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</tr>
</tbody>
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**Dear Student,**

SUNY Oswego is committed to you achieving academic success. This guide will serve as a resource to help you succeed. We are here to work through the Academic Success Guide with you and offer continuing support.

*Sincerely,*

Alicia King and Allison Peer

Student Academic Success Specialists  
SUNY Oswego Office of Learning Services  
177 and 179 Marano Campus Center  
315-312-3088 & 315-312-5614  
alicia.king@oswego.edu  
allison.peer@oswego.edu

A special thank you to Michelle Kent & Dan Lupa, for their generous contributions to the first edition of this Academic Success Guide.

**HELPFUL LINKS:**

*Office of Learning Services* - www.oswego.edu/ols - Free Tutoring Center, Writing Center, and tutoring information
*Tutortrac* – oswego.tutortrac.com – Free walk-in and by appointment tutoring sessions
*Star-NY* – www.cortland.edu/asap/online/STAR-NY_signin.asp - Free online tutoring system
*Career Services* – www.careerservices@oswego.edu - Explore majors/internships/careers, and service learning
*Counseling Services* – www.oswego.edu/student/services/counseling_services - Access to free, confidential counseling
Name: ___________________________  Semester: __________________________

FINANCIAL AID - Culkin 206 – Phone: 315-312-2248

Do you have GPA requirements to keep your financial aid?  Yes or No
If yes, what are they?
___________________________________________________________________________________________

Do you have credit requirements to keep your financial aid?  Yes or No
If yes, what are they?
___________________________________________________________________________________________

ACADEMIC ADVISOR – Contact Information

Advisor’s Name: ______________________________________
Office location: ______________________________________
Date of Meeting #1: ______________________  Date of Meeting #2: ______________________

COURSE INSTRUCTOR – Information and Office Hours

<table>
<thead>
<tr>
<th>COURSE</th>
<th>INSTRUCTOR</th>
<th>OFFICE HOURS</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

TUTORING APPOINTMENTS – 174 Marano Campus Center

Do you know how to sign up for a tutoring appointment?  Yes or No

Of the courses you are currently taking, which one(s) have tutoring availability?

<table>
<thead>
<tr>
<th>COURSE</th>
<th>WALK-IN / APPOINTMENT</th>
<th>TIMES</th>
<th>1ST APPOINTMENT DATE</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
</tbody>
</table>

WRITING CENTER – 112C Penfield Library

Do you know how to view the walk-in Writing Center schedule?  Yes or No

Did you view the tutors’ bios on the website to see if there is a tutor in your field?  Yes or No

What are the available days / times you can attend the Writing Center? ______________________________
1 GO TO CLASS

- Learn course material.
- Take notes, quizzes and exams.
- Participate in discussions.
- Learn assignment expectations.
- Prevent falling behind in course material.
- Gain participation and attendance points.
- Better comprehend course material.
- Improve your preparation for tests.
- Ask questions.

2 GET HELP

- Utilize the Tutoring Center - https://oswego.tutortrac.com
- Utilize the librarians - http://www.oswego.edu/library.html
- Utilize the Writing Center - http://www.oswego.edu/ols/writing-center
- Visit your instructors’ office hours.
- Form study groups.
- Attend all review sessions held by the instructor.
- Visit a Student Academic Success Specialist if needed.
- Mary Walker Health Center/Counseling Services
- See Academic Advisor.

3 BE ORGANIZED & USE GOOD TIME MANAGEMENT SKILLS

- Have separate binders or notebooks for each class.
- When using binders, hole punch assignments/handouts and put them in order with your notes.
- Print PowerPoint slides that are on Blackboard. Hole punch them and put them in order in a binder. Bring them to class if posted ahead of time.
- Use a planner: go through each syllabus and put any dated assignments, exams, papers, presentations, etc., in planner.
- Make note of when you need to start each assignment.
- Don’t procrastinate.
- Use your entire day to accomplish what you need to. Use a clock sheet. *See “Developing My Weekly Routine” – pg.6

