

COR 101 Program Expectations 2026

COR 101 - The Cortland Experience: A graded seminar designed to facilitate the intellectual and social integration of first-time college students into the academic community at SUNY Cortland. (1 cr. hr.) Frequency code A = offered every semester

Instructors should contact Coordinator of COR 101 throughout the fall with questions, concerns, adjustments to course format including student learning outcomes, and/or any instructor absence for an extended period.

Guidelines and responsibilities of COR 101 Instructors shall align with the policies and procedures outlined for the instructor of record within section two of the [SUNY Cortland Handbook](#).

Instructors and student facilitators are expected to utilize course materials, resources, and active learning techniques shared **within the Brightspace COR Instructors Community Board**.

Please refer to the COR Timeline for an overview of the course structure (attached).

Instructors should 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

Syllabus:

Facilitating COR offers instructors academic freedom; however, due to the nature of first-year seminars, there are certain requirements that need to be followed. The following course learning outcomes and student expectations [must be listed in your syllabus](#):

Learning Outcomes: Upon successful completion of this course, students will be able to:

1. Demonstrate an understanding of the transition to college by explaining one aspect of personal change/growth since high school and articulate two differences between high school and college.
2. Demonstrate an understanding of the SUNY Cortland community, policies, and procedures by navigating the SUNY Cortland website to find specific information or resources.
3. Describe the importance of keeping a balanced and healthy lifestyle by identifying two campus resources available for health and wellness questions.
4. Utilize academic resources by naming their Primary Academic Advisor and identifying two campus resources available to answer academic questions.
5. Identify two campus resources, offices or programs related to topics of Diversity, Equity, and Inclusion

Student Expectations:

- Attend/participate with class discussion/activities (students are not allowed to withdraw or retake COR 101).
- show proficiency using myRedDragon - including a variety of technological resources titled *Tech Talk* (the student facilitator will take the lead on this expectation. Information will be shared in your Kickoff folder.
- attend at least five campus/community events of student's choice from the following options:

Athletic	Cultural
Lecture or Program	Student Choice
Academic Club Meeting based on major or interest	

- complete the online College Student Inventory (CSI), a self-assessment tool designed to provide feedback on students' academic motivation, general coping skills, and receptivity to support services. Details will be shared in the Kickoff folder.
- write at least 6 to no more than 12 pages of material.

- complete an assignment that requires developing a four-year academic plan.

Course Expectations:

- devote at least one class to the advising and registration process as well as career options and exploration (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.
- two full class lessons will be facilitated by your Student Facilitator.

Course Development and Instruction:

Review the following resources to support course development.

- Student Planner – distributed at the first class.
- COR Reader: Purpose and Practice: Making the Most of Your First Year at SUNY Cortland
- Degree Plan Workbook – this workbook will guide students in creating a four-year academic plan
- [College Catalog](#)
- [COR Website](#): we will transition our course materials from the website to Brightspace.
- **Coming Soon!** Brightspace - COR Instructor Community, our primary hub for instructor resources, including foundational themed class activities, the syllabus template, active learning strategies, and more. If you're searching for a resource and can't locate it, please contact the coordinator of COR 101.

Administration:

- The first two weeks of class, instructors must use Starfish to indicate if students are not attending class.
- Throughout the semester, instructors and student facilitators should always reach out to students you are academically worried about, but also keep Advisement and Transition informed using Starfish.
- Instructors seeking a COR 101 instructor grant must apply by the third week of classes. Grant applications must be submitted every year as funding is not guaranteed. Grant approvals will be sent via email by the following Monday.
- Instructors and student facilitators should explain the Course Teacher Evaluation (CTE) process and the importance of offering thoughtful feedback. Instructors should encourage participation.

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 office.
 - Advisement and Transition will ask you to reach out to students who we identify as needing additional guidance. Your student facilitator can be a good help with this outreach.
 - One important way we create positive outreach and belonging is based on data from the College Student Inventory (CSI) student reports (slated to be mailed to you in early October). We will ask you to follow up with your students who show signs of concern. Details will be given to you early in the semester.
- **Mentor and collaborate with student facilitator**
 - Student Facilitator **will be added as a student** to the Brightspace/eLearning class. SFs are **not allowed to grade** but will have access to the reader and any other uploaded materials.
 - Review the resources in the learning contract packet with SF at the start of the semester.
 - Assist with the creation of a new SF learning contract (no outlines and do not use contracts from previous years). **This reflective SF assignment is a critical component for the COR program.**
 - Include student facilitator (SF) on the creation of the course outline and weekly schedule.
 - Meet regularly throughout the semester for course planning.
 - Provide guidance/feedback 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 SF facilitates.

- Review the final SF learning contract before Progress Surveys are due. There should be no surprises with the SF progress survey feedback or final grade. Communicate throughout the semester.