

CORTLAND ADVISOR RESOURCE PACKET

Fall 2014 — Spring 2015

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Official 2014-2015 Academic Calendar



Fall Semester 2014

President's Opening Address and Faculty Meetings
New Student Orientation and Registration
Academic Convocation
All Classes Begin
Labor Day (no classes in session)
First quarter student teaching begins
* Rosh Hashanah
* Yom Kippur
First-Quarter Classes end
Second-Quarter Classes begin
October Open House
Fall break begins—8 a.m.
Classes resume 8 a.m. .
First-quarter student teaching ends
Second-quarter student teaching begins.
November Open House
** Last day for in-class examinations
Thanksgiving Break begins - 8 a.m.
Classes Resume - 8 am
All classes end
Study Days
Final Examination Period
Second-quarter student teaching Ends

Thursday, Aug. 21
Friday, Aug. 22
Sunday, Aug. 24
Monday, Aug. 25
Monday, Sep. 1
Tuesday, Sep 2
Thursday, Sep. 25 and Friday, Sep. 26
Saturday, Oct. 4
Friday, Oct. 10
Monday, Oct. 13
Monday, Oct. 13
Monday, Oct. 20 and Tuesday, Oct. 21
Wednesday, Oct. 22
Friday, Oct. 17 +
Monday, Oct. 20 +
Tuesday, Nov. 11
Tuesday, Nov. 25
Wednesday, Nov. 26
Monday, Dec. 1
Friday, Dec. 5
Saturday and Sunday, Dec. 6 and 7
Monday, Dec. 8 - Friday, Dec. 12
Wednesday, Dec. 17 +

Winter Session 2015

All Classes Begin
All Classes End
Martin Luther King, Jr. Holiday

Monday, Jan. 5
Friday, Jan. 16
Monday, Jan. 19

Spring Semester 2015

President's State of the College Address and Faculty Meetings
New student orientation and registration
All classes begin/Third-quarter student teaching begins
Third-Quarter classes end
Third-quarter student teaching ends
Spring Break
Classes resume, fourth-quarter begins, fourth-quarter student teaching begins
* Good Friday
* Passover
Easter
Spring Open House
Honors Convocation
** Last Day for In-Class Examinations
All classes end
Study Days
Final Examination Period
Fourth-quarter student teaching ends
Graduate Commencement
Undergraduate Commencement

Thursday, Jan. 22
Friday, Jan. 23
Monday, Jan. 26 +
Friday, Mar. 13
Friday, Mar. 20 +
Monday, Mar.16 - Friday, Mar. 20
Monday, Mar. 23 +
Friday, Apr. 3
Saturday, Apr. 4
Sunday, Apr. 5
Saturday, Apr. 11
Saturday, Apr. 18
Friday, May 1
Friday, May 8
Saturday and Sunday, May 9 and 10
Monday, May 11 through Friday, May 15
Wednesday, May 13
Friday, May 15
Saturday, May 16

v. 8/21/14

* No examinations or quizzes may be given during periods designated for observance of religious holidays. Observances of Jewish holidays begin at 4pm the day before the holiday and end at 7pm the day of the holiday. Good Friday observance begins at noon and ends at 3pm.

** No examinations or quizzes may be given the five class days preceding the final exam period without the approval of the dean.

+ Memoranda provided by the President's Office on 8/20/2014 authorizing a required change.

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.

B. 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

C. 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.

Supporting your Advisees Throughout the Year

Utilize myRedDragon to determine your advisees and keep in touch	<ul style="list-style-type: none"> • Click "Academics" tab, then look at the "Advisor Resources" box. • "Advisee Contact List" - use this to find student contact information (email, phone, etc.), time tickets and PINs. • "Advisee Photo List" - shows advisees photos and Cortland ID number. • "Email my Advisees" - use to email all your advisees at one time.
Advising meetings outside of registration	<ul style="list-style-type: none"> • Consider an introductory e-mail, letter, or meeting for advisees. • Develop an advising syllabus to set clear expectations and roles. See Advising Syllabus Template on page 37
Group advising sessions	<ul style="list-style-type: none"> • Bring students together to cover general information and then set up individual meetings to discuss individual 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).
Information sheets or surveys of students	<ul style="list-style-type: none"> • Ask students to fill out an information sheet or email questions you would find helpful as an advisor. See sample Intake Form on page 39. • Things you might want to know: <ul style="list-style-type: none"> • contact information (e-mail and phone number they actually use) • goals • expectations of advisor • academic experiences • concerns or challenges
Advisement meeting (See Supporting Your Advisees during Advisement and Registration on pages 6-7 for detailed information)	<ul style="list-style-type: none"> • Review information in student folder (talk to your department secretary to determine where student folders are located). • Review Degree Works degree audit worksheet. • Identify coursework transferred in from Advance Placement, college work, etc. • Identify eligible waivers - transfer students only (see GE Waiver form on page 25). • Review degree and General Education requirements. • Review Major Requirements.

Supporting your Advisees Throughout the Year

Documentation of meetings and conversations	<ul style="list-style-type: none"> • Keep brief notes of the advising meetings and other communications. See sample notes form on page 40. • Focus on the content of the meeting, questions, decisions and any recommendations you make to the student.
Correspondence	<ul style="list-style-type: none"> • When information is critical, consider sending an e-mail that you can keep in your records. • You may also want to keep important correspondence from advisees for future reference.
Advising assignments	<ul style="list-style-type: none"> • Consider giving your advisees assignments. These might include: <ul style="list-style-type: none"> • Contacting another office (e.g., Career Services) and report back to you on their findings. • Bring a draft schedule to advising session. • Complete a writing assignment on his/her academic progress and goals. • The Advisement and Transition website offers worksheets for advisees including: <ul style="list-style-type: none"> • GPA Repair Kit (page 42) • Course Schedule Worksheet
Recognize student achievements and challenges	<ul style="list-style-type: none"> • Call or send a letter or e-mail of congratulations (e.g., Dean's/President's List) or concern (e.g., probation).
Other topics to discuss with your advisees	<ul style="list-style-type: none"> • Interest in completing a minor or concentration (is one required for their program?). • Interest/opportunity to participate in study abroad. • Consider if there is a need for student to retake any courses. • Assist with planning summer or winter session coursework and completing required paperwork. • Identify required coursework and when classes are scheduled. • Identify prerequisite and sequence coursework. • Discuss placement or internship requirements. • Identify total hours needed for student to graduate. • Assist student in laying out a tentative four year plan. (This may be challenging, but it is a start in helping students identifying potential conflicts and creating room for flexibility.)

Supporting your Advisees During Advisement and Registration

Preparation	<ul style="list-style-type: none"> • Students are expected to initiate and schedule the meeting—but may not be aware of this responsibility. • Faculty should let students know how and when they should schedule meetings, what your expectations are, and materials or information the student should bring to the meeting. You may email all advisees via myRedDragon. • Students should check on myRedDragon for Time Ticket (time student may start registering) and to see if there are HOLDS on their account (due to billing/parking tickets, etc.). Holds must be resolved before student is allowed to register. • Faculty should review student's degree audit worksheet. Check student folder for any additional information or records.
Suggested topics for advising meeting	<ul style="list-style-type: none"> • Check that all credits are posted on the degree audit or transcript. Transfer credits (including summer/winter coursework) and AP credits need documentation, review by the Transfer Credit Coordinator, and posting to system. If a student has taken such work, but courses do not show on the audit, they need to follow up. Was a transcript sent from the college that offered the course they took? Did they have an AP report sent to SUNY Cortland? • General Education Waiver Form should be completed (for transfer students only). • Review Mid-Semester Estimates. Students and Faculty access estimates through myRedDragon. A review of estimates, even when everything looks fine, starts a conversation on the student's perspective of their progress. • Review degree audit with the student. Ask student to identify areas that need addressing and discuss appropriate coursework. • Assist student in looking at coursework options and what makes for a balanced schedule. • Remind student of course attributes (GE, LASR, WRIT), restrictions, and section number implications. • Discuss minor, concentration, or dual major options when appropriate. • Discuss internships, study abroad, service learning, and practical experiences that relate to the major. • Encourage the student to develop an individualized plan for degree completion (semester by semester). Even if the plan changes, the student will have a template. • Utilize the College Student Inventory (CSI) report to assist in starting conversations with your first-year students. • Let the student take responsibility to be prepared and involved in the meeting.
Permission to register	<p>Registration PIN is given to students by their advisors during the advisement meeting (or when the advisor feels the student is prepared). Advisors can access a listing of advisees' PINs through myRedDragon (click "Academics" tab, under Advisor Resources, click "Advisee Contact List".)</p>
Time to register	<p>Time Tickets (time to register) are listed on myRedDragon and are viewable by both students and advisors.</p>

Supporting your Advisees During Advisement and Registration

Registering for courses	<p>Student will log onto myRedDragon for registration at or after their designated time.</p> <p>Students may make schedule adjustments after registering until registration closes (a specific time designated each semester).</p> <p>Up to date information can be found at: cortland.edu/offices/registrar-office/academic-calendars/index.dot</p>
Permissions	<p>Student requests permission to register for a closed course, majors only section, repeated course or any other restricted course through the department chair. Department secretary applies permission online and student may then register for the course via myRedDragon.</p>
Overloads (over 18 credits)	<p>Student speaks with appropriate Associate Dean for permission.</p>
Withdraw from a course	<p>Students considering a withdraw from a course should speak with their academic advisor.</p> <ul style="list-style-type: none"> • Discuss reason for withdraw, encourage student to speak with faculty/instructor. • Will student still be full-time? If not, discuss implications with a Financial Aid advisor. • How will student plan to compensate for change in schedule and when will student make up the requirement. • Review Official Withdrawl From Course Form with student.
Troubleshooting during registration	<p>Students and Faculty may:</p> <ul style="list-style-type: none"> • Contact the Registrar's Office (ext. 4702) or Advisement and Transition (cortland.edu/advisement or ext. 4726). • Contact your department chair or department secretary. See Department Contact list on page 44. • Contact department offering the particular class. • Contact Associate Dean's office. • After business hours, students may contact their Academic Peer Mentors (APM) in the residence halls. See APM list on page 44.
Documentation	<ul style="list-style-type: none"> • Advisors and students should keep a record of agreed upon course selections/ options, discussion topics, decisions, relevant issues, and referrals. • Check with your department to see if a specific documentation form is used. See sample advising notes form on page 40.

