A. **INTRODUCTION TO SUNY CANTON**

Recognized today for providing strong technical programs, a sound preparation for students wishing to transfer, highly rated academic support services, and a variety of distance learning opportunities, SUNY Canton originated in 1906 when the State Legislature established the State School of Agriculture at St. Lawrence University. After becoming SUNY Agricultural and Technical College (ATC) and being accredited by the Middle States Association of Colleges and Secondary Schools in 1952, the college moved to its present location in 1967. When the agricultural curriculum was eliminated in the late 1980s, the college became Canton College of Technology (CCT). Now as State University of New York College of Technology at Canton, the college offers a wide range of opportunities for students, from certificates to baccalaureate degrees. SUNY Canton students come primarily from New York State. The diverse population we serve includes students of color, commuters, non-traditional students who work and support families, and international students. Many are first generation college students and/or are eligible for the Educational Opportunity Program (EOP).

**MISSION STATEMENT:**

SUNY Canton is dedicated to providing a progression of accessible, affordable, high-quality applied programs that enable students in the North Country, New York State, and beyond to achieve their highest potential both personally and professionally.

**VISION STATEMENT:**

Educating the leaders of tomorrow for careers in the global technological economy.

**GOALS:**

As the College moves toward 2020, there are seven key goals critical to educating students and assuring that the institution thrives:

1. Promote Academic Excellence
2. Improve Operational Effectiveness
3. Optimize Enrollment
4. Drive Decisions with Relevant Information
5. Focus on Sustainability
6. Create a Robust, Active and Enriching Campus Life
7. Build Greater Awareness of SUNY Canton
INSTITUTIONAL STUDENT LEARNING OUTCOMES:
The Institutional Student Learning Outcomes (ISLOs) represent the knowledge, skills, and attitudes students are expected to develop as a result of their education experience at SUNY Canton. Upon completion of a degree program at SUNY Canton, students will demonstrate competency in five categories:
1. Communication Skills
2. Critical Thinking
3. Foundational Skills
4. Social Responsibility
5. Industry, Professional, Discipline-Specific Knowledge and Skills

<table>
<thead>
<tr>
<th>ISLO</th>
<th>Definition</th>
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<tbody>
<tr>
<td>1. Communication Skills (all subsets required for programs)</td>
<td>The category of communication skills requires students to demonstrate competency in both oral and written expression, including a basic understanding of discourse contexts and appropriate use of style and necessary writing technologies.</td>
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<tr>
<td>Oral</td>
<td>Students demonstrate or share knowledge to foster understanding, or to promote change in the listeners’ attitudes, values, beliefs, or behaviors through a prepared, purposeful, communicative act.</td>
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<tr>
<td>Written</td>
<td>Students develop and express ideas in writing. This written communication involves learning to work in many genres and styles. It can also involve working with many different writing technologies, and mixing texts, data, and images.</td>
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<tr>
<td>2. Critical Thinking (one of three subsets required for programs)</td>
<td>The category of critical thinking requires students to demonstrate competency in formulating conclusions as a result of exploration, evaluation, and analysis. Students will explore, evaluate, and analyze objects, subjects, and phenomena.</td>
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<tr>
<td>Critical Analysis</td>
<td>Students demonstrate a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.</td>
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<tr>
<td>Inquiry and Analysis</td>
<td>Students demonstrate a systematic process of exploring issues/objects/works through the collection and analysis of evidence that result in informed conclusions/judgments (inquiry) and demonstrate the process of organizing complex topics or issues into parts to gain a better understanding of them (analysis).</td>
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<tr>
<td>Problem Solving</td>
<td>Students design, evaluate, and possibly implement strategies to answer an open-ended question or achieve a desired goal.</td>
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<tr>
<td>3. Foundational Skills <em>(all subsets required for programs)</em></td>
<td>The category of foundational skills requires students to demonstrate knowledge in information management, basic math skills as required by disciplinary standards, and skills associated with their discipline.</td>
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<tr>
<td>Information Management</td>
<td>Students perform the basic operations of personal computer use to understand and use basic research techniques; and locate, evaluate and synthesize information from a variety of sources.</td>
</tr>
<tr>
<td>Quantitative Literacy &amp; Reasoning (QLR) <em>(Requirement filled by GER 1)</em></td>
<td>Students demonstrate competency in working with data. Individuals with QLR skills will possess the ability to reason and solve quantitative problems from a wide array of contexts. Students will be able to create arguments supported by quantitative evidence, accurately communicate those arguments in a variety of formats (e.g. using words, tables, graphs, mathematical equations, etc., as appropriate), and check the results for reasonableness and accuracy.</td>
</tr>
<tr>
<td>4. Social Responsibility <em>(two of four subsets required for programs)</em></td>
<td>The category of social responsibility requires students to demonstrate understanding of cultural relations and global concerns. Students should demonstrate cultural sensitivity and global concerns with an emphasis on ethical standards.</td>
</tr>
<tr>
<td>Ethical Reasoning</td>
<td>Students demonstrate the ability to assess their own and others’ ethical values and the social context of problems, recognize ethical issues in a variety of settings and contexts (which could include cultural, historical, or professional contexts), think about how different ethical perspectives might be applied to dilemmas, and consider the ramifications of decisions and actions.</td>
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<tr>
<td>Global Learning</td>
<td>Students critically analyze and engage with complex, interdependent global systems and legacies (natural, physical, social, cultural, economic, or political) and explore their implications for people’s lives and the earth’s sustainability.</td>
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<tr>
<td>Intercultural Knowledge</td>
<td>Students demonstrate knowledge that supports effective and appropriate sensitivity to, and</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Students exhibit behaviors that facilitate teamwork and collaboration as demonstrated by effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.</td>
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<tr>
<td>5. Industry, Professional, Discipline-Specific Knowledge and Skills</td>
<td>The category of industry, professional, and discipline-specific knowledge and skills requires students to demonstrate the knowledge and skills necessary to succeed as leaders of tomorrow in their chosen career path.</td>
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</tbody>
</table>
B. TEACHING RESPONSIBILITIES

ABSENCE WARNING/DISMISSAL FROM CLASS  SH, PPM
Students may be given a Notice of Failure due to lack of participation and/or attendance or may be given a Notice of Dismissal due to deviant academic conduct (see Student Handbook Student Responsibilities section). Class policy for attendance, participation, and dismissal should be included in a class syllabus (see Syllabus Outline in the Appendix). Raise a flag in RooSuccess to inform students of Excessive Absences, Poor Performance, or to encourage withdrawal from the course. (see instructions at http://www.canton.edu/roosuccess/). Faculty are encouraged to use this process to increase the chances of student success. (see how to Raise a Flag in the Appendix). NOTE: In addition to raising a flag on a student as needed, faculty are expected to participate in the Engaged/Not Engaged/Missing Progress Survey for all classes and students at the end of the third week of classes.

ACADEMIC CALENDAR (APPENDIX)
Faculty must use the official academic calendar when scheduling instructional activities.

ACADEMIC INTEGRITY
ACADEMIC INTEGRITY POLICY  SH, PPM
The instructor may impose a penalty upon a student evidencing prohibited academic behavior. In those instances where cheating, plagiarism, and/or alteration of academic documents are proven, a student will be subject to a grade of “F” for the specific assignment and/or course. Similarly, a student may be dismissed from a course with a grade of “F” as a consequence of intentional disruption, obstruction, or comparable class misconduct. These consequences should be included in the class syllabus. Repeated violations of this policy may result in suspension from the College. For additional information on SUNY Canton’s Academic Integrity Policy, please click on this link:
http://www.canton.edu/provost/pdf/Academic_Integrity.pdf

PLAGIARISM  SH, PPM
When there is evidence of plagiarism, a student may be assigned a grade of “F” for the assignment and/or course. These consequences should be included in the class syllabus. SafeAssign is the software tool which is available in Blackboard. Contact the Center for Online Learning for assistance. Faculty have the option of dismissing a student for ethical reasons via RooSuccess (see appendix or http://www.canton.edu/roosuccess/ for instructions). This option will assign a grade of F and prevent the student from withdrawing from the course without the
permission of the faculty member. More details on this policy can be found at: 
http://news.canton.edu/policies/academic-integrity/

STUDENT ACADEMIC GRIEVANCE PROCEDURE SH
Faculty and students have joint responsibilities in maintaining academic integrity. The fair evaluation of academic work can only occur in an environment conducive to learning and one which fosters concern for human dignity. The purpose of the academic grievance procedure is to provide students and faculty with an equitable and efficient method for resolution of student academic grievances. The definition of a grievance and the process of the grievance procedure are outlined in the Student Handbook. Under no circumstances may a grade be grieved if the student simply disagrees with an instructor about the quality of the student’s work. A grade may be grieved only when the student alleges that the instructor was acting arbitrarily, unfairly, or maliciously by giving the grade for reasons unrelated to the quality of the work in question.

ATTENDANCE/ABSENCES – EXCUSED ABSENCE POLICY SH, PPM
The Vice President for Student Affairs may issue excused absences for the following reasons: participation in intercollegiate athletics, course/curriculum field trips, religious observances, military service obligations, and for Title IX related accommodations. Instructors must accept these excused absences for up to the equivalent of one week’s worth of class time for each course (e.g., for a three credit hour lecture course that meets for three one hour sessions a week, missing three sessions amounts to missing a week’s worth of classes.) Instructors have the right to accept or deny excused absences issued by the Vice President for Student Affairs for students who are over this limit. Students having excused absences must fulfill all academic responsibilities. Students will submit a request for an excused absence via the form located on the Student Affairs webpage.

Instructors of record must state their attendance policy (or participation policy for online classes) in their course syllabus, and are able to excuse students for any absence they deem appropriate.

If the absence is planned, all previously assigned work must be submitted prior to the student’s campus departure. The student will complete work and secure all laboratory/lecture information missed immediately upon return to campus. Students missing (quizzes/hourly) examinations will be given the opportunity to take “make-up” examinations OR some other appropriate alternative to the missed examination which would be decided upon at the discretion of the instructor.

Instructors/Advisors planning course or curriculum related field trips, and coaches planning excused athletic absences are required to compile and circulate (via email) the preliminary roster two weeks prior to the event. Instructors anticipating
field trips as part of academic instruction must include the field trip and any associated fees on the course syllabus. Instructors may not mandate field trips. Students unable to attend a field trip should be provided with alternative assignments.

**CANCELLATION OF CLASSES BY COLLEGE**

The decision to cancel classes because of inclement weather will be made by the college president or designee. Notice of class cancellations will be sent via the Canton Rave Alert System to all of a user’s listed contacts. Announcements will also be posted on the college website (www.canton.edu), TV, radio, and social media channels. Morning cancellations will be announced no later than 6:30 a.m. Evening class cancellations will be announced no later than 5 p.m. This includes classes at Extension sites. To customize how you would like to be notified in the event of an emergency, please visit: https://getrave.com/login/canton

**CHANGE OF GRADES**

**PPM**

**FACULTY OF RECORD INITIATED CHANGES**

Faculty of record initiated changes in student grades are permitted. A Grade Change Form must be signed by the appropriate Department Chairperson and School Dean and delivered to the Registrar no later than the ninth week of the subsequent semester. Faculty of record initiated grade changes later than nine weeks into the subsequent semester will require valid and documented evidence and will be processed through the appropriate Department Chairperson and School Dean and include the approval of the Provost/ Vice President for Academic Affairs.

Appropriate reasons for grade corrections or changes may include but not be limited to:
- Demonstrable arithmetic, editing, or factual error in calculating the grade.
- Omission of assignments or parts of assignments in calculating the grade.
- A grade demonstrably based on impermissible factors unrelated to student performance, such as discrimination, bias, retaliation or retribution.
- Demonstrable deviant academic conduct of cheating, plagiarism and/or alteration of academic documents.

Inappropriate reasons for grade changes may include but not be limited to:
- Saving a student from some academic penalty such as dismissal, probation, warning, or academic integrity problem.
- Enabling a student to graduate.
- Enabling a student to maintain academic eligibility for financial aid.
- Enabling a student to graduate with academic honors, or meet some other established minima.
- Personal issues unrelated to academics.
- Enabling a student to maintain academic eligibility for athletics or any other
co-curricular activity.
● Managing enrollment levels.

