CORTLAND ADVISOR RESOURCE PACKET

SUNY Cortland
Advisement and Transition

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SUNY Cortland Advisement and Transition

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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

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Advisement and Registration

	Student will know and utilize advisement and registration resources	Student will articulate their academic requirements and appropriate college policy	Student will register for courses each semester
Student Learning Outcomes			
Advisor Strategies	- 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	- 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	- 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 not yet registered students
Time Frame	Prior to advisement and registration	During advisement and registration	During and after advisement and registration

Academic Planning and Support

Student Learning Outcomes	Student will develop a plan for degree completion	Student will develop skills and strategies for academic success	Student will seek assistance and support when needed
Advisor Strategies	- Review example four year plan in the university 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	- 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	- Review Progress Survey emails (flags and kudos) 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
Time Frame	Ongoing (ideally at the beginning of the second year)	Ongoing	Ongoing

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, Registrar's Office. 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. If appropriate, have transfer students complete a GE waiver form (prior to fall 2023). 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.

Advising Tools

Tool	When and why you would use it
Degree Works	• To see what courses students need to complete their degree, what has been completed, what is in progress and what is remaining • See transfer coursework and how it is being applied to degree • How many credits remaining overall to complete degree • Use to document advising conversations **Degree Works videos:** Understanding your Worksheet What-If Analysis Degree Works for Graduate Students Using the Future Classes Feature
Starfish	• Set up office hours and advisement hours • Review a student's profile to see what alerts their instructors have provided and any notes from pervious meetings • Review College Student Inventory (CSI) summary • Send email to advisees all at once • Additional Starfish information and helpful videos
Advisee Contact List	• In myRedDragon - see list of advisees • Find individual advisee time ticket and PIN prior to registration each semester
Schedule Builder	• Assist advisee in creating a schedule • Schedule change assistance during drop/add **Schedule Builder videos:** Building the Perfect Schedule Why and How to Filter How to Register Make Schedule Changes in Schedule Builder
GPA calculations and GPA repair kits	• Assist student in projecting semester GPA based on what they anticipate they might earn in each course • Assist advisee in determining semester GPA required (with or without a course retake) to earn desired overall GPA
University Catalog	• Become familiar with college policies • Department curriculum and course sequencing
Degree Plan	• Help student plan out courses and develop a plan to earn their degree • Review each semester to make note of any changes in plans and shift courses to make sure all course and credit requirements are met
Forms	• Assist students in completing the correct forms when needed (course withdrawal, change of major, minor, concentration, change in catalog term, etc.) • Complete a course exception form
Transfer Credit Resources	• Understand transfer credit policies and limits • Support students in taking courses at other institutions to transfer back to SUNY Cortland (permission to transfer credit) • Transfer Equivalency Charts – how courses at other campuses will transfer here • Open SUNY – online courses at other SUNY institutions **Transfer Credit Services Videos:** Transfer Credit Policies Open SUNY Completing Permission to Transfer Credit form
Notes in Degree Works and Starfish	• Document your conversations with students • Use Degree Works to include notes on recommended courses for an upcoming semester, plans for study abroad, change of major, etc. and to include PIN • Use Starfish notes to document advising conversations
Transcript (found in myRedDragon)	• Semester by semester GPA • GPA hours needed for GPA repair kit

Advisement Checklist

Advisor Prep
- Set aside a specific time that you will be available for advising appointments.
- Determine how you would like students to sign up for appointments (Starfish is a great tool to help with this.)
- Review student's Degree Works worksheet and Starfish profile.

Student Prep
- Students should check the Prepare for Registration link in myRedDragon for their time ticket (the day and time each student can access registration) 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.

Outreach
- Email your advisees 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.
- Students are expected to initiate and schedule the meeting—but may not be aware of this responsibility or what your expectations are (how to sign up).

Group Advising Meeting
- 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. This is a critical piece in making connections, showing care and helping students.
- Encourage student to come prepared to their advisement meeting with questions, topics for discussion and potential courses for the upcoming semester.

Suggested Talking Points
- Check in on how courses are going
- Review Starfish to see if there are alerts or kudos you should be discussing
- Refer student to campus resources if helpful (The Learning Center, Writing Center, etc.)
- Ask how they are involved on campus and making helpful connections
- Review transfer credit (Are they missing any? Encourage student to request official transcripts if needed)
- Discuss the major (requirements, future opportunities), potential concentrations or minors
- Review overall credits needed to graduate
- Review Degree Works worksheet and help develop a list of potential courses/types of course to register for
- Discuss degree plan for their remaining requirements (help them to develop a 2, 3, 4-year plan)

Time Ticket and Registration PIN
- Time tickets (time to access registration) are listed on myRedDragon and viewable by both students and advisors.
- 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").

Documentation
- Advisors and students should keep a record of agreed upon course selections/options, discussion topics, decisions, relevant issues, and referrals.
- Utilize the notes features within Degree Works or Starfish.
- Check with your department to see if a specific documentation form is used.

