CORTLAND ADVISOR RESOURCE PACKET

Fall 2020— Spring 2021

SUNY Cortland
Advisement and Transition

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SUNY Cortland Advisement and Transition

Contents

Understanding Academic Advising

SUNY Cortland Advisement Philosophy and Guidelines

Each student at SUNY Cortland is assigned an academic advisor. Students who are undecided about what they eventually will choose for a major are assigned an advisor by Advisement and Transition. Advisors for students with majors are assigned by the academic departments.

Advisement 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 Advising Learning Outcomes

Engagement and Development

Students will:
- know who their academic advisor is, how to contact them and will make an initial connection
- know how to access and utilize campus resources to achieve their educational goals
- be able to articulate a connection between their major (concentration/minor) and career goals

Advisement and Registration

Students will:
- know and utilize advisement and registration resources
- articulate their academic requirements and appropriate college policy
- register for courses each semester

Academic Planning and Support

Students will:
- develop a plan for degree completion
- develop skills and strategies for academic success
- seek assistance and support when needed

Guiding Principles

Advisement at Cortland is based on the premise that academic advisement should help students develop a sense of responsibility for their academic program and progress toward their educational goals. To that end, the advisement process should:
- assist students in becoming independent learners

- assist students in the process of selecting appropriate educational experiences and planning for the future
- help students in their pursuit of academic and personal development
- guide students through their degree and help them clarify academic goals
- provide students with information about college services that can assist in addressing academic issues and personal concerns
- help students understand College policies and academic expectations
- assist students to identify, clarify and assess alternatives as well as potential consequences of academic decisions
- guide students in becoming a part of a diverse and supportive academic community

Responsibilities

1. Responsibilities of the Student
   a. To assume progressively the leadership role in academic program planning and to recognize that the advisor's role is one of mentor and facilitator.
   b. 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.
   c. To understand and comply with College policies.
   d. 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.
   e. To be familiar with the department advisement manual (where available), the College catalog and other College/department advisement materials.
   f. 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.
   g. To seek out the advisor or department chair, in a timely manner, for assistance in negotiating difficulties or changes in academic program plans.
   h. To identify alternatives and assess the consequences of decisions made during one's college career.

2. Responsibilities of the Advisor
   a. To work with each student advisee to achieve an academic program consistent with the student's preparation, interest and plans for the future.
   b. To help students become familiar with college and departmental requirements as reflected in the College Catalog and degree audit.
   c. To help students recognize their academic strengths and weaknesses, establish realistic education goals and identify the courses necessary to achieve these goals.
   d. 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).
   e. To be available during regularly scheduled office hours or by appointment to meet with students for academic advisement.
   f. To schedule sufficient time in the office for academic advising during critical periods such as registration and drop/add.
   g. To appreciate and advocate for diversity, equity and social justice as indicated in our campus priorities.

SUNY Cortland
Proactive Advising Model

Engagement and Development

Student Learning Outcomes

| Student will know who their academic advisor is, how to contact them and will make an initial connection | Student will know how to access and utilize campus resources to achieve their educational goals | Student will be able to articulate a connection between their major (concentration/minor) and career goals |

Advisor Strategies

| - Welcome (welcome back) email
- Department welcome event
- Advising syllabus
- Introduction in COR 101 class
- Develop a graduation plan | - Advising Syllabus
- Advisor referral to appropriate resources
- Review College Student Inventory (CSI) to get to know more about your student
- Develop a graduation plan and discuss support resources
- Utilize the Guide to Student Success to share information on campus resources | Discussion of the following opportunities:
- Undergraduate research
- Internships
- Study Abroad
- Graduate school
- Plans after graduation
- Referral to Career Services or events to connect major to career |

Time Frame

| Beginning of semester | Ongoing | Ongoing |

Advisement and Registration

Student will know and utilize advisement and registration resources

- Establish and share advising appointment blocks, procedures and expectations

- Ask student to complete an advising intake form

- Identify appropriate advising assignments to be completed prior to advisement meeting

- Provide registration PIN after advisement meeting

Prior to advisement and registration

Student will articulate their academic requirements and appropriate college policy

- Review Degree Works audit

- Review General Education (GE) requirements and share where major course requirements overlap with GE

- Discuss and review any transfer credit

- Discuss course withdrawal options if appropriate

During advisement and registration

Student will register for courses each semester

- Inform student on how to determine registration status and view holds that would prevent registration

- Ensure student knows how to use myRedDragon to register for courses

- Assist student in using the online course schedule or Schedule Builder (as appropriate) to identify potential courses

- Work with academic department to review failed to register students

During and after advisement and registration

Advisor Strategies

Time Frame

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Academic Planning and Support

Student will develop a plan for degree completion

- Review example four year plan in the college catalog
- Set up advising appointment specifically to review/develop an individual graduation plan for each student
- Review student degree application status on Degree Works and advise to apply for graduation at 105 credits

Ongoing (ideally at the beginning of the second year)

Student will develop skills and strategies for academic success

- Review academic standing
- Review department specific course grade/GPA requirements
- Review GPA repair kit
- Develop and review academic success plan for students experiencing academic difficulty, including referrals to appropriate resources

Ongoing

Student will seek assistance and support when needed

- Review Progress Survey emails (Early Semester Feedback) with student
- Refer student to Starfish to "raise their hand" when they are experiencing academic challenges
- Develop and review academic success plan for students experiencing academic difficulty, including referrals to appropriate resources

Ongoing

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Academic Advising Top 10

Engagement and Development

Student outreach

Students should know who you are and how to contact you. Be welcoming and available. Share office hours and how best to make appointments. Respond to student email.

Share expectations

Send a welcome email. Develop an advising syllabus and communicate what you would like students to do prior to an advising appointment.

Be aware of campus resources

Reach out to other offices that might assist you in answering your questions or providing support to students. Refer students when necessary.

Advisement and Registration

Use advising resources

There are a lot of great resources to help answer your advising questions: colleagues in your academic department, Advisement and Transition, Associate Dean, Cortland Advisor Resource Packet (CARP), Degree Works, Starfish, Student Registration and Record Services. Utilize these resources when you have a question.

Meet individually with each advisee

Set aside specific time for advisement and registration. Provide students with their registration PIN only after their advisement meeting. Let students know how to set up an advising appointment and how to prepare.

Review credit totals

Monitor and review overall credit totals for degree. Students need between 120-126 credits to graduate. The credit total required for a particular degree is found at the top of the Degree Works audit and includes current in progress credits. Many students will need to take elective credit to reach 120-126 credits.

Be knowledgeable about department and degree requirements

You are the expert in your discipline. When recommending courses be aware of required course sequencing, timing of course offerings (fall/spring), overlap with General Education requirements, presentation skills and writing intensive courses. Keep in mind the foreign language requirement for your degree, as well as any specific GPA requirements for your major.

Communicate transfer credit policies

Be aware of transfer credit limits and ensure all transcripts (AP, CLEP, college credit) have been received. Make sure transfer students have completed a GE waiver form (if appropriate). Complete the permission to transfer credit process if a student is interested in taking a course at another institution and transferring it back to SUNY Cortland. Keep in mind, writing intensive courses must be completed at SUNY Cortland.

Academic Planning and Support

Discuss degree plans

Take time to discuss and map out a plan for degree completion. Discuss career goals and hopes for life after graduation. Utilize Career Services.

Monitor academic progress

Check in and monitor academic progress. Are students meeting the minimum GPA to be in good academic standing, to meet your program requirements? Review flag alerts and kudos in Starfish to see how the semester is going. Do a GPA repair kit to help students know what is needed to stay on track. Document what you discussed.

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Advisement and Registration Nuts and Bolts

Preparing for Advisement and Registration	• Set aside a specific time that you will be available for advising appointments. • Email your advisees via myRedDragon to let them know how and when they should schedule meetings, what your expectations are, and materials or information the student should bring to the meeting. • Review student's Degree Works audit and Starfish profile. Check student's paper academic folder for additional information or records (CSI report, transcripts, advising notes, etc.). • Students are expected to initiate and schedule the meeting—but may not be aware of this responsibility or how to do so. • Students should check myRedDragon for their time ticket (time student may start registering) and to see if there are HOLDS on their account (due to billing/parking tickets, etc.). Holds must be resolved before student is allowed to register.
Group advising sessions	• Bring students together to cover general information and then set up individual meetings to discuss specific issues. For first-year students, consider visiting COR 101 classes as many students within your major may be in the same section. • Meet with students in small groups (they help each other a great deal this way).
Individual Advising Meeting	Meet individually with each student, either in person or virtually. Encourage student to come prepared to their advisement meeting with questions, topics for discussion and potential courses for the upcoming semester.
Time Ticket	Time tickets (time to register) are listed on myRedDragon and are viewable by both students and advisors.
Registration PIN	Students need their PIN to register for classes and should receive it from you at the conclusion of your advisement meeting with them. Do not provide a PIN to a student without meeting with them first. You can access a listing of advisees' PINs through myRedDragon (click "Academics" tab, under Advisor Resources, click "Advisee Contact List".)
Registering for courses	• Student will log onto myRedDragon to register for classes at or after their designated time. • Students can use Schedule Builder to find various schedule options. They may identify their ideal schedule and send it to a shopping cart. When their time ticket becomes active, students can click the "register" button. • Students may also register by entering the CRN for each of their course selections in the "Add Classes Worksheet" in myRedDragon under "Register or Drop & Add Courses". • Schedule adjustments may be made online after registering until registration closes (a specific time designated each semester).

"Lifting a registration flag"	Student requests permission to register for a closed course, majors only section, repeated course or any other restricted course through the department chair offering the course. Department secretary "lifts the registration flag" online so the student may then register for the course via myRedDragon. Students are encouraged to seek permission prior to their time ticket.
Troubleshooting during registration	**Students and Faculty may:** • Contact your department chair or department secretary. See Department Contact list on the inside back cover. • Contact department offering the particular class. • Contact the Student Registration and Record Services (ext. 4702) or Advisement and Transition (cortland.edu/advisement or ext. 4726). • Contact Associate Dean's office.
Overloads (over 18 credits)	Student speaks with appropriate Associate Dean for permission.
Withdrawal from a course	Students considering a withdrawal from a course should speak with their academic advisor. Course withdrawals begin after the drop/add period. Students are not permitted to withdraw from classes during the last three weeks of semester courses. The standard deadline for full-term courses is November 15 in the Fall and April 15 in the Spring. • Discuss reason for withdraw, encourage student to speak with faculty/instructor. • Will student still be full-time? If not, discuss implications with a Financial Aid advisor. • How will student plan to compensate for change in schedule and when will student make up the requirement? • Review Official Withdrawal From Course Form with student. Remind student of the required signatures.
Documentation	• Advisors and students should keep a record of agreed upon course selections/ options, discussion topics, decisions, relevant issues, and referrals. • Check with your department to see if a specific documentation form is used. Utilize the notes features within Degree Works or Starfish, or see the sample advising notes form on page 39.

