or Campus Associate Dean of Academic Affairs - Liberal Arts, Sagtikos Arts & Science Center 200, 851-6817

Counseling Centers
Ammerman Campus: Counseling Center, Ammerman Bldg. 209, 451-4053
Eastern Campus: Student Success Center, Peconic Bldg. 122, 548-2527
Michael J. Grant Campus: Counseling Center, Caumsett Hall 20, 851-6250
**ESL Program**

**Ammerman Campus:** Academic Chair, Islip Bldg. 1N, 451-4587 or ESL Coordinator, Ammerman Bldg. 105, 451-4707  
**Eastern Campus:** Academic Chair, Orient Bldg. 126, 548-2578 or ESL Coordinator, Orient Bldg. 132, 548-2684  
**Michael J. Grant Campus:** Academic Chair, Ashroken Bldg. 128C, 851-6536 or Bilingual Counselor, Caumsett Hall 21, 851-6250  

**Faculty Advising**

**Academic Advising & Mentoring Centers**

**Ammerman Campus:** Ammerman Bldg. 101B, 451-4355, advisingammerman@sunysuffolk.edu  
**Eastern Campus:** Peconic Bldg. 215, 548-3549, advisingcentereast@sunysuffolk.edu  
**Michael J. Grant Campus:** Caumsett Hall 112, 851-6247, advisingcenterwest@sunysuffolk.edu  

**Financial Aid**

**Ammerman Campus:** Financial Aid Office, Ammerman Bldg. Lower Level 451-4072  
**Eastern Campus:** Financial Aid Office Peconic Bldg. 112, 548-2525  
**Michael J. Grant Campus:** Financial Aid Office, Caumsett Hall Lower Level, 851-6712  

**Foreign Language Placement Tests**

**Ammerman Campus:** Academic Chair 451-4587  
**Eastern Campus:** Academic Chair 548-2576  
**Michael J. Grant Campus:** Academic Chair 851-6536  

**Honors Program**

**Ammerman Campus:** Honors Coordinator, Southampton Bldg. 203, 451-4335  
**Eastern Campus:** Honors Coordinator, Peconic Bldg. 224, 548-2572  
**Michael J. Grant Campus:** Honors Coordinator, South Cottage 23, 851-6318  

**International Students**

College-Wide International Counselor, Ammerman Campus NFL Bldg. 12, 451-4773  

**Placement Testing**

**Ammerman Campus:** Office of Testing and Advising, Ammerman Bldg. 102, 451-4056  
**Eastern Campus:** Testing & Advisement, Student Success Center 548-2524  
**Michael J. Grant Campus:** Testing & Advisement, Counseling Center, 851-6251
Restricted Academic Programs

Ammerman Campus

Automotive Services Specialist – A.A.S., Joseph Imperial, Auto Tech Bldg. 103, 451-4905
Fitness Specialist – A.S., Elizabeth Tomlet, Brookhaven Gym 9, 451-4381
Human Services – A.S., Maureen Bybee, Riverhead Bldg. 113, 451-4629
Music – A.S., Craig Boyd, Southampton Bldg. 15, 451-4348
Theatre Arts – A.S., Charles Wittreich, Islip Arts Bldg. 121A, 451-4163

Eastern Campus

Computer Art – A.A.S., Faye Lorenzo, Corchaug Bldg. 101, 548-6762
Culinary Arts – A.A.S., Richard Freilich, Culinary Arts/Hospitality Center 111, 548-3720
Dietetic Technician – A.A.S., Jodi Levine, Culinary Arts/Hospitality Center 212, 548-3724
Graphic Design – A.A.S., Faye Lorenzo, Corchaug Bldg. 101, 548-6762
Hotel and Resort Management – A.A.S., Richard Freilich, Culinary Arts/Hospitality Center 111, 548-3720
Interior Design Assistant – A.A.S., Laurie Lizak, Orient Bldg. 119, 548-3550
Nursing: Practical Nursing – Certificate, Doreen K. Biondolillo, Culinary Arts/Hospitality Center 212, 548-3730
Photographic Imaging – A.A.S., Richard Mizdal, Orient Bldg. 222, 548-3538

Michael J. Grant Campus

Chemical Dependency Counseling – A.A.S., Kirk Kaplan, Multi-Purpose Bldg. A135, 851-6594
Health Information Technology/Medical Records – A.A.S., Diane Fabian,
Multi-Purpose Bldg. MA204, 851-6342
Heating, Ventilation, Air Conditioning and Refrigeration (HVAC/R) – A.A.S., Eugene Silberstein Workforce Development Center 851-6897
Manufacturing Technology – A.A.S., Dennis O’Doherty, Caumsett Hall 220C, 851-6766
Nursing – A.A.S., Kathleen G. Burger, Multi-Purpose Bldg. A200, 851-6439
Occupational Therapy Assistant – A.A.S., Lisa Hubbs, Multi-Purpose Bldg. A308, 851-6335
Photographic Imaging – A.A.S., Allen Keener, Paumanok Hall 110, 851-6864 or James DeSario, Sagtikos Arts & Science Center 204, 851-6550