Section Numbers • Abbreviations • Class Year

Section Number Information:

- 010, 020, 030, 040** middle number generally designates **quarter** courses
- 400** courses are **Honors** program courses
- 500** courses require **SPECIAL PERMISSION** (*see the department chair or program coordinator*)
- 600** courses for designated **majors only**
- 700** courses for **non-majors only**
- 800** courses for Learning Communities
- 070** courses offered at **off-campus** locations
- 090** courses taught at SUNY Institute of Tech

Course Title Prefix Abbreviations:

WEB (formerly ASYN) Online or distance learning course. Online courses generally also require special permission for entry.

HYBR Hybrid (blended) online and traditional in-class course delivery. Hybrid courses generally also require special permission for entry.

TP Special Topics courses. Special topics course offerings and subject matter will vary from semester to semester.

Additional Abbreviations:

- c/h** credit hour of course
- CRN** Course Reference Number
- CG #** Cortland General Education Category #
- LASR** Liberal Arts Requirements
- PRES** Presentation Skills
- QTR** number identifies quarter
- SI** Supplemental Instruction Available
- SLRN** Service Learning
- SRES** Shared Resources Courses
- WRIT** Writing Intensive Section

Course Number Information:

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.

Class Year:

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

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

DEGREEWORKS

Overview for Advisors

Getting Started

Access Degree Works on the Academics tab in myRedDragon

You can look up students two ways:

1. Find button
2. Using Student ID (include "C00", though this is not case sensitive)

1. Find button

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

Finding Students

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

Degree Audit Worksheet

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

Process New

Refresh icon

Include in-progress classes

Include preregistered classes

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

"Refresh" and "Process New"

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

In-Progress and Preregistered Classes

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

Reading the Audit

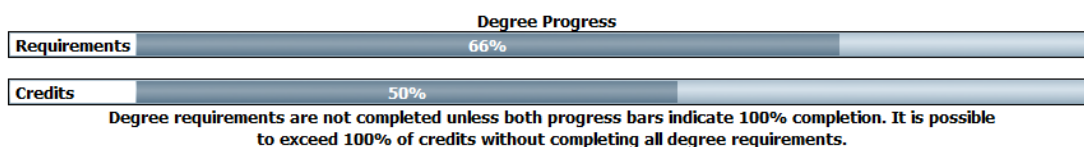
Each section of the Degree Works worksheet has a header that identifies the information being reviewed. The following legend is helpful in reviewing the audit:

Legend		
<input checked="" type="checkbox"/> Complete	<input type="checkbox"/> Complete except for classes in-progress	T Transfer Class
<input type="checkbox"/> Not Complete	<input type="checkbox"/> Nearly complete - see advisor	@ Any Course Number OR Subject
WV Waived Requirement	M Met Requirement	* Prerequisites Exist

- If a course requirement is met, you will see a green check box.
- Any requirement with an empty box next to it is not yet complete.
- Courses in-progress are represented with a blue ~ and show "IP" as the grade.
- Transfer coursework is represented with a "T" grade and the source of the credit is below the course.
- The @ symbol in Degree Works is used in a variety of ways to represent any course number or prefix.
 - Credits in **BIO @** Means any course with a Biology course prefix.
 - **Still Needed: 6 to 99 Credits in @ @ with Attribute WRIT** Means any course prefix and any course number that has the Writing Intensive course attribute.
- Some requirements are met by any course within a range. For example, **18 Credits in ATH 300:499 or ATS 300:499** means any Art History (ATH) or Art Studio (ATS) course with course numbers between 300 and 499 (all upper-division).

Degree Progress Bar

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



Academic History

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



Additional Features

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

GPA Calculators can be used to help students project their semester GPA and set goals for a desired GPA upon graduation.

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

Questions

Email: degree.works@cortland.edu

Phone: 607-753-4726

Web: cortland.edu/degreeworks

Understanding Degree Requirements

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

Degree Elements

The degree is the sum of all your coursework and illustrates both breadth and depth of study. Most undergraduates are either working on a Bachelor of Arts (B.A.) or a Bachelor of Science (B.S.). Students could also be completing a Bachelor of Fine Arts (B.F.A.) or Bachelor of Science in Education (B.S. Ed.).

A degree consists of coursework in:

- General Education
- Major
- Liberal Arts Electives
- 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.

General Education Requirements

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

Academic Major

All students must complete a major with a minimum of 30 credit hours of discipline-specific courses. Majors must have a minimum of 15 credit hours of discipline-specific courses at the upper level — 300 or above.

Liberal Arts and Sciences Courses

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

Minors

A minor is 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; half of these credit hours must be taken at SUNY Cortland. Students cannot earn a minor in the same area as the major or concentration. Likewise, students cannot earn a concentration in the same area as the minor.

Concentrations

A concentration is 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. A concentration must have a minimum of 12 hours that are independent and distinct from the major requirements, that is, the credit hours used in the concentration cannot be used to fulfill the requirements in the major core, and likewise those courses used in the major core cannot be used to fulfill the requirements in the concentration. Half of the credit hours in the concentration must be taken at SUNY Cortland.

Free electives

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

GE Category Titles

Major specific requirements should be considered when choosing GE coursework.

The Cortland General Education Program fulfills all SUNY General Education requirements and includes additional elements specific to the Cortland degree. Students will take one course in each of the learning outcome categories (listed below) with the exception of (Category 2) Natural Sciences in which they must take two courses, (Category 9) Foreign Language where the requirement depends on degree program, and (Category 10) Basic Communication in which they must complete both academic writing and presentation skills areas. Double counting, or the use of a single course to satisfy more than one category, is allowed but is subject to the following limitations: (a) no course used by an individual student to satisfy the humanities category may be used to satisfy another subject category, and (b) no single course may in any case be used to satisfy more than two General Education categories.

1. Quantitative Skills

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

2. Natural Sciences (TWO course requirement)

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

3. Social Sciences

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

4. United States History and Society

The goal of this category is to familiarize students with the history and nature of the American state and society by examining relationships within and among the elements of that state and society, including governing structures or policies, formal and informal institutions, and the public.

5. Western Civilization

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

6. Contrasting Cultures

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

7. Humanities

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

8. The Arts

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

9. Foreign Language (refer to degree program)

The goal of this category is to develop familiarity with a foreign language.

10. Basic Communication: Academic Writing and Presentation Skills

The goal of this category is to develop written and oral communication skills. This category consists of Academic Writing and Presentation Skills.

11. Prejudice and Discrimination

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

12. Science, Technology, Values and Society

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

13. Natural Science (second science course)

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.

To see a detailed General Education Roster (classes that fulfill each category) and an explanation of the GE learning outcomes, see the college catalog. You can also search by course attribute in the online course schedule to determine GE courses being offered for a particular semester.

Natural Sciences Requirement in the General Education Program

Cortland students are required to complete either two “A” courses or one “A” course and one “B” course. “A” courses provide a survey of one or more of the natural sciences and include a laboratory experience. “B” courses are more diverse in their format and emphasis and are intended to provide depth or breadth in the natural sciences.

“A” courses <i>4 cr. hr. with lab.</i>			“B” courses <i>3 cr. hr. with lab. 3 cr. hr. without lab.</i>		<ul style="list-style-type: none"> - Due to content overlap, some combinations of BIO 100-level with BIO 200-level courses are not permitted. Combinations of GLY 160, 171 and 261 are similarly not permitted. - Mathematics and science majors are excluded from CHE 121 & GLY 171. Geography students are also excluded from GLY 171. - SCI 141 & 142 are only open to childhood education majors.
BIO 110	BIO 201	BIO 202	BIO 111	CHE 122*	
CHE 121	CHE 221	CHE 222*	SCI 142	CHE 125	
GLY 171	GLY 261	PHY 105		GLY 160	
PHY 106*	PHY 201*	PHY 202*	<i>4 cr. hr. with lab.</i>	GLY 172*	
SCI 141			GLY 262*	PHY 150	
* Course has prerequisites or additional requirements.					
See course descriptions in the College catalog for details of all prerequisite, program and sequencing restrictions.					

Option 1: Choose a pair of courses based on your program requirements. Many majors, minors and concentrations require or recommend specific 100-level and 200-level natural sciences courses that will fulfill both general education and program requirements. Make sure that you complete two “A” courses or one “A” course and one “B” course.

Option 2: Make your own sequence by picking a pair of courses from the table above. In general, 200-level courses are intended for science-oriented majors and 100-level courses are for other majors. Make sure that you 1) select either two “A” or one “A” and one “B” course, and 2) check the course descriptions in the College catalog to ensure compliance with prerequisite, program and sequencing restrictions.

Alternatively, select one of the commonly used pairings from the table below.