**ADMINISTRATIVE INITIATED GRADE CHANGES**
In the event that the faculty of record is unable to initiate a grade change, due to illness or death, the appropriate Department Chair may initiate a grade change on a Change of Grade Form. Such grade change must be approved by the appropriate Dean and Provost/Vice President for Academic Affairs.

In the event that a grade demonstrably based on impermissible factors unrelated to student performance, such as discrimination, bias, retaliation or retribution was assigned by the faculty of record, upon resolution of an Academic Grievance, or other formalized internal or external grievance or legal process, the Provost/Vice President for Academic Affairs in consultation with the appropriate Dean may initiate a change of grade on a Change of Grade Form. Such change of grade will require the approval of the President.

**ASSIGNMENT OF GRADES BY SOMEONE OTHER THAN FACULTY OF RECORD**
In the event the faculty of record is not available to assign a grade in a reasonable timeframe, the appropriate Department Chair will designate a qualified faculty member to do so.

**FACULTY RETENTION OF STUDENT RECORDS**
Faculty should maintain the academic records they use to determine final grades for two years.

**CLASS COVERAGE**
If a faculty member is unable to meet their class or laboratory session, they must notify their Dean’s Office and Department Chair prior to the absence. When a class or laboratory session has been missed, this work will be made up in some reasonable way. This can be done through coverage by qualified colleagues; by rescheduling the class, if possible; or by special assignments or projects.

**CLASS ROSTER**
Rosters reflect all students enrolled in a course section. Faculty access their rosters via UCanWeb using a PIN provided by the Registrar. UCanWeb access information is provided in the Appendix.

**COURSE ASSIGNMENTS**
Course assignments are determined by the Academic Dean in consultation with the Department Chair or Director and are submitted to the Registrar. The Registrar determines class times and room assignments. Requests for time and room changes for course assignments must be made through the Dean’s office. Once the final schedule has been made public and students are enrolled, time changes to course assignments will only be considered in extenuating circumstances or in the case of class conflicts that prevent students from enrolling in required courses.
COURSE OUTLINE
The approved course outline format and general syllabas format (for face-to-face classes and online classes) can be found in the Appendix or on the Faculty Assembly webpage under Curriculum Committee at: http://www.canton.edu/faminutes/. The course outline is the description of the course on file in the Dean’s office after governance approval.

COURSE SYLLABUS
Each faculty member will distribute a course syllabus (hard copy, on-line or both) which includes the course objectives, attendance policy, grading procedures, student learning outcomes, and other course requirements at the first scheduled class meeting. The syllabus reflects the Instructor’s requirements for a particular class and must be distributed to students on the first day of class. Instructors who teach online should submit syllabi information to their UCanWeb account before the date of pre-scheduling (directions on how to submit syllabi information to UCanWeb can be found in the Appendix). Syllabi for Winter and Summer session online classes must be posted before prescheduling. Technical requirements for viewing instructional materials, such as large video files, should be indicated. When students can see a description of an online course before they register, they are more likely to choose one that fits with their abilities, time commitments, and resources. For specific information on what to include in the syllabus, see the appropriate Academic Dean or Department Chair. All syllabi must be electronically submitted to the Program Director/Department Chair with a copy to the Dean’s office by the first week of class.

DATE OF LAST ATTENDANCE
Financial Aid regulations require that the date of last attendance be reported for any student who receives all F’s at the end of the semester. The faculty member is required to note a student’s date of last attendance during final grade entry of any student receiving a grade of “F” (the Registrar’s Office sends detailed instructions with the final grade entry memo each semester).

DROPPING & ADDING CLASSES SH, PPM
Students may add and drop courses themselves on UCan Web with their PIN (Registration Code) up through the third day of classes, at which time no fee will be imposed. Beginning the fourth day of classes each semester, all changes will utilize the Course Change Form available in UCan Web under the Registration tab. The request must be approved by the student's academic advisor and/or academic Dean. At this time, a $20 course change fee will be added to the student's account and must be paid at the Student Accounts Office in the One Hop Shop or via the online payment portal which is available on the SUNY Canton webpage (Quick Links > Online Payment).
ROOSUCCESS (formerly MTS and Engaged/Not Engaged)

RooSuccess is replacing our current MTS and Engaged/Not Engaged process. This communication tool will facilitate a better understanding of what happens after an instructor raises a warning on a student and who is in the best position to assist the student. Think of RooSuccess as a more robust version of the student folder – we can find out key attributes on the student so that we can provide a more comprehensive support network. See more details here http://www.canton.edu/roosuccess/ or find the tool in the Quick Links Menu on the SUNY Canton homepage, from within Blackboard or UCanWeb.

FINAL EXAM POLICY

SH, PPM

There will be a final examination period at the end of each semester. This period must be used for a comprehensive final examination, the last unit test, or some other activity of academic merit for all campus, extension site and online classes.

GRADING POLICIES

SH, PPM

The instructor’s syllabus, distributed on the first day of class, must include the grading method for both mid-term and final grades as indicated in the course outline on file in the Dean’s office. Grading methods should include any conversion from numeric to letter grades. Deadlines for electronically submitting midterm and final grades for each semester, including summer and winter terms, will be communicated by the College Registrar. See ‘Privacy Issues with Students’ to avoid violations of FERPA (Family Educational Rights & Privacy Act).

OFFICE HOURS

PH

In order to assist students outside of the classroom, faculty must maintain office hours. We strongly recommend a minimum of one office hour per 3 credit/4 contact hours. Schedules should be posted on faculty office doors. In the event faculty are unable to attend their office hours, they should notify the Dean’s Office and Department Chair/Director.

OVERLOAD ASSIGNMENTS

Generally prior to assignment of adjunct faculty, full-time faculty are given the right of first refusal for overload courses, plus summer and winterterm courses. There are exceptions, which include such considerations as the qualifications of faculty and other needs of the college. It is also the policy of the college that generally faculty will teach no more than one class per semester on an overload basis. Faculty should remember that teaching a class on an overload basis does not reduce other expectations, including advising, service, and scholarship. Professional staff members who are asked to teach a course must get permission from their supervisor. Their supervisor must sign the appointment paperwork thereby indicating approval. Professional staff should remember that teaching a
The privacy and confidentiality of all student records shall be preserved as governed by FERPA (Family Educational Rights and Privacy Act) and other applicable state and federal laws. This includes grades and other academic information, which may be released only to students, not to parents or others without written consent by the student. **Posting of grades using students’ college ID numbers, parts of the ID numbers, or names is prohibited by law.** (See Appendix)

A student may choose to waive their FERPA rights and allow academic information to be shared with persons of their choice by assigning a proxy(ies) in UCanWeb. This allows SUNY Canton to share academic information from the student’s educational records with the person(s) the student assigns as a proxy. The proxy must provide the student’s SUNY Canton ID and the correct password. This access is available through UCanWeb under the miscellaneous Student Requirements tab. Inquiries or complaints may be filed with the Family Educational Rights and Privacy Act Office, Department of Health, Education and Welfare, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605. Copies of the Family Educational Rights and Privacy Act are available at the Office of Student Affairs, Miller Campus Center 229, and the Office of the Registrar, Miller Campus Center 012.

**REAPPOINTMENT/CONTINUING APPOINTMENT/PROMOTION PROCESS**

Evaluation of Teaching Academics is covered by Article 30 of the United University Professions (UUP) contract and Article XII of the Policies of the Board of Trustees. The evaluation process has been approved by the local UUP chapter and the President. An evaluative file (portfolio) prepared by individual faculty with the form “Personnel Action: Academic Employee” used as the cover is presented for consideration.

**PEER REVIEW PROCESS**

Presentation of Evaluative File to Departmental Peer Review Committee for Recommendation. Each academic department shall have a department review committee whose purpose it is to recommend to the college President on any personnel decision involving any department member. The department chairperson may not be a member of the Departmental Peer Review Committee. Departments may vary regarding committee selection. The committee selection process should be reviewed with your Department Chair or Academic Dean. The recommendation shall be based on information in the Evaluative File. Department bylaws shall guide the functioning of the Department Review Committee. The Peer Review Committee recommendation represents a decision of peers in each organized area.
and is an initial and an essential component in evaluation appraisal for department members seeking personnel decisions.

The Professional Personnel Handbook found at: www.canton.edu/human_resources describes the evaluative file procedure and time line in Section 5.0. Some academic departments also have recommended guidelines for the evaluative file. Department Chairs, Directors, Deans or the Provost & Vice President for Academic Affairs can answer questions on the evaluation process. The Appointment - Promotion Timeline can be found at:

http://www.canton.edu/provost/pdf/Academic_Appointment_Promotion_Timeline.pdf

ELECTRONIC PORTFOLIO SUBMISSIONS
Electronic portfolio submissions must be loaded onto Blackboard. Please include both the Provost and the Assistant to the Provost. You may enroll them by searching for:

decookep AND campbellr

Please contact Renee Campbell at 315-386-7202 or campbellr@canton.edu if you have questions.

STUDENT COURSE COMMENTS
A standard student course comment questionnaire will be issued for every scheduled course section each semester. Faculty with continuing appointment may opt out; however adjunct faculty and faculty without continuing appointment may not opt out and must have Student Course Comments done in every course and section they teach. These comments will be distributed and collected using UCanweb. Instructors are encouraged to consider the feedback provided by students in assessing, designing, and making changes to the content of courses (see Appendix).

SUMMER AND WINTERTERM SESSIONS
Off-term sessions help support SUNY’s system-wide completion goals by giving students the flexibility to earn credits that may help them graduate on time or even early. The majority of instruction during these sessions is online. Academic areas are responsible for scheduling courses for winter and summer session. Winter offerings are submitted with Spring course demands and summer offerings are submitted with fall course demands. Faculty interested in teaching online during the winter and summer sessions should contact their department chair or program director.
TEXTBOOK ORDERING
Textbooks, lab manuals, and all printed material to be sold to students are available through the College Association Textbook Center. Our Textbook Center will send out order requests prior to the end of the semester preceding the semester in which the books will be used. In order for our Textbook Center to comply with the provisions of the HEOA Federal College Textbook Affordability Act of 2008, please complete your book adoptions (order form) by the stated deadline as they are required to disclose the textbook information (ISBN, retail price, supplemental materials, etc.) on our online course schedule. If material is copyrighted, the instructor must obtain publication approval and must submit a copy of such approval to Central Duplicating and the Textbook Center before printed material can be copied and sold.

OPEN EDUCATIONAL RESOURCES (OER)
SUNY Canton’s faculty are encouraged to consider using Open Educational Resources (OER) in their courses. OER are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits repurposing by others. OER are free resources, and can help reduce financial barriers and increase access for our students. Librarians are available to help faculty in identifying and evaluating OER.

Two growing resources available for faculty interested in OER can be found at: http://open-nys.org/ and https://courses.lumenlearning.com/suny-coursesupport/front-matter/introduction/

WRITING ACROSS THE CURRICULUM
On September 7, 1994, Faculty Assembly approved the following:

1. Every Degree Program at SUNY Canton will include at least one writing intensive course exclusive of the required Humanities course in the curriculum. The courses to be developed as writing intensive will be determined by the faculty in the department responsible for the curriculum. Writing Intensive course guidelines are in the Appendix.

2. Every course taught at SUNY Canton should include a writing component, specifically indicated in the course syllabi. Examples could include: 1) some short summaries of what the student learned in the lesson, 2) explanation of how to do a math problem instead of just doing the problem, 3) written summaries in laboratory reports.
C. OTHER RESPONSIBILITIES

ACADEMIC ASSESSMENT - GENERAL EDUCATION  
Website: http://www.canton.edu/provost/assessment
The SUNY GER (General Education Requirements) include mathematics, natural sciences, social sciences, American history (categories i & ii), western civilization, other world civilizations, humanities, the arts, foreign language, and basic communication. Competencies infused across the general education program are critical thinking and information management. Approved general education courses are so designated in the college catalog and also on the Provost’s webpage under Faculty Resources. Each major specifies how many and which GER should be met for graduation requirements. Faculty and students may be required to participate in General Education tests, exercises and surveys aimed at assessing student progress and opinions regarding SUNY Canton’s General Education program. Participation in academic assessment is part of a faculty member’s professional obligation.