Registration Nuts and Bolts

Registering for Courses
- Students log onto myRedDragon to register for classes at or after their individual time ticket.
- Students can use Schedule Builder to find various schedule options. They are able to 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 through direct registration in myRedDragon by the using the "Register (Drop and Add Courses)" link on the student tab.
- Schedule adjustments may be made online after registering through drop/add of the following semester.
- Videos are available to help students understand the registration process and online tools.

"Lifting a registration flag"
- Students may request 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 administrative assistant "lifts the registration flag" in Banner so the student may then register for the course via myRedDragon/Schedule Builder. Students are encouraged to seek permission prior to their time ticket.

Registration Troubleshooting
- Contact your department chair or administrative assistant. See Department Contacts on the inside back cover.
- Contact department offering the particular class.
- Contact the Registrar's Office (ext. 4702) or Advisement and Transition (cortland.edu/advisement or ext. 4726).
- Contact Associate Dean's office.

Credit Limit and Considerations
- Students need at least 12 credits to be considered full time.
- Students receiving the Excelsior scholarship need to complete 30 credits each academic year (they may speak to Financial Aid if they have concerns).
- Review full degree credit requirements, including overall credits, possible elective credits and how they may be fulfilled.
- Students interested in an overload (over 18 credits) should speak with their Associate Dean.
- Students should confirm registered courses meet major or degree requirements and that they are registered for the appropriate number of credits to meet financial aid requirements (if applicable).

Withdrawal from a Course
- Students considering 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-semester 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, they may discuss implications for aid with a Financial Aid advisor.
- How will student compensate for change in schedule and when will student make up the requirement?
- Assist student in completing Course Withdrawal Form and direct to Associate Dean for signature.

Group Advising
Saving you time and helping your students

Group advising is a great way to reach multiple students to prepare them for advisement and registration. Much of what we do in advising is individual to the student; however some of the information is applicable to all students. Having a group advising session enables you to convey information and help prepare students for their individual advising meeting, making your time together more productive.

Below are some possible topics for a **group advising session**:
- Share department philosophy and approach to advising– how does advising work in your department and how would you like students to sign up for individual appointments
- Indicate to students what you want them to do prior to meeting with you and how to prepare for their individual meeting (review Degree Works, bring list of possible courses and questions, etc.)
- Hand out department specific advising/curriculum information (advising manual, check list, etc.)
- Help students read and understand Degree Works
- Review course schedule
    - ✓ How to find it and what to look for
    - ✓ Highlight specific courses being offered by your department
    - ✓ Discuss courses students should consider taking (major, GE, etc.)
    - ✓ Review course prerequisites and sequencing
    - ✓ Highlight section numbers
- Help students prepare for registration by learning about time-tickets, checking and resolving any holds
- Direct students to advising videos to learn about the process and prepare for your meeting
    - ✓ Prepare for Registration: Check Registration Status
    - ✓ Schedule Builder: Building the Perfect Schedule
    - ✓ Schedule Builder: Why and How to Filter Course Sections
    - ✓ Schedule Builder: How to Register

Having reviewed general advising information in a group setting, you will have more time in **your individual advising meetings** to:

- Check in on their current semester – how are courses going, are they involved on campus and making helpful connections, what resources have they utilized
- Review Starfish – Alerts, Kudos, CSI (first-year students)
- Refer to campus recourses if helpful (The Learning Center, Writing Center, Career Services, etc.)
- Discuss interest in study abroad, internship or research opportunities
- Ask about career interests and goals
- Review individual student's Degree Works and help develop a list of potential courses/types of courses to register for
- Develop/discuss degree plan
- Document your conversation

Section Numbers • Abbreviations • Class Year

Section Numbering
010, 020, 030, 040   middle number generally designates **quarter** courses
300   courses are **CURE** program 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.

Modes of Instruction
BLEN Online and in person course delivery, with in person meeting less than once per week, usually a few times a semester.
HYBR Online and in person course delivery, with in person at least one day per week.
OASN Online asynchronous course. Classwork is conducted online and there is not a regular weekly meeting time.
OSYN Online synchronous course. Course meets online at a regularly scheduled time.

Additional Common Attributes and Abbreviations
cr hrs   credit hour of course
CRN   Course Reference Number
CGE   Cortland General Education Category
HNRS   Honors Course
LASR   Liberal Arts Requirements
PRES   Presentation Skills
SLRN   Service Learning
ST   Special Topics courses.
WRIT   Writing Intensive
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	1.00 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 in the form of an advisory hold, 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

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:

- Communicate with students and give feedback about their academic progress.

- Facilitates a timely connection to campus support offices and services for intervention.

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

- Schedule advisement appointments that automatically sync with Outlook. Make notes on appointments and view semester tracking notifications, allowing for more holistic and informed academic advisement.

- Convenient attendance feature and class list with student photos.

Appointments:
Starfish allows you to set up office hours or academic advising appointments while updating your Outlook calendar at the same time for a seamless integration between both calendars.

Attendance:
Starfish will organize all the details of a student's attendance, tardiness, and excused absences. You can also download attendance information into an Excel spreadsheet.

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

Flag Alerts
Flags are alerts you can raise at any time on your students to share concerns to most efficiently support students. You can include specific comments to the student.