BIO 110 and then one of BIO 111, CHE 121*, 125, GLY 160, 171*, PHY 105 or 150	<ul style="list-style-type: none"> * Restrictions apply for science, geography &/or mathematics majors. See course descriptions in College catalog. ** “A” course listed at start of row is a prerequisite.
CHE 121* and then one of BIO 110, 111, CHE 122**, 125, GLY 160, 171*, PHY 105 or 150	
GLY 171* and then one of BIO 110, 111, CHE 121*, 125, GLY 172**, PHY 105 or 150	
PHY 105 and then one of BIO 110, 111, CHE 121*, 125, GLY 160, 171*, PHY 106** or 150	
BIO 111 and then one of BIO 110, CHE 121*, GLY 171* or PHY 105	
CHE 125 and then one of BIO 110, CHE 121*, GLY 171* or PHY 105	
GLY 160 and then one of BIO 110, CHE 121* or PHY 105	
PHY 150 and then one of BIO 110, CHE 121*, GLY 171* or PHY 105	

Transfer Credit Information

Sources of Transfer Credit

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

Transfer credit limits

- 64 credits from 2-year colleges; including 30 credit max from AP, IB, CLEP
- 75 - 83 credits from 4-year accredited colleges, depending on the total number of credits required for graduation in the chosen program.

Non-transferable courses

- Developmental/remedial coursework or any coursework taken below a 100 level
- Courses in which students withdrew, failed, or earned an incomplete
- Courses in which students received a "D" grade.
 - *Courses with a "D" grade will be accepted only if a student has completed an Associate's of Science (AS), Associate's of Arts (AA), or a bachelor's degree prior to the time of first admission to Cortland. D grades will not be accepted with an A.A.S. degree.*
- Transfer coursework with grades of Pass (P) or Satisfactory (S) may be accepted at the discretion of the associate dean. Students should initiate contact to request review of credit.

Residency requirements

Overall:	Minimum 45 credits of coursework at SUNY Cortland
Major:	Half of the required credits must be completed at SUNY Cortland
Minor or Concentration:	Half of the required credits must be completed at SUNY Cortland

Understanding Transfer Credit on the Degree Works Audit

All courses accepted for transfer are designated with a "T" grade. The source of the credit (course title and institution) is listed below the course. Use the "Academic History" link at the top of the audit to view all credit accepted at initial point of admission.

Met: A designation such as "CGE 101 Met: prior SUNY School" may appear for a specific GE category, with a grade of "M" for met. This verifies that the student completed the general education course at their previous SUNY institution and the corresponding course and credit will appear in another section of the audit.

Waiver: For transfer students with over 50 accepted credits, three GE waivers are applied to categories 11, 12 and 13 with the posting "CGE 1XX." The waiver fulfills the "A" Natural Science requirement in category 13. For students transferring in between 20-49.5 credits, one or two GE Waivers will be applied to the audit after consultation with an academic advisor and submission of the GE Waiver form.

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

Reminders

- Students need to send an official transcript to Cortland to transfer a course that not yet posted on their audit.
- GPA is based on courses at Cortland only and does not transfer in with credits.
- Students who want to transfer a course after their first semester at Cortland need to file a Permission to Transfer Credit form (see page 26).
- Check with Advisement and Transition for specifics on any of this information or with additional questions.

Foreign Language Requirements

Degree/Major	Level of Proficiency Required
Bachelor of Arts (BA) All Majors	202
Bachelor of Science (BS) Includes the following majors only: <ul style="list-style-type: none"> • Adolescence Education* • Childhood Education (EDCW) • Early Childhood Education (EDEW) • Early Childhood/Childhood Education (EDDW) • Inclusive Special Education (ISEW) • Speech and Hearing Science (SHS) 	102
Bachelor of Science (BS) All Other Majors	101 (or 85 or higher on Regents OR 85 or higher in third year OR Passing grade in fourth year or beyond)
Bachelor of Science in Education (BSEd) **	
Bachelor of Fine Arts (BFA)	

* Adolescence Education indicates all Adolescence Teaching Certification Programs

**BSEd includes Physical Education and Health Education Certification

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

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

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

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

Foreign Language Placement Guidelines

Name _____

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

2. Review your previous foreign language experience. You may have proficiency through the 101 level if you have one of the following:

- An 85 or higher on the foreign language Regents Exam
- An earned final grade of 85 or higher in the third year of high school foreign language or a passing grade in any subsequent year of foreign language
- Successful completion of a one-semester college-level foreign language course or the equivalent, such as CLEP, the ACTFL Oral Proficiency Interview (OPI) or AP credits

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

What level of high school did you complete? _____→	Time elapsed since completing your last course? _____→	Grade earned in the last completed course? _____→	Recommended placement.
Level IV or higher	1-11 months	B- or higher	202 or 305
		C+ or lower	201 or 202
	1 year	A- or higher	201 or 202
		B+ or lower	102 or 201
	2-3 years	B- or higher	102 or 201
		C+ or lower	101 or 102
	4 years or more	A- or higher	101 or 102
		B+ or lower	101
Level III (Regents)	Less than 2 years	B- or higher	102 or 201
		C+ or lower	101 or 102
	2-3 years	B- or higher	101 or 102
		C+ or lower	101
	4 years or more	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 year or more	A- or higher	101 or 102
		B+ or lower	101

Assisting Students Considering Study Abroad

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

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

When Can Students Study Abroad?

Freshman and sophomores are eligible to study abroad for winter intersession, summer session, or other short-term programs immediately. If planning on studying for a full semester or year, students should be a second semester sophomore, junior or senior.

When Should Students Start Planning for Study Abroad?

Now! Even though most students that study abroad for a semester do so later in their academic career, it's best to start planning and researching programs as early as possible. This allows the student to save certain requirements for their study abroad semester or year. Some general education classes, electives, language, and courses with broader requirements may be easiest to satisfy abroad.

Which Majors Can Study Abroad?

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

Where Can Students Study Abroad?

SUNY Cortland offers over 30 programs on six continents; however, if our programs do not fit the student's personal, professional, or academic goals, they may participate in any program offered through the SUNY International Education Consortium. There are over 600 study abroad programs offered through the consortium all around the world!

What Types of Programs are there?

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

Do Students Need to Speak Another Language?

Language immersion is an amazing experience, but not a requirement for study abroad. There are many programs that offer courses taught in English, even if that is not the primary language of the location abroad and, of course, there are many countries where English is the principal language!

What Courses Can Students Take Abroad?

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

Are Grades Earned Abroad Factored into the Student's GPA?

YES! Students need to be aware that credits earned abroad on any SUNY program are treated as institutional credit and grades WILL BE factored into the student's cumulative grade point average.

Can Transfer Students that come to SUNY Cortland with the Maximum Allowable Transfer Credits Study Abroad?

YES! Since credits earned abroad are treated as institutional credits, transfer students with the maximum amount of transfer credits can still study abroad on ANY SUNY program.

How Much Does it Cost to Study Abroad?

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

Financial aid may be available for students based on their eligibility for semester programs. Students may be able to access financial aid for summer programs if they take at least six credits total; keep in mind that if the study abroad program is only three credits, the student can partner it with a three credit summer course at Cortland, online, or at another approved college. Be sure to direct your student to visit with their Financial Aid advisor to discuss eligibility. SUNY Cortland awards over \$25,000 in scholarships annually to SUNY Cortland students for study abroad. Information and applications are available online at cortland.edu/studyabroad. National scholarships are also available.

How Do I Assist My Advisees with the Course Approval Form?

Students should come prepared to the meeting with their advisor to get their courses approved with course descriptions and/or syllabi of the courses abroad. Students should have the left side of the form completed with a list of two to three times the amount of classes required.

Faculty advisors are trusted to complete the right side of the form as experts in the field and most knowledgeable about course content. Advisors are encouraged to be flexible. For example; International Marketing = MGT 3XX. Associate deans are available for support, and they will review and approve all equivalencies assigned. A list of previously awarded course equivalencies is available on the 'Faculty Resources' tab of the International Programs website; however, please note that course equivalencies are NOT limited to the ones listed. For example, the Belize: History, Art, and Culture program can have an equivalency assigned in history (if appropriate), although this is currently not listed on the chart. The charts are representative of the past two years of approvals only and will be updated each semester.

How Can I Support My Advisee While Abroad?

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

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

How Can I Support and Encourage Students to Study Abroad?

Start the conversation with students during the first advising session. Also, consider allowing 10 minutes of your class time for a return study abroad student to promote study abroad. Contact the International Programs Office to schedule a CSAP (Cortland Study Abroad Promoter) presentation.

Where Should I Direct the Student Next?

All students interested in studying abroad should be referred to the International Programs Office. All students are required to attend a 'Study Abroad 101' Information session to learn about the study abroad planning and application process. Sessions are offered twice per week throughout the semester. Information is available on the International Programs website at cortland.edu/studyabroad

What Resources are Available for the Faculty Advisor?

The International Programs Office website offers a variety of resources on the Faculty Resource tab. Department International Advocates, Associate Deans, and International Programs Office staff are also available to help.

