An Academic Advising Initiative

Fall 2011

The material within has been compiled, written and adapted, with permission from the following:
NACADA, Academic Advising Manual – Hudson Valley Community College, and the SCCC college community.

This handbook is designed to be used simultaneously with other college resources. The handbook should be viewed as an ever-evolving tool for effective advising. We invite your suggestions and or comments for future updates and revisions.

“I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”
— Maya Angelou
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Part I

Overview of Academic Advising
Academic Advising

Academic advising is integral to fulfilling the teaching and learning mission of higher education. Through academic advising, students learn to become members of their higher education community, to think critically about their roles and responsibilities as students, and to prepare to be educated citizens of a democratic society and a global community. Academic advising engages students beyond their own world views, while acknowledging their individual characteristics, values, and motivations as they enter, move through, and exit the institution. Regardless of the diversity of our institutions, our students, our advisors, and our organizational structures, academic advising has three components: curriculum (what advising deals with), pedagogy (how advising does what it does), and student learning outcomes (the result of academic advising).

THE CURRICULUM OF ACADEMIC ADVISING
Academic advising draws primarily from theories in the social sciences, humanities, and education. The curriculum of academic advising ranges from the ideals of higher education to the pragmatics of enrollment. This curriculum includes, but is not limited to, the institution’s mission, culture and expectations; the meaning, value, and interrelationship of the institution’s curriculum and co-curriculum; modes of thinking, learning, and decision-making; the selection of academic programs and courses; the development of life and career goals; campus/community resources, policies, and procedures; and the transferability of skills and knowledge.

THE PEDAGOGY OF ACADEMIC ADVISING
Academic advising, as a teaching and learning process, requires a pedagogy that incorporates the preparation, facilitation, documentation, and assessment of advising interactions. Although the specific methods, strategies, and techniques may vary, the relationship between advisors and students is fundamental and is characterized by mutual respect, trust, and ethical behavior.

STUDENT LEARNING OUTCOMES OF ACADEMIC ADVISING
The student learning outcomes of academic advising are guided by an institution’s mission, goals, curriculum and co-curriculum. These outcomes, defined in an advising curriculum, articulate what students will demonstrate, know, value, and do as a result of participating in academic advising. Each institution must develop its own set of student learning outcomes and the methods to assess them. The following is a representative sample. Students will:
• craft a coherent educational plan based on assessment of abilities, aspirations, interests, and values
• use complex information from various sources to set goals, reach decisions, and achieve those goals
• assume responsibility for meeting academic program requirements
• articulate the meaning of higher education and the intent of the institution’s curriculum
• cultivate the intellectual habits that lead to a lifetime of learning
• behave as citizens who engage in the wider world around them

SUMMARY
Academic advising, based in the teaching and learning mission of higher education, is a series of intentional interactions with a curriculum, pedagogy, and a set of student learning outcomes. Academic advising synthesizes and contextualizes students’ educational experiences within the frameworks of their aspirations, abilities and lives to extend learning beyond campus boundaries and timeframes.

The primary purpose of an academic advising program is to assist students in the development of meaningful educational plans that are compatible with their life goals and is a continuous process of clarification and evaluation.

The ultimate responsibility for making informed decisions about life goals and educational plans rests with the individual student. The academic advisor assists by helping to identify and assess alternatives and consequences of decisions.

An academic advisor acts as key resource for students regarding academic services and advice on academic career, a field of study, course scheduling and program requirements.

“Academic advising is the only structured activity on the campus in which all students have the opportunity for any on-going, one-on-one interaction with a concerned representative of the institution.”

– Wes Habley
SCCC – Academic Advising

Academic advising is the process wherein you and your advisees set goals for their academic, professional, and personal life. Given this definition, mentoring is a major component of advising, and this document uses advising and mentoring as one. This college believes that higher education will enhance our students’ lives for the better if they set goals and strive to achieve them. In fact, change is a necessary part of the process of higher education. As your advisees pursue their degrees, they have the power to make changes that will set the course for a lifetime of learning. SCCC’s hope is that we can help our students to set goals and encourage them to pursue and reach these goals. As an advisor, you will assist students in whatever way you can, but we will expect the students to be in charge of reaching their goals, and the final decision makers.

Vision

Academic advising at SCCC will be recognized for its focus on student learning which is enhanced by a balanced use of technological resources and personal interaction and its commitment to student success.

Mission

To assist students in their life long search for intellectual discovery, social and ethical awareness. The ultimate responsibility for all decisions rests with students. Effective advising will allow students to identify internal and external resources that can lead to success by discovering and achieving their life goals.

Values

Advisors help students clarify goals, career options, courses of study, program requirements, education needs and identify university resources that support the academic goals. While in the final analysis, academic choices rest with the student, advisors assist students by helping them identify and assess the alternatives and the consequences of academic decisions.

Academic advising is a collaborative educational process; students and advisors are partners in meeting the essential learning outcomes that support student success. The partnership
requires participation and involvement of both the advisor and the student and spans the student’s entire educational experience at SCCC.

**Responsibilities of Students:**

- Schedule regular appointments and/or contacts during each semester
- Come to appointments prepared with questions and/or topics to discuss
- Accept responsibility for their decisions and actions
- Be open to developing and clarifying their personal values and goals
- Research college programs, policies, procedures, and opportunities as appropriate
- Keep a record of their academic progress and goals
- Be courteous & plan ahead (schedule appointments early and cancel or reschedule if necessary)

**Responsibilities of Advisors:**

- Assist students in learning how to identify and articulate their interests and abilities
- Understand SCCC degree requirements, and effectively communicate them to students
- Provide resources and referrals
- Listen carefully to students’ questions and concerns
- Maintain confidentiality
- Encourage and support students as they gain the skills and knowledge necessary for success
- Assist students in making course choices and major decisions
- Ask leading questions to elicit more conversation

**Expected Student Learning Outcomes – Students will be able to**

- Identify and articulate their interests and abilities.
- Demonstrate the ability to make effective decisions concerning their degree and career goals.
- Develop an educational plan for successfully achieving their goals and select courses each semester to progress toward fulfilling these goals.
- Utilize the resources and services on campus to assist in achieving their academic, personal, and career goals.
- Participate in co-curricular activities that enhance their classroom experiences.
- Make use of referrals to campus resources as needed.
- Accurately read and effectively utilize a SAIN report through the use of My SCCC connection.
Advisor Delivery and Outcomes –

Advisors will

- Promote intentional programs for first year students that will introduce them to opportunities for intellectual and personal growth.
- Utilize effective communicating skills to help establish a positive working relationship with students.
- Foster and support relationships with and refer students to campus programs, offices and personnel that facilitate intellectual and personal growth.
- Assist students in making connections between their interests and abilities and available educational programs and resources.
- Promote an intentional decision making process and demonstrate how students can effectively use it.
- Provide a non-judgmental environment in which students can explore educational options.
- Continually challenge and support students in their pursuit of meaningful experiences and progress toward achievement of individual educational goals.

“Good advising may be the single most underestimated characteristic of a successful college experience.”

Richard Light, Making the Most of College
Legal Issues of Advising

Advisors must be aware that there are legal implications of 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 is published in the College Catalog or Student Handbook. You, therefore, should be very familiar with materials distributed college-wide to students.

Equally important is the fact that statements made by an advisor create terms that the College must keep. Be sure that statements made or any advice given with regard to issues that may affect a student's financial aid or graduation qualifications are accurate. Double check: refer to the college webpage or catalog; contact the Registrar or Financial Aid Office; or check with the Department Chair, Academic Deans, or Office of Testing and Advisement, and Counseling Centers.

The Family Educational Rights and Privacy Act of 1974 (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, please go to: FERPA regulations (http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html)
Tips for Effective Advising

1. Post office hours -- and keep them. Let students know what to do if there is a — crisis.

2. Establish a warm, genuine, and open relationship: students should feel welcome in your office.

3. Establish rapport by remembering personal information about advisees (make use of notes in a folder).

4. Encourage advisees to talk by asking open-ended questions: "Which courses are you enjoying?" — How can you find more time to spend on Biology?

5. Categorize advisees' questions: are they seeking action, information, or involvement and understanding?

6. Clearly outline advisees' responsibilities.

7. Provide a form or chart so that advisees can monitor progress toward their educational goals.

8. Be realistic with advisees: try to have them match program requirements, course selections, and career options with their abilities and interests.

9. Encourage advisees to consider and develop career alternatives when appropriate.

10. Be knowledgeable about career opportunities and job outlook for advisee’s major.

11. Explore the reasons for poor academic performance and help advisees develop plans to improve the situation.

12. When in doubt, refer to the College Catalog, Advisor Handbook, call another faculty member, or call the appropriate office for information.

13. Be familiar with support services on campus and refer students to the experts.

14. Keep an anecdotal record of significant conversations for future reference (anything that might result in the loss of financial aid or good academic standing).

15. Follow up on commitments made to advisees. Use your notes to remind yourself of previous conversations, suggestions, or concerns.
16. Never criticize other faculty, staff, or students: listen sympathetically and suggest steps that students could take to change the situation.

17. When questions arise about College policies or procedures: refer to information regarding waivers or appeals printed in the College Catalog or College Webpage.

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

19. 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.

20. 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 rapport.

(Adapted from "Thirty Reminders for Effective Advising", ACT.)
Part II
Enrollment Process
CPT– COLLEGE PLACEMENT TESTING

Students apply to the college through a variety of ways. The admissions counselors visit college fairs and high schools, giving information to prospective students and collecting completed applications. Students also apply on line at the college website and through the mail. During the late registration periods (June – August and December – January) students must apply in person at the campus admissions office.

Students need to submit, along with the application, proof of high school graduation, GED, or prior college degree. Students without graduation proof are accepted as Ability to Benefit (ATB) students. A copy of students’ immunization record is also required.

Students who have received prior college credit, must submit official copies of college transcripts and AP scores for these courses to be included in their academic record. Records are to be sent to College Transfer Evaluator, Annex Building, Room 111, Ammerman Campus, Suffolk County Community College, 533 College Road, Selden, NY, 11784. To contact the office telephone 451-4437 or 4035.

Applications are reviewed by the admissions counselors and, based on a student’s prior academic record; students are required to take the placement test or are waived from it or part of it. The decision to waive a student from the test is based on a number of factors. The following criteria are used by the Admissions Office to determine a student’s waiver eligibility:

**College Placement Test Waiver Guidelines**

<table>
<thead>
<tr>
<th>Waived from Math CPT if:</th>
<th>Waived from Reading and Sentence Skills CPT if:</th>
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<tbody>
<tr>
<td>SAT Math Score is 510 or higher</td>
<td>SAT Verbal Score is 500 or higher</td>
</tr>
<tr>
<td>ACT Math Score is 22 or higher</td>
<td>ACT Reading Score is 21 or higher</td>
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<tr>
<td>Math B Regents Score is 85 or higher</td>
<td></td>
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<tr>
<td><strong>Waived from Sentence Skills if:</strong></td>
<td>English Regents Score is 85 or higher</td>
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<tr>
<td>English Regents Score is 85 or higher</td>
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**Transfer courses:**

Students transferring college-level courses with a C or better from an accredited institution of higher education may receive credit for college-level courses. Students are asked to submit
official college transcripts as soon as possible. Student copies are accepted for initial placement.

Advanced Placement scores of 3 or higher are accepted for college credits. Often students just take the course but not the AP exam and thus receive high school credit but not college credits. In these cases, they would have to repeat the course at Suffolk. On AP exams, students can receive a score from 1 to 5. SCCC will accept courses with a 3 or higher grade.

Students who have successfully completed upper-level developmental courses which are equivalent to SCCC’s upper-level developmental courses in reading, English, and math may be waived from the placement test in those areas.

For college course and AP equivalencies: http://www.sunysuffolk.edu/Prospects/CourseEquiv.asp

Students must submit official copies of college transcripts and AP scores for these courses to be included in their academic record. Records are to be sent to College Transfer Evaluator, Annex Building, Room 111, Ammerman Campus, Suffolk County Community College, 533 College Road, Selden, NY, 11784. To contact the office telephone 451-4437 or 4035.
## AP Equivalents

<table>
<thead>
<tr>
<th>Subject</th>
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<th>Equivalent Course 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>American/US History</td>
<td>HIS 103</td>
<td>HIS 104</td>
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<tr>
<td>Art 2D</td>
<td>ART 130</td>
<td></td>
</tr>
<tr>
<td>Art Drawing/Studio</td>
<td>ART 133</td>
<td>ART 134</td>
</tr>
<tr>
<td>Art General</td>
<td>ART TRA</td>
<td>ART TRA (2 electives)</td>
</tr>
<tr>
<td>Art History</td>
<td>ART 111</td>
<td>ART 112</td>
</tr>
<tr>
<td>Biology</td>
<td>BIO 150</td>
<td>BIO 152</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>MAT 126</td>
<td>MAT 141</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>MAT 141</td>
<td>MAT 142</td>
</tr>
<tr>
<td>Chemistry</td>
<td>CHE 133</td>
<td>CHE 134</td>
</tr>
<tr>
<td>Computer Science</td>
<td>CST 101</td>
<td>CST TRA</td>
</tr>
<tr>
<td>Economics-Macro</td>
<td>ECO 111</td>
<td></td>
</tr>
<tr>
<td>Economics-Micro</td>
<td>ECO 112</td>
<td></td>
</tr>
<tr>
<td>English Comp/Lang</td>
<td>ENG 101</td>
<td>ENG TRA</td>
</tr>
<tr>
<td>English Comp/Lit</td>
<td>ENG 101</td>
<td>ENG 102</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>ENV TRA*</td>
<td></td>
</tr>
<tr>
<td>European History</td>
<td>HIS 101</td>
<td>HIS 102</td>
</tr>
<tr>
<td>French Lang</td>
<td>FRE 101</td>
<td>FRE 102</td>
</tr>
<tr>
<td>Gov &amp; Pol US</td>
<td>POL 105</td>
<td></td>
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<tr>
<td>Gov &amp; Pol Comp</td>
<td>POL 107</td>
<td></td>
</tr>
<tr>
<td>Human Geography</td>
<td>GEO 101</td>
<td></td>
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<tr>
<td>Italian</td>
<td>ITL 101 and ITL 102</td>
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<tr>
<td>Music Theory</td>
<td>MUS 117</td>
<td>MUS TRA</td>
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<tr>
<td>Physics B</td>
<td>PHY 101</td>
<td>PHY 102</td>
</tr>
<tr>
<td>Physics C</td>
<td>PHY 130 &amp; 2 and PHY 230 &amp; 2</td>
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<tr>
<td>Psychology</td>
<td>PSY 101</td>
<td></td>
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<tr>
<td>Spanish Lang</td>
<td>SPN 101</td>
<td>SPN 102</td>
</tr>
<tr>
<td>Spanish Lit</td>
<td>SPN 222</td>
<td></td>
</tr>
<tr>
<td>Statistics</td>
<td>MAT 103</td>
<td></td>
</tr>
<tr>
<td>US History</td>
<td>HIS 103</td>
<td>HIS 104</td>
</tr>
<tr>
<td>World History</td>
<td>HIS TRA</td>
<td>HIS TRA (2 electives)</td>
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Students can receive credit with a grade of 3 or better.

*This is counted as a non-lab science unless students present syllabus or course descriptions from the high school showing lab hours*
Ability to Benefit – ATB

Students applying to SCCC who did not graduate from high school or did not take the GED Exam can be accepted through the ATB Program. Students in this program may qualify for admission to a degree program, be eligible for financial aid, and eventually achieve a NYS High School Equivalency Diploma. They must take to College Placement Test and achieve the minimum passing cut-off scores in the Reading, Sentence Skills, and Rithmetic portions of the CPT test, in order to matriculate and receive financial aid.

Student must be 18 years of age
Student must successfully complete 24 college-level credits in the following areas:

- **Six credits** in English language arts, including writing, speaking and literature
- **Three credits** in mathematics
- **Three credits** in natural sciences
- **Three credits** in humanities
- **Six credits** in any college level coursework

Upon successful completion of the 24 college-level credits, the student must submit an SCCC transcript and a petition for review (available at the campus admissions offices) to the New York State Department of Education in Albany. A copy of the equivalency diploma, once received, must be submitted to the Admissions Office to complete the student’s file.

