

# COR 101 Program Expectations

(This document will be sent to you electronically for easy access to links.)

## Course Development:

- New instructors must meet with Lori before the start of the semester. Meeting information will be sent soon.
- The COR Kickoff (for instructors and TAs) will be held in Brockway Hall Jacobus Lounge on Fri, Aug. 24 at 3 p.m.
- All instructors are encouraged to attend the Instructor Semester Debriefing (Check-in) Session on **Friday, Sept 14 at 11:30 a.m.**, Room TBD.
- COR Website: <http://www2.cortland.edu/offices/advisement-and-transition/cor-101/>
  - [Foundational Themes](#)
  - [Topics Resource List](#)
  - Course texts: [College Catalog](#), Student Planner and Reader (*Purpose and Practice: Making the Most of Your First Year at SUNY Cortland* – provided via Blackboard for students).
- Instructors should call or email David Runge or Lori throughout the summer and fall with questions.

## Course Support:

### Administration:

- During drop/add instructors must use the [PASS system](#) if students do not attend class.
- Throughout the semester, instructors and teaching assistants should always reach out to students you are academically worried about but also keep Advisement and Transition informed using the PASS system.
- Instructors seeking a grant must submit an application by **Sept. 10**. Grant applications must be submitted every year as funding is not guaranteed. Grant approvals will be sent via email on September 12.
- Instructors and teaching assistants should explain the Course Teacher Evaluation (CTE) process and the importance of offering thoughtful feedback. Instructors should remain outside the classroom during the process to ensure an appropriate administration has taken place.

### Syllabus:

- An electronic (or hard copy) course syllabus is due on or before **Mon., Sept. 10**. [Weekly schedules](#) are due on or before **Fri., Sept. 28**.
- Instructors must use the [five foundational COR themes](#) to develop course outline and activities:
  - Academic Success
  - Diversity Equity Inclusion
  - Orientation to Cortland
  - Personal Development and Wellness
  - Transitions
- Instructors and teaching assistants are expected to utilize [course materials, resources, and active learning techniques](#):
  - *Purpose and Practice: Making the Most of Your First Year at SUNY Cortland* – online text (Reader will be automatically uploaded to your Blackboard class. **Do not create your Blackboard class before this process is complete.** Lori or David will keep you informed of the time-frame).
  - Student Planner (teaching assistant will distribute planner at the first class)
  - College Catalog
  - COR 101 Website and TA Blackboard Class (CPV 400)
- Devote at least one class to the advising and registration process. Instructors working with Pre-Major students in learning communities should work with the academic advisor from Advisement and Transition who are assigned as the academic advisor to the specific COR section.
- Pre-Major instructors must devote a class to career/major exploration.
- All instructors must spend some time discussing career options. If you are facilitating a class not in your area of expertise, consider inviting a guest speaker in the respective area (faculty member or department chair). Advisement and Transition can offer guest speaker suggestions.

## COR 101 Program Expectations - continued

- COR offers instructors academic freedom, however, the following student expectations must be listed in your syllabus:
  - attend and participate with class discussion and activities (students are not allowed to withdraw or retake COR 101).
  - show proficiency using myRedDragon - including a variety of technological resources titled *Tech Talk* (additional information about *Tech Talk* will be shared in your materials at the Kickoff).
  - attend at least five campus/community events of student's choice from the following options:
    - Athletic
    - Cultural
    - Lecture or Program
    - one academic club meeting associated with student's major - or academic club meeting of interest
    - Student's Choice
    - Optional: Instructors can add an additional event of their choice
  - complete an assignment that requires taking the online College Student Inventory (CSI). The CSI is a self-assessment tool designed to provide feedback on student's academic motivation, general coping skills, and receptivity to support services. Instructors will receive a one page summary of their student's results on or before **Oct 12**. Lori will provide additional details at the Kickoff.
  - write at least 6 to no more than 12 pages of material.

### Mentoring:

- **Provide outreach, encouragement and be accessible to incoming students**
  - Reach out to any student not attending or is tardy for class.
  - Refer any student who may need assistance with study skills (writing, note taking, time management, etc.) to the appropriate department. Connecting to Campus Resources (referral) cards will be given to you at the start of the semester.
  - Pay close attention to the College Student Inventory (CSI) student reports (slated to be mailed to you Oct 9). Follow up with your students who show signs of concern. Additional information will be given to you early in the semester.
  - Advisement and Transition will ask you to reach out to students who we identify as needing additional guidance. Your teaching assistant can be a good help with this outreach.
- **Mentor and collaborate with teaching assistant**
  - Include teaching assistant on the creation of a new course outline and weekly schedule.
  - Assist with the creation of a new TA learning contract (no outlines and do not use contracts from previous years). **This reflective TA assignment is a critical component for the COR program.**
  - Regularly meet throughout the fall semester with TA for course planning.
  - Provide guidance/feedback to the TA regarding the two classes they will facilitate on a first-year transition topic as well as the poster they will create for the Poster Symposium.
  - Attend and provide feedback on the classes the TA facilitates.
  - Teaching assistant will be added as a student to the Blackboard/eLearning class. TAs are **not allowed to grade** but will have access to the reader and any other uploaded materials.
  - TA will be asked to check-in with students on a variety of technology issues, called *Tech Talk* (additional information about *Tech Talk* will be shared at the Kickoff).
  - Review the resources in the learning contract packet with TA at the start of the semester. Refer to the final TA learning contract before mid-semester estimates are due. There should be no surprises with the TAs estimate or final grade. Communicate throughout the semester.
  - TA should provide outreach, encouragement and be accessible to incoming students.