4 STUDY & COMPLETE ALL HOMEWORK

<table>
<thead>
<tr>
<th>Difficulty</th>
<th>Credits</th>
<th>Multiply by (hours)</th>
<th>Total hours to study / week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Difficulty</td>
<td>3</td>
<td>1</td>
<td>3 hours</td>
</tr>
<tr>
<td>Medium Difficulty</td>
<td>3</td>
<td>2</td>
<td>6 hours</td>
</tr>
<tr>
<td>Higher Difficulty</td>
<td>3</td>
<td>3</td>
<td>9 hours</td>
</tr>
</tbody>
</table>

5 MAKE GOOD DECISIONS: It’s all in your hands! You decide:

- What time you go to sleep
- Amount of time you spend studying
- Amount of time you spend socializing
- Amount of time you spend on extracurriculars
- Amount of time you spend working
- Whether you are going to attend class and whether you will be on time
- How well you manage your time so that you never have to cram for an exam
- To sit in the front of class
- To see your advisor at least once a semester and know your degree & grade requirements
- To see your instructors when needed
- To get help when needed
Setting academic goals is **one of the key skills to be successful**. Research indicates students who set academic goals for themselves are more likely to graduate.

Goals can be **short term** (an “A” in Math) or **long term** (i.e. graduate with Honors in your major, get into grad school). Defining your goals helps you structure your time so that you can focus.

**DIRECTIONS:**

1. **Identify your short and long-term goals and put them in writing.** Think about what you’d like to accomplish; what skills you’d like to master; what connections you’d like to make at the college. Make sure your goals are realistic and fit your personality, lifestyle and values.

2. **Describe what you need to do to accomplish each goal.** For example, a goal of finding a major that fits your interests would require meeting with a career counselor and exploring majors. A goal of graduating with honors would require maintaining the required GPA and fulfilling the honors degree requirements.

3. **Keep your list handy for future reference and review it periodically.**

**WRITE YOUR SHORT-TERM GOAL HERE:** ____________________________________________________________

________________________________________________________

________________________________________________________

**THIS IS WHAT I NEED TO DO TO ACCOMPLISH THIS GOAL:** __________________________

________________________________________________________

________________________________________________________

**WRITE YOUR LONG-TERM GOAL HERE:** __________________________________________________________

________________________________________________________

________________________________________________________

**THIS IS WHAT I NEED TO DO TO ACCOMPLISH THIS GOAL:** __________________________

________________________________________________________

________________________________________________________

**PERIODIC REVIEWS:**

(#1) Date: ____________  (#2) Date: ____________  (#3) Date: ____________
**DIRECTIONS:** Use this page to plan class times, regular meeting times, and times you will eat, study, and have down time. This will help you use time more wisely, keep you organized, and may even reduce stress!

<table>
<thead>
<tr>
<th></th>
<th>SUNDAY</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Morning</strong></td>
<td>8:00-8:55</td>
<td>8:00-9:00</td>
<td>8:00-8:55</td>
<td>8:00-9:00</td>
<td>8:00-8:55</td>
<td>Morning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9:10-10:05</td>
<td>9:10-10:05</td>
<td>9:10-10:05</td>
<td>9:10-10:05</td>
<td>9:10-10:05</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12:40-1:30</td>
<td>12:40-1:30</td>
<td>12:40-1:30</td>
<td>12:40-1:30</td>
<td>12:40-1:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1:50-2:45</td>
<td>1:50-2:45</td>
<td>1:50-2:45</td>
<td>1:50-2:45</td>
<td>1:50-2:45</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3:00-3:55</td>
<td>3:00-3:55</td>
<td>3:00-3:55</td>
<td>3:00-3:55</td>
<td>3:00-3:55</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4:10-5:05</td>
<td>4:10-5:05</td>
<td>4:10-5:05</td>
<td>4:10-5:05</td>
<td>4:10-5:05</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
KEY THINGS TO KNOW ABOUT YOUR SYLLABUS:

- The syllabus sets the guidelines and requirements for the course
- Instructors’ office locations and office hours
- Books required for the course
- Grading structure (see example below)
  - Assignments, exams, papers, etc. & weight (how much they count toward your final grade)
- Dates (exams, homework, papers, projects) – Put these in your planner at the beginning of the term!
- Attendance & participation policies
  - Attendance & participation are two different things. If participation is a part of your grade, you must actually participate in class by speaking and contributing to class.
  - Attendance is solely based on being present. Know your instructors’ expectations and know if there is a penalty for absences.
- Late work submission policy
  - Will work be accepted late, and if so, is there a penalty to your grade?