Students who do not meet the cut-off scores may still attend SCCC as part-time non-matriculated students. They will not, however, qualify for financial aid until they reach matriculation status. They are also required to fulfill non-credit developmental courses that are required as pre-requisites. ATB students who fail to achieve the minimum CPT cut-off scores may still participate in the Ability to Benefit Program

**Ability to Benefit – minimum passing CPT cut-off scores as determined by the NYS Department of Education and federal government**

<table>
<thead>
<tr>
<th>Test</th>
<th>Score</th>
</tr>
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<tbody>
<tr>
<td>Reading</td>
<td>55</td>
</tr>
<tr>
<td>Sentence Skills</td>
<td>60</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>34</td>
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2008
Disability Services

Students must request special services and accommodations, and also submit proof of a disability to the appropriate office on one of the three campuses. At the time students apply for admission, all documentation should be sent directly to the Special Services Office on their campus. Students can indicate that they are interested in finding out about special services directly on the SCCC application. By doing so, the Special Services/Disabilities Office will be notified of their inquiry and will send information to the students about how to obtain services and accommodations.

When the documentation is received, it is reviewed by a Special Services/Disabilities Counselor and the placement testing office will be notified of the student’s accommodations required for taking the CPT (College Placement Test).

Students are required to sign a Testing Agreement Form that inquires about whether they had received any accommodations in high school and if they feel well enough to take the CPT. If they indicate “yes”, that they had received accommodations in high school, and the office has not received any documentation, they will be asked to re-schedule so that they may bring in documentation about their disability/accommodations. If students waive their right to take the test with accommodations at that time, they can sign the form and take the test.

Questions?

Ammerman Campus
Office of Special Services Ammerman Bldg. Room 202 451-4045

Grant Campus
Disabilities Services/Counseling Office Caumsett Hall, Room 20 851-6250

Eastern Campus
Disabilities Services/Success Center Peconic Bldg., Room 122 548-2556

After students take the CPT they will meet with counselors in the Special Services Office to review the CPT results, create a schedule and review services and accommodations. At this point each student is given a laminated accommodation letter to present to their professor(s). It is the student’s responsibility to request accommodations at the start of classes, and decide in which class(s) they wish to request accommodations.

Additional information:
http://www.sunysuffolk.edu/Students/Disability.asp
http://depthome.sunysuffolk.edu/liminis/docs/TeachingStudentsWithDisabilities.pdf
ESL Program

Students are screened for possible placement in ESL/EF courses as determined by their response to the native language question on the CPT and/or question #25 on the college application form and CPT Reading and Sentence Skills scores. Whenever possible, a writing sample is obtained. Due to the inherent nature of first-language interference with the writing of these students, the Sentence Skills score does not adequately reflect their ability to express themselves in academic writing. Expressive weaknesses are most clearly revealed when students perform under timed essay conditions.

Additional ESL placement guidelines:

- Students who graduated from HS outside of the US where English was not the language of instruction and test scores fall within the below stated range.
- Students were in ESL courses during grades 11 and/or 12.
- Non-native English speaking students present a GED in lieu of a HS diploma.
- Students exiting non-credit ELL Level 5 or Intermediate/Advanced IEP who receive a 4 – 9 score on their exit essay.

<table>
<thead>
<tr>
<th>CPT Test</th>
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<tbody>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td>*31 – 55</td>
</tr>
<tr>
<td>56 – 70</td>
</tr>
<tr>
<td>70 – 75 review essay</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Composition/Intensive Grammar</th>
<th><strong>Score</strong></th>
<th><strong>Course Placement</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>*35 – 49</td>
<td>ESL 013 and 017</td>
<td></td>
</tr>
<tr>
<td>50 – 79</td>
<td>ESL 014 and 018</td>
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</tbody>
</table>

*Students scoring lower than these scores may be placed in the ELL (English Language Learners) or IEP (Intensive English) Programs, in levels 2 (high-beginner) or 3 (low-intermediate).

Revised 09/11

- Successful completion of ESL 011, 012, 017 and 018 exempts a student from the corresponding Reading and English developmental classes.

Questions?
<table>
<thead>
<tr>
<th>Campus</th>
<th>Academic Chair</th>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ammerman Campus</td>
<td>Islip bldg – Rm 1N</td>
<td>451-4587</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ESL Coordinator</td>
<td>Ammerman Bldg – Rm 105</td>
<td>451-4707</td>
</tr>
<tr>
<td>Eastern Campus</td>
<td>Orient Bldg – Rm 126</td>
<td>548-2578</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ESL Coordinator</td>
<td>Orient Bldg – Rm 132</td>
<td>548-2684</td>
</tr>
<tr>
<td>Grant Campus</td>
<td>Ashroken bldg. – Rm 128C</td>
<td>851-6536</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bilingual Counselor</td>
<td>Caumsett Hall – Rm 21</td>
<td>851-6250</td>
</tr>
</tbody>
</table>
Honors Program

Entering, and continuing students, full and part-time, who wish to enroll in the Honors Program must submit an Honors Program application, which is separate from and in addition to the application for admission to the college. Also, the student must submit:

- A letter of recommendation from a person familiar with the applicant's academic performance or potential. In particular the letter should address the candidate's verbal skills, intellectual ability, and academic motivation.
- A 500-word essay written in connection with a course or especially for the purpose of the honors application. The essay should demonstrate the applicant's writing proficiency and ability to present substantive material in a logical and coherent manner.

The minimum requirements to apply –

For entering students
- B+ average in high school
- composite SAT score of 1650 or ACT Score of 24

For students already enrolled at SCCC
- 3.2 cumulative grade point average
- grade of B+ or better in ENG101

Alternative evidence of academic talent may also be considered. If you are advising a student who you believe would do well and benefit from taking an Honors course, refer them to the campus Honors Office. The campus Honors Office will need to sign off before a student may sign up for an Honors course.

Students may choose to receive one of the following:

**Honors Diploma** – by completing a minimum of 22 honors level credits distributed throughout the social sciences, humanities, mathematics and natural sciences.

**Recognition Sequence** – by completing 12 to 21 credits at the Honors level to receive certificate.

In addition, **Individual Honors Courses** are open to qualified students when space is available basis.

**Graduation Requirements**

Students enrolled in the Honors Program must maintain a grade point average of at least 3.2 each semester. If a student receives a grade lower than B in an Honors course, his/her participation in the
Honors Program is subject to review. Students must maintain a 3.2 GPA to graduate from the Honors Program.

**When advising students** – If you notice a student who is doing exceptional work or looking for a challenge, you might want to suggest an Honors course. If the student is interested in taking an Honors course, refer him/her to the campus Honors Office for a signature.

**Questions?**

**Honors Program**

- Counselor: Southampton bldg. Rm 201 451 – 4778

**Ammerman Campus**

- Honors Coordinator: Southampton bldg. Rm 203 451 – 4335

**Eastern Campus**

- Honors Coordinator: Peconic Bldg. Rm 224 548 – 2572

**Grant Campus**

- Honors Coordinator: South Cottage Rm 23 851 – 6318

Additional Information:

- Special Academic Programs/Honors in the [College Catalog](http://www.sunysuffolk.edu/Prospects/Honors.asp)
- [http://www.sunysuffolk.edu/Prospects/Honors.asp](http://www.sunysuffolk.edu/Prospects/Honors.asp)

*Fall 2011*
Part III

Advising New Students
Ammerman Campus

Placement Testing and Advising Process

Based on the Admissions decision, students are directed to contact the campus testing office to set up a testing date or advising appointment (for students waived from testing).

Office of Testing and Advising
Room 102 – Ammerman building
Ammerman Campus
451-4056

Students are mailed a Student Guide to Enrollment booklet with their assigned test date. The booklet describes, step by step, the enrollment process, and includes website information on practice tests to take before taking the CPT. During instant accept time – starting in June for fall semester and December for spring semester, students are accepted in person at the campus admissions office. They are then directed to the Testing and Advising office where they receive their test date and Student Guide to Enrollment booklet.

If students are waived from the test and only needs an advising appointment, they are sent a letter informing them to contact the Testing and Advising office to receive an advising appointment.

The college has chosen ACCUPLACER’s Computerized Placement Test (CPT) as its placement testing instrument. ACCUPLACER was developed, standardized, and validated by the College Board, a division of the Educational Testing Service. ACCUPLACER is an assessment which identifies a student’s academic strengths and weaknesses. Each ACCUPLACER test is untimed and uses adaptive techniques. This means that the computer automatically determines which questions are presented based on responses to prior questions. A wrong response means an easier question is given next. A correct response will elicit a hard question for the student. A student cannot "pass" or "fail" the placement tests.

Students will take all or part of the CPT in reading comprehension, sentence skills (writing), and mathematics (arithmetic skills and basic algebra). Students are asked to read and sign a Testing Agreement form which indicates that they agree they are ready to take the test.

Once students are tested, or if they have been waived from the test, they are given an advising appointment. Students will not be given an appointment until MMR health records are received at the campus health office.
The advising appointment consists of two sessions;

The first session is a workshop that covers the college website, My SCCC Student Portal on-line accounts and general college policy information. The students set up their log ins and sign up for NY ALERT, and their college EMAIL account.

Students who are accepted into the Honors program will meet with the Honors Program Counselor to receive assistance and prepare their schedules. Students who request disabilities services will meet with the disabilities counselors for assistance and scheduling.

The second session is when students and advisors meet individually. Discussion centers on students future goals, program of study, work and family obligations. Placement test scores, high school transcripts and/or prior college transcripts are reviewed during this time. Students’ strengths and weaknesses relating to the placement test are reviewed. If developmental courses are needed these are further clarified. Students are informed that developmental courses do not carry college level credit and may delay their progress toward a degree.

New students, who have two or more developmental courses, are given a developmental hold. This hold will not allow these students to register on-line through the student portal. They must meet with an advisor until all developmental courses are completed.

New students who have no developmental hold will have their new student Advising and Testing Hold taken off when they first register for classes in person. They can then change their times, dates, or courses on line through their student portal.

Once the curriculum goals and the class selection process is completed, both student and advisor sign off on the advising form. Comments/suggestions relating to the advising session and future semester courses may be included in the form. Students leave with two copies of the advising form. One is for their records (pink). The second form (white) is for the registrar’s office. Students return to the computer lab where they select the times and dates of their classes and put the CRN’s on their new student white form. Once they have selected the dates and times with CRN’s listed, they will proceed to the registrar’s office to receive their schedule. They are reminded they must pay their bill or confirm their attendance by a certain date before school begins or they will lose their schedule.

Early applicants will be mailed their tuition bill. Students who come in later during the year, July for fall admittance and December for spring admittance will receive their schedule and bill in hand at the Registrar’s Office.
Placement Testing and Advising Process

Once a student applies to the college their applications and transcripts are evaluated in Admissions to determine the next step in the enrollment process. The student’s academic history (ex. high school, transferring college transcripts, and SAT scores) are evaluated to determine if a College Placement test (CPT) is required. The placement test could include Reading, English, and/or Mathematics or any combination of the three. These enrollment decisions are forwarded to the Student Success Center and the Center contacts new students to set up appointments for Orientation, Testing and/or Advising.

TESTING AND ADVISEMENT
Student Success Center
Eastern Campus
548-2524

The Orientation and Advisement day is a comprehensive one. The student signs in at the Health Office and the Nurse ensures all proper health documents have been received. Students are able to submit documents on the morning of their test. Peer mentors then assist counselors in orienting the new students on the day. Students are asked to confirm that they had neither been eligible for nor used special accommodations in high school. And if they had, and had not supplied appropriate documentation of such, they are given the opportunity to reschedule their test date. It is explained to the new students the importance of the tests and are reminded to take the test seriously. Students sign documents ensuring they are prepared, to the best of their ability, to take the test.

The test scores are evaluated immediately following the test. While the scores are being evaluated by counselors, peer mentors take the students on a tour of the campus to explore and discuss the campuses resources. Following the tour, students are taken to the Student Success Center where they will meet with either a full time or adjunct counselor. Counselors discuss the students College Placement test scores (if appropriate), their academic and career goals, the expectations of the college environment, the specifics of a program of study, and course options.

Students are taken to a computer lab where they will work with peer mentors to set up their email accounts and explore the MySCCC student portal features. Students are taught how to
select days and times for the courses they discussed with the counselor and they complete the necessary registration documents.

The students complete the registration process by bringing the New Student Registration form to the Registrar. A student’s schedule is printed and given to them. Students should review the document to ensure they understand how to read it, it accurately reflects their chosen courses, and that all classes are applying to their degree. If there is a conflict, students should return to a counselor for clarification.

Depending on the time of year, students can either pay their bill or confirm their attendance immediately following registration.

On the Eastern campus, advising exceptions are made for Honors students, those who have sent application to the Honors Program Office, or those who identified by the Student Success Center as potential Honors students based on their results from the placement test. Potential honors students are introduced to the program, advised, and receive collaborative assistance from the Honors Program Coordinator to prepare their schedules.

For more information regarding the placement test itself, please refer to page 24 of the Advising manual under the heading, Accuplacer.

Fall 2011
Grant Campus

Placement Testing and Advising Process

Based on the Admissions decision, the prospective student is contacted by the Counseling Center to set up a testing and advisement appointment. For students waived from testing an advisement appointment is set up.

**TESTING AND ADVISEMENT**
Counseling Center
Grant Campus
851-6251

Students are mailed a confirmation letter with their assigned test date. During instant accept time (starting in June for fall semester and December for spring semester) the majority of students are accepted in person at the campus admissions office. They are then directed to the Counseling Center where they make their testing and advisement appointment. They receive a letter giving them information on what to expect the day of the appointment and information on CPT practice websites.

The college has chosen ACCUPLACER’s Computerized Placement Test (CPT) as its placement testing instrument. ACCUPLACER was developed, standardized, and validated by the College Board, a division of the Educational Testing Service. ACCUPLACER is an assessment which identifies a student’s academic strengths and weakness. Each ACCUPLACER test is untimed and uses adaptive techniques. This means that the computer automatically determines which questions are presented based on responses to prior questions. A wrong response means an easier question is given next. A correct response will elicit a hard question for the student. A student cannot “pass” or “fail” the placement tests.

Students will take all or part of the CPT in reading comprehension, sentence skills (writing), and mathematics (numerical skills and basic algebra). Students are asked to read and sign a Testing Agreement form which indicates that they agree they are ready to take the test.

After completing the CPT-College Placement Test students are sent to the counseling center to meet individually with an advisor. The appointment is approximately 30 minutes. Program of study and future career goals are discussed. Placement test scores, high school transcripts and/or prior college transcripts are reviewed during this appointment. Students are advised of
their first semester courses and are encouraged to make a follow up appointment with counseling in late September to receive more detailed information about their program.

Students are then accompanied to a computer lab where they are taught how to utilize Self Service Banner (i.e. look for classes; access their SAIN Report, etc.). At this time students are able to choose the days and times for each of their classes listed. Students then bring the complete advising sheet with course CRN’s to the registrar’s office to receive their schedule.

Early applicants are mailed their tuition bill. Students who come later during the year (June for fall admittance and November for spring admittance) will receive their schedule and bill in hand at the Registrar’s Office.

Fall 2011
Placement Test Scores
Access to students’ CPT scores and placements can be found at View Test Scores on 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 be 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.

The CPT’s are based on a 1 – 120 scale

### READING COMPREHENSION

<table>
<thead>
<tr>
<th>Score</th>
<th>Placement</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>77 - 120</td>
<td>RDG 101 (no developmental reading)</td>
<td>proficient</td>
</tr>
<tr>
<td>66 – 76</td>
<td>RDG 099/RDG LABB</td>
<td>lacks proficiency in basic reading skills</td>
</tr>
<tr>
<td>0 – 65</td>
<td>RDG 098/RDG LABA</td>
<td>Deficient in basic reading skills</td>
</tr>
<tr>
<td>Equal to or less than 59</td>
<td>Review for possible ESL or LD placement</td>
<td>Severely deficient in basic reading skills</td>
</tr>
</tbody>
</table>

### SENTENCE SKILLS (WRITING)

<table>
<thead>
<tr>
<th>Score</th>
<th>Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>80 – 120</td>
<td>ENG 101</td>
</tr>
<tr>
<td>43 – 79</td>
<td>ENG 010</td>
</tr>
<tr>
<td>0 – 42</td>
<td>ENG 009</td>
</tr>
</tbody>
</table>

Reading/English Guidelines Revised 2008
**Note 1:** A student with any math Regents score of 80 or higher should be placed in MAT007/007L, even if the CPT total is less than 100.

