FACULTY ADVISOR GUIDEBOOK

State University of New York
College of Technology
Canton, New York

Sixth Revision August 2007

Original compiled in 1994-95 by the Student Retention Committee,
In conjunction with the Vice President for Academic Affairs

Reviewed July 2007 by Deans' Cabinet
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The Significance and Goals of Academic Advising

Academic advising is an integral and important part of the higher education process. Advising is an enjoyable extension of your teaching and gives you an opportunity to recognize students as individuals with their own values and strengths. The academic advisor is among the first in a network of support services available to the students at SUNY Canton. As an academic advisor, you will have an opportunity to assist the student in setting goals, planning their overall academic program, developing class schedules, and by providing career information. The goals of academic advisement according to the National Academic Advising Association (NACADA) are highlighted below:

1. Assisting students in self-understanding and self-acceptance of abilities, interests and limitations.

2. Assisting students in their consideration of life goals by relating interests, skills, and abilities to careers, the world of work, and the nature and purpose of higher education.

3. Assisting students in developing an educational plan consistent with life goals and objectives (alternative courses of action, alternate career consideration and selection of courses.)

4. Assisting students in developing career decision-making skills.

5. Providing accurate information about institutional policies, procedures, resources, and programs.

"Academic advising is a developmental process which assists students...in the development of educational plans...It is a decision-making process by which students realize their maximum educational potential through communication and information exchanges with an advisor; it is on-going, multifaceted, and the responsibility of both student and advisor. The advisor serves as a facilitator of communication, a coordinator of learning experiences through course and career planning and academic progress review, and an agent of referral to other campus agencies as necessary." (Crocket, 1988)

Advisor/Advisee Relationship

Students are ultimately responsible for their own destiny, but the academic advisor can have an enormous impact in guiding students toward setting and attaining goals. Academic advisement is the joint responsibility of faculty and students. Together, the advisor and the student will set goals, choose courses, and review
academic progress. In this cooperative endeavor, it is the advisor's task to guide the student to accept responsibility for mature academic decision-making.

**SUGGESTIONS FOR FACULTY ADVISORS**

Each matriculated student is assigned a member of the faculty as an academic advisor. The advisor helps the student plan a program to satisfy degree requirements within a chosen curriculum and assists the student with problems of an academic or vocational nature.

1. The advisor serves as a mentor by demonstrating a professional interest in the student's adjustment to college; by serving as a contact person for the student; by assisting the student in communicating concerns to other college professionals when appropriate; and by allowing the student the freedom to make choices after limitations, alternatives, and consequences have been discussed.

2. The advisor assists the student in exploring a major field of study through discussion, recommendation of activities or work experience appropriate to the student's interests, or by referring the student to Career Services for further career exploration.

3. The faculty advisor explains to advisees the program of general education as it relates to the curriculum and to the development of the individual in today's society.

4. The advisor plans with the student a schedule of courses in keeping with curriculum requirements and student interests and takes into consideration student academic preparation.

5. It is important for advisors to work carefully with "at-risk" students, whose grade point averages are below 2.0 at midterm and those who have received multiple absence warnings or dismissal slips. At midsemester, advisors will meet with students to discuss grades, assess progress, and discuss any remedial action necessary. The advisor will refer students to appropriate
support services as listed in this handbook. Advisors will document these references in the student's academic folder.

6. The advisor serves as a link between the student, faculty, and administration on procedures for 1) dropping or adding courses, 2) determination of academic eligibility for various activities, 3) matters of failure, and 4) the need for referral for more comprehensive exploration of the student’s problems. The Student Handbook serves as the reference point for this information.

7. The handout, Advisor Fact Sheet for Online Learning, is available to faculty via the Advisor's Menu on Northstar web.

The Advisor's Timetable

This section discusses the primary opportunities for formal contact between academic advisors and students. Some categories of activity may not apply to all advisors but are included here to illustrate the range of contact an advisor can have.

1. **PLACEMENT TESTING** – Some students will not have previously completed orientation and placement testing. **Warning:** These students are at risk for schedule changes.

   The COMPASS Placement Test measures reading and writing skills, aiding placement into the appropriate level English classes for optimal student success. SUNY Canton requires all new full-time students to take the placement test unless exempt as determined by English Regents or standardized test scores:

   - Student has an English Regents examination score equal to or higher than 75 or
   - Student has a verbal SAT score equal to or higher than 420 or
   - Student has both reading and writing ACT scores equal to or higher than 17 or
   - Transfer student who already has passed a college level English course.

   Transfer students must demonstrate a “C” or better in a college level English course to be exempt from placement testing. Scores on the
placement test suggest leveling into ENGL 101/102 or BASK 097 or BASK 098.

BASK 097 Introduction to Academic Reading and Writing and BASK 098 Basic Writing are preparatory credit and cannot be counted toward graduation requirements. Careful consideration should be given to college level courses attempted by students leveled into BASK 097 or BASK 098.

Testing information is provided by the Office of Academic Support Services at 386-7684.

II. CURRICULUM MEETINGS - For first-year and transfer students, a curriculum meeting is a major academic activity scheduled during each semester's orientation period. This first meeting between new students and their advisor presents one of the best opportunities to set the stage for positive advisor/advisee relationships. Generally, the meeting is held at a designated time after new students have registered and just before classes begin. Not only is it a time for faculty and students to meet each other and discuss the curriculum and academic information in general, it is also valuable as a time to encourage and assist students in establishing their goals and objectives. The advisor hands out and goes over the schedule with the student at the advising meeting, and revises if necessary. (This is for first-time freshmen and transfers.)

SCHEDULE INTERPRETATION

a. Explain how to read the schedule, i.e. military time, days of the week (R=Thursday), building codes (C, P, etc.), second 7-week courses, Internet, late start dates, and off campus sites (OFC).

b. With each student, check his/her schedule to see if it agrees with what he/she should have.

The following general guidelines suggest topics that could be covered in a freshman orientation curriculum meeting. Advisors are cautioned about assuming anything regarding students' understanding of what is expected of
them academically, socially, or otherwise. Frequently those expectations that seem obvious to the advisor or to the returning student are not so to the beginning freshman. Therefore, articulation of the basics regarding academic survival may be more openly received at this time than after the students have settled in and “learned the ropes” through the informal student network. Some general topics may include: attendance regulations, guidelines for satisfactory academic progress, faculty office hours, definitions of full-time and part-time, honor point requirements, restrictions on the number of credit hours, withdrawing and repeating courses, discussion of career goals, and the skills needed to achieve those goals, and decisions to make regarding the goals.

