FACULTY HANDBOOK

STATE UNIVERSITY OF NEW YORK
CANTON

1906
COLLEGE OF TECHNOLOGY

AUGUST 2007
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>INTRODUCTION TO SUNY CANTON</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

## TEACHING RESPONSIBILITIES

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absence Warning/Dismissal from Class</td>
<td>1</td>
</tr>
<tr>
<td>Academic Calendar</td>
<td>1</td>
</tr>
<tr>
<td>Attendance/Absences</td>
<td>1</td>
</tr>
<tr>
<td>Attendance – Field Trip Policy</td>
<td>2</td>
</tr>
<tr>
<td>Cancellation of Classes by College</td>
<td>2</td>
</tr>
<tr>
<td>Class Roster</td>
<td>2</td>
</tr>
<tr>
<td>Course Assignments</td>
<td>3</td>
</tr>
<tr>
<td>Course Outline &amp; Syllabus</td>
<td>3</td>
</tr>
<tr>
<td>Dropping &amp; Adding Classes</td>
<td>3</td>
</tr>
<tr>
<td>Early Identification of Students in Academic Difficulty</td>
<td>3</td>
</tr>
<tr>
<td>Evaluation Process</td>
<td>4</td>
</tr>
<tr>
<td>-Student Evaluations</td>
<td>4</td>
</tr>
<tr>
<td>Final Exam Policy</td>
<td>4</td>
</tr>
<tr>
<td>Grading Policies</td>
<td>4</td>
</tr>
<tr>
<td>Office Hours</td>
<td>4</td>
</tr>
<tr>
<td>Overload Assignments</td>
<td>5</td>
</tr>
<tr>
<td>Plagiarism</td>
<td>5</td>
</tr>
<tr>
<td>Privacy Issues With Students</td>
<td>5</td>
</tr>
<tr>
<td>Student Academic Grievance Procedure</td>
<td>5</td>
</tr>
<tr>
<td>Summer Session &amp; Winterterm</td>
<td>5</td>
</tr>
<tr>
<td>Textbook Ordering</td>
<td>6</td>
</tr>
<tr>
<td>Writing Across the Curriculum</td>
<td>6</td>
</tr>
</tbody>
</table>

## ADVISING RESPONSIBILITIES

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Services</td>
<td>6</td>
</tr>
<tr>
<td>Cross Registration</td>
<td>7</td>
</tr>
<tr>
<td>Declaring a Major/Change of Major Request</td>
<td>7</td>
</tr>
<tr>
<td>General Education</td>
<td>7</td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td>7</td>
</tr>
<tr>
<td>Northstar Web</td>
<td>7</td>
</tr>
<tr>
<td>Orientation</td>
<td>8</td>
</tr>
<tr>
<td>Pre-scheduling</td>
<td>8</td>
</tr>
<tr>
<td>Probation</td>
<td>8</td>
</tr>
<tr>
<td>Suspension (Academic)</td>
<td>9</td>
</tr>
<tr>
<td>Transfer Credit</td>
<td>9</td>
</tr>
</tbody>
</table>
RELATED FACULTY RESPONSIBILITIES

Campus Wide Events .......................................................... 9
  Opening Convocation
  Family Weekend
  Honors Convocation
  Graduation
  President’s Meeting
Credit Validation ............................................................. 10
Curriculum Development ................................................ 10
Department/School Meetings ............................................ 10
Faculty Absence from Campus ......................................... 10
Governance Process and Membership ............................... 10
Grants Office Opportunities ........................................... 11
Institutional Assessment .................................................. 11
Online Courses .............................................................. 11
Professional Development .............................................. 11
Professional Development Funding Support ...................... 12
Recruitment Activities .................................................... 12
Strategic Planning .......................................................... 12

INFORMATION

Associated Colleges ....................................................... 12
Center for Extended Studies ........................................... 13
College Association ...................................................... 13
College Foundation ...................................................... 13
Distance Education ....................................................... 13
Employee Assistance Program ....................................... 13
Fitness Center .............................................................. 14
Harassment and Discrimination ...................................... 14
Hazardous Waste/Blood Borne Pathogen ........................... 14
Health and Safety Policies ............................................. 14
Information Services (Computing Policies) ......................... 14
Instructional Resources .................................................. 15
Off-Campus Extension Sites .......................................... 15
Public Relations and Advertising ..................................... 15
Purchasing (Other than Personal Services-OTPS) ............... 15
Student Support Services .............................................. 15
  Learning Centers
  Tutoring
  Library
  Special Testing Accommodations
Travel Policies .............................................................. 16
University Police (911 Issues) ........................................ 16
FACULTY HANDBOOK

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 several name changes and accreditation by the Middle States Association of Colleges and Secondary Schools in 1952, the college moved to its present location in 1967, after becoming SUNY Agricultural and Technical College (ATC). When the agricultural curriculum was eliminated in the late 1980's, the college became Canton College of Technology (CCT). Now as SUNY Canton, the college offers a wide range of opportunities for students, from certificates to baccalaureate degrees in the applied technologies. SUNY Canton students come primarily from New York State, although most are from northern New York. The diverse student population includes students of color, commuters, and non-traditional students, who work and support families, and international students. Many are first generational college students and/or eligible for the Educational Opportunity Program (EOP).

(Areas below can also be found in the following campus documents: PH - Personnel Handbook, SH - Student Handbook, PPM- Policies & Procedure Manual, AG - Advisor Guidebook

TEACHING RESPONSIBILITIES

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

ABSENCE WARNING/DISMISSAL FROM CLASS
Students may be dismissed from class for deviant academic conduct (see Student Handbook Student Responsibilities section) or excessive absences. Class policy for attendance and dismissal should be included in a class syllabus. Absence Warning/Dismissal/EID notices should be used for warnings and dismissals due to excessive absences. At the end of the first week of class, faculty should use the notice to report any student that has not attended a face-to-face class or participated in an online class. The Absence Warning/Dismissal/EID notice is submitted electronically; see instructions in Appendix.

ATTENDANCE/ABSENCES
Each student is expected to accept full responsibility for meeting all of the academic requirements for every course in which he/she is enrolled. Attendance regulations are
determined by the faculty or department based upon academic requirements for each curriculum and/or course. At the beginning of each semester, faculty will state clearly the attendance policy in their course syllabi to the student. Students must see the Vice President for Student Affairs on the sixth floor of the Faculty Office Building to request an excused absence. Students may be excused from classes (including quizzes and hourly examinations) for the following reasons: participation in intercollegiate athletics, family emergencies, medical emergencies, and course/curriculum field trips. Excused absences may be approved by the Office of the Dean of Students for all purposes other than field trips. Instructors must accept excused absences issued by the Office of the Vice President for Students Affairs for up to the equivalent of one week’s worth of class time for each course (e.g. for a four credit lab course, an instructor must accept excused absences for three one-hour class sessions and one laboratory session. For a three credit hour course that meets three times per week, an instructor must accept excused absences for three one-hour class sessions. If the course is a three credit course that meets once per week for three hours, missing one class session amounts to missing a week’s worth of classes). Instructors have the right to accept or deny excused absences issued by the Office of the Vice President for Student Affairs for students who are over this limit. See Student Handbook Student Responsibilities section for complete policy.

ATTENDANCE - FIELD TRIP POLICY

Students will be excused from classes for participation in curriculum field trips. Field trip rosters will be completed by the advisor of the group and sent to faculty/staff via e-mail at least two weeks prior to the date of the field trip with a copy retained by the Vice President for Student Affairs. Faculty planning field trips as part of the academic instructions must include the field trip and any associated fees on the course syllabus. Field trips must not be mandated. 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. Announcement of college closing or class cancellations will be made on local radio stations and will also be posted on the college’s website (www.canton.edu) under “news”. Evening on and off campus class cancellations will be announced no later than 4 or 5 p.m. on local radio stations and the college website (www.canton.edu). This includes classes at Extension sites.

CLASS ROSTER

Rosters reflect all students officially registered (after meeting financial obligations) at SUNY Canton. Faculty access their rosters via Northstar Web using a PIN provided by the Registrar. Updated rosters will be distributed after the last day for late registration for each semester.
COURSE ASSIGNMENTS
Course assignments, including extension site courses, are determined by the Academic Dean in consultation with Program Director or Department Chair and submitted to the Registrar at the end of the fourth week of the prior semester. Summer school assignments are submitted at the same time as fall course assignments. Winterterm assignments are submitted at the same time as spring course assignments. 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.

COURSE OUTLINE & SYLLABUS
The approved course outline format and general syllabus format (for face-to-face classes and online classes) can be found in the Appendix. The course outline is the general description of the course on file in the Dean’s office after governance approval. The syllabus reflects the Instructor’s requirements for a particular class and should be distributed to students on the first day of class. Instructors who teach online can submit syllabi information to their Northstar account before the date of pre-scheduling (directions on how to submit syllabi information to Northstar 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 ones that fit 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 Directors/Chair with a copy to the Dean’s office by the first week of class.

DROPPING & ADDING CLASSES
Students may drop and/or add a course where enrollment capacity exists with the approval of their advisor and dean during the first three days of each semester. All changes will utilize the Course Change Notice available at http://www.canton.edu/registrar/course_change.pdf. See the Academic Calendar for the last date to withdraw and the Student Handbook for further information about the course change process; see sample Course Change Notice in Appendix.