**Note 2:** A student who passed two math Regents should not be placed in MAT001/001L, even if the CPT total is less than 100.

**Students Who have Completed High School Algebra 2/trigonometry (or Math B)**

<table>
<thead>
<tr>
<th>CPT Algebra Score</th>
<th>OR SAT Math</th>
<th>AND Regents Score</th>
<th>Recommended Math Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>[100 or higher] OR 600 or higher</td>
<td>AND 80 or higher</td>
<td>MAT126** or below</td>
<td></td>
</tr>
<tr>
<td>[80 or higher OR 510 or higher] AND 65 or higher</td>
<td>MAT 124 or below</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Students Who have Completed Precalculus**

| [100 or higher OR 600 or higher] AND 85 or higher | MAT141 or below |

**MAT126** is designed for students who have already taken high school precalculus or have a B+ or better in Algebra 2/Trigonometry (or Math B) and an 80 on the Regents exam.

Students may be placed into MAT124 or MAT126 in their first semester, but not MAT125.

**NOTE:**
• MAT107 should be assigned to students entering the Information Technology degree and certificate program, but can be given to any student.

• Credit can only be given for one of each of the following pairs:
  MAT107 or MAT101  MAT108 or MAT102  MAT131 or MAT141
  MAT124 or MAT126  MAT125 or MAT126

• For students transferring, some specialty math classes may only transfer as liberal arts elective (i.e. MAT108, MAT115) and not math electives.

• SUNY general education requirements accept MAT103 or above only. Advise students accordingly.

Math Placement Guidelines Revised 20110331
Language Course Placements

Presently the college does not test for language proficiency. Instead, the college wide guidelines below are used by the language departments to determine appropriate placement. When advising students on choosing a language please use the following guidelines. If placing a student at a level above 101, a pre-requisite waiver needs to be completed and the student would register for the course, with the pre-requisite waiver, in person at the registrar’s office.

Foreign Language Placement Guidelines

<table>
<thead>
<tr>
<th>High School Course Completed</th>
<th>Time Since Completion</th>
<th>Course or Regents Grade</th>
<th>Recommended Course at SCCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level IV or higher</td>
<td>Less than 1 year</td>
<td>B- or higher</td>
<td>202 or higher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C+ or lower</td>
<td>201</td>
</tr>
<tr>
<td></td>
<td>1 year</td>
<td>A- or higher</td>
<td>201 or 202</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B+ or lower</td>
<td>102 or 201</td>
</tr>
<tr>
<td></td>
<td>2 or 3 years</td>
<td>B- or higher</td>
<td>102 or 201</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C+ or lower</td>
<td>101 or 102</td>
</tr>
<tr>
<td></td>
<td>4 years or more</td>
<td>A- or higher</td>
<td>101 or 102</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B+ or lower</td>
<td>101</td>
</tr>
<tr>
<td>Level III or higher</td>
<td>Less than 2 years</td>
<td>B- or higher</td>
<td>102 or 201</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C+ or lower</td>
<td>101 or 102</td>
</tr>
<tr>
<td></td>
<td>2 or 3 years</td>
<td>B- or higher</td>
<td>101 or 102</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C+ or lower</td>
<td>101</td>
</tr>
<tr>
<td></td>
<td>4 years or more</td>
<td>A- or higher</td>
<td>101 or 102</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B+ or lower</td>
<td>101</td>
</tr>
<tr>
<td>Level I or II</td>
<td>Less than 1 year</td>
<td>B- or higher</td>
<td>101 or 102</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C+ or lower</td>
<td>101</td>
</tr>
<tr>
<td></td>
<td>1 year or more</td>
<td>A- or higher</td>
<td>101 or 102</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B+ or lower</td>
<td>101</td>
</tr>
</tbody>
</table>

Questions?
Ammerman Academic Chair 451-4587
Grant Division Chair 851-6536
East Division Chair 548-2576
Developmental Studies Policy

Depending on their CPT scores and educational background, students may be required to take one or more developmental courses. These courses must be completed as early as possible and started during the student’s first semester. These courses also serve as prerequisites for college level courses. Students who place into two or more developmental courses are given a Developmental Studies Hold and may enroll in no more than 14.5 hours/credits per semester. These students will need written approval to register/change their schedules, and will need to register in person at the Registrar’s Office with a signed Blue Advising Form.

The developmental courses are academically rigorous on their own so advise accordingly. Do not consider these courses an “add-on” to a full schedule. They are part of the schedule in content and in time commitment. When advising, speak with the student about academic progress and financial aid. Besure to discuss with them the following:

- It will take longer to finish degree. Students may be here an extra semester or more. They may also choose to take summer and/or wintersession courses.

- Aside from the academic impact which requires students to complete the developmental courses first, there may be a financial aid impact (NYSTAP – New York State Tuition Assistance Program).
  
  - first semester – Full-time students must complete at least 3-credits college level coursework to maintain financial aid eligibility.
  - second semester – Full-time students must complete at least 6-credits college level coursework to maintain financial aid eligibility.

The developmental courses

Do Not – Count toward degree requirements
Do – Count toward billing, insurance & financial aid
                  Count toward full-time status
                  Fulfill prerequisites for college level courses
Developmental Course Sequence

Developmental Courses to College Level Courses

| English | ENG 099 → ENG 010 → ENG 101 |
| Reading | RDG 098/RDG LABA → RDG 099/RDG LABB → reading content courses |
| Math    | MAT001/001L → MAT007/007L Or MAT006 | MAT101, MAT102 MAT103, MAT107 or MAT111 |
When advising students who have developmental placements, try to postpone courses that are dependent upon that skill. Encourage the student to take advantage of the Learning Centers and Counseling Centers/Student Success Center for support.

Students who are required to take multiple developmental courses and are unable to enroll in all of the courses during their first semester should successfully complete developmental reading and English prior to enrolling in developmental mathematics.

Full-time students who are required to take multiple developmental courses will most likely take COL105 instead of COL101 for their Freshman Seminar requirement. This course is an intensified version of COL101 which specifically addresses non-academic student needs upon which academic survival may depend.

Part-time students who test into developmental courses are required to successfully complete these courses, which may be taken in conjunction with certain approved courses. If only developmental mathematics is required, it should be completed within the students’ beginning semesters.

Once students have completed all of the developmental coursework that they were required to take, they can have the developmental hold removed by contacting their campus counseling center, student success center, or registrar office.

The following is a list of courses recommended by the college wide Developmental Studies Committee for students to take along with the Developmental Courses they are required to take. When recommending additional courses always keep in mind the degree requirements. It is not advised to suggest a course outside of the degree requirements.

**Strongly Recommended Courses**

for Students Taking Developmental Reading/ESL Courses

RDG099 (RE10) or ESL 012 (EF02) with LABB (RELB) Level

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 115 (Environmental Issues)</td>
<td>3 cr. hrs.</td>
</tr>
<tr>
<td>BUS101 (Introduction to Business)</td>
<td>3 cr. hrs.</td>
</tr>
<tr>
<td>BUS107 (Business Mathematics)</td>
<td>3 cr. hrs.</td>
</tr>
<tr>
<td>BUS109 (Supervision: Concepts and Practices)</td>
<td>3 cr. hrs.</td>
</tr>
<tr>
<td>RET111 (Retail Principles)</td>
<td>3 cr. hrs.</td>
</tr>
<tr>
<td>MKT213 (Advertising)</td>
<td>3 cr. hrs.</td>
</tr>
<tr>
<td>MKT216 (Principles of Sales)</td>
<td>3 cr. hrs.</td>
</tr>
<tr>
<td>College Seminar COL101 (Freshman Seminar)</td>
<td>1.5 cr. hr.</td>
</tr>
<tr>
<td>COL105 (Personal Growth and College Life)</td>
<td>3 cr. hrs.</td>
</tr>
</tbody>
</table>
Communications COM110 (Speech Improvement) 3 cr. hrs.
COM101 (Intro. to Human Communications) 3 cr. hrs.
COM111 (Voice and Diction) 3 cr. hrs.

Computer CST101 (Introduction to Computing) 4 cr. hrs.

Criminal Justice CRJ101 (Introduction to Criminal Justice) 3 cr. hrs.

CUL114 (Culinary Arts I) 4 cr. hrs.
CUL115 (Baking and Pastry Arts I) 4 cr. hrs.
CUL101 (Hospitality Freshman Seminar) 1.5 cr. hr.
CUL111 (Sanitation) 3 cr. hrs.
CUL116 (Dining Room Management) 3 cr. hrs.

Health HSC112 (Safety, First Aid and CPR) 3 cr. hrs.
HSC114 (Group Dynamics) 3 cr. hrs.
HSC101 (Health Concepts) 3 cr. hrs.

EDU101 (Foundations of Early Childhood Educ.) 3 cr. hrs.

French FRE101 (Elementary French 1) 3 cr. hrs.
Italian ITL101 (Elementary Italian 1) 3 cr. hrs.

MUS103 (History of Rock and Roll Music) 3 cr. hrs.
MUS105 (History of Jazz) 3 cr. hrs.
MUS120 (Voice Class) 3 cr. hrs.
MUS124 (Piano 1) 2 cr. hrs.
MUS133 (Symphonic Band) 2 cr. hrs.
MUS135 (College Choir) 2 cr. hrs.
MUS136 (Suffolk Singers) 2 cr. hrs.
MUS134 (Jazz Ensemble) 2 cr. hrs.
MUS132 (College Orchestra) 2 cr. hrs.
MUS131 (Guitar Ensemble) 2 cr. hrs.

OFT101 (Basic Keyboarding) 1 cr. hr.
OFT102 (Keyboarding, Document Preparation 1) 3 cr. hrs.

Physical Education PED – All Courses 1 cr. hr.

Spanish SPN101 (Elementary Spanish 1) 3 cr. hrs.
SPN125 (Spanish for Spanish Speakers) 3 cr. hrs.
THR105 (Acting 1) 3 cr. hrs.
THR115 (Basic Theatre Practice: Stagecraft) 3 cr. hrs.
THR116 (Basic Theatre Practice: Lighting Crafts) 3 cr. hrs.
THR117 (Basic Theatre Practice: Costume Crafts) 3 cr. hrs.
THR118 (Basic Theatre Practice: Design) 3 cr. hrs.
THR119 (Basic Theatre Practice: Sound) 3 cr. hrs.
THR131 (New York Theatre) 3 cr. hrs.
TH152-THR155 (Production Laboratory I-IV) 2 cr. hrs.

ART101 (Art Appreciation) 3 cr. hrs.
ART126 (Introduction to Computer Art) 3 cr. hrs.
ART133 (Drawing I) 3 cr. hrs.
ART141 (Intro. Black & White Photography) 3 cr. hrs.
ART155 (Intro. Digital Photo for Non-Photo Majors) 3 cr. hrs.

PSY101 (Introduction to Psychology-Developmental only) 3 cr. hrs.
SOC101 (Introduction to Sociology-Developmental only) 3 cr. hrs.
HIS101 (Western Civilization 1-Developmental only) 3 cr. hrs.

RDG098 (RE09) and/or ESL011 (EF01) with LABA (RELA) Level

COL105 (Personal Growth and College Life) 3 cr. hrs.

MUS133 (Symphonic Band) 2 cr. hrs.
MUS135 (College Choir) 2 cr. hrs.
MUS136 (Suffolk Singers) 2 cr. hrs.
MUS138 (Contemporary Music Ensemble) 2 cr. hrs.
MUS134 (Jazz Ensemble) 2 cr. hrs.
MUS132 (College Orchestra) 2 cr. hrs.
MUS131 (Guitar Ensemble) 2 cr. hrs.
MUS111 (Piano for Non-Majors) 2 cr. hrs.

Office Technology OFT101 (Basic Keyboarding) 1 cr. hr.
OFT102 (Keyboarding and Document Preparation) 3 cr. hrs.

Physical Education PED - All Courses 1 cr. hr.

Rev. 20100519
SUNY General Education Requirements

http://www.sunysuffolk.edu/About/GenEd.asp - revised 1/4/2010

The SUNY-General Education requirements require recipients of baccalaureate degrees to have demonstrated knowledge and skills in ten areas (American History, Arts, Basic Communication, Foreign Language, Humanities, Math, Natural Sciences, Other World Civilizations, Social Sciences, and Western Civilization) and competency in two areas (Information Management and Critical Thinking).

All baccalaureate degree candidates at any college in the State University of New York (SUNY) system must complete a 30 credit-hour General Education requirement. Students must take at least one approved course in seven out of the ten areas identified below. The seven out of ten areas must include math and communications. Students at Suffolk County Community College who plan to transfer to a SUNY four-year institution are expected to complete a minimum of 21 credits (7 courses) of the SUNY general education course requirements. Students are strongly advised to satisfy the full 30-credit requirement prior to transfer.

If a student satisfies a SUNY-General Education area at one SUNY campus with a grade of C or higher, the student will have met that SUNY-General Education area at every other SUNY campus.

Approved SCCC Courses (revised 1/4/2010)

**Mathematics:**
MAT103, MAT111, MAT116H, MAT121, MAT124, MAT125, MAT131, MAT126, MAT141, MAT142, MAT203, MAT204, MAT205, MAT206

**Natural Sciences:**
BIO101, BIO103, BIO105, BIO118, BIO209/BY19, BIO210/BY20, BIO111, BIO130, BIO132, BIO138, BIO244, BIO246, BIO150, BIO152, BIO262, BIO270, BIO272 CHE100, CHE120, CHE122, CHE133, CHE134, CHE200, CH250, CHE251 ESC101, ESC102, MET101, MET102, AST101, AST102, AST103; MAR111, MAR115, MAR105 PHY112, PHY101, PHY102, PHY130, PHY132, PHY230, PHY232, PHY245, PHY246

**Social Sciences:**
ANT101, ANT103, ANT105, ANT203 ECO101, ECO111, ECO112 GEO101, GEO102, GEO103 HIS101, HIS102, HIS201, HIS107, HIS103, HIS104 PSY101, PSY105 SOC101, SOC122, SOC210 POL101, POL103, POL105, POL107 HUS101

**American History:**
For all Students HIS103, HIS104, POL105
For Students Scoring above 84 on NYS American History Regents – HIS105, HIS106

Western Civilization:  HIS101, HIS102, HIS201, HIS107
IND101, IND102

Other World Civilizations:  ANT101, ANT211, ANT105, ANT203, ANT205

COM202
ENG212
GEO101, GEO102, GEO103
HIS107, HIS118, HIS119, HIS120
PHL111
POL107

Humanities:  ENG102, ENG120, ENG141, ENG142, ENG205, ENG206, ENG209, ENG210,
ENG211, ENG212, ENG213, ENG214, ENG202, ENG226, ENG215, ENG216,
ENG218, ENG219, ENG220, ENG143, ENG144, ENG221
CIN114, CIN111, CIN112, CIN156
COM105, COM131, COM133, COM204, COM121
HUM115H, HUM120H, HUM145
IND101, IND102, IND123, IND101H, IND102H
MUS101, MUS206, MUS210
PHL101, PHL104, PHL105, PHL201, PHL202, PHL111, PHL293, PHL107, PHL211,
PHL212, PHL215, PHL113
SPN222, SPN225, SPN226
THR211, THR212
ART110, ART101, ART111, ART112, ART113

The Arts:  CIN114, CIN156,
ENG202
GRD104
INT101
MUS101, MUS206, MUS210, MUS109, MUS123, MUS117, MUS122, MUS105,
MUS103, MUS120, MUS133, MUS135, MUS134, MUS132, MUS131
THR101, THR105, THR120, THR211, THR212, THR131
ART110, ART101, ART111, ART112, ART113, ART124, ART130, ART133,
ART135, ART202, ART209, ART210, ART161, ART171, ART181, ART114, ART141

Foreign Language:  FRE101, FRE102, FRE113, FRE201, FRE202
GER101, GER102, GER201, GER202
ITL101, ITL102, ITL113, ITL201, ITL202, ITL220
JPN101
LAT101, LAT102
SPN101, SPN102, SPN113, SPN201, SPN202, SPN220, SPN223, SPN225, SPN226

Basic: Communications  COM101, COM102, COM105, ENG101
Part IV

Registration Policies and Advising
Financial Aid

The Financial Aid Office helps students apply for and secure financial aid. The FA Office staff guide students through the application process as efficiently as possible. The office also has a computer lab for students to work on their application with the help of the FA office.

