Agenda

- Curriculum
- Coping with Changes
- Student Support
- Role of Parents/Family
- Questions / Discussion
Goals of First-Year

- Become part of Cornell community
- Establish math / science foundation
- Learn about engineering
- Explore different majors
  - Find out what student likes and dislikes
- Learn how to ask for help
- Become a sophomore
### Engineering Curriculum

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics or Chemistry</td>
<td></td>
<td>Major Program</td>
<td>Core Courses + Electives</td>
</tr>
<tr>
<td>Intro to Eng</td>
<td>Intro to CS</td>
<td>Engr. Distribution</td>
<td></td>
</tr>
<tr>
<td>Writing Seminars</td>
<td></td>
<td></td>
<td>Approved Electives</td>
</tr>
<tr>
<td>Engr 1050</td>
<td></td>
<td></td>
<td>Liberal Studies Distribution</td>
</tr>
</tbody>
</table>

- Math
- Physics or Chemistry
- Intro to Eng, Intro to CS
- Writing Seminars
- Engr 1050
- Liberal Studies Distribution
- Approved Electives
- Major Program
- Core Courses + Electives
AP/GCE/IB Credit

- AP/GCE/IB credit means added flexibility
- May choose to accept or not accept credit
  - Work with faculty advisor
    » Confidence level in material
    » Take Cornell department placement exam
      - Math, Chem, Physics, Computer Science
“Affiliation” with Major

- Middle to end of sophomore year
- Preparation and planning now
- Exploration encouraged
  - Intro to Engineering courses
  - Engineering 1050
- Student uncertainty about major
  - common, expected
What Do Faculty Expect?

- Students will come to class
- Work done on time
- Pace OK unless hear otherwise
- Will hear from students who have questions or problems
- Students will take initiative
What Can Students Expect?

- Workload may feel reasonable at first
- Increased load over time
- Mental Stretch
- First Prelims end of September
Wake up call
(sometimes)

Reality sets in
Early Intervention

- Safety net
- Faculty in core courses send grades to Advising Office
- Staff contact students with C- or below in core courses
- Offer assistance and provide resources
What Can Parents/Family Expect?

**Initially**
- “Love most of my classes”
- “Homework is easy”
- “Less work than I thought!”

**As time goes by**
- “This is really hard”
- “I don’t know if I made the right choice”
- “Don’t like my roommate”
Coping With Many Changes

- **Environment**
  - Urban to rural
  - Small to large school

- **Homesickness**
  - Miss comfort of the familiar
  - Wish they could have a home cooked meal
  - Miss you and/or siblings

- **Social Setting**
  - More (or less) diverse community
  - Making own decisions

- **Residence Hall Life**
  - Sharing space
Demands on Students

- Self
- Peers
- Dorm Life
- Homework
- Tests
- Labs
- Social Setting
- Environment
- Grades
- Career Choice
- Family
- Faculty

Student
Keys to Success

- **Ask for help**
  
  “If you learn anything at Cornell, please learn to ask for help. It is a sign of wisdom and strength.”
  
  David Skorton, Cornell President

- **Seek out resources**

- **Knock on doors**
Student Services

- Many professionals, but not one mind reader!
  - Advising
  - Learning Initiatives
  - Diversity Programs
  - Co-op and Career Services
  - Asst Dean, Student Services
  - Assoc Dean, UG Programs
Cornell = Opportunity

- Undergraduate Research
- Student Project Teams
- Community Service
- Leadership
- Social Activities
- Student Organizations
- Athletics/Clubs/Intramurals
- Greek Life

Can create challenges in decision making
Time Management

- Prioritize
  - Academic
  - Extra-curricular
  - Socializing

- Act on priorities
  - Calendar book
  - Daily schedule
  - Classes, study time and location
  - Exams
The Role of Parents/Family

- Role in transition
  - Influence, not control
    » Can’t regulate their lives
    » Listen, raise questions, put them in touch with resources
  - Mentoring
    » Help student explore alternatives
    » Student takes responsibility for finding solutions
    » Make mistakes and learn from them
Role of Parents/Family

- Be supportive
  - Email often
  - Call
  - Send care packages
  - Listen
Family Educational Rights & Privacy Act (FERPA)

- Students have right to:
  - Inspect records
  - Challenge incorrect information
  - Keep records private
    » Professor’s names, course schedules, grades

- Treated as legal adults
  - Responsibilities and privileges
  - Personal Decisions
    » Coursework, classes, social life, personal well-being
FERPA (continued)

- Parents/Legal Guardians **may** be notified
  - Best interests of student
    - Withdrawals
    - Good standing is at issue
    - Disciplinary probation
    - Behavior inappropriate to continued enrollment

- If health or well-being of student is at risk, and known to us, you will be notified
Additional Resources

- University Family Guide
- Engineering Info for Families
  - [www.engineering.cornell.edu/familyguide](http://www.engineering.cornell.edu/familyguide)
- Engineering Undergraduate Handbook
- *Don’t Tell Me What To Do, Just Send Money*
  by Christine Shelhas-Miller, Helen Johnson
Summary

- Incredible opportunities here
- Big adjustment for student
- Curriculum challenging/stimulating
- Tons of resources and support
- Students should get involved
- Your most important role is to be supportive!