EARLY IDENTIFICATION OF STUDENTS IN ACADEMIC DIFFICULTY
The sooner we identify students who are in academic difficulty, the easier it is to provide support services that will enable them to improve their academic performance. The Early Identification Process (EID) was implemented in 2005. It is an electronic notification process faculty use to notify the Dean who oversees the student’s curriculum of any student who, in the instructor’s opinion, is in academic difficulty or whose attendance record is a concern. Once notified, the Dean, or the student’s advisor, will confer with the student and other faculty to determine if the academic difficulties are confined to one particular course
or if it is broader. The Dean or advisor will recommend specific support services, if appropriate. EID may also be used to notify the Dean that a student is no longer in academic jeopardy. Faculty should use the Absence Warning/Dismissal/EID notice at any point in the semester a student’s performance or attendance is of concern. At the end of the first week of class, faculty should use the notice to report any student that has not attended a face-to-face class or participated in an online class. The Absence Warning/Dismissal/EID notice is submitted electronically; see instructions in Appendix.

EVALUATION 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. The personnel handbook describes the evaluative file procedure and timeline. Some academic departments also have recommended guidelines for the evaluative file. Department chairs, Deans or the Vice President for Academic Affairs can answer questions on the evaluation process.

- STUDENT EVALUATIONS

A standard student evaluation questionnaire can be requested by the instructor each semester. Instructors are encouraged to participate in student evaluations on a regular basis. These evaluations are coordinated and compiled by each Academic School Office; see sample form for face-to-face classes and online classes in Appendix.

FINAL EXAM POLICY

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.

GRADING POLICIES

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 on the course outline on file in the Dean’s office. Grading methods should include any conversion from numeric to alpha grades. See ‘Privacy Issues with Students’ to avoid violations of FERPA (Family Educational Rights & Privacy Act).

OFFICE HOURS

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; scheduled in consultation with the Dean. In the event faculty are unable to attend their office hours,
they should follow the same notification procedure as if they are unable to attend class.

OVERLOAD ASSIGNMENTS
Generally, full-time faculty should be given the right of first refusal for overload courses, summer and winterterm courses. That is, courses that would otherwise be taught by adjunct faculty. There are exceptions, including 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 the other expectations, including advising, service and scholarship. Professional staff members who are asked to teach a course must get permission of their supervisor. Their supervisor must sign the appointment paperwork thereby indicating their approval. Professional staff must remember that teaching a class must not interfere or compete with their primary responsibilities and does not diminish their required attendance.

PLAGIARISM
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 a class syllabus.

PRIVACY ISSUES WITH STUDENTS
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' generated ID numbers, parts of the ID numbers, or names is prohibited by law. (See Appendix)

STUDENT ACADEMIC GRIEVANCE PROCEDURE
Both faculty and students have joint responsibilities in maintaining academic integrity. The fair evaluation of academic work can occur only in an environment conducive to learning and one which fosters concern for human dignity. The purpose of the academic grievance procedure is to provide for the student and faculty 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.

SUMMER SESSION AND WINTERTERM
SUNY Canton offers online instruction in a Winterterm session scheduled from Christmas through the week before the Spring semester begins. This schedule of classes is developed at the same time as the plan for Spring semester classes. Courses are determined by student or program needs and faculty availability. Summer Session is scheduled from the end of
May through mid-August and may offer both online and face-to-face classes of 3-week, 5-week, 7-week, and extended session durations. The plan for Summer Session classes is developed at the same time as the plan for fall semester classes. Any faculty interested in teaching during Winterterm or Summer Session should see 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. Order requests will come from the Textbook Center Manager prior to the end of the semester preceding the semester in which they will be used. 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.

(NOTE: For On-Campus, Evening Courses, students may be allowed to go to the Textbook Center to obtain their books the night of the first class. For Ogdensburg Free Academy classes, personnel from the College Association Bookstore will be at extension sites the first night of all classes to sell books in the extension site. For Massena Education Center classes, textbooks will be available for purchase at the Center during the first week of classes.)

WRITING ACROSS THE CURRICULUM

On September 7, 1994, Faculty Assembly approved the following:

1. Every Associate 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. And that 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.

ADVISING RESPONSIBILITIES

CAREER SERVICES

Any student may be referred to the Office of Career Services for career counseling and
exploration, assistance in securing employment, and resume writing assistance. This office also implements the on-campus College Work-Study Program.

CROSS REGISTRATION
Cross registration in the Associated Colleges (Clarkson, Potsdam, St. Lawrence) is defined as registration by, and is limited to, full-time matriculated undergraduate and graduate students. Limits on student cross-registration are included in the policies of each college. Cross-registration is available on a space-available basis and with instructor permission. Students may cross register for two courses a year. Questions should be directed to the Registrar.

DECLARING A MAJOR/CHANGE OF MAJOR REQUEST
Declaring a Major/Change of Major Request forms are available in the Dean’s office. It is the student’s responsibility to initiate the form with their advisor. All contingencies affecting the change will be written on the form, signed by the student, and sent to the appropriate Program Director or Academic Dean. Students must declare a major no later than earning 30 credit hours for Associates Degrees and 45 credits for Baccalaureate Degrees. Consult website for requirements to declare each major. See sample form in Appendix.

GENERAL EDUCATION
Students in Associate’s Degree programs who plan at any time in the future to transfer to a SUNY college must, upon graduation, meet seven (21 credits) of the ten General Education Requirements (GER). Students enrolled in baccalaureate programs must complete three credits in each of the ten general education areas to graduate unless a waiver has been granted by SUNY System Administration. The SUNY GER include mathematics, natural sciences, social sciences, American history, 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 catalogue. 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.

GRADUATION REQUIREMENTS
Graduation requirements are made available to students through college publications and their academic advisors. Advisors are responsible for helping students to understand their academic program, guiding them through the pre-scheduling process and advising them on any curricular issues. The college reserves the right to make modifications to a prescribed curriculum.

NORTHSTAR WEB
Northstar Web 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 'Northstar Web' in the 'Choose Your Link' 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 schedule, 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 about their students and/or advisees. Using the email addresses set up in Banner, Northstar Web also allows students and faculty to send emails to each other.

ORIENTATION
Mandatory new student orientation is held in late July. A modified orientation is held in January for spring admits. Students receive a tentative schedule and have an opportunity to discuss their academic plans with an academic advisor. Faculty are encouraged to volunteer for these advising sessions as they are excellent opportunities to meet the freshmen and parents.

PRE-SCHEDULING
Pre-scheduling dates are listed on the semester academic calendar. This period generally occurs just after mid-term grades are available. Students should preschedule with their assigned advisor unless they have received permission to change their curriculum. If a student is requesting a curriculum change, they should pre-schedule with the new program advisor or dean. Academic advisors usually schedule appointments to accommodate the prescheduling process. Student folders should always be consulted prior to scheduling and any special circumstances should be noted on the front page just inside the folder. Further information in other aspects of prescheduling including online prescheduling may be found in the Faculty Advisor Guidebook.

PROBATION
A student who does not meet re-registration requirements may be placed on Academic Probation for one semester. Academic Probation status is decided by the appropriate Academic Dean and is a privilege, not a right.
SUSPENSION (ACADEMIC) SH, PPM
Students who do not meet re-registration requirements may be suspended from the college. Students who have been suspended may not register at the college the semester following the suspension and are encouraged to take 6-12 credits at another college and achieve a GPA of 2.5. Students may apply for readmission, after one or more semester’s absence, by writing to the Director of Admissions. Permission to re-register is not automatic and will be granted only after approval of the appropriate Academic Dean.

TRANSFER CREDIT SH
In order to receive transfer credits, a student must submit sealed official transcripts for college credit, AP credit, CLEP exams, or Excelsior College credit to the Admissions Office. Once the official transcripts are received in the Dean’s office, they are evaluated for the entering curriculum. Copies of the transcript and the evaluation signed by the Dean will remain in the student’s folder. Original transcripts and evaluations are sent to the Registrar’s Office where the credit will be added to the Canton transcript. Only credit from accredited colleges and only grades of C (2.0) or higher are accepted. Credit is awarded as transfer only (without honor points) unless the student completed the course at SUNY Canton with a grade. Students may repeat up to three courses elsewhere in order to transfer back additional honor points. Transcripts are re-evaluated if a student changes curriculums.

Students requesting official SUNY Canton transcripts must contact the Registrar’s Office. A properly signed authorization by the student must precede any external distribution of a student’s transcript.

RELATED FACULTY RESPONSIBILITIES

CAMPUS WIDE EVENTS
OPENING CONVOCATION: Opening Convocation is the official welcoming ceremony of freshmen to SUNY Canton by the President, Provost, faculty and staff and is held immediately following the Mandatory Freshmen Curriculum meetings each fall. All faculty will be expected to escort their student advisees from the curriculum meetings to the convocation. This event is designed to convey to students the significance of their educational endeavor and the college’s commitment to support them.

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 curriculum and those
students who have demonstrated exemplary service to the college. The 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 commencement activities in order to recognize the success of their students.

PRESIDENT'S MEETINGS: The first and final 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
Official transcripts are required of all faculty members (full-time and adjunct) upon hire. Within six months of a full-time term appointment, a credit validation must be completed by the Dean to request credit toward promotion or tenure (continuing appointment). The Department Chair and Academic Dean review faculty transcripts and employment history to determine eligibility for credit toward promotion or tenure. Once the chair, dean and faculty sign the credit validation form, the form sent to the Vice President for Academic Affairs, who approves or denies the request. Faculty will receive a copy of the final credit validation and will be notified in writing of the decision regarding credit toward tenure (continuing appointment).

