

COR 101 Program Expectations 2023

Before the Semester

Course Development/Preparation:

- New instructors meet with the Coordinator of COR 101 before the start of the semester. This meeting may take place in the preceding Spring semester or over the summer, prior to the start of Fall instruction. Returning instructors are welcome to consult for any questions or support.
- Student Facilitator details will be emailed out in late Spring. Some changes may occur over summer, and instructors will be notified as these occur.
- New instructors will also be invited via e-mail to a group session in late Summer to cover best practices and answer any needed details.
- Online Learning Management Systems, Brightspace, typically open to instructors in mid-Summer (Late-July/Early August), where you can begin to build your course.
- Instructors may work on their Syllabus, and consult with Coordinator of COR 101 for any needs or questions.
- The COR Kickoff (for instructors and student facilitators) will be held on Fri, Aug. 25 at 2:30 p.m. in Memorial Library, 2nd floor Please RSVP via your instructor contract. This event allows instructors and student facilitators the chance to learn about program updates, ask questions, and spend time together.
 - COR 101 folders, including helpful contacts, resources, and information will be distributed during Kickoff. If you are unable to attend, your folder can be picked up in Advisement and Transition after August 25th, or can be mailed to you.
 - Student Planners are distributed via the kickoff, to be picked up by Student Facilitators during the first class.
- Utilize the following resources in preparing for your course:
 - 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 – integrated into online Learning Management System*)
- The COR 101 Instructors blackboard organization – made available after course enrollment for reference and questions.
- Instructors should call or email Coordinator of COR 101 throughout the period of service with questions.

During the Semester:

Administration

- During drop/add instructors must use Starfish if students do not attend class. Please consult Advisement and Transition, or attend a Starfish Training session to learn how to use [Starfish](#)
 - 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 may apply for a COR 101 Instructor Grant, applying for up to \$200 per course section. Grant applications must be submitted every year as funding is not guaranteed. Deadline to submit grant requests is September 11, 2023. Grant approvals will be sent via email on September 15. Grant application forms will be shared with COR 101 instructors prior to the start of the semester.
- Instructors should complete a Progress Survey via starfish for all student in COR 101 – typically available in mid-late September through early October.
- Students may not drop COR 101, as this is a required course. If they need to make changes to their COR 101 class, please refer them to the Coordinator of COR 101/Advisement and Transition for support since COR is also 'special permission', so it cannot be added by the student. Please have them contact us for assistance.

Syllabus/Course Content:

- An electronic (or hard copy) course syllabus is due to Coordinator of COR 101/Advisement and Transition on or before Friday, **Sept. 15 2023**. Weekly schedules are due on or before **Fri., Sept. 22**. Syllabus can be e-mail to

Samantha.Howell@cortland.edu, or a paper copy can be dropped off to Advisement, A-III, Memorial Library. If you are teaching multiple sections, please make sure to clearly mark a syllabus for each section

- Instructors must use the five foundational COR themes to develop course outline and activities: Orientation, Transition, Personal Wellness, Academic Success, and Diversity (Equity and Inclusion)
- Instructors and student facilitators are expected to utilize course materials, resources, and active learning techniques:
- *The following are course materials for COR 101:*
 - *Purpose and Practice: Making the Most of Your First Year at SUNY Cortland* – online text
 - Reader will be automatically uploaded to your online Learning Management System
 - Student Planner (student facilitator will distribute planner at the first class)
 - College Catalog
- 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.
- 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. Pre-Major instructors (learning communities) or 'open' sections must devote a class to career/major exploration as well. Career Services or Advisement and Transition can be helpful offices to consider.
- COR 101 offers instructors academic freedom to develop lessons that meet these themes and requirements in the manner they see most effective for their class. 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 areas of interest
 - Fifth event at discretion of instructor or student (Optional: Instructors can add an additional event type 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. Administration of the CSI will take place Sept. 13 to 29 electronically, with results delivered to instructors after October 9. Students receive immediate personal feedback after completion of inventory.
 - write 6 to 12 pages of material. Written materials may be assigned in the form of essays, reflections, research, assignments, etc.

End of Semester

- Instructors and student facilitators should explain the Course Teacher Evaluation (CTE) process and the importance of offering thoughtful feedback. CTE's are administered electronically.
 - The Coordinator of COR 101 will provide instructions on setting up CTE's during the Fall semester.
 - It is a best practice to set aside time during your final class for students to complete these, to ensure best response rate and validity of results. You and your student facilitator should leave the room while CTE's are being administered.
- Instructors should provide time as well for students to complete COR 101 Written Comments feedback sheet. This is separate from CTE's, and provides general reflective feedback on COR 101 course content. These can be administered at the same time as CTE's.

- Instructors complete an evaluation of their COR 101 student facilitator in final 2 weeks of the semester (or into finals week). Students should be made aware of what grade they are receiving. Grade evaluations are turned into Coordinator of COR 101, who then submits Student Facilitator grades via banner.
- Complete COR 101 Intentions Form for Fall 2024 (non-binding), and return to Coordinator of COR 101 before start of Spring 2024. Include recommendations of future COR 101 Student Facilitators as well.

Mentoring of Students:

- Provide outreach, encouragement and be accessible to incoming students
- Reach out to any student not attending or is tardy for class. – utilize Starfish for flags, kudos, or referrals.
- Refer any student who may need assistance with study skills (writing, note taking, time management, etc.) to the appropriate department.
- Pay close attention to the College Student Inventory (CSI) student reports (slated to be mailed to you in early October). 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 student facilitator can be a good help with this outreach.

Relationship with Student Facilitator

- Include student facilitator on the creation of a new course outline and weekly schedule.
- Assist with the creation of a new student facilitator learning contract (no outlines and do not use contracts from previous years). **This reflective student facilitator assignment is a critical component for the COR program.** Student Facilitators are responsible for actually writing their learning contract – you then provide feedback and edits, before you both sign the agreed upon contract and send to the Coordinator of COR 101 for review and storage.
- Regularly meet throughout the fall semester with the student facilitator for course planning.
- Provide guidance/feedback to the student facilitator 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.
 - The topics of their lessons are to be determined through conversation and deliberation between instructor and Student Facilitator.
- Attend and provide feedback on the classes the student facilitator facilitates. Help them to professionally grow and learn from the experience.
- Student facilitator will request to be added as a student to the Blackboard/eLearning class, typically in mid-late August with student privileges (not instructor). Student facilitators are **not allowed to grade** but will have access to the reader and any other uploaded materials. If you need elevated privileges for your Student Facilitator, reach out to the Coordinator of COR 101
- Student facilitator 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 the student facilitator at the start of the semester. Refer to the final student facilitator learning contract before providing Sam with progress survey feedback for Starfish (late September, early October).
 - There should be no surprises with the student facilitators estimate or final grade. Communicate throughout the semester. Include Sam Howell and Lori Schlicht if there are any disputes or concerns.
- Student facilitators should provide outreach, encouragement and be accessible to COR 101 students.