GRADING STRUCTURE (EXAMPLE):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of grade</th>
<th>Grades Earned</th>
<th>Points earned toward final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper #1:</td>
<td>20%</td>
<td>80</td>
<td>16</td>
</tr>
<tr>
<td>Paper #2:</td>
<td>20%</td>
<td>70</td>
<td>14</td>
</tr>
<tr>
<td>Exam #1:</td>
<td>20%</td>
<td>80</td>
<td>16</td>
</tr>
<tr>
<td>Exam #2:</td>
<td>20%</td>
<td>70</td>
<td>14</td>
</tr>
<tr>
<td>Homework:</td>
<td>10%</td>
<td>90</td>
<td>9</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
<td>90</td>
<td>9</td>
</tr>
</tbody>
</table>

78/100 is your final grade (sum all of points earned) C+

To calculate points earned toward grade, multiply the percentage of the grade (20%, for example) by the grade you earn (80, for example) to get the points you earned for that assignment:

\[ .20 \times 80 = 16 \text{ points earned, toward your final grade.} \]

Note: DO ALL OF YOUR ASSIGNMENTS! A missed grade can significantly reduce the grade you earn in the course.
# Tracking My Grades

<table>
<thead>
<tr>
<th>Course: PSY 100</th>
<th>Instructor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Breakdown</td>
<td>% / Points Possible</td>
</tr>
<tr>
<td>Exam 1</td>
<td>20pts</td>
</tr>
<tr>
<td>Exam 2</td>
<td>20pts</td>
</tr>
<tr>
<td>Exam 3</td>
<td>20pts</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20pts</td>
</tr>
<tr>
<td>Final Paper</td>
<td>20pts</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course:</th>
<th>Instructor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Breakdown</td>
<td>% / Points Possible</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course:</th>
<th>Instructor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Breakdown</td>
<td>% / Points Possible</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course:</th>
<th>Instructor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Breakdown</td>
<td>% / Points Possible</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course:</th>
<th>Instructor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Breakdown</td>
<td>% / Points Possible</td>
</tr>
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<td></td>
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</tr>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>
GRADE POINTS:
Scale of 0-100 may vary by instructor, below is an approximate example:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Grade</th>
<th>Grade Points</th>
<th>Credits</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>(92 &amp; above)</td>
<td>3</td>
<td>9.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>(90-91)</td>
<td>3</td>
<td>8.01</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>(87-89)</td>
<td>3</td>
<td>9.99</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>(84-86)</td>
<td>4</td>
<td>12.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>(80-83)</td>
<td>4</td>
<td>10.68</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>(77-79)</td>
<td>3</td>
<td>6.99</td>
</tr>
</tbody>
</table>

DEAN’S LIST = 3.3-3.79
PRESIDENT’S LIST = 3.8-4.0

*GOOD ACADEMIC STANDING = 2.0 or above

EXAMPLE:

<table>
<thead>
<tr>
<th>Class</th>
<th>Grade/ Grade Points</th>
<th>Credits</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>B 3.0</td>
<td>3</td>
<td>9.0</td>
</tr>
<tr>
<td>ART 100</td>
<td>C+ 2.33</td>
<td>3</td>
<td>6.99</td>
</tr>
<tr>
<td>MAT 210</td>
<td>D 1.0</td>
<td>4</td>
<td>4.0</td>
</tr>
<tr>
<td>PSY 100</td>
<td>B- 2.67</td>
<td>3</td>
<td>8.01</td>
</tr>
<tr>
<td>HIS 202</td>
<td>B+ 3.33</td>
<td>3</td>
<td>9.99</td>
</tr>
</tbody>
</table>

SUM OF ALL QUALITY POINTS = 37.99

SUM OF ALL QUALITY POINTS: 37.99 / TOTAL CREDITS: 16 = GPA: 2.37

TERM GPA: Set a goal grade for each class!