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.

DEPARTMENT/SCHOOL MEETINGS
Each school and academic department schedule meetings at least once a semester. Full-time faculty are expected to attend these meetings.

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 meet 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.

GOVERNANCE PROCESS AND MEMBERSHIP
SUNY Canton is governed by the Faculty Assembly, whose membership includes all
professional staff of the college. 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. All members of the faculty
are expected to participate in this governance procedure through committee membership
and attendance at Faculty Assembly meetings.

GRANTS OFFICE OPPORTUNITIES

The Grants Office assists in the investigation, development and coordination of grant
proposals. The Coordinator will channel and disseminate all information for projects
supported by outside funding.

INSTITUTIONAL ASSESSMENT Website: http://www.canton.edu/provost/assessessment
Institutional assessment occurs at several different levels. At the national level, assessment
is reviewed by Middle States, and at the State level by 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.

ONLINE COURSES
The college’s Center for Excellence in Teaching and Online Learning provides faculty
training in online course development (and online presence) pedagogy. Before a course is
offered online, it must pass the review process the semester before offered, and be approved
by the appropriate Academic Dean. The definition for hybrid and online courses and the
schedule for review of these courses can be found in the Policies and Procedures Manual
for Online Learning found on the Blackboard site: http://bb.canton.edu, under Online
Faculty Resources.

PROFESSIONAL DEVELOPMENT
It is expected that faculty will remain current within their fields and be cognizant of curricular
advancement and reform in higher education. Professional development is that continuing
growth that enables a member of the faculty and professional staff to perform his or her duties
more effectively through the improvement of instructional effectiveness and technical skills,
academic achievement, and university services. 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). 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.

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, career fairs, exhibits at extension sites, presentations at community colleges or high school career shadow programs.

STRATEGIC PLANNING
Through the work of the Council on University Strategic Planning (CUSP), the College has developed a Strategic Plan for 2010. Faculty should become familiar with the vision and mission statements of the campus (at http://www.canton.edu/mission/mission_goals.html) 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.

INFORMATION

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. Faculty and students may cross register for two courses a year.

Brochure Available
CENTER FOR EXTENDED STUDIES
The Center for Extended Studies is responsible for non-credit business and industry courses, workshops and seminars, as well as personal enrichment course delivery. There may be real-time videoconferences or on-line, asynchronous offerings.

COLLEGE ASSOCIATION
The College Association (CA) is chartered as a not-for-profit corporation. It was established to conduct those functions of the college that are provided outside the regular structure of state operations. The College Association operates dining services, the college store, and vending services.

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; and funding for the SUNY Canton Alumni Association.

DISTANCE EDUCATION
The college’s Center for Excellence in Teaching and Online Learning provides faculty training in online course development and pedagogy, on-going workshops on teaching effectiveness and related topics, and resources for both students and faculty engaged in online learning and technology use in the classroom. For information on workshops, professional development opportunities, or creating an online course or presence, faculty should contact the Director of Online Learning. An electronic version of the Policies and Procedures Manual for Online Learning is available at http://www.canton.edu/faculty_staff/. Special considerations for faculty teaching online and students taking online courses are detailed in this Manual.

The college has several videoconferencing systems available. The Board of Cooperative Educational Services (BOCES) Distance Learning System is a closed loop DL system between several St. Lawrence County high schools, BOCES Technical Centers, and SUNY Canton. Information on other videoconferencing possibilities can be obtained from the Center for Online Learning.

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 in Dana Hall. Special membership packages and programs are available to the community and to faculty and their families. The Fitness Center includes an 11 station Cybex circuit and a variety of other machines and free weights. Personal training is also available. All members must receive an orientation before using the Fitness Center.

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 PATHOGEN
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
Southworth Library and the Information Services department 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 on-line, including interlibrary loan, data bases, and other relevant information. A Canton identification card is needed to check out library material. Information Services 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 e-mail accounts and a variety of software and hardware necessary for instruction.

OFF CAMPUS EXTENSION SITES
Classes are delivered each semester at off-campus locations such as Ogdensburg Free Academy, Fort Drum, the Massena Education Center at the St. Lawrence Centre Mall, Mohawk Valley Community College site at Rome and VA Clinic. Additional off campus sites may be added as necessary. Classes at these sites are scheduled through the Department Chair or Program Director.

PUBLIC RELATIONS AND ADVERTISING
All information for media release is to be channeled through the Office of Public Relations. Media information includes news, feature stories, photos, and such timely information as cancellations and emergencies.

Advertising done by the college falls into three general categories; classified, display and electronic (radio and TV). Display and electronic advertising, such as provided for the Admissions Office, Center for Extended Studies, or on-campus special events is coordinated by the Office of Public Relations.

PURCHASING (OTHER THAN PERSONAL SERVICES - OTPS)
Other than personal services may be requested by completing a C-1 form, then submitting it to the Department Chair and Dean for approval. C-1's are also required for ordering supplies located in the SUNY Canton storehouse.

STUDENT SUPPORT SERVICES
Academic Support Services include placement testing for writing and math, tutoring services, EOP, Learning (Tutoring) Centers, and Accommodative Services. Full descriptions can be found in the college catalog. Some sources of particular interest:
LEARNING CENTERS: The Math Lab, Writing Center, and Science Tutoring and Learning Center provide individual or group tutoring in their respective disciplines, from 9:00 a.m. to 5:00 p.m. on days school is in session. The Accounting & Business Lab, Computer Lab, Nursing Lab, and Veterinary Science Lab are open on a more limited schedule. These centers are staffed by professional and peer tutors. Any student may be referred to these centers for assistance. Other learning centers may be established in any one semester according to need.

TUTORING: Students may request private tutors for disciplines not covered by the Learning Centers. A tutor coordinator assesses requests for tutoring and outlines a plan with the student. Peer or professional tutors are provided.

LIBRARY: Each Academic School has a library liaison. The library liaison can be contacted for class library orientation sessions, class reserve materials and ordering publications.

SPECIAL TESTING ACCOMMODATIONS: The Office of Accommodative Services provides alternate testing accommodations to students eligible under Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990. Faculty are notified, confidentially through inter-campus mail, regarding eligible students in each class. Eligible students requesting alternate testing must complete the form in the Appendix and schedule tests with the Accommodative Services office. Faculty are responsible for delivering and picking up exams at the office of Accommodative Services (Campus Center 233). A complete description of the policy can be found in the Policies & Procedures Manual. Overview of testing process and sample form is in the Appendix.

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 or Physical Plant Office). Once you have been approved to drive a state vehicle, requests for state-supported travel are completed on a T-1 form, available from the School Dean. Approval is required by Department Chair and Dean and whoever else is funding the travel. Upon return, faculty must complete a travel data sheet for any expenses beyond a state vehicle. State vehicles must be used unless unavailable and will be reserved through the T-1 form. See PROFESSIONAL DEVELOPMENT for other types of travel support.

UNIVERSITY POLICE (911 ISSUES)
Medical emergencies should be coordinated through University Police at 7777.
APPENDIX
APPENDIX

List of Important Offices
Academic Affairs Organizational Chart
Academic Calendar
Campus Map
Center for Excellence in Teaching and Online Learning
Instructions on Accessing Northstar Web for the First Time
Guidelines and Criteria for Upper and Lower Division Courses
Guidelines for Teaching Writing Intensive Courses
Leveling Charts for Math and Science Courses
Declaring A Major/Change of Major Request Form
Course Change Notice Form
Instructions to Submit Absence Warning/Dismissal/Early Identification Process
Academic Faculty Information Form
Student Evaluation Forms
Student Evaluation for Online Course (Attitude Instrument)
Travel Request Form (T-1)
Travel Data Sheet
Syllabus Outline
Course Outline
Online Course Syllabus Outline
Uploading Your Syllabus to Northstar Web
Accommodative Services Exam Scheduling Form
Accommodative Services – Overview of Testing Process
Teaching Self-Evaluation Form
FERPA Guidelines

LIST OF REFERENCE DOCUMENTS

Policies and Procedures Manual (http://www.canton.edu/policies/)
Personnel Handbook
Student Handbook
Board of Trustees Policies
Catalog
United University Professions Contract
Middle States Reports
Annual Reports – See Dean
Memorandum of Understanding
SUNY General Education Guidelines and Approved Course List found at:
    http://www.canton.edu/provost/assessment/
Writing Intensive Guidelines
Faculty Advisor Guidebook
LIST OF IMPORTANT OFFICES

OFFICE OF THE PRESIDENT
Joseph L. Kennedy, President
FOB 616 7204

OFFICE OF ACADEMIC AFFAIRS
Pauline A. Graveline, Provost & Vice President
FOB 602 7202

SCHOOL OF BUSINESS AND PUBLIC SERVICE
Karen M. Spellacy, Dean
FOB 416 7328

CANINO SCHOOL OF ENGINEERING TECHNOLOGY
David J. Wells, Dean
NN 105 7411

SCHOOL OF LIBERAL STUDIES AND SUPPORT SERVICES
Kenneth M. Erickson, Dean
FOB 316 7425