- Never Attended
- Attendance Concern
- Stopped Attending
- Needs Improvement
- At Risk of Failing
- Open Ended Comment
- Academic Advisor Alert

Kudos
Kudos provide positive reinforcement, allowing you to offer encouragement directly to students.

- Keep up the Good Work
- Outstanding Academic Performance

Student Raised Flag Alerts
Students have the ability to raise an alert if they are having trouble or need additional assistance.

- 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 should complete a progress survey once a semester/quarter/summer providing feedback on the students in their courses. Progress surveys offer instructors an at-a-glance, formalized opportunity to give feedback on your students' academic progress.

Starfish Cortland – Notifications with Outreach Descriptions

All information shared in Starfish is disclosable under the Family Educational Rights and Privacy Act (FERPA). Students automatically receive the alerts and comments via their Cortland email and can view them in their Starfish account. Notifications are visible to the student referenced, the faculty or staff member who raised the alert, the academic advisor, and any relevant college personnel (e.g., associate dean, coach, area coordinator). These notifications are designed to prompt timely action, encourage collaboration among faculty, advisors and student support offices, and ultimately support student academic success.

Alerts – Name	When to use	Additional Outreach
Never Attended	The student has never attended or logged in to the class. This alert is especially important for the first few weeks of class – Class Roster Verification.	Associate Deans (ADs), Advisement
Attendance Concern	The student is not attending class regularly.	
Stopped Attending (available after Progress Survey)	The student has stopped attending class. Comments required.	Advisement, ADs
Needs Improvement	The student is just meeting course expectations. Room for improvement. Comments required.	
At Risk for Failing	The student is at risk of failing the course. Comments required.	Advisement, ADs
Open Ended Comment	Use this only if other alerts do not capture the feedback you need to provide.	
No Feedback (available during Progress Survey only)	No feedback at this time. Reminder: Starfish is available all semester for timely feedback.	

Kudos – Name	When to use	
Keep Up the Good Work	The student is performing well and meeting course expectations.	
Outstanding Academic Performance	The student consistently demonstrates excellence in work and class participation.	

Student Raised Referrals		Additional Outreach
I Need General Academic Help	The Learning Center (TLC) will receive this referral and respond.	TLC
I Need Help in This Course	The instructor will receive this request for assistance.	Instructor
I Need Help with my Writing	The Writing Center will receive this referral and respond.	Writing Center
I Need Help	The student will receive a response from Advisement and Transition.	Advisement

Faculty Raised Referrals	When to use	Additional Outreach
Library Research	Refer your student(s) to the library for research assistance.	Librarians
The Learning Center (TLC)	Refer your student(s) to TLC for assistance with professional tutors, SI, or study skills.	TLC, Advisement
Writing Center	Use when you want your student(s) to work with a Writing Center consultant.	Writing Center

Academic Advisor Alert	When to use	
Academic Advisor Alert	Advisor wants to reach out to advisees regarding setting up advising appointments or document information about the appointment such as missed or late to appointment or not prepared.	

Do not use Starfish for mental health or safety concerns. If you have a concern about a student's health, safety or well-being, call Care and Outreach Services (ext. 4318). Thank you.

Starfish Quick Reference Guide – Tips from Starfish Ambassadors and

Advisory Council: **Profile**

- **Role and Relationship Based:** Starfish builds connections automatically from Banner information but review your profile for updates.
- **Biography Section:** Add a brief note about yourself under biography.
  - Leave the "Title" field blank (the Starfish uses the title field to show your role/relationship to students).
  - If you want your title to be known, include it in the Biography field.
- **Multiple Locations:** Create individual locations for each way you meet (office, phone, online, other location).
  - For online meetings, include your Webex address in the instructions so students always have it.

Feedback

- **One Alert Rule:** Raise just **ONE** alert per student that best represents the concern (e.g., attendance, engagement, failing quizzes). Multiple alerts at once can overwhelm students and reduce engagement.
- **Send Kudos:** Positive feedback is highly motivating and shows you care.
- **Privacy:** All comments are visible to the student and key colleagues such as the advisor, chair, and coach.
  - Faculty will not see feedback from other faculty.
- **Track Attendance:** Using the attendance feature keeps a record for reference if issues arise.

Appointments

- **Office Hours vs. Advising:** Use the Office Hours feature for your regular semester hours, and the Scheduling Wizard tool for creating individual academic advising appointments.
- **Outlook Sync:** Starfish automatically syncs with Outlook.
  - Example: If you set 8 to 10 a.m. for 30-min. advising sessions in the Wizard, Starfish creates four slots in both Starfish and Outlook.
- **Editing/Cancelling:** Hover over the clock icon in your Starfish calendar to edit or cancel a time block.
  - If students are scheduled, Starfish notifies them automatically, but you can include a personalized message regarding the update.

Reviewing Student/Advisee Information

- **Tracking Link:** Review the Tracking link in a student's record during an advising appointment to see feedback from others and make referrals.
- **Search Connections:** Use the Connection drop-down on the Student Tab to easily find your students or advisees or by individual class.
  - Always set TERM to ACTIVE for the most current SIS information.

Questions? Please reach out to one of our Starfish Ambassadors or email starfish@cortland.edu or call 607-753-4726.