FA is determined based on the student’s demonstrated financial need (established by state and federal regulations) and the amount of funds available to the college at the time of the award. Students are expected to meet Satisfactory Academic Progress standards to maintain financial aid eligibility.

After grades are evaluated at the end of each semester, financial aid recipients who fall below the satisfactory academic progress standards (see charts at end of section) will be notified of their status and the steps they need to take to maintain or re-qualify for aid.

All withdrawals, after the add/drop period, including “unofficial withdrawals” (no longer attending class), will be counted as attempts. Students falling below the academic progress standards will be ineligible for financial assistance unless they are approved for a waiver due to unusual circumstances.

Students cannot receive financial aid after attempting 150% of the classes required toward their degree. All students pursuing a second associate’s degree will be expected to successfully complete 75% of all course attempts.

Students must be enrolled in a degree or certificate program (matriculated) to receive financial aid.

TAP (New York State Tuition Assistance Program) will pay for courses that are not program requirements, but are approved as a substitution course. Substitution paperwork must be completed and approved before a student registers for the course.

Per federal legislation which went into effect July 1, 2011, federal aid will cover any course(s) which a student has already passed but is repeating for a higher grade. Just one repeat is permitted.

W, F, R and U grades are ignored. For example, a student who fails or withdraws from ENG101, then subsequently earns a D, is still allowed to repeat the course for yet a higher grade. So technically it’s their second repeat but for federal aid purposes it’s only considered the first repeat. Also, federal aid will cover one repeat of a transfer course.

Financial aid is not awarded for courses that are being "audited."
Financial is awarded only for courses that are required or applicable to the student's degree or certificate program.

**Advising issues**

When advising students and questions on financial aid arise, general information may be given, but for specifics and the final answer always refer the student to the financial aid office. Advisors can help students understand the importance of contacting the Financial Aid office before making a schedule change.

Advisors can help students understand their program requirements and how taking courses outside their program can prevent FA eligibility. Students can take courses outside of their program requirements as long as at least twelve credits in the given semester are program requirements.

**To qualify for TAP recipients must be:**

- Full-time and matriculated
- NYS residents (student and parents)
- Non-U.S. high school graduates must pass all sections of the placement test prior to the first day of classes
- for TAP, new students in developmental studies courses must enroll in at least three (3) college level credits and six (6) college-level credits in all subsequent terms. All others must carry at least six college level-credits to be eligible for the New York State programs.

*Exception:* If enrolled in EOP program or enrolled in 6+ developmental credits, students may enroll in as few as three (3) college-level credits applicable to their degree program

**To qualify for second & subsequent payments:**

- All TAP recipients must enroll for a minimum of six (6) college-level credits applicable to their degree program

**To qualify for APTs – Aid for Part-Time Study**

- Enrolled for 3 – 11.5 credits/semester of which at least 3 must be college-level credits applicable to degree program
- NYS residents (student and parents)
- Non-U.S. high school graduates must pass all sections of the placement test prior to first day of classes
2011-12 NYS Satisfactory Academic Progress Standards

**CHART 1**
Applies to:

- EOP students **OR**
- First-time TAP recipients taking 6+ remedial credits in first term in receipt of TAP **OR**
- students first receiving TAP in 2007-08 to 2009-10

### Requirements for State Academic Progress & Pursuit

<table>
<thead>
<tr>
<th>Payments or Semesters</th>
<th>First</th>
<th>Second</th>
<th>Third</th>
<th>Fourth</th>
<th>Fifth</th>
<th>Sixth</th>
<th>Seventh</th>
<th>Eighth</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before being certified for this payment student must have:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accrued at least this many credits</td>
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<td>3</td>
<td>9</td>
<td>18</td>
<td>30</td>
<td>45</td>
<td>60</td>
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<td>At least this grade point average</td>
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<td>0.75</td>
<td>1.3</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
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<tr>
<td>Completed this many credits in prior semester</td>
<td>0</td>
<td>6</td>
<td>6</td>
<td>9</td>
<td>9</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>

Academic requirements for New York State part-time financial aid programs (Aid for Part-Time Study, Part-Time TAP, Accelerated TAP and part-time scholarships are prorated).
New students in developmental courses must carry at least three college-level credits in their full-time schedule. All others must carry at least six college-level credits to be eligible for the New York State programs.

**CHART 2**
Applies to:

- non-remedial students receiving first TAP payment in 2010-11 and thereafter
**Requirements for State Academic Progress & Pursuit**

<table>
<thead>
<tr>
<th>Payments or Semesters</th>
<th>First</th>
<th>Second</th>
<th>Third</th>
<th>Fourth</th>
<th>Fifth</th>
<th>Sixth</th>
<th>Seventh</th>
<th>Eighth</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before being certified for this payment student must have:</strong></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accrued at least this many credits</td>
<td>0</td>
<td>6</td>
<td>15</td>
<td>27</td>
<td>39</td>
<td>51</td>
<td>66</td>
<td>81</td>
</tr>
<tr>
<td>At least this grade point average</td>
<td>0</td>
<td>1.3</td>
<td>1.5</td>
<td>1.8</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
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<tr>
<td>Completed this many credits in prior semester</td>
<td>0</td>
<td>6</td>
<td>6</td>
<td>9</td>
<td>9</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>

Academic requirements for New York State part-time financial aid programs (Aid for Part-Time Study, Part-Time TAP, Accelerated TAP and part-time scholarships are prorated). New students in developmental courses must carry at least three college-level credits in their full-time schedule. All others must carry at least six college-level credits to be eligible for the New York State programs.

Instructions for applying and for maintaining eligibility for federal and state grants are on the college website.

http://www.sunysuffolk.edu/Prospects/FinAid.asp
http://www.sunysuffolk.edu/Prospects/236.asp

**Questions?**

**Ammerman Campus**
Financial Aid Office
Ammerman Building – Lower Level 451 – 4072

**Eastern Campus**
Financial Aid Office
Peconic Building – Room 112 548 – 2525

**Grant Campus**
Financial Aid Office
Caumsett Hall – Lower Level 851 – 6712
# Probation and Dismissal

<table>
<thead>
<tr>
<th>Standing</th>
<th>What occurs</th>
<th>Advising Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Probation</strong>&lt;br&gt;Students may be placed on probation any time they fail to maintain a minimum grade point average or do not complete an appropriate number of attempted credit hours.&lt;br&gt;Students placed on probation do not lose their good academic standing. However, during the next semester they must raise their cumulative g.p.a. average and/or the number of credit hours completed sufficiently to remove themselves from probation.</td>
<td>A joint letter from the campus Executive Dean and the Campus Associate Dean of Student Services is sent.&lt;br&gt;The letter explains what academic probation means and how to re-establish good academic standing.&lt;br&gt;Students are referred to the Campus Counseling Center to assist with personal and academic issues that may contribute to the poor academic performance.</td>
<td>Speak with students on the implications of academic probation. Help the student identify some of the causes for the academic difficulty and develop a plan for academic success.&lt;br&gt;Discuss ways in which student may remove themselves from probation: retaking failed courses, limit work schedule, time management, study time.&lt;br&gt;Refer to appropriate office when needed, such as Learning Centers, Counseling Center, Financial Aid office.</td>
</tr>
<tr>
<td><strong>Dismissal</strong>&lt;br&gt;Any full-time student who is placed on probation for two consecutive semesters will be dismissed from full-time matriculated status. Dismissal will be noted on a student’s permanent record.&lt;br&gt;Part-time students are not subject to dismissal. However, if they do not remove themselves from probation in the next semester, their matriculated status will be rescinded and they may only continue as a non-matriculated student.</td>
<td>Students receive letter advising of dismissal.&lt;br&gt;Students will lose financial aid as a non-matriculated student.&lt;br&gt;Students are advised on the process to appeal for reinstatement, and to speak with a counselor or faculty advisor.&lt;br&gt;Students meet with the campus Academic Appeals Board. If granted, students shall be reinstated with probationary status.&lt;br&gt;Students who choose to stay out one full semester, may apply to the admissions office for readmission. These students will be readmitted in good academic standing.</td>
<td>Discuss options available with students.&lt;br&gt;Refer to the Counseling Center and/or the Academic Deans office.&lt;br&gt;Advise student to check with financial aid office on implications.</td>
</tr>
</tbody>
</table>

* [http://www.sunysuffolk.edu/dept_docs/About_SCCC/catalog1012.pdf](http://www.sunysuffolk.edu/dept_docs/About_SCCC/catalog1012.pdf)
**Change of Major**

In their first semester, incoming students may change their major at their campus Admissions Office up until the first week of classes.

For all other students and at all other times, a **Change of Emphasis Form** or a **Change of Records form** must be completed.

**Non-restricted curriculum** – students complete a **change of records form** at the registrar’s office. The change will then be made for the following term.

**Restricted curriculum** – students complete a **change of emphasis form** at the admissions office. An admissions office counselor will review the student’s academic transcript. For the change to take place, the student must be in good academic standing and meet all prerequisites for the desired program. The change will then be made for the following term. If the student does not meet the prerequisite and academic standing requirements a letter is sent to the student indicating what he/she needs to accomplish in order to be accepted into the desired curriculum.

**Advising Issues**

Some restricted programs are highly competitive and meeting the admissions criteria does not necessarily mean acceptance into the program. When meeting with students advise them to meet with the coordinator of the intended program and/or an admissions counselor. Encourage them to keep their options open, and to look into additional colleges that offer the same program and consider alternative related majors. Also, caution them to be realistic, and discuss grade requirements and time commitment.

Refer to the College Catalog for admissions criteria or [http://www.sunysuffolk.edu/Prospects/Programs.asp](http://www.sunysuffolk.edu/Prospects/Programs.asp)

**Is the change of major necessary?**

Many students are unaware of the college’s academic process. Be sure students think things through.

The value of the Liberal Arts General Studies degree is often misunderstood. A bachelor degree requires a core/general education component, which the LAGS fills. The transfer college wants the student to fill the degree major in residence at their school.
Certain programs require students to start early on taking specific courses while at SCCC. Many of the A.A. and A.S. degrees fill this need. The A.A. and the A.S. degrees are designed to transfer seamlessly.

**There is always an exception to the rule. If a student has a school in mind to transfer to, it is important that the student speaks with that school for specifics.**

A.A.S. degrees are designed for graduation and going into the workforce. They do not transfer completely. If a student graduates with an A.A.S. degree, he/she may have difficulty transferring cocourses, depending on the transfer institution.

Students are also often unaware that the financial aid eligibility may be impacted. FA is available for a limited number of semesters at the community college level. Changing majors often may lead students to lose their financial aid. Advise students to meet with the FA office.

Undecided students are best served by staying in and completing the LAGS degree and using the open electives to try a variety of courses. If the student likes math or science, encourage them to take as advance as they feel comfortable with. It may come in handy later on.

Encourage undecided students to meet with transfer and/or career counselors. Transfer and career exploration software and information is available on each campus.

**Questions?**

**Ammerman Campus**
- Counseling Center: Ammerman bldg. Rm 209 451 – 4053
- Career and Co-op Center: Babylon Student Center Rm 205 451 – 4049

**East Campus**
- Transfer Services: Corchaug bldg. Rm 007 548 – 2527
- Career and Co-op Center: Peconic bldg. Rm 122 548 – 2524

**Grant Campus**
- Career and Transfer Center: Nesconset Hall Suite 1 851 – 6876
- Counseling Center: Caumset Hall Rm 20 851 – 6250
**Course Withdrawal**

For students who officially drop a course during the drop/add period of classes, the course will not appear on the student’s academic transcript. For mini session and late start the drop/add and withdrawal periods are shortened to reflect the shorter duration of these classes. After the drop/add period, students may withdraw from a course without the instructor’s signature up until the mid-semester point. (The exact date is listed on the Academic Calendar of each term). A withdrawal from a course, prior to the midpoint, will appear on the transcript as a grade of “W”. However, after mid-semester, the student must obtain the signature of the faculty member to withdraw. It is at the discretion of the faculty member to grant a grade of “W”.

**Advising Issues**

Withdrawing from a course may be the right decision for a student whose life commitments (work, family) are more than he/she anticipated.

The student may have taken on more than he/she planned on and needs more study time for the remaining courses.

A withdrawal may be a sign of something more, and a signal for help. Through further discussion with the student, you may want to suggest they meet with a counselor.

A withdrawal may affect the student’s financial aid; the student should be referred to the financial aid office for answers.

Excessive withdrawals may result in probation or dismissal.

A student may need to be at SCCC longer than anticipated. Discuss summer and wintersession semesters.

Remind students that the g.p.a. is ultimately what is important for transferring and for the workforce, and not how long it took to receive the degree.

If the student decides to withdraw, the student is to fill out a drop/add form during the drop/add period and a withdrawal form thereafter. The form must be returned to the Registrar’s Office to complete the process.

Inform students that if they choose not to formally withdraw from a course, the professor may give the student a failing grade.
Part VI

Alternative Credit
Alternative Credit

The Adult Learner Academic Programs, administered centrally by the Associate Dean of Academic Affairs, serve students who are eligible to receive credit for various life or work experiences. The programs are designed to facilitate students’ progress towards earning an associate’s degree at Suffolk Community College by providing college credit for their learning experiences validated through examination (CLEP) or by portfolio assessment.

The College Level Examination Program (CLEP)

CLEP credit is awarded for scores equivalent to a C grade or better, as determined by the American Council on Education (ACE). This applies to all CLEP exams. This is a “raw” score or “scaled” score that ranges from 20, the lowest, to 80, the highest.

CLEP credit does not carry a letter grade nor is it computed as part of the student’s grade point average. It is identified on the transcript as CLEP credit, with a grade of “E” for a particular course or subject area, in a manner similar to transfer credit. However, the CLEP score may be converted to a letter grade only for purposes of admission to selective curricula, such as the Nursing Program.

There are a number of resources available to help students study for a CLEP exam. Following are some important resources:

The libraries at SCCC. They provide books and CD ROMs for student usage.

The official web site for CLEP [http://www.collegeboard.com/clep/] provides comprehensive information about all aspects of CLEP.

Veterans may be able to receive a full or reduced cost for the CLEP exams. Advise them to inquire at the Adult Learner Office.

