

Faculty Advising Handbook

2026–2027 Academic Year · A Living Document

How this handbook is organized. The handbook runs from the practical to the foundational. Part I is what you need before your first appointment; Part II is the systems and the curriculum you will work in; Part III is whom to call; Part IV is how to conduct the advising itself; Part V is the academic policies; Part VI is the philosophy, ethics, and compliance that underpin the whole role. Appendices A–E hold the checklists, contact directories, and links.

If you are new to advising, start with Part I and Appendix A. Every web address is a live link, and Appendix D collects them all in one place.

Table of Contents

Entries are jump links. Page numbers are not listed because Word computes them at open time.

Part I · Advisor Quick Reference

- 1 · Quick Start Guide for New Faculty Advisors
 - 1.1 · Before Your First Advising Appointments
 - 1.2 · During Registration Periods and Add/Drop
- 2 · Key Policies to Know Cold
- 3 · Your Top Referral Contacts

Part II · Systems, Tools, and Academic Planning

- 4 · Student Data and Campus Systems
 - 4.1 · HomerConnect
 - 4.2 · Degree Works
 - 4.3 · Student Success Dashboard
 - 4.4 · Academic Process Forms (IC Workflow)
 - 4.5 · Student Forms Not Available in IC Workflow
- 5 · Major and Minor Requirements
- 6 · Integrative Core Curriculum Requirements and Graduation
 - 6.1 · Ithaca Seminar (ICSM)
 - 6.2 · Perspectives
 - 6.3 · Core Competencies
 - 6.4 · Academic Writing
 - 6.5 · Diversity, Quantitative Literacy, and Writing Intensive
 - 6.6 · ICC Capstone Experience
 - 6.7 · Graduation Requirements
 - 6.8 · Transfer Credits for ICC Requirements

7 · Degree Progress and Academic Planning

8 · High Impact Educational Opportunities

- 8.1 · Study Abroad and Study Away
- 8.2 · Internships
- 8.3 · Independent Study
- 8.4 · Research and Disciplinary Conferences
- 8.5 · Integrative Studies

9 · Satisfactory Academic Progress (SAP)

Part III · Campus Partners and Student Support

10 · Campus Partners and Referral Routing

11 · Academic Concerns and ICare Referrals

- 11.1 · Academic Concern
- 11.2 · ICare Referrals

12 · Inclusive and Equity-Minded Advising

- 12.1 · Inclusive Excellence and Cultural Competence
- 12.2 · Accessibility and Accommodations
- 12.3 · First-Generation College Students
- 12.4 · International Students
- 12.5 · Transfer Students

Part IV · Conducting Effective Advising

13 · Building Effective Advising Relationships

- 13.1 · Necessary Interpersonal Skills
- 13.2 · Working with Today's College Students: Engagement and Communication
- 13.3 · Teaching the Decision-Making Process and Scaffolding Self-Determination

14 · The Advising Session

- 14.1 · One-to-One Academic Advising Sessions
- 14.2 · Before the Meeting
- 14.3 · During the Meeting
- 14.4 · After the Meeting
- 14.5 · Group Advising Sessions

15 · Advising Challenges: Scenarios and Strategies

- 15.1 · The Student Who Does Not Come
- 15.2 · The Student in Crisis
- 15.3 · The Student with a Pressuring Parent
- 15.4 · The Student Who Ignores Your Advice
- 15.5 · The Student Whose Situation Is Beyond Your Expertise

Part V · Academic Policies and Procedures

16 · Adding or Dropping a Course (Add/Drop)

17 · Waitlists

18 · Overrides

19 · Withdrawals

20 · Course Loads

21 · Grades, Repeats, and Credit

21.1 · Satisfactory/D/Fail Option

21.2 · Incompletes

21.3 · Repeating a Course

21.4 · Transfer Credit

22 · Academic Status, Standing, and Financial Aid Eligibility

22.1 · Quick Reference: Academic Policies and Deadlines

22.2 · Academic Status and Academic Performance

Part VI · Advising Foundations and Compliance

23 · Advising Philosophy and Models

24 · The Role of Faculty Advising in Student Success

25 · Advising in Faculty Evaluation and Workload

25.1 · Faculty Handbook 4.12.2.1.1 · Advising Students

25.2 · Advisor Training in the CFE and Department

26 · Advisor and Advisee Expectations

26.1 · What Students Can Expect of Their Advisor

26.2 · What Advisors Should Expect of Their Advisees

27 · Ethics, Documentation, and Professional Responsibility

27.1 · Advisors as Agents of Ithaca College

27.2 · National Ethical Standards for Advisors

28 · FERPA and Student Information

28.1 · What Counts as an Educational Record

28.2 · Sharing Information with Third Parties

28.3 · Documenting Advising Notes Under FERPA

Appendix A · Yearly Advising Checklists

A1 · First-Year Advising Checklist

A2 · Sophomore Advising Checklist

A3 · Junior Advising Checklist

A4 · Senior Advising Checklist

Appendix B · Academic Planning Resources and Advising Notes

B1 · Academic Planning Resources

B2 · Advising Notes in Degree Works and NotesHub

B2.1 · Best Practices for Advising Notes

B2.2 · Sample Note Format

B3 · Most Common Advising Questions

Appendix C · Key Contacts for Advisors

Appendix D · Links to Advising Tools and Resources

- D1 · Essential Advising Tools
- D2 · Registrar Resources for Faculty
- D3 · Registration Resources
- D4 · Advising Resources
- D5 · Decision-Support Tools for Common Student Scenarios

Appendix E · Advising Supports by Question Type

- E1 · Direct Advisees to the Advisor For
- E2 · Direct Advisees to the Academic Support Center For
- E3 · Direct Advisees to the Department Chair For
- E4 · Direct Advisees to the Dean's Office For
- E5 · Direct Advisees to the Registrar For
- E6 · Direct Advisees to IC Workflow

Acknowledgements

Part I · Advisor Quick Reference

Everything in this part is usable on its own. If you read nothing else before your first semester of advising, read this.

1 · Quick Start Guide for New Faculty Advisors

Whether you are brand new to advising or returning after time away, this checklist covers what you need before your first semester. Deeper detail is in the part named at each step.

1.1 · Before Your First Advising Appointments

- Complete the Center for Faculty Excellence new-advisor orientation (see [§25.2](#)).
- Choose your online scheduling platform. Consider Microsoft Bookings and Microsoft Outlook since IC supports both. Students will need to make appointments with you and online schedulers send them reminders. This is a win-win.
- From ithaca.edu/apps log in to HomerConnect, Degree Works and the Student Success Dashboard. If unable to access one, try a different web browser.
- Locate your advisee list in Homerconnect.
- Review the IC Catalog degree requirements and course descriptions entry for your department's major(s), minor(s) and micro-credential(s).
- Familiarize yourself with the ICC components and graduation requirements (see [§6](#)).
- Understand FERPA basics: what you can and cannot share, and with whom (see [§28](#)).

- Set up and communicate advising hours to your advisees via email. Introduce yourself and send the link to your online scheduler, with a brief list of things they should prepare and bring.
- Consider making an advising “course” in Canvas and adding your advisees to it so you can communicate with all at once and share pertinent documents.

1.2 · During Registration Periods and Add/Drop

- Meet individually with each advisee before their scheduled registration time ticket.
- Students gain access to registration season via a time ticket based on their earned credits, not registered credits or semesters attended at IC. Time tickets open at 7:30 a.m. on the dates the Office of the Registrar posts each term on its course registration page.

Time Ticket Access Opens	Population
Tuesday week 1	Special Populations and UG students with 90+ earned credit hours
Wednesday week 1	Graduate students and London Center
Thursday week 1	UG students with 60–89.9 earned credit hours
Tuesday week 2	UG students with 30–59.9 earned credit hours
Thursday week 2	UG students with under 30 earned credit hours

- Registration season remains open through the add/drop period of the semester for which they are registering. Encourage students not to panic about not getting their first-choice classes on the opening day. They have time for the waitlist processing to work before the next semester begins. Counsel calm.
- Spring semester registration season: time ticket through end of spring add/drop week.
- Fall semester registration season: time ticket to June 1, reopening August 1 through end of fall add/drop week.
- Review each student's Degree Works audit together.
- Help the student build a course wish list for the upcoming semester, including many alternatives.
- Urge the student to participate in [Registration Support Events](#) sponsored by the Academic Support Center, which support first- and second-year students with personal help on searching for courses more efficiently and on creating a sustainable schedule.
- Note any missing requirements, prerequisites, or sequencing concerns.

- Check Registration Notices in HomerConnect for holds before the time ticket opens. Not every hold blocks registration, but a hold that does stops every registration action, including claiming a waitlist seat, and only the office that placed the hold can clear it.
- If required for your school/program, share the Registration Access Code and have the student record it in multiple locations. They cannot register without it. Do not share the code unless the student has met with you; doing so defeats the purpose of required advising.

Pro Tip: Students in Humanities and Sciences, Music, Theatre and Dance, the Pre-Health Professions Program, first-year students in the School of Business, and first-year and new transfer students in Health Sciences and Public Health must meet with their advisor to receive a Registration Access Code (RAC).

Record advising notes in Degree Works or NotesHub (via the Student Success Dashboard). See Appendix B for the differences between the two systems and guidance on FERPA-appropriate notes.