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

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
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.

Financial Aid Considerations when Advising

In order to receive federal and state financial aid (including loans), students must be enrolled in a minimum number of credits that count toward their degree to retain that aid. The minimum number of credit hours depends on the type of aid the students is receiving and relevant aid regulations. Only courses required for a student's current program of study are eligible for financial aid. Time limits and aggregate lifetime limits exist for all aid programs; therefore, timely degree completion is critical for students receiving financial aid. The following will assist all students to stay on course and graduate on time:

- **Know your curriculum:** In advising students, be familiar with your curriculum and program requirements. Be aware of prerequisite requirements, course sequencing and what semester courses are offered. Working with students to plan ahead will be critical in assisting students to remain aid eligible throughout their time at Cortland. Be aware of the number of credits required for the major and potentially how many free electives a student may have.
- **Minor course work:** Course work in a minor needs to be taken as part of elective credit to be considered aid eligible.
- **4 + 1 programs:** Student in 4 + 1 programs need to wait to do graduate work until all the undergraduate requirements are met and they are "accepted" or "transitioned" into a graduate program.
- **Non-eligible coursework:**
  - Coursework taken currently at another institution is not financial aid eligible. Students need to enroll in enough course work at SUNY Cortland required for their degree program to make them eligible for financial aid.
  - Additional courses required for a certificate or additional credentials offered from a third party but not required for the degree program.
- **Repeating Course Work**
  - Federal and state rules pertaining to repeating coursework are significantly different.:
    - Federal aid regulations allow students to repeat any course one time.
    - STATE: State regulations do not allow a student to repeat any course for which they previously earned credit.

Coursework required for degree program and financial aid eligible:
- General education requirements
- Major courses
- Concentration areas required for specific major.
- Courses outside of major that are specific in the degree audit.
- Electives needed to earn enough credits for graduation after all general education requirements and major course are considered.
  - There is a cap on the number of electives a student needs. Once met additional courses cannot be counted as an elective.

Time Sensitive Items
- **Course Exceptions:** Exceptions/substitution paperwork needs to be submitted immediately so the student's degree audit can reflect how the course applies to their degree and is financial aid eligible.
- **Concentrations:** Students should declare their concentrations as soon as possible, otherwise courses taken to fulfill a concentration requirement will not be considered financial aid eligible.
- **Major Changes:** Students who are changing majors need to be careful about when the major change takes effect. Financial Aid eligibility is based on the current major and current course work enrolled in. If they do not match, then the student may lose financial aid eligibility. Students must declare their major prior to earning 56.5 credit hours.

## Refer Students to the Financial Aid Office if:
- you have any questions or uncertainty on financial aid eligibility
- they plan to retake a course
- plan to change major
- do not have enough required credit hours remaining to be full-time as final and second to final semesters have different financial aid rules.

DEGREEWORKS
Overview for Advisors

Getting Started

Access Degree Works on the Academics tab in myRedDragon
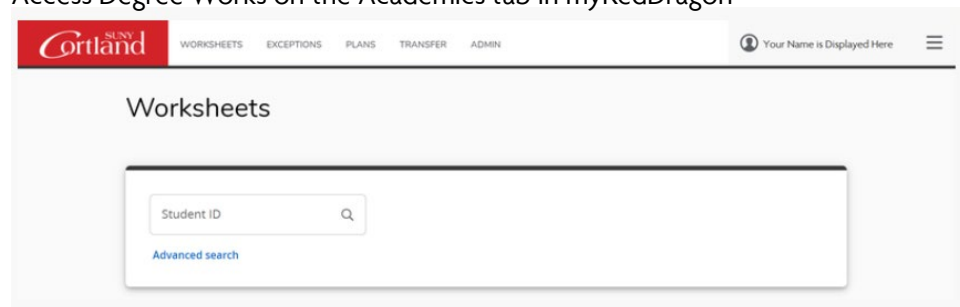
Finding Students