SCCC Course Equivalent of CLEP Examinations

| BUSINESS | | | |
| --- | --- | --- | |
| Business Law, Introductory | LAW111 | 3 credits | |
| Financial Accounting | ACC101 | 4 credits | |
| Information Systems and Computer Applications | CST111 | 4 credits | |
| Management, Principles of | BUS201 | 3 credits | |
| Marketing, Principles of | MKT101 | 3 credits | |

COMPOSITION and LITERATURE
<table>
<thead>
<tr>
<th>Course</th>
<th>Code(s)</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>American Literature</td>
<td>ENG215 &amp; ENG216</td>
<td>6 credits</td>
</tr>
<tr>
<td>Analyzing and Interpreting Literature</td>
<td>ENG102 / &amp; EGZA English Elective</td>
<td>6 credits</td>
</tr>
<tr>
<td>College Composition</td>
<td>ENG101 &amp; LAZA* / Liberal Arts* Elective</td>
<td>6 credits</td>
</tr>
<tr>
<td>English Literature</td>
<td>ENG213 &amp; ENG214</td>
<td>6 credits</td>
</tr>
<tr>
<td>College Composition Modular</td>
<td><strong>NOT RECOMMENDED FOR SCCC STUDENTS</strong></td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>HMZA Elective &amp; LAZA* / Liberal Arts* Elective</td>
<td>6 credits</td>
</tr>
<tr>
<td><strong>FOREIGN LANGUAGE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>French Language</td>
<td>FRE101, FRE102, FRE201 &amp; FRE202**</td>
<td>12 credits</td>
</tr>
<tr>
<td>German Language</td>
<td>GER101, GER102, GER201, &amp; GER202**</td>
<td>12 credits</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>SPN101, SPN102, SPN201, &amp; SPN202**</td>
<td>12 credits</td>
</tr>
<tr>
<td><strong>HISTORY AND SOCIAL SCIENCES</strong></td>
<td></td>
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</tr>
<tr>
<td>American Government</td>
<td>POL105</td>
<td>3 credits</td>
</tr>
<tr>
<td>Educational Psychology, Introduction to</td>
<td>PSY220</td>
<td>3 credits</td>
</tr>
<tr>
<td>History of the United States I: Early Colonization to 1877</td>
<td>HIS103</td>
<td>3 credits</td>
</tr>
<tr>
<td>History of the United States II: 1865 to Present</td>
<td>HIS104</td>
<td>3 credits</td>
</tr>
<tr>
<td>Human Growth and Development</td>
<td>PSY210</td>
<td>3 credits</td>
</tr>
<tr>
<td>Macroeconomics, Principles of</td>
<td>ECO111</td>
<td>3 credits</td>
</tr>
<tr>
<td>Microeconomics, Principles of</td>
<td>ECO112</td>
<td>3 credits</td>
</tr>
<tr>
<td>Psychology, Introductory</td>
<td>PSY101</td>
<td>3 credits</td>
</tr>
<tr>
<td>Social Sciences and History</td>
<td>SSZA / Social Science – History &amp; LAZA* / Liberal Arts Elective</td>
<td>6 credits</td>
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<tr>
<td>Sociology, Introductory</td>
<td>SOC101</td>
<td>3 credits</td>
</tr>
<tr>
<td>Western Civilization I: Ancient Near East to 1648</td>
<td>HIS101</td>
<td>3 credits</td>
</tr>
<tr>
<td>Western Civilization II: 1648 to Present</td>
<td>HIS102</td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>SCIENCES AND MATHEMATICS</strong></td>
<td></td>
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</tr>
<tr>
<td>Biology (does not qualify as a lab science)</td>
<td>Biology Electives / BYZA &amp; BYZB</td>
<td>6 credits</td>
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<tr>
<td>Calculus</td>
<td>MAT141 /MA87</td>
<td>4 credits</td>
</tr>
<tr>
<td>Chemistry (does not qualify as a lab science)</td>
<td>Chemistry Electives / CHZA</td>
<td>6 credits</td>
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<td>Course</td>
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<td>Credits</td>
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<tr>
<td>College Algebra</td>
<td>MAT111 / MAT27</td>
<td>4</td>
</tr>
<tr>
<td>College Mathematics</td>
<td>Math / MAZA &amp; Liberal Arts* / Elective LAZA*</td>
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</tr>
<tr>
<td>Precalculus</td>
<td>MAT126 / MA70</td>
<td>4</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>Science/Math*** / SMZA *** &amp; Liberal Arts* / LAZA* Elective</td>
<td>6</td>
</tr>
</tbody>
</table>

*Note: LAZA credit may be used to fulfill Liberal Arts or unrestricted elective only.

**Note: The language exams cover 2 levels. Level I – equivalent to the first two semesters of foreign language course work. Level II – equivalent to the first four semesters of foreign language course work. The amount of credits granted will be determined by the CLEP score.

***Note: SMZA credit may be used to fulfill a non-lab science elective only.

**Portfolio Assessment – COL120**

COL120 is a one credit course designed to give college credit to individuals who have obtained college level skills or knowledge through work or life experience. In COL120, students are taught how to put a portfolio together displaying the college level skills, training and knowledge they have acquired from work or life experiences. Upon completion of the course, the students’ portfolio will be submitted to faculty evaluators who will assess the portfolios and grant college credits where they see fit.

Suffolk County Community College students can earn half of their college credits in a nontraditional way. Any credit earned outside of an SCCC classroom are considered nontraditional - e.g. credits transferred from another school, from CLEP, challenge exams or portfolio preparation.

Portfolio preparation **can not** be used to earn credits in a subject that is offered by CLEP. Portfolio preparation **can not** be used to obtain college credits in education or health. Attendance at an **information session** is a prerequisite for the COL120 class. The information session will cover credit by examination as well as portfolio assessment.

**Questions?**

Adult Learner Center, Ammerman bldg. Room 100, 451 – 4696.

Detailed information may be obtained from the college webpage – [http://department.sunysuffolk.edu/AdultLearnerAcademicPrograms/5367.asp](http://department.sunysuffolk.edu/AdultLearnerAcademicPrograms/5367.asp)

(Information on Prior College Credit and AP credit can be found on pages 15-16.)
Challenge Exams

One additional way for students to use former experience to qualify for college credit is through the Challenge Exam. When a CLEP examination is not available to test prior learning in a course or subject offered at SCCC, students may request a Challenge Exam. Challenge exams are not available in all subjects. The student must request the exam from the Associate Dean of Academic Affairs –

Ammerman Campus
Office of Academic Affairs
Ammerman Building – 200
451-4091

East Campus
Office of Academic Affairs
Peconic Building - 224
548-2562

Grant Campus
Campus Associate Dean of Academic Affairs-Math, Natural Science, Health Science, Athletics
Health Sports & E Building - A101
851-6240

Campus Associate Dean of Academic Affairs - Liberal Arts
Sagtikos Arts & Science Center - 200
851-6817

Military Transcripts

Many students gain experience than can count toward college credit while serving in the military. Students need to send an official military transcript directly to Doreen Harvey, College Transfer Evaluator, Annex Building, Room 111, 451 – 4035. A student also needs to submit a certified copy of their DD214 to Doreen Harvey for Physical Education course waiver. [http://department.sunysuffolk.edu/EnrollmentManagement/index_5768.asp](http://department.sunysuffolk.edu/EnrollmentManagement/index_5768.asp)

Issues to consider -
Students who come to you with a great deal of experience that relates to a specific field may benefit from Alternative Credit options.

Students must complete 30 academic credits in residence (class time) at SCCC to fulfill degree requirements.

Not all colleges accepts Alternative Credit the same way. Student are encouraged to check with transfer institutions on the school’s policy.
Part VI

The Community College Student
The Community College Student

As an academic advisor, you will be working with students of diverse backgrounds. Many students are concrete thinkers, functioning effectively with structure and direction. Others are abstract thinkers, requiring the flexibility to pursue their vision. Obviously, non-traditional students (25 years and older) will approach the college experience from a different perspective than traditional students in late adolescence (18-24 years old).

Traditional Students

1. Half of community college students are concrete thinkers:
   - looking at things in terms of black or white
   - seeing the advisor as an authority figure
   - expecting the advisor to do all the work
   - not used to introspection or planning ahead

   What to Do:
   
   - Take the time to explain the process of advisement. Each of you will have responsibilities. Be sure the student knows what you expect him/her to do between one advisement session and the next.

   - Get the student actively involved. Teach him/her to read the SAIN and follow curriculum requirements, for example, and how to choose from electives. Assist the student in acquiring the skills he/she will need to navigate through the institution.

2. The Major may be a wild guess, chosen by a family member, selected by the guidance counselor, or chosen with little regard to career path.

   What to Do:
   
   - Ask the student outright if this is the program he/she wants to study. Facilitate a discussion on interests, favorite hobbies, or courses that the student enjoyed, looking for a match with the major.

   - Discuss the required coursework within the program. Be sure that the student has a College Catalog or knows where to find one online. Explain what fields this particular program will prepare him/her to enter.

   - Refer a completely undecided student to the Counseling Center, Career/Transfer Center, or Career Services/Co-op Center to talk with a counselor. The student can work on career interest activities that may offer some direction.
Non-Traditional Students

1. Many non-traditional students are abstract thinkers:
   - planning ahead
   - thinking about the future
   - able to apply former life experiences to present situations

What to Do:
   - Offer compliments to the non-traditional student who comes prepared! Review the chosen classes together to make sure that program requirements are being followed. Explain how scheduling works and ask if there are time constraints to be considered that may affect the students ability to complete the semester successfully.
   - B. Realize that for most non-traditional students, time is money. A non-traditional student may be very assertive. As disconcerting as this may be, take advantage of it. Give the student the tools to plan or investigate—review the SAIN, catalog, and schedule the next session.

2. Some non-traditional students are concrete thinkers:
   - living day to day
   - learning by experiment, trial and error
   - lacking the strategic skills to anticipate problems or conflicts

What to Do:
   - Ask questions to determine how much planning the student has undertaken with regard to classes. Involve the student in the decision-making process.
   - Consider a course load of 12 credit hours or part-time status until the student is on steadier ground.
   - Encourage the student to use the services provided by the campus based Learning Centers.

3. A non-traditional student may have many responsibilities:
   - working and/or maintaining a home
   - taking care of young children and/or aging parents
   - adjusting pre-existing life patterns to accommodate school

Many non-traditional students started college years ago and were unable to finish due to work, family responsibilities or just not being committed to pursuing a degree. Some just never had
the chance to start college due to these same issues. There are also non-traditional students who have a college degree, and now need to take prerequisites to pursue a new field of study.

**What to Do:**

- Encourage the student to talk. Listen, and offer suggestions about studying on campus, and scheduling classes with study breaks in between.
- Refer the student to the Counseling Center. Professional Counselors are available to help sort out personal problems or help make the adjustments to college easier.
- Direct the student to the campus based Learning Centers.
- Compile an on-going list of resources and tips from other adult students. This is a nice way to share information among students.

**The Student in Academic Difficulty**

A student who is placed on academic probation is being given notice that only minimal satisfactory academic progress is being made with respect to the relationship between the total credit hours attempted and the grade point index. The student is directed to meet with a counselor to discuss the situation. A student is expected to correct the grade point deficiency during the following semester. Failure to do so may result in academic suspension or dismissal.

Refer the student to the College Catalog for definitions of Academic Probation and Academic Dismissal. Help the student identify some of the causes for the academic difficulty and develop a plan for academic success:

1. **Lack of Basic Skills**

A student may have entered college without the necessary writing, reading, and computational skills. He/she may not be taking the required Developmental Coursework as indicated in the CPT scores and placements.

**What To Do:**

- Suggest that the student utilize the services provided by the campus based tutoring centers. Full-time faculty are available to help students strengthen their academic skills.

- Review the student’s schedule. Check to see that he/she is not taking more than a 12-14.5 cr. course load for full-time study. A student with extensive work and life responsibilities may benefit from a part-time schedule. However, before you advise a student to drop a class, consider financial aid and health insurance implications. Advise the student to speak with the Financial Aid office BEFORE withdrawing from a course. Dropping even one course can have serious ramifications. Consult the College Catalog for information about good academic standing.
2. Lack of Academic Discipline
Many students didn't work hard in high school. They may underestimate the difficulty of college-level courses. Even good students may have "coasted" through the senior year with few required courses and little effort. Most students will be experiencing their first taste of freedom, being accountable to no one for their daytime hours or living on their own.

What To Do:
- Assure the student that it's not too late to find help. The system allows a second chance. Encourage him/her to utilize the services of the Counseling Centers and campus Learning Centers. Perhaps taking a workshop in study skills or time management might be the answer.
- Encourage the student to seek out his/her instructors. All instructors have posted office hours, and they would be the best people to give advice about studying for particular courses.

3. Lack of Career Focus
Some students have no interest or motivation to do the coursework because they don't know what they want to do. Since they have no goals, none of the coursework seems relevant.

What To Do:
- Talk to the student about the future. Tell him/her about employment opportunities in your field. Ask questions about choices: "What would you rather be doing at this point in your life?" Help him/her to think about the connections between the coursework and the real world.
- Refer a "turned off" student to the Counseling Centers, Career, Transfer and Co-op Offices. Discussions with a counselor and taking part in career interest activities may give the student direction, make the work seem more relevant, and/or identify a different major or career plan.

4. Personal Concerns
Sometimes a student may have personal problems that interfere with schoolwork. The difficulties may be temporary and may be over in time for a fresh start the following semester. On the other hand, the problem may be of such magnitude that the student has to postpone his/her education for a period of time.

What To Do:
- Refer the student to the appropriate office on campus to explore solutions. Refer the student to the Counseling Center. Professional counselors are prepared to talk to students about personal adjustment, home and social relationships, or substance abuse. Refer the student to the Financial Aid Office for financial concerns and options to explore.
5. Lack of Motivation
Some students have everything it takes to succeed, yet they just can't focus on academics. Research on attrition shows that students leave for many reasons: institutional mismatch, boredom, loneliness, etc.

What To Do:
- Encourage the student to talk. Students who persist have established connections to the institution: they belong to clubs; they feel they can talk to their instructors; they meet with friends on campus. Invite the student back. Knowing that someone cares enough to give the "pep" talk can make the difference.
- Encourage the student to join organizations on campus, to go to the tutoring centers, to join a study group (besides being an effective method of study, a study group introduces students to other students), establish a campus routine (studying in the Campus Libraries during a long break instead of going home), or attend athletic events.

The Community College Student adapted from Hudson Valley Community College Academic Advising Manual, November 2008

The Student Athlete
Some of your advisees are bound to be student athletes. To be eligible for competition, the student must be in good academic standing and must be a full time student at all times. A student who falls below 12 credits during a semester becomes INELIGIBLE to play. All 12 credits must be degree required.

What to consider:
Especially for first semester students – a minimum 12 – 14.5 credit hour schedule may be a good choice. Some students are unaware of the time commitment for both academics and practice time.

Practice time for most sports start at 3:30 p.m. It is desirable that students are finished with classes by 2:00 p.m. If there is no other choice, a 2:00 p.m. – 3:15 p.m. class at the latest, and no evening classes.

Classes should not be scheduled for Fridays and weekends, as games, including “away” games, are usually scheduled then.
It is important that the student review his/her schedule with the campus athletic office for final approval.

Students must be sent to the athletic department for signatures for course withdrawals and for schedule approval.

It is important that the student athlete meet with the athletic department for final review of schedule to check to see if eligibility to play has been met.

Questions?

**Ammerman Campus**
Assistant Athletic Director
Brookhaven Gymnasium 110
451-4881

**Grant Campus**
Athletic Director
Multi-Purpose bldg. – C103
851 – 6785
International Student

F-1 Students are required to enroll full-time, taking 12 or more credits, to maintain their immigration status during the academic year (fall and spring semesters). All F-1 students are required to take all four areas of the CPT. Students who place into ESL coursework are advised by the campus ESL office.

Students must maintain full-time enrollment and full-time progress toward their degree to legally remain in the U.S., international students must also maintain a satisfactory cumulative grade point average. If a student drops below full-time ("W" grades may affect full-time status), their immigration status may be in jeopardy, and deportation can occur.

Students may attend part-time ONLY in their last semester.

When students with F-1 status have completed their studies, they must take one of the following actions within 60 days after completing their program requirements:

- Enroll in another program of study
- Transfer to another university
- Change to another immigration status
- Return to his/her home country

When advising, keep in mind, in addition to transition to college life issues, international students may also be experiencing and adjusting to:

- Learning a new language
  The language barrier, in itself, can be a frustrating hurdle for both advisor and advisee. When advising, ask the student to repeat back to you what was stated to ensure that the information was received correctly.

- A new culture
- A support system that is far away
- A new academic system

It is in the students’ best interest to enroll in A.S. degrees or A.A. degrees. Enrollment in A.A.S. degrees can affect their transferability and thus their immigration status.

F-1 students are not eligible for any financial assistance while attending SCCC and pay double tuition.

Working while attending SCCC falls under strict guidelines – refer students to the International Counselor.

Questions?

College Wide International Counselor
NFL building – Ammerman Campus – Room 12
451 – 4773
**Students with Disabilities**

The Americans with Disabilities Act (ADA) was signed into law in July 1990 and further protects the rights of individuals with disabilities. College students with disabilities who are considered to be qualified under the ADA and Section 504 are defined as: Students who can meet the technical and academic qualifications for entry into the school or program.

At a student’s request, an individualized letter is prepared for instructors, which verifies that student’s disability and documents the need for auxiliary aids and services and/or academic adjustments. It is the student’s responsibility to meet with each professor to discuss the academic implications of the disability as it related to the specific course and to the requested accommodations.

**Advising**

Treat students with disabilities as you would any other student. Work with each student as an individual by becoming familiar with his/her goals, skills, weaknesses, and levels of readiness for college academics.

To effectively advise a student with a disability, it requires a thorough understanding of the student's goals as well as the student's disability. To give sound advice, you will need to understand the disability and how it will affect the student in the academic environment. The best source of information about this is the student (don’t be afraid to ask.)