Advisors should discuss the required courses for the first year in the curriculum as well as imputed credit courses that do not fulfill graduation requirements but that students may need to take as a result of their academic preparation and college entrance examination scores. And finally, advisors should outline a typical program for each student advisee. In doing so, advisors should:

- Explain sequential nature of certain courses and ramifications of failure by dropping any of these courses.
- Review other program-specific information important to students enrolled in the program.
- Explain the policy on deviant academic behavior.
- Explain the drop-add policy

III. **CERTIFICATE AND ALTERNATIVE CURRICULA** - Students are enrolled in certificates or alternative curricula when they do not have the specified academic preparation to enter their curriculum of choice. Math and science background are usually the key factors for a student’s admission into an alternate curriculum. Often the student does not have the required grades in these courses, or has not taken the required level of a course, i.e. one year of
high school algebra instead of the required three years of high school math, or non-Regents biology instead of Regents biology, and so forth. It cannot be assumed that these students always need to take the developmental reading and writing courses. Students may be enrolled in a certificate or alternate curricula for two semesters to meet the requirements for the certificate or curriculum of choice. Admission to a certificate or alternate curricula does not guarantee subsequent admission into the curriculum of choice. Declaring a Major/Change of Major Request or Readmit Request forms must be submitted to initiate the review process. The Declaring a Major/Change of Major Request form will specify the grades to be earned in particular courses or other requirements before a student can enter the chosen curriculum.

IV. MIDSEMESTER GRADES - At the midpoint of each semester, a grade report for each student is available on Northstar Web for the advisors. Progress in each course is reported by letter grade or as satisfactory/unsatisfactory depending on the instructor's preference. The grade reports are available for students online. When grades indicate, remedial action could include referring students to their instructors, the learning labs, or tutoring (see Support Services).

V. PRESCHEDULING - Prescheduling presents an opportunity for advisors to talk with advisees, to assess progress to date, and to discuss course options for the coming semester. When necessary, the advisor may communicate with the student via their SUNY Canton campus email. Pre-scheduling forms are available online on the college's home web site. At the conclusion of the session, the advisor will sign the course selection form for the student and give the registration code and instruction sheet for scheduling on Northstar Web to the student. When prescheduling students, keep in mind the following:

- Imputed courses do not count towards graduation (%).
- Every curriculum must have a writing intensive component.
- Many courses have pre-requisites.
- General Education requirements for the degree and for transfer.
- Some courses have multi-levels, e.g., Math and Science - certain levels may be curriculum specific.
- Students **CANNOT** get credit for both:  
  - ENGL 101 and ENGL 102
  - PSYC 220 and PSYC 225
  - BIOL 101 and BIOL 102

VI. **DECLARING A MAJOR/CHANGING OF MAJOR** - Declaring a Major/Change of Major Request forms are available in the Dean’s office. It is the student’s responsibility to initiate the form with their advisor. All contingencies affecting the change will be written on the form, signed by the student, and sent to the appropriate Program Director, Department Chair or Academic Dean. Students must declare a major no later than earning 30 credit hours for Associates Degrees and 45 credits for Baccalaureate Degrees. Consult website for requirements to declare each major. See sample form in Appendix. Prescheduling should be done with advising from the anticipated new curriculum. At the end of the semester the Dean will decide if contingencies were met to change to the new curriculum.

VII. **WITHDRAWING FROM COLLEGE** - If a student decides to drop all classes and leave college, a Withdrawal From College Form must be filled out. The forms are found in Deans’ offices and online at [http://www.canton.edu/registrar/](http://www.canton.edu/registrar/) and require several signatures including that of the student’s advisor.
SUNY Canton has a wide array of support services to assist students in their academic pursuits. They include:

- Academic Probation
- Accommodative Services
- Business & Accounting Lab
- Career Services
- College Preparatory Courses
- Counseling Center
- Dean of Students Office
- Diversity Office
- Early Identification Process (EID)
- EOP – Educational Opportunity Program
- ESL Tutoring
- Financial Aid Office
- Math Lab
- Other Tutoring/Learning Centers
- Residence Hall Directors
- Science Tutoring and Learning Center
- Tutoring Services Office
- Veterinary Science Lab
- Writing Center

ACADEMIC PROBATION (366-7425)

Students are recommended for Academic Probation by the Academic Deans with input from instructors and advisors. Academic probation is a privilege, not a student right. All students are sent a letter explaining their probation status and the rules that must be followed if a student returns on Academic Probation. Students accepting the conditions of the probation program sign a contract agreeing to meet all the requirements for this program. A probation student failing to meet ANY of the
requirements may be immediately suspended from the college. The Academic
Probation program requirements are:

1) Attend meeting scheduled during first two days of classes.
2) Meet with academic advisor and return completed, signed advising checklist
   before the end of the first week of classes.
3) Attend ALL class meetings and fulfill all class requirements.
4) Return completed, signed mid-semester advising checklist by assigned date.
5) Attend a campus tutoring lab for a minimum of three (3) hours a week.

Advisors of Academic Probation students are expected to discuss with the
student the answers to all questions on the advising checklists. After the advisor signs
the completed checklist, it is the student’s responsibility to return the completed
checklist to the Dean’s Office, FOB 314. The first checklist is available at the Probation
meeting, the second checklist is given to advisors for distribution at midterm.

ACCOMMODATIVE SERVICES (386-7392)

The Accommodative Services office is equipped to help students who require
assistance receive accommodation to make a smooth transition to SUNY Canton and
participate fully in college life. Services are available to eligible students with unique
needs such as mobility impairment, hearing impairment, visual impairment, learning
disabilities, etc. Students must register with the office in order to obtain the necessary
special resources and services and are encouraged to do so as early as possible.
Information pertaining to student accommodations can be found in Campus Center
233.

CAREER SERVICES (386-7119)
The Career Services Office is located on the lower level of French Hall and assists
students and alumni/ae in discovering, developing, and implementing career plans.
Students should visit Career Services to make the most of a variety of resources
available to help them find success including:

- One-on-one career exploration, guidance and coaching;
- On-line personality and career assessments;
- Preparation of career documents including resumes and cover letters;
- Training and coaching in interviewing skills;
- A variety of printed educational materials on career preparation and job searching.