Section Numbers • Abbreviations • Class Year

Section Numbering:

010, 020, 030, 040   middle number generally designates **quarter** courses
400   courses are **Honors** program courses
500   courses require **SPECIAL PERMISSION** *(see the department chair or program coordinator)*
600   courses for designated **majors only**
700   courses for **non-majors only**
800   courses for Learning Communities

Course Numbering:

100-199 courses generally designed for freshmen but may be appropriate for sophomores, usually an introductory, survey, or first course taught in a sequence within a specific discipline.
200-299 courses generally designed for sophomores but may be appropriate for freshmen, usually advancing in a progression as a second course which may require previous knowledge or training.
300-399 courses generally designed for juniors and seniors, but may also be appropriate for sophomores. Prerequisites are often required for this course level.
400-499 courses generally designed for juniors and seniors advancing well into upper division work with prerequisite knowledge base required.

Course Title Prefixes:

WEB Online or distance learning course. Online courses generally also require special permission for entry.
HYBR Hybrid online and traditional in-class course delivery. Hybrid courses meet weekly, and have an online component. Hybrid courses generally also require special permission for entry.
TP Special Topics courses. Special topics course offerings and subject matter will vary from semester to semester.

Additional Common Attributes and Abbreviations:

cr hrs   credit hour of course
CRN   Course Reference Number
CG #   Cortland General Education Category #
HNRS   Honors Course
LASR   Liberal Arts Requirements
PRES   Presentation Skills
SI   Supplemental Instruction Available
SLRN   Service Learning
SRES   Shared Resources Courses
WRIT   Writing Intensive Section
XLST   Cross Listed Course

Class Year:

Students are identified by class year in accordance with the number of credit hours earned toward graduation as follows:

Class	Credits
Freshman	0-25.5 credit hours
Sophomore	26-56 credit hours
Junior	56.5-89.5 credit hours
Senior	90 or more credit hours

Academic Standards Policy

SUNY Cortland's academic standards policy is dependent upon the student's grade point average achievement in each semester - semester by semester - rather than a cumulative grade point average. As an academic advisor you serve a critical role in supporting students who may be experiencing academic difficulty.

Levels of Academic Standing

Academic Standing	Additional Student Standing (Levels)	Semester GPA	Cumulative GPA
Good Standing	Good Standing		2.0 or higher
Good Standing	Academic Alert	1.02-1.99	2.0 or higher
Academic Warning	Academic Warning	1.01 or below	2.0 or higher
Academic Probation	Academic Probation	1.01 or higher	1.01 to 1.99
Academic Suspension	Automatic Suspension	1.01 or below	below 2.0
Academic Suspension	Regular Suspension	Failed to meet academic contract	below 2.0
Academic Dismissal	Dismissal	Return from suspension and failed to meet academic contract	below 2.0

Good Standing: SUNY Cortland students who have achieved a 2.00 or higher cumulative grade point average, and a semester grade point average greater than 1.02, are considered to be in good standing.

Good standing students whose semester grade point average is between 1.02 and 1.99, and whose cumulative grade point average is greater than 2.00 will be given a secondary academic alert status and will be advised to improve their academic performance.

Academic Warning: SUNY Cortland students whose semester grade point average is less than 1.01 but whose cumulative grade point average is greater than 2.00 will be placed on academic warning and advised to improve their academic performance.

Academic Probation: All SUNY Cortland students with a cumulative grade point average between 1.01 and 1.99 will be placed on academic probation. They will receive a notice of academic probation from the associate dean of their school along with an academic contract notifying them of the semester grade point average needed to regain good academic standing of 2.00 cumulative grade point average, limiting their course load to no more than 15 credit hours and providing other recommendations.

Academic Suspension Automatic: Students whose semester grade point average is less than 1.01 and whose cumulative grade point average is below 2.0 will be automatically suspended. First-semester freshmen and first-semester transfer students with a cumulative grade point average of less than 1.01 will be automatically suspended but will be eligible for expedited appeal through their respective associate dean. Those students reinstated following expedited appeal of suspension will be placed on academic probation with an academic contract.

Academic Suspension Regular: Students who fail to meet their academic contract will be subject to academic suspension. Suspension mandates a minimum of two semesters away from campus (summer coursework may be counted toward meeting one semester of the two semester requirement). During that time, students are required to take full-time course work at another accredited college earning an overall 2.75 or higher grade point average, or be employed full time with an excellent employment record, or have an honorable record of military service.

Academic Dismissal: Students who are reinstated following academic suspension and fail to meet their academic contract will be subject to academic dismissal, with the right of appeal to the Academic Standing Committee. Students who are academically dismissed are ineligible to apply for readmission for a minimum of three years.

Starfish Student Success

SUNY Cortland

Starfish is a communication tool that offers students early and ongoing feedback surrounding academic progress. Starfish connects our current student outreach efforts with the goal of making our support around student success efforts a smooth, efficient and easy process for all. Using Starfish promotes collaboration between faculty, advisors, and our student support offices. **All content is student facing.**

Key Features:

- Provides a way for you to communicate with students and give feedback about their academic progress.

- Helps facilitate a timely connection to campus support professionals and services for intervention.

- A convenient and interactive platform that gives you access to your students and their success network, including their academic advisor and their other instructors.

- Convenient class list with student photos.

- Schedule advisement appointments that sync Outlook, make "Notes" on appointments, and view semester tracking items (flags and kudos). Allowing for more holistic and informed academic advisement.

Appointments:

Starfish has the capability of allowing you to set up office hours or academic advising appointments while updating your Outlook calendar at the same time.

Attendance:

For instructors interested in keeping track of attendance, Starfish will organize all the details of a student's attendance, tardiness, and excused absences. You can also download the information into an Excel spreadsheet if you wish.

Referrals:

You can refer students directly to campus resources:
- Library Research
- The Learning Center
- Writing Center

Flag Alerts

Flags are alerts you can raise on your students to share concerns to most efficiently support students. You can include specific comments and feedback to the student. Flags include:

- Attendance Concern
- Critical Attendance Concern
- Never Attended
- Work not Meeting Expectations
- Critical Academic Concern
- At Risk of Failing
- Stopped Attending
- General Concern

Kudos

Kudos provide positive reinforcement and allow you to offer encouragement and feedback directly to students. Kudos include:

- Keep up the Good Work
- Stay Engaged and Connected
- Outstanding Academic Performance
- Showing Improvement

Student Raised Flag Alerts

Students have the ability to raise a flag if they are having trouble or need additional assistance.
Student Raised Flag Alerts include:

- I Need Help in A Course (email to faculty)
- I Need Help (email to Advisement and Transition)
- I Need General Academic Assistance (email to The Learning Center)
- I Need Help with my Writing (email to Writing Center)

Progress Survey

All faculty will be asked to complete a progress survey once a semester providing feedback on the students in their courses. This replaces the Early Semester Feedback process. Progress surveys offer instructors an at-a-glance opportunity to give feedback on your students' academic progress.

Starfish ⭐ Cortland

Starfish ★ Cortland - Notification Descriptions

All information in Starfish is disclosable under the Family Educational Rights and Privacy Act (FERPA). All information put in Starfish should use student-facing/student-friendly language. Most academic flags are viewable by the student referenced, the faculty or staff member who raised them, and any individual who may be associated with the flag. Flags are meant to connect everyone with the common goal of ensuring the students' academic success.

Flag Alerts

Flag Alert Name	When to use	Email notification sent to:	Staff Outreach:
Attendance Concern	Student is not attending class regularly	Student	
Critical Attendance Concern	There is a critical attendance issue	Student Advisement and Transition (A&T)	✓
Never Attended	Student has never attended your class	Student, Associate Dean, A&T	✓
Work not Meeting Expectations	Student not meeting course expectations/performance. Room for improvement.	Student	
Critical Academic Concern	There is a critical/urgent academic concern	Student, A&T	✓
At Risk for Failing	Student is at risk for failing course	Student, Associate Dean, A&T	✓
Stopped Attending	Student has stopped attending class on a regular basis	Student, Associate Dean, A&T	✓
General Concern	Use this private alert to express any concern you have about a student but are not sure how to proceed (student will NOT see items within this flag alert)	A&T (refer to appropriate office)	✓

Kudos

Kudos Name	When to use	Email notification sent to:	Staff Outreach:
Keep Up the Good Work	Student is performing well	Student	
Stay Engaged and Connected	Option to offer an extra push to stay engaged and connected with the class	Student	
Outstanding Academic Performance	Student has demonstrated outstanding academic work	Student	
Showing Improvement	Student has shown improvement in class and/or with their academic work	Student	

Student Raised Flag Alerts

Flag Alert Name	When to use	Email notification sent to:	Staff Outreach:
I Need General Academic Help	Student needs general academic help	The Learning Center	
I Need Help	Student needs help in general but not sure where to go for assistance	A&T	✓
I Need Help in a Course	Student has questions or needs help in your course	Instructor for specific course	
I Need Help with my Writing	Student needs help with their writing	Writing Center	

Starfish is not intended to respond to mental health or safety concerns. If you have a significant concern about a student's health, safety or well-being please contact the Behavior Assessment Team (BAT).

College Student Inventory (CSI)

The CSI is a self-assessment inventory all first-year students take through their COR 101 class. Feedback from the CSI provides students and academic advisors information about the adjustment to the academic and social aspects of college life that are critical to student persistence.

Having a sense of a student's academic motivation, general coping skills, and receptivity to support services can be a tremendous help when working with your advisees. A student's CSI file can be found in Starfish under the overview tab for the particular student you want to review.

CSI information can help you:
- Frame conversations about academic success and retention during the advising session
- Identify students who need additional support
- Identify particular challenges

Additional resources can be found on the Advisement and Transition website:
cortland.edu/offices/advisement-and-transition/cor-101/resources/csi.dot

Sample Advisor CSI Report:

College Student Inventory™
Advisor/Counselor Report

Female, Age 18, ID# _____
State University of New York College at Cortland
September 29, 2015

Instructions

This is a report of _____ College Student Inventory results. Please give her a thorough explanation of her Student Report. If you agree with the recommendations, gently encourage her to follow them. When possible, try to make the arrangements yourself as a way of reducing motivational barriers. Avoid attempting any psychological counseling if not professionally trained for such work. Above all, be sure to protect the confidentiality of this report. Please see the CSI Advisor's Guide™ for more details.