SCHOOL OF SCIENCE, HEALTH AND PROFESSIONAL STUDIES
Linda D. Pellett, Dean
Cook 125 7401

ACADEMIC SUPPORT SERVICES
Patricia Cassara, Director
Campus Center 233 7304

CENTER FOR ONLINE LEARNING
Molly A. Mott, Director
FOB 232 3878

HUMAN RESOURCES
Elizabeth A. Connolly, Director
French 205 7325

INFORMATION SERVICES
Molly A. Mott, Interim Director
FOB 232 3878

REGISTRAR
Barbara N. Porter, College Registrar
French 113 7042

DEAN OF STUDENTS AND VICE PRESIDENT FOR STUDENT AFFAIRS
Daniel J. Sweeney
FOB 604 7120

STUDENT SERVICE CENTER
Kerrie L. Cooper, Director of Financial Aid
French 118 7616

EMERGENCY PHONE NUMBERS
UNIVERSITY POLICE 7777
DAVIS HEALTH CENTER 7333
PROVOST/VICE PRESIDENT FOR ACADEMIC AFFAIRS – Ms. Pauline Graveline

School of Business and Public Service - Dean, Ms. Karen Spellacy
  Criminal Investigation
  Criminal Justice
  Business
  Accounting
  Office Technology
  Small Business Development Center
  Center for Economic Education
  Non-Credit Programming

Canino School of Engineering Technology - Dean, Dr. David Wells
  Building Sciences
  Energy & Environment
  Network & Decision Systems
  Transportation Systems

School of Liberal Studies and Support Services - Dean, Dr. Kenneth Erickson
  Humanities Department
  Mathematics Department
  Social Science Department
  Educational Opportunity Program
  Student Support Services
  Accommodative Services
  Massena Education Center
  BOCES Distance Learning Programs
  Summer and Winter Sessions

School of Science, Health and Professional Studies - Dean, Ms. Linda Pellett
  Science Department
  Health
  Early Childhood

Center for Excellence in Online Learning – Director, Dr. Molly Mott

International Programs

Information Services – Interim Director, Dr. Molly Mott
  Information Technology
  Telecommunications

Library – Director, TBA

Office of the Registrar - Registrar, Ms. Barbara Porter

Institutional Research – Director, Ms. Judy Singh

Grants Development – Grants Coordinator, Ms. JoAnne Fassinger
<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Returning and Continuing Students Obtain Schedules in Frenich Hall</td>
<td>Monday, August 20 through Friday, August 24, 2007</td>
</tr>
<tr>
<td>(only if proof of payment is verified)</td>
<td></td>
</tr>
<tr>
<td>President's Staff Meeting</td>
<td>Friday, August 24</td>
</tr>
<tr>
<td>Students May Check Into Residence Halls</td>
<td>Sunday, August 26, Noon</td>
</tr>
<tr>
<td>Curriculum Meetings - All New and Transfer Students Meet With Their</td>
<td>Monday, August 27, 9:30 a.m.</td>
</tr>
<tr>
<td>Advisors</td>
<td></td>
</tr>
<tr>
<td>Opening Convocation - For All New and Transfer Students</td>
<td>Monday, August 27, 11:30 a.m.</td>
</tr>
<tr>
<td>Add/Drop Sessions</td>
<td>Monday, August 27, 1 p.m.</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>Tuesday, August 28, 8 a.m.</td>
</tr>
<tr>
<td>Last Day for Late Registrants</td>
<td>Thursday, August 30</td>
</tr>
<tr>
<td>Change Period Ends (Five Class Days)</td>
<td>Monday, September 3</td>
</tr>
<tr>
<td>Last Day to Make Up Spring 2007 Incompletes</td>
<td>Tuesday, September 11</td>
</tr>
<tr>
<td>Family and Community Weekend</td>
<td>Friday, September 28 through Sunday, September 30</td>
</tr>
<tr>
<td>Last Day to Withdraw from First Seven-Week Courses</td>
<td>Friday, October 5</td>
</tr>
<tr>
<td>Fall Recess - No Classes</td>
<td>Monday and Tuesday, October 8 and 9</td>
</tr>
<tr>
<td>Second Seven-Week Courses Begin</td>
<td>Thursday, October 18</td>
</tr>
<tr>
<td>Midterm Grades Entry Completed by Faculty Online</td>
<td>Friday, October 19, Noon</td>
</tr>
<tr>
<td>Midterm Grades Available for Students Online</td>
<td>Friday, October 19, Noon</td>
</tr>
<tr>
<td>Prescheduling</td>
<td>Monday, November 5 through Friday, November 9</td>
</tr>
<tr>
<td>Thanksgiving Recess - No Classes - Residence Halls Close at 5 p.m.</td>
<td>Wednesday, November 21 through Sunday, November 25</td>
</tr>
<tr>
<td>and Reopen at 3 p.m. on Sunday</td>
<td></td>
</tr>
<tr>
<td>Last Day to Withdraw Without Academic Penalty</td>
<td>Monday, November 26</td>
</tr>
<tr>
<td>Instruction Ends</td>
<td>Monday, December 10</td>
</tr>
<tr>
<td>Final Exam Week</td>
<td>Tuesday, December 11 through Saturday, December 15</td>
</tr>
<tr>
<td>Residence Halls Close - Students are expected to vacate residence</td>
<td>Saturday, December 15, Noon</td>
</tr>
<tr>
<td>halls 24 hrs. after completing their last final exam.</td>
<td></td>
</tr>
<tr>
<td>Final Grade Entry Completed by Faculty Online</td>
<td>Tuesday, December 18, 9 a.m.</td>
</tr>
<tr>
<td>Grade Composites to School Offices</td>
<td>Wednesday, December 19, Noon</td>
</tr>
<tr>
<td>Final Grades Available for Students Online</td>
<td>Wednesday, December 19, Noon</td>
</tr>
<tr>
<td>Semester Ends</td>
<td>Friday, December 21</td>
</tr>
<tr>
<td>Last Day to Register for Winterterm</td>
<td>Friday, December 21</td>
</tr>
<tr>
<td>Winterterm Classes</td>
<td>Friday, December 21, 2007 through Tuesday, January 15, 2008</td>
</tr>
<tr>
<td>Winterterm Final Grades Entry Completed by Faculty Online</td>
<td>Wednesday, January 16, Noon</td>
</tr>
<tr>
<td>Last Day to Make Up Incompletes</td>
<td>Monday, February 4, 2008</td>
</tr>
</tbody>
</table>

Revised 2/5/07
<table>
<thead>
<tr>
<th>Event Description</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedules Available for Continuing/Returning Students</td>
<td>Monday, January 14 through Friday, January 18, 2008</td>
</tr>
<tr>
<td>New Resident Student Arrival - Residence Halls Open</td>
<td>Thursday, January 17, Noon</td>
</tr>
<tr>
<td>New Student Orientation</td>
<td>Friday, January 18, Registration 8 a.m.</td>
</tr>
<tr>
<td>Academic Expectations/Mandatory Curriculum Meetings - All New and Transfer</td>
<td>Friday, January 18, 1 p.m.</td>
</tr>
<tr>
<td>Students Meet With Their Advisors - New Student Add/Drop Sessions</td>
<td></td>
</tr>
<tr>
<td>Returning Resident Student Arrival - Residence Halls Open</td>
<td>Sunday, January 20, Noon</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>Monday, January 21</td>
</tr>
<tr>
<td>Last Day for Late Registrants</td>
<td>Wednesday, January 23</td>
</tr>
<tr>
<td>Change Period Ends (Five Class Days)</td>
<td>Friday, January 25</td>
</tr>
<tr>
<td>Last Day to Make Up Fall 2007 Incompletes</td>
<td>Monday, February 4</td>
</tr>
<tr>
<td>Winter Break - No Classes - Residence Halls Will Remain Open</td>
<td>Saturday, February 16, Noon, through Sunday, February 24</td>
</tr>
<tr>
<td>Last Day to Withdraw from First Seven-Week Courses</td>
<td>Friday, March 7</td>
</tr>
<tr>
<td>Second Seven-Week Courses Begin</td>
<td>Monday, March 17</td>
</tr>
<tr>
<td>Midterm Grade Entry Completed by Faculty Online</td>
<td>Tuesday, March 18, Noon</td>
</tr>
<tr>
<td>Midterm Grades Available for Students Online</td>
<td>Tuesday, March 18, Noon</td>
</tr>
<tr>
<td>Spring Break - No Classes - Residence Halls Close at 5 p.m. on Friday and</td>
<td>Saturday, March 29, Noon, through Sunday, April 6</td>
</tr>
<tr>
<td>Reopen at 3 p.m. on Sunday</td>
<td></td>
</tr>
<tr>
<td>Prescheduling</td>
<td>Monday, April 7 through Friday, April 11</td>
</tr>
<tr>
<td>Last Day to Withdraw Without Penalty</td>
<td>Friday, April 25</td>
</tr>
<tr>
<td>Honors Convocation</td>
<td>Wednesday, April 30</td>
</tr>
<tr>
<td>Instruction Ends – Springfest</td>
<td>Saturday, May 10, Noon</td>
</tr>
<tr>
<td>Final Exam Week</td>
<td>Monday, May 12 through Friday, May 16</td>
</tr>
<tr>
<td>Graduation</td>
<td>Saturday, May 17, 10:30 a.m.</td>
</tr>
<tr>
<td>Residence Halls Close - Students are expected to vacate residence halls 24 hrs.</td>
<td>Saturday, May 17, 3 p.m.</td>
</tr>
<tr>
<td>after completing their last final exam, unless they are a graduating senior.</td>
<td></td>
</tr>
<tr>
<td>Final Grade Entry Completed by Faculty Online</td>
<td>Monday, May 19, 9 a.m.</td>
</tr>
<tr>
<td>Grade Composites Due in School Offices</td>
<td>Tuesday, May 20, Noon</td>
</tr>
<tr>
<td>Final Grades Available to Students Online</td>
<td>Wednesday, May 21</td>
</tr>
<tr>
<td>List of Candidates Distributed to Deans’ Offices</td>
<td>Thursday, May 22</td>
</tr>
<tr>
<td>Staff Meeting - Certification of Graduates</td>
<td>Friday, May 23</td>
</tr>
<tr>
<td>Semester Ends</td>
<td>Friday, May 23</td>
</tr>
<tr>
<td>Summer Classes Begin (Tentative)</td>
<td>Tuesday, May 27</td>
</tr>
<tr>
<td>Alumni Weekend</td>
<td>Friday, June 13 through Sunday, June 15</td>
</tr>
<tr>
<td>Last Day to Make Up Incompletes</td>
<td>Tuesday, September 9, 2008</td>
</tr>
</tbody>
</table>
The Center for Excellence in Teaching and Online Learning