In some cases, students with disabilities have become dependent on others to make decisions for them. Please explain to them that one of the goals of the college is to teach students to become independent. Reinforce to them that decision making is their responsibility.

**Questions?**

**Ammerman Campus**

Office of Special Services  
Ammerman Bldg. Room 202  
451-4045

**Grant Campus**

Disabilities Services/Counseling Office  
Caumsett Hall, Room 20  
851-6250

**Eastern Campus**

Disabilities Services/Success Center  
Peconic Bldg., Room 122  
548-2556

**Additional information:**

http://www.sunysuffolk.edu/Students/Disability.asp

http://dephome.sunysuffolk.edu/liminis/docs/TeachingStudentsWithDisabilities.pdf
When to refer?  When you know that you have done all that you can and you know there are more questions. The college has many support services in place to assist students. Be honest with students, let them know that there is someone more qualified to assist them. Be as specific as you can with the referral giving a name, title, and office location. Offer to make the telephone call that will open up the door.
Tips on Making Effective Referrals in Academic Advising

We in academic advising depend a great deal on faculty and staff in other departments to help us serve our advisees. But we also know the frustration of trying to help students make effective contacts in other departments and seeing our attempts fail. Here is a set of tips on making effective referrals, tips that can results in a higher success rate in this area:

1. Inform yourself about campus resources thoroughly, paying particular attention to the names of contact people and the chain of command in various offices. (Ultimately you will develop an invaluable sense of which people in each area are most helpful and responsive.)

2. Keep a list of names, offices, and telephone numbers at hand for quick reference.

3. When talking with students, pay particular attention to their expressed and implied needs. Often students won't ask to be referred for help, but they very much need referral. For example, they may express anxiety about their financial affairs without asking for assistance; a referral to Financial Aid or student employment may be called for if you probe further.

4. Do your best to find the right referral. Student may sometimes focus their concerns in an area that is less crucial to their needs than another. For example, students may express anxiety about whether the registrar will let them withdraw from a class late in term. The appropriate referral, however, is to the instructor of the course, whose prerogative it is to decide whether a withdrawal can be allowed. It goes without saying, that you must have a clear idea of university policies and procedures to settle on the right referral.

5. Students are often uneasy about following through with a referral. Try to make them comfortable with the idea, pointing out the friendliness, accessibility, and helpfulness of the people you are sending them to. This task can be crucial in the case of faculty and upper-level administrator referees, since students often find these people intimidating.

6. Try to keep the chain of referrals as simple as possible. Often students will have to visit several offices to complete referral procedures. Help students reduce the "runarround" by finding ways to eliminate steps. Also work out with students a proper sequence of steps, so that they don't have to backtrack to accomplish their ends.

7. Help student draw up agendas for referrals. Have them jot down (or jot down for them) crucial questions and procedures for getting the most out of their visits with the people to whom you send them. Make notes about referrals, indicating what the referral was intended to accomplish, so that you can refresh yourself for future interviews.

8. Facilitate referrals by telephoning the parties to whom you are sending students while those students are with you. Telephoning can be helpful in two ways: it can help you to be sure that you are sending students to the right people for help, and it can give you the opportunity to
make an appointment for the students on the spot, which will dramatically improve the contact rate for referrals. In fact, a good strategy for referrals is to make telephone calls and then hand the receiver to your students, encouraging them to set up appointments themselves.

9. When you make referrals, jot down notes in your advising files that will remind you to ask students on their next visit about the results of their contacts. If students report that they haven't followed through, find out why not, and discuss the reasons. See if you should make a different referral, or if you need to become more involved in ensuring contact. Don't take the process over from your students, however, since it is their responsibility to see that their needs are met.

10. Check your records every so often to get a sense of the referrals you have made. Student development is an ongoing process, and patterns of need and growth can be observed in the sequence of referrals you have made. Need for further direction can often be discovered in the referrals you have already made.

Jack Roundy, Director of Academic Advising, University of Puget Sound
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The offices of Career Services and Cooperative Education assist students and alumni in understanding the career development process. It offers opportunities for students to enhance their educational and career goals through self assessment, experiential learning and relevant work experience. In addition, students are provided with assistance in developing effective job search skills, for the ultimate purpose of pursuing meaningful careers.

### Career Services Programs

- Cooperative Education and Internships
- Federal Work Study Program
- First Year Career Workshops
- Employer Program Events

### Services Offered

- Career Counseling
- Career Assessment
- Career/Job/Internship Fairs
- Career Workshops
- Internships
- Interviewing Preparation
- Job Search/Employment Opportunities
- Nursing Credentials
- Resume/Cover Letter Assistance
- Suffolk’s Job Connection

Advising students goes hand in hand with career/major choices. Helping students to assess their choices in a career or major will at times become part of the advising appointment. Knowing the stages of career development will help you to know where your student is in the decision-making process. The American College Testing Program (ACT) lists three aspects of career development:
**Self-Awareness** – In this stage a student should:

- assess interests/values that may affect a career decision;
- become familiar with the available resources that will help assess interests;
- assess specific abilities that may affect career decisions;
- associate the abilities he/she is developing with potential career choices;
- identify ways to improve career and occupational capacities through extracurricular activities and part-time work;
- apply the steps of the decision-making process to career decisions;
- identify job characteristics which are personally important;
- acquire knowledge of the world of work.

**Acquiring “world of work” knowledge** – A student should:

- know what types of occupations are most likely to satisfy his/her interests and values;
- know the major duties and required abilities of those jobs;
- understand differences in responsibilities of various jobs;
- be aware of the general satisfactions people obtain from various kinds of jobs;
- understand that the availability of some kinds of jobs is dependent upon technological, economic, and social changes;
- understand the value of maintaining a number of occupational alternatives.

**Job Related Learning Skills** – To acquire these skills, a student should:

- identify the steps in the process of obtaining a job;
- know how to find resources to help in the job-seeking process;
- know ways to evaluate and improve job-seeking skills;
- be aware of personnel selection practices;
- know several sources that can be used to find out about job possibilities;
- be able to identify job possibilities which he/she is educationally qualified for and that require the competencies which he/she has developed;
- know how to investigate an organization, institution, business and/or community concerning a job;
- be able to identify the qualifications required for the jobs in which he/she is interested;
- be able to obtain and use references appropriate for the jobs for which he/she is applying;
- be able to identify possible questions that may be asked in interviews;
- be able to articulate reasons for being qualified for the jobs for which he/she is applying.
Transfer Services

Counselors are available on each campus to assist students with the process of transferring to a four-year college. This may involve identifying possible transfer colleges, collecting detailed information, and developing a plan of action. The Counselors can also advise students on course selections, GPA requirements, and other details that will best prepare them for transferring to the college of their choice. It is advised that students start their transfer plan early in their academic career, as deadlines to apply can be up to a year before graduating from SCCC, and it is best to know early about program prerequisite requirements so as the student can start fulfilling those requirements here at SCCC.

Services include:
- individual appointments
- transfer days – with numerous colleges represented on campus
- internet access to transfer college information
- applications to select local and SUNY colleges
- college search guides

**Ammerman Campus**
Counseling Center – 451-4053
Ammerman building, Rm. 209

**Eastern Campus**
Student Success Center – 548-3613
Peconic building, Rm. 122

**Grant Campus**
Career/Co-op and Transfer Office – 851-6876
Nesconset Hall – Suite One
Counseling Centers/Student Success Center

The Counseling Centers at Suffolk County Community College assist all students in defining and accomplishing personal, academic, and career goals. The staff is guided by a belief in the dignity, worth, and uniqueness of each individual. By providing a confidential atmosphere conducive to openness, self-exploration, and change, counselors work with students to foster growth, independence, and self-esteem. All of our efforts are ultimately to assist students in realizing their fullest potential. Counselors are skilled, qualified professionals who provide a range of services including:

- Academic and Educational Counseling
- Career Counseling
- Transfer and Career Information Center
- Personal Growth Workshops
- Personal Counseling
- Mental Health Community Resources

Personal and Psychological Counseling
When students have difficulty succeeding in college, it may be due to personal problems interfering with their academic performance. Services are available to assist students with a variety of personal issues and concerns. Individual counseling is provided to students dealing with stress, relationship problems, anxiety, depression, substance abuse, eating disorders, and other concerns interfering with college success. Referral to area human service agencies and private practitioners is available for students needing specific assistance not available on campus.

Academic Advising
- discussion of educational and career goals
- selection of appropriate courses
- providing information about educational options, degree requirements, and college policies and procedures
- making referrals to college/community resources as appropriate
- assistance with monitoring progress towards students’ educational goals, and encouraging responsibility and effective decision-making

Ammerman Campus
Counseling Center
Ammerman Building
Rm. 209
451-4053

Eastern Campus
Student Success Center
Peconic Building
Rm. 122
548-2527

Grant Campus
Counseling Center
Caumsett Hall
Rm. 20
851-6250

Like us on Facebook – Find us at SCCC Advising
Academic Skills and Learning Centers

Ammerman Campus

Biology Learning Center
The Biology Learning Center is a place for students enrolled in biology courses to study alone or in study groups and have access to various biology-related resources. Tutors and faculty are available to help, and there is an on-line computer for research purposes.

Kreiling Hall, Rm. M-23, 451-4446

Language Laboratory
The lab provides foreign language and ESL students the opportunity to practice a variety of language skills using audio-visual materials and interactive computer programs. Tutoring is available by appointment.

Islip Arts building, Rm. 101.

Math Learning Center
The goal of the Math Learning Center at SCCC is to help improve our students' mathematical abilities. The tutors at the MLC assist students by helping with homework questions, practice problems and review for exams. Tutoring is free of charge and no appointments are necessary.

Riverhead building, Rm. 235, 451-4002.

Philosophy Tutoring and Critical Thinking Center
Open to all students, tutoring available in Philosophy, help in critical thinking, and assistance in thinking through projects and presentations in any humanities, social science or physical science courses.

Southampton building, Rm. H-115

Reading Enrichment Center
Most students are introduced to the Reading Center as a corequisite requirement for their reading course, but the center is open to all SCCC students who wish to develop and/or enrich their reading comprehension. Students wishing to increase their reading rate or who are English language learners can also benefit. The center has computer-based instruction, as well as individualized materials that are designed to help students with their reading skills.

Islip Arts building, Rm. 116, 451-4162.
**Science Learning Center**
Tutoring in astronomy, chemistry and physics is available along with internet access for academic information and other instructional equipment for student use.

**Smithtown Science building**, Rm. T-16.

**Writing Center**
The Rose Tehan Memorial Writing Center offers SCCC students free individualized one on one tutoring services for all writers, of all levels, in all disciplines, and of all stages of the writing process. Students are seen on a walk in basis or may call for an appointment.

**Islip Arts building**, Rm. 101, 451-4150.

**East Campus**
The Academic Skills Center (ASC) offers students the opportunity to strengthen their academic skills and improve their rate of success in a relaxed, friendly atmosphere. 45 minute one-on-one tutoring sessions and/or small group tutoring sessions are available in most subject areas. Students may make appointments in advance or use the ASC tutoring services on a walk-in basis.

**Montaukett Learning Resource Center**, Room 224 – 548-2594.

[http://department.sunysuffolk.edu/AcademicSkillsCenter_E/index.asp](http://department.sunysuffolk.edu/AcademicSkillsCenter_E/index.asp)

**Grant Campus**
Located in two locations on the Grant campus, the Center for Academic Excellence offers students the opportunity to sharpen academic skills in a relaxed, friendly atmosphere.

The Liberal Arts and Humanities center, in Sagtikos 100, 851-6795 or 851-6745, provides tutoring to students on a scheduled-appointment basis. One-on-one tutoring, by academic professionals, is available in writing assistance across the disciplines; French, Italian, and Spanish languages; basic computer skills; and special needs tutoring.

The Business and Sciences center, in the Health, Sports, and Education Center, Room A129, 851-6795 or 851-6745, provides free tutoring in mathematics, biology, chemistry, physics, economics and accounting. Tutoring is available on a walk-in basis only.

[http://department.sunysuffolk.edu/AcademicSkillsCenter_G/index.asp](http://department.sunysuffolk.edu/AcademicSkillsCenter_G/index.asp)
**Academic Computer Centers**

Students can drop in to use the computers to complete class assignments, practice skills learned in class, or to remediate basic skills. The staff of the centers are there to help and assist students with general computer literacy skills.

**Ammerman Campus**
Huntington Library – Main Floor

**East Campus**
Orient building – 548-2607
Open Computer lab – 237A
Windows-based classrooms are located in Orient 201, Orient 204, and Orient 237
Mac classrooms are located in Orient 200 and Orient 205
When classes are not taking place these rooms become additional open computer areas.

**Grant Campus**
Sagtikos Arts & Sciences Center
Academic Computing Lab: Room 141
851-6556

Health, Sports and Education Center (HSE)
Open Lab: MA335
851-6937
Student Health Services

Each campus has a Health Services Office staffed by registered nurses who work under the direction of a consulting physician. No appointment is necessary and all treatment is strictly confidential.

Specific services offered include the following:

- emergency first aid and referral for injuries
- treatment and referral for acute illnesses
- personal health counseling
- referrals to community services and agencies
- accident and health insurance information
- preventative health care brochures and information
- immunization information, certification, and free clinics
- special parking requests
- medical clearance for students in health careers programs

IMMUNIZATIONS
Matriculated students are required to have health and immunization information on file in the Health Services office. All students who were born on or after January 1, 1957 are required by law to comply with immunization requirements and submit documented proof of immunity to measles, mumps and rubella (MMRs). All immunizations must be submitted to the Health Services office **prior** to registration.

Required Acknowledgement of Meningitis Information
In accordance with New York State Public Health Law section 2167, all students enrolled at Suffolk County Community College, both matriculated and non-matriculated, are **required to acknowledge that they have received information** about meningococcal disease and vaccination.

Students must indicate, on the Health History and Meningitis Acknowledgement form, **either** that they have received the meningitis vaccine within the past 10 years **or** that they have decided not to obtain the meningitis vaccine. All students who have received the vaccine **must** submit appropriate documentation of the vaccination.

<table>
<thead>
<tr>
<th>Ammerman Campus</th>
<th>East Campus</th>
<th>Grant Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kreiling Hall 106</td>
<td>Peconic Building 115</td>
<td>Captree Commons 105</td>
</tr>
<tr>
<td>451-4047</td>
<td>548-2510</td>
<td>851-6709</td>
</tr>
</tbody>
</table>

[http://www.sunysuffolk.edu/Students/Health.asp](http://www.sunysuffolk.edu/Students/Health.asp)
Restricted Programs

Many of our programs have prerequisite requirements a student will need to complete before being accepted. Some of these programs are very competitive, and have strict deadlines for applying. When advising for these programs, refer to the college catalog. All admission guidelines are listed. Once the students have the prerequisites completed, they then complete a change of emphasis form at the admissions office. If you believe that the students need more information than you can provide, refer them to the campus admissions office or to the campus counseling centers. **Note:** for the Nursing programs on the Ammerman Campus and Grant Campus, the campus admissions offices run information sessions. Faculty should encourage any potential Nursing student to attend one as soon as possible. The schedule is available during the fall and spring semesters at the admissions offices.

Due to the strict guidelines for certain programs, the department chairs and/or coordinators will meet with new and enrolled students for program advising. These programs are listed here.