INSTITUTIONAL ASSESSMENT
Website: http://www.canton.edu/provost/assessment
Institutional assessment occurs at several different levels. At the national level, assessment is reviewed by Middle States, and at the State level by the SUNY Provost’s Office. There are three types of assessment at the State level: Assessment in the Major, General Education Assessment, and general student satisfaction surveys (SOS & NSSE). Goals and objectives for assessment are written at the School, program, and course levels. Each faculty member will normally participate in two or more levels of assessment. Assessment is conducted annually and submitted on a pre-established cycle. Contact the Department Chair for specific responsibilities related to assessment.

INSTITUTIONAL EFFECTIVENESS  
The Institutional Research Department (website: http://www.canton.edu/effectiveness/) promotes a campus-wide commitment to excellence and continuous improvement through the systematic-review of programs and services to facilitate evidence-based decision making. The office conducts survey research and ad hoc data analysis in support and academic and non-academic programs. For more information or to request data, please contact Sarah Todd at todds@canton.edu.

CAMPUS WIDE EVENTS
FAMILY WEEKEND: Each fall the campus hosts a number of activities for the families of students and for members of the local community. It is expected that faculty will, at their own discretion, participate in those activities serving students in their programs or of special interest to them.
HONORS CONVOCATION: Honors Convocation takes place each spring to recognize those students with the highest grade point average in each program and those students who have demonstrated exemplary service to the college. The Provost & Vice President for Academic Affairs presides; faculty are expected to participate in academic regalia. This event provides the opportunity for faculty to honor their top students.

GRADUATION: It is expected that faculty will participate in academic regalia in commencement activities in order to recognize the success of their students.

PRESIDENT’S MEETINGS: The first and last faculty meetings are convened by the president to mark the beginning and end of the professional obligation period for faculty. Attendance is required. Requests for absence from either of these meetings should be directed to the President and copied to the appropriate Dean and Department Chair.

CREDIT VALIDATION

Credit validation forms are required of all faculty members (full-time and adjunct) upon hire. New permanent faculty (tenure-track and lecturers) are required to fill out a credit validation form, regardless of whether or not they are seeking prior credit towards promotion or tenure. Faculty seeking prior credit must provide justification to their Dean. Questionable credit validations will be brought forward to the Deans’ Cabinet for discussion and review.

CURRICULUM DEVELOPMENT

Curricular development is the province of the faculty. Faculty should familiarize themselves with the governance process for curricular development and change. Developing new courses or revising existing courses is part of the faculty’s professional obligation. Curriculum Change Forms are available on the Faculty Assembly website at http://www.canton.edu/faminutes/.

DEPARTMENT/SCHOOL MEETINGS

Each school and academic department has scheduled meetings at least once a semester. Full-time faculty are expected to attend these meetings. Adjunct faculty are welcome and encouraged to participate.

FACULTY ABSENCE FROM CAMPUS

Faculty who, for valid reasons, must be absent from campus are required to contact their Department Chair and Dean in advance of any such absence and notify them of the arrangements that have been made to make up the class. Any class or laboratory session missed or cancelled must be made up in a reasonable way, i.e. other faculty will cover the class, the class will be rescheduled for another time, or guest lecturers will present to students.
SUNY Canton is governed by the Faculty Assembly. This organization makes recommendations to the President regarding policies of the college, especially those concerning academic programs. The Faculty Assembly operates under a committee structure. The Faculty Assembly webpage can be accessed via the Faculty/Staff link on the SUNY Canton home page (Username: canton\your email username; Password: your network password).

ONLINE COURSES
The College’s Department of Online Learning provides faculty training in online course development and pedagogy. Both online and hybrid courses offered online for the first time require review. (Internships and Senior Projects are exempt from review). An online course is defined as one for which all regularly scheduled classroom time is replaced by required activities completed at a distance and managed online. Hybrid courses combine face-to-face classroom instruction with asynchronous online instruction and have at least 10% of their scheduled class meetings replaced by online instruction. Contact ol@canton.edu for support developing online courses; contact the peer-review Online Learning Review Committee (OLRC) at olrc@canton.edu for information on the online course review committee.

PROFESSIONAL DEVELOPMENT
It is expected that faculty will remain current in their fields and be cognizant of curricular advancement and reform in higher education. Professional development is continuing growth that enables members of the faculty and professional staff to improve their performance through enhanced instructional effectiveness and technical skills, academic achievement, and university service. Each fall, faculty are asked to complete the Academic Faculty Information Form for the prior academic year describing their professional activities by addressing Teaching Effectiveness, Mastery of Subject Matter and Scholarly Ability, University Service, and Community Service (see Appendix). Along with the Faculty Information Form, faculty should provide a copy of their current Curriculum Vitae. It is the policy of SUNY Canton to encourage the continuing development of the faculty and professional staff. Local professional development opportunities are provided throughout the year by the campus and the Associated Colleges, which hosts two conferences a year for SUNY Canton, SUNY Potsdam, St. Lawrence University, and Clarkson University faculty.

PROFESSIONAL DEVELOPMENT FUNDING SUPPORT
Faculty should seek support for professional development from multiple sources:
§ Department/Program Budgets;
§ Academic Dean and Vice President for Academic Affairs;
United University Professions (UUP) Individual Development Awards Program (IDAP); and tuition waivers;
College Foundation Faculty Grants;
Associated Colleges tuition waivers, and SUNY tuition waivers through the Human Resources Office.
See your Academic Dean’s office for forms, deadlines, etc.

Please note: SUNY Canton provides financial support for professional development when appropriate and feasible. SUNY Canton does not provide financial support for individual membership dues to professional organizations, fees for individual licenses, or fees for testing for such licenses.

RECRUITMENT ACTIVITIES
As part of their professional obligation, faculty may be required to participate in recruitment activities for their programs. Such activities might include open houses for high school students, admitted student days, career fairs, presentations at extension sites and community colleges, or high school career shadow programs.

STRATEGIC PLANNING
The College has developed a Strategic Plan for 2020. Faculty should become familiar with the vision and mission statements of the campus (at http://www.canton.edu/strategic_plan/ and click on Strategic Planning) and participate in its objectives. The institution has both long-term and short-term objectives at the campus and the curricular level. Participation in yearly review of the department’s goals and objectives is expected.
D. INFORMATION

ACADEMIC RECOVERY  http://www.canton.edu/recovery/
Students who fail to achieve a minimum grade point average or meet the required number of credits needed to continue in their academic studies are placed on Academic Recovery by their academic dean. The program gives students a second chance to improve their academic standing by providing them with a structured learning experience and additional academic support and resources. Students on Academic Recovery are required to attend mandatory meetings, tutoring, academic workshops, and weekly meetings with their Academic Recovery (student success) Mentor.

Additionally, students in the program are required to meet with their academic advisor within the first two weeks of the semester in order to complete the Advising Checklist. After the advisor signs the completed Checklist, it is the student’s responsibility to return the completed Checklist to the office of the Associate Provost, MacArthur Hall, Room 604 or submit the form electronically via http://www.canton.edu/recovery/checklist.html

ASSOCIATED COLLEGES
The Associated Colleges of the St. Lawrence Valley is an educational consortium of four public and private colleges and universities: SUNY Canton, SUNY Potsdam, St. Lawrence University, and Clarkson University. Its goals are to expand the number and variety of educational opportunities for students, faculty, and the community at large; share resources; avoid needless duplication; and innovate through joint action. Twice a year the Associated Colleges sponsors teaching effectiveness conferences developed by a faculty committee from the four colleges.

BETTY J. EVANS TUTORING CENTER
The Betty J. Evans Tutoring Center, part of the Southworth Library Learning Commons, is committed to helping students achieve their potential by providing high quality, professional, and accessible student support services in a resource-rich environment designed to promote learning. The Tutoring Center holds International Tutor Training Program Certification through the College Reading and Learning Association (CRLA) and is staffed professional and peer tutors as well as faculty volunteers. In addition to traditional tutoring, SUNY Canton holds membership with STAR-NY an online tutoring consortium that provides students with access to tutoring through a fully online platform. All services are free to students enrolled in courses at SUNY Canton and available on a walk-in basis. The Tutoring Center offers students outside-the-classroom learning opportunities by offering a variety of educational resources. Faculty are encouraged to participate with their students in these out of classroom learning opportunities and to collaborate with the Tutoring Center in order for their students
to benefit from the services. Examples for faculty include holding weekly office hours in the Center, maintaining educational resources on reserve for their students, and recommending potential peer tutors. Faculty are encouraged to include information about the Tutoring Center in their course syllabus and promote the service to their students.

**MATH & SCIENCE**
Provides tutoring and academic support in mathematics courses, applied mathematics, technical courses, science courses, and applied science courses offered by the college. Resources include computers, printing, scanning, WiFi, anatomical models, microscopes and slides, posters, study guides, textbooks, calculators, work sheets, and assistance with practicums and lab work.

**WRITING CENTER**
Provides tutoring and academic support to students enrolled in all levels of English courses, writing intensive courses, and writing assignments across all curriculums offered by the college. ESL/ELL assistance and materials are also available. Resources include handouts, reference books, WiFi, and printing.

**BUSINESS & ACCOUNTING**
Provides tutoring and academic support to students enrolled in business, accounting, finance, and economics courses offered by the campus. Resources include handouts, textbooks, WiFi, and printing.

**ENGINEERING**
Provides tutoring and academic support in most first-year courses for 2-year engineering majors with limited assistance for upper level courses as well. Resources include computers with internet access, printing, text books, calculators, iPads, an Apple television, hands-on models and building sets, and instructor reserve materials.

**LATE NIGHT LEARNING**
Offers students the opportunity to receive tutoring assistance in courses offered at the college that are not available in any of the above labs. Courses that are offered reflect courses requested by faculty and/or students. In addition, this lab also offers hours during weekend and evenings to support students who are not able to come during the day.

**ONLINE TUTORING**
Membership with the STAR-NY tutoring consortium provides students with access to tutoring which is fully online. Students enrolled in courses at SUNY Canton can access the services, which are free of charge. The consortium provides 25 hours of tutoring per week during the fall and spring semesters in a variety of courses. In addition, limited online tutoring is available to students during summer and winter terms. For additional information about our
services, please call (315) 386-7879 or visit us at www.canton.edu/tutoring

COLLEGE ASSOCIATION, INC.
College Association, Inc. (CA) is incorporated as a not-for-profit educational corporation whose purpose is to operate, manage and promote services to the campus community in conjunction with the goals of SUNY Canton. The services CA provides include dining, vending, retail food, campus store, mail room and residential laundry. In addition, CA manages campus identification cards and Roo Express accounts, provides accounting services to Student Government Association and manages the Roo Express Shuttle Service.

College Association Board of Directors consists of four faculty/staff members (selected by the Faculty Senate), three administrators (appointed by the Campus President) and four students including the SGA President. The SGA President selects one student from each of the following: non-traditional, residential and commuter. The Board of Directors approves policies and provides oversight to management activities.

All SUNY Canton cardholders, including employees and students, may deposit funds on their Roo Express account. This is a declining balance account, so pre-payment is required. Cardholders may log into www.get.cbord.com to establish and maintain their account. These funds can be used both on and off campus where Roo is accepted. On campus, Roo Express is accepted at the Campus Store, Chaney Dining Center, Rendezvous, Cyber Café, Roos Court, Deb’s Corner and Joey’s as well as in vending machines.

COLLEGE FOUNDATION
The College Foundation, a college related, not-for-profit organization, was established in 1973 to receive tax-deductible contributions for the purpose of advancing the welfare and development of SUNY Canton. The Board of Directors of the College Foundation is made up of faculty, staff, administrators, alumni, and friends of the college. The College Foundation provides support for scholarships and work assistantships; specialized equipment; innovative programs, applied research, and related campus promotions; development and expansion of new programs and activities; faculty travel, development and scholarly activity; and funding for the SUNY Canton Alumni Association.