The Center for Excellence in Teaching and Online Learning is dedicated to helping students achieve their educational goals by supporting and promoting initiatives that enhance student accessibility and faculty excellence in online learning environments. The Center coordinates the college’s online learning activities and provides training and support for faculty teaching online.

Resources:

- An electronic version of the Policies and Procedures Manual for Online Learning is available [http://www.canton.edu/faculty_staff/](http://www.canton.edu/faculty_staff/). This Manual explains important processes and protocols related to teaching online.
- An Instructional Designer is available to help instructors with course design, pedagogy, and the use of multi-media and innovative technologies.
- Online Learning Technicians are available to help faculty with specific course management functions and technical questions.
- On-going professional development workshops on the practical and pedagogical aspects of teaching online are offered throughout the academic semester.
- Training on the use of innovative technologies (e.g., Student Response System, Camtasia to enhance PowerPoint presentations, pod-casting, and video-conferencing software) is available to all faculty.

Professional Staff:

Dr. Molly Mott
Director for the Center of Excellence in Teaching and Online Learning
(315) 379-3878
mottma@canton.edu

Jerry Bartlett
Online Learning Technician
(315) 379-3878
bartlettj@canton.edu

Ryan McCabe
Online Learning Technician
(315) 379-3878
mccaber@canton.edu

Travis Smith
Instructional Technologist
(315) 386-7164
smitht@canton.edu
Banner ID:  Your Social Security Number (or your new generated Banner ID)

PIN:

Instructions on Accessing Northstar Web for the First Time:

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

2. At the top of the homepage select Faculty/Staff. From the column on the right select “Northstar Web” OR Click on the pull-down box at the bottom of the screen labeled ‘Choose your Link’. From the list you should find ‘Northstar Web’. Click on this item.

3. You are now in the Web for Students homepage. From this page, you can check out any of the options for information on different topics such as FinAid Information, Admissions, Course Listing, etc. The option for Prospective Students allows students to submit information for possible admission into SUNY Canton.

4. The first option, Enter Secure Area, is different from the other options in that it requires a User ID and PIN to proceed. The User ID is your Social Security Number. If you have previously accessed the Web for Students you will have previously changed your PIN and can skip steps 5 through 7 that follow.

5. Once you are in the Secure Area, Web for Students will require you to change your PIN immediately. You will be asked to type the old PIN once, and the new PIN twice, the second time to verify. The new PIN must be numeric and the system requires it to be 6 digits long.

6. After you have defined your new PIN, you will 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.

7. After your new PIN has been defined, the Terms of Usage page will appear, and you can either accept the terms or exit out. If you accept the Terms of Usage, the Main Menu page will appear, with 3 submenus: Personal Information, Faculty & Advisors, and User Guide.

8. Please select the Faculty & Advisors Menu. From this menu, select the Final Grades option. You will be required to Select Term. Please select Fall 2007. Your course section(s) will now appear in a drop down box.

   Select a section and enter the appropriate grade for each student on the roster. Please be sure to submit the grades that you have recorded by clicking on the Submit button at the bottom of the page. Once you have properly submitted the grades they will immediately be recorded in Banner.

9. 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.

10. If you need help, the User Guide provides an overview of some options that are provided in the system.

11. If you encounter any problems or have questions on this process, please call the Registrar's office at 386-7042 or email registrar@canton.edu.
Guidelines and Criteria for Upper and Lower Division Courses

100 Level courses are intended for students in their first or second year of study with no or minimal background in the area. They are courses that introduce a student to a discipline and the range of topics and viewpoints in that discipline. They begin at the most basic level.
A common example might be “Introduction to Chemistry”.

200 level courses are intended for students who have had a general introduction to the concepts, theories, skills, and principles of the discipline, and have achieved basic skills in reading, writing, analytic thought, and literacy in the discipline. The 200 level course explores an area or specialty in the discipline in more complexity and depth, building a firmer foundation of knowledge by extending the complexity of reading and assignments, and by requiring more critical thought.
These typically require the introductory course as a prerequisite and expand an area such as “Organic Chemistry”, “Writing in the Arts and Sciences”, or “Child Development”.

300 level courses are intended for more intellectually prepared students who are ready to pursue a more narrowly focused topic in greater depth. These students have sufficient background knowledge and skills (2 or more courses within that discipline, writing courses, collateral courses in supportive disciplines) to learn, analyze, discuss, and write about the topic in greater depth, complexity, and specificity. The 300 level course emphasizes depth in a narrower area, rather than the breadth of earlier courses. These courses may require greater application of concepts, principles, skills, or theories to a confined topic area. They emphasize greater precision in the use of language, reasoning, and thought. They make greater use of professional journals and primary source material. They foster greater independence in learning through literature research, projects, and papers.

400 level courses are generally thought of as integrative in nature. They tend to further extend the student’s knowledge and performance in one or more disciplines by providing a “culminating experience” which reviews and applies earlier learning in a deeper way. These courses tend to be less classroom-focused. They typically require student-initiated projects, papers, presentations, and or research utilizing primary source material, field experience, and professional interaction. The student tends to be able to work more independently under the guidance and supervision of faculty. The student is expected to master a topic in depth or be able to demonstrate an ability to solve problems and apply principles, skills, concepts and theories to a realistic problem or issue. The student must be able and willing to assume the role of a more independent learner and performer.
GUIDELINES FOR TEACHING WRITING INTENSIVE COURSES

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 skills is the main goal in a writing intensive course. Faculty should also realize that at any stage of a weekly or sustained writing project, they may send students who exhibit difficulty in clear expression to the Writing Center at Southworth Library for extra help.

Specific Guidelines

1. Weekly writing assignments, evaluated/commented on by the instructor (graded, ungraded), such as:
   a. Journals
   b. Questions/response/discussion
   c. Summaries
   d. Essay exams/quizzes
   e. Letter/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.
SEQUENTIAL FLOWCHART OF MATHEMATICS COURSES

The Math Department urges students and their advisors to take several things into consideration when selecting a math course:

1) Prior math courses and achievement in those courses. When determining the number of years of high school math, only consider high school math courses involving algebra.

2) Curriculum requirements.

3) Course needs of the student both for subsequent math course selection and for other courses in which the student will need mathematical skills.

It is strongly suggested that a student with less than 3 years of high school math select at least one of the various algebra courses offered. **A student who has not taken a math course in the last two or three years may need to consider starting one course prior to what is suggested on this chart.**

If the student received credit for the following, then take the courses listed:

<table>
<thead>
<tr>
<th>NO Course I Math or NO High School Algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Algebra then Intermediate Algebra</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ONLY High School Course I and Below 80 Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Algebra then Intermediate Algebra</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ONLY High School Course I and 80+ Average (within 2 years of college entrance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate Algebra then one of the following: College Algebra, Survey of Math or Math of Finance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course I and Course II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate Algebra then one of the following: College Algebra, Survey of Math or Math of Finance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course I, Course II and Course III</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Algebra or Survey of Math then one of the following: College Trigonometry, Basic Calculus, Survey of Math or Statistics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course I, Course II, Course III and Either Pre-Calculus or H.S. Math 12 with Below 80 Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Algebra then one of the following: College Trigonometry, Basic Calculus, Survey of Math or Statistics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course I, Course II, Course III and Either Pre-Calculus or H.S. Math 12 with 80+ Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus I then Calculus II * OR Basic Calculus then Statistics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate Algebra then one of the following: College Algebra, Survey of Math or Math of Finance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math A and at Least 1 Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Algebra or Survey of Math then one of the following: College Trigonometry, Basic Calculus, Survey of Math or Statistics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math A and Math B with Below 80 Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Algebra then one of the following: College Trigonometry, Basic Calculus, Survey of Math or Statistics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math A and Math B with 80+ Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus I then Calculus II * OR Basic Calculus then Statistics</td>
</tr>
</tbody>
</table>

* If more than 2 courses of math are needed, may take Calculus III then Differential Equations OR Statistics.