2 · Key Policies to Know Cold

- Add/drop deadline: seven calendar days (plus Labor Day in the fall) from the first day of the semester.
- Withdrawal deadline ("W Day"): typically end of week 10 (end of week 5 for a block course).
- S/D/F election deadline [§21.1](#): same as the withdrawal deadline [§19](#).
- Last day to take a personal leave of absence: same as the withdrawal deadline.
- Full-time status: minimum 12 credits; standard load is 15 credits, which is also the minimum load for dean's list (with a semester GPA of 3.70 or higher). Any credits pursued over the 18 credit limit require permission and additional tuition fees.
- Incomplete grade: requires satisfactory work and circumstances beyond the student's control. Not to be used for a student who is likely to fail the course to delay the inevitable. The student must initiate conversations about an incomplete grade.
- Course repeat: a course with a grade of D+ or lower may be repeated; see [§21.3](#) for limits.
- Full sections: the waitlist is the route into a full section. A Course Registration Override clears a restriction but does not create a seat (see [§17](#) and [§18](#)).
- Good academic standing baseline rule of thumb: semester and cumulative GPA of 2.00 or higher and at least 12 credits completed. Some majors and departments are higher.

Full policy detail is in Part V, and the consolidated deadline table is at [§22.1](#). The authoritative source for dates is the [Academic Calendar](#).

3 · Your Top Referral Contacts

- Transcript and graduation questions: Office of the Registrar, registrar@ithaca.edu
- Policy exceptions: Academic Support Center, academicsupport@ithaca.edu

- Prerequisite, restriction, or instructor-permission overrides: the student submits a Course Registration Override in IC Workflow (see §18).
- Financial aid questions: Student Financial Services, sfs@ithaca.edu
- Accommodations: Student Accessibility Services, sas@ithaca.edu
- Academic or welfare concerns: [Academic Concern system](#) or [ICare](#)

The full directory, with locations and the situations that belong with each office, is in Appendix C. A who-to-ask guide by question type is in Appendix E.

Part II · Systems, Tools, and Academic Planning

Four systems carry the day-to-day work of advising, and the ICC is the curriculum you will be asked about most. Two additional systems, the Academic Concern form and ICare, appear throughout and are covered with the referral pathways in Part III.

4 · Student Data and Campus Systems

These four are the systems you will live in. Every one is also listed with its access address in Appendix D.

4.1 · HomerConnect

HomerConnect is Ithaca College's student information system where students and advisors can access course registration, grade submission, degree evaluation (via Degree Works), student schedules, financial aid information (only student has access), transcripts, and more. Guides and tutorials are available at [Registrar Services](#).

To search course offerings: from the homepage, choose Browse Schedule and Catalog, then Browse Classes, and select the term. Advanced Search allows filtering by department, course level, campus, ICC designation, or other attributes, and includes the valuable filter to show only sections with open seats or waitlist spaces. NB: Students sometimes confuse Browse Classes (courses available in a given semester) with Browse Course Catalog (every course that can be offered by IC).

HomerConnect is also the record of what has actually happened. Until a registration appears in HomerConnect, it has not happened, so advise from what the screen shows rather than from what a student was told. Students can check their waitlist position under View Registration Information → Schedule Details, and faculty can review the waitlist for their own assigned sections in HomerConnect.

Students are not permitted to attend classes for which they are not on the course roster.

Access: ithaca.edu/homer-connect

4.2 · Degree Works

Degree Works is the degree audit system integrated with HomerConnect. It shows a student's progress toward degree completion across all requirements: ICC, major, minor, and electives. Advisors access

Degree Works from HomerConnect or degreeworks.ithaca.edu by selecting the student from the dropdown menu.

The What-If analysis is particularly useful when a student is exploring a change of major, adding a second major or minor, or considering how a course will apply. Run a What-If with the student during the session to show the projected impact on their audit. You can also refer the student to the ASC for academic planning and major exploration.

Access: degreeworks.ithaca.edu/dashboard/ (via [HomerConnect](#))

4.3 · Student Success Dashboard

The Student Success Dashboard provides advisors with an overview of advisee academic performance, derived from a number of campus systems. Advisors should review the dashboard regularly, especially mid-semester, and follow up with students who have academic concerns and low midterm grades. The dashboard complements Degree Works by rendering visible performance trends before they become crises.

NotesHub is integrated into and accessed through the Student Success Dashboard. It is the preferred advising notes system at Ithaca College and is used by campus partners to share notes in support of a student. Full guidance is in Appendix B.

Access: student.ithaca.edu/portal/success-portal

4.4 · Academic Process Forms (IC Workflow)

IC Workflow is the online system for submitting, reviewing, and processing most student academic forms. As advisor, you can direct students to the self-service forms, or have students complete an appropriate form with you during the session. The system is at student.ithaca.edu/portal/workflow. These forms include:

- Change of Catalog Year
- Change of Expected Graduation Date
- Change of Major/Concentration
- Change of Minor
- Course Registration Override
- FERPA Permission to Disclose Educational Record
- ICC Study Abroad Petition
- Leave of Absence or Withdrawal – Information and Student Request
- Micro-credential Request
- Name Change
- Over 18 Credit Request
- Part Time Credit Request
- Petition for ICC Designation Exception
- Petition for ICC Study Away/Transfer Credit Evaluation
- Petition for Transfer Credit
- Revocation of Satisfactory/D/Fail (SDF)

- Satisfactory/D/Fail (SDF) Request
- Summer Credit Overload Approval
- Summer/Winter Sessions Course Restriction & Capacity Override Request
- Update HomerConnect Profile Information
- Veteran Benefit Request Form
- Withdraw from a Course

Course Waivers and Substitutions. Only the faculty advisor, program director, chair or dean can initiate a course waiver or substitution because of its curricular impact. This form is visible to faculty in IC Workflow, not to students.

4.5 · Student Forms Not Available in IC Workflow

Form	Where to Go
Change of advisor request	The student's dean's office
Application for Degree	Student's HomerConnect
Level Restriction Override for GR students	Registrar's website
Level Restriction Override for UG students	Registrar's website
Request to Audit Course	Registrar's website
Request for Letters of Recommendation	Registrar's website
Time Conflict Override	Registrar's website

These are handled on the [Registrar Services website](#), through HomerConnect, or by the student's dean's office as noted. Appendix E lists these routes by question type.

The Time Conflict Override is a paper form, not an IC Workflow form. It carries the signatures of both instructors and the approval of the dean's office before it is returned to the Office of the Registrar (see §18).

5 · Major and Minor Requirements

Each major and minor has a specific set of course requirements, prerequisites, and often minimum grade standards (typically C- or better). Review the Catalog entry for your program with each advisee annually, particularly after curriculum updates. Remind students that they follow the curriculum requirements of their catalog year. Exceptions may be made when updated curriculum benefits the student.

The student should confer with their advisor on the implications of a change of catalog year, as this changes all degree requirements, including major, minor and the ICC; a change of major automatically moves the student to the current catalog year. To change the catalog year, the student submits a form via IC Workflow.

As part of training and professional development, advisors should become familiar with major and minor requirements for their department in the IC Catalog: required courses, elective options, concentrations, and any departmental policies on minimum grades or prerequisite sequencing. New advisors will benefit from learning to read a course-description entry, the key for which can be found in the catalog under [Course Prefixes and Symbols](#)

The Degree Works audit for each student reflects these requirements and shows progress toward completion based on the student's catalog year.

6 · Integrative Core Curriculum Requirements and Graduation

The Integrative Core Curriculum (ICC) is Ithaca College's liberal education program. It runs alongside the major, elective coursework, and out-of-class experiences to develop integrative thinkers, critical problem solvers, and reflective learners. Every faculty advisor should have a working understanding of the ICC to help students plan a coherent four-year curriculum and to understand the value of a liberal arts education for personal and professional success.

For the detailed and authoritative requirements, refer to the ICC section of the IC Undergraduate Catalog: [Integrative Core Curriculum](#). The ICC is comprised of the components below.

6.1 · Ithaca Seminar (ICSM)

- All first-year students take a 4-credit ICSM in their first semester.
- Transfer students take a 1-credit transfer ICSM in their first semester.
- Students who fail or withdraw from their ICSM must complete an ICSM within the following two semesters.

6.2 · Perspectives

Students complete four perspective courses:

- Natural Sciences
- Social Sciences
- Humanities
- Creative Arts

Some major fields of study automatically fulfill the perspective associated with the department offering the major. If the student's department allows their discipline to fulfill an ICC perspective, this will show up automatically in Degree Works. To verify for a specific major:

- Log into Degree Works or HomerConnect via the Ithaca College Apps portal
- Look at the Integrative Core Curriculum block of the degree audit
- If the major counts for an ICC Perspective, that perspective requirement will indicate that it is met

Some school-specific waivers also apply; check your school's advising supports or department chair to learn which majors count as an ICC perspective.

Individual courses required by a major may not fulfill an ICC Perspectives requirement. For example, if a psychology course is designated as an ICC Social Science (SO) and is also required for a major in the Department of Psychology, students in that major may not use the course to fulfill their Social Science Perspective requirement.

6.3 · Core Competencies

Each student must demonstrate proficiency in the core competency areas listed in the catalog: Academic Writing, Diversity, Quantitative Literacy, Writing Intensive, and complete the ICC Capstone (§6.4–6.6).

6.4 · Academic Writing

All students take WRTG 10600 or an ICSM 10800 with a writing designation. Academic Writing should be completed early, preferably by the end of the first year, and must be completed before the student enrolls in a Writing Intensive (WI) course.