INSTRUCTIONAL MODALITIES
ONLINE, HYBRID, AND SUPPLEMENTAL:
The online learning staff provide support for faculty using the College’s learning management system (Blackboard) for their online, hybrid, or face-to-face courses. Faculty interested in creating an online course or presence are encouraged to contact the College’s Instructional Designer at ol@canton.edu. Training materials and
resources are also available on the Provost webpage under Faculty Resources or via http://www.canton.edu/ol/faculty.html. The OL staff can help faculty prepare and convert course material to be uploaded into Blackboard as well as answer and address technical questions and issues related to the functionality of the learning system. For additional information regarding technical support, course development, using lecture capture or the accessibility tool Ally (a function in Blackboard that generates alternative accessible content), faculty should contact the College’s Online Learning Department at ol@canton.edu.

FLEX (CONVERGED MODALITY):
Flex (converged modality) courses offer multiple delivery modalities simultaneously as one single classroom. Flex courses provide flexibility to students, especially our non-traditional student population who often have outside family and work responsibilities that can complicate their class attendance. With flex classes, students have a choice of attending as a synchronous distance learner (via real-time, video-streaming); an asynchronous distance learner (accessing materials, recorded lectures, and responding at a later time.); a face-to-face learner (physically present in the classroom); or as flexible learner (whose choice of modality may vary from one class to the other depending on individual circumstances, electing either of the three deliveries for any class meeting). Regardless of the delivery mode chosen, all students are held to the same standards and look to achieve the same learning outcomes for the course. Note, for students living in the residence halls an instructor may choose to create an attendance policy. Instructors should clarify expectations on choice of modality at the start of class.

CROSS REGISTRATION
ASSOCIATED COLLEGES: CROSS REGISTRATION
Cross registration in the Associated Colleges is defined as registration by, and is limited to, full-time matriculated undergraduate and graduate students and faculty. Limits on student cross-registration are included in the policies of each college. Eligible students and staff may cross-register for a maximum of two courses per academic year for a total of no more than 8 credits. The academic year begins in late August with the Fall semester and runs through the end of the subsequent summer term. Employees may cross-register for fall semester, spring semester or summer term courses. Winter and quarter term courses are not eligible for cross-registration. Cross-registration cannot be used for non-credit courses.

Cross-registration in any course is provided on a space available basis, as of one week before classes begin at the host institution. A
sufficient number of the host institution’s students must enroll in a course to warrant its offering. The host institution’s students will be given priority in those courses that become fully subscribed. Cross-registered students will be admitted after all host institution students have had the opportunity to register for the course.

Individual courses may be excluded from cross-registration by each institution.

CROSS REGISTRATION - COST
In accordance with the tuition benefits of the employee’s home institution, there is no cost to the employee to cross-register for courses as long as the individual meets the eligibility requirements. Cross-registration is limited to two courses per academic year for a total of no more than 8 credits, and cannot exceed the tuition benefit limitations of the employee’s home institution. The employee does pay any special fees, such as fees for labs, application or registration. For more information please visit the below link or contact SUNY Canton’s Registrar’s Office. [https://associatedcolleges.org/services/](https://associatedcolleges.org/services/)

SUNY CROSS-REGISTRATION AGREEMENT (for SUNY Students)
Please contact the Registrar’s Office for the updated policy for SUNY campus cross-registration. Students are required to fill out an application at [www.suny.edu/crossregister](http://www.suny.edu/crossregister) and gain the appropriate academic approvals in order to ensure that the course fulfils a degree requirement.

DIVERSITY AFFAIRS
The Office of Diversity Affairs offers a wide variety of services in the areas of student advocacy, leadership, advisement, mentoring and programming among faculty staff and students. This office promotes a campus climate that values an atmosphere that is welcoming and comfortable for all students regardless of race, gender, ethnic background, age, sexual orientation, religion, citizenship, or disability. Diversity Affairs works to promote equal access to resources and services across campus. The Office of Diversity Affairs is located in the Miller Campus Center 211 B.

EDUCATIONAL OPPORTUNITY PROGRAM (EOP)
The Educational Opportunity Program provides academic support services, personal counseling, and financial assistance to eligible students. Eligibility for EOP is determined prior to registration. The program assures that educational opportunities are accessible to students who normally would not be afforded the opportunity to pursue a college education.
First time EOP students are required to attend an EOP Summer Program in July, and are required to enroll in an EOP FYEP 101 – College Success Strategies. In addition to academic assistance, most EOP students are eligible for financial assistance to purchase textbooks and to pay a small portion of their non-tuition bill each semester.

All EOP students are required to regularly meet with assigned EOP counselors, who also act as academic advisors to first-year students, and secondary advisors for all EOP students for the duration of their college experience at SUNY Canton. They are academically and financially eligible for two additional semesters to complete a degree, so are afforded the opportunity to take needed developmental courses and a full time, but lighter schedule of classes each semester. EOP students experiencing problems should be referred to their EOP counselor or to the EOP Office, located in the Miller Campus Center, room 234.

**EMPLOYEE ASSISTANCE PROGRAM**

The Employee Assistance Program at SUNY Canton is a voluntary, confidential assessment and referral program that provides services as requested by employees. EAP is a benefit offered to SUNY Canton employees and their families. It is designed to offer a highly professional, confidential source of help for people who need assistance with personal problems or concerns. The program offers assessment, referral and a 24-hour, 7 day a week answering service. Services may include: assistance with family-related problems; assistance with emotional or physical illness, alcohol, and other drug-related problems; information on resources for child care, elder care, legal and financial support services; workplace health education and employee wellness programs.

**FITNESS CENTER**

The SUNY Canton Fitness Center is located on the first floor of the college’s Convocation, Athletic and Recreation Center or “Roo’s House”. Special membership packages and programs are available for faculty/staff and their dependents as well as members of the community. The Fitness Center includes 14 station weight machines by Hoist, 26 varied Precor cardio machines, 4 virtual experience bikes as well as a host of other machines, free weights and power lifting racks. Personal training and fitness consultation for members will be available upon request. Also included with the fitness center is a 4 lane, 25 yard swimming pool. The pool will be used for swimming laps, water aerobics, learn-to-swim courses and a whole list of other water related activities. All members are encouraged to consult the fitness center staff before using the equipment and facility for the first time.
HARASSMENT AND DISCRIMINATION

SUNY Canton does not tolerate discrimination or harassment of any kind by or of its employees or students. The policies pertaining to faculty and students are listed in the Personnel Handbook, the Student Handbook, and the Policies and Procedures Manual.

HAZARDOUS WASTE/BLOOD BORNE PATHOGENS

Hazardous and medical wastes must be properly disposed. For proper instructions, contact University Police at 7777.

HEALTH AND SAFETY POLICIES

Safety policies are addressed in the Policies and Procedures Manual. In general, campus safety is coordinated by University Police, who can be reached at 7777 on campus. Student health issues are addressed by the Davis Health Center, which can be reached at 7333 on campus. Any emergency situation should be directed to University Police.

INFORMATION SERVICES (COMPUTING POLICIES)

General principles, user responsibilities, access and limitations of use of SUNY Canton owned or operated computing and network resources are outlined in Computer and Network Use Policy found in the Policies and Procedures Manual at http://www.canton.edu/policies/ppm.pdf. The policy applies to all college-sponsored computers and workstations, software, data nets, communications networks, other network resources, and distance learning classes.

INSTRUCTIONAL RESOURCES

The Information Services Department (located in Southworth Library) (website: http://www.canton.edu/it/index.html) is responsible for multi-media classroom equipment. Multi-media carts are available for those classrooms without permanent multi-media equipment. Faculty who would like training on the use of multi-media technology should contact the Help Desk at 386-7448. Keys for the use of this equipment are obtained by filling out a K-1 form available on the web at: http://www.canton.edu/physical_plant/key.html. All faculty have access to email accounts and a variety of software and hardware necessary for instruction.

LIBRARY LEARNING COMMONS

Southworth Library staff provide instructional resources for faculty and students. The library’s Web site http://www.canton.edu/library/ provides information on services, resources, and research material, much of which is accessible online, including interlibrary loan, databases, and other relevant information. A SUNY Canton identification card is needed to check out library material.
Each Academic School has one or more library liaisons designated to aid in the delivery of library support services. Your library liaison is available to offer guidance and resources to assist in selection of materials for the collection that support your curricular goals. In addition, liaisons will refer you to the appropriate library staff member for delivery of various other library support services, including: coordinating educational reserve material, locating material from other libraries, scheduling library orientation or instruction sessions, and providing direct research consultations. Other services are available as well. Contact your library liaison for library services assistance or consultation. A Faculty Services guide is available at [http://researchguides.canton.edu/facultyservices](http://researchguides.canton.edu/facultyservices), or accessible through the library website, for faculty to review available library services and identify their respective liaison.

**OFF CAMPUS EXTENSION SITES**

Classes are delivered at off-campus locations such as Ogdensburg Free Academy and Fort Drum. Additional off campus sites may be added as necessary. Classes at these sites are scheduled through the Department Chair or Director.

**OFFICE OF RESEARCH AND SPONSORED PROGRAMS**

The Office of Research and Sponsored Programs assists in the investigation, development, coordination and implementation of grant proposals and awards. The Coordinator will channel and disseminate all information for projects supported by outside funding. For more information on grants and other external funding opportunities, please contact Elizabeth Rohr Adams at rohradams@canton.edu or Rebecca Blackmon at blackmonr@canton.edu.

**OFFICE OF THE PROVOST & VICE PRESIDENT FOR ACADEMIC AFFAIRS**

The Provost's Office at SUNY Canton fosters collaboration across the College and manages changes in policies and practices that affect the academic life of the college as a whole. For more information, please contact Peggy De Cooke at decookep@canton.edu, Renee Campbell at campbellr@canton.edu or provostoffice@canton.edu.

**NOTE:** Faculty Resources can be found on the Provost’s webpage at [http://www.canton.edu/provost/resources.html](http://www.canton.edu/provost/resources.html)
ONE HOP SHOP - Student Service Center
FINANCIAL AID & STUDENT ACCOUNTS
The Financial Aid and Student Accounts Offices within the One Hop Shop provides personal financial assistance to students and their families from the time of initial application for admission until completion of study. The staff is involved in educating students about different aid programs and helping them through the annual application process as well as providing counseling on budgeting, indebtedness, and long-term planning for college financing. They also handle all student account payments.

In addition, staff work on educating students about federal and state academic progress guidelines and instilling in them an awareness that the rate at which they pursue their degrees and the grades they maintain while in attendance can affect whether or not they are able to continue receiving financial aid. With the large number of Canton students who are heavily dependent on government aid, academic progress guidelines are an important retention factor that all faculty and staff who are involved in academic advisement need to be aware of. (Please refer to the Student Handbook and/or the Academic Catalog for academic progress guideline charts.)

REGISTRAR
The Registrar’s Office provides assistance to faculty/students regarding registration and grading procedures. Among other responsibilities, the Registrar’s Office primarily handles:
- Course Changes
- Grade Changes
- Transcripts
- Room Reservations
- Master Schedule
- Excelsior
- Athletic Eligibility
- Non-Credit Course/Term Creation
- SUNY Cross Registration
- Residency

MEAL PLANS/STUDENT ID’s
College Association provides ID cards to the SUNY Canton community and manages meal plans and Roo Express accounts. Stop by the One Hop Shop located in the lower level of the Miller Campus Center to get your questions answered.
PERSONAL COUNSELING CENTER
The counseling center provides brief counseling for students with personal, social and emotional concerns. Individual and group counseling is available for topics including stress management, anxiety, depression, time management, relationships, grief, and crisis interventions. Services are free and confidential, to make a referral call 386-7314. The Counseling Center is located in Campus Center 225.

PUBLIC RELATIONS & ADVERTISING
All information for media release is to be channeled through the Office of Public Relations. Media information includes news, feature stories, photos, advertising, external inquiries, and other timely information such as cancellations and emergencies. College advertising falls into three general categories; classified, display and electronic (radio, TV, and internet). All display and electronic advertising for recruiting students and promoting the College is also coordinated by the Office of Public Relations.