Advising International Students

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

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

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

- 1) The College and the U.S. Department of Homeland Security have designated the IPO's international student advisor and director as having sole responsibility for advising international students on their immigration status and visas. Faculty advisors should refer all student questions about immigration and visas to the IPO.
- 2) International students can only maintain their visa status if they are "making normal academic progress". Because they often spend at least their first two semesters adjusting to U.S. culture, teaching methods, and English language, we suggest that students limit their enrollment to 12-15 credits, at least in the first semester. Students and their advisors have also found that it may be best to postpone taking a freshman composition or other writing-intensive course until the second semester. This does not generally apply to international matriculated students who have transferred from other institutions.
- 3) All matriculated international students who are non-native English speakers are required to complete a language assessment exam through the Modern Languages Department (MLD) before classes begin to determine if Academic English support courses would be beneficial. If the MLD assessment team recommends a student take one or more of these courses, the recommendation is placed in the student's advisement file. All non-native English speakers are registered for the three academic support courses before arrival to campus, but students can drop any of the courses not recommended by the MLD assessment team. If a student chooses not to take one of the recommended courses, they and their advisor must sign a waiver form acknowledging that they are dropping a recommended course.
- 4) Matriculated students who are non-native English speakers may be able to satisfy their foreign language requirement, if applicable. Upon payment of their acceptance deposit, the IPO will forward high school or other transcripts to the Modern Language Department Chair and then to the Associate Dean for review. If approved, the Associate Dean will indicate on the student's CAPP that their foreign language requirement has been met.
- 5) International students are responsible for maintaining their immigration status and often have to perform a number of immigration procedures that parallel our academic ones. SUNY Cortland, through the IPO, must also comply with federal reporting requirements. If students, faculty, or staff do not follow these procedures in the prescribed order, the student could lose their immigration status and the College's ability to enroll international students could be jeopardized. In the following circumstances these students must complete immigration procedures through the IPO before performing academic procedures:

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

6) In order to maintain status, international students must be enrolled on a full-time basis every semester, excluding annual vacation periods in between semesters in which they are taking classes. Undergraduates must enroll for at least 12 credits, and graduate students must enroll for at least 9 credits (or the equivalent in required thesis or internship work). The federal regulations governing student non-immigrant status, however, do recognize certain specific exceptions, quoted below, with prior authorization from the IPO's student advisor:

- Illness or medical condition (requires a doctor's written recommendation; includes mental health conditions; student can drop down to zero credits)
- Improper course level placement (student may not drop below six credits)
- Initial difficulty with reading requirements (in first semester only; student may not drop below six credits)
- Initial difficulty with English language (in first semester only; student may not drop below six credits)
- Unfamiliarity with American teaching methods (in first semester only; student may not drop below six credits)
- To complete a course of study in the current term (meaning, they are in their final semester; student may drop down to .5 credit)

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

- International students may not take more than *one* on-line or distance-learning course of three credits or less per semester. Hybrid courses are counted as half of a course, so students can take no more than two hybrid courses in one semester.
- International students are never allowed to work off-campus, or do any paid or unpaid experience off-campus, without first obtaining authorization through the IPO's international student advisor and, in some cases, the U.S. Citizenship and Immigration Service (USCIS). Students may work on-campus up to 20 hours per week while school is in session and 40 hours per week when school is not in session.

Please encourage the international student to check with the IPO's international student advisor before completing basic academic procedures. Your help is much appreciated.

Questions? Please contact Daniela Baban Hurre, International Student Advisor, e-mail: daniela.babanhurre@cortland.edu.

International Programs Office
Old Main Room 219
Cortland, NY 13045
www.cortland.edu/studyabroad

FERPA Basics

FERPA (Family Educational Rights and Privacy Act), or sometimes called the Buckley Amendment, was passed by Congress in 1974, the Act grants four specific rights to the adult student:

- The right to see the information that the institution is keeping on the student
- The right to seek amendment to those records, and in certain cases append a statement to the record
- The right to consent to disclosure of his/her records
- The right to file a complaint with the FERPA Office in Washington

Maintaining confidentiality of student records is everyone's responsibility whether you are faculty, staff or student.

The following information is designed to give you base level knowledge of the rules governing release of student information.

Student Educational Record:

- Just about any information provided by a student to the university for use in the educational process is considered a student educational record
 - ☐personal information
 - ☐enrollment records
 - ☐grades
 - ☐schedules
- The storage media in which you find this information does not matter.
Student educational record may be:
 - a document in the Registrar's office
 - ☐a computer printout in your office
 - ☐a class list on your desktop
 - ☐a computer display screen
 - ☐notes taken during an advisement session

Basic Rules:

- Student educational records are considered confidential and may not be released without the written consent of the student.
- As a faculty or staff member you have a responsibility to protect educational records in your possession.
- Some information is considered public (sometimes called Directory Information). This info can be released without the student's written permission. However, the student may opt to consider this info confidential as well. Directory Information is: name, address and phone, dates of attendance, degrees received, major program, height and weight of athletes.
- You have access to information only for legitimate use in completion of your responsibilities as a university employee. "Need to know" is the basic principle.
- **If you are ever in doubt, do not release any information until you talk to the Registrar or the staff in the Registrar's Office or refer the request to that office.**

To avoid a federal violation of FERPA rules, DO NOT:

- **At any time, use the Social Security or Cortland ID Number of a student in a public posting of grades.**
- Ever link the name of a student with that student's social security or C# number in any public manner.
- **Leave graded tests in a stack for students to pick up by sorting through the papers of all students.**
- **Circulate a printed class list with student name and social security or C# or grades as an attendance roster.**
- Discuss the progress of any student with anyone other than the student (**this includes parents**) without the consent of the student.
- Provide anyone with lists of students enrolled in your classes for any commercial purpose.
- Provide anyone with student schedules or assist anyone other than university employees in finding a student on campus.

Academic Processes – Forms

All forms can be downloaded from the Registrar's Office Web site, unless otherwise noted.

Student Initiated Actions/Forms	Purpose	People	Process
* Change of Major/ Concentration/Minor	Declare or change major, minor, or concentration by last week of September in fall or last week of February in Spring	New department Student should notify previous advisor	<ul style="list-style-type: none"> Approved by new major chair (and Assoc. Dean for graduate students) Registrar's office processes New advisor assigned by new department
Change of Catalog Term	Officially change the catalog term of enrollment; student completes requirements of new catalog. A student may graduate under any catalog in effect during the period of their enrollment.	Advisor Department Chair Associate Dean	<ul style="list-style-type: none"> Student, advisor discuss Student obtains signatures Registrar's office processes <p><i>Form located in Registrar's, Associate Deans', or Advisement and Transition.</i></p>
Drop/Add (No form required)	Change of schedule: first 5 days of semester for full semester courses; first 2 days for quarter course	myRedDragon	<ul style="list-style-type: none"> Student uses myRedDragon; no PIN required
*GE Waiver	Allows transfer students to waive GE requirements in categories 11, 12 and/or 13 based on total transfer credits completed	Advisor	<ul style="list-style-type: none"> Student, advisor discuss Advisor approves Advisement and Transition processes
Leave of Absence	Approved absence from campus for up to one year if the student is in good academic standing	Associate Dean	<ul style="list-style-type: none"> Should discuss with advisor Associate Dean approves
Permission to Register for Credit Overload	Allows registration of 18.5 credits or more for undergrads; 14.5 or more for grads	Advisor Associate Dean	<ul style="list-style-type: none"> Student, advisor discuss Associate Dean approves
*Permission to Transfer Credit from Another Institution	Pre-approval to take courses at another institution; must be approved before registering at other institution. Must have a C- or higher in the course for transfer.	Advisor Advisement and Transition	<ul style="list-style-type: none"> Student and advisor discuss Advisement and Transition approves. Consults Associate Dean, if necessary. Student requests transcript sent to Cortland upon completion of work. Credits are not posted until a transcript is received.
*Overseas Course Approval Form (Study Abroad)	Pre-approval of course work to be completed while studying abroad	International Programs Office Advisor Associate Dean	<ul style="list-style-type: none"> Student discusses study abroad options with International Program Office and researches available courses Discusses courses and possible Cortland equivalents with advisor Associate Dean approves
Cross-Registration Form	Allows a student to register for courses at another SUNY institution for fall or spring and waive tuition if enrolled in at least 12 credits at SUNY Cortland. Must be completed in conjunction with the Permission to Transfer form.	Associate Dean Registrar	<ul style="list-style-type: none"> Student completes Permission to Transfer Credit from another institution process Associate Dean approves to cross-register Student takes form to Cortland Registrar Student takes form to other SUNY institution

* Form located on subsequent pages of this packet.

Transfer Credit Appeal Form	Appeal the course equivalency granted for a transfer course	Transfer Credit Coordinator Department Chair	<ul style="list-style-type: none"> Student discusses course with TCC in Advisement and Transition; provides course syllabus TCC forwards to department chair, if needed Student can forward denied appeals to Provost and to SUNY Central, if requested <i>Form located in Advisement and Transition.</i>
Registration (no form required)	November and April registration for upcoming semester	Advisor / Graduate Coordinator	<ul style="list-style-type: none"> 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 (no form required)	Permission to retake course Original grade remains on transcript, but is not computed in GPA; second grade is computed	Department offering course Grad students see Graduate Coordinator	<ul style="list-style-type: none"> See department offering course for electronic permission to register. Student must still register on myRedDragon.
*Withdrawal from Course	Officially end enrollment in a course prior to the last three weeks of the semester Grade of "X" will appear on transcript	Advisor/Grad Coordinator Course Instructor Associate Dean	<ul style="list-style-type: none"> Discuss with advisor/financial aid advisor. Check full time status and implications. (When will this be retaken?) Associate Dean for approval
Withdrawal from College	Official and permanent withdrawal from the College at any time	Associate Dean	<ul style="list-style-type: none"> Should discuss with advisor Associate Dean approves
Advisor Initiated Actions/Forms	Purpose	People	Process
Supplement to Transfer Credit Evaluation	Delete previously transferred coursework from student's record in order to transfer additional courses in and stay within transfer credit limits * Submitted in conjunction with a Permission to Transfer form	Advisor Transfer Credit Coordinator	<ul style="list-style-type: none"> 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 <i>Form located in dept, Associate Deans', Registrar's, or Advisement and Transition</i>
Course Substitution	Request to allow a different course to meet a major/minor/concentration requirement. Cannot substitute a course in general education.	Advisor/Grad Coordinator Department Chair Associate Dean	<ul style="list-style-type: none"> Advisor/dept. complete form and indicate rationale for request Associate Dean approves <i>Form located in dept or Associate Deans' offices</i>

* Form located on subsequent pages of this packet.