Revised 10/04
**SEQUENTIAL FLOWCHART OF MATHEMATICS COURSES**

- **Differential Equations**
  - MATH 264
  - 3 credits

- **Calculus III**
  - MATH 263
  - 4 credits

- **Calculus II**
  - MATH 162
  - 4 credits

- **Calculus I**
  - MATH 161
  - 4 credits

- **College Trigonometry**
  - MATH 131
  - 3 credits
  - (Recommended Only)

- **Statistics**
  - MATH 141
  - 3 credits

- **Basic Calculus**
  - MATH 122
  - 4 credits

- **Survey of Math**
  - MATH 111
  - 3 credits

- **College Algebra**
  - MATH 121
  - 4 credits

- **Math of Finance**
  - MATH 108
  - 3 credits

- **Intermediate Algebra**
  - MATH 106
  - 3 credits

- **Beginning Algebra**
  - MATH 100
  - 3 credits

---

* Imputed Credit for Associate Degrees

** No Credit for General Studies A.S. and A.A. Degrees

Revised 10/04
TO:  FACULTY STUDENT ADVISORS  
FROM:  THE SCIENCE DEPARTMENT  
LEVELING CHART FOR SCIENCE COURSES  
REVISION DATE – JULY, 2007

THE FOLLOWING LISTING CONTAINS THE SCIENCE COURSES OFFERED BY THE SCIENCE DEPARTMENT AND THE CRITERIA FOR LEVELING STUDENTS. IF YOU HAVE ANY QUESTIONS, PLEASE CONTACT THE CHAIR OF THE SCIENCE DEPARTMENT.

**BIOLOGY COURSES ( * PERMISSION OF INSTRUCTOR)**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>Canton College PREREQUISITE OR COREQUISITE*</th>
<th>OR HIGH SCHOOL PREREQUISITE*</th>
<th>CONDITIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Biology (BIOL 101)</td>
<td>NONE</td>
<td>NONE</td>
<td>Less than 75 on Regents Biology Exam Cannot receive credit for both Intro. to Bio. and Intro. to Human Biology.</td>
</tr>
<tr>
<td>Introduction to Human Biology (BIOL 102)</td>
<td>NONE</td>
<td>NONE</td>
<td>Less than 75 on Regents Biology Exam Cannot receive credit for both Intro. to Human Biology and Intro. to Biology.</td>
</tr>
<tr>
<td>College Biology I (BIOL 105)</td>
<td>Introduction to Biology OR Introduction to Human Biology</td>
<td>75 or Greater on Regents Biology Exam</td>
<td></td>
</tr>
<tr>
<td>College Biology II (BIOL 106)</td>
<td>College Biology I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Reproduction (BIOL 117)</td>
<td>NONE</td>
<td>NONE</td>
<td></td>
</tr>
<tr>
<td>Human Anatomy (BIOL 207)</td>
<td>College Biology I OR Introduction to Biology OR Introduction to Human Biology</td>
<td>75 or Greater on Regents Biology Exam</td>
<td></td>
</tr>
<tr>
<td>Microbiology (BIOL 209)</td>
<td>Human Anatomy &amp; Physiology I OR College Biology I OR Introduction to Biology OR Introduction to Human Biology</td>
<td>75 or Greater on Regents Biology Exam</td>
<td></td>
</tr>
<tr>
<td>Human Anatomy &amp; Physiology I (BIOL 217)</td>
<td>Introduction to Chemistry AND College Biology I OR Introduction to Biology OR Introduction to Human Biology</td>
<td>Minimum of 65 on Regents Chemistry Exam AND 75 or Greater on Regents Biology Exam</td>
<td></td>
</tr>
<tr>
<td>Human Anatomy &amp; Physiology II (BIOL 218)</td>
<td>Human Anatomy &amp; Physiology I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Environmental Sci. (ESCI 101)</td>
<td>NONE</td>
<td>NONE</td>
<td></td>
</tr>
<tr>
<td>Intro. to Environmental Sci. Lab (ESCI 102)</td>
<td>Introduction to Environmental Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COURSE</td>
<td>Canton College PREREQUISITE OR COREQUISITE*</td>
<td>OR HIGH SCHOOL PREREQUISITE*</td>
<td>CONDITIONS</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>--------------------------------------------</td>
<td>-------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>Introduction to Chemistry (CHEM 101)</td>
<td>Beginning Algebra as Prerequisite</td>
<td>Math A*</td>
<td>Did Not Pass Regents Chemistry Exam OR Did Not Take Regents Chemistry</td>
</tr>
<tr>
<td>General Organic &amp; Biochemistry (CHEM 102)</td>
<td>Introduction to Chemistry and Intermediate Algebra as Pre OR Corequisite</td>
<td>Regents Chemistry/Math A</td>
<td>65 or Greater on Chemistry Regents Exam</td>
</tr>
<tr>
<td>College Chemistry I (CHEM 105)</td>
<td>College Algebra</td>
<td>Regents Chemistry/Math B</td>
<td>65 or Greater on Chemistry Regents Exam</td>
</tr>
<tr>
<td>College Chemistry II (CHEM 106)</td>
<td>College Chemistry I</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Or Permission of Instructor

NOTE: All courses listed are to be passed, not just taken.
DECLARING A MAJOR/CHANGE of MAJOR REQUEST

Name (print) ___________________________ Date __________________
Last __________ First __________ MI __________

ID #: _______________________________________

_____ Declaring a Major
Major Name ___________________ Major Code # __________

_____ Change of Major Request
Previous Major Program ________________ Major Code # __________
New Major Program ________________ Major Code # __________

Expected semester to enter new major __________________________

_____ Change contingent on the following conditions:

Student Signature: __________________________

Advisor Signature: __________________________

_____ Does not meet requirements for the major.
Comments:

_____ Accepted into the major for __________________________ semester

Program Director/Department Chair: __________________________

Dean: __________________________

Date: __________________________

cc: student, admissions, schools
INSTRUCTIONS: Students using this form after Drop/Add Day must obtain all required signatures, pay the fee at the Student Accounts Office (exceptions to payment of the fee are noted in the Student Handbook) and deliver the form to the Registrar's Office. The change will not be official until the form, fully completed, is received by the Registrar before 5 p.m., prior to the last ten class days of the semester. In courses less than a semester in length, withdrawal is allowed prior to completion of 85% of the class meetings.

ID# / / Name (Print) Last / First / MI Curriculum No.

### COURSES DROPPED

<table>
<thead>
<tr>
<th>CRN #</th>
<th>Course Number</th>
<th>Section No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A second withdrawal from the same course is NOT PERMITTED. A second "W" reverts to "F".

### COURSES ADDED

<table>
<thead>
<tr>
<th>CRN #</th>
<th>Course Number</th>
<th>Section No.</th>
<th>Course Title</th>
<th>(Check if you have taken this course before and not withdrawn)</th>
<th>Instructor's Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

My student load is now changed from _____ to _____ credit hours. I understand that full-time students are not permitted to drop courses below a 12 credit hour load unless exceptional circumstances exist. In such cases, I understand that written approval of the Academic Dean is required.

DROP/ADD FEE WAIVED.

Director of Academic Information, Records & Registration

TO BE COMPLETED BY STUDENT SERVICE CENTER

Date Fee Paid
Receipt No.
Authorized Signature

White—Registrar  Yellow—Academic Dean  Pink—Student

SIGNATURE OF STUDENT

Advisor or Dept. Chairman
Approved
Student's Academic Dean

Drop below 12 credit hours is approved
Dean's Signature (required)
Instructions for Using the Absence Warning and Early Identification Process

1. Go to the SUNY Canton homepage or URL http://www.canton.edu
2. Click on the pull-down list at the bottom of the screen labeled 'Choose your Link'. Look for 'Northstar Web' and click on this option.
3. Click on Enter Secure Area. Type in Social Security Number or Generated ID for user id and your PIN. If you are a new faculty and you don't have a PIN yet, please contact the Registrar's Office.
4. From the Main Menu, click on Faculty & Advisors.
5. From the Faculty & Advisors Menu, click on Select a Term. Select Fall 2007 from the pull-down menu and click Submit. You will be taken back to the Faculty & Advisors Menu.
6. From the Faculty and Advisors Menu click on CRN Selection. Select any of your classes from the pull down menu and click Submit. You will be taken back to the Faculty and Advisors Menu.
7. Click on Absence Warning and Early Identification Process. You should now see the roster of your students for that class.
8. The usage instructions are at the top of the page. As indicated in the instructions, select the student and provide the following:
   - indicate number of absences
   - indicate last date attended (using date format MM/DD/YYYY). If the student never attended/participated any sessions, type in na instead of a date. (Required)
   - select the appropriate Course Performance Action using the pull-down list (Required)
   - enter any comments
   - click on confirm checkbox (Required)

9. Note that you can rate multiple students at the same time. After supplying all the necessary information, click on the Submit button at the bottom of the page.
10. After you click Submit, the following will receive a copy of the email:
    - Student
    - Academic Dean
    - Dean of Students
    - Registrar
    - Advisor
    - Student Service Center
    - Instructor

11. Make sure you receive a copy of the email. This is one way of checking that the email was successfully sent.
12. When you are done, exit Northstar Web by clicking on the Exit link on the upper right corner of the webpage.
Due September 15

ACADEMIC FACULTY INFORMATION FORM

For the period September 1, 20__ through August 31, 20__

Name: __________________________________________

Rank: __________________________________________

Department: ______________________________________

Specialties within discipline: _______________________

I. Teaching Effectiveness

Include advising activities, courses taught elsewhere, procedures used to evaluate teaching and advising, new and innovative pedagogy.