Motivational Assessment

Academic Motivation	Perc. Rank	Very Low ———— Very High
Study Habits	46	
Intellectual Interests	16	
Verbal and Writing Confidence	83	
Math and Science Confidence	40	
Desire to Finish College	34	
Attitude Toward Educators	47	

General Coping

Sociability	99	
Family Emotional Support	99	
Opinion Tolerance	72	
Career Closure	81	
Sense of Financial Security	57	

Receptivity to Support Services

Academic Assistance	32	
Personal Counseling	53	
Social Enrichment	29	
Career Counseling	8	
Financial Guidance	45	

Internal Validity — Excellent

Specific Recommendations for Jennifer

The strength of each recommendation is indicated by its priority score (0 to 3.3 = low, 3.4 to 6.6 = medium, 6.7 to 10.0 = high):

Get tutoring in selected areas	7.1
Get help in finding a summer job	7.0
Get help in obtaining a scholarship	7.0
Get help with exam skills	6.9
Get help with basic math skills	5.7
Discuss an unwanted habit with counselor	5.6
Get help with study habits	5.3
Get help in meeting new friends	5.2
Discuss job market for college graduates	5.0
Get advice from an experienced student	4.8

Student Background Information

High School Academics

Senior Year GPA	C+ Average

Family Background

Racial/Ethnic Origin	White/Caucasian
Mother's/Guardian's Education	Professional
Father's/Guardian's Education	Some College

College Experience

Decision to Enroll	Many Months Before
Degree Sought	Master's
Plans to Work	0 Hours per Week

Grouping Fields*

Custom Grouping 3 - Advisor
Custom Grouping 2 - School
Custom Grouping 1 - Major
Custom Grouping 4 - Hall
Custom Grouping 5 - COR Section

Notice

Students may request that their report be removed from your file at anytime.

Academic Advising and Financial Aid

Financial Aid Eligibility Requirements
- Must be an accepted matriculated undergraduate student pursuing Bachelor's degree
  - Depending on the funding source and students individual information, students may be eligible to receive funding for part or full time enrollment
- Must be a US citizen or eligible non-citizen
- Must maintain good academic standing
- Must apply for financial aid
- Must be enrolled in courses required for their degree program, minors are not considered part of the degree program
- Course retakes may not count toward financial aid eligibility
- Different funds have different requirements:
  - some require full time attendance or more   - some have residency requirements
  - some have specific cumulative grade point requirements   - time limit requirements

Required Course Work
Only courses required for a student's current program of study are aid eligible. Required coursework consists of courses needed to fulfill major requirements, SUNY general electives, concentration and any additional elective requirements.

Courses required for a student's minor may be eligible for financial aid if they will also be used to meet the student's other degree requirements.

Courses used solely for a student's minor cannot be used to determine a student's federal or state aid eligibility including Excelsior. Financial aid issues arise when minors are added or attempted to be completed after the student has completed all major and general education requirements, and has earned the minimum number of earned credit hours to graduate (typically 120).

Students that enroll in non-required courses jeopardize their aid eligibility in the current semester as well as future semesters. Time limits and aggregate lifetime limits exists for all aid programs; therefore, timely degree completion is critical for students depending on financial aid.

Changing Majors
There are limits to how long students can receive federal and state aid. Students that change majors may exceed these limits and lose eligibility for aid to complete their new program. Students are required to declare a major prior to earning 56.5 credit hours in order to be eligible for financial aid.

Repeating Course Work
Federal and state rules pertaining to repeating coursework are significantly different and often cause confusion.
     FEDERAL: Federal aid regulations allow students to repeat any course one time.
     STATE: State regulations do not allow a student to repeat any course they previously earned credit.

How You Can Help
Encourage students to declare minors early in their academic career

Encourage students to review Degree Works
- the "All College Elective Credits Above Degree Requirements" section lists courses not applied to the students degree requirements, hence are not required courses
- the "Look Ahead" feature in Degree Works allows students to plan future coursework so they can determine in advance of registration how courses will be placed in their degree audit
- encourage students to use Degree Works to ensure courses fulfill requirements as expected

Refer the student to the Financial Aid Office if:
- they plan to retake a course   • plan to change major   • if any uncertainty exists
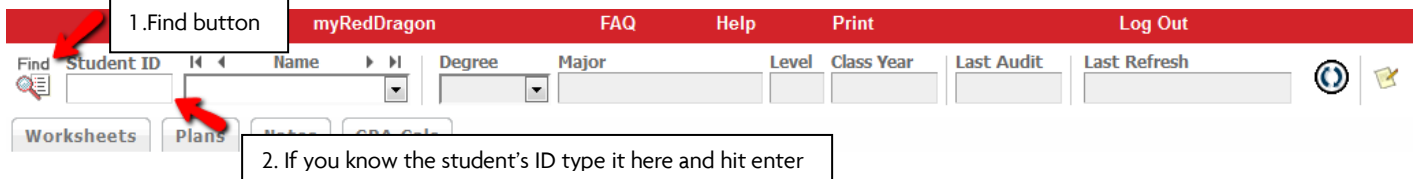- do not have enough required credit hours remaining to be full-time

DEGREEWORKS

Overview for Advisors

Getting Started

Access Degree Works on the Academics tab in myRedDragon
You can look up students two ways:
1. Find button
2. Using Student ID (include "C00", though this is not case sensitive)

1. Find button

2. If you know the student's ID type it here and hit enter

Finding Students

- The Find button allows you to search by name or select a group of students.
- You can look up a group of students by degree, class year, major, minor, student type, etc.
- Once you identify the student or students you are interested in, hit enter or click "search."
- If searching for multiple students, a list will appear at the bottom of the Find Students screen. You may check or uncheck this list to identify the specific students you would like to review and then click "ok."

Degree Audit Worksheet

Once you select the student (or students) you are interested in reviewing you will be brought to the Degree Audit Worksheet. At the top of the worksheet, you will see the student's ID, name, Degree, Major, etc. You will also see the date the audit was last generated and the date and time the student's Banner data was last refreshed.

Refresh icon
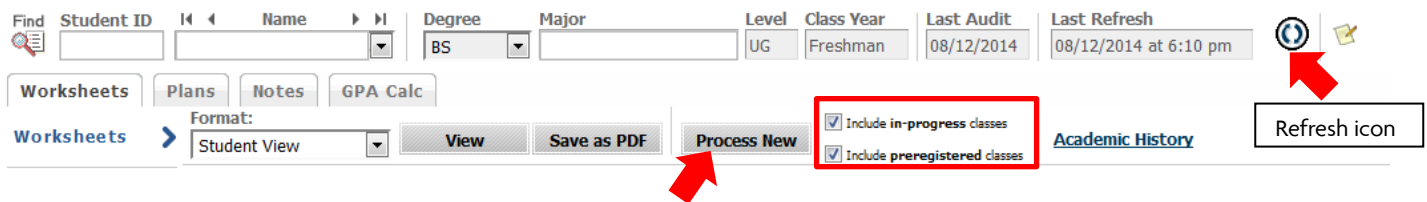
Each time you access a student's worksheet, click "Process New" to generate a new audit.

"Refresh" and "Process New"

Student data is updated nightly. It does not immediately refresh each time a student's data changes (registration, grades, transfer credit posting, etc.). Advisors can refresh student data using the Refresh icon and then clicking "Process New." Students do not have the ability to refresh and will see changes reflected after the nightly refresh and they process new. You will most often "Process New" and only need to "Refresh" if a change to student information has occurred that you would like to see immediately reflected.

In-Progress and Preregistered Classes

The audit displays (and counts toward total credit hours) in-progress and preregistered courses/credits. To view the student's status based only on completed coursework, uncheck the boxes and click "Process New".
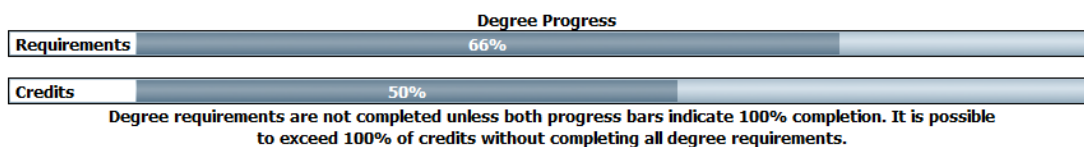
Reading the Audit

Each section of the Degree Works worksheet has a header that identifies the information being reviewed. The following legend is helpful in reviewing the audit:

Legend		
✅ Complete	≈ Complete except for classes in-progress	T Transfer Class
☐ Not Complete	≈ Nearly complete - see advisor	@ Any Course Number OR Subject
WV Waived Requirement	M Met Requirement	* Prerequisites Exist

- If a course requirement is met, you will see a green check box.
- Any requirement with an empty box next to it is not yet complete.
- Courses in-progress are represented with a blue ~ and show "IP" as the grade.
- Transfer coursework is represented with a "T" grade and the source of the credit is below the course.
- The @ symbol in Degree Works is used in a variety of ways to represent any course number or prefix.
    - Credits in **BIO** @   Means any course with a Biology course prefix.
    - Still Needed: **6 to 99** Credits in @ @   with Attribute WRIT

      Means any course prefix and any course number that has the Writing Intensive course attribute.

- Some requirements are met by any course within a range. For example,

  18 Credits in **ATH** 300:499 or **ATS** 300:499   means any Art History (ATH) or Art Studio (ATS) course with course numbers between 300 and 499 (all upper-division).

Degree Progress Bar

Degree Works helps track the percentage of specific program requirements completed as well as overall credits. Since many factors go in to how these percentages are determined, use the progress bars as a general guideline on degree progress. Both bars will not show 100% until all final courses are complete – and final grades posted!

Degree Progress

Requirements	66%
Credits	50%

Degree requirements are not completed unless both progress bars indicate 100% completion. It is possible to exceed 100% of credits without completing all degree requirements.

Academic History

Use the **Academic History** link at the top like an unofficial transcript. It will display all courses, as well as all transfer coursework, by semester with semester GPA and overall GPA. This is also a great tool to see academic trends and determine students who might be experiencing academic difficulty.

Process New	☑ Include **in-progress** classes	Academic History
	☑ Include **preregistered** classes	
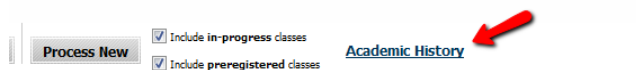
Additional Features

You can leave **Notes** and information for your advisee and other advisors (associate deans) to view. The notes become part of the student's academic record. You can choose from the prepopulated notes or type your note in the text field.