6.5 · Diversity, Quantitative Literacy, and Writing Intensive

Courses fulfilling the ICC Diversity (DV), Quantitative Literacy (QL), and Writing Intensive (WI) designations are offered at all undergraduate levels. Some courses carry both Perspective and Core Competency designations. For example, a course with a Humanities (HM) designation may also have a Writing Intensive (WI) or Diversity (DV) designation. Such courses fulfill both the Perspective and the Core Competency. Check Degree Works or the Catalog to determine if a course carries a Core Competency designation (DV, QL, WI).

6.6 · ICC Capstone Experience

Students complete an integrative capstone experience, determined by the school, department or program. Advisors should ensure students are aware of the capstone requirement well before their senior year. Students with double majors need to complete only one ICC Capstone Experience.

6.7 · Graduation Requirements

To earn a bachelor's degree from Ithaca College, a student must complete all required courses, including all of the ICC Perspectives and Core Competencies, earn a minimum of 120 credits, and maintain a cumulative GPA of 2.0 or higher.

6.8 · Transfer Credits for ICC Requirements

Transfer credits from high school (e.g., Advanced Placement) or college courses taken elsewhere may fulfill ICC Perspectives or Core Competency requirements. The first step is to submit all high school and college transcripts to the Office of the Registrar. Once the credits that transfer appear in Degree Works, those that count automatically toward the ICC will be listed as met.

If a transferred course should count towards ICC requirements but was not automatically applied, the student must complete a [Petition for ICC Designation Form](#), one form per course to be evaluated.

Further details are on the [ICC web page](#), which includes a [Frequently Asked Questions](#) section.

7 · Degree Progress and Academic Planning

Degree planning is a shared exercise, not something an advisor does for a student. Use [Degree Works](#) as the common document, run What-If analyses when a student weighs alternatives, and keep the four-year plan a living document rather than a form filed once. Planning resources and the four-year grid live on the [Faculty Advising Resources website](#).

7.1 Changing Graduation Date

Each major and minor has a specific set of course requirements, prerequisites, and often minimum grade standards (typically C- or better). Advisors should review the [Catalog](#) entry for their program with each advisee annually, particularly after any curriculum updates. Remind students that they follow the curriculum requirements of their catalog year. Exceptions may be made when updated curriculum benefits the student. The student should confer with their advisor on the implications of change of catalog year as this changes all degree requirements, including major, minor and the ICC, and that change of major automatically changes the student to the current catalog year. To change the catalog year, the student submits a form via IC Workflow.

7.2 Managing Graduation Dates

When a student has met every degree requirement, Ithaca College confers the degree at the end of that term, even if the graduation date the student chose is later. When the degree is complete, the student is done.

How it works

- Graduation follows degree completion, not a count of semesters. The date on file is the student's plan, not a promise of more time or eight semesters.
- The Office of the Registrar reviews graduation dates every term and moves them in both directions: earlier when the degree audit shows every requirement met for credits and the major, or later if degree requirements are still in progress and cannot be completed by the planned graduation date. Note: an incomplete minor does not constitute grounds for an additional semester once the major is complete and 120 credits have been earned.
- By federal financial aid regulation, once every requirement is complete, the student does not continue in the degree program for another term, and federal and institutional financial aid end.

- A student who wants to complete coursework after completing degree requirements must graduate and can return as an extramural (non-degree) student.

What advisors can do

- Compare the Degree Works audit with the graduation date on file at every advising meeting. If every requirement will be met sooner than the planned date, let the student know the degree will be conferred in the semester of requirement completion.
- If a student needs to adjust their graduation date they can do so using the Change Expected Graduation date form in IC Workflow.
- It is crucial to have this conversation *before* the student registers for the senior year, while the plan can still be changed.
- Send financial aid questions to Student Financial Services: sfs@ithacca.edu.

8 · High Impact Educational Opportunities

Academic advisors play an important role in helping students identify and plan for high-impact educational experiences that enrich their academic journey, enhance career readiness, and support personal growth. Advisors are encouraged to discuss the following opportunities early in students' college careers and help them incorporate these experiences into their academic plans.

8.1 · Study Abroad and Study Away

Studying away from campus allows students to broaden their perspectives, build intercultural competencies, and engage in immersive educational experiences that complement their coursework. Advisors should encourage students to explore these opportunities early to ensure appropriate academic planning and timely completion of degree requirements.

Ithaca College London Center. Ithaca College's longest-running study abroad program. Students can spend a semester or summer in London while taking courses in areas such as business, communications, fine arts, humanities, and social sciences. Internship opportunities are also available, allowing students to combine academic study with professional experience in an international setting.

Learn more: ithaca.edu/academics/london-center

Ithaca College Los Angeles Program (ICLA). An internship-based semester experience designed primarily for juniors and seniors in communications-related fields. Students gain professional experience through internships while taking industry-focused courses taught by Los Angeles-based faculty and professionals. The program offers opportunities in film, television, radio, journalism, advertising, public relations, photography, and related industries.

Learn more: ithaca.edu/academics/roy-h-park-school-communications/los-angeles-program

Additional Study Abroad Opportunities. Through the Office of International Programs, students can explore a wide range of approved study abroad programs around the world. Many programs are available across disciplines and majors, making global learning accessible to a broad range of students.

Learn more: ithaca.edu/academics/study-abroad

8.2 · Internships

Advisees should be encouraged to engage with the appropriate specialist in the Center for Career Exploration and Development (CCED) to learn how to pursue hands-on experience in their fields of professional interest. While some majors require internship or experiential learning credits, advisors should encourage students to begin exploring internship opportunities and search strategies early.

Internships vary in structure and compensation. Some earn academic credit, some are paid, and others are unpaid. Regardless of format, they provide valuable opportunities to develop professional skills, build networks, and clarify career goals.

The Center for Career Exploration and Development offers resources, advising, internship search support, and an Internship Fund that helps students with financial need participate in unpaid or low-paying internships. careerservices.ithaca.edu · [Internship Funding Resources](#)

Internships taken for credit are often variable credit courses. The department should give the student the required credit value in writing before registration, and the student sets that value in HomerConnect (see §16). A signed learning agreement does not register the student for any number of credits, so confirm the credits on the registration itself. There is no waitlist on internships, independent studies, or other individualized instruction.

8.3 · Independent Study

Independent study provides students with an opportunity to pursue individualized academic interests under the guidance of a faculty mentor. These experiences can include research projects, creative work, fieldwork, service learning, or focused reading in areas not fully addressed through traditional coursework. Independent study allows highly motivated students to deepen their expertise and take ownership of their learning.

Advisors should encourage students with strong academic interests or specialized goals to consult faculty members about potential independent study opportunities within their discipline.

Independent studies are often offered for a range of credits rather than a fixed value. The student sets the credit value in HomerConnect while registration is open, and the variable credit guidance in [§16](#) applies.

8.4 · Research and Disciplinary Conferences

Participation in undergraduate research and professional conferences allows students to engage deeply with their discipline, collaborate with faculty mentors, and share scholarly or creative work with broader professional communities.

Advanced students may be eligible to present research, creative work, or professional projects at regional, national, or international conferences. Advisors should encourage qualified students to seek

out these opportunities and discuss potential funding sources with their faculty mentors and dean's office. Limited funding may be available to support conference travel and presentation expenses.

These experiences strengthen graduate school applications, enhance professional networks, and contribute to students' academic and career development.

8.5 · Integrative Studies

The Integrative Studies Program allows motivated students to design their own interdisciplinary major when their academic interests fall outside the scope of existing degree programs. Students work closely with faculty mentors to create a customized course of study aligned with their unique academic and professional goals. The program suits students who wish to address complex questions through multiple disciplines or pursue emerging fields of interest. A senior capstone project is required.

Advisors who encounter students whose goals do not fit an existing major should consider referring them to the Integrative Studies Program. Website: ithaca.edu/academics/school-humanities-and-sciences/integrative-studies · Catalog: catalog.ithaca.edu

ADVISOR TIP: *Introduce these opportunities during the first year whenever possible. Early awareness helps students sequence coursework appropriately, meet eligibility requirements, secure funding, and maximize the benefits of these high-impact experiences.*

9 · Satisfactory Academic Progress (SAP)

As a condition of participating in Title IV federal financial aid, Ithaca College must apply a Satisfactory Academic Progress (SAP) policy. Student Financial Services evaluates each student against three federal standards:

- Cumulative Grade Point Average (GPA)
- Course Completion Ratio (credits earned against credits attempted)
- Maximum Time Limit for degree completion

Meet all three to keep federal, state, and institutional aid.

Academic Status and SAP are aligned but reviewed separately, which is why a student can receive both an academic status action (warning or suspension) and a separate SAP determination (SAP Warning, SAP Petition for Waiver, or SAP Waiver semester).

If you have concerns about an advisee's SAP standing:

Know the basics yourself. [SAP policy](#), and share the link with advisees who have low GPAs.

- Ask the student to review their SAP status in HomerConnect during an appointment.
- Send financial aid eligibility questions to Student Financial Services.
- Send students on SAP warning, or who need a SAP waiver completed, to the Academic Support Center.

Encourage struggling students to seek support early. Academic performance can affect standing and aid eligibility at the same time, and both are easier to protect than to restore.

Academic status categories and the review cycle are in [§22.2](#).

Part III · Campus Partners and Student Support

Advisors do not work alone. A strong network of campus resources stands ready to support you and our students. Knowing when and how to refer is a core advising competency that takes time to develop but pays off in efficiency and effectiveness.

10 · Campus Partners and Referral Routing

The offices below cover the large majority of situations an advisor will encounter. The full directory, with locations and contacts, is in Appendix C; the by-question guide is in Appendix E.