Change of Major/Minor/Concentration

Student Name: _____ Cortland ID Number: _____

Local Address: _____ Local Telephone Number: _____

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

Important Instructions:

1. Complete all areas of this form and submit it to the department of your NEW major/concentration/minor. When declaring a dual major, both departments must receive the form and sign.
2. The department secretary will seek the approval/signature of the department chair and send the original to the Registrar's Office. A copy is sent to the Associate Dean of the NEW major and/or minor.
3. **IMPORTANT NOTE:** A student cannot major in the same area as a minor or concentration. Also, students cannot have a concentration in the same area as the minor.
4. Complete the Current Academic Info and fill in only those boxes that reflect a change or deletion. (Refer to your CAPP for your current program codes.)

Current Advisor: _____ Credit Hours Completed: _____

Potential Graduation Date: _____ Have you applied to graduate? ☐ YES ☐ NO

	CURRENT ACADEMIC INFO	DELETE	ADD
Degree: (BA, BFA, BS, BSED)			
Major Code			
Concentration Code			
Dual Major Code			
Minor Code			

Deadlines: Please review the "Dates and Deadlines" document on the Registrar's website for change of major deadlines.

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

Student Signature: _____ Date: _____

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

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

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

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

Department Secretary's Initials/Date: _____

DISTRIBUTION: _____Registrar _____Associate Dean _____Department _____

Rev: July 2012

GENERAL EDUCATION WAIVER FOR TRANSFER STUDENTS

Student Name: _____ Cortland ID #: _____

Advisor Name: _____ Major code: _____ Admit term: _____

At the time of initial entry to SUNY Cortland, transfer students will be granted up to three waivers that can be applied toward meeting the requirements in General Education Category 11, Category 12, and one of the Natural Science course requirements reflected in Category 13. Under this policy, the student may elect waivers based on the number of transfer credits completed prior to first matriculation at Cortland. Students are encouraged to submit ALL final transcripts in the first semester of enrollment at SUNY Cortland. **Students who matriculate to Cortland as freshmen or readmit to Cortland with transfer credit are not eligible for waivers.**

Waivers will be granted only on transfer credit posted. Transfer students are eligible for waivers based on the number of transfer credit hours completed according to the following criteria (*College Catalog – Degree Requirements – General Education*):

_____ **20 - 34.5 credits** -- students entering SUNY Cortland will be eligible for one **(1)** waiver

_____ **35 - 49.5 credits** -- students entering SUNY Cortland will be eligible for two **(2)** waivers

_____ **50 or more credits** -- students entering SUNY Cortland will be eligible for three **(3)** waivers

The General Education Categories that are eligible to be waived are listed below. Please mark the category clearly, and consult with your advisor when deciding on the appropriate category to be waived.

_____ **Category 11:** Prejudice and Discrimination

_____ **Category 12:** Science, Technology, Values and Society

_____ **Category 13:** Natural Science “A” course (one course only)

Is this a change to a previously submitted waiver? ☐ Yes ☐ No

Student signature: _____

Date: _____

Advisor signature: _____

Date: _____

Return completed forms for processing to: Advisement and Transition, Memorial Library, A-111
P.O. Box 2000, Cortland, NY 13045
607-753-4726, (fax) 607-753-5593

Distribution: Original (scanned); Department file

For Office Use Only

Posted by _____

Staff Initials: _____

Date: _____

**PERMISSION TO TRANSFER CREDIT FROM ANOTHER INSTITUTION
FOR UNDERGRADUATE STUDENTS**



Name _____ C 0 0- _____ E-mail Address _____
Last Name First Name Cortland ID Number

Local Address _____
Street/PO Box City State Zip Code Telephone

Expected date of graduation: MAY 20 _____ AUGUST 20 _____ DECEMBER 20 _____ Department _____ Major Code _____

Petition to register for courses at _____ For the Semester/Session: (Check) ☐ Summer / ☐ Winter / ☐ Fall / ☐ Spring Year _____
Name of Accredited Institution

Have you submitted another "Permission to Transfer Credit" form for the same semester? Yes _____ No _____

Do NOT register for the course(s) listed below until you have secured all approvals

Course(s) Title(s) to be Taken at Other Institution to Transfer to Cortland	Course Prefix	Course Number	Credit Hours	Online Course ✓	Equivalent Course(s) Title(s) at Cortland	Course Prefix	Course Number	Credit Hours	How does this course fulfill a degree requirement?			
									Req. for Major	Req. for Minor or Concentration	GE: Specify Category	Elective Credit

Maximum transfer credit approved for this term: _____

Notes (for office use only):

IMPORTANT: Check each box to indicate your understanding of the statement.

- ☐ The policies pertaining to the transferring of credits from another institution include:
 - ✓ Cortland may deny transfer credit that has not been pre-approved.
 - ✓ Only courses with a grade of **C-** or better will transfer.
 - ✓ Transfer courses do not factor into my Cortland GPA.
- ☐ I cannot take a course at another institution while enrolled in student teaching, practicum or fieldwork.
- ☐ I will not receive transfer credit for a course I have already received credit for at Cortland.
- ☐ Departments may require that specific courses must be completed at Cortland.
- ☐ 45 credit hours of course work MUST be completed in residence at Cortland including at least half of my major, minor and/or concentration coursework.
- ☐ Approval is granted ONLY for the semester noted above
- ☐ I must attach a course description from the transfer college, unless the course is on Cortland's transfer equivalency website: cortland.edu/transfer-credits
- ☐ A maximum of 64 credits from a two-year institution, and a maximum combination from two and four-year institutions of 75-83 credits (depending on the program) may be applied to a Cortland degree.
- ☐ I must request an official graded transcript be sent to Cortland's Registrar's Office within one semester of completing the course(s).

Student's Signature _____ Date _____

☐ **Check, if applicable.** I have reached the maximum number of transfer credits, and I am willing to have previously transferred credit removed in order to allow the transfer of the above course(s).

Advisor's Signature _____

Date _____

APPROVED

DENIED

Advisement and Transition _____

Date _____

APPROVED

DENIED

Assoc. Dean Review, if needed:
APPROVED **DENIED**

Send completed forms to: SUNY Cortland Advisement and Transition - Memorial Library, PO Box 2000, Cortland, New York 13045. Phone: 607- 753-4726 – Fax: 607- 753-5593
Send transcript to: SUNY Cortland Registrar's Office, PO Box 2000, Cortland, NY 13045

Distribution of completed form: Student (original), Department

Approved: Fall 2008 (Rev. 7/14)

Overseas Course Preference & Approval Form

Name: _____ C-Number: _____ Email: _____

Local Address: _____ Local Phone: _____

Permanent Address: _____ Perm. Phone: _____

Major: _____ Graduation Date: _____

Overseas Program and SUNY Campus: _____ Semester/Year of Study: _____

Instructions: In consultation with your academic advisor, provide 8-10 courses you would prefer, in the event that you are unable to register for your first course choice.

Overseas Course, Title, Prefix and Number (e.g.: SP 299 - Spanish Literary History)	Credits	Cortland Equiv (e.g.: SPA 318, HIS 2XX)	Gen Ed Category	Notes (Office Use Only)

Grades received from a SUNY Cortland or other SUNY Study Abroad program are entered into the student's academic record and calculated in the GPA. All Study Abroad programs have been approved for liberal arts credits.

Academic Advisor Signature: _____ Date: _____

Associate Dean Signature: _____ Date: _____

REQUIRED STUDENT ACKNOWLEDGEMENT: I understand that this study abroad experience, as approved will affect my degree requirements and academic transcript. I also understand that these course approvals are my responsibility, and not that of the Office of International Programs. It is also my responsibility to obtain approved SUNY Cortland equivalents for any and all classes I participate in while overseas. In the event that I change any of the above courses, **I understand that I must seek additional approval from the Associate Dean of my school by the end of the first full week of classes abroad.** Failure to do so may jeopardize the fulfillment of my degree requirements. I acknowledge that the courses listed above are required for my SUNY Cortland degree.

Student Signature: _____ Date: _____

Form Approval & Routing: Student & Academic Advisor → Associate Dean → International Program Office → Copy To Student

Official Withdrawal from Course Petition

Student Name: _____ Cortland ID Number: C00- _____

Local Address: _____ Telephone Number: _____

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

Program/Degree: ☐ BA ☐ BFA ☐ BS ☐ BSED ☐ MA ☐ MAT ☐ MS ☐ MST ☐ MSED ☐ CAS

Major / Program: _____ Advisor: _____

Important: The letter grade of X indicates the Official Withdrawal from a College course without academic penalty. Grades of X will not be awarded for courses, which are dropped during the official College Drop and Add period. Students are not allowed to withdraw from classes during the last three weeks of semester courses. Due to fluctuating dates, withdrawal deadlines for summer and winter sessions will be established prior to the term. A student who has been found in violation of the academic dishonesty code loses the opportunity to withdraw from the course in which the violation has occurred.

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

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

C R N	Subject	Number	Section	Hours	Instructor
-------	---------	--------	---------	-------	------------

Credits BEFORE Withdrawal _____ Credits AFTER Withdrawal _____

TO BE SIGNED BY STUDENT: _____ DATE: _____

TO BE SIGNED BY INSTRUCTOR: _____ DATE: _____

TO BE SIGNED BY ADVISOR: _____ DATE: _____

TO BE SIGNED BY ASSOCIATE DEAN OF THE STUDENT: _____ DATE: _____

Office Use Only – NOTES:

ROUTING: Registrar Associate Dean Instructor Student

Graduation Checklist Tips

	May Degree Conferral	August Degree Conferral	December Degree Conferral
Students should apply to graduate in myRedDragon	<i>By March 1</i>	<i>By July 1</i>	<i>By December 1</i>
Graduation Checklists sent to advisors *	<i>Starting February 1</i>	<i>Starting July 1</i>	<i>Starting October 1</i>
Advisors send completed checklists to Associate Dean	<i>Two weeks after receipt from Registrar's Office</i>	<i>Two weeks after receipt from Registrar's Office</i>	<i>Two weeks after receipt from Registrar's Office</i>
Associate Deans send checklists to Registrar's Office	<i>Two weeks after receipt from advisors</i>	<i>Two weeks after receipt from advisors</i>	<i>Two weeks after receipt from advisors</i>

*Checklists for students who do not apply to graduate by the deadline date are sent to advisors on a rolling basis. These students may have their graduation date moved to the subsequent conferral date upon final review and recommendation by the Associate Dean.