You can look up students in two ways:
1. Using student ID number
2. Advanced Search tool – allows you to search by name or select 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 Works Worksheet. At the top of the worksheet, you will see the student's ID, name, and Degree. Additional details such as level, class year, major, etc. are also available. You will also see the date the audit was last generated and the date and time the student's Banner data was last refreshed. Each time you access a student's worksheet, click "Process" to generate a new audit.
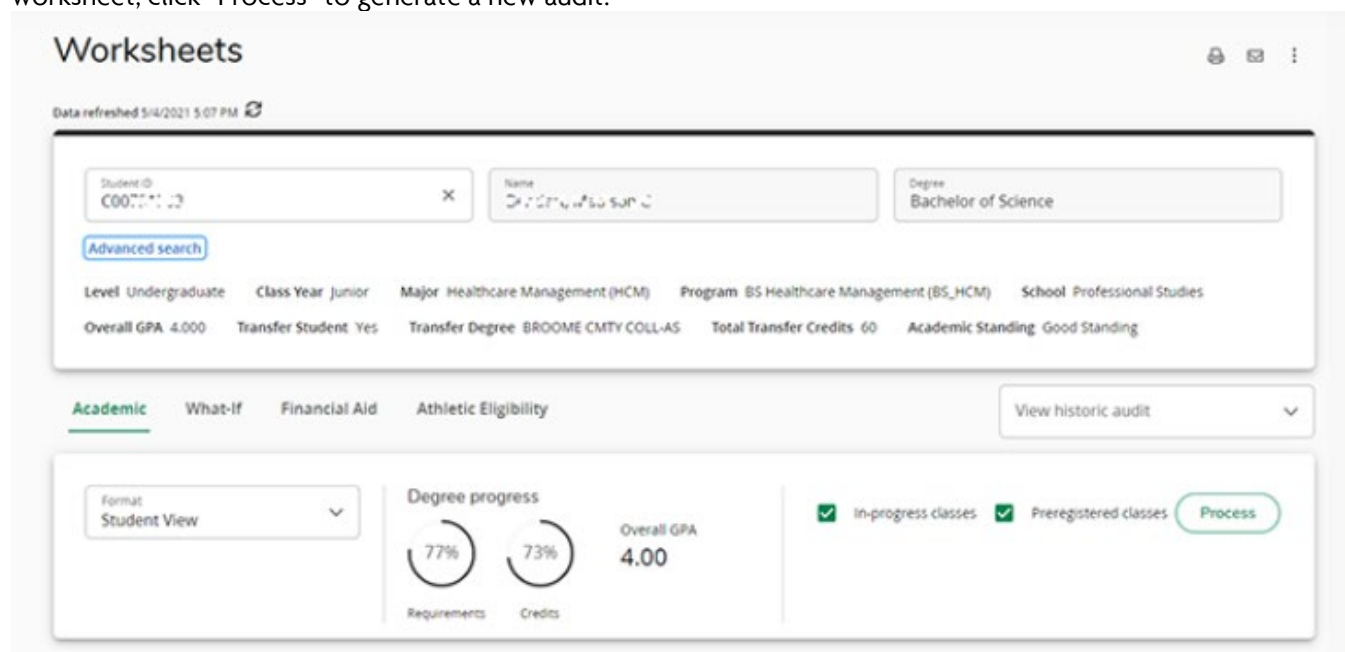
In-Progress and Preregistered Classes

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".

"Data Refresh" and "Process"

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

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:


- If a course requirement is met, you will see a green check.
- Any requirement with an empty red circle next to it is not yet complete.
- Courses in-progress are represented with a half filled blue circle 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 blue clipboard with a check mark in the middle indicates a prerequisite exists for that course.
- The @ symbol in Degree Works is used in a variety of ways to represent any course number or prefix.

Degree Progress Circles

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 circles as a general guideline on degree progress. Both circles will not show 100% until all final courses are complete – and final grades posted!
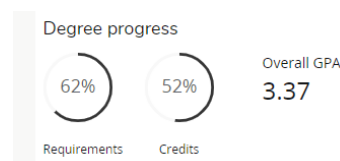
Class History
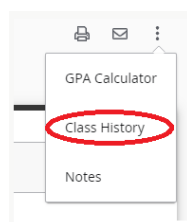
The class history link is found at the top of the audit. It will display all courses, as well as transfer coursework, by semester.

Notes

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.
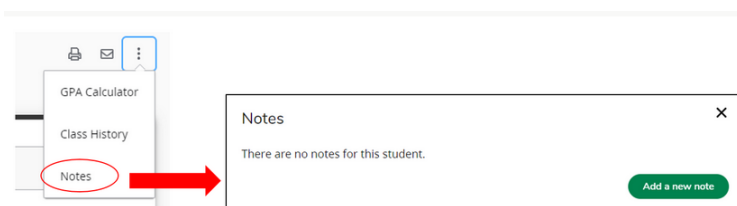
What-if/Future Classes

The "What-If" feature allows you, and your student, to see what is required if they were to change their major or add a concentration or minor. Within the "What-If" tab, you can use the "Future Classes" feature. This feature gives the ability to plan for future coursework and see how projected/future courses would fit into student's degree program. Degree Works lets you test out courses (whether they are on the schedule or not) by using "what-if". Once you input projected courses, they will appear on the worksheet as "Planned" courses, and you can see how a course(s) will help fulfill degree requirements.

Understanding Bachelor's Degree Requirements

The University Catalog (cortland.edu/catalog) outlines specific requirements for each major in additional to general education and other degree requirements. The bachelor's degree requires a minimum of 120 credit hours for all degree programs. In accordance with SUNY policy, the maximum number of credit hours for a program is 126. 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 24 credit hours of course work at the upper level — 300 or above. A complete list of majors can be found in the University Catalog under Academic Programs. Each program also has a sample four year plan that can be used to assist students in their academic planning.

Upper-level Credit Hours
All students must complete at least 45 credit hours of their baccalaureate degree at the upper level, at the 300 level or above.

General Education Requirements
All students must complete the Cortland General Education program requirements which also include composition, world language, writing-intensive and presentation skills course requirements.

Liberal Arts and Sciences Courses
All students must complete a minimum of 90 credit hours of liberal arts and sciences courses in B.A., a minimum of 60 credit hours of liberal arts and sciences courses in B.S. or B.S.Ed. programs, or a minimum of 25 percent of a program's total credit hours of liberal arts and sciences courses in B.F.A. programs.