Situation	Where It Goes
Transcripts, graduation, registration holds	Office of the Registrar
Policy exceptions, academic planning, major exploration	Academic Support Center
Financial aid eligibility, SAP, credit-load changes, course repeats	Student Financial Services
Accommodation plans and disability documentation	Student Accessibility Services
Mental health, counseling, crisis support	Counseling and Psychological Services (CAPS)
Study abroad, immigration regulations, international student advising	Office of International Programs
Internships, job search, graduate school planning	Center for Career Exploration and Development
ICC requirements and faculty resources	ICC@ithaca.edu and the Academic Support Center

A hold is cleared by the office that placed it, not by the Office of the Registrar on that office's behalf. Registration Notices in HomerConnect show each hold and the processes it affects.

11 · Academic Concerns and ICare Referrals

Faculty advisors play a critical role in identifying students who need support. Ithaca College provides two distinct referral systems: Academic Concern and ICare. Understanding the difference helps advisors choose the right tool.

11.1 · Academic Concern

The [Academic Concern system](#) is the appropriate channel when you notice academic warning signs. It signals to the student that you have noticed performance that does not align with their success, and triggers outreach so the student knows where to go for support.

An academic concern generates email and text messages to invite the student to meet with an Academic Support Center professional and alerts their advisor that there is an issue in one or more courses. Faculty and staff commonly enter a concern when:

- The student has infrequent attendance or has stopped coming to class.
- Assignments are incomplete or work quality has declined.
- The student is not responding to email or outreach.
- You observe difficulty managing the course load.

While students are required to meet with an ASC professional, we have no way of compelling them to do so. If after repeated attempts to connect a student declines to meet, they are informed that their lack of response has been recorded and will be taken into consideration should they ever make a suspension or financial aid appeal based on academic performance.

Submit an Academic Concern: student.ithaca.edu/portal/academic-concern

11.2 · ICare Referrals

The [ICare system](#) is designed for non-academic welfare concerns. Submit an ICare when you observe signs of personal or emotional distress, including:

- Significant changes in mood, energy, or daily functioning.
- Decline in personal hygiene or appearance.
- Statements suggesting hopelessness, worthlessness, or thoughts of self-harm.
- Threatening or aggressive behavior.
- Substance use that is interfering with academic performance.
- Social isolation or withdrawal from peers.
- Death of a friend or family member.

ICare referrals are reviewed every business day and the ICare team reaches out to students directly. ICare is not the same as CAPS; students who receive an ICare referral are not automatically required to meet with CAPS, but counseling is offered when appropriate. If a student is in immediate danger, contact Campus Safety immediately.

Submit an ICare referral: cm.maxient.com/reportingform.php?IthacaCollege or ithaca.edu/icare

When you are unsure which system fits, or which office a student should be sent to, use the [Support or Refer a Student decision tree](#).

12 · Inclusive and Equity-Minded Advising

12.1 · Inclusive Excellence and Cultural Competence

Effective advising requires cultural humility: the ongoing commitment to examining your own assumptions, expanding your awareness of diverse student experiences, and adapting your approach accordingly. Cultural competence is not a destination but a practice.

Avoid stereotypical assumptions about what any student needs based on their group membership. The best approach in every case is to build a relationship grounded in mutual trust and respect, ask open-ended questions, and give the student space to define their own experience. Refer students to the Unity Center, First Generation Program, Office of International Programs, Student Accessibility Services, student organizations and affinity groups, or other relevant campus resources when it seems that a student lacks a support system or connection to community.

12.2 · Accessibility and Accommodations

Students with disabilities may have accommodation plans through [Student Accessibility Services](#) (SAS). Accommodation plans are typically established before the semester begins and must be reviewed and renewed every semester so the student controls what each professor learns about their accommodations.

Advisors should encourage students to initiate the accommodation process early, especially if they received IEP or 504 support in high school.

First-year students sometimes treat the transition to college as a "fresh start" and decline to register with SAS. This is a mistake that often becomes apparent in midterm grades. Students should register with SAS even if they elect not to use their accommodations, because accommodations are not retroactive. They are available only from the registration date onward.

To request accommodations, students first register with SAS through the portal on their website. Once accommodations are approved, students and faculty meet to discuss implementation. If conflicts arise, contact SAS directly for support.

Note: Academic accommodations do not change course requirements or graduation requirements. Advisors should consult SAS and the Academic Support Center if a student seeks a waiver of a degree requirement on the basis of disability.

12.3 · First-Generation College Students

First-generation students may be navigating college culture, financial complexity, and family expectations simultaneously. They may be unfamiliar with the norms and language of higher education, uncertain about their place in an academic community, or experiencing guilt about differentiating

themselves from family. They often underutilize support resources because they do not know they exist or feel reluctant to ask for help.

Advisors can support first-generation students by sharing their own first-gen status when applicable, normalizing help-seeking, explicitly naming available resources, and building a relationship that reduces the anxiety of the advising encounter. Do not assume that a first-generation student will have special needs; develop a genuine relationship and let the student define what support looks like.

12.4 · International Students

International students on F and J visas must maintain full-time enrollment (minimum 12 credits per semester). Before an advisor recommends a withdrawal that would drop an international student below 12 credits, the student must consult with the Office of International Programs. Reducing enrollment below the required threshold without authorization is a federal immigration violation.

Similarly, international students who wish to pursue an off-campus internship must obtain work authorization through the Office of International Programs before engaging in any internship activity. Working without authorization is a serious violation.

Be aware of cultural differences that may affect communication styles. Some students come from educational cultures where questioning authority is uncommon; they may agree with what you say without understanding or accepting it. Ask open-ended questions, invite pushback, and check for comprehension and active decision-making rather than compliance.

Office of International Programs: iss@ithaca.edu · ithaca.edu/academics/study-abroad

12.5 · Transfer Students

Transfer students bring academic experience and maturity, but they also face unique challenges: adjusting to a new institution, determining how prior coursework applies to Ithaca College requirements, and finding community. Advisors should:

- Share your identity as a former transfer student if applicable.
- Review the transfer credit evaluation carefully, noting what has been accepted and how it applies to degree requirements. These were evaluated by the Registrar upon admission, but it never hurts to review major, minor and ICC requirements for courses that could legitimately be claimed via petition.
- Identify any gaps in ICC or major requirements created by transfer patterns and help the student plan for how and when to meet them.
- Be flexible about course loads in the first semester; 12 credits is often appropriate for a transfer student adjusting to Ithaca College.
- Inquire about interests and facilitate connections to campus life and community, as transfer students are more likely to feel isolated than their first-year peers.

The [Petition for ICC Designation Form](#) is the route for courses a student believes should count toward ICC requirements; see [§6.8](#)

Part IV · Conducting Effective Advising

13 · Building Effective Advising Relationships

13.1 · Necessary Interpersonal Skills

Good advising is fundamentally relational. Technical knowledge of requirements and policies matters, but it is not sufficient. Students are most likely to seek out an advisor, follow through on referrals, and disclose victories and struggles when they feel genuinely heard and respected. These skills are foundational:

- **Meeting in person.** COVID-era youth have less experience and comfort meeting in person. This is a necessary skill for academic success, and advising sessions offer valuable practice interacting and developing social and communication skills. Students choose Ithaca College over large schools specifically to be in relationship with faculty. In-person advising is strongly encouraged.
- **Active listening.** Give your full attention. Do not plan your response while the student is still speaking.
- **Open-ended questioning.** Ask questions that invite reflection rather than yes/no answers. "What's going well this semester?" works better than "Are things okay?"
- **Empathy without rescue.** Acknowledge the difficulty of a situation without solving it for the student. "That sounds really stressful" is often more useful than immediately proposing a solution. When we "fix" a student's situation, we deprive them of skill building in problem solving. When we express confidence in their ability to figure it out, share resources and help them build an action plan, we cultivate problem solving and self-advocacy.
- **Non-judgmental tone.** Students will self-censor if they expect criticism. Approach disclosures about failing grades, changed plans, or personal struggles with neutrality and curiosity. Help students cultivate this in themselves as well: no one ever shamed themselves into improving. Good advisors help students see their performance and the consequences of their actions as data to be used to correct course, not a referendum on their value as a person.
- **Follow-up.** A brief email after a session noting what was discussed and what the student agreed to do next reinforces the relationship and demonstrates that you were paying attention.

13.2 · Working with Today's College Students: Engagement and Communication

Today's students have grown up in an era shaped by the COVID-19 pandemic and significant social disruption. Many enter college with higher rates of anxiety, less experience with in-person professional communication, and a preference for asynchronous interaction honed on smartphones and lockdown.

They may also be navigating significant family financial pressure compounded by uncertainty about the value of their degree.

Practical implications for advisors:

- Teach college behaviors, expectations and mindsets explicitly. Students may not know that they are supposed to schedule an appointment rather than drop in, or that an advising session has a purpose beyond course selection.
- Be patient with transitions. Many students have difficulty with the open-endedness of college advising compared to the authoritarian structure of academic planning and progress monitoring they experienced in high school.
- Teach the Carnegie ratio: for every hour in class faculty expect 2 hours of prep and homework outside of class. Normalize productive struggle. The more advisors communicate that academic challenge and self-management difficulties are a critical part of college, the more likely students are to ask for help before things become serious.

13.3 · Teaching the Decision-Making Process and Scaffolding Self-Determination

One of the most important things an advisor does is teach students how to make decisions. This means walking through the decision-making process out loud rather than simply providing an answer:

1. Help the student articulate the decision they are facing and what is at stake.
2. Identify the options available, including ones the student may not have considered.
3. Discuss the implications and trade-offs of each option.
4. Ask the student which option feels right and why.
5. Identify any information gaps and help the student find what they need.
6. Support the student in making and acting on their own choice.