The Career Services Office offers many web-based services to meet the need of online, international, and the current generation of connected students:

- "Jobs 4 Roos" is an online database of jobs and helpful alumni mentors.
- OptimalResume is an online resume building and hosting service that walks students through making print and web resumes
- Vault online career library provides students with PDF books on job searching, major-specific career development, and company profiles

The above services are also available to faculty and staff and can be accessed by going to the Career Services home page [www.canton.edu/career_services](http://www.canton.edu/career_services). The website contains additional career resources and much more information. The Career Services Office also manages the campus listings for Federal Work Study positions. Students with a Work Study award in their financial aid package should visit Career Services to find a job that matches their career/educational plans.

**COLLEGE PREPARATORY COURSES**

College preparatory courses allow students the opportunity to build competencies in Reading, Writing, Mathematics, and Academic Skills Development that are essential to college success. Placement in these courses is based on test results, faculty referral, and/or admissions referral based on academic preparation. These courses count toward full-time status but do not count towards graduation.

**COUNSELING CENTER (386-7122)**

The Counseling Center can help students with personal concerns or questions about most anything. The Counseling Center is located in the Campus Center, Room 225.

**DEAN OF STUDENTS OFFICE (386-7120)**

The Dean of Students' Office has the primary responsibility of student advocacy and providing oversight for the quality of student life on the SUNY Canton campus. Development and coordination is provided by this office for the budget, staff, facilities,
and programs for the Division of Student Affairs which includes: Campus Activities, Athletics, Intramurals, Residence Life, Counseling, Diversity/Multicultural Affairs, University Police, Alcohol Education, Student Health Center, Greek Life, Upward Bound and New Student Orientation.

Through this office, students can obtain assistance in:
- obtaining a student advocate
- finding a solution for life's small crises
- developing responsible behavior patterns
- developing a balanced lifestyle, encompassing work and recreation
- settling disputes/conflicts
- initiating campus judicial action against another individual
- learning of and protecting your rights as a student
- picking up a copy of the Student Handbook

The Dean of Students' Office, located in Faculty Office Building 604, also issues excused student absences to instructors and Deans when documented proof is provided. Students who are ill should go to the Health Center first.

DIVERSITY AFFAIRS (386-7128)

The Office of Diversity Affairs offers a wide variety of services in the areas of student advocacy, leadership, and personal, social, and career counseling. Although the primary clientele of the office includes students of color (those that fit the state-defined criteria of “minority”) and students from the New York metropolitan area, the professional staff of the office welcomes referrals pertaining to all SUNY Canton students. This office also maintains an active working relationship with the college's International Club, Afro-Latin Society, Lesbian, Gay and Bisexual Alliance, Native American Association, Gospel Choir, and African-American/Latino male-female discussion group.

The Office of Diversity Affairs is located in Campus Center 225.
EARLY IDENTIFICATION OF STUDENTS IN ACADEMIC DIFFICULTY - The sooner we identify students who are in academic difficulty, the easier it is to provide support services that will enable them to improve their academic performance. The Early Identification Process (EID) was implemented in 2005. It is an electronic notification process faculty use to notify the Dean who oversees the student’s curriculum of any student who, in the instructor’s opinion, is in academic difficulty or whose attendance record is a concern. Once notified, the Dean, or the student’s advisor, will confer with the student and other faculty to determine if the academic difficulties are confined to one particular course or if it is broader. The Dean or advisor will recommend specific support services, if appropriate. EID may also be used to notify the Dean that a student is no longer in academic jeopardy. Faculty should use the Absence Warning/Dismissal/EID notice at any point in the semester a student’s performance or attendance is of concern. At the end of the first week of class, faculty should use the notice to report any student that has not attended a face-to-face class or participate in an online class. The Absence Warning/Dismissal/EID notice is submitted electronically; see instructions in Appendix.

EOP (386-7226)

The Educational Opportunity Program provides academic support services, personal counseling, and financial assistance to eligible students. Eligibility for EOP is determined prior to registration. The program assures that educational opportunities are available to students who normally would not be afforded the opportunity to pursue a college education. First time EOP students are required to enroll in BASK 051 – College Success Strategies. All EOP students are required to regularly meet with assigned EOP counselors. EOP students having problems should be referred to their EOP counselor or to the EOP Office, located in Campus Center Room 234.

ESL TUTORING (386-7392)

Limited assistance to multi- and bi-lingual students is available in the Writing Center, located in Southworth Library. Contact Director of Tutoring Services for more information.
MATH LAB (386-7151)

The Math Lab provides tutoring to students enrolled in math courses, applied math courses, and technical courses. Professional and peer tutors provide assistance with all levels of mathematics ranging from basic math skills to calculus. The Math Lab is located in Wicks Hall, Room 023, and is open 9 a.m. - 5 p.m., Monday – Thursday, and 9 am to 4 pm on Friday. Some evening hours may be available.

OTHER TUTORING/LEARNING CENTERS (386-7392)

Peer and professional tutors provide individual and group tutoring in a lab setting as needed. Currently tutoring centers for nursing, accounting, computer and veterinary science courses have established locations and hours. Contact the Office of Tutoring Services for schedules and locations or visit their website at http://www.canton.edu/tutoring/

RESIDENCE HALL DIRECTORS (386-7513 – Housing Office)

Each residence hall has a live-in Residence Hall Director available to help students in their adjustment to college and residence hall living.

SCIENCE TUTORING AND LEARNING CENTER (386-7065)

The Science Tutoring and Learning Center professional staff and peer tutors work with students to help develop the skills and conceptual understanding necessary to succeed in science courses. The Science Tutoring and Learning Center offers students individual and group tutoring on a walk-in basis. Resources, including computer software, allow students to work independently at improving areas of weakness. The Science Tutoring and Learning Center is located in Cook Hall, Room 207. Hours are 9 am to 5 pm, Monday through Thursday, and 9 am to 4 pm Friday.

STUDENT SERVICE CENTER (386-7616)

The Student Service Center provides personal assistance to students and their families from the time of initial application for admission until completion of study. The staff is involved in educating students about different aid programs and helping them
through the annual application process as well as providing counseling on budgeting, indebtedness, and long-term planning for college financing.

In addition, staff work on educating students about federal and state academic progress guidelines and instilling in them an awareness that the rate at which they pursue their degrees and the grades they maintain while in attendance can affect whether or not they are able to continue receiving financial aid. With the large number of Canton students who are heavily dependent on government aid, academic progress guidelines are an important retention factor that all faculty and staff who are involved in academic advisement need to be aware of. (Please refer to the Student Handbook and/or the Academic Catalog for academic progress guideline charts.)

TUTORING SERVICES OFFICE (386-7392)

Students may request a tutor for an academic course not serviced by a Tutoring/Learning Center. The tutor coordinator assesses requests for tutoring and outlines a plan with the student. Students should contact the Tutoring Services Office at 386-7392 (Campus Center 233) to make an appointment. Tutoring is also available online and at the Massena Education Center.