Look Ahead allows students to plan for future coursework and see how the courses they are considering registering for will filter into their audit to meet requirements.

Understanding Degree Requirements

The College catalog (cortland.edu/catalog) outlines specific requirements for each major in additional to general education and other degree requirements. This page reviews the basics of degree completion.

Degree Elements
The degree is the sum of all your coursework and illustrates both breadth and depth of study. Most undergraduates are either working on a Bachelor of Arts (B.A.) or a Bachelor of Science (B.S.). Students could also be completing a Bachelor of Fine Arts (B.F.A.) or Bachelor of Science in Education (B.S. Ed.). A degree consists of coursework in:
- Major
- General Education
- Liberal Arts credits
- A degree may also include minor, concentration, and open electives.
- A minimum of 2.0 grade point average (GPA) overall and in the major is required to graduate. Specific majors may require higher grade point averages.

Academic Major
All students must complete a major with a minimum of 30 credit hours of discipline-specific courses. Majors must have a minimum of 15 credit hours of discipline-specific courses at the upper level — 300 or above. A complete list of majors can be found in the College Catalog under Academic Programs. Each program also has a sample four year plan that can be used to assist students in their academic planning.

General Education Requirements
The purpose of General Education is to provide students with an intellectual and cultural basis for their development as informed individuals in our society. See specific GE requirements and category titles on page 15.

Liberal Arts and Sciences Courses
All students must complete a minimum of 90 credit hours of liberal arts and sciences courses in B.A. and B.F.A programs, or a minimum of 60 credit hours of liberal arts and sciences courses in B.S. or B.S.Ed. programs. Liberal arts and sciences courses are designated with the LASR attribute.

Minors
An approved program of study, not leading to a degree, in an area outside the major. A minor comprises a minimum of 15 credit hours. A complete list of minors can be found in the College Catalog under Academic Programs.

Concentrations
An approved program of study that provides a particular set of options within a given major or minor. Concentrations may be embedded as part of the requirements of a major, or added as a separate option to a major.

Free electives
Courses used to fulfill the total credit hour requirement, but not any other particular category.

GE Category Titles

Major specific requirements should be considered when choosing GE coursework.

The Cortland General Education Program fulfills all SUNY General Education requirements and includes elements specific to the Cortland degree. There are 11 required categories that must be met, and students must complete a minimum of 30 credit hours of SUNY approved course work (categories 1-10). Most categories require one course, with the exception of:

1. Foreign Language, where the requirement varies depending upon degree program
2. Basic Communication, which is met through a combination of writing and presentation skills course work as described. CPN 100/102 and CPN 101/103 count towards the SUNY GE credit total, for a maximum of eight credit hours. The use of a single course to satisfy more than one category is allowed but no single course may be used to satisfy more than two General Education categories.

1. Quantitative Skills
The goal of this category is to develop mathematical and quantitative reasoning skills.

2. Natural Sciences
The goal of this category is to provide students with an understanding of the process of scientific inquiry, some of the major scientific theories, and their application to modern life. Students will practice the methods of science in a laboratory experience.

3. Social Sciences
The goal of this category is to familiarize students with the methodology of social scientists and provide substantial introduction to a social science discipline.

4. United States History and Society
The goal of this category is to familiarize students with the history and nature of the American state and society by examining relationships within and among the elements of that state and society, including governing structures or policies, formal and informal institutions, and the public. **Students scoring an 84 or below on the American History Regents Exam must take: HIS 200, HIS 201 or SOC 100.**

5. Western Civilization (optional)
The goal of this category is to provide students with an understanding of the history and development of the distinctive features of Western civilization and relate the development of Western civilization to that of other regions of the world.

6. Contrasting Cultures
The goal of this category is to provide students with an understanding of non-Western cultures and societies. It is intended to provide a counterpoint to the European focus of the Western Civilization category and explore the distinctive features of one non-western civilization.

7. Humanities
The goal of this category is to help students appreciate and understand the humanities. Courses in this category will address a humanities discipline through a variety of resources and critical approaches.

8. The Arts
The goal of this category is to help students develop an awareness of the arts as a system of inquiry in which aesthetic elements are involved.

9. Foreign Language (refer to degree program)
The goal of this category is to develop familiarity with a foreign language.

10. Basic Communication: Academic Writing and Presentation Skills
The goal of this category is to develop written and oral communication skills. This category consists of Writing Studies (CPN) and Presentation Skills (PRES).

11. Prejudice and Discrimination
The goal of this category is for students to reflect critically about the nature and impact of prejudice and discrimination.

12. Science, Technology, Values and Society
The goal of this category is for students to reflect critically on problems that involve ethical or values-based judgments of technical information and issues that arise at the interface of science, technology and society.

Foreign Language Requirements

Degree/Major	Level of Proficiency Required
Bachelor of Arts (BA) All Majors	202
Bachelor of Science (BS) Includes the following majors only: • Adolescence Education* • Early Childhood/Childhood Education (ECDW) • Inclusive Childhood Education (IECW) • Inclusive Early Childhood Education (ECIW) • Speech and Hearing Science (SHS)	102
Bachelor of Science (BS) All Other Majors **Bachelor of Science in Education (BSEd) **** **Bachelor of Fine Arts (BFA)**	101 (or 85 or higher on Regents OR 85 or higher in third year OR Passing grade in fourth year or beyond)

* Adolescence Education indicates all BS Adolescence Teaching Certification Programs
 (does not include BA SSTW)
**BSEd includes Physical Education and Health Education Certification

American Sign Language can meet the SUNY Cortland foreign language requirement for the following programs only:

School of Arts and Sciences: Adolescence Education: Biology, Earth Science, Mathematics and Physics; Anthropology; Art: Art History, Studio Art, Art Studio—B.F.A.; Biology; Biomedical Sciences; Communication Studies; Conservation Biology; Criminology; Graphic Design and Digital Media; Individualized Degree Program; Mathematics; Musical Theatre; New Communication Media; Political Science; Psychology; Public Administration and Public Policy; Social Philosophy; Sociology.

School of Education: Childhood Education; Early Childhood Education; Early Childhood/Childhood Education; Inclusive Childhood Education; Inclusive Early Childhood Education; Inclusive Special Education; Selected Studies.

School of Professional Studies: Athletic Training; Coaching; Community Heath; Exercise Science; Fitness Development; Health Education; Human Service Studies; Kinesiology; Outdoor Recreation; Physical Education, Recreation; Recreation Management; Selected Studies; Speech and Hearing Science; Sport Management; Sport Studies; Therapeutic Recreation.

Foreign Language Placement Guidelines

Name_____

1. Determine the foreign language requirement for your degree and major using the Foreign Language Requirements flowchart.

2. Review your previous foreign language experience. You may have proficiency through the 101 level if you have one of the following:
   - successful completion of a one-semester college-level foreign language course (101) or the equivalent, such as CLEP, the ACTFL Oral Proficiency Interview (OPI) or AP credits
     or
   - having earned a final grade of 85 or higher in the third year of high school foreign language study or a passing grade in any subsequent year of high school foreign language study
     or
   - having earned a score of 85 or higher on a foreign language Regents Exam or a local exam aligned with the discontinued Regents Exam (Checkpoint B Exam)

3. If your degree/major requires further study in foreign language use the chart below to assist you with selecting the appropriate course or utilize the online foreign language placement guide.

The last course you completed in the language was: ⟶	The time elapsed since you completed the course is: ⟶	The grade you earned in the last course you completed was ⟶	Recommended placement.
Level IV or higher	Less than 1 year	B- or higher	202 or 300 level
		C+ or lower	201 or 202
	1 year	A- or higher	201 or 202
		B+ or lower	102 or 201
	2 or 3 years	B- or higher	102 or 201
		C+ or lower	101 or 102
	4 or more years	A- or higher	101 or 102
		B+ or lower	101
Level III (Regents)	Less than 1 year	B- or higher	102 or 201
		C+ or lower	101 or 102
	1 year	B- or higher	102 or 201
		C+ or lower	101 or 102
	2 or 3 years	B- or higher	101 or 102
		C+ or lower	101
	4 or more years	A- or higher	101 or 102
		B+ or lower	101
Level II or Level I	Less than 1 year	B- or higher	101 or 102
		C+ or lower	101
	1 or more years	A- or higher	101 or 102
		B+ or lower	101

Transfer Credit Information

Sources of Transfer Credit
- Graded courses from other colleges or universities –grade of C- or better required
- Advanced Placement Exams (AP) – score of 3 or higher
- International Baccalaureate Exams (IB) – score of 4 or higher
- College Level Examination Program (CLEP) exams – score of 50 or higher
- ACTFL Oral Proficiency Interviews (OPI) for foreign language – score of Novice Mid or better
- Military Service/Trainings – based on American Council of Education credit recommendation
- Cambridge International A level and AS exams

Transfer credit limits
SUNY Cortland grants the maximum number of transfer credits possible for courses completed from approved sources. Students may earn:
- 30 credits maximum from credit-granting tests such as AP, IB, CLEP, OPI, and A levels.
- 64 credits maximum from two-year colleges. This maximum credit limit includes not only coursework but also credit by exam.
- Students with credit from four-year colleges may receive additional credit hours toward degree requirements at Cortland. The maximum number of transfer credit hours accepted is 90.

Non-transferable courses
- Developmental/remedial coursework or any coursework taken below a 100 level
- Courses in which the student withdrew, failed, or earned an incomplete
- Courses in which students received a "D" grade.
  - *Courses with a "D" grade will be accepted only if a student has completed an Associate of Science (AS), Associate of Arts (AA), Associate of Applied Science (AAS) or a bachelor's degree prior to the time of first admission to Cortland.*
- Grades of Pass (P) and Satisfactory (S) awarded at another institution may be accepted at the discretion of the student's associate dean. Students contact their associate dean to petition for credit.

Understanding information on a student's Degree Works audit
- **Grades of "T"** are issued for all acceptable transfer courses. The specific course at the other college is listed below the Cortland transfer credit.
- Designations such as **CGE -07 Met: Prior SUNY School** will appear in General Education categories that a student fulfilled at another SUNY college.
  - The grade will be **"M" for met** and no credit will be issued with this posting.
  - The actual transfer course (and credit) will then appear in the **"Additional GE Coursework"** area of the GE block.
- **Waivers**: For transfer students transferring in 35 or more credits, two GE waivers are applied to categories 11 and 12. The designation "CGE 1XX: Cortland GE Waiver" will appear. For students transferring in between 20-34.5 credits, one GE Waiver will be applied to the Degree Works audit after consultation with an academic advisor and submission of the [GE Waiver form](#) (or hard copy version, page 29). First-year students with college credit are not eligible for GE waivers.
- **GPA** is based on courses at Cortland only and does not transfer in with credits.