<table>
<thead>
<tr>
<th>Class</th>
<th>Grade / Grade Points</th>
<th>Credits</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(i.e. B+ 3.33)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SUM OF SEMESTER QUALITY POINTS (QPs) =

SUM OF SEMESTER QPs: ______ / TOTAL SEMESTER CREDITS: ______ = SEMESTER GPA: ______

CUMULATIVE GPA:

Cumulative QPs (from transcript): ______ + Semester QPs (above): ______ = TOTAL QUALITY POINTS
Cumulative GPA Hours (from transcript): ______ + Semester Credit Hours (above): ______ = TOTAL CREDIT HOURS

TOTAL QUALITY POINTS ______ / TOTAL CREDIT HOURS ______ = ______ (NEW CUM GPA)
GET THE MOST OUT OF CLASS TIME... TAKING NOTES:

- Helps you pay attention
- Prepares you for what will be covered on quizzes and exams
- Gives you material to review when studying
- Combined with active listening, keeps you focused and helps keep your mind from wandering
  - Active Listening – not just hearing the words spoken, but also thinking about and trying to understand the information being presented
- Helps to identify areas needing clarification
  - Write as much information as possible for future reference.

NOTETAKING SYSTEM:

- **Spiral Notebooks**
  - 1 notebook per subject
  - Folder pockets for keeping class handouts
- **3-Ring Binders**
  - Have a separate one for each class
  - Hole punch handouts in class and put them in your notebook as soon as you get them
  - If you ever miss a class, get a copy of the notes and insert them where they belong
- **Cornell Note-taking System**
  - Record, Question, Recite, Reflect, and Review material
  - Leave 2 ½” column to left for Cue questions and the next 6” as notetaking column
  - Leave 2” at bottom of the page for summary
  - Reference: [YouTube](https://www.youtube.com) or [Google](https://www.google.com) “Cornell Note Taking Method”

NOTETAKING TIPS:

- Start a new page for each class and day
- Write the date at the top of the page.
- Keep your notes in chronological order from the start to finish of the semester
- Print PowerPoint slides in note-taking format (3 slides per page)
- Use an outline format with headings and bullets
- Underline all key concepts/terms
- Reread notes and rewrite them if necessary
- Use highlighters
- Compare notes with study group members or classmates
- Don’t write in complete sentences, use symbols & abbreviations to help you take notes faster:
  - = (Same or Equal) w/o (Without)
  - > (Greater than) w/in (Within)
  - < (Less than) b/c (Because)
  - ~ (Approximately) & (And)
  - w/ (With)

NEED HELP – BECOMING ORGANIZED AND LEARNING WHICH NOTE TAKING SYSTEM WORKS BEST FOR YOU?

Meet with a Student Academic Success Specialist through the Office of Learning Services!
• Preparation: In your planner, write in the date to start studying for each assigned quiz and test.
• Speak with your instructor prior to tests to clarify any questions you have. Ask what will be on the test.
• Depending on the test, begin studying 1-2 weeks in advance (i.e. number of chapters & value of the test).
• Studying should be ongoing (each day). This will reduce procrastination and test anxiety.
• Get a good night’s rest (minimum 6 hours) and eat a nutritious meal prior to the test.
• Enter the test knowing you have prepared to the best of your ability.
• Get to class early and bring everything you need: walk into the classroom with a positive attitude.
• At the test: Write down any equations or terms you are likely to use.
• Flip through the test to become familiar with the sections & monitor your time as you work through them.
• If you begin to feel overwhelmed, take a moment to take a few deep breathes in order to relax and refocus.
• If essay based, provide good detail, depth, and examples as evidence to show your understanding.