Over time, students need less scaffolding. A senior who has worked with a good advisor should be able to navigate most academic decisions independently.

14 · The Advising Session

14.1 · One-to-One Academic Advising Sessions

Most advising takes place in one-to-one appointments. Whether you hold scheduled office hours, use an online scheduling system, or meet by appointment, the structure of an effective individual session is similar.

14.2 · Before the Meeting

- Review the Student Success Dashboard and Degree Works audit.

- Note any flags in the Student Success Dashboard.
- Recall topics from previous sessions using your Degree Works or NotesHub notes.
- Have the academic calendar handy for the current semester's deadlines.

14.3 · During the Meeting

- Open with a general check-in before moving to logistics: "How is the semester going overall?" What's the roommate situation? Making friends? Having fun? Too much or too little? What is going well this term? Any challenges?
- Address any academic concerns or flags.
- Review progress toward degree completion together using Degree Works.
- Encourage steady progress on ICC requirements. Note in particular whether there are courses in the major or minor that fulfill ICC Core Competencies (Writing Intensive (WI), Diversity (DV), Quantitative Literacy (QL), or the Capstone (CP)).
- Discuss course selections for the next semester, including sequencing and prerequisites.
- If a Registration Access Code (RAC) is required by your school or program, share it with the student and have them record it in their phone and on planning documents.
- Explore any questions the student brought to the meeting.
- Refer them to one-on-one help navigating the registration platform and looking for additional courses via the Academic Support Center's [registration supports page](#).
- Before closing, summarize what was discussed and the action steps the student will take next.

14.4 · After the Meeting

- Record a brief note in Degree Works or NotesHub: date, topics, action items.
- Send a follow-up email if commitments were made or referrals were given.
- Submit an Academic Concern referral if warranted.

14.5 · Group Advising Sessions

Group advising can be efficient for delivering information that applies to all advisees at once. Some departments hold registration prep sessions to share registration procedures, major requirement updates, course previews, known waivers and substitutions, or internship processes. These are an excellent way to induct new students into departmental culture, build cohort cohesion, and lay a foundation for more efficient individual sessions. While group sessions work well at the start of registration periods, they do not replace individual appointments; students still need one-to-one time for personalized planning.

When running a group session: prepare a clear agenda and key handouts (e.g., the [four-year planning worksheet](#)), allocate time for questions, and remind students to schedule individual follow-up appointments for questions specific to their situation.

15 · Advising Challenges: Scenarios and Strategies

Even experienced advisors encounter difficult situations. These strategies are drawn from best practices in academic advising.

15.1 · The Student Who Does Not Come

Some students disengage from advising precisely when they need it most. Proactive outreach is more effective than waiting. Send a brief, non-judgmental email: "I noticed you did not sign up for an advising appointment. Since we need to meet in order for you to register, we need to connect. If you are feeling uncertain about next semester I can help with that. Please use this link to book a time that is convenient for you. If none work, let me know and we will figure it out." Low-stakes invitations lower the threshold for response.

If a student fails to meet with their advisor and obtain their Registration Access Code (if required), they can meet with a member of the Academic Support Center for registration prep and their code, but this should not be the default. The ASC professional will educate the student about expected behaviors and make a note in NotesHub so the advisor is aware of this one-time exception.

15.2 · The Student in Crisis

When a student discloses a crisis during an advising session, your primary role is to listen, not to solve. Acknowledge the situation, express concern, and help connect the student to appropriate resources. Do not promise confidentiality in advance; there are situations in which you will be obligated to report. If the student mentions thoughts of self-harm or harm to others, contact ICare or Campus Safety immediately.

Crisis resources: [ICare referral](#) · CAPS, counseling@ithaca.edu · [Support or Refer a Student decision tree](#)

15.3 · The Student with a Pressuring Parent

Parents and supporters occasionally contact faculty advisors directly to influence course selections, choice of major, and the application of college policies. Remember that FERPA prevents you from discussing a student's academic record without the student's written consent. Some IC personnel will not discuss a student's record without the student being present. Acknowledge the parent's concern, explain FERPA briefly, and refer them to the student to learn grades, or to the Academic Support Center to share concerns and seek outreach for their student.

If a parent claims that their student has waived their FERPA rights, you must verify this with the Office of the Registrar. Do not share information even if a parent is distressed or feels entitled to it. For support, you can contact the Academic Support Center.

Faculty advisors should educate themselves about [FERPA via the Provost's website](#).

15.4 · The Student Who Ignores Your Advice

Ultimately, students make their own decisions. Your role is to ensure they have the information they need to make a well-informed choice, not to make the choice for them. The best protection you have is to document what was discussed, what was advised, and the student's agreed action plan. If a student's choices are leading toward academic trouble, an Academic Concern and referral to the Academic Support Center are both appropriate.

15.5 · The Student Whose Situation Is Beyond Your Expertise

Know your limits. Immigration questions, financial aid appeals, medical accommodations, and mental health crises require specialized professional expertise. Refer to the appropriate campus partner clearly, promptly, and with warmth: "I want to help you. I think [Campus Partner] will be able to help you. Would you like me to show you where to find their office or website so we can get you connected?"

If you need help determining to which office to refer them, consult the directory in Appendix C, the by-question guide in Appendix E, or the [Support or Refer a Student decision tree](#).

Part V · Academic Policies and Procedures

The Academic Calendar is the authoritative source for all deadlines. It is published by the Office of the Registrar and is available at ithaca.edu/academic-calendar. Review it at the start of each semester. The deadline table at §22.1 is a quick summary, not a substitute.

16 · Adding or Dropping a Course (Add/Drop)

Students may add or drop a semester course. The add/drop regulations also apply to changing instructors, sections, or the number of credits in a variable-credit course. No add or drop will be accepted after that date without a petition to and approval from the Academic Support Center. Petitions for late add/drop are not guaranteed to be approved and depend on the student's year, experience and history of seeking policy exceptions.

Variable credit. Certain courses are offered for a range of credits rather than a fixed value; internships, independent studies, research, applied study, and some topics and ensemble courses are commonly structured this way. The credits shown when such a course is first added are the section default, not the number the student intends to earn. While registration is open, the student sets the number directly in HomerConnect: Register for Classes → Schedule and Options → click the underlined hours (underlined hours mark a variable credit course) → select the credits → Submit. There is no form, no override, and no approval queue.

Set the variable credits first, then read the term total, since the selection counts toward the 18-credit limit (§20). A credit change is an add/drop action: it closes with add/drop, and a reduction after the deadline carries no tuition refund. If the student cannot make the change, the error message on the screen usually names the reason, such as a hold, a registration window that has not yet opened, or a total above 18 credits.

Students who are not officially enrolled in and on the HomerConnect roster for a course may not attend that class. Using this as a tactic for a late add can violate fire codes and can result in faculty coercion to exceed class size caps. Room capacity is a life-safety limit, and the Office of the Registrar determines whether a room can hold a section. Do not permit students who are not on your roster to remain in your class, and check your rosters after the add/drop period both in HomerConnect and in Canvas.

Students who do not attend a course are still enrolled until they formally drop it. The student bears responsibility for dropping any course they do not plan to complete. A dropped course does not appear on the transcript.

17 · Waitlists

Students should add themselves to the waitlist if one is available.

How the waitlist works. The waitlist is the college's published route into a full section. It is first-come, first-served, and the student can see the waitlist position in HomerConnect under View Registration Information → Schedule Details. The highest waitlist cap the college sets is 5, and a waitlist exists only on sections where one has been set; there is no waitlist on independent studies, internships, or other individualized instruction.

- When a seat opens, the next student in line receives an email at the IC address holding the seat, with a deadline to register. Before classes begin, the window to claim the seat is 24 hours; once classes begin, it narrows to 12 hours.
- Every registration rule still applies at the moment of claiming: prerequisites, corequisites, restrictions, time conflicts, the credit maximum, and holds. A waitlist offer is an opportunity to register, not an exemption.
- If the student does not register within the window, the student is dropped from the waitlist and the seat passes to the next student in line.
- Waitlists close to new additions on Day 3 of the term at 10:00 a.m. and stop processing entirely at the close of add/drop.
- A waitlist place is not a guarantee of a seat. Advise on the student's position and on alternative sections or courses.

Whether a section can take more students is a department decision, made by the chair, program director, or associate dean with the instructor, within the room capacity confirmed by the Office of the Registrar. When a cap is raised, the new seats release to the waitlist in order and each student is notified in turn; no student is placed by name.

Until a registration appears in HomerConnect, it has not happened. A student who is still on the waitlist should not be told that a seat has been arranged.

18 · Overrides

Students must complete all prerequisites or have equivalent preparation documented on their transcript before enrolling in a course. If HomerConnect blocks registration despite equivalent coursework, or if instructor permission is required, students may submit an override request through [IC Workflow](#). Students may also request access to courses restricted by major, minor, or class year. Requests are reviewed by the appropriate faculty member and students are notified electronically of the decision. Approved overrides remove the registration restriction but do not automatically enroll the student; the student must still register for the specific course section.

The Course Registration Override (CRO) is the student's IC Workflow form, submitted one CRN per form, and the decision returns to the student by IC email. It clears a restriction only: a prerequisite or corequisite, a major, minor, or program restriction, a class-standing restriction, or a requirement of instructor permission. A CRO does not create a seat in a full section, does not lift a hold, and does not carry over to a different section of the same course. There is no option in the override system when a class is full; the route into a full section is the waitlist (§17).