Residency requirements
- Half of the required coursework in the major must be completed at SUNY Cortland
- Half of the required coursework in declared minor or concentration must be completed at SUNY Cortland
- 30 credit hours minimum of coursework at SUNY Cortland

Permission to Transfer Credit Process

Once enrolled, Cortland undergraduate students can complete certain courses at another college and transfer credit back to meet degree requirements. Students must follow the steps of the permission to transfer process and seek approval prior to enrolling in courses at another college.

- Student must complete the Permission to Transfer Credit from Another Institution Form, online form available at cortland.edu/transfer-credit (or hard copy version, page 30).
- Only courses with a grade of C- or better will transfer (even if a student has a degree and transferred D grades at time of admission).
- Transfer courses do not factor into a student's Cortland GPA.
- Students cannot receive transfer credit for a course they have already received credit for at Cortland.
- Students can chose to retake a course at another institution that they failed at SUNY Cortland. The course from the other institution may transfer to meet the degree requirement; however, the failing grade will remain calculated in the student's cumulative GPA.
- Writing Intensive (WI) requirements do not transfer
- Students can request permission for a maximum of:
  - 5 credits during winter session
  - 14 credits total during summer session; no more than 7 credits per session.

Supplement to Transfer Credit

If a student has reached the maximum transfer credit limits, a Permission to Transfer request can still be submitted and further review will take place by Advisement and Transition. If appropriate, previously earned transfer credit will be identified and removed to allow the additional transfer credit to be applied to the student's record.

Transfer Credit and Course Exceptions

While Advisement and Transition works with departments in determining if transfer courses are *equivalent* to a Cortland course, there are times when transfer courses are *not equivalent* to a specific Cortland course but departments would like the transfer course to meet a degree requirement. This would be an exception or "course substitution," where one or several courses are substituted for another.

Course Exception Forms are generated by the advisor, department chair or associate dean and should provide a clear and detailed rational for why the request is being made.

If a student is planning to bring in transfer credit after their first semester that they would like an exception applied to, the advisor still needs to generate the Degree Audit Exception Request. This process is separate and addition to the Permission to Transfer Credit Process.

Transfer Equivalency Charts

Many courses have already been evaluated for transfer credit. Transfer course equivalencies from SUNY 2-year and 4-year institutions, as well as a select number of NY private colleges, can be found on our Transfer Equivalency Charts. cortland.edu/transfer-credits

Transferring in Final Degree Requirements

Students can complete final degree requirements at another college and transfer credits back to Cortland for degree conferral. Students should speak with their academic advisor or Advisement and Transition to plan appropriately and to ensure all remaining requirements can transfer through the permission to transfer credit process. Students choosing to do this would be coded as "completing elsewhere" and have one calendar year from their last semester enrolled at SUNY Cortland to complete their final degree requirements.

Additional information on transferring in final degree requirements can be found at cortland.edu/offices/advisement-and-transition/transfer-credit-services/completing-elsewhere

Transcripts

Students need to send an official transcript to SUNY Cortland to transfer a course that is not yet posted on his or her record. Advisement and Transition can provide assistance in requesting transcripts.

Assisting Students Considering Study Abroad

As faculty advisors you can have a great impact on inspiring students to study abroad and connecting them with the information and resources to integrate study abroad into their academic plans. Our students who return from studying abroad consistently tell us that it was a life-changing experience that enhanced their academic and personal development. They see themselves and the world in new ways with greater appreciation for international issues, cultures, and the role of the United States in a global community. Research on study abroad suggests a positive correlation between study abroad and improved academic performance and intercultural competence, increased ability to appreciate and operate in diverse settings, and greater personal confidence and self-awareness.

This FAQ is designed to be a quick resource for you when working with your students interested in studying abroad. If you have any questions, please do not hesitate to contact the International Programs Office or refer students to the office for additional help.

When Can Students Study Abroad?
Freshman and sophomores are encouraged to study abroad for winter intersession, summer session, or other short-term programs immediately. If planning to study abroad for a full semester or year, students could consider doing so as early as the Fall semester of their sophomore year. Typically, the earlier students study abroad, the more choice they have when it comes to selecting courses that will count towards degree requirements.

When Should Students Start Planning for Study Abroad?
Now! It's best to start planning and researching programs as early as possible. This allows the student to save certain requirements for their study abroad semester or year. Some general education classes, electives, language, and courses with broader requirements may be easiest to satisfy abroad.

Which Majors Can Study Abroad?
Study abroad can be worked into any academic major with careful planning. GEs, electives, language and other courses may be taken abroad when major specific coursework is not possible. For example, education majors subject to block scheduling may choose to study abroad their second semester sophomore year. Summer or winter may also be an option for students where the major class requirements are already fulfilled or cannot be taken abroad. Advisors should be cognizant of class offerings within their department when assisting students.

Where Can Students Study Abroad?
SUNY Cortland offers over 50 programs; however, if our programs do not fit the student's personal, professional, or academic goals, they may participate in any program offered through the SUNY International Education Consortium. There are over 1,000 study abroad programs offered through the consortium all around the world.

What Types of Programs are there?
There are many types of program models available to students. Students may study abroad for a traditional semester or academic year or a short-term summer or winter intersession. Other opportunities include faculty-led group programs or courses that embed a study abroad experience such as a spring break trip or include study abroad as a culminating experience. International internship opportunities are also a great option and some education majors can satisfy their student teaching abroad.

Do Students Need to Speak Another Language?
Language immersion is a beneficial experience, but not a requirement for study abroad. We encourage students to study languages, but there are many programs that offer courses taught in English, even if that is not the primary language of the location abroad and, of course, there are many countries where English is the principal language.

What Courses Can Students Take Abroad?
Students should seek out programs and courses that will satisfy their degree requirements, whether they are major specific, GEs, language, electives or general liberal arts and sciences (LAS) classes. ALL classes taken abroad are approved for LAS credits.

Are Grades Earned Abroad Factored into the Student's GPA?
YES! Students need to be aware that credits earned abroad on any SUNY program are treated as institutional credit and grades <u>WILL BE</u> factored into the student's cumulative grade point average.

Can Transfer Students that come to SUNY Cortland with the Maximum Allowable Transfer Credits Study Abroad?
YES! Since credits earned abroad are treated as institutional credits, transfer students with the maximum amount of transfer credits can still study abroad on *any SUNY program*.

How Much Does it Cost to Study Abroad?
Costs vary by location, program, credits taken, and options chosen by students. Tuition paid to SUNY Cortland for a regular semester is applied to any SUNY study abroad program cost. Some programs are more expensive than a semester at SUNY Cortland and some programs are less expensive. There are select Cortland programs that allow for student exchange, which greatly reduces the overall cost.

Financial aid may be available for students based on their eligibility for semester and summer programs. Be sure to direct your student to visit with their Financial Aid advisor to discuss eligibility. SUNY Cortland awards over $100,000 in scholarships annually to SUNY Cortland students for study abroad. Information and applications are available online at cortland.edu/studyabroad. National scholarships are also available.

How Do I Assist My Advisees with the Course Approval Form?
Before students meet with their advisor, they must first work with the International Programs Office to determine course equivalencies. This entails searching the Course Equivalency Database or, if their desired course has not yet been approved, request approval through the International Programs Office and appropriate academic department. The student will list the overseas courses and their approved equivalents on the Overseas Course Preference and Approval Form and bring the form to their meeting with their academic advisor. The academic advisor will review the courses and determine which, if any, outstanding degree requirements the Cortland equivalent will fulfill or whether a course substitution will be needed upon the student's return. Advisors are encouraged to be flexible. Associate deans are available for support, and they will review and approve all course selections. **It is not guaranteed** that courses listed in the Course Equivalency Database will be offered at the overseas institution during the term the student intends to study.

How Can I Support My Advisee While Abroad?
Occasionally a student will need to change their courses while abroad. They are instructed to communicate with their advisor, and their associate dean by e-mail to assign and approve new equivalencies. Please be sure to copy the International Programs Office on the approval e-mail.

Academic planning for the semester after the student's semester abroad should take place at the advising session prior to the study abroad semester. Since the student will need to register for the next semester's classes while abroad, the student should contact you via e-mail for their registration pin. Advisors are encouraged to stay connected while their advisee is abroad to follow their experience and transformation by e-mail communication, reading student blogs, and/or journals.

How Can I Support and Encourage Students to Study Abroad?
Start the conversation with students during the first advising session. Also, consider allowing 10 minutes of your class time for a return study abroad student to promote study abroad. Contact the International Programs Office to schedule a Peer Advisor (returned study abroad student participant) presentation.

Where Should I Direct the Student Next?
All students interested in studying abroad should be referred to the International Programs Office. All students are required to attend a 'Study Abroad 101' Information session to learn about the study abroad planning and application process. Sessions are offered every Wednesday at 3 p.m. in Old Main 220 or remotely via Webex throughout the semester. Information is available on the International Programs website at cortland.edu/studyabroad

What Resources are Available for the Faculty Advisor?
The International Programs Office website offers a variety of resources on the Faculty Resource tab. Associate Deans and International Programs Office staff are also available to help.

Advising International Students

The International Programs Office (IPO) is pleased to provide this brief guide to faculty advisors of matriculated undergraduate international students, defined as students holding non-immigrant status in the United States. While international students have met SUNY Cortland's admissions standards and are held to the policies and expectations the College has established for all students, some face one or more of the following unique challenges:

- Many are studying in the U.S. for the first time and may be unfamiliar with the U.S. classroom culture and expectations, such as those related to attendance, completing assignments, class participation, use of syllabi, and Blackboard.
- While they have all met the College's English language requirements, this may be the first time many are completely immersed in an English language environment, both inside and outside of the classroom.
- All international students are subject to the laws and restrictions established by the federal regulations, policies, and procedures related to students in non-immigrant visa status.

As faculty advisors, you are no doubt attuned to these issues, but you may not be aware of how they may influence a particular international student's immigration status. The International Programs Office therefore offers the following information and suggestions, and requests your assistance in helping the student and the College comply with the federal immigration requirements.

1) The College and the U.S. Department of Homeland Security have designated the IPO's international student advisor and director as having sole responsibility for advising international students on their immigration status and visas. Faculty advisors should refer all student questions about immigration and visas to the IPO.