Prior to receiving graduation checklists advisors should be reviewing degree audits and looking toward degree attainment.

- Students often confuse participation in the Commencement Ceremony (walking) with graduation. Advisors should explain the difference and remind students that only after all graduation requirements have been met and degree conferred will their diploma be ordered.
- Students are responsible for applying to graduate in myRedDragon (generates the graduation checklist).
- Students cannot participate in a Commencement Ceremony if they did not apply.
- When a student applies to graduate it prohibits a registration time ticket from being generated from that semester onward.

Tips for completing the graduation checklist and reviewing degree audit worksheets:

- Always process new.
- If there is a red box anywhere on the degree audit it will stop graduation.
- Review total credits at top of degree audit worksheet.
- Review residency - half credits (50%) in major, minor and concentration need to be completed at Cortland. When in doubt about this box, consult your associate dean.
- Review GPA - 2.0 in major/minor or higher in some programs (not just overall GPA).
- Review participation/activity course requirements.
- Review LAS requirement – students often ignore this box.
- Graduation checklists should be submitted to the Associate Dean/Registrar's Office prior to the conferral date and not retained by the advisor even if the student lacks sufficient credits/requirements.

Troubling shooting:

- Look carefully into the area called “Excluded/Insufficient”- repeated courses (and others) will show up there.
- To check credit totals a student can review the “Academic History” in the audit (or run a transcript in myRedDragon).
- If the advisor believes that the student will finish up missing requirements in a spring or fall session at another school, then the student is Completing Elsewhere and the Associate Dean needs to be informed so that the CE rules can be applied.

When it comes to students who face obstacles to graduation it helps the Associate Dean if the advisor:

- is explicit about what problems remain unresolved.
- is explicit about any contact the advisor has had with the student about missing graduation requirements (keeping notes on advising sessions helps).
- is explicit about any knowledge of transfer credits in the pipeline.

Graduation matters a great deal to our students and their families! Parents (and SUNY) are concerned about time to degree and increased costs. In addition, some have a very tight turnaround to graduate school admission or the start of a new job. Delays in issuing the degree can cause many expensive problems in that context.

2014 -2015 SUNY Cortland Program Codes



UNDERGRADUATE PROGRAMS

Africana Studies	Degree	Code
African American Studies	BA	AAS
Conc: African & African-American History		AAS_AASH
Conc: Sociological, Political & Community Development		AAS_AASC
Art and Art History	Degree	Code
Art	BA	ART
Conc: Art History		ART_ARTH
Conc: Studio Art		ART_ARTS
Art Studio	BFA	BFAS
New Media Design	BA	NMD
Biological Sciences	Degree	Code
Adolescence Education: Biology 7-12	BS	ABI
Biology	BA/BS	BIO
Conc: Environmental Science		BIO_ENVS
Biomedical Sciences	BS	BMS
Conservation Biology	BA/BS	CON
Cooperative Program with NY Chiropractic College (3+)	BS	BIO
Forestry or Environmental Management 3+2 Cooperative Program (Duke University)	BS	BIO
Chemistry	Degree	Code
Adolescence Education: Chemistry 7-12	BS	ACM
Biochemistry	BS	BCH
Chemistry	BA/BS	CHM
Conc: Environmental Science		CHM_ENVS
Chemistry & Engineering 3+2 Cooperative Program	BS	CEN
Childhood/Early Childhood Education	Degree	Code
Childhood Education 1-6	BS	EDC
Conc: Environmental Studies		EDC_EST

Childhood/Early Childhood Education Continued	Degree	Code
Conc: Humanities		EDC_HUM
Conc: Social Sciences		EDC_SOS
Early Childhood Education Birth-2	BS	EDE
Conc: Environmental Studies		EDE_EST
Conc: Humanities		EDE_HUM
Conc: Social Sciences		EDE_SOS
Early Childhood/Childhood Education Birth-6	BS	EDD
Conc: Environmental Studies		EDD_EST
Conc: Humanities		EDD_HUM
Conc: Social Sciences		EDD_SOS
EDC/EDD/EDE Second major in one of the following approved liberal arts & sciences areas: Art History (BA: ART_ARTH), Biology (BS: BIO), Chemistry (BS: CHE), Economics (BA: ECO), English (BA: ENG), French (BA: FRE), Geography (BS: GRY), Geology (BS: GLY), History (BA: HIS), Math (BS: MAT), Musical Theatre (BA: MUTH), Physics (BS: PHY), Political Science (BA: POL), Spanish (BA: SPA).		
Communication Disorders & Sciences	Degree	Code
Speech & Hearing Science (Non-Certification)	BS	SHS
Speech & Language Disabilities (Teacher Certification)	BS	SLD
Communication Studies	Degree	Code
Communication Studies	BA	COM
Conc: Journalism		COM_JOUR
Conc: Media Production		COM_MEPD
Conc: Public Relations & Advertising		COM_PRAD
New Communication Media	BA	NCM
Economics	Degree	Code
Business Economics	BA/BS	BUSE
Conc: Environmental Management		BUSE_ENMG
Conc: Financial Management		BUSE_FMGT
Conc: Human Resource Management		BUSE_HRM
Conc: International Business and Economics		BUSE_IBE

2014 -2015 SUNY Cortland Program Codes



<i>Economics Continued</i>	Degree	Code
Economics	BA	ECO
Conc: International Political Economics & Public Policy		ECO_IPEP
English	Degree	Code
Adolescence Education: English 7-12	BA	AEN
English	BA	ENG
Professional Writing	BA	PWRT
Foundations & Social Advocacy	Degree	Code
Inclusive Special Education 1-6	BS	ISE
Minor: Psychology of Children w/Exceptionalities		ISE_PSYX
Geography	Degree	Code
Geographic Information Systems	BS	GIS
Conc: Advanced Geospatial Applications		GIS_AGAP
Conc: Computer Techniques		GIS_CTEC
Conc: Demographics & Business Demographics		GIS_DBG
Conc: Environmental Science		GIS_ENVS
Geography	BA	GRY
Conc: Tourism Development		GRY_TOUR
Geology	Degree	Code
Adolescence Education: Earth Science 7-12	BS	AES
Geology	BA/BS	GLY
Conc: Environmental Science		GLY_ENVS
Health	Degree	Code
Community Health	BS	CHEA
Conc: Allied Health		CHEA_ALLH
Conc: College Health Promotion & Prevention Services		CHEA_CHPP
Conc: Environmental Health		CHEA_ENVH
Conc: Health Care Administration and Planning		CHEA_ADMN
Conc: Health Communication		CHEA_HCOM

<i>Health Continued</i>	Degree	Code
Conc: International Health		CHEA_INTH
Conc: Wellness & Health Promotion		CHEA_WELL
Health Education	BSED	HEC
Conc: College Health Promotion & Prevention Services		HEC_CHPP
Conc: Health Communication		HEC_HCOM
Conc: International Health		HEC_INTH
Conc: Wellness & Health Promotion		HEC_WELL
Human Services	BS	HUS
History	Degree	Code
Adolescence Education: Social Studies 7-12	BA	SST
Choices for the Adolescence Education required second major:		
African American Studies	BA	SST_AAS
Anthropology	BA	SST_ANT
Economics	BA	SST_ECO
Geography	BA	SST_GRY
History	BA	SST_HIS
International Studies	BA	SST_IST
Political Science	BA	SST_POL
Sociology	BA	SST_SOC
History	BA	HIS
Kinesiology	Degree	Code
Athletic Training	BS	ATR
Coaching	BS	CCH
Exercise Science	BS	EXSC
Fitness Development	BS	FIT
Sport Studies	BS	SPST

2014 -2015 SUNY Cortland Program Codes



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Mathematics	Degree	Code
Adolescence Education: Mathematics 7-12	BA/BS	AEM
Adolescence Education: Physics & Mathematics 7-12	BS	APM
Mathematics	BA/BS	MAT
Modern Languages	Degree	Code
Adolescence Education: French 7-12	BA	AFR
Adolescence Education: French & Spanish 7-12	BA	AFS
Adolescence Education: Spanish 7-12	BA	ASP
French	BA	FRE
Spanish	BA	SPA
Teaching English as a Second Language K-12 Certification	BA	ESL_CERT
Teaching English as a Second Language (Non-Certification)	BA	ESL_NCRT
Performing Arts	Degree	Code
Musical Theatre	BA	MUTH
Philosophy	Degree	Code
Social Philosophy	BA	SPHI
Physical Education	Degree	Code
Physical Education K-12	BSED	PEM
Conc: Adapted Physical Education		PEM_ADPE
Conc: Outdoor Adventure Education		PEM_OAE
Physics	Degree	Code
Adolescence Education: Physics 7-12	BS	APH
Adolescence Education: Physics & Mathematics 7-12	BS	APM
Physics	BA/BS	PHY
Conc: Environmental Science		PHY_ENVS
Conc: Geophysics		PHY_GEOP
Physics & Engineering (3+2) Cooperative Program	BS	PEN