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.

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.

Residency Requirement
One half of the credits for all majors and minors must be completed at SUNY Cortland. In addition, SUNY Cortland students must complete at least 30 credit hours for the degree at SUNY Cortland to meet the University's residency requirement.

GE Category Descriptions

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. Most categories require one course, with the exception of Foreign Language, where the requirement varies depending upon degree program.

Communication (GEC1, GEC2)
> The goal of this category is to develop written and oral communication skills. This category consists of Writing Studies I and II (CPN) and Presentation Skills (PRES).

Diversity: Equity, Inclusion and Social Justice (GEDI)
> The goal of this category is for students to reflect critically about the causes and consequences of prejudice and discrimination from individual to institutional levels. Courses in the category examine the challenges of constructing a more diverse and inclusive society.

Mathematics (and Quantitative Reasoning) (GEMA)
> The goal of this category is to develop mathematical and quantitative reasoning skills.

Natural Sciences (and Scientific Reasoning) (GENS)
> 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.

Humanities (GEHU)
> 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.

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

The Arts (GEAR)
> The goal of this category is to engage students in self-reflective practices within the arts. Courses in this category will help students develop an awareness of the creative process as a system of inquiry in which aesthetic elements are involved (ex: studio art, design, emerging media, creative writing, music composition or performance, directing or stagecraft).

US History and Civic Engagement (GEUS)
> 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.

World History and Global Awareness (GEWH)
> 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. Courses in this category would be non-European and non-U.S. in focus.

World Languages (refer to degree program) (GEWL)
> The goal of this category is to develop familiarity with a world language.

Cortland General Education
> **Science, Technology, Values and Society** (GEST)
> 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.

Writing Intensive Courses (WI)
Students are required to take a minimum of two Writing Intensive (WRIT) courses at Cortland (six credit hours), at least three hours of which are in their major.

World Language Requirement

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 Exam or Checkpoint B Exam 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 world language requirement EXCEPT for the following programs:

• African American Studies
• Adolescence Education: English (7-12)
• Adolescence Education: Physics and Mathematics (7-12)
• Adolescence Education: Social Studies (7-12) (and African American Studies, Anthropology, Economics, Geography, History, Political Science, Sociology)
• Adolescence Education: Spanish (7-12)
• Archaeology
• Cinema Study
• Media Production
• Business Economics
• Economics
• English
• Professional Writing
• Geography
• Geographic Information Systems
• Geology
• Environmental Geoscience,
• Healthcare Management
• History
• International Studies
• Spanish
• Teaching English as a Second Language
• Physics
• Physics & Engineering (3+2)

World Language Placement Guidelines

1. Determine the world language requirement for your degree and major using the World Language Requirements flowchart.

2. Review your previous world 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 world 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 world language study or a passing grade in any subsequent year of high school world language study
  or
- having earned a score of 85 or higher on a world 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 world language use the chart below to assist you with selecting the appropriate course or utilize the [online world 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
  - Transfer students: D grades earned in courses prior to matriculation
- 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 High 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
- 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.

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

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 -1HU 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.
- If a student completes a SUNY General Education program at another SUNY institution, we consider SUNY General Education fulfilled here.
- **Waivers**: For transfer students transferring 20 or more credits, one waiver is applied to the Cortland General Education Category of Science, Technology, Values and Society. The designation "CGE 12X: Cortland GE Waiver" will appear. First-year students with college credit are not eligible for the Cortland General Education Category of Science, Technology, Values and Society waiver.
- **GPA** is based on courses at Cortland only and does not transfer in with credits.

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.
- Only courses with a grade of C- or better will transfer.
- 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.

Degree Works Exception Requests 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 Works Exception Request. This process is separate and in 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 their record. Advisement and Transition can provide assistance in requesting transcripts.

Assisting Students Considering Study Abroad/Away

Faculty advisors play a vital role in encouraging students to study abroad and helping them plan how it fits into their degree. Students who study abroad/away report life-changing academic and personal growth, including greater intercultural skills, self-confidence, and global awareness.

Quick Facts for Advisors:
- **When to Go:** Students can begin as early as freshman year for short programs, or sophomore and junior year for semester/year programs. Early planning provides more course options.

- **Who Can Go:** Any major can study abroad with careful planning. Courses abroad may count toward major, GE, electives, or Liberal Arts credits.

- **Language:** Majority of programs offer courses in English; language proficiency is not required.

- **Programs Available:** Over 50 SUNY Cortland programs, plus 1,000+ options through the SUNY consortium, including semesters, summer/winter sessions, faculty-led trips, internships, and service opportunities.

- **Credits and GPA:** All SUNY study abroad credits transfer as institutional credit and count toward GPA. Transfer students are eligible to study abroad on any SUNY Program.

- **Costs and Aid:** Tuition applies to SUNY programs; costs vary by location. Scholarships and financial aid are available—over $100,000 in SUNY Cortland scholarships awarded annually.

- **Support:** Advisors assist with course approval forms and degree planning before, during, and after a student's time abroad.