II. Mastery of Subject Matter and Scholarly Ability

A. Research and other scholarly/artistic activities (Indicate juried/refereed activities. Include grants proposed/awarded, articles and books submitted/accepted, presentations at professional meetings, performances, shows or productions directed)

B. Awards and honors

C. Professional meetings attended

III. University Service

A. Administrative/Committee Assignments

B. College-related Public Service (Include overload classes taught, presentations at non-professional meetings).

C. Community Service (Membership, time volunteered)
IV. Continuing Professional Growth
   A. Professional memberships (Indicate leadership roles and term of office)
   B. Professional meetings, seminars and workshops attended
   C. Courses or degrees completed

V. Describe future goals and plans
   A. This past year's plans - Evaluate progress in this past year's goals from the last Annual Review.
   B. Goals and plans for next year (including professional and curriculum development)
   C. Long range goals and plans (including professional and curriculum development)

VI. Other Information (Include other activities not covered but which you wish to note)

______________________________  _______________________
Signature of Academic Employee  Date

Distribution: Academic Dean (original), Department Chair, Provost, Academic Employee
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.

Instructor Type:
☐ Primary Instructor
☐ Secondary Instructor

1. I am:
☐ under 20 years old
☐ 20 - 24 years old
☐ 25 years or older

2. This course was:
☐ Required
☐ Elective

COURSE EVALUATION

3. The course was challenging.
☐ Strongly Agree
☐ Agree
☐ Neutral
☐ Disagree
☐ Strongly Disagree

4. The syllabus was an accurate depiction of the course.
☐ Strongly Agree
☐ Agree
☐ Neutral
☐ Disagree
☐ Strongly Disagree

FEEDBACK FOR INSTRUCTOR

5. The instructor was well-prepared for classes.
☐ Strongly Agree
☐ Agree
☐ Neutral
☐ Disagree
☐ Strongly Disagree

6. The instructor presented and clarified ideas well.
☐ Strongly Agree
☐ Agree
☐ Neutral
☐ Disagree
☐ Strongly Disagree

7. The instructor responded to questions well.
☐ Strongly Agree
☐ Agree
☐ Neutral
☐ Disagree
☐ Strongly Disagree
SUNY Canton
Student Evaluation

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.

Course:

1. Describe the positive aspects of this course and its educational value. (For example, have you improved your ability to answer important questions and think independently, learned important concepts or content, or developed valuable skills?)

2. Describe any aspects of this course that hindered your learning. Please give specific examples. (For instance, did course materials provide the necessary content? Did the classroom and its technology function well?)

Instructor:

3. Describe the strengths of the instructor, offering specific examples if helpful.

4. How might the instructor improve his or her effectiveness as a teacher?

5. Please provide any additional comments about this course or this instructor.
Course Structure

1. The course was clearly organized and easy to navigate.
   - Strongly Agree  - Agree  - Undecided  - Disagree  - Strongly Disagree

2. Netiquette expectations with regard to discussions and email communication were clearly stated.
   - Strongly Agree  - Agree  - Undecided  - Disagree  - Strongly Disagree

3. The course provided clear information on how to contact the instructor, request technical help, and access college services.
   - Strongly Agree  - Agree  - Undecided  - Disagree  - Strongly Disagree

4. The course syllabus provided a clear understanding of assignments, learning activities, grading policies, and student responsibilities.
   - Strongly Agree  - Agree  - Undecided  - Disagree  - Strongly Disagree

5. Learning objectives for the course were clearly stated at the beginning or throughout the courses.
   - Strongly Agree  - Agree  - Undecided  - Disagree  - Strongly Disagree

6. Minimum technology requirements for the course were clearly stated.
   - Strongly Agree  - Agree  - Undecided  - Disagree  - Strongly Disagree

7. The availability of the instructor and response time to email was clearly stated.
   - Strongly Agree  - Agree  - Undecided  - Disagree  - Strongly Disagree

8. The design of the course provided activities that fostered instructor-student, content-student, and if appropriate, student-student interaction.
   - Strongly Agree  - Agree  - Undecided  - Disagree  - Strongly Disagree

Course Materials

9. Instructions on how to obtain course resources (textbooks, videos, CD-ROM) were straightforward and convenient.
   - Strongly Agree  - Agree  - Undecided  - Disagree  - Strongly Disagree
10. Course materials (such as textbooks and other resources) enhanced my understanding of the subject matter.

☐ Strongly Agree  ☐ Agree  ☐ Undecided  ☐ Disagree  ☐ Strongly Disagree

Learning Environment

11. The workload throughout the course was reasonable.

☐ Strongly Agree  ☐ Agree  ☐ Undecided  ☐ Disagree  ☐ Strongly Disagree

12. Multimedia elements (e.g., Flash presentations, CD-ROM materials, software modules, etc.) enhanced my understanding of the course material.

☐ Strongly Agree  ☐ Agree  ☐ Undecided  ☐ Disagree  ☐ Strongly Disagree

☐ Not used

13. Timelines for completion of course assignments were reasonable.

☐ Strongly Agree  ☐ Agree  ☐ Undecided  ☐ Disagree  ☐ Strongly Disagree

14. Requirements for course interaction were clearly stated.

☐ Strongly Agree  ☐ Agree  ☐ Undecided  ☐ Disagree  ☐ Strongly Disagree

15. Assignments related to the course material.

☐ Strongly Agree  ☐ Agree  ☐ Undecided  ☐ Disagree  ☐ Strongly Disagree

16. The course content was consistent with the learning outcomes.

☐ Strongly Agree  ☐ Agree  ☐ Undecided  ☐ Disagree  ☐ Strongly Disagree

Instructor

17. The instructor was knowledgeable of the subject matter covered in the course.

☐ Strongly Agree  ☐ Agree  ☐ Undecided  ☐ Disagree  ☐ Strongly Disagree

18. The instructor created interest in the course material.

☐ Strongly Agree  ☐ Agree  ☐ Undecided  ☐ Disagree  ☐ Strongly Disagree

19. The instructor provided prompt responses to individual questions and group discussions.

☐ Strongly Agree  ☐ Agree  ☐ Undecided  ☐ Disagree  ☐ Strongly Disagree
20. The instructor provided valuable and constructive feedback on assignments, activities, and evaluations.

☐ Strongly Agree ☐ Agree ☐ Undecided ☐ Disagree ☐ Strongly Disagree

21. The instructor clearly communicated my responsibility for participating in all aspects of the course.

☐ Strongly Agree ☐ Agree ☐ Undecided ☐ Disagree ☐ Strongly Disagree

22. The instructor was available to me throughout the course via discussion boards, email, and/or telephone and responded to my communication in a reasonable amount of time.

☐ Strongly Agree ☐ Agree ☐ Undecided ☐ Disagree ☐ Strongly Disagree

Support and College Services

23. I received accurate and appropriate information on the nature and requirements of online learning.

☐ Strongly Agree ☐ Agree ☐ Undecided ☐ Disagree ☐ Strongly Disagree

24. I was able to contact financial aid counselors, if needed, and easily review my financial aid information.

☐ Strongly Agree ☐ Agree ☐ Undecided ☐ Disagree ☐ Strongly Disagree

25. The online registration process was efficient and easy to use.

☐ Strongly Agree ☐ Agree ☐ Undecided ☐ Disagree ☐ Strongly Disagree

26. The online resources (library, etc.) were sufficient for the purposes of my course.

☐ Strongly Agree ☐ Agree ☐ Undecided ☐ Disagree ☐ Strongly Disagree

27. The process of ordering my course materials (e.g., textbooks) was easy and convenient.

☐ Strongly Agree ☐ Agree ☐ Undecided ☐ Disagree ☐ Strongly Disagree

28. My course materials (e.g. textbooks) arrived promptly.

☐ Strongly Agree ☐ Agree ☐ Undecided ☐ Disagree ☐ Strongly Disagree

29. Technology for the course was reliable.
30. My technical questions were handled promptly.

☐ Strongly Agree  ☐ Agree  ☐ Undecided  ☐ Disagree  ☐ Strongly Disagree

31. Specific comments on the course or suggestions for improvement:
Please allow at least TWO weeks for processing of Travel Request. Registration fees may require additional time to process.

VEHICLE REQUEST:

☐ STATE CAR: Request Confirmed by ____________________________

(if State Car is being requested, forward completed form directly to PHYSICAL PLANT-DO NOT use separate form for vehicle reservations.)

☐ YES, I have a valid driver's license.

☐ NO, I do not have a valid driver's license.

☐ PERSONAL CAR: (Record estimated number of miles/ expenses below.) Prior approval from VP of Administration is required.

TRAVELER ____________________________

DESTINATION ____________________________

PURPOSE OF TRIP (Attach Documentation) ____________________________________________

DEPARTURE: ____________________________

DATE: _______ TIME _______

RETURN: ____________________________

DATE: _______ TIME _______

ESTIMATED EXPENSES: (If there are no expenses, please state.) Refer to Policies & Procedures Manual Section 401.2 for Allowable Expenses

<table>
<thead>
<tr>
<th>Expense</th>
<th>Yes</th>
<th>No</th>
<th># Nights</th>
<th>$</th>
<th># Breakfast</th>
<th>$</th>
<th># Dinner</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lodging</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registration/Conference Fee(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If Reg. Fee is to be processed in the Business Office, complete the following:

Payee: ____________________________


Address: ____________________________ Zip Code ____________

*Personal Car Mileage - Prior approval required.