READY CENTER
The Ready Center brings together three departments: Advising and First-Year Programs, Career Services, and International Programs. Located in the Richard W. Miller Campus Center, it aims to assist students in reaching their academic and career goals by providing services in a “one-stop-shop” format. (additional information about each of these individual offices can be found in the handbook alphabetically by name)

Services include providing quality, comprehensive, advising and student support services to prospective and admitted students, among them:
  o Academic and career counseling
  o Individual and group sessions on college success tips and study strategies
  o Programs and services encouraging students to become responsible decision makers as they work toward achieving their educational and career goals in a diverse setting
  o Resume, cover letter & interview help, interest inventory & career information, financial education
  o International education preparing students for a global workforce through programming and study-abroad opportunities

ADVISING & FIRST YEAR PROGRAMS
ADVISING ASSISTANCE FOR FACULTY/STAFF

* In conjunction with the Provost’s office, provide training to new faculty advisors and update opportunities to experience faculty.
* A resource for general advising questions as faculty advisors are meeting with their students.

**ADVISING ASSISTANCE FOR STUDENTS**
* Provide a supplement and a complement, not a replacement, to faculty advising.
* Advising assistance for non-degree (non-matriculated) students.
* Advising for students in transition: such as those changing majors or transferring schools
* Assist students in understanding their degree requirements and campus processes.
* Be a resource for students in Academic Recovery to promote their academic success.

**FIRST YEAR EXPERIENCE**
The First Year Experience is intended to introduce students to strategies that will help them succeed in college and beyond. New students do not necessarily know how to be successful at the college level simply because they finished high school and have been admitted to college. There is a course component, **FYEP 101** that typically meets for 1 hour per week. Students are asked to set goals and do self-reflection throughout the course. Students are also exposed to campus resources, the basics of career planning, and the advising process. There is also an “experience” component to the course. Students are required to attend three campus events of their choosing throughout the semester. This encourages new experiences and a connection to the campus community. **Any new student can take FYEP 101.** Faculty and staff interested in teaching a section of FYEP 101 should contact Advising & First Year Programs ([http://www.canton.edu/fye/](http://www.canton.edu/fye/)) to express interest.

**GATEWAY TO SUCCESS**
The Gateway to Success (G2S) program is designed to assist students who enter college needing preparatory coursework and is intended to help them build college level skills to persist and complete their intended degree. Key components of this initiative include: G2S students are assigned a mentor that they meet with throughout the semester (often the assigned faculty advisor), are required to take FYEP 101, take a course in their major and use the tutoring labs. Successful completion of the one semester program allows the student to move directly into their intended major rather than waiting a full year to do so. More details can be found at [www.canton.edu/gateway](http://www.canton.edu/gateway).

**PLACEMENT TESTING**
AFYP administers the Accuplacer placement exam for incoming students as needed. See [http://www.canton.edu/testing/](http://www.canton.edu/testing/) for more detailed information on Course Leveling, placement and sample questions Accuplacer exam.

**CAREER SERVICES**
The Career Services Office is located in the Student Center and assists students and alumni/ae in discovering, developing, and implementing career plans. Students
should visit Career Services to make the most of a variety of resources available to help them find success including:

- One-on-one career exploration, guidance and coaching;
- On-line personality and career assessments;
- Preparation of career documents including resumes and cover letters;
- Training and coaching in interviewing skills;
- A variety of printed educational materials on career preparation and job searching.

The Career Services Office offers many web-based services to meet the needs of online, international, and the current generation of connected students:

- “Jobs 4 Roos” is an online database of jobs and helpful alumni mentors and is powered by Purple Briefcase. A student has access to career information and data within their major by creating their own account.
- Focus2Careers is an online assessment tool for career readiness and job interests.
- GoinGlobal is the leading provider of both country-specific and USA city-specific career and employment information. Our unlimited access subscription database features 38 Country Career Guides, 53 City Career Guides for the United States and Canada, corporate profiles and **more than 16 million internship and job listings** within the USA and around the world.
- CandidCareer provides videos of interviews with 100s of people in various careers. Informational interviews are hard to do in the North Country; these videos make it easy. Both services are excellent resources for students BUT ALSO MAKE EXCELLENT MATERIAL FOR CLASSROOM USE!

All of the above services are also available to faculty and staff and can be accessed by going to the Career Services home page [www.canton.edu/career_services](http://www.canton.edu/career_services). The website contains additional career resources and much more information.

**INTERNATIONAL PROGRAMS**

Information on SUNY Canton’s international efforts can be found under the International Programs link on our website at [http://www.canton.edu/international/](http://www.canton.edu/international/). Partners include institutions in China, the United Kingdom, and Sri Lanka. Partnerships include Dual-Degree Programs, online courses, long and short term abroad programs, collaborative faculty research, and faculty exchange programs. Plans are underway to include more short-term faculty-led study abroad programs and international exchange programs. A new faculty-led program to Senegal took place over the 2015 winter-term. SUNY Canton is committed to globalization of the campus, and International Programs are a direct initiative of the President’s Office. Contact the Department for International Programs or the President’s Office for more details.
RELATIONSHIPS – CONFLICT OF INTEREST

With respect to outside employment or professional relationships:

1. CONFLICT OF INTEREST: Conflicts of interest may arise where one employee or student performs paid or unpaid work or provides professional services for another employee or student not related to college business. University policy, and more general ethical principles, preclude individuals from evaluating the work or academic performance of others at the college with whom they have professional relationship not related to college business, or from making hiring, salary or similar personnel decisions concerning such persons. These principles require, at a minimum, that appropriate arrangements be made for objective decision-making with regard to the student, subordinate or prospective employee.

2. ABUSE OF POWER DIFFERENTIAL: Although many conflict of interest issues can be resolved, in a professional relationship outside the college involving a power differential stemming from the parties’ working relationship at the college, the potential for serious consequences for the college and the individual remains. Individuals entering into such relationships must recognize that:
   a) the reasons for entering into such a relationship may be a function of the power differential;
   b) even in a seeming consensual relationship, where power differentials exist there are limited after-the-fact defenses against charges of conflict of interest, or abuse of power;
   c) the individual with the power in the relationship will bear the burden of accountability; and
   d) such a relationship, whether in class or work situation, may affect the educational or employment environment for others by creating an appearance of improper, unprofessional, or possibly discriminatory conduct.

It should also be noted that should any complaint be lodged regarding a conflict of interest, abuse of power, or sexual harassment, that a consenting relationship is no defense, and appropriate disciplinary action, including termination, may follow.

RELATIONSHIPS - ROMANTIC

ROMANTIC RELATIONSHIP POLICY

Staff at SUNY Canton will not engage in sexual and/or romantic relationships with any student over which they have direct authority in terms of employment or educational decisions. Direct authority over a student includes, but is not limited to, the following situations: Students enrolled in a faculty member’s course, supervisors of work study or student assistants and the students they supervise, advisors to organizations or clubs and members of that organization or club, coaches or trainers of an athletic team and members of that team, residence hall directors and students in that residence hall, counselors and student clients, academic advisors and their advisees.
RESIDENCE HALL DIRECTORS
Each residence hall has a live-in Residence Hall Director available to help students in their adjustment to college and residence hall living. The Office of Residence Life is located in Mohawk Hall.

STUDENT ACCESSIBILITY SERVICES
The Student Accessibility Services Office is equipped to help students who require assistance receive accommodations to make a smooth transition to SUNY Canton and participate fully in college life. Services are available to students with a documented disability, such as medical or physical conditions, learning disabilities or mental health diagnoses. Students must register with the office in order to obtain the necessary academic adjustments and accommodations. Students are encouraged to do so as early as possible. Information pertaining to students with disabilities and guidelines for alternative testing for faculty and students can be found in Miller Campus Center 235 or on the webpage at: http://www.canton.edu/accessibility/ The Director of Student Accessibility Services welcomes questions and concerns from faculty regarding individual students with disabilities in their courses.

SPECIAL TESTING ACCOMMODATIONS
The Office of Student Accessibility Services provides alternate testing accommodations to students eligible under best practices for post-secondary education pursuant to Section 504 of the Rehabilitation Act of 1973, the American with Disabilities Act of 1990 and the American with Disabilities Act Amendments of 2008. Faculty are notified, confidentially, through inter-campus e-mail regarding eligible students in each class. Eligible students requesting alternate testing must complete the form on the webpage and schedule tests with the Student Accessibility Services office. Faculty are responsible for delivering and picking up exams at the office of Student Accessibility Services (Miller Campus Center 235). A complete description of the policy can be found in the Guidelines for Alternative Testing for faculty and students (located on ADS website). An overview of the testing process and a sample form are in the Appendix.

TEXTBOOKS IN ALTERNATE FORMAT
The Office of Student Accessibility Services provides textbooks in alternate format to eligible students. When creating custom text or ordering from an obscure publishing company, faculty are encouraged to check with their publishers to ascertain that the publishing company provides textbooks in pdf format. The Office of Student Accessibility Services can be of assistance with this process.

COURSE SUBSTITUTIONS
The Office of Student Accessibility Services advocates for course substitutions for eligible students. Eligibility is based on individual student documentation. The process is as follows: the student presents their request to
the Office of Student Accessibility Services. The student is directed to write a letter to the chair of the department in which they are seeking a course substitution. The chair consults with the academic dean. The final decision is made by the academic dean after consultation with the Director of Student Accessibility Services.

STUDENT AFFAIRS DIVISION OFFICE
The Office of the Division of Student Affairs, located in Miller Campus Center Room 229, assists students in meeting their academic goals while facilitating a positive, transformative social education.

Specifically, the Students Affairs Division Office can help a student obtain assistance in:
- obtaining a student advocate
- finding a solution for life’s small crises
- developing responsible behavior patterns
- developing a balanced lifestyle, encompassing work and recreation
- settling disputes/conflicts
- initiating campus judicial action against another individual
- learning of and protecting your rights as a student
- viewing a copy of the Student Handbook which can be found online (www.canton.edu/student_affairs/pdf/handbook.pdf)

TRiO STUDENT SUPPORT SERVICES PROGRAM
The TRiO Student Support Services (SSS) Program is federally funded and provides enhanced academic assistance to 216 students (approximately 100 freshmen) who meet federal guidelines. The goal of the program is to help students successfully complete their post-secondary education and encourage them toward a Baccalaureate degree. TRiO provides a variety of support services each year, including academic counseling, financial literacy and tutorial assistance in math and science courses.

TRAVEL POLICIES
The campus maintains a fleet of vehicles for use by approved faculty and staff members for official travel as part of their campus duties. In order to be approved for use of vehicles, an employee must submit a Driver Clearance Application (available from your School Dean’s Office, Physical Plant Office or online at http://www.canton.edu/forms/). Once you have been approved to drive a state vehicle, requests for state-supported travel are completed on a Travel Request Form (T-1), available on the travel website: http://www.canton.edu/travel/forms.html. Approval to travel is required by your supervisor and whoever is funding the travel. Any out of state travel must be approved by the appropriate VP. The State of New York has a Corporate Travel
Card Program to provide employees with a mechanism to pay for travel expenses. Any employee who travels at least once a year may apply for a card through the Travel Office at SUNY Canton. Detailed Travel Card Program Guidelines can be found on the website at http://www.canton.edu/travel/tcard.html and an application can be found on the website at: http://www.canton.edu/travel/forms.html.

Upon return, all travelers must submit a travel voucher detailing all expenses including both corporate Travel Card charges and out of pocket expenses. State vehicles should be used unless unavailable and will be reserved through the T-1 form. See PROFESSIONAL DEVELOPMENT for other types of travel support. **NOTE:** Travel requests must be completed at least two weeks prior to date of travel. Travel Vouchers must be completed within 30 days of return.