WRITING CENTER (386-7308)

The Writing Center provides individual and group tutoring for students who need assistance in improving their communication skills. Through this Center, students can find assistance in revising written work as well as textbook reading and comprehension. The Center is located in Southworth Library. Hours of operation are Monday through Thursday, 9 am to 5 pm; Friday 9 am to 4 pm, and some evenings and Sunday hours.
APPENDIX
QUICK CONTACT GUIDE

ACADEMICS -----
Pauline A. Graveline, Provost & Vice President for Academic Affairs, FOB 602 – Phone: 315/386-7202

School of:
Business and Public Service, FOB 416 - Dean Karen Spellacy - Phone: 315/386-7328

Engineering Technology, Nevaldine North 105 – Dean David Wells - Phone: 315/386-7411

Health, Science & Professional Studies, Cook 125 - Dean Linda Pellett - Phone: 315/386-7401

Liberal Studies & Support Services, FOB 316 - Dean Kenneth Erickson - Phone: 315/386-7425

Academic Support Services: Campus Center Rm. 235- Patricia Cassara, Director
Phone: 315/386-7684; Veigh Lee, Tutor Coordinator - Phone: 315/386-7392
* Tutoring, math lab, science lab, reading/writing lab

Accommodative Services: Veigh Lee, Coordinator, Campus Center Rm. 233. –
Phone: 315/386-7392
* accommodations for physical and learning disabilities

Curriculum Coordinators and Program Directors for each school are listed on the back of this sheet.

FINANCIAL ISSUES -----
Student Service Center – Phone: 315/386-7616/7106

STUDENT LIFE -----
Residence Life Office: Courtney Battista, Director - Campus Center 225-
Phone: 315/386-7513

Health Office: Patricia Todd, Director - Campus Center - Phone: 315/386-7333
* assists students with medical problems and illness
* office to contact if a medical problem causes EXTENDED class absence

Personal Counseling: - Melinda Miller, Director - Campus Center - Phone: 315/386-7122

Dean of Students: Dan Sweeney - Faculty Office Bldg. 604 - Phone: 315/386-7120
* office to contact if emergency issues interfere with class attendance

Career Services: - David Noreen, French Hall 113 - Phone: 315/386-7119

UNIVERSITY POLICE ------- 315/386-7777------Available around the clock
Chief of University Police, Bill Mason
### CURRICULUM CODES AND COORDINATORS LISTING BY SCHOOL

#### SCHOOL OF LIBERAL STUDIES AND SUPPORT SERVICES
**KEN ERICKSON, INTERIM DEAN**
**DEPARTMENT CHAIRS: C. DANIELS, HUMANITIES, K. ERICKSON, MATHEMATICS AND J. NIXON, SOCIAL SCIENCES**

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<td>Apprentice Training (473)</td>
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<td>Individual Studies Certificate (987)</td>
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<td>Liberal Arts General Studies (250)</td>
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<td>Liberal Arts General Studies - Education (250E)</td>
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<td>Health Certificate/VET SCI (774V)</td>
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<td>Business Office Technology Certificate (778)</td>
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#### SCHOOL OF SCIENCE, HEALTH, AND PROFESSIONAL STUDIES
**LINDA PELLETT, DEAN**
**DEPARTMENT CHAIRS: K. ERICKSON, SCIENCE; J. CONKLIN, NURSING**

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#### SCHOOL OF BUSINESS AND PUBLIC SERVICE
**KAREN SPENCER, INTERIM DEAN**
**DEPARTMENT CHAIRS: K. MOSE, BUSINESS; L. COLBERT, PUBLIC SERVICES**

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<td>Legal Studies (0818)</td>
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<td>BBA Technology Management (1318)</td>
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<td>Office Technology (667)</td>
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<td>Public Safety: Criminal Investigations (359)</td>
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#### SCHOOL OF ENGINEERING TECHNOLOGY
**DAVID WELLS, DEAN**

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<td>Technol Mgmt: Facilities Operation (1629)</td>
</tr>
<tr>
<td>Air Conditioning Maintenance &amp; Repair (367)</td>
</tr>
<tr>
<td>Building Construction (920)</td>
</tr>
<tr>
<td>Computer Aided Drafting (167)</td>
</tr>
<tr>
<td>Electrical Const. &amp; Maint. (955)</td>
</tr>
<tr>
<td>Heating and Plumbing Service (921)</td>
</tr>
<tr>
<td>Motorsports Perform and Rep. (163)</td>
</tr>
</tbody>
</table>

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**SUBJECT TO CHANGE**

8/2007 LJ
The Compass Placement Test

What is the Compass Placement Test?

Compass is a computer-adaptive placement test that SUNY Canton uses to measure reading and writing skills. Computer-adaptive means the test selects the number and difficulty of questions on the basis of answers to previous questions.

Who takes Compass?

All new students take the Compass test unless exempt for any of the following reasons.

- Student has an English Regents examination score equal to or higher than 75 or
- Student has a verbal SAT score equal to or higher than 420 or
- Student has both reading and writing ACT scores equal to or higher than 17 or
- Transfer student who already has passed a college level English course.

Who administers Compass?

Compass is administered by the Academic Support Services Office (7684). Group testings are scheduled around Orientation, in addition to individual testing throughout the semesters.

Compass Test Scores

The Compass Reading Test is separate from the Compass Writing Test. SUNY Canton has set the Reading cut-off score at 76, and the Writing cut-off score at 49. English course placement is based on these two scores.

First, the Reading score is examined. If it is below 65, the student is placed into BASK097 (Intro. To Academic Reading and Writing), regardless of the Writing score.

If the Reading score is 65 or above, then placement is based on the Writing score. A Writing score below 49, places the student in BASK098 (Basic Writing). A Writing score of 49 or above, places the student in ENGL101/102. See chart below.

<table>
<thead>
<tr>
<th>Compass Reading Score</th>
<th>Compass Writing Scores</th>
<th>Course Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 64</td>
<td>0 - 48</td>
<td>BASK 097</td>
</tr>
<tr>
<td>65 - 99</td>
<td>49 - 99</td>
<td>BASK 098</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ENGL 101/102</td>
</tr>
</tbody>
</table>
Compass and the Advisor

If a student has taken the Compass test, an Individual Student Report is placed in the student's file by the Dean's Office. Advisors should check the recommended placement on the Individual Student Report against the student schedule as some schedules may be produced prior to testing. The English course should be changed if the Compass recommendation is different from the scheduled placement.