TEST ANXIETY:

Effects:
• Nervousness: difficulty reading and understanding the questions on the exam paper, difficulty organizing thoughts, and difficulty retrieving key words and concepts when answering essay questions
• Doing poorly on an exam even though you know the material
• Mental Blocking: going blank on questions, remembering the correct answers as soon as the exam is over

Reducing Test Anxiety:
• Study and know the material well enough so that you can recall it even if you are under stress.
• Learn and practice good time management skills and avoid laziness, procrastination, or day dreaming.
• Study throughout the semester and avoid cramming the night before the exam.
• Learn to concentrate on the material you are studying by generating questions from your textbooks and lecture notes, focusing on key words, concepts and examples in your textbooks and lecture notes, and making charts and outlines which organize the information in your notes and textbooks.
• Use relaxation techniques; for example, take long deep breaths to relax the body and reduce stress.

Reading
• Read chapters before material is taught
• Quiz yourself after reading texts
• Write your own study guide
• Do problems from the text
• While reading, highlight important info.
• Read aloud
• Use color coding
• Flag important pages in the text
• Create chapter outlines
• Use online resources
• Learn and use new words each day
• Write notes in the margin

(Source: Downing, S.)
STUDYING:

- Avoid cramming. Numerous study sessions well in advance is best.
- Tackle challenging subjects first: save easy subjects for last.
- Study in 25-minute intervals with 5-minute breaks.
- Create an ideal space: plenty of room, plenty of light, comfortable setting.
- Arrange to be undisturbed: take away cell phone, internet, TV, friends, etc.
- Identify prime learning time: morning, afternoon, evening – determine when you are most alert.
  
  Note: 1 hour studying in your “prime time” is worth 2 hours of studying in your “off time!”
- Study all course materials: readings, handouts, study guides, quizzes, essays.
- Condense course material: focus on important terms in book & notes, create outlines.
- Consider quiz & test questions: focus on what your instructor will expect you to know.
- Flashcards: effective for memorizing terms, concepts, and equations.
- Use a mnemonic device: a pattern of letters, ideas, or associations that assists with memorization.
- Make review sheets, highlighting main ideas.
- Quiz yourself on the notes and do practice problems.
- Practice using technology applications & programs.
- Attend course review sessions.
- Check off the topic when you feel comfortable with the material.
  
  ✓ Ask the instructor to go over unchecked topics.
- Additional resources:
  
  ✓ Visit your instructor (after class, during office hours or make an appointment) to get help.
  ✓ Study in groups to solidify comprehension.
  ✓ Seek tutoring or writing services – visit the Office of Learning Services!

<table>
<thead>
<tr>
<th>Hours to study each course per week</th>
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<tbody>
<tr>
<td><strong>Difficulty:</strong></td>
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<tr>
<td>Lower Difficulty</td>
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<tr>
<td>Medium Difficulty</td>
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<tr>
<td>Higher Difficulty</td>
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</tbody>
</table>

Lower Difficulty – advanced experience with content, performed high in prerequisites and related courses
Medium Difficulty – experience with content, performed satisfactory in prerequisites and related courses
Higher Difficulty – little to no experience with content, performed poorly in prerequisites and related courses
Career Services provides a variety of resources to help you achieve your career goals. Be proactive about finding the right major and career path for you!

**CAREER COACHES**
Set up an appointment with a Career Coach. Learn about the strategies, resources, and services that are available to explore majors and careers.
If you’re looking for some help on the spot, utilize our Compass Navigators in the Resource Center.

**WHAT CAN I DO WITH A MAJOR IN...**
Still exploring what your career path will be? There are infinite possibilities of how you can connect your major to a career path. Use this resource to explore where your major may take you.

**SELF-ASSESSMENT**
Learn more about your strengths, interests, and personality so that you can make informed decisions about your major and career. A variety of self-assessments are available on our website.

**CANDID CAREER**
Watch thousands of informational videos featuring industry professionals who will give you the inside scoop on careers.