**UCANWEB**

UCanWeb is a web-based application which gives access to general and personal academic information for both faculty and students at SUNY Canton. Since it is web-based, students and faculty can perform functions from any computer connected to the internet, on or off campus. Using any browser, the user can access the website by clicking on option 'UCanWeb' in the 'Quick Links' pull-down menu of the SUNY Canton homepage (URL http://www.canton.edu). The personal information is contained in a secure area of the system and the user needs to login using a User ID and PIN which is provided by the Registrar’s Office.

Some of the functionalities available for students in the system include online registration, access to information such as student schedules, financial aid history, midterm and final grades, account information, web surveys, curriculum information, and personal information such as address, phone number and email addresses.

Faculty must enter grades for their students through the faculty module of the system. They can also see their class rosters and information on various courses offered in the college, and they can retrieve basic information including midterm grades for their students and/or advisees. Using the email addresses set up in Banner, UCanWeb also allows students and faculty to send emails to each other. Information contained in UCanWeb is protected under the FERPA policy and should be protected as outlined in the policy.

**UNIVERSITY POLICE (911 ISSUES)**

All emergency situations (medical, mental health, counseling or disciplinary matters) should be coordinated through University Police at 7777)
NON-DISCRIMINATION NOTICE

Pursuant to the State University of New York policy, SUNY Canton is committed to fostering a diverse community of outstanding faculty, staff, and students, as well as ensuring equal educational opportunity, employment, and access to services, programs, and activities, without regard to an individual’s race, color, national origin, religion, creed, age, disability, sex, gender identity, gender expression, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction. Employees, students, applicants, or other members of the campus community (including, but not limited to, vendors, visitors, and guests) may not be subjected to harassment that is prohibited by law or treated adversely or retaliated against based upon a protected characteristic.

The University’s policy is in accordance with federal and state laws and regulations prohibiting discrimination and harassment. These laws include the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964 as Amended by the Equal Employment Opportunity Act of 1972, and the New York State Human Rights Law. These laws prohibit discrimination and harassment, including sexual harassment and sexual violence.

Inquiries regarding the application of laws, regulations, and policies prohibiting discrimination may be directed to Affirmative Action Officers, Suzan McDermott at (315) 386-7611/McDermotts@canton.edu. Inquiries regarding the application of Title IX may be directed to the Title IX Coordinator, Amanda L. Deckert, at (315) 386-7688/wood121@canton.edu. Inquiries may also be directed to the United States Department of Education’s Office for Civil Rights, 32 Old Slip 26th Floor, New York, NY 10005-2500; Tel. (646) 428-3800; email OCR.NewYork@ed.gov
APPENDICES

List of Important Offices
Academic Affairs Organizational Chart
Instructions on Accessing UCanWeb for the First Time
Syllabus Outline
Online Course Syllabus Outline
Uploading Your Syllabus to UCanWeb
Course Outline
FERPA Guidelines (FERPA – Family Educational Rights & Privacy Act)
Guidelines for Teaching Writing Intensive Courses
RooSuccess How to Raise a Flag
Student Course Comment Questionnaire
Academic Faculty Information Form

LIST OF REFERENCE DOCUMENTS

Academic Calendar http://www.canton.edu/academic/calendar/
Annual Reports – See Dean
Campus Maps http://www.canton.edu/map/
Degree Works -
http://www.canton.edu/advising_center/documents/DegreeWorksSTU.pdf
General Education Approved Course List -
http://www.canton.edu/gened/approved_courses.pdf
Mission, Goals, Objectives & Assessment – Strategic Plan -
http://www.canton.edu/strategic_plan/
SUNY General Education Guidelines - http://www.canton.edu/provost/assessment/
Taskstream -
http://www.canton.edu/effectiveness/pdf/Course_Assessment_in_Taskstream.pdf
Travel Forms http://www.canton.edu/travel/forms.html
United University Professions Contract

HANDBOOKS AND MANUALS

College Catalog - http://www.canton.edu/catalog/
Board of Trustees Policies (Distributed by Human Resources)
**LIST OF IMPORTANT OFFICES**

**OFFICE OF THE PRESIDENT**

<table>
<thead>
<tr>
<th>Office</th>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zvi Szafran, President</td>
<td>MAC 616</td>
<td>7204</td>
</tr>
<tr>
<td>Michaela Young, Assistant to the President</td>
<td>MAC 616</td>
<td>7204</td>
</tr>
<tr>
<td>Lenore VanderZee, Executive Director for University Relations</td>
<td>MAC 616</td>
<td>7204</td>
</tr>
<tr>
<td>Dale Rice, Director, Small Business Development Center</td>
<td>FH 201</td>
<td>7312</td>
</tr>
</tbody>
</table>

**ACADEMIC AFFAIRS**

<table>
<thead>
<tr>
<th>Office</th>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peggy A. De Cooke, Provost &amp; Vice President for Academic Affairs</td>
<td>MAC 608</td>
<td>7202</td>
</tr>
<tr>
<td>Renee L. Campbell, Assistant to the Provost</td>
<td>MAC 608</td>
<td>7202</td>
</tr>
<tr>
<td>Erin Voisin, Special Projects Coordinator to the Provost</td>
<td>MAC 612</td>
<td>7838</td>
</tr>
</tbody>
</table>

**ACADEMIC SUPPORT SERVICES AND INSTRUCTIONAL TECHNOLOGIES**

<table>
<thead>
<tr>
<th>Office</th>
<th>Location</th>
<th>Phone</th>
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</thead>
<tbody>
<tr>
<td>Molly A. Mott, Associate Provost &amp; Dean</td>
<td>MAC 604</td>
<td>7425</td>
</tr>
</tbody>
</table>

**SCHOOL OF BUSINESS AND LIBERAL ARTS**

<table>
<thead>
<tr>
<th>Office</th>
<th>Location</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Philip Neisser, Dean</td>
<td>MAC 416</td>
<td>7328</td>
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</tbody>
</table>

**CANINO SCHOOL OF ENGINEERING TECHNOLOGY**

<table>
<thead>
<tr>
<th>Office</th>
<th>Location</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Michael Newtown, Dean</td>
<td>NN 105</td>
<td>7411</td>
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</tbody>
</table>

**SCHOOL OF SCIENCE, HEALTH AND CRIMINAL JUSTICE**

<table>
<thead>
<tr>
<th>Office</th>
<th>Location</th>
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<tbody>
<tr>
<td>Kenneth M. Erickson, Dean</td>
<td>Cook 125</td>
<td>7401</td>
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</table>

**ADMISSIONS**

<table>
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<tr>
<th>Office</th>
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<tbody>
<tr>
<td>Melissa Evans, Director</td>
<td>FHI 100</td>
<td>7123</td>
</tr>
</tbody>
</table>

**INSTITUTIONAL RESEARCH**

<table>
<thead>
<tr>
<th>Office</th>
<th>Location</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Sarah E. Todd, Director</td>
<td>MAC 224</td>
<td>3975</td>
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</table>

**SPONSORED RESEARCH (GRANTS)**

<table>
<thead>
<tr>
<th>Office</th>
<th>Location</th>
<th>Phone</th>
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</thead>
<tbody>
<tr>
<td>Betsy Rohr Adams, Coordinator of Sponsored Programs</td>
<td>MAC 602</td>
<td>7951</td>
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</table>

**STUDENT AFFAIRS**

<table>
<thead>
<tr>
<th>Office</th>
<th>Location</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Courtney Bish, Vice President for Student Affairs</td>
<td>CC 219</td>
<td>7120</td>
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</table>

**COUNSELING** - Melinda Miller, Director

<table>
<thead>
<tr>
<th>Office</th>
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<tbody>
<tr>
<td>DIVERSITY AFFAIRS – Lashawanda Ingram, Director</td>
<td>CC 225</td>
<td>7128</td>
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</tbody>
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**HEALTH SERVICES** – Shanna White, Director

<table>
<thead>
<tr>
<th>Office</th>
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<tbody>
<tr>
<td>RESIDENCE LIFE – John Kennedy, Director</td>
<td>Mohawk Hall</td>
<td>7513</td>
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</table>

**STUDENT ACTIVITIES** – Priscilla Leggette, Director

<table>
<thead>
<tr>
<th>Office</th>
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<tbody>
<tr>
<td>ATHLETICS</td>
<td>Roos House</td>
<td>7335</td>
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</table>

**HUMAN RESOURCES**

<table>
<thead>
<tr>
<th>Office</th>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suzan McDermott, Director</td>
<td>FH 218</td>
<td>7325</td>
</tr>
</tbody>
</table>
ADMINISTRATIVE AFFAIRS
Shawn Miller, Vice President for Administration/Chief Financial Officer/Operations Manager, FH 210 (315) 379-3820

Amanda Rowley, Assistant to the Vice President for Administration/Travel Coordinator, FH 208 (315) 386-7559

ONE HOP SHOP (Financial Aid, Student Accounts, Registrar, Meal Plans/Student ID’s)
Kerrie L. Cooper, Director of Financial Aid CC 012 7616

REGISTRAR
Memorie Shampine, College Registrar CC 012 7616

UNIVERSITY POLICE
Alan Mulkin, Chief of Police UP – WH 7777

EMERGENCY PHONE NUMBERS
UNIVERSITY POLICE 7777
DAVIS HEALTH CENTER - 7333
INFORMATION SERVICES – HELP DESK - 7448
ACADEMIC AFFAIRS ORGANIZATION CHART

PROVOST/VICE PRESIDENT FOR ACADEMIC AFFAIRS – Peggy A. De Cooke

School of Business and Liberal Arts – Dean, Philip Neisser
  Business Dept. – Director, Marela Fiacco
  Humanities Dept. – Dept. Chair, Kirk Jones
  Social Science Dept. – Dept. Chair, Maureen Maiocco
  Liberal Arts: General Studies program – Curriculum Coordinator, Patrick LaPierre

Canino School of Engineering Technology – Dean, Michael Newtown
  Civil & Construction Dept. – Dept. Chair, Adrienne Rygel
  Decision & Graphic Media Systems Dept. – Dept. Chair, Christopher Sweeney
  Electrical Technology and Engineering Science Dept. – Dept. Chair, Stephen Frempong
  Mathematics Dept. – Dept. Chair, Alice Reed
  Mechanical & Energy Technologies Dept. – Dept. Chair, Lucas Craig

School of Science, Health and Criminal Justice – Dean, Kenneth Erickson
  Criminal Justice Dept. – Dept. Chair, Elizabeth Brown
  Science Dept. – Dept. Chair, W. David Barnes
  Funeral Service Administration – Director, David Penepent
  Nursing (B.S., AAS, and Certificate) Dept. – Director, Kimberly Davies
  Physical Therapist Assistant – Director, Deborah Molnar
  Sports Management & Health & Fitness Promotion Dept. – Dept. Chair – Diane Para
  Veterinary Science Technology Dept. – Dept. Chair – Mary Loomis

Academic Support Services & Instructional Technologies – Associate Provost & Dean, Molly Mott, PhD
  Admissions – Director, Melissa Evans
  Academic Advising Center and First Year Programs– Director, Sharon Tavernier
  Academic Recovery - Molly Mott
  Student Accessibility Services- Director, Megan Riedl
  Assessment (Non-Academic) – Molly Mott
  C-STEP – Stacia Dutton
  Career Services – Director, Julie Parkman
  Educational Opportunity Program – Director, Walvi De Jesus
  International Student Initiatives – Director, Erin Lassial
  Library Learning Commons:
    Southworth Library - Director, Cori Wilhelm
    Betty J. Evans Tutoring Center - Director, Johanna Lee
  Online Learning and Instructional Technologies – Molly Mott
  TRiO Student Support Services – Director, Brenda Miller
  Military & Veteran Affairs – Director, Patrick Massaro

Institutional Research – Director, Sarah Todd
Sponsored Research (Grants) – Coordinator, Betsy Rohr Adams
CREST Center for Workforce Development – Director, Arthur Garno
Instructions on Accessing UCanWeb for the First Time

Banner ID: Your Social Security Number (or your new generated Banner ID)

PIN:

1. Before you access the website, make sure you have received your preliminary UCanWeb PIN from the Registrar’s Office (It was included in the packet distributed by Human Resources during your New Staff Orientation session). If you do not have your PIN, contact the Registrar’s Office at ext. 7616 or email them at registrar@canton.edu from your SUNY Canton email address to request your PIN. You will need this number to access the system.

