

# COR 101 Program Expectations 2024

## Course Development and Instruction:

- New instructors unable to attend prep meeting must meet with coordinator of COR 101 prior to the start of the semester.  
The COR Kickoff (instructors and SFs) will be held in Memorial Library on **Fri, Aug. 23 at 2:30 p.m.**
- COR Website: <http://www2.cortland.edu/offices/advisement-and-transition/cor-101/>
  - [Foundational Themes](#)
  - [Topics Resource List](#)
  - Course texts: [College Catalog](#), Student Planner and Reader (*Purpose and Practice: Making the Most of Your First Year at SUNY Cortland – provided via Brightspace for students*).
- Instructors should contact Coordinator of COR 101 throughout the fall with questions, concerns, adjustments to course format including student learning outcomes, and/or any instructor absence for extended period.
- Guidelines and responsibilities of COR 101 Instructors shall align with the policies and procedures outlined for the instructor of record within section two of the [SUNY Cortland Handbook](#)

## Course Support:

### Administration:

- During drop/add instructors must use Starfish if students do not attend class.
- Throughout the semester, instructors and student facilitators should always reach out to students you are academically worried about, but also keep Advisement and Transition informed using Starfish.
- Instructors seeking a COR 101 instructor grant must apply by the third week of classes. [Grant applications](#) must be submitted every year as funding is not guaranteed. Grant approvals will be sent via email on **the week of Sept. 16.**
- Instructors and student facilitators should explain the Course Teacher Evaluation (CTE) process and the importance of offering thoughtful feedback. Instructors should encourage participation.

### Syllabus:

- An electronic (or hard copy) course syllabus is due on or before **Fri., Sept. 13.** [Weekly schedules](#) are due on or before **Fri., Sept. 20.**
- Instructors must use the [five foundational COR themes](#) to develop course outline and activities:
  - Academic Success
  - Diversity Equity Inclusion
  - Orientation to Cortland
  - Personal Development and Wellness
  - Transitions
- Instructors and student facilitators are expected to utilize [course materials, resources, and active learning techniques](#):
  - *Purpose and Practice: Making the Most of Your First Year at SUNY Cortland* – online text (Reader will be automatically uploaded to your Brightspace class).
  - Student Planner (student facilitator will distribute planner at the first class)
  - College Catalog
  - COR 101 Website and Student Facilitator Brightspace board (COR 300)
- Devote at least one class to the advising and registration process. Instructors working with Pre-Major students in learning communities should work with the academic advisor from Advisement and Transition who are assigned as the academic advisor to the specific COR section.
- Pre-Major instructors (learning communities) must devote a class to career/major exploration.

- All instructors must spend some time discussing career options. If you are facilitating a class not in your area of expertise, consider inviting a guest speaker in the respective area (faculty member or department chair). Advisement and Transition can offer guest speaker suggestions.

### **COR 101 Program Expectations - continued**

- COR offers instructors academic freedom; however, the following course learning outcomes and student expectations **must be listed in your syllabus**:

#### **Learning Outcomes:**

Upon successful completion of this course, students will be able to:

1. Demonstrate an understanding of the transition to college by explaining one aspect of personal change/growth since high school and articulate two differences between high school and college.
2. Demonstrate an understanding of the SUNY Cortland community, policies, and procedures by navigating the SUNY Cortland website to find specific information or resources.
3. Describe the importance of keeping a balanced and healthy lifestyle by identifying two campus resources available for health and wellness questions.
4. Utilize academic resources by naming their Primary Academic Advisor and identifying two campus resources available to answer academic questions.
5. Identify two campus resources, offices or programs related to topics of Diversity, Equity, and Inclusion.

#### **Expectations:**

- attend and participate with class discussion and activities (students are not allowed to withdraw or retake COR 101).
- show proficiency using myRedDragon - including a variety of technological resources titled *Tech Talk* (additional information about *Tech Talk* will be shared in your materials at the Kickoff).
- attend at least five campus/community events of student's choice from the following options:
  - Athletic
  - Cultural
  - Lecture or Program
  - one academic club meeting associated with student's major - or academic club meeting of interest
  - Student's Choice
  - Optional: Instructors can add an additional event of their choice
- complete an assignment that requires taking the online College Student Inventory (CSI). The CSI is a self-assessment tool designed to provide feedback on student's academic motivation, general coping skills, and receptivity to support services. Reference the COR 101 timeline for administration dates of the CSI. Additional details will be shared in the "Kickoff folder".
- write at least 6 to no more than 12 pages of material. Written materials may be assigned in the form of essays, reflections, research, assignments, etc.

#### **Mentoring:**

- **Provide outreach, encouragement and be accessible to incoming students**
  - Reach out to any student not attending or is tardy for class.
  - Refer any student who may need assistance with study skills (writing, note taking, time management, etc.) to the appropriate office.
  - Pay close attention to the College Student Inventory (CSI) student reports (slated to be mailed to you in early October). Follow up with your students who show signs of concern. Additional information will be given to you early in the semester.
  - Advisement and Transition will ask you to reach out to students who we identify as needing additional guidance. Your student facilitator can be a good help with this outreach.
- **Mentor and collaborate with student facilitator**
  - Include student facilitator (SF) on the creation of a new course outline and weekly schedule.

- Assist with the creation of a new SF learning contract (no outlines and do not use contracts from previous years). **This reflective SF assignment is a critical component for the COR program.**
- Regularly meet throughout the fall semester with SF for course planning.
- Provide guidance/feedback to the SF regarding the two classes they will facilitate on a first-year transition topic as well as the poster they will create for the Poster Symposium.
- Attend and provide feedback on the classes the SF facilitates.
- Student Facilitator will be added as a student to the Brightspace/eLearning class. SFs are **not allowed to grade** but will have access to the reader and any other uploaded materials.
- SF will be asked to check-in with students on a variety of technology issues, called *Tech Talk* (additional information about *Tech Talk* will be shared at the Kickoff).
- Review the resources in the learning contract packet with SF at the start of the semester. Refer to the final SF learning contract before Progress Surveys are due. There should be no surprises with the SF progress survey feedback or final grade. Communicate throughout the semester.
- SF's should provide outreach, encouragement and be accessible to incoming students.