**Ammerman Campus**

Automotive Services
Specialist – A.A.S.
**Joseph Imperial**
Auto Tech Building – 103
451-4905

Construction Technology – Architectural Technology – A.A.S.
**Peter Maritato**
Riverhead Tech. bldg. - 35C
451-4277

Electrical Technology – Electronics – A.A.S.
**Peter Maritato**
Riverhead Tech. bldg. 35C
451-4277

Engineering Science – A.S.
**Peter Maritato**
Riverhead Tech. bldg. - 35C
451-4277

Fire Protection Technology – A.A.S.
**Peter Maritato**
Riverhead Tech. bldg. - 35C
451-4277

Fitness Specialist – A.S.
**Elizabeth Tomlet**
Brookhaven Gym – 9
451-4381

Human Services – A.S.
**Maureen Bybee**
Riverhead bldg. – 113
451-4017

Music – A.S.
**Craig Boyd**
Southampton bldg. – 15
451-4348

Nursing – A.A.S.
**Susan Dewey-Hammer**
Riverhead Technology bldg. - 106B
451-4268

Physical Therapist Assistant – A.A.S.
**Cheryl Gillespie**
Riverhead Technology bldg. – 112
451-4017
Radio and Television Production – A.A.S.
**Alan Bernstein**
Riverhead Tech. bldg. – 21B
451-4281

Theatre Arts – A.S.
**Charles Wittreich**
Islip Arts bldg. – 121A
451-4163

**East Campus**
Computer Art – A.A.S.
**Faye Lorenzo**
Corchaug Building – 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

**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

**James DeSario**
Sagikos Arts & Science Center – 204
851-6550

Veterinary Science Technology – A.A.S.
**Elia Colon-Mallah**
Paumanok Hall - 109A
851-6301
PART VII

Navigating SELF SERVE BANNER for Advising
To assist students, faculty have access to Banner – Self Serve Screens. These screens give you access to the student academic record including the SAIN, transcript, test scores, and academic holds if any.

**Access**

At the **Student Advisement Menu** screen ➔ select Student ID ➔ select current term ➔ type in student ID ➔ Submit

**Search Type** – default is All – do not change
**View Holds**

**Administrative Holds**

<table>
<thead>
<tr>
<th>Hold Type</th>
<th>From Date</th>
<th>To Date</th>
<th>Amount</th>
<th>Reason</th>
<th>Originator</th>
<th>Processes Affected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental Studies</td>
<td>Feb 23, 2009</td>
<td>Nov 04, 2011</td>
<td>See Advisor</td>
<td></td>
<td></td>
<td>Registration</td>
</tr>
<tr>
<td>Financial Hold</td>
<td>Apr 10, 2009</td>
<td>Dec 31, 2009</td>
<td>Contact the Business Office</td>
<td>see librarian</td>
<td></td>
<td>Registration Transcripts, Graduation Grades</td>
</tr>
</tbody>
</table>

Indicates if there are any holds that would block registration. The information listed under Processes Affected shows what the student is stopped from doing. Under Reason explains what the student needs to do. Example: The Developmental Studies hold – the student is not able to register for classes without a signature from an advisor.

The Advising and Testing Hold (not showing on this screen) is only for new students. It blocks them from course registration before they meet with an advisor. This hold will be lifted when students submit their first schedule at the registrar's office.

Students will then be able to make changes to their schedule on line, as long as they have no other holds, such as a developmental course hold or a financial hold.

**View Test Scores**

<table>
<thead>
<tr>
<th>Test Description</th>
<th>Test Score</th>
<th>Date Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPT Algebra Skills Scores</td>
<td>085</td>
<td>Oct 31, 2011</td>
</tr>
<tr>
<td>CPT Arithmetic Skills Scores</td>
<td>080</td>
<td>Oct 31, 2011</td>
</tr>
<tr>
<td>CPT Reading Scores</td>
<td>068</td>
<td>Oct 31, 2011</td>
</tr>
<tr>
<td>CPT Sentence Skills Scores</td>
<td>088</td>
<td>Oct 31, 2011</td>
</tr>
<tr>
<td>Reading Dept. Test</td>
<td>088</td>
<td>Oct 31, 2011</td>
</tr>
<tr>
<td>Placement Lvl Col Eng ENG101</td>
<td>101</td>
<td>Oct 31, 2011</td>
</tr>
<tr>
<td>Placement Level Reading RDG099</td>
<td>099</td>
<td>Oct 31, 2011</td>
</tr>
</tbody>
</table>

The View Test Scores screen indicates the CPT test scores and more importantly students’ placements – either developmental or college level. Students may be placed into none, one, two, or three developmental course(s). During the initial advising appointment, if a discrepancy exists between prior academic records and CPT scores, the student may be retested in one or more areas.
Students who have already tested/retested or have taken the course and not passed, may contact the departments of English, Reading and Math and ask for a retest. It is at the departments’ discretion if a retest is granted.

**Additional Test Scores you may see**

A student may be waived from all or part of the College Placement Test based on the following criteria:

- SAT Math Score of 510 or higher: waived from math CPT
- ACT Math Score of 22 or higher: waived from math CPT
- SAT Verbal Score of 500 or higher: waived from sentence skills and reading CPT
- ACT Reading Score of 21 or higher: waived from sentence skill and reading CPT
- English Regents Score of 85 or higher: waived from sentence skills CPT
- Math B Regents Score of 85 or higher: waived from math CPT

Students who completed H.S. Chemistry may take science courses that have H.S. Chemistry as a prerequisite.

**Test Scores**

<table>
<thead>
<tr>
<th>Test Description</th>
<th>Test Score</th>
<th>Date Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT Math</td>
<td>22</td>
<td>Oct 31, 2011</td>
</tr>
<tr>
<td>ACT Reading</td>
<td>21</td>
<td>Oct 31, 2011</td>
</tr>
<tr>
<td>High School Chemistry</td>
<td>101</td>
<td>Oct 31, 2011</td>
</tr>
<tr>
<td>English Regents 85+</td>
<td>088</td>
<td>Oct 31, 2011</td>
</tr>
<tr>
<td>SAT Verbal/Critical Reading</td>
<td>500</td>
<td>Oct 31, 2011</td>
</tr>
<tr>
<td>SAT Mathematics</td>
<td>525</td>
<td>Oct 31, 2011</td>
</tr>
</tbody>
</table>
**INTERPRETING CPT TEST RESULTS**

<table>
<thead>
<tr>
<th>Test Description</th>
<th>Test Score</th>
<th>Date Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement ENG009 &amp; ENG010</td>
<td>009</td>
<td>Oct 31, 2011</td>
</tr>
<tr>
<td>Placement Level English ENG010</td>
<td>010</td>
<td>Oct 31, 2011</td>
</tr>
<tr>
<td>Placement Lvl Col Eng ENG101</td>
<td>101</td>
<td>Oct 31, 2011</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Test Description</th>
<th>Test Score</th>
<th>Date Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement RDG098 &amp; RDG099</td>
<td>098</td>
<td>Oct 31, 2011</td>
</tr>
<tr>
<td>Placement Level Reading RDG099</td>
<td>099</td>
<td>Oct 31, 2011</td>
</tr>
<tr>
<td>Placement Lvl Col Reading</td>
<td>101</td>
<td>Oct 31, 2011</td>
</tr>
</tbody>
</table>

**English and Reading placements** will show under **Test Description and Test Score**. This is the course the student tested into. The Reading placement of 101 indicates that the student may take reading content courses. The Reading course RDG 101 (3 credits) may be a recommended placement, but is not required. RDG 101 will only fill an Unrestricted Elective. Most students will have only one test score for each area. If more than one is listed the higher Placement Level is used. Students may have a second placement based on a re-test, submission of prior college work, or SAT/ACT scores that were not initially presented.

**Math placements** – the non-credit course placement will show under **Test Description and Test Score**. College level course placement will show only under **Test Description**. First level college Math placement shows MAT101-112. Any first level college math course based on program requirement, student interest, and/or future major is appropriate. Higher level math placements are listed individually. Students may choose to take the recommended listed Math requirement or any college level math below.

<table>
<thead>
<tr>
<th>Test Description</th>
<th>Test Score</th>
<th>Date Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement MAT001 &amp; MAT007</td>
<td>001</td>
<td>Oct 31, 2011</td>
</tr>
<tr>
<td>Placement Level Math MAT006</td>
<td>006</td>
<td>Oct 31, 2011</td>
</tr>
<tr>
<td>Placement Level Math MAT007</td>
<td>007</td>
<td>Oct 31, 2011</td>
</tr>
<tr>
<td>Placement Level Math MAT121</td>
<td>101</td>
<td>Oct 31, 2011</td>
</tr>
<tr>
<td>Placement Level Math MAT131</td>
<td>101</td>
<td>Oct 31, 2011</td>
</tr>
</tbody>
</table>
Suffolk County Community College
College-Wide Retest Policy
2008–2010

The current placement process, using data from the Office of Institutional Effectiveness and the Departments of Reading, English, and Mathematics, has been valid and reliable, as evidenced by the low number of placement changes being made after the beginning of each semester. If a student has taken the College Placement Test (CPT)—and has not begun the course(s) into which he or she has been placed—and requests a retest for all or part of the CPT, the following guidelines will be used when considering the request:

For students who place into second-level reading (RDG099) or English (ENG010):
- Review their high school Regents examinations for a grade of 85 on Global Studies, U.S. History, or Earth Science.
- Students with a grade of 85 or higher on any of the above-mentioned Regents examinations can be retested in reading or English.
- Practice Websites:
  - http://www.accuplacer-test.com/
  - www.yccd.edu/assessment/sample.html

For students who place into first-level reading (RDG098) or English (ENG009):
- Review their high school Regents examinations for a grade of 65 on Global Studies, U.S. History, or Earth Science.
- Students with a Regents examination grade of 65 or higher can be retested in reading or English.
- Practice Websites:
  - http://www.accuplacer-test.com/
  - www.yccd.edu/assessment/sample.html

For students who place into developmental mathematics at any level (MAT001, MAT006, or MAT007):
- Review their high school Regents math exams for a grade of 85 or higher on the Math A Regents or the Sequential I Regents.
- Students with a Regents exam grade of 85 or higher can be retested in math.
- Students within 10 points of the passing score may be retested if they take and use math practice websites.
  - www.coolmath.com
  - www.math.com
  - www.purplemath.com
  - www.algebrahelp.com

Created: May 2009
Interpreting the SAIN

Clicking on this link will cause misinformation to show. Do not Click

SAIN Report

Always have the evaluation terms match whenever entering.
The first part of the **SAIN** shows which **curriculum** a student is in and their **GPA**.

**Curriculum Notes** – Current Catalog Page Program Requirements

**SUNY General Education** – SUNY requirements for SCCC and for SUNY transfer schools

**Registration Information** – each campus priority registration information is posted

---

<table>
<thead>
<tr>
<th>Program:</th>
<th>LibArts:General Studies - AA: A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree:</td>
<td>AA</td>
</tr>
<tr>
<td>Major:</td>
<td>Liberal Arts - General Studies</td>
</tr>
<tr>
<td>Cumulative GPA:</td>
<td>2.10</td>
</tr>
<tr>
<td>Program GPA:</td>
<td>2.40</td>
</tr>
<tr>
<td>Campus:</td>
<td>Ammerman (A)</td>
</tr>
<tr>
<td>Advisor:</td>
<td></td>
</tr>
<tr>
<td>Entered:</td>
<td>Fall 2007</td>
</tr>
<tr>
<td>Matriculated:</td>
<td>Fall 2007</td>
</tr>
<tr>
<td>Catalog Term:</td>
<td>Fall 2010</td>
</tr>
<tr>
<td>Evaluation Term:</td>
<td>Fall 2011</td>
</tr>
<tr>
<td>Prior Degrees at SCCC:</td>
<td></td>
</tr>
<tr>
<td>Results as of:</td>
<td>Nov 07, 2011</td>
</tr>
</tbody>
</table>

---

**Required Courses Taken** – courses completed and In Progress (IP) counting toward degree.

**Other Courses Taken** – courses taken outside of requirements. This student completed the same gym twice. An incomplete grade (INC) will also show here until a grade is entered.

**Withdrawn/Failed** –

**Currently Taking** – shows the courses a student is currently enrolled in. Also shows if the course is required for the curriculum, is financial eligible, and if it is a repeat or not. Assuming this is a full-time student taking a Theatre course outside of his/her curriculum, the student will **lose** financial aid if the course is not changed. For full-time students, **12 credits must count toward degree program for financial aid eligibility**. (For part-time students, the criteria varies.) The only time an **N** in Counts in Program is ok, is for the developmental coursework. If an **N** is present in a college level course, advise students to contact the Counseling Center/Student Success Center for clarification.

---

**Required Courses Taken**

<table>
<thead>
<tr>
<th>Subj</th>
<th>Crse Num</th>
<th>Grade</th>
<th>Area Requirement</th>
<th>Requirement</th>
<th>Sub or Waiver</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 010</td>
<td>10</td>
<td>IP</td>
<td>Developmental English</td>
<td>ENGC010</td>
<td></td>
</tr>
<tr>
<td>COL 101</td>
<td>C</td>
<td></td>
<td>Freshman Seminar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 101</td>
<td>D</td>
<td></td>
<td>Humanities Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COM 101</td>
<td>IP</td>
<td></td>
<td>LA General Studies Required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIS 102</td>
<td>D+</td>
<td></td>
<td>LA General Studies Required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 101</td>
<td>IP</td>
<td></td>
<td>Liberal Arts &amp; Sciences Elect</td>
<td></td>
<td></td>
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<tr>
<td>PED 113</td>
<td>D+</td>
<td></td>
<td>Physical Education</td>
<td></td>
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<tr>
<td>PED 114</td>
<td>A</td>
<td></td>
<td>Physical Education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Other Courses Taken**

<table>
<thead>
<tr>
<th>Subj</th>
<th>Crse Num</th>
<th>Grade</th>
<th>Term</th>
<th>Subj</th>
<th>Crse Num</th>
<th>Grade</th>
<th>Term</th>
<th>Counts in Fin Aid Repeat</th>
</tr>
</thead>
<tbody>
<tr>
<td>PED</td>
<td>114</td>
<td>A</td>
<td>2011-09</td>
<td>ART</td>
<td>101</td>
<td>F</td>
<td>101</td>
<td>Y</td>
</tr>
<tr>
<td>CST</td>
<td>101</td>
<td>F</td>
<td>2011-09</td>
<td>COM</td>
<td>101</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>ENG</td>
<td>010</td>
<td>U</td>
<td>2011-09</td>
<td>ENG</td>
<td>010</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>THR</td>
<td>115</td>
<td>N</td>
<td>2011-09</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The next section **Courses Needed** lists all requirements a student still needs to complete.

It is best to read each area on its own. The first credit listing will always show the total credit requirements for its specific area. The second section list the number of credits remaining for the area.

If the requirement is listed on the left of the screen, a specific course is required.

If the requirement is listed under Course Attributes or Other Requirements, multiple choices are available. **Click** on the course listed to see the selection.

---

**Courses Needed**

**AREA: LA General Studies-Required (12.000 credits)**

Four courses required. Must Take: ENG102; COM101 or COM105; HIS101 or IND101; HIS102 or IND102.

Select 6 credits from:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Crse Num</th>
<th>Title</th>
<th>Course Attributes</th>
<th>Other Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG</td>
<td>102</td>
<td>Introduction to Literature</td>
<td></td>
<td>R-HIS/IND1</td>
<td>3</td>
</tr>
</tbody>
</table>

**AREA: English Electives (3.000 credits)**

One course required above ENG102.

Select 3 credits from:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Crse Num</th>
<th>Title</th>
<th>Course Attributes</th>
<th>Other Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

The last section contains degree credit requirements and completions. Some students misinterpret this information, believing that if the credits line up they may graduate without finishing the coursework.

Remind the student that the credits requirements are guidelines only and in order to receive a degree **all required coursework** must be completed.

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**Program Requirements**

- Minimum GPA: 2.00
- Total Credits Required: 64.50
- Minimum Number of Degree Credits at SCCC: 30.00
- PED Credits can not be included

**Summary**

- Total Credits Taken at SCCC: 21.50
- Total Transfer Credits: 0.00
- Total Credits Toward Degree (Includes In Progress Credits): 30.50
- Total Credits Taken: 21.50

**KEY:**
- In progress course is identified as IP.
- Course substitution is identified as SUB.
- Course waiver is identified as WAV.
- Transfer course is identified as TR.
- Credit by Exam is identified as E.
Reviewing the Academic Transcript
Know that –
transfer courses show a grade of TR
CLEP and AP courses show a grade of E

Assisting with Class Schedule Search
- Class Schedule – MUCH EASIER to use under Self-Service
  Banner Student Services Tab - be sure to advise students to
  click the campus designation when looking up classes.
- At a glance – shows if class is open/closed.
- This is the ONLY time you should use the Student Services Tab.
- Remember – Faculty only need to assist students with their
  selection of classes – it is the student’s responsibility to
  choose the days and times.