If there are no Compass results in a student's file, he/she was exempt. However, some students required to be tested, fail to do so. If evidence from their high school record or other data suggests a test should be taken, call the Academic Support Services Office (7684).

Advisors should note Student Background and Educational Plans, including Help Requested, on the report. This information may help with advisement and academic counseling.

If the student and/or the advisor feel that a re-test is warranted, call the Academic Support Services Office (7684). Either one or both tests may be given a second time.
Advisor Sheet

Online Courses

Before taking an online course, students should be advised about online learning to determine (1) if they possess the self-motivation, commitment, and appropriate computer skills for learning at a distance and (2) if they have access to the required technology.

Some commonly asked questions:

How are Online Courses Identified on Class Schedules?

Online courses are identified by 0W1, 0W2, 2W1, etc. (Internet Course) on a student's official class schedule. Hybrid courses, designated by H, are courses that combine face-to-face classroom instruction with asynchronous online instruction and have at least 10% of their scheduled class meetings replaced by online instruction.

What Should Students Do First?

On the first day of classes, students should access their online course by going to http://bb.canton.edu and logging in using their username and password. Their username is printed on their official course schedule. Their initial password is their birthdate and the last four digits of their social security number in the format ddMon9999. For example, if their birthdate is April 3 and their social security number is 123456789, their password is 03Apr6789. (Passwords are case sensitive. The first letter of the month is upper case and the last two lower case.)

What Should Students Know about Online Learning?

- Late registrants are more likely to fail or drop out of an online course than students registering on time.

- Online courses have the same credits and requirements as face-to-face courses. In fact, many students find online courses harder than traditional courses.

- Online courses require students to be more responsible for their learning. Many online courses have extensive reading and writing demands.

- Time Management is the most difficult aspect of online learning for students. Students need to have or develop strong time management skills and study habits. Although each online instructor is different, students should plan on spending at least 9-12 hours per week on each online class.

- Most online courses are not self-paced and often follow the traditional face-to-face format of weekly discussions and assignment due dates.

What Skills Should Online Students Have?

- Online learning requires familiarity with basic computer and word processing skills such as copying and pasting text, downloading software, sending email, and uploading attachments (students often overestimate their technical skills). However, students do not need to be computer experts to take online courses.
Current research indicates that academically successful online students are typically highly motivated, self-directed learners. Online learning may not be appropriate for first-time students.

Because many online courses have extensive writing and reading demands, it is highly recommended that students taking online courses have successfully completed a college-level writing course.

**How do Students Get Their Textbooks?**

Students can order textbooks online prior to the start of classes by contacting the Text-N-Tech Center (Go to "Buy Textbooks" located on the drop-down menu on the college’s home page @ www.canton.edu Click on Find Your Textbooks and select Program and Term to view the books needed for your class). They can also phone the Center at (315) 386-7112 or email: bookstore@canton.edu.

**What Resources are Available to Online Students?**

- **Technical assistance** is provided through the college’s Help Desk. If students have technical problems with their usernames, passwords, or course access, they should contact the Help Desk at (315) 386-7448 or email helpdesk@canton.edu

- **Tutoring services** are available to online students. Students should contact Academic Support Services listed on the college’s web site at www.canton.edu

- **Accommodative services** are available to any student who is eligible for academic accommodations due to a disability. Students should contact Accommodative Services at (315) 386-7392.

- **NorthStar Web** provides access to various student services such as financial aid, registration, course schedules, grades, and unofficial transcripts.

**What if a Student Wants to Take a Course from the SUNY Learning Network (SLN)?**

Students interested in taking a course from the SLN, need to visit the web site (http://sln.suny.edu/) and review the list of courses. Students must register for a SLN course at the campus offering the course. Once they have done that, they need to go to the SLN home page and complete the password request process in order to obtain access to their course. Some commonly asked questions about the SLN:

- If a student takes an SLN course, is there a tuition charge? Yes, students must pay the tuition at the school offering the course. If the student needs to use financial aid resources to do this, they need to see a Canton financial aid counselor in the Financial Aid Office, located in the Student Service Center of French Hall.

- Do students get residency (matriculation) credit for a SLN course? No, SLN courses are considered transfer credit and are not applied toward residency credit. Students must request that a transcript of their grades be sent to the Registrar’s office, SUNY Canton, 34 Cornell Drive Canton, New York 13617-1096.
### Sequential Flowchart of Mathematics Courses

The Math Department urges students and their advisors to take several things into consideration when selecting a math course:

1. Prior math courses and achievement in those courses. When determining the number of years of high school math, only consider high school math courses involving algebra.
2. Curriculum requirements.
3. Course needs of the student both for subsequent math course selection and for other courses in which the student will need mathematical skills.

It is strongly suggested that a student with less than 3 years of high school math select at least one of the various algebra courses offered. A student who has not taken a math course in the last two or three years may need to consider starting one course prior to what is suggested on this chart.

If the student received credit for the following, then take the courses listed:

<table>
<thead>
<tr>
<th>NO Course I Math or NO High School Algebra</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Algebra then Intermediate Algebra</td>
<td></td>
</tr>
</tbody>
</table>

| ONLY High School Course I and Below 80 Average |  |
| Beginning Algebra then Intermediate Algebra |  |

| ONLY High School Course I and 80+ Average (within 2 years of college entrance) |  |
| Intermediate Algebra then one of the following: College Algebra, Survey of Math or Math of Finance |  |

| Course I and Course II |  |
| Intermediate Algebra then one of the following: College Algebra, Survey of Math or Math of Finance |  |

| Course I, Course II and Course III |  |
| College Algebra or Survey of Math then one of the following: College Trigonometry, Basic Calculus, Survey of Math or Statistics |  |

| Course I, Course II, Course III and Either Pre-Calculus or H.S. Math 12 with Below 80 Average |  |
| College Algebra then one of the following: College Trigonometry, Basic Calculus, Survey of Math or Statistics |  |

| Course I, Course II, Course III and Either Pre-Calculus or H.S. Math 12 with 80+ Average |  |
| Calculus I then Calculus II * OR Basic Calculus then Statistics |  |

| Math A |  |
| Intermediate Algebra then one of the following: College Algebra, Survey of Math or Math of Finance |  |

| Math A and at Least 1 Year |  |
| College Algebra or Survey of Math then one of the following: College Trigonometry, Basic Calculus, Survey of Math or Statistics |  |

| Math A and Math B with Below 80 Average |  |
| College Algebra then one of the following: College Trigonometry, Basic Calculus, Survey of Math or Statistics |  |

| Math A and Math B with 80+ Average |  |
| Calculus I then Calculus II * OR Basic Calculus then Statistics |  |

* If more than 2 courses of math are needed, may take Calculus III then Differential Equations OR Statistics.

