

Academic Advising and Student Services

Academic Advising

From the time students enter the college as freshmen until they become affiliated with a Major, they are under the administration of Engineering Advising, which implements the academic policies of the College Curriculum Governing Board (CCGB). In addition, the office provides a variety of advising services to help freshmen and sophomores with academic, career, and personal matters. Students can make an appointment by calling 255-7414 or may stop in to see an advisor on a walk-in basis.

Student Services is responsible for a variety of programs and services that assist in the development of successful engineering students. These include publishing *The Sundial*, a weekly e-mail newsletter for students that provides information about upcoming deadlines and special programs; organizing Major information sessions and other events to help freshmen and sophomores choose a major; coordinating the Peer Advisor Program; sending early-intervention letters to students who may need additional support in specific courses; and providing information on tutoring and academic support services available on campus.

Faculty Advising

All students are assigned a faculty advisor when they begin their course of study in the College of Engineering. They usually keep the same advisor until they affiliate, even though the advisor may not be in the Major in which they intend to specialize. Once students choose a Major, they will be assigned a faculty advisor from that Major.

Faculty advisors help students trans-

late their interests into an appropriate course of study, evaluate their curriculum and workload, monitor their progress toward a degree, and take advantage of the diverse opportunities available at Cornell. Students should consult their faculty advisor when they have questions about the academic requirements of the university, the college, or the schools and departments. Faculty advisors evaluate each semester's program, approve all course changes (except when a student is moving to a different section of the same course), and approve any course to be used as an approved elective. Students must see their faculty advisor whenever they consider adding or dropping a course. Students who wish to petition for an exception to college rules should discuss the matter first with their advisor, who must endorse any petition before it can be considered.

To be effective, a faculty advisor must be aware of a student's academic and personal goals. Students should make an appointment to see their advisor as soon as they return to campus after intersession or summer vacation. This is an opportunity for the student and advisor to discuss the student's goals, reevaluate academic plans, and make changes in course enrollment, if necessary. Students must also consult with their faculty advisor during the preregistration period to receive approval of their course selections for the following semester.

It is the student's responsibility to stay in contact with their faculty advisor and to ensure that the advisor is aware of the student's goals and progress. Academic difficulties may be avoided if the advisor is able to recognize problems early. Students often form strong intellectual bonds with their faculty advisors, and this

is more apt to happen if the student takes the initiative. Another benefit of developing a relationship with the faculty advisor (and faculty members in general) is that the student may wish to ask the advisor for a letter of recommendation at some point in his or her career. Such letters are not particularly useful unless they come from people who know the student well enough to accurately assess his or her capabilities

What Students Should Expect from Their Advisor

1. *Availability.* Students should expect to have ready access to their advisors. Most advisors set aside several hours each week for advising and will usually make appointments outside those hours if necessary. Advisors who are out of town for more than a week will usually designate an alternative advisor to handle urgent problems.
2. *Personal Contact.* Students should expect to have a personal relationship with their advisor, through which the advisor will become familiar with the student's background, academic record, and career plans.
3. *Advice.* Students should use their advisor as a resource for planning their academic program and identifying academic and career goals. The advisor will be able to explain college degree requirements, scheduling/registration procedures, and other academic regulations. While it is not the function of the advisor to help students find employment, they should be able to give broad advice on careers in engineering and science and the academic background necessary for such careers. The advisor can also provide information on postgraduate education and general requirements for admission to graduate programs. A faculty advisor may refer a student to other faculty members or

offices if they are better able to serve the student's needs.

4. *Assistance.* Advisors can help students explore special programs, such as cooperative education, international study, dual-degree and double-major programs. They may also be helpful in obtaining tutorial assistance or transfer/advanced placement credit, as appropriate. Students often ask their advisors to provide letters of recommendation for scholarships, employment, or graduate school.

What Students Should Not Expect from Their Advisor

1. *Job Placement.* While students should be able to discuss career options with their advisors, it is not the advisor's responsibility to provide assistance in a job search. Students should contact the University Career Center or the Engineering Career Services office for help in finding employment.
2. *Tutoring/Study Skills.* Advisors are often able to identify the need for tutoring, remedial course work, or improved study skills but should not be expected to provide the necessary assistance. Students in need of such assistance are generally referred to other resources, such as the Center for Learning and Teaching.
3. *Help with Personal Problems.* Students should make their advisors aware of problems that interfere with academic progress, but advisors are not trained to provide counseling for personal problems, nor should they be expected to resolve housing or financial issues. They will, however, refer students to the appropriate university office or program.
4. *Assessment of Effort Required for Specific Courses.* Advisors can determine the appropriateness of a given course in a student's program, but they cannot predict how difficult the

course will be or how much effort it will require.