**CONTACT US**
Career Services
145 Marano Campus Center
315.312.2255
careerservices@oswego.edu
oswego.edu/careerservices

Resource Center Hours:
Monday - Friday, 10am - 4:30 pm
(no appointment necessary)

Career Coach Appointments:
oswego.edu/career/bookme
### Campus Life
- 135 Marano Campus Center
  - (315) 312-2301
  - campuslife@oswego.edu

### Campus Technology Services
- 26 Langann Hall
  - (315) 312-3456
  - helps@oswego.edu

### Career Services
- 145 Marano Campus Center
  - (315) 312-2255
  - careerservices@oswego.edu

### Community Services
- 145 Marano Campus Center
  - (315) 312-5380
  - service@oswego.edu

### Experiential Learning
- 145 Marano Campus Center
  - (315) 312-2151
  - experiential@oswego.edu

#### Campus Recreation
- Student involvement
- Family & Friends Weekend
- Student organizations
- Event planning & support
- Digital signage
- Skate Shop
- Welcome Center
- Marano Center Box Office
  - check-cashing

#### Getting connected
- Help/training
- Instructional services
- Internet/email
- Labs/classrooms
- Requests for services
- Software/hardware
- Telephone/TV

#### undeclared advisement
- Major exploration
- Career exploration
- Self-assessments
- Skill identification
- Resume development
- Online tools & resources
- Career coaching

#### Service learning
- Volunteer opportunities
- Service placements
- Alternative break programs
- Student-led volunteer programs including:
  - Adopt-A-Grandparent
  - Mentor Oswego
  - ARC at SUNY Oswego
  - Habitat for Humanity

#### Internships
- Co-ops
- Mentor-Scholar
- RISE
- STEM Mentoring
- General Studies courses

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### First Year Programs
- 145 Marano Campus Center
  - (315) 312-3142
  - firstyear@oswego.edu

### Transfer Services
- Transfer Coordinator:
  - (315) 312-3638
  - transfer@oswego.edu
- 170 Marano Campus Center
- First in the World Grant
- Transfer Center:
  - (315) 312-2099
  - transfercenter@oswego.edu

### Counseling Services Center & LifeStyles Center
- 113 Walker Health Center
- Counseling Services Center:
  - (315) 312-4416
  - Lifestyles Center
- 116 Walker Health Center
  - (315) 312-5648
  - lifestyle@oswego.edu

### Disability Support Services
- 155 Marano Campus Center
  - (315) 312-3358
  - dss@oswego.edu

### Financial Aid
- 206 Culkin Hall
  - (315) 312-2248
  - financial.aid@oswego.edu

#### First Year Programs:
- First year advisement
- FirstChoice program
- Peer Advisors
- Orientation advisement
- Starfish Early Alert and Connect

#### Transfer Programs:
- Mentoring program
- Tau Sigma honor society
- Course equivalencies
- Articulation agreements
  - First in the World:
    - Transfer Advising
    - Transfer Success Seminar (GST 315)
    - Passport to Oswego (advising guides)

#### Counseling Services Center & LifeStyles Center:
- Individual counseling
- Group counseling
- Couples’ counseling
- Various workshops and seminars
  - LifeStyles Center:
    - Awareness campaigns
    - Peer Educator presentation topics:
      - Alcohol and other drugs
      - General wellness
      - Sexual health
      - Violence prevention

#### Disability Support Services:
- Provides reasonable accommodations to students that have documented:
  - Physical
  - Psychological
  - Emotional
  - Learning disabilities
- Accessibility for students with temporary disabilities caused by injury

#### Financial Aid:
- Applying for aid
  - Student employment
  - Grants
  - Scholarships
  - Loans
- Personal money management
- Financial implications of student withdrawals/drops

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In case of emergency: University Police: (315) 312-5555

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14
## Office of International Education and Programs

<table>
<thead>
<tr>
<th>100 Sheldon Hall (315) 312-2118</th>
<th>131 Marano Campus Center (315) 312-5420</th>
<th>173 – 179 Marano Campus Center (315) 312-2571</th>
<th>301 Culkin Hall (315) 312-2136</th>
<th>303 Culkin Hall (315) 312-2246</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:inted@oswego.edu">inted@oswego.edu</a></td>
<td><a href="mailto:thepoint@oswego.edu">thepoint@oswego.edu</a></td>
<td><a href="mailto:ols@oswego.edu">ols@oswego.edu</a></td>
<td><a href="mailto:registrar@oswego.edu">registrar@oswego.edu</a></td>
<td><a href="mailto:reslife@oswego.edu">reslife@oswego.edu</a></td>
</tr>
</tbody>
</table>