2. On your browser, go to the SUNY Canton website at www.canton.edu

3. Click on the UCanWeb link found in the green ‘Stay Connected’ tab of the SUNY Canton homepage. This tab is on the lower right corner of the page.

4. You are now in the UCanWeb homepage.

5. Click on the first option, Enter Secure Area. On the next page, type in either your Banner ID or your Social Security Number on the box labeled User ID. On the next box, type in the PIN which was issued to you, then click Login.

6. Once you are in the Secure Area, UCanWeb will require you to change your PIN immediately. Type the preliminary PIN on the first box and decide on your new final PIN. Type in this final PIN on the second box and also on the third box to confirm. The new PIN must be numeric and the system requires it to be 6 digits long. Click on Login to proceed to the next page

7. Next, the Terms of Usage page will appear, and you can either accept the terms or exit out. If you accept the Terms of Usage, click on the Continue button.

8. On the next page, you will be asked to type in your new PIN again. You will also be asked to define a security question and the answer to that question. This security question could be useful in the future if you forget your PIN, so make sure you remember what you specified here. Also, take care that others will not know the answer to this question, since they would then be able to access the system. Click Submit to proceed to next page.

9. You will now see the Main Menu. You have now completed the First-Time Login process. The next time you login, you will go straight to the Main Menu. Feel free to check out the different menu options. Also take note of the User Guide link on this page. If you need help, the User Guide provides an overview of some options that are provided in UCanWeb.

10. As the need arises for you to use the system (for example, for entering grades), you will receive instructions from the appropriate office.

11. For security purposes, make sure that you exit the system when you are done or if you will be away from your computer for any length of time. The EXIT link appears in the upper right corner of the screen.

12. If you encounter any problems or have questions on this process, please call the Registrar’s office at 386-7616 or email registrar@canton.edu.
DEPT./PROGRAM/SCHOOL:
COURSE NAME AND NUMBER:
SEMESTER/YEAR:
CREDIT HOURS:

INSTRUCTOR:
OFFICE ADDRESS:
OFFICE HOURS:
OFFICE TELEPHONE:
EMAIL ADDRESS:

COURSE DESCRIPTION: (from catalog) Include lecture hours and lab hours.
PRE-REQUISITES:
CO-REQUISITES:

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES: (From Course Outline) (Competencies addressed.)</th>
<th>Institutional SLO (ISLO)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ISLO Code:
1-Communication Skills; 2-Critical Thinking; 3-Foundational Skills; 4-Social Responsibility; 5-Industry, Professional, Discipline-Specific Knowledge & Skills
Please use the # and the topic heading. It is suggested to limit each outcome to one SLO, where possible.

Example:

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES: Upon completion of this course, the student will be able to:</th>
<th>Institutional SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe and apply the basic pattern of growth and development of children from birth to 8 years.</td>
<td>2-Crit. Thinking</td>
</tr>
<tr>
<td>Discuss major developmental theorists and theories applicable to the young child and the history of early care and education</td>
<td>1-Communication</td>
</tr>
</tbody>
</table>

REQUIRED TEXT(S): (Author, title, ed., publisher, date.)

OTHER REQUIRED MATERIALS: (As appropriate)

COURSE REQUIREMENTS/EVALUATION CRITERIA:

CLASSROOM POLICIES: (State classroom policies, as appropriate)

CLASSROOM CONDUCT: Students are expected to comply with all academic and behavioral standards established in the SUNY Canton Code of Student Conduct, Rights & Responsibilities (Code). The Code is published in the Student Handbook and is accessible from the SUNY Canton homepage.
ATTENDANCE POLICY: (State your attendance policy)

*THE INSTRUCTOR HAS THE RIGHT TO MODIFY ANY SECTION OF THE SYLLABUS. EACH STUDENT IS RESPONSIBLE FOR READING AND UNDERSTANDING THE SYLLABUS.*
Online Syllabus Outline

SUNY CANTON
Canton, New York

DEPARTMENT/PROGRAM/SCHOOL:
COURSE NAME AND NUMBER:
SEMESTER/YEAR:
CREDIT HOURS:

INSTRUCTOR:
OFFICE ADDRESS:
OFFICE HOURS/VIRTUAL HOURS:
OFFICE TELEPHONE:
EMAIL ADDRESS:

Technical Support Information:
For issues with NetID, passwords, or campus email:
Contact the SUNY Canton Help Desk:
Call 1-315-386-7448
Email: helpdesk@canton.edu
Visit: http://www.canton.edu/it/ for hours of operation

For issues with Blackboard (Bb)
Contact the Open SUNY Help Desk:
Call 1-844-673-6786
Submit a ticket: https://service.sunyconnect.suny.edu/footprints/proj16.html
Visit: http://open.suny.edu/support/contact-us/current-students/ for hours of operation

* Find more student resources at http://www.canton.edu/ol/bb.html

COURSE DESCRIPTION:
* [Copy and paste from the course catalog located at http://www.canton.edu/middlestates/review/] *

PRE-REQUISITES:

CO-REQUISITES:

MINIMUM TECHNOLOGY REQUIREMENTS:
Internet Connection: A broadband connection such as cable or DSL is preferred. Broadband connections are highly recommended for assessments. Dial-up connections may not be as reliable when taking an assessment online.
Operating System: *See the following website: http://www.canton.edu/ol/tech.html
Web Browser: *See the following website:
http://wiki.sln.suny.edu/display/SLNKB/Open+SUNY+Online+Course+Browser+Compatibility#compatibility-Blackboard
Hardware: *See the following website: http://www.canton.edu/ol/tech.html
Additional Software: Microsoft Word, Microsoft PowerPoint (or PowerPoint Viewer), Adobe Acrobat Reader. *Specific course requirements might differ. Software downloads are available at http://www.canton.edu/ol/tech.html
* Use the “Open SUNY Browser Compatibility” module on your Bb login page to check system compatibility for every login.

**STUDENT LEARNING OUTCOMES:**
* [Copy and paste from the course catalog located at http://www.canton.edu/middlestates/review/] *

**REQUIRED TEXT (S):**
* [Author, title, ed., publisher, date] (Link to college’s Textbook Center) *

**OTHER REQUIRED MATERIALS:**

**COURSE REQUIREMENTS/EVALUATION CRITERIA:**
* [Indicate if student satisfaction or other surveys are required. Indicated proctoring requirements if used.] *

**NETIQUETTE:**
* [Refers to general guidelines of acceptable behavior for electronic communication, details consequences for threatening or harassing language. Link to the college’s Computer Use & Network Policy.] *

**FEEDBACK SCHEDULE:**
* [Information on instructor response and availability. Example: Most often, a student can expect a response to email within...] *

**METHOD OF DELIVERING ASSIGNMENTS:**
* [Example: Please submit work via ...All submissions should be titled with the student’s last name accompanied by their first initial and course title (e.g., SmithJ_EDUC205). Be sure to have anti-virus software installed on your computer and update it regularly.] *

**ATTENDANCE POLICY /PARTICIPATION REQUIREMENTS:**
* [Specify any asynchronous or synchronous components.] *

**EMERGENCY OR INTERRUPTION IN COMPUTER SERVICE POLICY:**
* [Example: Prepare for unexpected problems and emergencies. Understand that problems and glitches do occur in online learning, as they do in any learning environment. Have a back-up plan, such as using the computers at a local library, for submitting assignments in case your computer crashes or your service is interrupted. Specify how emergencies or interruption in service will affect assignment deadlines.] *

**ACADEMIC CONDUCT:**
Students are expected to comply with all academic and behavioral standards established in the SUNY Canton Code of Student, Rights, and Responsibilities (Code). The Code is published in the Student Handbook and is accessible from the SUNY Canton homepage – www.canton.edu.

**ACCESSIBILITY POLICY:**
Any student with a documented disability who is eligible for, or has questions regarding accommodations, should contact SUNY Canton’s office of Student Accessibility Services.

**THE INSTRUCTOR HAS THE RIGHT TO MODIFY ANY SECTION OF THE SYLLABUS. EACH STUDENT IS RESPONSIBLE TO READ AND UNDERSTAND THE SYLLABUS.**
MASTER SYLLABUS

STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK

MASTER SYLLABUS

COURSE NUMBER – COURSE NAME

Created by:
Updated by:

SCHOOL
DEPARTMENT
SEMESTER YEAR
A. **TITLE:** (Full Title) (*Please limit to 30 characters*)

B. **COURSE NUMBER:** (4 Letter Course Designator and Number)

C. **CREDIT HOURS:** (X) number of lecture hours per week for (X) number of weeks
   Prototypically, for a 15-week course one credit is awarded per:
   - One hour (50 minutes) of lecture per week
   - Two to three hours of lab or clinical per week
   - Two hours of recitation per week
   - 40 hours of internship

D. **WRITING INTENSIVE COURSE:** (Yes or No)
   - Yes denotes course is permanent writing intensive course for every section, every semester.
   - No denotes course is not a writing intensive course; or it may be some semesters for some sections, but not all.

E. **GER CATEGORY:** (GER # and Category Title; or “None”)

F. **SEMESTER(S) OFFERED:** (Fall, Spring, Fall and Spring)
   - Fall signifies course will be offered during fall semester, but does not preclude occasionally offering the course during spring semester as well.
   - Spring signifies course will be offered in spring, but does not preclude occasionally offering the course during fall semester as well.
   - Fall and spring signifies course will be offered during fall and spring semesters.

G. **COURSE DESCRIPTION:** (A brief description, 4-6 sentences, MUST be in present tense)
   - Begin with “In this course students…”
   - Do not include pre- or co-requisites in the course description
   - Do not include credit hours in course description

H. **PRE-REQUISITES/CO-REQUISITES:** (List courses or indicate “none”)
   a. Pre-requisite(s): 4 Letter Course Designator and Number or “none”
      Pre-requisite must be in progress or completed at time of registration
   b. Co-requisite(s): 4 Letter Course Designator and Number or “none”
      Co-requisite must be taken concurrently, even if student has already passed the co-requisite course.
   c. Pre- or co-requisite(s): 4 Letter Course Designator and Number or “none”
      Pre- or co-requisite course must be taken concurrently; OR is either in progress or completed at time of registration.
   - Allowed pre- or co-requisites: Courses, grade earned in pre-requisite course, credits earned, and major restrictions.
   - Cumulative GPA pre-requisites allowed only for internships.
I. **STUDENT LEARNING OUTCOMES:**

By the end of this course, the student will be able to:

1. Should have 6-7 objectives using Bloom’s Taxonomy
2. If this course outline is also being submitted for GER approval the learning outcomes from the requested GER must also be included in this list (see provost’s page)
3. Each measurable course SLO must be mapped to a corresponding program SLO. The corresponding Institutional SLO that is already mapped should be inserted into the ISLO column (see departmental program/ISLO map).
4. For courses/disciplines that do not map to program SLOs, course SLOs should be mapped directly to ISLOs.

