

Advising Syllabus Template - Draft

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

Advisor contact information:

Name:

Email:

Phone:

Office Location:

Office Hours:

Making an Appointment

Starfish: Login to Starfish through myRedDragon and sign up for one of my available office hours or advisement appointments.



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



In person: You may also stop by the office to set up an appointment.

Walk-in Wednesdays: Come by Advisement and Transition any Wednesday (8 a.m. – 4:30 p.m.) without an appointment and talk with any of our wonderful academic advisors.

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

Engagement and Development

Students will:

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

Advisement and Registration

Students will:

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

Academic Planning and Support

Students will:

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

Your responsibilities as an advisee:

- To assume progressively the leadership role in academic program planning and to recognize that the advisor's role is one of mentor and facilitator.
- To recognize that the student is ultimately responsible for completing a regular review of degree audit, meeting academic deadlines, developing a workable schedule and fulfilling financial obligations.
- To understand and comply with College policies.
- To commit a reasonable amount of time, both independently and in meetings with an academic advisor, to plan and implement one's own academic program.
- To be familiar with the department advisement manual (where available), the College catalog and other College/department advisement materials.



- To schedule and attend meetings with the advisor prepared with necessary registration materials, suggestions for courses to be completed and a plan for meeting graduation requirements, as well as questions to clarify prospective problems.
- To seek out the advisor or department chair, in a timely manner, for assistance in negotiating difficulties or changes in academic program plans.
- To identify alternatives and assess the consequences of decisions made during one's college career.

Responsibilities of your Advisor:

- To work with each student advisee to achieve an academic program consistent with the student's preparation, interest and plans for the future.
- To help students become familiar with college and departmental requirements as reflected in the College catalog and degree audit.
- To help students recognize their academic strengths and weaknesses, establish realistic education goals and identify the courses necessary to achieve these goals.
- To be sensitive to the varied needs of students as they develop academically and personally at Cortland and refer to campus resources as appropriate (e.g., Advisement and Transition, Associate Deans, Career Services, Counseling Center, The Learning Center, Writing Center).
- To be available during regularly scheduled office hours or by appointment to meet with students for academic advisement.
- To schedule sufficient time in the office for academic advising during critical periods such as registration and drop/add.
- To appreciate and advocate for diversity, equity and social justice as indicated in our campus priorities.

Semester Reminders

- Be aware of the drop/add period at the beginning of each semester (first five days of classes). This is your opportunity to make changes to your schedule.
- Make sure all transcripts from course work completed at a previous institution, including summer or winter session classes, have arrived. SUNY Cortland must receive an official transcript for the credit to be posted on your academic record.
- Review your Degree Works audit to know what you need to complete your degree.
- Respond to emails you receive from Starfish and seek appropriate assistance based on Starfish referrals or flag alerts.
- Pay attention to important deadlines:
 - Change of major: October 1 (fall), March 1 (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 projected four year timeline for classes, internship, etc., specific to your program)

First Year

- Explore your academic and career interests.
- Visit Career Services (Van Hoesen Hall, Room B-5) to discuss potential majors and careers.

Second Year

- Talk to professors and get a sense of the occupations that are available in their area of study.
- Review College catalog and any departmental specific advising tools and resources,

Third Year

- Identify education and/or skills needed to attain employment or training in your field (is grad school for you?).
- Volunteer or internship work in a particular field to gain hands-on experience in your major.

Fourth Year

- Research employment or graduate school options and start applying.
- Continue to network.
- Continue to do volunteer work or internships to build a resume and make you, as a professional, marketable.

Resources

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

SUNY Cortland Academic Advising Mission Statement

Students come to SUNY Cortland with differing academic experiences, varying needs and diverse backgrounds. Advisement plays a crucial role in helping students grow as engaged citizens, which is part of the College's mission statement. Students and advisors have important responsibilities in this process.



SUNY Cortland views academic advisement as serving two functions. First, the advisement process helps the student to satisfy immediate, short-term needs for selecting courses, scheduling and registration. Second, academic advisement endeavors to assist students to develop meaningful educational plans that are compatible with their life goals. A successful advisement process must represent a balance of these two components: registration and student development.

Academic Integrity Statement

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

Starfish

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

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

Disability Statement

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

Diversity Statement

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

Inclusive Learning Environment Statement

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

Title IX Statement

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

Basic Needs Statement (adapted by an article from the AAC&U Newsletter, Sara Goldrick-Rab – author):

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Associate Vice President for Student Affairs for support. Furthermore, please notify me if you are comfortable in doing so. This will enable me to assist you in finding resources.

A few words about FERPA...

What's FERPA? The letters stand for the Family Educational Rights and Privacy Act and *very* briefly this act protects your information. Unless I have either a written and signed release from you, or a reasonable professional need, I cannot share your academic information with any third part – including your parents. If your parent/guardian(s) calls me I cannot share your grades or your academic progress with him or her. If you want me to share this information, you will have to give me the proper written permission. I strongly encourage you to keep communication open between you and your parent/guardian(s). For more information on FERPA visit: <http://www2.cortland.edu/ferpa/> If you want to grant access to your academic information to a particular party (e.g. parent, legal guardian), you must complete the Consent for Access form in the Registrar's Office.