### Education Abroad:
- Study-abroad opportunities
- International internships & teaching opportunities

### International Student and Scholar Services:
- International student orientation
- Advisement to student organizations
- ALANA Leadership Conference
- Leadership development
- Community service
- Registration and creation of student organizations
- Student activities programming
- Student governance
- Student Involvement Awards

### The Point

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### Office of Learning Services

<table>
<thead>
<tr>
<th>501 Culkin Hall (315) 312-5483</th>
<th>Penfield Library (315) 312-4267</th>
<th>Walker Health Center Phone: (315) 312-4100 Fax: (315) 312-5409 <a href="mailto:health@oswego.edu">health@oswego.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:deanofstudents@oswego.edu">deanofstudents@oswego.edu</a></td>
<td><a href="mailto:askalibrarian@oswego.edu">askalibrarian@oswego.edu</a></td>
<td>Walker Health Center</td>
</tr>
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### Dean of Students

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<thead>
<tr>
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### Registrar’s Office

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### Residence Life & Housing

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### Resident Dining / College ID Card

<table>
<thead>
<tr>
<th>503 Culkin Hall (315) 312-2331</th>
<th>408 Culkin Hall (315) 312-2225</th>
<th>501 Culkin Hall (315) 312-5483</th>
<th>303 Culkin Hall (315) 312-2246</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:dining@oswego.edu">dining@oswego.edu</a></td>
<td><a href="mailto:stuaccts@oswego.edu">stuaccts@oswego.edu</a></td>
<td><a href="mailto:deanofstudents@oswego.edu">deanofstudents@oswego.edu</a></td>
<td><a href="mailto:reslife@oswego.edu">reslife@oswego.edu</a></td>
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### Student Accounts

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### Textbooks - College Store

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### Health Insurance

#### Waivers:
- Auxiliary Services (315) 312-2107

### Academic Success Guide

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### Off-Campus Housing
- Roommate concerns
- In-hall programming
- Employment opportunities
- Support for residents
- Fitness centers
### Well Performing Students vs. Struggling Students

<table>
<thead>
<tr>
<th>Well Performing Students...</th>
<th>Struggling Students...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Go to class!</td>
<td>• Find excuses not to go to class.</td>
</tr>
<tr>
<td>• Sit where the professor can see them and participate.</td>
<td>• Don’t actively listen or take notes during class.</td>
</tr>
<tr>
<td>• Work on their assignments early and submit them on time.</td>
<td>• Procrastinate until all their work piles up.</td>
</tr>
<tr>
<td>• Work on large assignments a piece at a time.</td>
<td>• Pull all-nighters to complete large assignments.</td>
</tr>
<tr>
<td>• Have methods for studying that work for them.</td>
<td>• May not know the best study method that works for them.</td>
</tr>
<tr>
<td>• Enter tests with confidence.</td>
<td>• Enter tests with doubts.</td>
</tr>
<tr>
<td>• Reward themselves after working.</td>
<td>• Reward themselves before working.</td>
</tr>
<tr>
<td>• Accept responsibility for their work and actions.</td>
<td>• Blame professors and others for bad grades.</td>
</tr>
<tr>
<td>• Seek help when they’re struggling.</td>
<td>• Are timid about seeking help.</td>
</tr>
<tr>
<td>• Are proactive; after fixing a bad situation, they work to prevent it from happening in the future.</td>
<td>• Are reactive; they fix bad situations but take no action to prevent them from happening again.</td>
</tr>
</tbody>
</table>

### Student Academic Success Specialists
SUNY Oswego Office of Learning Services
177 and 179 Marano Campus Center
[www.oswego.edu/sass](http://www.oswego.edu/sass)

315-312-3088 & 315-312-5614
alicia.king@oswego.edu
allison.peer@oswego.edu

To learn more about the Office of Learning Services, scan here:

### SOURCES