Student Responsibilities in the Student-Advisor Relationship

1. *Initiate Contact.* Students are expected to initiate contact with their advisors for scheduling, course changes, and other matters in a timely fashion. Because of teaching commitments, research, and travel obligations, advisors may not be available on short notice. Students are urged, therefore, to plan ahead and initiate contact with their advisors well in advance of specific deadlines.
2. *Keep Advisors Informed.* Advisors can provide better advice if they are kept informed of their advisees' academic progress and career goals. Students should feel free to share this information with their advisors and can expect that their advisors will ask questions and provide appropriate guidance based on the dialogue.
3. *Accept Referrals.* Students should be willing to accept referrals from their advisors and should review the results of such referrals with their advisors after the fact.
4. *Work to Develop Rapport.* The rapport necessary for good advising can occur only if both the advisor and the student make an active effort to develop it. Recognizing that each advisor has their own style and personality, it is hoped that the student will respond to the efforts of the advisor to get to know the student and their academic interests.

The Engineering Seminar (ENGRG 150)

The Engineering Seminar (ENGRG 150), a 1-credit fall course, provides an opportunity for freshmen to get to know their fac-

ulty advisors on a more personal and meaningful level. Students meet regularly (as a group) with their faculty advisor to discuss a range of engineering topics. Discussions may include the engineering curriculum, aspects of various engineering careers, active research in the college and engineering in general, and study and examination skills useful to engineering students. Groups may also visit campus academic, engineering, and research facilities. All freshmen are preregistered in a section of ENGRG 150.

Peer Advising

As part of their participation in ENGRG 150, all freshmen are assigned peer advisors—sophomores, juniors, and seniors who have volunteered to help new students understand the course selection process, meet other engineering students, and adjust to life at Cornell. Incoming freshmen meet their peer advisors during orientation week and as part of their 150 seminar. Subsequent meetings are arranged as needed. Students should feel free to call their peer advisor at home during reasonable hours whenever they have questions.

Preprofessional Advising

Advising networks have been established at the university level for students who intend to go on to graduate study in law, medicine, or business. The principal function of these networks is to disseminate information and coordinate visits by admissions personnel. Students considering any of these graduate fields should visit Engineering Advising for general guidance and more detailed information.

Premedical

Students interested in medicine or other health-related careers must plan their courses early to meet both the requirements of the Common Curriculum

in the College of Engineering and the prerequisites of the intended professional course of study. Advice for freshman and sophomore premed students is provided by Engineering Advising, 167 Olin Hall, and by Judy Jensvold, the university premed advisor, in her annual premed meetings for engineers.

For upper-class students, premed advising is handled exclusively through the Office of Health Careers Programs. Students must declare their intentions through that office in the fall of the junior year.

Important meetings and deadlines are advertised in *The Sundial*, the *Cornell Daily Sun*, and special bulletins published by the Office of Health Careers Programs in 103 Barnes Hall.

Prelaw

Preparation for law school does not require a special structured curriculum, but students are encouraged to take electives in history, economics, government, and other courses that emphasize reading, writing, and oral communication. Prelaw advising is provided by the University Career Center (UCC) in Barnes Hall. During the academic year, the UCC conducts information sessions for students who want to learn more about the legal profession and admission to law school.

Prebusiness

Students who want to prepare for business school should take electives in economics, personnel management, business management, law, behavioral science, investments, or accounting. Special programs offered by the Johnson Graduate School of Management make it possible to work toward degrees in both engineering and management at the same time (see p. 112 for more information). Students interested in these options should visit the Office of Research and Graduate Studies (201 Carpenter Hall) or the admissions office

of the Johnson Graduate School of Management.

Engineering Diversity Programs

The College of Engineering established the Engineering Diversity Office (EDO) to act as a catalyst for the enrollment, support, career placement, graduate school preparation, and overall success of minority and women students. Some of the current programs are listed below. Led by Associate Dean Zellman Warhaft, emphasis is placed on creating a productive climate for undergraduate and graduate students and faculty developing new programs including outreach and mentoring undergraduate and graduate students. For further information, please contact EDO at 255-0735 or stop by 146 Olin Hall.

Engineering Diversity Programs Office

The Engineering Diversity Programs office operates precollege, undergraduate, and graduate programs to facilitate the recruitment and retention of underrepresented minority students and women in the College of Engineering. In addition to the programs described below, the office provides academic support and events to support a diverse community for minority and nonminority students.