**Special Services (Student with Disabilities)**

**Ammerman Campus:** Office of Special Services, Ammerman Bldg. 202, 451-4045
**Eastern Campus:** Disabilities Services/Success Center, Peconic Bldg. 122, 548-2556
**Michael J. Grant Campus:** Disabilities Services/Counseling Office, Caumsett Hall 20, 851-6250

**Student Health Services**

**Ammerman Campus:** Kreiling Hall 106, 451-4047
**Eastern Campus:** Peconic Bldg. 115, 548-2510
**Michael J. Grant Campus:** Captree Commons 105, 851-6709

**Transferring Services**

**Ammerman Campus:** Counseling Center Ammerman Bldg. 209, 451-4053
**Eastern Campus:** Student Success Center Peconic Bldg. 122, 548-3613
**Michael J. Grant Campus:** Career/Co-op and Transfer Office, Nesconset Hall Suite 1, 851-6876
ACADEMIC AREAS, DISCIPLINES AND CODES

Business Area
Accounting ........................................... ACC
Banking and Finance ..............................  BKN
Business Management ............................ BUS
Business: Law ......................................... LAW
Business: Marketing ............................... MKT
Business: Retailing ................................... RET
Information Processing ..........................  INP
Office Technologies ...............................  OFT

Engineering Science and Technology Area
Automotive Service Specialist .................. AUT
Construction Technology/ ........................
  Architectural Technology ....................... COT
  Drafting ............................................. DRF
  Electrical Engineering Technology .......... EBT
  Engineering Science .............................  ENS
  Fire Protection Technology ..................... FPT
  Telecommunications Technology .............. TEL

Humanities Area*
Chinese .............................................. CHI
Cinema Studies ..................................... CNN
Communications .................................... COM
Computer Art ........................................ ART
English ................................................... ENG
French .................................................... FRE
German .................................................. GER
Graphic Design ...................................... GRD
Humanities ............................................ HUM
Interior Design ...................................... INT
Italian .................................................... ITL
Japanese .................................................. JPN
Journalism ............................................. ENG
Latin ...................................................... LAT
Music ...................................................... MUS
Philosophy ............................................. PHL
Photographic Imaging ............................. ART
Spanish .................................................. SPN
Theatre Arts .......................................... TIR
Visual Arts ............................................. ART
Women's and Gender Studies .................... WST, HUM, HIS, PHL, SOC

Human Services ...................................... HUS
Nursing .................................................. NUR
Occupational Therapy Assistant ............... OYA
Physical Education ................................. PED
Physical Education:
  Fitness Specialist ................................ PFS
Physical Therapy Assistant ....................... PTA
Practical Nursing .................................... PNU

Science and Mathematics Area*
Astronomy ............................................ AST
Biology ................................................... BIO, ENV
Chemistry .............................................. CHE
Earth and Space Science .......................... ESSC
Marine Biology ....................................... MAR
Mathematics .......................................... MAT
Meteorology .......................................... MET
Oceanography ........................................ MAR
Physics .................................................... PHY

Social Sciences Area*
Anthropology ....................................... ANT
Economics ............................................. ECO
Geography ............................................. GEO
History ............................................... HIS
Political Science ..................................... POL
Psychology ............................................ PSY
Sociology .............................................. SOC

Special Areas
College Seminars ................................... COL
Computer Science* .................................
  Information Technology ........................... CST
Criminal Justice .................................... CRJ
Culinary Arts .......................................... CUL
Early Childhood Education/ ........................
  Education ............................................ EDU
  English as a Second Language ................ ESL
  Heating, Ventilation, Air Conditioning and Refrigeration ............... HVA
Hotel and Resort Management ................. HRM
Interdisciplinary Studies* ....................... IND
Library Research .................................... LIB
Manufacturing Technology ........................ MFT
Police Administration ............................. POA
Radio and Television Production ................ RTV
Reading ................................................. RDC
Veterinary Science Technology .................. VST

*Courses in these areas can be used to fulfill Liberal Arts electives.
Questions Students Frequently Ask About Academic Advising

What is academic advising?
Academic advising is provided by both counselors and full-time faculty at Suffolk to assist you with long-term educational planning, career planning and semester course selections. Academic advisors can help you select or change your major, plan your program at Suffolk, discuss transfer requirements at four-year institutions, explain college policies, procedures and resources, and assist you with academic difficulties. Counselors primarily assist new students and students in two or more developmental courses. After your initial enrollment, most students should seek a member of the classroom teaching faculty to be their advisor or use one of the campus walk-in Academic Advising & Mentoring Centers. Remember, College personnel can assist by giving you advice, but you are always responsible for the final decision.