Next Steps:
Refer students to the International Programs Office and encourage them to attend a *Study Abroad 101* session (**Wednesdays at 3 p.m., Old Main 220**).

International Programs Office
Old Main, Room 219 | 607-753-2209 | studyabroad@cortland.edu

Advising International Students

International students at SUNY Cortland meet the same admissions and academic standards as all students, but they may face unique challenges, such as adjusting to U.S. classroom culture, English immersion, and strict federal visa regulations. Faculty advisors play a key role in helping students succeed academically while ensuring compliance with immigration requirements.

Key Points for Advisors:

Immigration & Visa Questions: Only the International Programs Office (IPO) advises on immigration status. Always refer students to IPO.

Course Load: Undergraduates must take at least 12 credits (9 for graduate students). Exceptions (illness, language difficulty, final semester, etc.) require IPO authorization before dropping below full-time.

First-Year Adjustments: Limit students to 12–15 credits in the first semester; writing-intensive courses may be best postponed to a later semester.

Language Support: All non-native English speakers complete a language assessment during orientation. Recommended Academic English support courses appear in the student's advisement file (e.g.ICC 147, 149).

Foreign Language Requirement: Some students may fulfill this requirement with prior transcripts—reviewed by the Modern Languages Department and Associate Dean.

Procedures Requiring IPO Approval: Students must complete immigration steps with IPO before academic changes such as dropping below full-time, changing majors, withdrawing, transferring, taking internships/practicums, or graduating early.

Online Courses: Students may take no more than one online (3-credit) course per semester per 12-credits.

Employment: Work is limited to on-campus jobs (up to 20 hours/week during the semester). Any off-campus paid or unpaid work or internship requires IPO's prior authorization.

Next Steps for Advisors:
Encourage students to consult IPO before making academic changes. Faculty support is critical to student success and to maintaining SUNY Cortland's compliance with federal regulations.

International Programs Office
Old Main, Room 219 | 607-753-2209 | international@cortland.edu

Academic Processes and Forms

Most of these forms can be found on the Registrar's Office or Advisement and Transition websites.

Forms may exist in multiple formats (online, PDF), depending on the approval requirements and the source of the form.

Online Forms: Online forms may be completed online by the student. The form is routed to approvers electronically.

PDF Forms: Printable PDF forms exist for most services to allow for printing or in-person approval/submission. Paper copies are also available in the Registrar's Office or Advisement and Transition.

Student Initiated Forms	Purpose	Process
Change of Major/ Concentration/Minor (undergraduate form) **Request to Change Status/Program** (graduate form)	Declare or change major, minor, or concentration	• Student must complete paper form/contact the department • New department approves change of major and assigns new advisor (Assoc. Dean for graduate students) • Academic department submits for to Registrar • Registrar's Office processes
Leave of Absence	Approved absence from campus for up to one year if the student is in good academic standing. Students can take a medical or non-medical leave of absence.	• Student should discuss with advisor • Associate Dean approves • Students who wish to take a Medial Leave of Absence, should meet with their Associate Dean (additional form required)
Credit Overload Petition	Allows registration of 18.5 credits or more for undergrads; 14.5 or more for grads	• Student and 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.	• Student and advisor discuss • Advisement and Transition approves; consulting advisor, department chair or Associate Dean, if necessary • Student requests transcript be sent to Cortland upon course completion **Credits are not posted until a transcript is received.**
Cross-Registration Form	Allows a student to register for courses at another SUNY institution as part of their official enrollment without additional tuition charges. Approval of cross-registration is limited, enabling students to complete their degree in a timely way, to adjust for a course conflict or time constraint, or to overcome a course availability issue.	• Student must complete the Permission to Transfer Credit from another institution form • Student applies via suny.edu/crossregister • Registrar's Office facilitates approval with Associate Dean • Specific deadlines apply
Transfer Credit Appeal Form	Appeal the course equivalency granted for a transfer course	• 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 System Administration, if requested

Form	Purpose	Process
Study Abroad Advising Form	Pre-approval of course work to be completed while studying abroad. Students use My Courses portal on International Programs website.	• Student discusses study abroad options with International Programs and researches available courses in Course Equivalency Database • Form signed by study abroad advisor, academic advisor and Associate Dean
Course Withdrawal From	Officially end enrollment in a course prior to the last three weeks of the semester. Grade of "W" will appear on transcript	• Discuss with advisor/financial aid advisor. • Check full time status and withdrawal implications • Form signed by Associate Dean
Withdrawal from College	Official and permanent withdrawal from the College at any time (non-medical or medical withdrawal)	• Student should discuss with academic advisor and/or associate dean • Contact Student Accounts for financial liability

Advisor Initiated Forms	**Purpose**	**Process**
Catalog Term Change Request	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.	• Student, advisor discuss • Initiated by advisor or department chair • Registrar's Office processes
Supplement to Transfer Credit Evaluation	Remove 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**	• 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
Degree Works Exception Request (Course Substitution)	Used when the advisor, department chair and associate dean determine that it is acceptable to deviate from a major, minor, degree or program requirement. Exceptions are "course substitutions" where one or several courses are substituted for another. Cannot substitute a course in general education.	• Academic advisors, department chairs and associate deans are able to submit Degree Works via fillable PDF • Registrar's Office applies on Degree Works • Form should be submitted when student registers for the course

No Form Required	**Purpose**	**Process**
Drop/Add	Change of schedule: first 5 days of semester for full semester courses; first 2 days for quarter course	• Student uses myRedDragon; no PIN required
Registration	November and April registration for upcoming semester	• Student meets with advisor to discuss courses and receives PIN (access to registration); no PIN required for graduate students • Online registration via myRedDragon
Retaking of a Course	Permission to retake course Original grade remains on transcript, but is not computed in GPA; second grade is computed	• See department offering course for electronic permission to register • Student must still register on myRedDragon

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: You may call the number above to make an appointment. 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.