Political Science	Degree	Code
Political Science	BA	POL
Conc: Law & Justice		POL_LAJU
Conc: Public Administration & Public Policy		POL_PADM
Psychology	Degree	Code
Psychology	BA/BS	PSY
Recreation, Parks and Leisure Studies	Degree	Code
Outdoor Recreation	BS	OREC
Conc: Camp Management		OREC_CAMP
Conc: Environmental and Cultural Interpretation		OREC_ENV
Conc: Natural Resource Recreation Management		OREC_NRRM
Conc: Outdoor Leadership		OREC_LEAD
Recreation	BS	REC
Conc: Leisure/Recreation Program Delivery		REC_LRPD
Recreation Management	BS	RMGT
Therapeutic Recreation	BS	TR
Sociology/Anthropology	Degree	Code
Anthropology	BA	ANT
Conc: Applied Anthropology		ANT_APPL
Conc: Ethnic Studies		ANT_ETHS
Archaeology	BA	ARC
Conc: Americas Archaeology		ARC_AARC
Conc: World Archaeology		ARC_WARC
Criminology	BA	CRIM
Sociology	BA	SOC
Conc: Criminology		SOC_CRIM
Conc: Social Gerontology		SOC_SGRT

2014 -2015 SUNY Cortland Program Codes



Sport Management	Degree	Code
Sport Management	BA/BS	SPMG
Conc: International Sport Management		SPMG_ISMC
Conc: Sport Facilities and Event Management		SPMG_SFEM
Conc: Sport Media and Technology		SPMG_SMTCT
Conc: Sport Sales and Marketing		SPMG_SSMCT
Conc: Sport Videography		SPMG_SVCT
Interdisciplinary Programs	Degree	Code
Individualized Degree Programs	BA/BS	IDP
International Studies	BA	IST
Area Conc: Africa		IST_AFRI
Area Conc: Asia and Pacific Basin		IST_ASIA
Area Conc: Europe		IST_EURO
Area Conc: Latin America		IST_LAT
Conc: Geography		IST_GRY
Disciplinary Conc: Culture and Global Development		IST_CGLO
Disciplinary Conc: Global Economic Systems		IST_GES
Disciplinary Conc: Global Political Systems		IST_GPS
Disciplinary Conc: Historical Development		IST_HDEV
Disciplinary Conc: International Health		IST_IHLH
Pre-Major	n/a	PRE
Selected Studies	BS	SEL
Cooperative Program		
Medical Technology 2+2 with SUNY Upstate Medical University	n/a	

UNDERGRADUATE MINOR PROGRAMS

Minor Program		Code
Africana American Studies	Minor	AAS
American Musical Theatre	Minor	AMTH
Anthropology	Minor	ANT
Archaeology	Minor	ARC
Art	Minor	ART
Asian/Middle Eastern Studies	Minor	AMES
Biology	Minor	BIO
Chemistry	Minor	CHE
Cinema Study	Minor	CIN
Communication Studies	Minor	COM
Computer Applications	Minor	CAP
Economics	Minor	ECO
English	Minor	
Emphasis: Language & Literature		ENLL
Emphasis: Literature		ENL
Emphasis: Literature & Writing		ENLW
Environmental & Outdoor Education	Minor	EOE
Track: Environmental Education and Interpretation		EOEE
Track: Organized Camping		EOEC
Track: Outdoor Pursuits		EOEO
Exercise Science	Minor	EXSC
French	Minor	FRE
Geographic Information Systems	Minor	GIS
Geography	Minor	GRY
Emphasis: Tourism Development		TOUR
Geology	Minor	GLY

2014 -2015 SUNY Cortland Program Codes



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History	Minor	HIS
International Studies	Minor	IST
Jewish Studies	Minor	JST
Latino/Latin American Studies	Minor	LLAS
Law & Justice	Minor	LAJU
Management	Minor	MGT
Mathematics	Minor	MAT
Music	Minor	MUS
Native American Studies	Minor	NAMS
Peace and Conflict Studies	Minor	PCS
Physics	Minor	PHY
Political Economics & Public Policy	Minor	PEPP
Political Science	Minor	POL
Emphasis: Comparative Politics & International Relations		CPIR
Emphasis: Public Administration & Public Policy		PADM
Professional Writing	Minor	PWRT
Psychology	Minor	PSY
Psychology of Children w/Exceptionalities	Minor	PSYX
Social Gerontology	Minor	SGRT
Social Philosophy	Minor	SPHI
Sociology	Minor	SOC
Spanish	Minor	SPA
Speech & Hearing Science	Minor	SHS
Sport Management	Minor	SPMG
Sport Studies	Minor	SPST
Teaching English as a Second Language	Minor	ESL
Theatre	Minor	THT
Urban Studies	Minor	URB
Women's Studies	Minor	WST

GRADUATE PROGRAMS

ADVANCED STUDIES

Education Leadership	Certification	Code
School Building Leader	CAS	SBL
School District Leader	CAS	SDL
School Business Leader	CAS	SDBL
School Building & District Leader	CAS	SBL SDL

EXTENSIONS

Extension Program	Extension	Type
American Civilization and Culture (International Student CAS)	CAS	ACS
Bilingual Education: General Education Teachers	ITI	GEN
Bilingual Education: General Education Teachers (TESOL)	ITI	TGE
Bilingual Education: Special Education Teachers	ITI	SPE
Bilingual Education: Special Education Teacher (TESOL)	ITI	TSP
Bilingual Education: Teacher of Students: Speech & Lang Disability	ITI	SLD

GRADUATE PROGRAMS

Biology	Degree	Code
Adolescence Education: Biology 7-12	MAT	ABI
Adolescence Education: Biology 7-12	MSED	ABI
w/Middle Childhood Extension 5-6		ABI_MCHD
Chemistry	Degree	Code
Adolescence Education: Chemistry 7-12	MAT	ACH
Adolescence Education: Chemistry 7-12	MSED	ACH
w/Middle Childhood Extension 5-6		ACH_MCHD

2014 -2015 SUNY Cortland Program Codes



Childhood Education	Degree	Code
Childhood Education	MSED	<i>CED</i>
Mathematics and Science Strand		CED_MS
Social Studies Strand		CED_SS
Technology Specialist Strand		CED_TECH
Childhood Education	MST	CHD
Communication Disorders & Sciences	Degree	Code
Communication Disorders and Sciences	MS	CSDS
English	Degree	Code
English	MA	ENG
Adolescence Education: English 7-12	MAT	AEN
Adolescence Education: English 7-12	MSED	AEN
w/Middle Childhood Extension 5-6		AEN_MCHD
Foundations and Social Advocacy	Degree	Code
Teaching Students w/Disabilities 1-6	MSED	TSD
Annotation: Severe & Multiple Disabilities		TSD_SEV
Teaching Students w/ Disabilities 7-12	MSED	TDA
Geology	Degree	Code
Adolescence Education: Earth Science 7-12	MAT	AES
Adolescence Education: Earth Science- 7-12	MSED	AES
w/Middle Childhood Extension 5-6		AES_MCHD
Health	Degree	Code
Certification in Health Education	MSED	HEC
Community Health	MS	CHEA
Master of Science in Teaching	MST	HEA
Track A: Certification		HEA_CRT
Track B: Non-Certification		HEA_NCRT
Track C: Physical Education Certification		HEA_PCRT

History	Degree	Code
History (Concentration Required)	MA	<i>HIS</i>
Conc: European		HIS_EURO
Conc: non-Western		HIS_NONW
Conc: United States		HIS_US
Adolescence Education 7-12 (Concentration Required)	MSED	SSA
Conc: History		SSA_HIS
Conc: Geography		SSA_GRY
Kinesiology	Degree	Code
Exercise Science	MS	EXSC
Literacy	Degree	Code
Literacy Education	MSED	<i>LED</i>
Track: Birth-Grade 6		LED_B-6
Track: Grades 5-12		LES_5-12
Conc: Birth-Grade 6 and Grades 5-12		LED_CRT
Mathematics	Degree	Code
Adolescence Education: Mathematics 7-12	MAT	AEM
Adolescence Education: Mathematics 7-12	MSED	AEM
w/Middle Childhood Extension 5-6		AEM_MCHD
Adolescence Education: Physics & Mathematics 7-12	MSED	APM
w/Middle Childhood Extension 5-6		APM_MCHD
Modern Languages	Degree	Code
Second Language Education: Certification	MSED	<i>SLED</i>
Conc: English as a Second Language		SLED_ESL
Conc: French		SLED_FRE
Conc: Spanish		SLED_SPA
Second Language Education: Non-Certification	MSED	SLED_NCT

2014 -2015 SUNY Cortland Program Codes



Physical Education	Degree	Code
Physical Education: Certification	MSED	PEC
Conc: Adapted Physical Education		PEC_ADPE
Conc: Coaching Pedagogy		PEC_COAP
Conc: Physical Education Leadership		PEC_LEA
Physics	Degree	Code
Adolescence Education: Physics 7-12	MAT	APH
Adolescence Education: Physics 7-12	MSED	APH
w/Middle Childhood Extension 5-6		APH_MCHD
Adolescence Education: Physics & Mathematics 7-12	MSED	APM
w/Middle Childhood Extension 5-6		APM_MCHD
Sustainable Energy Systems	MS	SES
Recreation, Parks and Leisure Studies	Degree	Code
Recreation	MS	REC
Conc: Environmental and Outdoor Education		REC_EOE
Conc: Management of Leisure Services		REC_MGLS
Conc: Therapeutic Recreation		REC_TR
Recreation Education: Certification	MSED	RED
Conc: Environmental and Outdoor Education		RED_EOE
Conc: Management of Leisure Services		RED_MGLS
Conc: Therapeutic Recreation		RED_TR
Sport Management	Degree	Code
International Sport Management	MS	ISPM
Sport Management	MS	SPMG

Document Notes

- Codes in *ITALICS* have a required a concentration, minor, second major, strand or track as listed in the shaded boxed immediately below the code.
- Retired, inactive or pending major, minor or program codes are not included in this document.
- For historical or retired codes and programs, please review prior College Catalogs.
- Pending programs will be added only after approval is received locally or via SUNY.