2) International students can only maintain their visa status if they are "making normal academic progress". Because they often spend at least their first two semesters adjusting to U.S. culture, teaching methods, and English language, we suggest that students limit their enrollment to 12-15 credits, at least in the first semester. Students and their advisors have also found that it may be best to postpone taking a freshman composition or other writing-intensive course until the second semester. This does not generally apply to international matriculated students who have transferred from other institutions.

3) All matriculated international students who are non-native English speakers are required to complete a language assessment exam through the Modern Languages Department (MLD) during orientation to determine, if Academic English support courses would be beneficial. If the MLD assessment team recommends a student take one or more of these courses, the recommendation is placed in the student's advisement file. All non-native English speakers are registered for the three academic support courses before arrival to campus, but students can drop any of the courses not recommended by the MLD assessment team. If a student chooses not to take one of the recommended courses, they and their advisor must sign a waiver form acknowledging that they are dropping a recommended course.

4) Matriculated students who are non-native English speakers may be able to satisfy their foreign language requirement, if applicable. At the beginning of the semester, the IPO will forward high school or other transcripts to the Modern Language Department Chair and then to the Associate Dean for review. If approved, the Associate Dean will indicate on the student's degree audit that their foreign language requirement has been met.

5) International students are responsible for maintaining their immigration status and often have to perform a number of immigration procedures that parallel our academic ones. SUNY Cortland, through the IPO, must also comply with federal reporting requirements. If students, faculty, or staff do not follow these procedures in the prescribed order, the student could lose their immigration status and the College's ability to enroll international students could be jeopardized. In the following circumstances these students must complete immigration procedures through the IPO before performing academic procedures:

- change of major
- change of level (e.g., Bachelor's to Master's) program

- any off-campus learning experience that is integral to their curriculum (e.g., required work, internship, practicum, field placement, volunteer service, or other practical experience)
- dropping below full-time enrollment of 12 credits (undergraduate students) or 9 credits (grad students)
- withdrawal
- leave of absence
- study abroad
- transfer to another institution
- graduation before program completion date on immigration documents.
- suspension, dismissal, or expulsion

6) In order to maintain status, international students must be enrolled on a full-time basis every semester, excluding annual vacation periods in between semesters in which they are taking classes. Undergraduates must enroll for at least 12 credits, and graduate students must enroll for at least 9 credits (or the equivalent in required thesis or internship work). The federal regulations governing student non-immigrant status, however, do recognize certain specific exceptions, quoted below, with prior authorization from the IPO:
   a. Illness or medical condition (requires a doctor's written recommendation; includes mental health conditions; student can drop down to zero credits)
   b. Improper course level placement (student may not drop below six credits)
   c. Initial difficulty with reading requirements (in first semester only; student may not drop below six credits)
   d. Initial difficulty with English language (in first semester only; student may not drop below six credits)
   e. Unfamiliarity with American teaching methods (in first semester only; student may not drop below six credits)
   f. To complete a course of study in the current term (meaning, they are in their final semester; student may drop down to 0.5 credit) A Certificate of Full Time Status will need to be signed by the department.
   g. Graduate students that have a graduate/teaching assistantship may take less than 9-credits per semester.

   If a student asks about dropping or withdrawing from a course, and that action will leave them with less than full-time status, then please have them make an appointment with IPO to discuss how this will affect their immigration status. If you believe that one of the above reasons applies to the student's situation, please provide a brief memo to the international student advisor recommending that a student drop a course or courses and for which reason. The international student advisor must authorize the drop below full-time status in the government database prior to the student dropping the course.

7) Under normal circumstances, international students may not take more than *one* on-line or distance-learning course of three credits or less per semester. Hybrid courses are counted as half of a course, so students can take no more than two hybrid courses in one semester. In response to the COVID-19 crisis, however, the U.S. Department of Homeland Security (DHS) is allowing students to count any number of online courses towards their Fall 2021 full-time enrollment requirement. DHS is expected to extend this special permission into Spring 2021.

8) International students are never allowed to work off-campus, or do any paid or unpaid experience off-campus, without first obtaining authorization through the IPO's international student advisor and, in some cases, the U.S. Citizenship and Immigration Service (USCIS). Students may work on-campus up to 20 hours per week while school is in session and 29 hours per week during approved academic breaks.
   Please encourage the international student to check with the IPO before completing basic academic procedures. Your help is much appreciated.
   Questions? Please contact Daniela Baban Hurrle, Associate Director of International Student & Scholar Services at 607-753-2209 or daniela.babanhurrle@cortland.edu

International Programs Office
Old Main, Room 219
international@cortland.edu
www.cortland.edu/studyabroad

Academic Processes – Forms

Most of these forms can be found on the Student Registration and Record Services website.
Forms may exist in multiple formats (online, PDF), depending on the approval requirements and the source of the form.

Student Initiated Actions/Forms	Purpose	People	Process
* Change of Major/ Concentration/Minor	Declare or change major, minor, or concentration	New department Student should notify previous advisor	• Approved by new major chair (and Assoc. Dean for graduate students) • SRRS processes • New advisor assigned by new department
Drop/Add (No form required)	Change of schedule: first 5 days of semester for full semester courses; first 2 days for quarter course	myRedDragon	• Student uses myRedDragon; no PIN required
GE Waiver	Allows transfer students to waive GE requirements in categories 11 and/or 12 based on total transfer credits completed	Advisor	• Student, advisor discuss • Advisor approves • Advisement and Transition processes
Leave of Absence	Approved absence from campus for up to one year if the student is in good academic standing	Associate Dean	• Should discuss with advisor • Associate Dean approves
Credit Overload Petition	Allows registration of 18.5 credits or more for undergrads; 14.5 or more for grads	Advisor Associate Dean	• Student, advisor discuss • Associate Dean approves
Permission to Transfer Credit from Another Institution	Pre-approval to take courses at another institution; must be approved before registering at other institution. Must have a C- or higher in the course for transfer.	Advisor Advisement and Transition	• Student and advisor discuss • Advisement and Transition approves. Consults department or Associate Dean, if necessary. • Student requests transcript sent to Cortland upon completion of work. **Credits are not posted until a transcript is received**.
Overseas Course Approval Form (Study Abroad)	Pre-approval of course work to be completed while studying abroad	International Programs Office Advisor Associate Dean	• Student discusses study abroad options with International Programs Office and researches available courses • Discusses courses and possible Cortland equivalents with advisor • Associate Dean approves
Cross-Registration Form	Allows a student to register for courses at another SUNY institution and utilize financial aid course not offered at Cortland and creates a graduation delay. **Must be completed in conjunction with the Permission to Transfer form.**	Associate Dean SRRS	• Student completes Permission to Transfer Credit from another institution process • Student applies via suny.edu/crossregister • SRRS facilitates approval with Associate Dean
Registration (no form required)	November and April registration for upcoming semester	Advisor / Graduate Coordinator	• Student meets with advisor to discuss courses and receives PIN (access to registration); no PIN required for graduate students • Online registration via myRedDragon

* Form located on subsequent pages of this packet.

Transfer Credit Appeal Form	Appeal the course equivalency granted for a transfer course	Advisement and Transition Department Chair	• Student discusses course with Advisement and Transition; provides course syllabus • Advisement and Transition forwards to department chair, if needed • Student can forward denied appeals to Provost and to SUNY Central, if requested *Form located in Advisement and Transition.*
Retaking of a Course (no form required)	Permission to retake course Original grade remains on transcript, but is not computed in GPA; second grade is computed	Department offering course Grad students see Graduate Coordinator	• See department offering course for electronic permission to register. • Student must still register on myRedDragon.
*Course Withdrawal From	Officially end enrollment in a course prior to the last three weeks of the semester Grade of "X" will appear on transcript	Advisor/Grad Coordinator Course Instructor Associate Dean	• Discuss with advisor/financial aid advisor. Check full time status and implications. (When will this be retaken?) • Associate Dean for approval
Withdrawal from College	Official and permanent withdrawal from the College at any time	Associate Dean	• Should discuss with advisor • Associate Dean approves

Advisor Initiated Actions/Forms	Purpose	People	Process
Change of Catalog Term	Officially change the catalog term of enrollment; student completes requirements of new catalog. A student may graduate under any catalog in effect during the period of their enrollment.	Advisor Department Chair Associate Dean	• Student, advisor discuss • Initiated by advisor or department chair • SRRS processes
Supplement to Transfer Credit Evaluation	Delete previously transferred coursework from student's record in order to transfer additional courses in and stay within transfer credit limits *** Submitted in conjunction with a Permission to Transfer form**	Advisor Advisement and Transition	• Review degree audit and transcripts from previous college; identify courses to delete; discuss implications with student • Indicate new transfer courses to add • Student submits with permission form to Advisement and Transition *Form located in dept, Associate Deans' offices , SRRS or Advisement and Transition*
*Degree Works Exception Request (Course Substitution)	Request to allow a different course to meet a major/minor/concentration requirement. Cannot substitute a course in general education.	Advisor/Grad Coordinator Department Chair Associate Dean	• Advisor/dept. complete form and indicate rationale for request • Associate Dean approves • SRRS applies on Degree Works *Form located in dept or Associate Deans' offices*

* Form located on subsequent pages of this packet.

Undergraduate Change of Major/Minor/Concentration

SUNY
Cortland
Registrar's Office

Name: _____ Cortland ID (C-Number): _____

Address: _____ City_____State: _____ Zip: _____

Mobile Phone: _____ Permanent Phone: _____ Cortland Email: _____

Only if your address has changed, update your record with the above address: ☐ Permanent Address ☐ Local (Not Res Hall) Address ☐ No Update

☐ Check if you entered Cortland as a transfer student.   Anticipated Graduation Date: _____   ☐ Check if you have applied to graduate.
(Month and Year)

Providing your address ensures that school officials can contact your regarding your academic record. Information is used in accordance with the Family Educational Rights and Privacy Act (FERPA). Learn more about SUNY Cortland's FERPA policies at: http://www.cortland.edu/FERPA

1.   Complete all areas of this form and submit it to the department of your NEW major/concentration/minor. When declaring a dual major, both departments must receive the form and sign.

2.   The department secretary will seek the approval/signature of the department chair and send the original to the Registrar's Office. A copy is sent to the Associate Dean of the NEW major and/or minor.

3.   IMPORTANT NOTE: A student cannot major in the same area as a minor or concentration. Also, students cannot have a concentration in the same area as the minor.

4.   Complete the Current Academic Info and fill in only the boxes that reflect a change or deletion. (Refer to your degree audit for current program codes.)