<table>
<thead>
<tr>
<th>ISLO #</th>
<th>Institutional Student Learning Outcomes [ISLO 1–5]</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Communication Skills</td>
</tr>
<tr>
<td></td>
<td>Oral [O], Written [W]</td>
</tr>
<tr>
<td>2</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td></td>
<td>Critical Analysis [CA], Inquiry &amp; Analysis [IA], Problem Solving [PS]</td>
</tr>
<tr>
<td>3</td>
<td>Foundational Skills</td>
</tr>
<tr>
<td></td>
<td>Information Management [IM], Quantitative Lit./Reasoning [QTR]</td>
</tr>
<tr>
<td>4</td>
<td>Social Responsibility</td>
</tr>
<tr>
<td></td>
<td>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</td>
</tr>
<tr>
<td>5</td>
<td>Industry, Professional, Discipline Specific Knowledge and Skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Student Learning Outcome [SLO]</th>
<th>PSLO</th>
<th>GER (if applicable)</th>
<th>ISLO &amp; SUBSETS</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Examine the framework in which health care services are produced, coordinated, consumed, reimbursed, and evaluated.</td>
<td>1. Demonstrate effective oral and written communication skills.....</td>
<td>1 5</td>
<td>O, W</td>
</tr>
<tr>
<td>b. Duplicate complex code to solve differential equations.</td>
<td>2 3</td>
<td>CA, IA</td>
<td></td>
</tr>
</tbody>
</table>

*Include program objectives if applicable. Please consult with Program Coordinator
J. **APPLIED LEARNING COMPONENT:**

Yes ______ No _______

(If Yes, choose one or more of the following categories)

Yes or No

- Classroom/Lab
- Internship
- Clinical Placement
- Practicum
- Service Learning
- Community Service
- Civic Engagement
- Creative Works/Senior Project
- Research
- Entrepreneurship (program, class, project)

K. **TEXTS:** (If a text is used it should adhere to APA, MLA or ASA)

Sample of APA Reference (book):

Sample of MLA Reference (book):


L. **REFERENCES:** (alternative textbooks, references, and resources needed for delivery of the course)

M. **EQUIPMENT:** (university supplied equipment, i.e., technology enhanced classroom)

N. **GRADING METHOD:** (A-F or P/F)

O. **SUGGESTED MEASUREMENT CRITERIA/METHODS:**

Assignments
Final
Midterm
Participation
Project
Quizzes

P. **DETAILED COURSE OUTLINE:** (must use the outline format listed below)

I. **Topic**
   A. **Content**
Q. **LABORATORY OUTLINE**: (If the course has a designated laboratory session this MUST be completed, follow the format for the detailed course outline listed above)

NOTE: To compose your course syllabus please use the following course syllabus template: [link TBA]
WHAT IS FERPA?

FERPA stands for *Family Educational Rights and Privacy Act* (sometimes called the Buckley Amendment). Passed by Congress in 1974, the Act grants four specific rights to students:

- the right to see the information that the institution is keeping on them
- the right to seek amendment to those records and in certain cases append a statement to the record
- the right to consent to disclosure of their records
- the right to file a complaint with the FERPA Office in Washington, D.C.

WHAT IS A STUDENT EDUCATIONAL RECORD?

- Virtually any information provided by a student to the university or created through the educational process is considered a student educational record. Common examples are:
  - personal information
  - enrollment records
  - grades
  - schedules
- The storage medium in which you find this information does not matter. Examples of things that may be student educational records are:
  - a document in the Registrar’s Office
  - a computer printout in your office
  - a class list on your desktop computer
  - a computer display screen
  - notes you have taken during an advisement session

WHAT ARE THE BASIC RULES?

- Student educational records are considered confidential and may not be released without the written consent of the student.
- As a faculty or staff member you have a responsibility to protect educational records in your possession.
- Some information is considered public (sometimes called "Directory Information"). This information can be released without the student’s written permission. However, the student can choose to consider this information confidential as well. Directory Information is: Student’s Full Name, Local Address and Telephone Number, Campus Email Address, Home Address and Home Telephone Number, Date of Birth, Major Field of Study, Dates of Attendance, Degrees and Awards Received, Date(s) of Graduation, Participation in officially recognized sports and activities, and the most recent previous educational institution attended.
- You have access to information only for legitimate use in completion of your responsibilities as a university employee. Need to know is the basic principle.
- If you are ever in doubt, do not release any information until you get sufficient information from the office responsible for student records. Call the Registrar at 386-7616, or refer the request to that office.
To avoid violations of FERPA rules, **Do Not**: 

- at any time use any part of the Social Security Number of a student in a public posting of grades
- ever link the name of a student with that student's Social Security Number in any public manner
- leave graded tests in a stack for students to pick up by sorting through the papers of all students
- circulate a printed class list with student name and Social Security Number or grades as an attendance roster.
- discuss the progress of any student with anyone other than the student (*including parents*) without the consent of the student
- provide anyone with lists of students enrolled in your classes for any commercial purpose
- provide anyone with student schedules or assist anyone other than university employees in finding a student on campus
A writing intensive course uses writing as an important tool in the discipline studied and is not designed primarily to teach the technical aspects of writing. Emphasis is on using writing as a means of sharpening thinking and understanding the subject. All faculty have the ability to help students improve their writing; furthermore, student writing requires thought and enhances retention. Providing students with plenty of opportunity to practice this skill is the main goal in a writing intensive course.

Specific Guidelines

1. Weekly writing assignments, evaluated/commented on by the instructor (graded, ungraded), such as:
   a. Journals
   b. Questions/responses/discussions
   c. Summaries
   d. Essay exams/quizzes
   e. Letters/resume writing

   with the following objectives to be met:

   a. meets assignment requirements specified by instructor (including, but not limited to, sources and vocabulary appropriate to the subject matter).
   b. clarity of expression (usage of basic grammatical correctness as opposed to strict grammatical correctness)
      i. a clear main point is expressed;
      ii. work as a whole is organized and cohesive (individual paragraphs and sentences contribute to the support of the main point);

2. Sustained/cohesive writing project, evaluated/commented on and graded by the instructor (including substantial work with revisions, or several shorter writing assignments with revisions). Examples include:
   a. Research Project/Paper
   b. Analytical Paper
   c. Case Study
   d. Technical Report
   e. Creative Project
   f. Comparison/Contrast
   g. Extended definitions
   h. Exploration of topic
   i. Explanation of process or idea
   j. Collaborative Learning Projects

   with the following objectives to be met:

   a. meets assignment requirements specified by instructor (including, but not limited to, sources and vocabulary appropriate to the subject matter)
   b. if outside resources are used, students will demonstrate appropriate use of conventional citations and references for the discipline
   c. the inclusion of at least one previous draft
   d. a final draft that shows substantial revision work
   e. clarity of expression with effective use of grammar

3. Students will be required to demonstrate ability to generate a word-processed/computer-generated document by using basic keyboarding and computer skills to enter, manipulate, and transmit text.

8/2011
RooSuccess – Process Raise a Flag

ROOSUCCESS: HOW TO RAISE A FLAG

Link to RooSuccess

Raising a Flag is the new MTS. There are several different ways to go about raising a flag on a student in one of your classes.

First, to get to your class rosters, use the “hamburger” menu in the top left corner:

Choose My Students to see all of your students:

Adjust the connection to see a class roster, or use the Search box to type in the first name, last name or ID# of one of your students:

1) You can check the box next to the student name and then click on the Add Flag button

2) Or rollover student name and then add flag button:
Once you select the student(s), you can see the list of flags that you can raise in this situation. These mirror the reasons we have had in the past.

Once you choose a flag type, you will have the chance to add a comment specific to the situation. The default comment will be sent to the student as you see it, unless you edit it. To see the email templates attached to each flag type, see [http://www.canton.edu/roosuccess/email.html](http://www.canton.edu/roosuccess/email.html).

When you save a flag, an email will go to the student, to the flag raiser (you) and to the student’s faculty advisor. EOP and TRiO counselors, RD’s and coaches can see flags and comment as well.

**To see if others have commented on the Flags that you raised, go to the student:**
Click on student name to open their “folder” and see more information on that student. Go to tracking to see all flags raised on that student. Go to Notes and look for “Follow-Up on a Flag” to see what others have to say about their meetings with your student regarding their flags.
Other functionality:

Kudos:
We now also have the ability to tell a student that they are doing everything right!

Referrals:
Concern for a student’s well-being will send a request for a well-check to the Counseling Center.
This is just between you and the Counseling Center – no notification to student.
A Tutoring Referral is a notice to the student that you are recommending they go to tutoring.
This is a way for the student and others in the student’s network to see your referral.

To-Do:
These are set up for outside of class items - advisors can send a student a “To-Do” to make an appointment or change their major.

Message:
Sends an email message to student

Note:
Makes a Note in RooSuccess that others in the student’s network can also see. You can choose to ALSO send this out via email by checking the boxes for “Send copy of note to yourself” and/or “Send copy of note to student.” Document student meetings or conversations. This is a communication tool that helps us help the student.

Jump to: See Your Students | Raise A Flag | Complete a Progress Survey | See Flags raised on your students | Attendance | Kudos, System Flags, Referrals and To-Do’s
SUNY CANTON STUDENT COURSE COMMENTS

Please give this survey your full attention and respect; its purpose is to improve the quality of your educational experience. Your thoughtful input is valuable for the continued success of SUNY Canton. Please offer specific details and examples so that your comments can be best used to improve course design and teacher effectiveness. The survey results will not be returned to the instructor until the start of the next semester and the name of the student will not be attached to survey results.

1. I am:
   - Under 20 years old
   - 20 – 24 years old
   - 25 years or older

2. This course was:
   - Required
   - An Elective

3. The course was well organized.
   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree

4. The course objectives were clear.
   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree

5. I understood what was expected of me in this course.
   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree

6. The instructor gave clear explanations to clarify concepts.
   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree

7. The instructor’s teaching methods are effective.
   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree

8. The instructor was available for consultation with students.
   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree
9. Assignments were returned quickly enough to benefit me.
   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree

10. The instructor’s evaluation of students' performances was constructive.
    - Strongly agree
    - Agree
    - Neutral
    - Disagree
    - Strongly Disagree

11. I have become more competent in this area because of this course.
    - Strongly agree
    - Agree
    - Neutral
    - Disagree
    - Strongly Disagree

12. Was there anything about this course that was significant enough that you’d like to comment on it?
**FACULTY INFORMATION FORM**

Due September 15

**ACADEMIC FACULTY INFORMATION FORM**

**Time Period:** September 1, 20___ through August 31, 20___

**NOTE:** Please only include information for the time period indicated above

<table>
<thead>
<tr>
<th>Academic Employee Name</th>
<th>Rank</th>
<th>Department</th>
</tr>
</thead>
</table>

**Specialties within discipline**

**Section I: CURRICULUM VITAE**

Submit a current, updated CV in conjunction with this form.

**Section II: EFFECTIVENESS**

II.A: Teaching Effectiveness (Winter/Summer Term Optional)

<table>
<thead>
<tr>
<th>Term</th>
<th>Courses Taught</th>
<th>Credit Hours Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter 20</td>
<td></td>
<td></td>
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<tr>
<td>Spring 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer 20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Indicate procedures used to assess teaching effectiveness, and new and innovative pedagogy. Please feel free to comment on Student Course Comments from last year.

II.B: Advising Effectiveness

Number of advisees

Include advising activities, new and innovative advising strategies.

**Section III: MASTERY OF SUBJECT MATTER**

III.A: Advanced Degrees/Licenses

III.B: Awards and Honors

**Section IV: SCHOLARLY ABILITY**

Indicate juried/refereed activities. Include grants proposed/awarded, articles and books submitted/accepted, presentations at professional meetings, performances, shows or productions directed. Optional for Lecturers.

**Section V: UNIVERSITY SERVICE**

Optimally includes at least 2 of the 3 areas listed below. Optional for Lecturers.

V.A: Administrative/Committee Assignments

V.B: College-Related Public Service
V.C: Campus Community Service
Participation in recruitment activities – open house, student admitted day; advisement of student clubs, volunteering at on-campus events.

Section VI: CONTINUING PROFESSIONAL GROWTH
(Optional for Lecturers)

VI.A: Professional Memberships
Indicate leadership roles and term of office.

VI.B: Professional Meetings, Seminars and Workshops Attended

VI.C: Courses or Degrees Completed

Section VII: DESCRIBE FUTURE GOALS & PLANS
(Optional for Lecturers)

VII.A: This Past Year’s Goals and Plans
Indicate the progress made in accomplishing last year’s goals and plans.

VII.B: Goals and Plans for Next Year
Include professional and curriculum development.

VII.C: Long Range Goals and Plans
Include professional and curriculum development.

Section VIII: OTHER INFORMATION
Include other activities not already covered above, but which you wish to note.

Section IX: SUGGESTIONS FOR THE COLLEGE

Signature of Academic Employee: ___________________________  Date: ________

Please submit completed form electronically to your Academic Dean’s office, with a copy to your Department Chair, and the Provost’s Office (campbellr@canton.edu).

Academic Dean’s Office Use Only

Copies To:  □ Provost  □ Department Chair