Open Advising: Come by Advisement and Transition any Wednesday (8 a.m. – 4:30 p.m.) without an appointment and 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
- ➤ Financial Aid   Miller Building, Room 209   607-753-4717
- ➤ International Programs Office   Old Main, Room 219   607-753-2209
- ➤ Registrar's Office   Miller Building, Room 203   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

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

Degree Plan Worksheet

Name: _____

Major: _____

Minor: _____

C#: _____

Concentration: _____

Overall credits required: _____

Year 1

Fall 20____

Course Prefix	Course Number	Credit Hours

Semester Total: 0

Spring 20____

Course Prefix	Course Number	Credit Hours

Semester Total: 0

Optional Summer/Winter 20____

Course Prefix	Course Number	Credit Hours

Term Total: 0

Notes:

Year 2

Fall 20____

Course Prefix	Course Number	Credit Hours

Semester Total: 0

Spring 20____

Course Prefix	Course Number	Credit Hours

Semester Total: 0

Optional Summer/Winter 20____

Course Prefix	Course Number	Credit Hours

Term Total: 0

Notes:

Year 3

Fall 20____

Course Prefix	Course Number	Credit Hours

Semester Total: 0

Spring 20____

Course Prefix	Course Number	Credit Hours

Semester Total: 0

Optional Summer/Winter 20____

Course Prefix	Course Number	Credit Hours

Term Total: 0

Notes:

Year 4

Fall 20____

Course Prefix	Course Number	Credit Hours

Semester Total: 0

Spring 20____

Course Prefix	Course Number	Credit Hours

Semester Total: 0

Optional Summer/Winter 20____

Course Prefix	Course Number	Credit Hours

Term Total: 0

Notes:

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 =_____

$$\overline{} \quad = \quad \boxed{}$$

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	Michael Tillotson	4105
Art and Art History	Stephen Clark	4316
Biological Sciences	Mary Beth Voltura	2715
Chemistry	Frank Rossi	4323
Childhood/Early Childhood Education	Kate McCormick	2706
Communication Disorders and Sciences	Deborah Sharp	5423
Communication and Media Studies	Paul van der Veur	4201
Economics	Caitlin McKillop	4109
English	Laura Davies	4307
Foundations and Social Advocacy	Anne Burns Thomas	2447
Geography	Christopher Badurek/Wendy Miller (acting 8/6/25 - 12/17/25)	4107
Geology	Gayle Gleason	2815
Health	Eileen Gravani (interim)	4225
History	Kevin Sheets	2723
International Studies	Alexandru Balas	4823
Kinesiology	Bryanne Bellovary	4300
Literacy	Katrina Silvestri	2705
Mathematics	Jolie Roat	4326
Modern Languages	Codruta Temple	4303
Performing Arts	Deena Conley	2811
Philosophy	Mecke Nagel	2727
Physical Education	Rebecca Bryan	5577
Physics	Eric Edlund/Doug Armstead (acting 8/18/25 - 12/31/25)	2821
Political Science	Timothy Delaune	4105
Psychology	Irene Strasser	4219
Recreation, Parks and Leisure Studies	Kenneth Cohen	4941
Sociology/Anthropology	Anna Curtis	2726
Sport Management	Ryan Vooris/Tracy Trachsler (acting 1/12/26-5/31/26)	4251

Graduate Coordinators

Department	Name	Extension
Athletic Training	Ashley Crossway	4235
Biology, Chemistry	Katie Laux	2815
Childhood Education	Krystal Barber	5770
Communication Disorders and Sciences	Nimisha Muttiah	4431
Earth Science, Physics	Sean Nolan	5670
Educational Leadership	Joseph Menard	2447
English (MA)	Daniel Radus	4307
English (MAT)	Geoffrey Bender	2069
Exercise Science	Peter McGinnis	4909
FSA – Special Education	Ji-Ryun Kim	4632
Health	Alexis Blavos	2984
History (MA)	Laura Gathagan	5622
Literacy	Gillian Mertens	2705
Modern Languages	Hongli Fan	2017
Physical Education	Emily Gilbert	2656
Recreation	Ken Cohen	4966
Sport Management	Tracy Trachsler	4251
Therapeutic Recreation	Jacqueline Dyke	5645

Cortland Advisor Resource Packet

Advisement and Transition
Memorial Library, Room A-111
Cortland, NY 13045
607-753-4726
advisement@cortland.edu

cortland.edu/advisement

SUNY
Cortland