Prefreshman Summer Program

The College of Engineering participates in a university-wide effort to promote academic achievement and involve students in the life of the university through this six-week residential program. The program is designed to acquaint students with the challenges associated with the Cornell engineering curriculum that will begin in the fall.

Developmental and specialized instructions are given to students in subjects such as mathematics, computer sci-

ence and English composition. Students may take regular or accelerated courses.

Major trips and recreational activities provide opportunities for getting a better understanding of how to navigate and adapt to the college. Seminars and workshops provide a wide range of topics that are relevant to academic and extracurricular life in the university setting.

Engineering Career and Job Fair

In September and April of each year the Engineering Diversity Programs office sponsors a networking event that allows companies representatives from all over the United States to meet with students from historically underrepresented populations. Summer internships and permanent jobs frequently result from this annual event.

COSEP (Office of Minority Educational Affairs)

Cornell's COSEP program provides academic support; financial aid; academic, career, and personal counseling; and programs to aid social and personal adjustment. This office is located at 100 Barnes Hall (255-3841).

Women in Engineering Resource Collection

In October 1992, the Women in Engineering Resource Collection was established in the reference section of the Engineering Library in Carpenter Hall. With support from the Engineering Library and grants from Digital Equipment Corporation and Kodak, print, audio, and video materials have been collected that target the issues women encounter in a male-dominated field.

Learning Initiatives for Future Engineers (LIFE)

The LIFE Program, 167 Olin Hall, offers academic support to engineering students through two peer educator programs—Academic Excellence Workshops

and Tutors-on-Call—as well as through the Undergraduate Research Program. LIFE also coordinates the TA Development Program in the College of Engineering. For more information on these programs, contact the LIFE Program at 607-255-9622 or life_eng@cornell.edu.

Tutors-on-Call

Peer tutors are available free of charge to offer assistance with many first- and second-year core engineering courses. Peer tutors are upper-level students who have successfully mastered the content of the courses they are tutoring. They have received formal training in (1) how to meet the learning needs of students with different learning styles and from diverse backgrounds, (2) how to facilitate others' problem-solving skills, and (3) how to identify learning problems and make appropriate referrals. Tutors can help students better understand key concepts, apply concepts to problems and projects and review and prepare for examinations.

One-on-one peer tutoring is an effective method of tutoring for students who feel they are under prepared or may have fallen behind in the course material. One-on-one tutoring is intensive and provides each student with individualized assistance. To contact a tutor, pick up a tutor list from the LIFE Program in 167 Olin Hall or check the online list at www.engineering.cornell.edu/student-services/irs/tutoring.htm.

Academic Excellence Workshop (AEW)

Academic Excellence Workshops (AEW) are small, cooperative learning workshopstaken in conjunction with engineering, math, chemistry, and computer science courses. The workshops are listed under the nomenclature ENGRG (Engineering General) and are paired with the appropriate course: ENGRG 191 with MATH 191, ENGRG 192 with MATH 192, ENGRG 211 with CHEM 211, ENGRG 100 with COM S 100, and so on.

Participants develop cooperative learning skills and use them in facilitated small groups to practice problem solving at or above the level of homework in the corresponding course. Workshops meet once each week for two hours. Facilitators are upper-class students who are trained in cooperative learning techniques. The AEW program is administered by the LIFE (Learning Initiatives for Future Engineers) Program. Enrollment is limited; students may enroll online for AEWs during pre-enrollment or during the add/drop period.

directly related to a student and maintained by an educational institution or party acting on its behalf. The law gives students (1) the right to inspect their own records; (2) the right to challenge incorrect information in those records; and (3) the right to keep their records private. (For more detailed information on FERPA, please refer to Courses of Study.)

Engineering Registrar

The Engineering Registrar's office, located in 158 Olin Hall, is the main repository of all engineering student records (note: this office is distinct from the University Registrar's office located in B7 Day Hall).

The registrar's office oversees course enrollment, grading, course scheduling, room assignments, and examination scheduling for the College of Engineering. The office is responsible for maintaining the Student Information System, and all grade and course updates are processed by this office. Any official documents relating to academic matters are filed as part of each student's permanent record and held in the registrar's office. The registrar's office also produces reports regarding course, enrollment, and student data. Students who need an official transcript or certification of enrollment should go through the University Registrar's office.

University Student Records Policy

The Family Educational Rights and Privacy Act of 1974 (FERPA) requires that students be advised of their rights concerning their educational records. Educational records include records