

Advising Syllabus Template



(Contact Advisement and Transition for the word version of this template to be personalize for your students.)

Advisor contact information:

Name:

Email:

Phone:

Office Location:

Office Hours:

Advising Appointments

To set up an appointment with me, please call the number above. Whoever answers the phone has access to my calendar and can set up the appointment. You may also stop by the office to set up an appointment.

Expectations and Responsibilities

Responsibilities of the Student:	Responsibilities of the Advisor:
<ul style="list-style-type: none"> • To assume progressively the leadership role in academic program planning and to recognize that the advisor's role is one of mentor and facilitator. • To recognize that the student is ultimately responsible for completing a regular review of degree audit, meeting academic deadlines, developing a workable schedule and fulfilling financial obligations. • To understand and comply with College policies. • To commit a reasonable amount of time, both independently and in meetings with an academic advisor, to plan and implement one's own academic program. • To be familiar with the department advisement manual (where available), the College catalog and other College/department advisement materials. • To schedule and attend meetings with the advisor prepared with necessary registration materials, suggestions for courses to be completed and a plan for meeting graduation requirements, as well as questions to clarify prospective problems. • To seek out the advisor or department chair, in a timely manner, for assistance in negotiating difficulties or changes in academic program plans. • To identify alternatives and assess the consequences of decisions made during one's college career. 	<ul style="list-style-type: none"> • To work with each student advisee to achieve an academic program consistent with the student's preparation, interest and plans for the future. • To help students become familiar with college and departmental requirements as reflected in the College Catalog and degree audit. • To help students recognize their academic strengths and weaknesses, establish realistic education goals and identify the courses necessary to achieve these goals. • To be sensitive to the varied needs of students as they develop academically and personally at Cortland and refer to campus resources as appropriate (e.g., Academic Support and Achievement Program, Advisement and Transition, Associate Deans, Career Services, Counseling Center). • To be available during regularly scheduled office hours or by appointment to meet with students for academic advisement. • To schedule sufficient time in the office for academic advising during critical periods such as registration and drop/add. • To appreciate and advocate for diversity, equity and social justice as indicated in our campus priorities.

Semester Reminders

- Pay attention to the drop/add period at the beginning of each semester (first five days of classes).
- Make sure all transcripts from course work completed at a previous institution, including summer or winter session classes, have arrived. SUNY Cortland must receive an official transcript for the credit to be posted on your academic record.
- Review your degree audit.
- Review your mid-semester estimates.
- Pay attention to important deadlines:
 - Change of major: October 1 (fall), March 1 (spring)
 - Withdraw from course deadline: November 15 (fall), April 15 (spring)
- Review and apply for potential scholarships.
- Seek out opportunities to get involved with campus.
- Set up a meeting with your advisor to discuss registration and career goals.

A Four Year Timeline (outline of a projected four year timeline for classes, internship, etc. specific to your program)

First Year

- Explore your academic and career interests.
- Visit Career Services (Van Hoesen Hall, Room B-5) to discuss potential majors and careers.

Second Year

- Talk to professors and get a sense of the occupations that are available in their area of study.
- Review college catalog and any departmental specific advising tools and resources,

Third Year

- Identify education and/or skills needed to attain employment or training in your field (is grad school for you?).
- Volunteer or internship work in a particular field to gain hands-on experience in your major.

Fourth Year

- Research employment or grad schools options and start applying.
- Continue to network.
- Continue to do volunteer work or internships to build a resume and make you, as a professional, marketable.

Resources

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| ➤ Advisement and Transition | Memorial Library, Room A-111 | 607- 753-4726 |
| ➤ Academic Support and Achievement (ASAP) | Van Hoesen Hall, Room B-205 | 607- 753-4309 |
| ➤ Career Services | Van Hoesen Hall, Room B-5 | 607- 753-4715 |
| ➤ International Programs Office | Old Main, Room 219 | 607- 753-2209 |
| ➤ Registrar's Office | Miller Building, Room 223 | 607-753-4702 |
| ➤ Transfer Credit Services | Memorial Library, Room A-111 | 607- 753-4726 |
| ➤ College Catalog | cortland.edu/academics/catalogs.dot | |

SUNY Cortland Academic Advising Mission Statement

Students come to SUNY Cortland with differing academic experiences, varying needs and diverse backgrounds. Advisement plays a crucial role in helping students grow as engaged citizens, which is part of the College's mission statement. Students and advisors have important responsibilities in this process.

SUNY Cortland views academic advisement as serving two functions. First, the advisement process helps the student to satisfy immediate, short-term needs for selecting courses, scheduling and registration. Second, academic advisement endeavors to assist students to develop meaningful educational plans that are compatible with their life goals. A successful advisement process must represent a balance of these two components: registration and student development.

Academic Integrity Statement

The College is an academic community whose mission is to promote scholarship through the acquisition, preservation and transmission of knowledge. Fundamental to this goal is the institution's dedication to academic integrity. Providing an atmosphere that promotes honesty and the free exchange of ideas is the essence of academic integrity. In this setting all members of the institution have an obligation to uphold high intellectual and ethical standards.

It is the responsibility of the faculty to impart not only knowledge but also respect for knowledge. It is also the professional responsibility of all faculty members to explain the importance of honesty and respect for knowledge in order to ensure an academic environment that encourages integrity. To establish such an environment, students must recognize that their role in their education is active; they are responsible for their own learning. Specifically, it is the responsibility of students to protect their own work from inappropriate use by others and to protect the work of other people by providing proper citation of ideas and research findings to the appropriate source. This includes the obligation to preserve all educational resources, thereby permitting full and equal access to knowledge.

This academic community takes seriously its responsibilities regarding academic honesty. Academic integrity is absolutely essential to ensure the validity of the grading system and maintain high standards of academic excellence. In addition, all members of the academic community must exhibit behavior exemplifying academic honesty and encourage such behavior in others.

Promoting Academic Student Success (PASS):

Your success is largely dependent on the time and effort you invest in course content, materials and assignments for your courses. If an instructor has a concern about your academic performance, they may reach out to you via email or before or after class. It is expected that you will respond and communicate with them. I will also email you with questions or concerns and expect that you respond and communicate with me. If the instructor or I feel an additional level of intervention would be helpful, we may submit a PASS form. PASS is intended to provide increased outreach and support to you. It is expected that you will respond to a PASS outreach email as well, as these communication tools are in place to assist you.

A few words about FERPA...

What's FERPA? The letters stand for the Family Educational Rights and Privacy Act and *very* briefly this act protects your information. Unless I have either a written and signed release from you, or a reasonable professional need, I cannot share your academic information with any third part – including your parents. If your parent/guardian(s) calls me I cannot share your grades or your academic progress with him or her. If you want me to share this information, you will have to give me the proper written permission. I strongly encourage you to keep communication open between you and your parent/guardian(s). For more information on FERPA visit: <http://www2.cortland.edu/ferpa/> If you want to grant access to your academic information to a particular party (e.g. parent, legal guardian), you must complete the Consent for Access form in the Registrar's Office. In addition to the form, SUNY Cortland requires a copy of the most recent IRS Tax Return indicating dependency.

Accessibility and Equal Opportunity

It is the policy of SUNY Cortland to provide reasonable accommodation for qualified individuals with disabilities in accordance with applicable laws. Federal law (Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990) established the rights of individuals with disabilities. If you are student with a disability and wish to request accommodations, please contact the Office of Disability Services located in Van Hoesen Hall or call 607-753-2066 for an appointment. Any information regarding your disability will remain confidential.