Checking for a Prerequisite
Wondering if the course the student is interested in taking requires a prerequisite.
Prerequisites are listed in the college catalog under the course descriptions – or for a BANNER
search:

Click here
NR 24614 PSY 215 126 A 3.000 Abnormal Psychology TR 12:30 35 0 35 TBA
pm-01:45 pm

Click here
Abnormal Psychology - 24614 - PSY 215 - 126

Associated Term: Spring 2012
Registration Dates: No dates available
Levels: Undergraduate
Attributes: LIBA-Liberal Arts, PSY-Psychology, SSCI-Social Science, UNRE-Unrestricted Elective

Abnormal Psychology - 24614 - PSY 215

Associated Term: Spring 2012
Levels: Undergraduate
Ammerman (A) Campus
Lecture Schedule Type
Traditional on campus Instructional Method
3.000 Credits
View Catalog Entry

Registration Availability

<table>
<thead>
<tr>
<th>Seats</th>
<th>Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>35</td>
</tr>
</tbody>
</table>

Prerequisites:
PSY101
Does the student need a prerequisite to register for a class?

- Check View Test Score screen.
- Check prior course completion on Transcript or SAIN.
- If prerequisite is in place – student may register for the course.
- No prerequisite in place –
  - Students need to complete prerequisite waiver form – available at Department Chair’s office, registrar, Academic Dean offices, and Counseling Centers.
- For Matriculated students – Forms may be approved by counselors, department chairs or academic deans.
- For Non-Matric students – Form must be approved by department chairs or academic dean.
- Students need to register in person at the registrar’s office with form.
- Prerequisite may be entered in BANNER for student to register on line by Department Chairs and Academic Deans. Counselors may enter prerequisite in BANNER as long as paper proof of a prerequisite is provided by the students.
- Academic Deans and Department Chairs, at their discretion, may waive paper proof.
What’s next?

Students in good academic standing can register on line for classes. Encourage students to do so, either at home or at one of the college computer centers:

Ammerman Campus
- Huntington Library – Academic Computer Center
- E-Stop – Babylon Student Center
- Advising/Testing office – Ammerman Building

East Campus
- Orient bldg. – Computer labs

Grant Campus
- Sagtikos Arts & Sciences Center – Academic Computing Lab
- Health, Sports and Education Center (HSE) - Open Lab
- Caumsett Hall – Counseling Center

Students who are hesitant to register on line – let them know that there will be assistance at the computer labs.

Students who must register in person at the registrar’s office include:
- Developmental Studies students
- Students on probation
- Dismissed students, and
- Students with a g.p.a. below 2.0

A Blue Advising/Registration Form, with faculty/advisor signature, is required for students who must register in person.
PART VIII

Resources for Advisors
Questions to Ask in an Advising Appointment

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).

- What made you choose to come to SCCC?
- What major or majors are you considering?
- What do you hope eventually to do with your life?
- Are you looking to transfer? Or go directly into the workforce after SCCC?
- Are there any special situations that we need to consider in planning your educational program?
- Do you work? Where? How many hours? Do you have family responsibilities?
- What questions do you have about your major, requirements?
- Are you involved in outside activities? (sports, music, theater, literary)
- Are you involved in campus activities? Student Government? Would you like to get involved?
- Are you aware of the resources that are available to you at SCCC? (tutoring, counseling, transfer and career planning).
- Are you interested in the study abroad or honors programs?
- What, if anything, worries you about your academic career?
- do you have concerns about adjusting to SCCC?
- How can I, as your adviser, help you most?

“A man’s name is to him the sweetest and most important sound in any language.”
– Dale Carnegie
Active Listening Skills

Listening is the most basic advising skill. The elements of listening behavior include eye contact, body language, verbal responses, and vocal tone. Most helpful to advisees are involved advisors who practice active listening skills. Examples of active listening skills for advisors are as follows:

- Let your advisees tell their story first; do not interrupt their sentences.
- Relax and try not to give advisees the impression you want to jump right in and talk.
- Appreciate the emotion, e.g. voice intonation and body language, behind your advisees' words.
  - Establish good eye contact.
  - Use appropriate facial expressions.
  - Use affirmative head nods.
  - Avoid nervous or bored gestures.
  - Fight off external distractions.
- Constantly check your understanding of what you hear, not what you want to hear.
  - Intermittently respond to your advisees with “uh-huh,” “yes-s-s,” “I see.”
  - Ask clarifying or continuing questions to demonstrate to your advisees that you are involved in what they’re saying.
  - Constantly check to see if your advisees want to comment or respond to what you have previously said to them.
  - Take notes, if necessary, where certain facts and data are important.

Adapted from the NACADA Faculty Advising Training Program
Center for Excellence in Advising, Penn State University
A good academic advisor:

- Knows and can explain the requirements for a specific academic program
- Addresses a student by name and maintains comfortable eye contact
- Cares about, has a genuine interest in, and concern for a student as an individual
- Gets to know each advisee's strengths and weaknesses
- Encourages a student to talk during an advising session by asking questions that seek information (closed-ended) and those that build a relationship (open-ended)
- Establishes and abides by an office schedule for meeting with students
- Recognizes and responds to the different needs of students as they advance in their academic program, from class registration to graduation, career and transfer
- Establishes an open line of communication with students, through traditional one-on-one advising, along with availability to answer questions via e-mail
- Makes advising an individual experience
- Keep notes regarding student meetings
- Pays attention to a student's non-verbal communication (Examples: tone of voice, posture, expression, eye contact)
- Clarifies what you believe the student is saying to avoid misinterpreting (Examples: "I get the impression that..." and "If I understand you...")
- Ensures students take challenging, yet balanced, course loads by comparing past course loads, academic record, and work schedule.
- Encourages advisees to become well-rounded students by getting involved in campus and community activities, organizations, community service, work study, and/or internships
- Reinforces the purpose and relevance of general education as an integral component to a student's college experience
- Empowers students to be successful by offering encouragement
- Helps students establish a well-defined plan for future
- Is sensitive and tactful when discussing potentially negative information
- Affirms the students' responsibility for knowing and following SCCC’s requirements and determining their own direction and goals
- Assists students in exploring and examining major fields of study and career options based on interests, aptitudes, and skills
- Provides accurate information on academic policies and procedures
- Is familiar with the laws that govern student record such as FERPA
- Has the ability and knowledge to make referrals to appropriate SCCC student support services

Adapted from Carnegie Mellon, fall 2011
Some years ago I attended a gathering of faculty and senior administrators from more than 50 colleges and universities. Each was invited to present a view from his or her campus about the responsibilities of faculty, deans, and advisers for shaping students' overall experience at college.

The first person to speak was a senior dean from a distinguished university. He announced proudly that he and his colleagues admit good students and then make a special effort to "get out of their way." Students learn mostly from one another, he argued. "We shouldn't muck up that process."

I was dismayed. I was hearing a senior official from a major university describe an astonishing strategy: Find good students and then neglect them. It got me to think hard about what decisions administrators and faculty members, as well as new students, can make to facilitate the best possible undergraduate experience.

Since that meeting I have participated in 10 years of systematic research to explore that question. My colleagues and I have interviewed 1,600 Harvard undergraduate students; I myself have interviewed 400 students. I have also visited almost 100 institutions of higher education. Some are highly selective; others are open admissions; most are in between. They include private and public institutions, large and small, in all areas of the country.

And, of all the challenges that both faculty and students choose to mention, providing or obtaining good academic advising ranks number one. In fact, good advising may be the single most underestimated characteristic of a successful college experience.

Although agreement is widespread that academic advising is important, different campuses have widely different resources for advising. A small, private liberal-arts college with 2,000 students almost always will design a different advising system than a large, public state university with 20,000, simply because of different financial constraints.

Yet despite those differences, several recommendations about good advising have emerged from my own experience and student interviews -- findings that may be helpful to advisers on many campuses. Those recommendations don't cost a lot, and are relatively easy for advisers to share with students and for students to carry out.

For example, one remarkably simple suggestion builds on the obvious idea that part of a great college education depends upon human relationships. Each year I meet, one-on-one, with several new students to discuss each student's goals at college, his or her background, and a
"study plan" -- what courses the student will take in this first year, and how those may lead to future courses. Then we come to the part of our conversation that I look forward to most.

I ask, "So, now that we have had this conversation, what do you see as your job for this term?" Just about all students answer that their job is to work hard and to do well in college. I ask what else they might set as a goal. Their responses often emphasize participating in campus activities. Again, I press them to say more about their goal for the semester.

By now, most students look puzzled; they wonder what I am getting at. And then I share with them the single most important bit of advice I can possibly give to new advisees: "Your job is to get to know one faculty member reasonably well this semester, and also to have that faculty member get to know you reasonably well."

I point out that achieving that goal may require some effort and planning. Yet think of the benefits, I remind each new student. Even if you only succeed half the time, that means in your eight semesters in college you will get to know four professors. And they will get to know you. I tell each student that I am convinced that they will be far better off, and will have a far richer experience, if they follow that advice.

As my first-year advisees approach graduation, many tell me that this advice was the single most helpful suggestion they got in their freshman year. According to them, as well as many other undergraduates, certain professors exert a profound impact, influencing their development as young scholars, as good citizens, as human beings.

I have identified several other equally simple and effective recommendations about good advising:

*Require students to keep time logs.* I ask each student to record exactly how his or her time is spent, half hour by half hour, for several weeks. Then I sit and debrief each student, one-to-one, about what their time log shows. A crucial focus in the debriefing should be on how time in between scheduled obligations is used. For example, a student with a class from 9 to 10 a.m., and then another class from noon to 1 p.m., has two hours of in-between time.

How should the student use this time? He or she may choose to chat with friends or go back to the room to study. He or she may want to do a few errands or do some physical exercise. There is no single correct thing to do. Rather, whatever he or she chooses the key point is that it should be done with some thought.

Finally, I follow up a few weeks after the debriefing, to see if each student is actually putting into place whatever insights and suggestions emerged from going over the time logs. A single follow-up call, with encouragement to persist in efforts to make changes, has made a measurable difference in the lives of some of our students.
It is critical to stress that encouraging students to track their time systematically is just the first step. The debriefing, and encouraging students to implement whatever changes they want to make, is what leads to the payoff.

Consider what the debriefing session accomplishes. For a student, the entire process is a rare chance to reflect together with an adult about how he or she is now allocating time and energy. Meanwhile, the adviser gets a running start in helping a student. It is hard to imagine a better way for an adviser to get to know a student than by sitting with that student and discussing how he or she spends precious time, hour by hour, day by day.

The debriefing offers each adviser an opportunity to get to know his or her advisees at as personal a level as each advisee chooses and feels comfortable with. It is a great chance for an adviser to genuinely advise.

*Encourage collegial work.* When I arrived at Harvard as a Ph.D. student in statistics, I felt young and nervous. I learned an important lesson my first week, entirely outside of class, that taught me about the meaning of collegiality.

I checked in at the statistics department a few days before classes began to make an appointment with the man who the admissions letter said would advise me. His name was Frederick Mosteller. To my surprise he was immediately available in his office and invited me in. After some pleasantries, we set a time for later that week to discuss my course selection. Just as I was getting up to leave, Mosteller asked me to wait a moment. He picked up a small bundle of paper, put a paper clip on it, and handed it to me. When I glanced down, I saw that its title was "Non-sampling Errors in Statistical Surveys: A Chapter for the International Encyclopedia of the Social Sciences."

"Richard," asked Mosteller, "could you please mark up this draft for us to go over when we get together later this week? I'd love to get your comments on this."

I was panicked. I hadn't even started my first course, and already my adviser was asking for comments on his work.

The next two days were difficult. I read the chapter 10 times. Finally I felt I understood it pretty well. When I returned for our advising session, I handed him back his draft, told him I had learned an enormous amount, and thanked him for giving it to me. I told him I thought it was superb, and that other readers would learn a lot too.

Mosteller smiled and told me kindly, but directly, that he had hoped for something different: "I treated you like a colleague, and you didn't do that for me." He explained that by sharing his first, rough draft, complete with occasional typos and grammatical errors and imperfect organization, he was assuming I would help him, as his professional colleague, to improve it. So now, as a colleague, it was my job to dig in and to make specific suggestions.
Mark it up with red ink, he told me -- the more, the better. He wouldn't promise to take all my suggestions, but that wasn't the important part. The important part, he said, was that going through the process together was a key aspect of becoming a professional.

I took Mosteller's admonition very seriously. I returned a few days later carrying a document covered with red ink. I even included suggestions about writing style, choice of tense, choice of subheadings, and many other details. The payoff came when we had our next session a week later. He put my marked-up version on the desk between us, and, starting on the first page, we went over every suggestion I had made. As promised, he rejected many of my changes. But he took a few. And we had good discussions about many others. Mostly, it was he who did the explaining.

Finally I understood. I realized that what had at first seemed like his request for my help was actually Mosteller's giving me his help. He was doing his job. He was advising me. Brilliantly. He modeled, with his own behavior, how working and debating with another person about a work in process is a way to pay them a great compliment.

For years I have asked my own new advisees to do exactly the same thing. I stay in touch with many of my own former students from the past 30 years. And that one act -- sharing a rough draft of a document and asking my new, young advisee to mark it up so we can sit together and discuss it -- is what they remember and mention more than any other. They describe it as the single best moment of advising they got. They say it shaped their attitude toward writing and their view of themselves as young professionals.

*Urge students to get involved in group activities.* For other students, the single biggest contribution an adviser can make is not about academics. It is to encourage them to join a campus organization or group that will give them social and personal support.

In interviews, some students from minority groups stress this point. So do students who are the first in their families to go to college. And so do students who are leaving behind crucial support networks they had in high school -- with parents, supportive high-school teachers or advisers, religious counselors, athletic coaches.

Such students may not integrate quickly or easily into their new community. For many, their academic work as well as their social life and sense of being grounded will suffer. When this happens, it illustrates how strong the connections are between academic performance and extracurricular activities.

What is the policy implication of this finding? That advisors should encourage students from their very first days on campus to find a group to join.

For example, one student arrived at Harvard from an island in the South Pacific. She came from a low-income family, and neither of her parents nor her older brother had attended college.
She had been at the very top of her high-school class but, after her first few days at Harvard, she was on the verge of packing up and going home. She felt simply overwhelmed by everything: the activities, the pace, the course selection, the big city nearby, even the other students.

Her adviser, whom she first met a few days before classes began, quickly recognized that. And so he urged the student to find an extracurricular activity that she would enjoy, ideally one that would also help her get to know other students. He suggested writing for one of the campus newspapers. The student declined. How about joining the Glee Club? The student didn't think her voice was good enough. Did she play a musical instrument? No, she didn't.

The adviser took his job very seriously, however, and refused to give up. He listened to her responses, and then made another suggestion: He told her that when the Harvard Band held tryouts the next week, she should show up and try out. The student repeated to her adviser that she did not play any instrument. "No problem," he replied, "just tell them you want to hold the drum."

The adviser happened to know that one of the college band drums is so big that a second person often helps the drummer hold it. In fact the student did become a member of the Harvard Band, and that single event was critical for keeping her at Harvard. While her grades were good, the dramatic success was her extraordinarily happy overall experience.

In an interview, when we pressed her to analyze that success, she repeatedly mentioned the band. Because of the band, she said, she got to know many other students well. Also, becoming part of the band, with its performances at football games and other campus activities, gave her a wonderful feeling of belonging.

She told us that all of those good things had happened because of that conversation with her first-year adviser. The adviser's one insight fundamentally changed the quality and texture of her college experience, including her academic engagement as well as her personal happiness. Without that advice, she never would have thought of joining the band, and certainly not just to hold a drum.

*Richard J. Light is a professor in the Graduate School of Education and the John F. Kennedy School of Government at Harvard University. This article is adapted from his Making the Most of College: Students Speak Their Minds, published this month by Harvard University Press.*

*The Chronicle of Higher Education, Page: B11*  
*March 2, 2001, Section: The Chronicle Review*
http://dus.psu.edu/mentor/

http://dus.psu.edu/mentor/old/articles/991122ml.htm

NACADA – NATIONAL ACADEMIC ADVISING ASSOCIATION

http://www.nacada.ksu.edu/

http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/index.htm

Communication/Listening

http://www.nacada.ksu.edu/Clearinghouse/Links/Listening.htm

“You cannot teach people anything. You can only help them discover it within themselves.”

– Galileo