The Time Conflict Override is a separate paper form, not an IC Workflow form. It carries the signatures of both instructors and the approval of the dean's office and is returned to the Office of the Registrar. It instructs the system to disregard a scheduling overlap and nothing else: it does not create a seat, and every other requirement, including prerequisites, restrictions, credit maximums, holds, and available capacity, is still checked at registration. Because it asks the college to accept that the student will miss scheduled instruction in one of two courses, it should be rare.

19 · Withdrawals

Students may withdraw after the add/drop period and before the last third of the course begins. For a full-semester course, that window runs from week 2 through week 10. For a block course, it runs from week 2 through week 5. Submit the withdrawal through [IC Workflow](#); once processed, a W appears on the transcript.

A W is not calculated in the GPA. It counts as attempted credits, which preserves full-time status for financial aid and housing. Athletes and international students must still remain enrolled in at least 12 credits, so a withdrawal that drops them below 12 requires prior consultation with the appropriate office.

Completing fewer than 12 credits in a semester places a student on College Warning. They then have one semester to return to College Good Standing (12 or more credits completed, semester and cumulative GPA of 2.0 or higher).

A pattern of withdrawals matters more than a single W. Staying in a course that is going badly risks a low grade and GPA damage; withdrawing protects the GPA but adds a W to the transcript. One W is typically not meaningful to employers or graduate schools, but repeated Ws may raise questions and can delay graduation and financial aid eligibility.

What withdrawals mean for standing and aid:

- Athletes and international students must stay at 12 or more credits. Confirm before approving a withdrawal that would drop them below that line.
- Financial aid is measured by course completion ratio, not GPA alone. Multiple Ws or Fs can push the cumulative ratio below 67%, the threshold for keeping aid in a typical semester. Send those students to Student Financial Services.
- A withdrawal counts as attempted but not completed credit, which is what moves the ratio. The student remains full-time for housing and enrollment purposes.

20 · Course Loads

Full-time status requires a minimum of 12 credits per semester. Students may enroll in up to 18 credits without additional tuition, but this is a demanding load and not to be taken without careful advising based on prior academic success. Students who feel pressured to graduate early sometimes attempt repeated semesters at 18 credits, then actually delay graduation and harm their health because they underestimated the toll. Students tend to be more successful taking advantage of IC's reduced-rate summer tuition to speed degree progress or make up missing credits.

To enroll in more than 18 credits, the student submits the Over 18 Credit Request in [IC Workflow](#). Billing for additional credits occurs at the end of the add/drop period. A per-credit overload charge applies, and variable credit selections count toward the total, so set those credits first (\$16).

Part-time status for degree candidates requires the Part Time Credit Request, available through [IC Workflow](#). Part-time status must be requested before the end of the add/drop period, and has implications for financial aid and housing eligibility. Students should confer with the Academic Support Center before opting for part-time enrollment. No refund follows a change to part-time status after add/drop closes.

21 · Grades, Repeats, and Credit

21.1 · Satisfactory/D/Fail Option

The S/D/F option encourages curricular exploration. Each undergraduate may elect S/D/F grading in no more than four courses toward the bachelor's degree, with no more than one S/D/F course per semester. Students submit the Satisfactory/D/Fail (SDF) Request in [IC Workflow](#). Key rules:

- No course required for the major or minor may be taken S/D/F unless the course is offered only on a pass/fail basis.
- Students must submit the Satisfactory/D/Fail (SDF) Request by "W Day": the last day to withdraw from a course, usually the last day of week 10.
- Students may rescind the S/D/F election and return to a letter grade until "W Day."
- Students who take the S/D/F option and earn below C- will have the grade (D+, D, D-, or F) calculated in the GPA. A grade of S is not calculated in the GPA, but students earn the credits.

- Students planning to transfer or pursue graduate or professional school should be advised that S/D/F grades in courses related to the proposed area of study may affect admissions.

21.2 · Incompletes

An Incomplete grade is appropriate only when a student is doing satisfactory work but cannot complete the course due to circumstances beyond their control (medical emergency, family crisis) unrelated to academic performance. The student must request the Incomplete from the faculty member, with documentation of the reasons. Terms for completion are set by the faculty member and include specific assignments, assessment criteria, and a due date no later than the end of the following semester.

If no grade is submitted by the due date, a grade of F is recorded. Undergraduate students may not graduate with an Incomplete on their transcript.

21.3 · Repeating a Course

A student who earns a grade of D+ or lower in a non-repeatable course may repeat it once. For any repeated course, only the highest grade is counted in the GPA; credit toward graduation is granted only once. All grades for all courses, whether completed or attempted, remain on the transcript. A grade of W cannot be overwritten by repeating a course.

Students may need to submit a Course Registration Override in [IC Workflow](#) to register for a repeated course. Students receiving financial aid should consult Student Financial Services (sfs@ithaca.edu) before repeating a course, as there may be financial aid implications.

21.4 · Transfer Credit

Current students who wish to take courses at another institution in the United States must complete a Petition for Transfer Credit (PTC) in [IC Workflow](#) before taking the courses. Study abroad courses are handled through a separate process in the Office of International Programs (iss@ithaca.edu).

Rules for transfer credit:

- The student must receive prior approval before taking the course by submitting a Petition for Transfer Credit form. A separate petition is needed for each course.
- The other institution must have institutional and/or appropriate professional accreditation.
- The courses may not be ones that must be taken at Ithaca College to fulfill major requirements.
- The student must earn a grade of C- or better to transfer elective credits. The minimum grade for some programs may be higher.

NB: Transfer credit from accredited colleges counts toward graduation requirements, but the grades are not included in the Ithaca College GPA. Transfer credit as it applies to the ICC is covered in §6.8, including the [Petition for ICC Designation Form](#).

22 · Academic Status, Standing, and Financial Aid Eligibility

22.1 · Quick Reference: Academic Policies and Deadlines

Policy	Key Rule / Deadline
Add/drop	Seven calendar days (plus Labor Day in the fall) from the first day of the semester
Waitlist	Highest cap 5; claim window 24 hours, narrowing to 12 hours once classes begin; closes to new additions on Day 3 of the term at 10:00 a.m.; processing ends with add/drop
Variable credit change	An add/drop action, made by the student in HomerConnect under Schedule and Options; closes with add/drop
Withdrawal deadline ("W Day")	Typically end of week 10
S/D/F election deadline	Same as the withdrawal deadline
Personal leave of absence deadline	Same as the withdrawal deadline
Full-time status	Minimum 12 credits; standard load and dean's list eligibility at 15
Overload	Above 18 credits requires the Over 18 Credit Request in IC Workflow
Incomplete grade	Requires satisfactory work and circumstances beyond the student's control; not for a student likely to fail
Course repeat	Any course with a D+ or lower may be repeated
Good academic standing	Semester and cumulative GPA of 2.00 or higher and at least 12 credits completed
SAP course completion ratio	67% of attempted credits

22.2 · Academic Status and Academic Performance

Every student's academic status is reviewed at the conclusion of the fall and spring semesters of enrollment. The catalog names four categories of College Academic Status:

- College Good Standing
- College Warning
- College Suspension

- College Dismissal

Definitions and criteria for all of these can be found in the Ithaca College Catalog under [Academic Status](#).

Academic status is reviewed independently of Satisfactory Academic Progress for financial aid. A student may simultaneously receive an academic status action and a separate SAP determination. See §9 for the [SAP standards](#), the three federal measures Student Financial Services applies, and the referral path when an advisee is at risk of losing aid.

Part VI · Advising Foundations and Compliance

This part explains why the role is shaped the way it is, and what it obligates you to. Read it after you have a feel for the work; it will mean more then.

23 · Advising Philosophy and Models

Advising is teaching, and teaching empowers students to take charge of their lives. The goal is not simply to help students select courses but to foster growth as independent thinkers and decision-makers. Advising conversations go beyond schedules and grades to encompass goal-clarification, exploration of opportunities, and the scaffolding of self-determination.

When approaching advising developmentally, the advisor does not make decisions for the student. Instead, the advisor asks open-ended questions that encourage reflection and helps students identify alternatives and weigh consequences. Over time, as students develop confidence and skill, they rely less on the advisor for direction and more for mentorship and connection.

Ithaca College recognizes two interlocking advising models: (1) faculty advisors who bring disciplinary expertise and mentorship throughout the major, and (2) professional staff in the Academic Support Center (ASC) who provide coordination, referrals, and supplementary support. Together these foster independence, confidence, agency and self-determination in our students.

24 · The Role of Faculty Advising in Student Success

Research consistently shows that a strong advising relationship is one of the most significant predictors of student persistence and success. Faculty advisors are uniquely positioned to connect academic coursework to career and life goals, to identify students who may be struggling before problems become crises, and to advocate for students within the institution.

Faculty advisors serve as mentors and connectors. They are not expected to know the answer to every question, but they are expected to know how to find resources, make referrals, and take a genuine personal interest in each advisee's progress.

25 · Advising in Faculty Evaluation and Workload

Advising is recognized as a professional responsibility in the Ithaca College Faculty Handbook. It is considered part of faculty workload and is reviewed as part of faculty assessment.

Faculty are strongly encouraged to document advising activities: appointments, advising notes, advising emails and referrals made in Degree Works or NotesHub. This documentation supports both the student and the faculty member in the event of disputes or appeals and may serve as evidence for tenure, promotion and contract renewal.