What if I don’t know what my life goals are?
This means you have even more reason to speak with an advisor about the possibilities in front of you. Career counselors can help you begin the exploration of your strengths and areas of interest and full-time faculty can help further your understanding of a field of study. Together, they can help you make an informed decision about what educational path you’d like to pursue.

What is the difference between a counselor and a faculty advisor?
Counselors are located in the Counseling and Advising offices on each campus. In addition to assisting you with your entrance to the college and your initial selection of courses, they also provide career counseling and testing, short-term personal counseling, and referrals to outside agencies. They are trained to help students with their psychological and social development.
Faculty advisors do not perform counseling functions. Faculty advisors are full-time faculty and administrators who can be found in almost every building on campus. They are trained to help students with intellectual development in the context of academics. They can help you with your major or intended future program of study, or help you learn more about a specific discipline. They also typically help students with selection of courses.

**How do I know which one to meet with?**

If you have two or more developmental (remedial) courses in your current schedule, you should see a counselor to help you plan your schedule until you are finished with those courses. If you are on academic probation, you should also see a counselor.

In the meantime, as you go to each of your classes, you will see professors who encourage and challenge you. Remember these professors. They are helping you do your best in the classroom, so they may also be the best people to return to for advisement later on.

If you have either one developmental course or no developmental courses in your current schedule, you are free to choose any faculty advisor. The best advisor will be a professor in your intended major, or just a professor you really liked during your first semester. Choosing an advisor is a personal decision, but it can mean the difference between feeling encouraged in your pursuits or feeling disconnected.

**How do I go about getting a faculty advisor?**

Faculty advisors are all full-time classroom faculty members, and are listed in the College Catalog as chairs (heads of programs or divisions), or faculty (classroom professors in a specific discipline). If you see someone you’d like to have as an advisor, look them up on the College website by going to Faculty & Staff→Online Directory. You will find the official list of eligible faculty advisors on pp. 302-326 of the College Catalog (http://www.sunysuffolk.edu/About/Catalog.asp). To connect, simply email or call to ask if you may have an appointment to speak with them. Each full-time faculty member has an office on campus. A professor’s schedule varies each semester, so reach out and ask them when they may have time to speak.

**What does an advising session look like?**

An advising session could be 20 minutes or it could be an hour. It depends what your goals are for the session. Venues also vary. You may be meeting at a professor’s office, at one of the advising centers on campus, or you may be speaking on the phone, corresponding over email, or using a virtual tool—Blackboard Collaborate or “Connect” in the Virtual Learning
Commons (in MySCCC). There are many ways to connect, and everyone has their preferred method. This is true as much for your professors as it is for you. For example, you may prefer email to meeting in person, but they may communicate best in person. Remember, it pays to maximize the time you spend with your advisor, so do your “homework” before you walk in the door, and be prepared to have more homework when you leave.

What is my role in the advising relationship?

You should take an active role in the advising process. Prepare a list of questions you want to ask. Bring those questions (write them down if necessary), your student ID, a transfer guide for any schools you are interested in transferring to (if applicable), and a copy of your SAIN report (from MySCCC). The SAIN is your “degree audit” and tells what you’ve taken and what you still need to take for your particular program. Some advisors use an advising syllabus to guide the advising relationship, similar to what you would receive on the first day of a class. Here is a sample advising syllabus:

http://department.sunysuffolk.edu:8000/FacultyAdvisingCenter-Grant_G/index_9468.asp

What if I want to speak to a part-time faculty member?

Your course schedule in any given semester will usually include adjunct (part-time) faculty members. They are often valuable professors to get to know in regard to your future, since they often have full-time employment other than teaching that may help you navigate along the way. Keep in mind that adjunct faculty members do not have offices on campus, and are not expected to devote time to advising outside of the classroom. However, many adjunct faculty members enjoy advising and are perfectly willing to speak with you, using their experiences outside the classroom in order to help you.

What can I expect from an advising relationship?

In addition to helping you select or change your major, plan your program, and meet the transfer requirements of a four-year institution, there are many other things advisors typically do for students they know. They can explain College policies, procedures, and resources and help with academic difficulties. They may inform students about opportunities at the College, write recommendation letters for admission to advanced programs, and sometimes even write recommendations for job applications. They also often help connect students to professional organizations outside of Suffolk. When students feel mentored by a professor, it is not unusual for them to keep in touch long after leaving Suffolk. Don’t underestimate your professors. They truly want you to succeed, and any success story you share with them will make them smile.
How can I get help finding an advisor, since I am having difficulty finding one on my own?

Stop by or contact one of the Academic Advising & Mentoring Centers on each campus.

If at first you don’t succeed, remember, there is always someone around the corner who is waiting for an opportunity to point you in the right direction!