Revised 10/04
**Sequential Flowchart of Mathematics Courses**

1. **Differential Equations**
   - MATH 264
   - 3 credits

2. **Calculus III**
   - MATH 263
   - 4 credits

3. **Calculus II**
   - MATH 162
   - 4 credits

4. **Calculus I**
   - MATH 161
   - 4 credits

5. **College Trigonometry**
   - MATH 131
   - 3 credits
   - (Recommended Only)

6. **Statistics**
   - MATH 141
   - 3 credits

7. **Basic Calculus**
   - MATH 122
   - 4 credits

8. **College Algebra**
   - MATH 121
   - 4 credits

9. **Survey of Math**
   - MATH 111
   - 3 credits

10. **Math of Finance**
    - MATH 108
    - 3 credits

11. **Intermediate Algebra**
    - MATH 106
    - 3 credits

12. **Beginning Algebra**
    - MATH 100
    - 3 credits

* Imputed Credit for Associate Degrees

** No Credit for General Studies A.S. and A.A. Degrees

Revised 10/04
TO: FACULTY STUDENT ADVISORS
FROM: THE SCIENCE DEPARTMENT

THE FOLLOWING LISTING CONTAINS THE SCIENCE COURSES OFFERED BY THE SCIENCE DEPARTMENT AND THE CRITERIA FOR LEVELING STUDENTS. IF YOU HAVE ANY QUESTIONS, PLEASE CONTACT THE CHAIR OF THE SCIENCE DEPARTMENT.

**BIOLOGY COURSES ( * PERMISSION OF INSTRUCTOR)**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>Canton College PREREQUISITE OR COREQUISITE*</th>
<th>OR HIGH SCHOOL PREREQUISITE*</th>
<th>CONDITIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Biology (BIOL 101)</td>
<td>NONE</td>
<td>NONE</td>
<td>Less than 75 on Regents Biology Exam Cannot receive credit for both Intro. to Biology and Intro. to Human Biology.</td>
</tr>
<tr>
<td>Introduction to Human Biology (BIOL 102)</td>
<td>NONE</td>
<td>NONE</td>
<td>Less than 75 on Regents Biology Exam Cannot receive credit for both Intro. to Human Biology and Intro. to Biology.</td>
</tr>
<tr>
<td>College Biology I (BIOL 105)</td>
<td>Introduction to Biology OR Introduction to Human Biology</td>
<td>75 or Greater on Regents Biology Exam</td>
<td></td>
</tr>
<tr>
<td>College Biology II (BIOL 106)</td>
<td>College Biology I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Reproduction (BIOL 117)</td>
<td>NONE</td>
<td>NONE</td>
<td></td>
</tr>
<tr>
<td>Human Anatomy (BIOL 207)</td>
<td>College Biology I OR Introduction to Biology OR Introduction to Human Biology</td>
<td>75 or Greater on Regents Biology Exam</td>
<td></td>
</tr>
<tr>
<td>Microbiology (BIOL 209)</td>
<td>Human Anatomy &amp; Physiology I OR College Biology I OR Introduction to Biology OR Introduction to Human Biology</td>
<td>75 or Greater on Regents Biology Exam</td>
<td></td>
</tr>
<tr>
<td>Human Anatomy &amp; Physiology I (BIOL 217)</td>
<td>Introduction to Chemistry AND College Biology I OR Introduction to Biology OR Introduction to Human Biology</td>
<td>Minimum of 65 on Regents Chemistry Exam AND 75 or Greater on Regents Biology Exam</td>
<td></td>
</tr>
<tr>
<td>Human Anatomy &amp; Physiology II (BIOL 218)</td>
<td>Human Anatomy &amp; Physiology I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Environmental Sci. (ESCI 101)</td>
<td>NONE</td>
<td>NONE</td>
<td></td>
</tr>
<tr>
<td>Intro. to Environmental Sci. Lab (ESCI 102)</td>
<td>Introduction to Environmental Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COURSE</td>
<td>Canton College PREREQUISITE OR COREQUISITE*</td>
<td>OR HIGH SCHOOL PREREQUISITE*</td>
<td>CONDITIONS</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>---------------------------------------------</td>
<td>------------------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Introduction to Chemistry (CHEM 101)</td>
<td>Beginning Algebra as Prerequisite</td>
<td>Math A*</td>
<td>Did Not Pass Regents Chemistry Exam OR Did Not Take Regents Chemistry</td>
</tr>
<tr>
<td>General Organic &amp; Biochemistry (CHEM 102)</td>
<td>Introduction to Chemistry and Intermediate Algebra as Pre OR Corequisite</td>
<td>Regents Chemistry/Math A</td>
<td>65 or Greater on Chemistry Regents Exam</td>
</tr>
<tr>
<td>College Chemistry I (CHEM 105)</td>
<td>College Algebra</td>
<td>Regents Chemistry/Math B</td>
<td>65 or Greater on Chemistry Regents Exam</td>
</tr>
<tr>
<td>College Chemistry II (CHEM 106)</td>
<td>College Chemistry I</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Or Permission of Instructor

NOTE: All courses listed are to be passed, not just taken.
<table>
<thead>
<tr>
<th>LIBERAL ARTS ELECTIVE*</th>
<th>ALSO SCIENCE</th>
<th>ALSO SOCIAL SCIENCE</th>
<th>ALSO HUMANITIES</th>
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</thead>
<tbody>
<tr>
<td>ANTH (Anthropology)</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>ASTR (Astronomy)</td>
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<td></td>
<td>X</td>
</tr>
<tr>
<td>BIOL (Biology)</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>CHEM (Chemistry)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECHD (Early Childhood)</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>ECON (Economics)</td>
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<td></td>
<td>X</td>
</tr>
<tr>
<td>EDUC (Education)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL (English)</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>ESCI (Environmental/Earth Science)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOG (Geography)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOL (Geology)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST (History)</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>HUMA (Humanities)</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>HUSV (Human Services)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IDLA (Interdisciplinary Liberal Arts)</td>
<td>Maybe</td>
<td>Maybe</td>
<td>Maybe</td>
</tr>
<tr>
<td>MATH (Mathematics)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHIL (Philosophy)</td>
<td></td>
<td>X</td>
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</tr>
<tr>
<td>PHSC (Physical Science)</td>
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<tr>
<td>PHYS (Physics)</td>
<td>X</td>
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<tr>
<td>POLS (Political Science)</td>
<td>X</td>
<td></td>
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<tr>
<td>PSYC (Psychology)</td>
<td>X</td>
<td></td>
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<tr>
<td>SOCI (Sociology)</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>SPAN (Spanish)</td>
<td>X</td>
<td></td>
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<tr>
<td>SPCH (Speech)</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>SSCI (Social Science-General)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WMST (Women's Studies)</td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