Current Advisor: _____ Credit Hours Completed: _____

	CURRENT Academic Information	DELETE Program	ADD Program
Degree: (Example: BA, BS, BSED)			
Major Code			
Concentration Code			
Dual Major Code			
Minor Code			

Timeline: To allow for timely advisor assignments and PIN distribution, students must complete change of major transactions by *October 1* for spring major changes and *March 1* for fall major changes. Please see your academic department(s) for policies. Forms may be accepted after this date if departments allow, but students are advised that they may need to coordinate with the former department to receive advising and their PIN if changes occur after these dates.

By signing, you confirm that you are aware of your responsibility to read the College Catalog and become familiar with the policies and requirements of your chosen major/concentration/minor and department.

Student Signature: _____ Date: _____

Department Approval:_____/_____ Date: _____
(Major)   (Dual Major)

Department Approval for Minor: _____/_____ Date: _____
(Added)   (Deleted)

New Advisor: _____ Office: _____ Phone: _____ Catalog Term: _____

☐ Assigned Advisor (Banner: SGAADVR) Term: _____ ☐ Academic Folder Request ☐ Check Foreign Lang. Requirement: __Met   __Not Met

Department Secretary Initials/Date: _____   DISTRIBUTION: _____Registrar _____Associate Dean _____ Department _____

SUNY Cortland

Student Registration and Record Services
223 Miller Building
PO Box 2000
Cortland, NY 13045-0900
607-753-4702 | srrs@cortland.edu

CURRENT STUDENTS

Course Withdrawal Petition

Student Name: _____   Cortland ID Number: C00-_____

Local Address: _____   Telephone Number: _____

City: _____   State: _____   Zip: _____   E-mail: _____

Major / Program: _____   Primary Advisor: _____
SUNY Cortland (Non-Visiting) Students   SUNY   Cortland   (Non-Visiting)   Students

Important: The letter grade of X indicates the Official Withdrawal from a College course without academic penalty. A student who has been found in violation of the academic dishonesty code loses the opportunity to withdraw from the course in which the violation has occurred.

Financial Aid Impact: The Grade of X is considered attempted <u>but not completed</u> for the purpose of calculating Satisfactory Academic Progress (SAP) for Financial Aid Eligibility and is not considered completed coursework when determining Excelsior Scholarship eligibility. The policies regarding State and Federal Financial Aid are detailed in the SUNY Cortland College Catalog. The most common financial aid impact from course withdrawal in a single semester is a loss of NYS TAP eligibility for the following semester. However, a pattern of withdrawal and/or failure across more than one semester may result in the loss of ALL future aid eligibility, including student loans. It is strongly recommended that you consult with your Financial Aid Advisor if the course withdrawal will reduce your total completed credit hours for the current semester to less than twelve.

By signing below, you (the student) petition to withdraw from the course listed below with the understanding that if I withdraw before the deadline date, a grade of "X" will be issued. If I fail to withdraw by the deadline, the actual grade earned in the course, or an "E" will be recorded on my academic record and included in my GPA.

CRN: _____   Course: _____   Credit Hours: _____   Instructor: _____
    (ex: 95512)   (ex: SOC 150 001)

Enrolled Credit Hours BEFORE This Withdrawal _____   Enrolled Credit Hours AFTER This Withdrawal _____

Student Signature: _____   Date: _____
Forms will not be processed without the student signature.

Instructor Signature: _____   Date: _____
Obtain the course instructor's signature.

Primary Advisor Signature: _____   Date: _____
Signature from the advisor of the primary major or program. Graduate students may consult the graduate coordinator.

Secondary Advisor Signature: _____   Date: _____
When students have a secondary advisor or secondary curriculum advisor requiring a signature. Consult myRedDragon for advisor information. (ex: Athletics, EOP, dual degree, dual major, secondary curriculums, 3+2 programs)

Associate Dean for Student: _____   Date: _____
Associate Dean for the school of the primary program: Arts & Sciences, Education or Professional Studies. Required for SUNY Cortland (non-visiting) students.

Exceptional Override Authorization: Academic Department Chair

☐ Check here if this course is a linked or corequisite course (e.g. labs which are linked to lectures) and the academic department is permitting a co-requisite/link override. The enables only one section (as listed above) to be dropped, regardless of the link or co-requisite status.

Department Chair: _____   Date: _____

Routing: _____ Instructor _____ Associate Dean _____ SRRS _____ Advisor(s)
Form: A003   Revised: January 2019

SUNY Cortland

Student Registration and Record Services
223 Miller Building
PO Box 2000
Cortland, NY 13045-0900
607-753-4702 | srrs@cortland.edu

FACULTY AND STAFF

Degree Works
Exception Request

Student Name: _____ CID: _____

Expected Degree Conferral Term: _____ Department: _____

Major or Program: _____ Level: ☐ Undergraduate ☐ Graduate

Exceptions are applied to a specific programs/majors. If a student changes programs or concentrations (including changing within the same department) the exception may need to be resubmitted by the advisor.

REQUEST #1

Block or Requirement Area: _____ ☐ Major ☐ Concentration ☐ Minor ☐ Other

Requesting an exception (substitution) for the following requirement or course

Subject: _____ Number: _____ Title: _____

(Or) Requirement: _____ Credit Hours: _____
(ex: Electives, Activity Courses; use exact title of requirement as listed in Degree Works)

To be replaced by (list the <u>Cortland</u> equivalent, if this is transfer work):

Subject: _____ Number: _____ Title: _____

Term: _____ School: _____ (e.g.: Cortland, TC3, OCC,)

Reason/Comment: _____

Chair Approval ☐ Yes ☐ No   Initial _____   Assoc Dean Approval ☐ Yes ☐ No   Initial _____

REQUEST #2

Block or Requirement Area: _____ ☐ Major ☐ Concentration ☐ Minor ☐ Other

Requesting an exception (substitution) for the following requirement or course

Subject: _____ Number: _____ Title: _____

(Or) Requirement: _____ Credit Hours: _____
(ex: Electives, Activity Courses; use exact title of requirement as listed in Degree Works)

To be replaced by (list the <u>Cortland</u> equivalent, if this is transfer work):

Subject: _____ Number: _____ Title: _____

Term: _____ School: _____ (e.g.: Cortland, TC3, OCC,)

Reason/Comment: _____

Chair Approval ☐ Yes ☐ No   Initial _____   Assoc Dean Approval ☐ Yes ☐ No   Initial _____

Review Signatures (Approval or Denial is Indicated Above)

Advisor: _____ Date: _____

Dept. Chair: _____ Date: _____

Associate Dean: _____ Date: _____

Form: B005   **Revised: July 2020**

Advising Syllabus Template - Draft

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

Advisor contact information:

Name: Email: Phone:

Office Location: Office Hours:

Making an Appointment

Starfish: Login to Starfish through myRedDragon and sign up for one of my available office hours or advisement appointments. You should select if you would like to meet in person or virtually.

Phone: Please call the number above. Whoever answers the phone has access to my calendar and can set up the appointment.

Email: You can email me to find a time that would work for us to meet.

Web Wednesdays: Advisement and Transition has drop in advising on Wednesdays between 9 a.m. and 3 p.m. Log into the Advisement WebEx room to meet with an advisor on duty - https://sunycortland.webex.com/meet/Advisement.Webex - to talk with any of our helpful academic advisors.

Academic Advising Learning Outcomes – Here's what you will learn!

Engagement and Development
Students will:
- know who their academic advisor is, how to contact them and will make an initial connection
- know how to access and utilize campus resources to achieve their educational goals
- be able to articulate a connection between their major (concentration/minor) and career goals

Advisement and Registration
Students will:
- know and utilize advisement and registration resources
- articulate their academic requirements and appropriate college policy
- register for courses each semester

Academic Planning and Support
Students will:
- develop a plan for degree completion
- develop skills and strategies for academic success
- seek assistance and support when needed

Your responsibilities as an advisee:

- 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.

Responsibilities of your Advisor:

- 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., Advisement and Transition, Associate Deans, Career Services, Counseling Center, The Learning Center, Writing 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

- ➢ Be aware of the drop/add period at the beginning of each semester (first five days of classes). This is your opportunity to make changes to your schedule.
- ➢ 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 Works audit to know what you need to complete your degree.
- ➢ Respond to emails you receive from Starfish and seek appropriate assistance based on Starfish referrals or flag alerts.
- ➢ Pay attention to important deadlines:
  - o Change of major: October 1 (fall), March 1 (spring)
  - o 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.

Ask for help when you need it

There are lots or resources on campus to help you be successful. Starfish shows you your success network (instructors, associate dean, residence hall director, etc.) who are here to support you and answer your questions. Your student planner also has lots of resources and tips to help you. We encourage you to reach out when you need it. "Raise your hand" in Starfish, call or stop in to any office on campus to get your questions answered.

A Four Year Timeline (outline of 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 graduate school 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.

Campus Resources

- ➢ Advisement and Transition   Memorial Library, Room A-111   607-753-4726
- ➢ Career Services   Van Hoesen Hall, Room B-5   607-753-4715
- ➢ Counseling Center   Van Hoesen Hall, Room B-44   607-753-4728
- ➢ Disability Resources   Van Hoesen Hall, Room C-17   607-753-2967
- ➢ International Programs Office   Old Main, Room 219   607-753-2209
- ➢ Student Registration and Record Services   Miller Building, Room 223   607-753-4702
- ➢ The Learning Center   Van Hoesen Hall, Room B-205   607-753-4309
- ➢ Transfer Credit Services   Memorial Library, Room A-111   607-753-4726
- ➢ Writing Center   Brockway Hall, Room 216   607-753-5833
- ➢ 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

All students are expected to uphold academic integrity standards. Plagiarism is defined as taking the ideas of others and using them as one's own without due credit. Students who cheat in examinations, course assignments, or plagiarize in any course may be disciplined in accordance with university rules and regulations. (College Handbook, Chapter 340)

Starfish

You may see emails from starfish@cortland.edu regarding your academic performance in class as well as any recommendations to support you. To access Starfish, login to myRedDragon and click the Starfish tab to set up your profile.

Make sure you check your email daily and respond to any notifications or recommendations you receive. Starfish is helpful and easy to use as you connect with me and all the resources on our campus.