25.1 · Faculty Handbook 4.12.2.1.1 · Advising Students

Excerpted from the Faculty Handbook:

Academic advising is an important faculty responsibility.

Academic advising helps students to assume responsibility for their educational decision-making and to access resources on campus that provide academic counsel, assistance, and support. Advisors should allow sufficient time for meetings and maintain confidentiality in the advising relationship.

Academic advising has both developmental and prescriptive aspects. Developmental advising assists students in making the transition to higher education and making the transition from college to the world of work and/or continuing education. Prescriptive advising helps students understand the requirements of academic programs and the regulations of the College and become aware of the many educational opportunities offered on and off campus.

An advisor helps students assess academic strengths and weaknesses, explore intellectual and career interests and goals, develop plans for a coherent academic program, monitor progress toward their degrees, evaluate their academic options, and understand the consequences of their decisions.

Read the full policy: [Faculty Handbook 4.12, Evaluation of Faculty](#).

25.2 · Advisor Training in the CFE and Department

New faculty advisors complete an orientation through the Center for Faculty Excellence (CFE) before assuming an advising caseload. This orientation covers the advising philosophy, key campus systems (HomerConnect, Degree Works, IC Workflow, Student Success Dashboard, Academic Concerns, ICare), FERPA basics, ICC requirements, and how to use NotesHub. Departments provide supplemental training on major-specific requirements, typical eight-semester plans, and any school-specific advising procedures. The Academic Support Center can provide department-specific training at the chair's request.

Refresher sessions are offered each September and February, before advising season opens. They cover updates to college policy, changes to ICC or major requirements, advising support system updates and current best practices. Advisors are encouraged to develop their own knowledge base, to attend, and to reach out to the ASC with questions throughout the year: academicsupport@ithaca.edu. ASC welcomes suggestions for, and improvements to, advising supports and tools.

26 · Advisor and Advisee Expectations

The advising relationship is a partnership that works best when both advisor and advisee understand what each is responsible for bringing to it.

26.1 · What Students Can Expect of Their Advisor

1. Be available during posted office hours and respond to emails within two business days.
2. Provide assistance in understanding academic requirements, policies, and deadlines.
3. Access and review mid-semester grades and contact the student to discuss options for remedying unsatisfactory performance.
4. Help students understand the purpose of degree requirements and their relationship to career goals.
5. Guide students in learning how to make academic decisions, discover their options, and think through consequences.
6. Make referrals to appropriate people and offices when questions fall outside the advisor's expertise.
7. Keep advising appointments, maintain respectful communication, and treat students as capable, developing adults.
8. Document meeting notes in Degree Works or NotesHub.
9. Stay current on Ithaca College policies, ICC requirements, and resources for students.

26.2 · What Advisors Should Expect of Their Advisees

1. Respond to email and messages from the advisor, schedule appointments when asked, and arrive on time or cancel with appropriate notice.
2. Come to advising appointments prepared with a list of courses, questions, and relevant documents (e.g., Degree Works audit, four-year plan).
3. Access and review mid-semester grades and contact the advisor to discuss options to remedy unsatisfactory performance.
4. Raise important questions (change of major, withdrawal, study away) well before registration deadlines.
5. Follow through on referrals and be willing to discuss suggestions.
6. Accept responsibility for making their own decisions after receiving advice.
7. Know their catalog year and refer to the College Catalog as needed.
8. Understand that their advisor is a resource, not a decision-maker.

27 · Ethics, Documentation, and Professional Responsibility

27.1 · Advisors as Agents of Ithaca College

When you advise a student, you act on behalf of Ithaca College. The information you provide, the referrals you make, and the guidance you offer carry institutional weight. This means advisors must stay current on college policies, communicate those policies accurately, and refer students to authoritative offices when questions fall outside the advisor's expertise.

Advisors should not make promises on behalf of other offices, approve exceptions that are outside their authority, or discourage a student from pursuing a formal appeal or grievance. When in doubt, contact the Academic Support Center: academicsupport@ithaca.edu.

27.2 · National Ethical Standards for Advisors

The National Academic Advising Association (NACADA) articulates a core set of ethical principles that inform advising practice:

- Advisors are responsible for treating students as individuals with dignity and respect.
- Advisors support the student's right to make their own decisions, even when those decisions differ from the advisor's recommendation.
- Advisors maintain honesty and accuracy in all communications about requirements, policies, and deadlines.
- Advisors acknowledge the limits of their knowledge and refer appropriately.
- Advisors protect student privacy and comply with FERPA.
- Advisors avoid conflicts of interest and the appearance of favoritism.

These principles are not abstract. They translate directly into how you communicate in advising sessions, how you document notes, and how you respond when a student or family member pressures you.

28 · FERPA and Student Information

28.1 · What Counts as an Educational Record

The Family Educational Rights and Privacy Act (FERPA) of 1974 protects the confidentiality of student educational records. As an advisor, this has direct implications for your work.

Advising notes, emails related to a student's academic progress, and any documentation you retain about a student's coursework or academic standing are educational records. These records may be requested by the student or subpoenaed. Keep notes professional and factual. If you would be uncomfortable with a student reading a note, do not write it or thoughtfully rephrase it for objectivity.

28.2 · Sharing Information with Third Parties

You may not share a student's academic information with parents, guardians, employers, or other parties unless the student has provided written consent through the Office of the Registrar. Even when a parent is paying tuition, FERPA protections belong to the student, not the parent. If a parent contacts

you with questions, acknowledge their concern, explain that FERPA prevents you from discussing student records without consent, and refer them to the Deans office.

When writing to the Office of the Registrar about a student, send the message to registrar@ithaca.edu rather than to an individual staff member, and limit each message to one student. A message that names more than one student, or copies one student on correspondence about another, discloses education record information to people with no right to it, and it cannot be filed in an academic record, which can reference one student only. Include the CRN and full section number, the student's name and ID number, and the obstacle exactly as the error message states it.

28.3 · Documenting Advising Notes Under FERPA

Advisors are encouraged to record meeting notes in Degree Works or NotesHub. Brief, factual notes help the advisor track what was discussed, create a useful record if a student later disputes a decision, and support continuity if an advisee switches advisors. Notes should include the date of the meeting, topics discussed, action items assigned to the student, and any referrals made. Notes are part of the educational record and are subject to FERPA.

See Appendix B for full guidelines, best practices, and a sample note format.

Appendix A · Yearly Advising Checklists

A1 · First-Year Advising Checklist

- Confirm enrollment in ICSM (Ithaca Seminar).
- Confirm enrollment in WRTG 10600 or ICSM 10800 with writing designation.
- Confirm on transcript any college credits earned prior to enrolling. If missing: prompt student to order AP or IB test results or dual enrollment course transcripts from the appropriate college or testing service. College credit cannot be granted based on the high school transcript alone.
- Review Degree Works and explain the degree audit format.
- Introduce the ICC requirements and explain how they are fulfilled.
- Introduce the four-year planning worksheet.
- Introduce the potential for high impact learning opportunities such as study abroad, internships and experiential learning opportunities for inclusion in long term plans. See [§8](#)
- Discuss time management, academic expectations, and campus resources.
- Identify any accommodation needs and refer to SAS if applicable.
- Check mid-semester grades; follow up on any concerns.

A2 · Sophomore Advising Checklist

- Review progress on ICC Perspectives and Core Competencies; identify remaining requirements.
- Discuss major declaration timeline (required by end of sophomore year in most programs).
- Review major requirements and plan a course sequence for the next two years. NOTE: by federal regulation, students graduate in the semester in which they complete their *degree* requirements. Students are admitted for degree completion, not 8 semesters, so they should plan course distribution carefully. See [§7.2](#)
- Discuss internship and experiential learning options.
- Explore study away or internship opportunities if applicable to the major or student interests.
- Revisit the four-year plan and adjust as needed.

A3 · Junior Advising Checklist

- Confirm that ICC requirements are substantially completed or on track.
- Review upper-level major requirements and capstone plan.
- Discuss internship credit process if the student is pursuing an internship.
- Address any standing concerns or incomplete grades.
- Introduce the graduation application process. The application typically appears in HomerConnect once the student has earned 100 credits. Students typically apply one full semester before graduation. NOTE: by federal regulations, students graduate in the semester in which they complete their degree requirements. See [§7.2](#)
- Discuss post-graduation plans: career, graduate school, other.

A4 · Senior Advising Checklist

- Confirm that all ICC requirements are completed or will be completed by graduation.
- Confirm that all major and minor requirements are completed or on track.
- Confirm that the graduation application has been submitted.
- Address any remaining incompletes or grade concerns.
- Discuss graduation timeline; confirm expected graduation date with the Registrar; a change is submitted through the Change of Expected Graduation Date form in IC Workflow.
- Connect the student with the Center for Career Exploration and Development for post-graduation transition support.

Appendix B · Academic Planning Resources and Advising Notes

B1 · Academic Planning Resources

The following planning tools are available through the [ASC Faculty Advising Resources website](#):

- First-Year Advising Checklist
- Sophomore Advising Checklist
- Junior Advising Checklist
- Senior Advising Checklist
- Academic Planning Worksheet (detailed, printable)
- Academic Planning Spreadsheet (basic)
- Four-Year Planning Grid, plus eight-semester academic plan examples and blank sheets for printing

B2 · Advising Notes in Degree Works and NotesHub

Degree Works and NotesHub can both serve as repositories of advising notes and allow advisors to document meeting notes, referrals, and follow-up actions directly in the student's academic record. You can only see the records for students who are your assigned advisees. Degree Works is at degreeworks.ithaca.edu/dashboard/.