Document Update: 05/19/14

Advising Syllabus Template

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

Advisor contact information:

Name:

Email:

Phone:

Office Location:

Office Hours:

Advising Appointments

To set up an appointment with me, please call the number above. Whoever answers the phone has access to my calendar and can set up the appointment.

Expectations and Responsibilities

Responsibilities of the Student:	Responsibilities of the Advisor:
<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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., Academic Support and Achievement Program, Advisement and Transition, Associate Deans, Career Services, Counseling 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

- Pay attention to the drop/add period at the beginning of each semester (first five days of classes).
- 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 audit.
- Review your mid-semester estimates.
- Pay attention to important deadlines:
 - Change of major: October 1 (fall), February 28 (spring)
 - 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.

A Four Year Timeline (outline of a 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 grad schools 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.

Resources

➤ Advisement and Transition	Memorial Library, Room A-111	607- 753-4726
➤ Academic Support and Achievement (ASAP)	Van Hoesen Hall, Room B-205	607- 753-4309
➤ Career Services	Van Hoesen Hall, Room B-5	607- 753-4715
➤ International Programs Office	Old Main, Room 219	607- 753-2209
➤ Registrar's Office	Miller Building, Room 223	607-753-4702
➤ Transfer Credit Services	Memorial Library, Room A-111	607- 753-4726
➤ 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

The College is an academic community whose mission is to promote scholarship through the acquisition, preservation and transmission of knowledge. Fundamental to this goal is the institution's dedication to academic integrity. Providing an atmosphere that promotes honesty and the free exchange of ideas is the essence of academic integrity. In this setting all members of the institution have an obligation to uphold high intellectual and ethical standards.

It is the responsibility of the faculty to impart not only knowledge but also respect for knowledge. It is also the professional responsibility of all faculty members to explain the importance of honesty and respect for knowledge in order to ensure an academic environment that encourages integrity. To establish such an environment, students must recognize that their role in their education is active; they are responsible for their own learning. Specifically, it is the responsibility of students to protect their own work from inappropriate use by others and to protect the work of other people by providing proper citation of ideas and research findings to the appropriate source. This includes the obligation to preserve all educational resources, thereby permitting full and equal access to knowledge.

This academic community takes seriously its responsibilities regarding academic honesty. Academic integrity is absolutely essential to ensure the validity of the grading system and maintain high standards of academic excellence. In addition, all members of the academic community must exhibit behavior exemplifying academic honesty and encourage such behavior in others.

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. In addition to the form, SUNY Cortland requires a copy of the most recent IRS Tax Return indicating dependency.

Accessibility and Equal Opportunity

It is the policy of SUNY Cortland to provide reasonable accommodation for qualified individuals with disabilities in accordance with applicable laws. Federal law (Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990) established the rights of individuals with disabilities. If you are student with a disability and wish to request accommodations, please contact the Office of Disability Services located in Van Hoesen Hall or call 607-753-2066 for an appointment. Any information regarding your disability will remain confidential.

Advising Intake Form

Name: _____ Advisor: _____

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

2. What is your current major code? _____

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

4. Have you viewed your Degree Works degree audit worksheet on myRedDragon? Yes No

5. 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?

6. Have you reviewed the College Catalog? Yes No

7. Do you know how to look up courses online? Yes No

8. I understand what to expect from my academic advisor.

Strongly Agree-----Agree-----Disagree-----Strongly Disagree-----Unsure

9. I understand my role as an advisee.

Strongly Agree-----Agree-----Disagree-----Strongly Disagree-----Unsure

10. Please indicate any concerns or problems you have that you would like to discuss with your advisor.

First-Year Students:

11. 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 NOTES FORM

Name _____ Date _____

C# _____ Major Code _____

Local address _____

E-mail

Phone _____

Time Ticket _____ Pin # _____

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

Advisor Signature

Student Signature _____

ADVICE NOTES FORM

Name _____ Date _____

C# _____ Major Code _____

Local address

E-mail

Phone

Time Ticket _____ Pin # _____

[illegible]

Advisor Signature _____

Student Signature _____

GPA Calculation

Points Table

Grade	1 Credit	2 Credit	3 Credit	4 Credit
A+	4.3	8.6	12.9	17.2
A	4.0	8.0	12.0	16.0
A-	3.7	7.4	11.1	14.8
B+	3.3	6.6	9.9	13.2
B	3.0	6.0	9.0	12.0
B-	2.7	5.4	8.1	10.8
C+	2.3	4.6	6.9	9.2
C	2.0	4.0	6.0	8.0
C-	1.7	3.4	5.1	6.8
D+	1.3	2.6	3.9	5.2
D	1.0	2.0	3.0	4.0
D-	.7	1.4	2.1	2.8
E	0.0	0.0	0.0	0.0

Semester GPA Calculation

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

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

Total points earned for semester = _____

Total credits taken for semester = _____

=

Your GPA for this semester!

GPA Repair Kit

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 (GPA Hours – found on your transcript)	1. _____
Total quality points earned to date (Quality points – found on your transcript)	2. _____
Total GPA credits you are taking this semester	3. _____
Total credits you will have at the end of the semester (Line 1 plus Line 3)	4. _____
What is the overall GPA you want by the end of this semester?	5. _____
Quality Points needed for your desired average (Line 4 multiplied by Line 5)	6. _____
Quality Points you will need to earn this semester (Line 6 minus Line 2)	7. _____
Semester average needed to earn desired GPA (Line 7 divided by Line 3)	8. _____

GPA Repair Kit with Retake

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

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

Projecting your new GPA

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

Number of credit hours you are retaking this semester 2. _____

Adjusted credits towards GPA
(Line 1 minus Line 2) 3. _____

Total GPA credits you are taking this semester 4. _____

Total GPA Hours
(Line 4 plus Line 3) 5. _____

What is the overall GPA you want by the end of
this semester? 6. _____

Quality Points needed for your desired average
(Line 5 multiplied by line 6) 7. _____

Total quality points earned to date
(Quality points – found on your transcript) 8. _____

Quality Point Value of retakes in progress
(For Example, if you initially failed a 3 credits course,
this number is 0, D- = 2.1, D = 3, D+ = 3.9, C- = 5.1, C = 6)
See GPA calculation table 9. _____

Adjusted Present Quality Points
(Line 8 minus Line 9) 10. _____

Quality Point Difference
(Line 7 minus Line 10) 11. _____

Semester average needed to earn desired GPA
(Line 11 divided by Line 4) 12. _____

Department Contacts

Department Chairs

Department	Name	Extension
Africana Studies	Seth Asumah	4105
Art and Art History	Kathryn Kramer	4316
Biological Sciences	Steven Broyles	2716
Chemistry	Gregory Phelan	4323
Childhood/Early Childhood Education	Kimberly Rombach	2706
Communication Disorders and Sciences	Regina Grantham	5423
Communication Studies	Paul van der Veur	4201
Economics	Kathleen Burke	4109
English	Matthew Lessig	4307
Foundations & Social Advocacy	Janet Duncan	2447
Geography	Scott Anderson	4107
Geology	David Barclay	2815
Health	Bonni Hodges	4225
History	Randi Storch	2723
Kinesiology	Philip Buckenmeyer	4300
Literacy	Charlotte Pass (<i>Interim</i>)	2705
Mathematics	Isa Jubran	4326
Modern Languages	Timothy Gerhard	4303
Performing Arts	Jerome O'Callaghan (<i>Interim</i>)	2811
Philosophy	Andrew Fitz-Gibbon	2727
Physical Education	Eric Malmberg (fall)/Lynn Couturier (spring)	5577
Physics	Moataz Emam	2821
Political Science	Robert Spitzer	4105
Psychology	Judith Ouellette	4219
Recreation, Parks & Leisure Studies	Sharon Todd	4941
Sociology/Anthropology	Herbert Haines	2726
Sport Management	Mark Dodds	4251

Graduate Coordinators

Department	Name	Extension
Educational Leadership	Kevin Mack	4781
Sciences: Biology, Chemistry	Rena Janke	2907
Earth Science, Physics	Angela Pagano	2309
Childhood (MSED)	Beth Klein	5682
Childhood (MST)	Susan Stratton	2467
Communication Disorders and Sciences	Regina Grantham	758-5037
English (MAT)	Karen Stearns	2072
English (MA)	Denise Knight	2075
English (MSED)	Karen Stearns	2072
Geography	Scott Anderson	5547
Health	Jean Curtis	2979
History (MA)	Kevin Sheets	2060
Kinesiology	Phil Buckenmeyer	4300
Literacy	Michele Gonzalez	2445
Math	Claus Schubert	2975
Physical Education	Eric Malmberg	5740
Recreation	Anderson Young	4951
Second Language Education	Colleen Kattau	2025
Social Studies (MSED)	Kevin Sheets	2060
Sport Management	Genevieve Birren	4780
Sustainable Energy Systems	Brice Smith	2822
TSD 1-6	Cynthia Moriarity	5526
7-12	David Smukler	4767

Academic Peer Mentors (APMs)

Bishop – Conor Young, ext. 2616
 Cheney – Marie Sullivan, ext. 2617
 DeGroat – William Gyasi, ext. 2618

Fitzgerald – Jenna Zaia, ext. 2619
 Hayes – Victoria Griffith, ext. 2620
 Hendrick – Emily FitzMaurice, ext. 2621

Shea – Devin Cerise, ext. 2623
 Randall – Kadeeja Fredankey, ext. 2622
 Whitaker – Rachel Burton, ext. 2628

Notes

Cortland Advisor Resource Packet

Fall 2014 — Spring 2015

Advisement and Transition
Memorial Library, Room A-111
Cortland, NY 13045
607-753-4726 - phone
607-753-5593 - fax
cortland.edu/advisement