*This is a listing for liberal arts electives. You must refer to the General Education list for courses approved for Gen Ed credit.*
DECLARING A MAJOR/CHANGE of MAJOR REQUEST

Name (print) ___________________________ Date ______________________

ID #: ________________________________________________

[Blank]

[Blank] Declaring a Major

Major Name ___________________ Major Code # __________

[Blank] Change of Major Request

Previous Major Program ___________________ Major Code # __________

New Major Program ________________ Major Code # __________

Expected semester to enter new major __________________________

[Blank] Change contingent on the following conditions:

[Student Signature]

Advisor Signature: ________________________________

[Blank] Does not meet requirements for the major.

Comments:

[Blank] Accepted into the major for ________________________ semester

Program Director/Department Chair: ______________________________

Dean: ______________________________

Date: ______________________________

cc: student, admissions, schools
New students at SUNY Canton received a Northstar Web PIN number on their official schedules at the start of the Fall 2007 semester. Students use this PIN to enter the secure area of Northstar Web to view mid-term grades, final grades, unofficial transcripts, schedules, financial aid and accounting information. Students who have forgotten their PIN, or have difficulty logging in, should come to the Registrar’s Office, French Hall 105 with photo ID. Due to the sensitive nature of the information, both academic and financial, this PIN cannot be given out without ID.

Students cannot enroll in courses, or drop and add courses, without an additional Registration Code (Alternate PIN). This number changes each semester and is provided each semester by the student’s advisor following student advisement. Advisors can access the registration codes for their advisees from the Advisee List on the Advisors Menu in Northstar Web. To view the correct advisee list, you should select the term FALL 2007 since these are your current advisees. If you have an advisee whose name does not appear on your list, please send the student with her or his signed copy of the pre-scheduling form to the Registrar’s Office, or you can call the office at 7042 and we will give the Registration Code to the Advisor.

The two-part pre-scheduling form with the Registration Code is to be signed by the advisor and the student. The original will be given to the student and the duplicate will be placed in the student’s advisement folder.

It is not required that advisors work out specific course sections or CRN numbers for each advisee. However, students will be instructed to do this before attempting to schedule on Northstar Web. It is very important that advisors give students alternative course choices, where appropriate.

Following advisement, students will have a period of time during which they can enroll in classes and make schedule changes. Time periods for pre-scheduling on Northstar Web will be as follows:

Seniors (More than 90 Earned credit hours)-Monday, NOVEMBER 5, 9 a.m. thru January 20, 2008
Juniors (More than 60 Earned credit hours)-Monday, NOVEMBER 5, 9 a.m. thru January 20, 2008
Sophomores (More than 30 Earned credits)-Tuesday, NOVEMBER 6, 3 p.m. thru January 20, 2008
Freshmen (Up to 30 Earned credit hours)-Thursday, NOVEMBER 8, 3 p.m. thru January 20, 2008

Students will be able to access Northstar Web registration until January 20, 2008 if they need to change a class or section after the end of the Fall 2007 semester.

Please note: Northstar Web is unavailable between 3 a.m. and 6 a.m. daily.

If students have difficulties with the Northstar Web registration process, they should call the Registrar’s Office at 386-7042, or direct them to stop by the office, Room 105, on the lower level of French Hall. Please be sure they bring photo ID and their signed pre-scheduling form.
# SUNY Canton Prescheduling Form

Name ___________________________ Curr.# ____________________

Registration Code ____________________________

Schedule the following courses for: Fall _______ Spring _______
(YEAR) (YEAR)

<table>
<thead>
<tr>
<th>CRN#</th>
<th>SECTION</th>
<th>COURSE NUMBER/TITLE</th>
<th>ALTERNATE COURSE #S</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

APPROVED:

_________________________________________  _______________________
Faculty Advisor’s Signature                  Date

*By my signature below, I acknowledge that I must enroll in the above courses in order to be in pursuit of, and to be able to complete, the requirement for my degree or certificate.*

_________________________________________  _______________________
Student’s Signature                          Date

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:50</td>
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<td>9:00-9:50</td>
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<td>4:00-4:50</td>
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<td>5:00-5:50</td>
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<tr>
<td>6:00-8:50</td>
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<td></td>
</tr>
</tbody>
</table>
# SUNY Canton
## General Education Approved Courses