Disability Statement

As part of SUNY Cortland's commitment to a diverse, equitable, and inclusive environment, we strive to provide students with equal access to all courses. If you believe you will require accommodations in any of your courses, please place a request with the Disability Resources Office at disability.resources@cortland.edu or call 607-753-2967. Please note that accommodations are generally not provided retroactively so timely contact with the Disability Resources Office is important. All students should consider meeting with their course instructor who may be helpful in other ways. (College Handbook, Chapter 745)

Diversity Statement
SUNY Cortland is dedicated to the premise that every individual is important in a unique way and contributes to the overall quality of the institution. We define diversity broadly to include all aspects of human difference. The College is committed to inclusion, equity, and access and thus committed to creating and sustaining a climate that is equitable, respectful and free from prejudice for students, faculty and staff. We value diversity in the learning environment and know that it enhances our ability to inspire students to learn, lead and serve in a changing world. We are committed to promoting a diverse and inclusive campus through the recruitment and retention of faculty, staff and students. As a community, we hold important the democracy of ideas, tempered by a commitment to free speech and the standards of inquiry and debate. To this end, we are dedicated to developing and sustaining a learning environment where it is safe to explore our differences and celebrate the richness inherent in our pluralistic society. (College Handbook, Chapter 130)

Inclusive Learning Environment Statement
SUNY Cortland is committed to a diverse, equitable and inclusive environment. The course instructor honors this commitment and respects and values differences. All students enrolled in this course are expected to be considerate of others, promote a collaborative and supportive educational environment, and demonstrate respect for individuals with regard to ability or disability, age, ethnicity, gender, gender identity/expression, race, religion, sex, sexual orientation, socio-economic status or other aspects of identity. In an environment that fosters inclusion, students have the opportunity to bring their various identities into conversation as they find helpful, but are not expected to represent or speak for an entire group of people who share aspects of an identity. If you have any questions or concerns about this statement, contact the Institutional Equity and Inclusion Office at 607-753-2263. (IEIO http://www2.cortland.edu/about/diversity/)

Title IX Statement
Title IX, when combined with New York Human Rights Law and the New York Education Law 129-B, prohibits discrimination, harassment and violence based on sex, gender, gender identity/expression, and/or sexual orientation in the education setting. The federal Clery Act and NY Education Law 129-B provide certain rights and responsibilities after an incident of sexual or interpersonal violence. When a violation occurs, victims and survivors are eligible for campus and community resources. Where the College has jurisdiction, it may investigate and take action in accordance with College policy. If you or someone you know wishes to report discrimination based in sex, gender, gender identity/expression, and/or sexual orientation, or wishes to report sexual harassment, sexual violence, stalking or relationship violence, please contact the Title IX Coordinator at 607-753-4550, or visit cortland.edu/titleix to learn about all reporting options and resources. (Updated by SUNY Legal Feb. 1, 2018)." (Title IX http://www2.cortland.edu/titleix)

Basic Needs Statement (adapted by an article from the AAC&U Newsletter, Sara Goldrick-Rab – author):
Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Associate Vice President for Student Affairs for support. Furthermore, please notify me if you are comfortable in doing so. This will enable me to assist you in finding resources.

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.

Advising Intake Form

SUNY Cortland

Name: _____ Advisor: _____

1. How many semesters have you been at SUNY Cortland (including the current semester)? _____

2. Are you thinking about changing your major?   Yes   No
   If so, what major(s) are you considering?

3. Have you viewed a current Degree Works audit worksheet on myRedDragon?   Yes   No

4. If you took AP, CLEP, or previous college credit (including summer or winter session course work),
   are the credits appearing on your degree audit?   Yes   No

   If no, for what classes do you anticipate receiving credit?

5. What are you involved with on campus? Sports, clubs, etc.

6. What strategies are you currently using to keep track of your assignments?

7. Is the semester progressing as you would hope? Why or why not?

8. Do you have any concerns you would like to discuss with your advisor?

First-Year Students:

9. Did you complete the College Student Inventory (CSI) as part of your COR 101 class?   Yes   No

   What, if any, information related to your results would you like to discuss with your advisor
   (i.e. academic motivation, general coping, receptivity to support services)?

Advisement Form

Name_____ Major Code _____ Date _____

C# _____ E-mail _____

Local address _____ Phone _____

Course options

Course Prefix	Course Number	Reason for course (fulfill major, GE, etc.)	Credit(s)	Notes or alternatives
		Total recommended credits		

Notes_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Student and advisor met to discuss student's degree requirements and progress and the above listed courses or types of courses were recommended for the upcoming semester.

Student Signature_____ Advisor Signature_____

Time Ticket _____

Pin # _____

SUNY
Cortland
Advisement and Transition
Memorial Library, Room A-111 * 8 a.m. - 4:30 p.m.
607-753-4726 * cortland.edu/advisement

SUNY
Cortland
Advisement and Transition

GPA Calculation

Electronic semester GPA calculator (Semester GPA Wizard) available in myRedDragon

Points Table

Grade	1 Credit	2 Credit	3 Credit	4 Credit
A	4.0	8.0	12.0	16.0
A-	3.7	7.4	11.1	14.8
B+	3.3	6.6	9.9	13.2
B	3.0	6.0	9.0	12.0
B-	2.7	5.4	8.1	10.8
C+	2.3	4.6	6.9	9.2
C	2.0	4.0	6.0	8.0
C-	1.7	3.4	5.1	6.8
D+	1.3	2.6	3.9	5.2
D	1.0	2.0	3.0	4.0
D-	.7	1.4	2.1	2.8
E	0.0	0.0	0.0	0.0

Semester GPA Calculation

Course	Credit Hours	Grade	Total Points for class
Total Credits =		Total Points =	

Divide the total points by the total credits taken to get your semester grade point average.

Total points earned for semester =_____

—————— =

Total credits taken for semester =_____

Your GPA for this semester!

GPA Repair Kit
Electronic GPA Repair Kit available in myRedDragon

In order to understand how to improve your GPA, you must first understand how it is calculated! GPA is a result of the total GPA credits you have taken and the total credits that you have earned here at Cortland.

- Grades from other institutions do not count toward your GPA at SUNY Cortland
- Pass/Fail courses do not count towards your GPA
- If you take an incomplete and you do not make the work up by the end of the following semester, it becomes an E
- If you retake a course, the most recent grade will be factored into your GPA (contact the department offering the course to have the hold lifted before you register for the retake)

Projecting your new GPA

Total credits towards GPA to date   1. _____
(GPA Hours – found on your transcript)

Total quality points earned to date   2. _____
(Quality points – found on your transcript)

Total GPA credits you are taking this semester   3. _____

Total credits you will have at the end of the semester   4. _____
(Line 1 plus Line 3)

What is the overall GPA you want by the end of   5. _____
this semester?

Quality Points needed for your desired average   6. _____
(Line 4 multiplied by Line 5)

Quality Points you will need to earn this semester   7. _____
(Line 6 minus Line 2)

Semester average needed to earn desired GPA   8. _____
(Line 7 divided by Line 3)

GPA Repair Kit with Retake

In order to understand how to improve your GPA, you must first understand how it is calculated! GPA is a result of the total GPA credits you have taken and the total credits that you have earned here at Cortland.

- Grades from other institutions do not count toward your GPA at SUNY Cortland
- Pass/Fail courses do not count toward your GPA
- If you take an incomplete and you do not make the work up by the end of the following semester, it becomes an E.
- If you retake a course, the most recent grade will be factored into your GPA (contact the department offering the course to have the hold lifted before you register for the retake)

Projecting your new GPA

Total credits towards GPA to date
(GPA Hours – found on your transcript)

1. _____

Number of credit hours you are retaking this semester

2. _____

Adjusted credits towards GPA
(Line 1 minus Line 2)

3. _____

Total GPA credits you are taking this semester

4. _____

Total GPA Hours
(Line 4 plus Line 3)

5. _____

What is the overall GPA you want by the end of
this semester?

6. _____

Quality Points needed for your desired average
(Line 5 multiplied by line 6)

7. _____

Total quality points earned to date
(Quality points – found on your transcript)

8. _____

Quality Point Value of retakes in progress
(For Example, if you initially failed a 3 credits course,
this number is 0, D- = 2.1, D = 3, D+ = 3.9, C- = 5.1, C = 6)
See GPA calculation table

9. _____

Adjusted Present Quality Points
(Line 8 minus Line 9)

10. _____

Quality Point Difference
(Line 7 minus Line 10)

11. _____

Semester average needed to earn desired GPA
(Line 11 divided by Line 4)

12. _____

Department Contacts

Department Chairs

Department	Name	Extension
Africana Studies	Seth Asumah	4105
Art and Art History	Jeremiah Donovan	4316
Biological Sciences	Patricia Conklin	2715
Chemistry	Gregory Phelan	4323
Childhood/Early Childhood Education	Susan Stratton	2706
Communication Disorders and Sciences	Ann Blanton	5423
Communication and Media Studies	Paul van der Veur	4201
Economics	Flavia Dantas	4109
English	Andrea Harbin	4307
Foundations and Social Advocacy	Brian Barrett	2447
Geography	Wendy Miller	4107
Geology	David Barclay	2815
Health	Jill Murphy	4225
History	Randi Storch (fall 2020)/Kevin Sheets	2723
International Studies	Alexandru Balas	2250
Kinesiology	Philip Buckenmeyer	4300
Literacy	Michele Gonzalez (fall 2020)/Nance Wilson	2705
Mathematics	David Dickerson	4326
Modern Languages	Paulo Quaglio	4303
Performing Arts	Kevin Halpin	2811
Philosophy	Andrew Fitz-Gibbon	2016
Physical Education	Matthew Madden	5577
Physics	Douglas Armstead	2821
Political Science	Mary McGuire	4105
Psychology	Craig Foster	4218
Recreation, Parks and Leisure Studies	Sharon Todd	4941
Sociology/Anthropology	Sharon Steadman	2726
Sport Management	Peter Han	4251

Graduate Coordinators

Department	Name	Extension
Athletic Training	Alyson Dearie	4944
Educational Leadership	Joseph Menard	2447
Sciences: Biology, Chemistry	Rena Janke	2907
Earth Science, Physics	Sean Nolan	5670
Childhood (MST)	Kimberly Rombach	4631
Communication Disorders and Sciences	Ann Blanton	5429
English (MAT)	Cori McKenzie	2990
English (MA)	Tyler Bradway	2770
Health	Maggie DiVita	2987
History (MA)	Laura Gathagan	5622
Kinesiology	Peter McGinnis	4909
Literacy	Tadayuki Suzuki	2460
Physical Education	Helena Baert	5618
Recreation	Ken Cohen	2574
CT_TR/MS_TR Online	Jacqueline Dyke	5645
Second Language Education	Paulo Quaglio	4303
Sport Management	Ryan Vooris	2191
Sustainable Energy Systems	Moataz Emam	2821
TSD 1-6	Cynthia Moriarity	5526
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