NotesHub is integrated into and accessed via the [Student Success Dashboard](#) and is used by campus partners to share notes in support of a student. Degree Works notes are imported into NotesHub because the Student Success Dashboard aggregates information from a variety of campus systems. Users referring exclusively to Degree Works will not see notes entered into NotesHub by campus partners, but NotesHub users can see notes from either system. NotesHub is the preferred advising notes system at Ithaca College.

B2.1 · Best Practices for Advising Notes

Notes are part of the student's educational record and are subject to FERPA. For your protection as well as IC's, follow these guidelines.

- Record notes within 24 hours of the advising meeting.
- Include the date of the meeting, format (in-person, phone, email), topics discussed, and action items.
- Note any referrals made and the office or individual to whom the student was referred.
- Keep notes factual and professional. Avoid subjective characterizations.

- If you would not be comfortable with the student reading the note, do not write it. The student's academic record can be subpoenaed.

B2.2 · Sample Note Format

Met with student on [date] to discuss [topics]. Reviewed Degree Works audit; noted [specific requirements or concerns]. Discussed course options for upcoming registration. Student plans to [action item]. Referred student to [office] regarding [issue].

B3 · Most Common Advising Questions

- Can a student withdraw? Review the withdrawal policy (§19) and the ASC referral.
- Below 12 credits? Check international, athletic, and financial aid implications.
- Change major? Use the Degree Works What-If and IC Workflow.
- Academic or welfare concern? Use the Academic Concern versus ICare decision (§11).
- Registration issue? Review add/drop and variable credit (§16), waitlists (§17), overrides (§18), and Registrar resources.

Appendix C · Key Contacts for Advisors

When you are uncertain whom to contact, the following table covers the most common scenarios. Email addresses are live links.

Office	Location / Contact	When to Refer
Academic Support Center	106 Muller Faculty Center academicsupport@ithaca.edu (607) 274-9338	General advising support, academic skills, tutoring, success coaching, navigating college resources, academic concerns, academic planning, policy exceptions, major exploration, leave of absence, considering transfer.
ICC requirements	ICC@ithaca.edu academicsupport@ithaca.edu (607) 274-3381	Integrative Core Curriculum requirements and faculty resources.
Office of the Registrar	PRW 2nd Floor registrar@ithaca.edu (607) 274-3127	Registration holds, transcripts, degree evaluation questions, graduation applications, academic calendar.
Student Financial Services	PRW 1st Floor sfs@ithaca.edu (607) 274-3131	Financial aid implications of GPA, Satisfactory Academic Progress to retain financial aid, implications of credit load changes, or course repeats.

Office	Location / Contact	When to Refer
Student Accessibility Services	PRW Garden Level sas@ithaca.edu (607) 274-1005	Accommodation plans, disability documentation, testing accommodations.
Counseling and Psychological Services	Hammond Health Center counseling@ithaca.edu (607) 274-3136	Mental health concerns, counseling referrals, crisis support.
ICare and Case Management	120–124 Towers Concourse ICare@ithaca.edu (607) 274-7731	Students of concern who are experiencing known or suspected personal issues and would benefit from outreach.
Center for Career Exploration and Development	Phillips Hall careers@ithaca.edu (607) 274-3365	Internships, job searches, graduate school planning, career exploration.
Office of International Programs	074 PRW (Garden Level) iss@ithaca.edu (607) 274-3306	Study abroad, international student advising, immigration regulations.

Online: [Faculty Advising Resources](#) · [Support or Refer a Student decision tree](#) · [Academic Concern system](#) · [ICare](#)

Appendix D · Links to Advising Tools and Resources

The resources below are maintained at the [Faculty Advising Resources website](#). Every address is a live link.

D1 · Essential Advising Tools

- Academic Calendar: ithaca.edu/academics/registrar/academic-calendars
- Academic Calendar (current term deadlines): ithaca.edu/academic-calendar
- IC Workflow (student forms): student.ithaca.edu/portal/workflow
- HomerConnect: ithaca.edu/homer-connect
- Degree Works (via HomerConnect): degreeworks.ithaca.edu/dashboard/
- Student Success Dashboard: student.ithaca.edu/portal/success-portal
- Academic Concern Referral System: student.ithaca.edu/portal/academic-concern
- ICare Referral: ithaca.edu/icare · [ICare reporting form](#)
- Support or Refer a Student (decision tree): student.ithaca.edu/register/support-a-student
- IC Catalog (prior years in a dropdown): catalog.ithaca.edu
- IC Catalog, academic policies: catalog.ithaca.edu/undergrad/academic-information/

- IC Catalog, catalog codes: [Course Prefixes and Symbols](#)
- Academic Status definitions: [Academic Standards and Eligibility](#)
- Satisfactory Academic Progress: [SAP policy](#)

D2 · Registrar Resources for Faculty

Main page: ithaca.edu/academics/registrar/faculty-staff-resources

Includes faculty how-to guides for:

- HomerConnect
- Adding notes in Degree Works
- Submitting Midterm and Final Grades
- Submitting a Grade or Credit Hour Change Form
- Reviewing a Course Registration Override Form
- Submitting a Course Waiver or Substitution

D3 · Registration Resources

- Registrar resources for registration: ithaca.edu/academics/registrar/course-registration
- Academic Support Center registration resources: [course-registration-resources](#)
- Student Registration Support Events: [academic advising resources](#)
- Student-facing registration help: [Need Help Registration](#)

D4 · Advising Resources

- Faculty Advising Resources: ithaca.edu/academic-support-center/faculty-advising-resources (includes [eight-semester academic plan](#) examples and blank sheets for printing)
- Faculty Advising Resources, tools and worksheets: [resources-and-tools](#)
- ICC faculty advising resources: [ICC faculty resources](#)
- ICC requirements summary: [ICC requirements summary](#)
- ICC web page: ithaca.edu/academics/integrative-core-curriculum · [ICC FAQ](#)
- Petition for ICC Designation (students): [ICC designation request form](#)
- Faculty Handbook 4.12, Evaluation of Faculty: [Advising Students](#)

D5 · Decision-Support Tools for Common Student Scenarios – COMING SOON

The [Faculty Advising Resources](#) website will include decision guides for students facing common dilemmas. These can be shared directly with students or used to structure an advising conversation.

- Should I withdraw from this course?
- Should I take this course using the S/D/F option?
- I am having difficulty with a professor; what should I do?
- I am thinking of taking next semester off.
- I am thinking of transferring.
- I am thinking of taking courses elsewhere to transfer in.
- Can I take a course in the summer or winter?
- Can I take more than 18 credits to try to graduate early?
- Can I double major or add a minor?
- I want to pursue a dual BS and BA degree.
- I am thinking of changing my major.
- My family wants me to pursue one path, but I want another.
- What are my options if I cannot pass a degree requirement?
- I am struggling with learning; what can I do differently?

Appendix E · Advising Supports by Question Type

Use this appendix when you know the question but not the owner. It routes the most common requests to the office or person that handles them.

E1 · Direct Advisees to the Advisor For

- Course waivers and substitutions
- Academic planning and degree progress
- Course selection within the curriculum
- Discussion of career goals and graduate school planning
- Level restrictions for UG students to take a GR course, or GR to take a UG course (obtain form from Registrar for signature of Advisor, then submit to your Dean)
- Referral to appropriate campus resources when needs fall outside the advisor's role

E2 · Direct Advisees to the Academic Support Center For

- Withdrawing from a course (implications or missed deadline)

- Leave of absence, transfer, or withdrawal from Ithaca College
- Change of major (when an audition is not required)
- Add, change, or drop a minor
- Adding a second major
- Adding a dual degree
- Study abroad or study away
- Graduating early
- Changing a graduation date or adding an additional semester

E3 · Direct Advisees to the Department Chair For

- Program-specific curricular questions within your department, including routine variations that do not rise to a school-level petition.

E4 · Direct Advisees to the Dean's Office For

- Change of advisor
- Time Conflict Overrides (paper form signed by both instructors; Dean's Office approval before submission to the Office of the Registrar)
- Permission to audit a course (Dean's Office review before submission to the Registrar)
- Transfer credit evaluations within the major
- School-level academic petitions and exceptions
- Recital requirement exceptions (example of a school-specific process)
- Ensemble participation exceptions
- Applied lesson placement concerns beyond a routine studio change

E5 · Direct Advisees to the Registrar For

- Changes to, or errors in, Degree Works
- Readmission after suspension or administrative withdrawal

E6 · Direct Advisees to IC Workflow

The self-service student form list is in §4.4. The full set of student forms available in IC Workflow includes catalog year, graduation date, major and minor changes, registration overrides, FERPA disclosure permission, ICC petitions, leave of absence and withdrawal, micro-credential requests, name changes, overload and part-time requests, transfer credit petitions, S/D/F requests and revocations, summer and winter session overrides, profile updates, veteran benefit requests, and course withdrawal.

Acknowledgements

This document represents the collective contributions of many members of the Ithaca College community, both past and present. If your name belongs here and you are willing to be acknowledged, please email academicsupport@ithaca.edu.

Jake Brenner
Matt Clauhs
Amie Germain

Luke Keller
Vikki Levine
Kathy Lucas
Melodye MacAlpine
Kristin Morse
Amy O'Dowd
Crystal Peebles
Steve Ten Eyck
Michael Smith

This document is maintained by the [Academic Support Center](#) and updated each semester prior to advising season. Please send any corrections or inquiries to Elizabeth Bleicher: ebleicher@ithaca.edu.