<table>
<thead>
<tr>
<th>SUBJECT AREA</th>
<th>COURSES APPROVED</th>
</tr>
</thead>
</table>
| **1. Mathematics** | MATH 111 Survey of Math  
MATH 116 Mathematics for Elementary Teachers II  
MATH 121 College Algebra  
MATH 122 Basic Calculus  
MATH 131 College Trigonometry  
MATH 135 Technical Math I  
MATH 141 Statistics  
MATH 151 Fundamentals of Calculus I  
MATH 152 Fundamentals of Calculus II  
MATH 161 Calculus I |
| **2. Natural Sciences** | ASTR 101/102 Astronomy of the Solar System  
ASTR 103/104 Stellar Astronomy  
BIOL 101 Introduction to Biology  
BIOL 102 Introduction to Human Biology  
BIOL 105 College Biology I  
BIOL 117 Human Reproduction  
BIOL 209 Microbiology  
BIOL 213 Field Biology and Ecology  
BIOL 217 Anatomy & Physiology I  
CHEM 101 Introduction to Chemistry  
CHEM 102 General, Organic & Biochemistry  
CHEM 103 General Chemistry  
CHEM 105 College Chemistry I  
CHEM 204 Introduction to Organic Chemistry  
ESCI 101/102 Introduction to Environmental Science  
ESCI 105/106 Energy Resources  
ESCI 107/108 Earth Science  
GEOL 101 Physical Geology  
PHYS 100 Introduction to Physics  
PHYS 101 General Physics I  
PHYS 103 College Physics I  
PHYS 105 University Physics I  
PHSC 101 Physical Science |
| **3. Social Sciences** | ANTH 102 Introduction to Cultural Anthropology  
ECON 101 Principles of Macroeconomics  
ECON 103 Principles of Microeconomics  
ECON 201 Economics and Social Issues  
ECON 314 Managerial Economics  
GEOG 101 Introduction to Geography  
HITH 104 Introduction to Gerontology  
POLS 101 Introduction to Government and Politics  
POLS 105 National Government and Politics  
PSYC 101 Introductory Psychology  
PSYC 111 Applied Psychology  
SOCI 101 Introduction to Sociology  
SOCI 105 American Social Problems  
SSCI 181 Alcohol, Drugs and Society  
SSCI 245 Introduction to the Science and Technology of Behavior |
| **4. American History** | ECON 105 Survey of American Economic History  
HIST 103 Early American History  
HIST 105 Modern United States History  
HIST 204 U.S. Immigration History Through Race, Class, and Gender  
HIST 304 United States Women’s History |
| **5. Western Civilization** | ENGL 395 Special Topics: Women of Wisdom: Exploring the Biblical Feminine  
HIST 101 History of the Western Heritage  
HIST 102 Modern Europe  
SSCI 275 Introduction to Ukrainian Culture and History |
| **6. Other World Civilizations** | ANTH 102 Introduction to Cultural Anthropology  
ECON 315 Global Economy  
ENGL 224 Survey of Native American Literature  
ENGL 320 Native American Autobiography  
HIST 217 World History from 1300 to the Present  
SSCI 221 Introduction to Chinese History and Culture  
SSCI 271 Contemporary Global Issues |
<table>
<thead>
<tr>
<th>SUBJECT AREA</th>
<th>COURSES APPROVED</th>
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| 7. Humanities        | ENGL 203 World Literature: B.C. to 16th Century  
ENGL 204 World Literature: The 17th to 20th Centuries  
ENGL 205 Survey of English Literature I  
ENGL 206 Survey of English Literature II  
ENGL 207 Literature of the Early American Republic: Colonization and Revolution, 1640-1830  
ENGL 208 American Literature Comes of Age: 1830-present  
ENGL 209 Approaches to Literature  
ENGL 211 The American Novel of the Twentieth Century  
ENGL 212 Images of Rural America  
ENGL 213 War and Literature  
ENGL 214 Contemporary American Fiction  
ENGL 215 Multiculturalism in American Literature  
ENGL 216 Children's Literature  
ENGL 217 Comic Books as Literature  
ENGL 265 Writing in the Humanities Through Thematic Inquiry  
ENGL 295 Special Topics: African American Literature  
ENGL 303 Introduction to Intercultural Studies  
HUMA 201 Art History: B.C. to 16th Century  
HUMA 202 Art History: 16th to 20th Century  
HUMA 204 Survey of American Folklore  
HUMA 291 Special Topics: Introduction to Film  
HUMA 295 Art and Society  
NMDA 101 Introduction to Media Studies  
PHIL 201 Introduction to Philosophy |
| 8. The Arts           | ENGL 217 Comic Books as Literature  
ENGL 221 Creative Writing  
ENGL 310 Writing Your Life: Form & Function in Memoirs  
ENGL 315 Short Fiction: The Art of the Tale  
ENGL 335 Contemporary Theater  
ENGL 393 Special Topics: Classical Theater Lab  
GMMD 102 Introduction to Design  
GMMD 201 Digital Photography  
GMMD 211 Film Analysis  
HUMA 101 Introductory Drawing  
HUMA 201 Art History: B.C. to 16th Century  
HUMA 202 Art History: 16th to 20th Century  
HUMA 291 Special Topics: Introduction to Film  
HUMA 295 Art and Society  
HUMA 391 Special Topics: Science Fiction in Film  
HUMA 391 Special Topics: Horror in Film |
| 9. Foreign Language   | SPAN 101 Contemporary Spanish  
SPAN 102 Contemporary Spanish II |
| 10. Basic Communication| ENGL 101 Expository Writing  
ENGL 102 Oral and Written Expression |
| 11. Critical Thinking | Infusion |
| 12. Information Management | Infusion |
SUNY CANTON FACULTY ADVISOR SURVEY - SPRING 2007

This survey is anonymous. Advisors will see the results, but there is no way any of the responses can be traced back to you.

1. What curriculum are you in?
2. Have you had your advisor as an instructor?
   ■ Yes
   ■ No

4. What is your gender?
   ■ Male
   ■ Female

5. Are you a transfer student?
   ■ Yes
   ■ No

6. Year graduated from high school or received GED:
   ■ 2000 - 2006
   ■ 1990 - 1999
   ■ 1980 - 1989
   ■ 1970 - 1979
   ■ Prior to 1970

7. Previous institution?
   ■ High school
   ■ College

8. Are you planning on:
   ■ Graduating in your current curriculum
   ■ Transferring to another SUNY Canton curriculum
   ■ Transferring to another school

9. I have contacted my advisor for academic advice:
   ■ Not at all
   ■ 1 - 5 times
   ■ 5 - 10 times
   ■ over 10 times

10. I have contacted my advisor for advice on other matters:
    ■ Not at all
    ■ 1 - 5 times
    ■ 5 - 10 times
    ■ over 10 times

12. My advisor creates an atmosphere of caring and concern when we communicate.
    ■ Strongly agree
    ■ Agree
    ■ Disagree
    ■ Strongly disagree

13. My advisor helps me clarify my educational and career goals and objectives.
    ■ Strongly agree
    ■ Agree
    ■ Disagree
    ■ Strongly disagree

14. My advisor helps me develop appropriate course schedules.
    ■ Strongly agree
    ■ Agree
    ■ Disagree
    ■ Strongly disagree

15. My advisor informs me of relevant alternatives, limitations, and potential consequences of my academic decisions.
    ■ Strongly agree
    ■ Agree
    ■ Disagree
    ■ Strongly disagree

16. My advisor encourages me to make timely progress towards my degree.
    ■ Strongly agree
    ■ Agree
    ■ Disagree
    ■ Strongly disagree

17. My advisor is available for advising.
    ■ Strongly agree
    ■ Agree
    ■ Disagree
    ■ Strongly disagree

18. My advisor furnishes accurate information regarding academic policies and procedures.
    ■ Strongly agree
    ■ Agree
    ■ Disagree
    ■ Strongly disagree

19. My advisor provides information on transfer careers, graduate and professional opportunities.
    ■ Strongly agree
    ■ Agree
    ■ Disagree
    ■ Strongly disagree

20. OVERALL EVALUATION OF MY ADVISOR:
    ■ Very satisfied
    ■ Satisfied
    ■ Dissatisfied
    ■ Very dissatisfied

Please write any additional comments on back of survey. Thank You!