Approx. No. Miles ____________________________ at rate $ 0.485 $ ____________

*Other (List) $ ____________

TOTAL: $ ____________

ACCOUNT NO. & NAME ____________________________

SIGNATURE ____________________________

TRAVELER ____________________________

TRAVELER'S SUPERVISOR ____________________________

ALL Out-of-State travel also requires the President's signature.
## TRAVEL DATA SHEET

**BARGAINING UNIT:**

**NAME:**

Last, First, M.I.

**S.S.#:**

**COMPLETE HOME ADDRESS:**

**DEPARTMENT:**

**ACCOUNT NO:**

**DEPARTURE:**

Date: ____________ Time: ____________ am pm

**RETURN:**

Date: ____________ Time: ____________ am pm

**PURPOSE OF TRIP:**

---

**TRAVEL BY:**

- State Car
- Personal Car
- Plane
- With Others
- Other

### TRANSPORTATION

<table>
<thead>
<tr>
<th>DATE</th>
<th>Destination From</th>
<th>Pers Car Mileage</th>
<th>Plane</th>
<th>Train</th>
<th>Amount Rental car</th>
<th>Taxi</th>
<th>Total Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>To</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>To</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td>Totals:</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

### LODGING

<table>
<thead>
<tr>
<th>DATE:</th>
<th>$ Amt</th>
<th>$ Amt</th>
<th>$ Amt</th>
<th>$ Amt</th>
<th>$ Amt</th>
<th>$ Amt</th>
<th>Total Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td>Dinner</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td>+Lodging</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td>+sales tax</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td>+Tolls</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td>+Registration Fee</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td>#Other gas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td>Totals:</td>
<td>$0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
</tr>
</tbody>
</table>

---

I certify that to the best of my knowledge the above represents actual expenses incurred.

**SIGNATURE**

**TITLE**

---

+ Attach receipt(s) for parking, tolls, registration fee.
# List other, and attach receipt(s).
SYLLABUS OUTLINE

SUNY CANTON
Canton, New York

DEPARTMENT/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:

STUDENT LEARNING OUTCOMES: (Competencies addressed.)

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

OTHER REQUIRED MATERIALS: (As appropriate)

COURSE REQUIREMENTS/EVALUATION CRITERIA:

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
(www.canton.edu). Printed copies can be obtained in the Dean of Students' Office (Faculty Office
Building Room 604).

ATTENDANCE POLICY:

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

ABCD 123 Course Name

Prepared By: Name

SCHOOL OF . . . (Department Name)
Program / Discipline
Month Year
ABCD 123 Course Name

A. **TITLE**: Course Name

B. **COURSE NUMBER**: ABCD 123

C. **CREDIT HOURS**: 3

D. **WRITING INTENSIVE COURSE**: Indicate: yes or no.
   If yes, add the following statement:
   This is the writing intensive course for ________________ curriculum.

E. **COURSE LENGTH**: 15 weeks

F. **SEMESTER(S) OFFERED**: Indicate: Fall, Spring or Fall/Spring

G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY**: 3 lecture hours per week

H. **CATALOG DESCRIPTION**: A brief description (1 paragraph, 4-6 sentences) of course content. See current SUNY Canton Academic Catalog for examples.

I. **PRE-REQUISITES/CO-COURSES**: (List courses or indicate “none”)
   a. Pre-requisite(s): (ABCD 123) Course Name, (EFGH 456) Course Name or None
   b. Co-requisite(s): (IJKL 789) Course Name or None

J. **GOALS (STUDENT LEARNING OUTCOMES)**: By the end of this course, the student will be able to:
   1. Examine, compare and evaluate. . .
   2. Identify. . .
   3. Gain practical knowledge. . .
   4. Create. . .
   5. Plan and develop. . .
   6. Engage in. . ., etc.

   List all outcomes in # order. Use measurable terminology. For example: Bloom’s Taxonomy, Psychomotor, Affective Domains, etc. to assist with word usage according to the level of the course. Higher level courses should demonstrate higher level goals and outcomes.

   On-Line Resources:
   http://www.nwlink.com/~donclark/hrd/bloom.html
   http://www.officeport.com/edu/blooms.htm
   http://faculty.washington.edu/krumme/guides/bloom1.html

   Additional resources to assist with formulating measurable student learning outcomes is available at http://www.canton.edu/provost/

K. **TEXTS**: All reference material should follow a proper format.
   For example: APA www.apa.org or MLA www.mla.org or ASA www.asanet.org or a discipline related reference format.

   **Sample of APA Reference (book)**:

   **Sample of MLA Reference (book)**:

L. REFERENCES:
Give a brief list of alternative textbooks, references & resource materials


M. EQUIPMENT:
List instructional needs here
*For example*: Laboratory Space, Computer Laboratory, Required Tools, Materials, Technology Enhanced Classroom, etc.

N. GRADING METHOD: Indicate: P / F or A – F

O. MEASUREMENT CRITERIA/METHODS:
List in bullet form, avoid percentages
*Example:*
- Research Paper
- Quizzes
- Exams
- Presentations
- Small Group Activities

P. DETAILED COURSE OUTLINE:
Follow outline below

I. Topic
   a. content
   b. content
   c. content

   *Example:*

I. Developmentally Appropriate Practice
   a. Creating a community of learners
   b. Teaching to enhance development and learning
   c. Planning appropriate curriculum
   d. Assessing children’s development and learning
   e. Developing reciprocal relationships with families

II.
   a.
   b.
   c.

III.
   a.
   b.
   c.
IV.
   a.
   b.
   c.
   d.
   e.

V.
   a.
   b.
   c.
   d.

VI.
   a.
   b.
   c.
   d.

Q. **LABORATORY OUTLINE: If applicable**
   Follow detailed course outline format
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:
(Contact the Help Desk helpdesk@canton.edu or phone 315-386-7448. The Help Desk is open Monday-Friday, 8 a.m. -5 p.m).

COURSE DESCRIPTION: (from catalog)

PRE-REQUISITES:

CO-REQUISITES:

MINIMUM TECHNOLOGY REQUIREMENTS: (Example: Access to a working computer with Internet capability. Most recent version of Internet Explorer preferred. Use of an operating system compatible with Blackboard such as Windows 2000, Windows XP or Macintosh OS X.)

STUDENT LEARNING OUTCOMES:

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

OTHER REQUIRED MATERIALS: (Link to Blackboard homepage for available software for students to download)

COURSE REQUIREMENTS/EVALUATION CRITERIA:
(Indicate if student satisfaction or other surveys are required.)

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). Print copies can be 
obtained in the Dean of Student's Office (Faculty Office Bldg. 604). 

ACCESSIBILITY POLICY: Any student with a documented disability who is eligible 
for, or has questions regarding accommodations, should contact the office of 
Accommodative Services at: 315-386-7392 or Leev@canton.edu 

THE INSTRUCTOR HAS THE RIGHT TO MODIFY ANY SECTION OF THE 
SYLLABUS. EACH STUDENT IS RESPONSIBLE TO READ AND 
UNDERSTAND THE SYLLABUS.
Uploading Your Syllabus to Northstar Web

1. Go to the SUNY Canton homepage on URL http://www.canton.edu

2. Click on the pull-down list at the bottom of the screen labeled 'Choose your Link'. Click on 'Northstar Web'

3. Login to the Secure Area of Northstar Web. If you are a new faculty and you don't have a PIN yet, please contact the Registrar Office at 315/386-7042 or registrar@canton.edu

4. From the Main Menu, click on Faculty & Advisors

5. From the Faculty and Advisors Menu click on Term Selection. Select Fall 2007 (for example) from the pull down menu and click Submit. You will then be taken back to the Faculty & Advisors Menu.

6. From the Faculty and Advisors Menu click on CRN Selection. Select any of your classes from the pull down menu and click Submit. You will then be taken back to the Faculty and Advisors Menu.

7. Click on Syllabus Information. You can now supply information on Long Section Title, Course URL (use if you have a web page or other course link) Learning Objectives, Required Materials and Technical Requirements. Click the Submit button when you are done.

8. To update syllabus information for your other classes for the same semester, click on "Return to Menu" at the upper right hand corner of the webpage and this will take you back to the Faculty & Advisors menu. Repeat steps 6 and 7. However, if you need to update syllabus info for other semesters, repeat from step 5 thru 7.

9. When done with all your classes, exit Northstar Web by clicking on the Exit link on the upper right corner of the webpage.
ACCOMMODATIVE SERVICES EXAM SCHEDULING FORM

Phone: 386-7392  Fax: 379-3877  Email: Leeve@canton.edu  Campus Center 233

Student: ___________________ Exam Date: ___________ Start Time: __________
Course: ___________________ Instructor: ___________________
Note: ___________________

_________________________ _______________________
Student Signature / Date Accommodative Services Staff / Date

TO BE COMPLETED BY INSTRUCTOR

STUDENT MAY HAVE:

☐ Calculator  ☐ Open Book  ☐ Open Notes  ☐ Formula Sheet
☐ Blue Book  ☐ Periodic Table  ☐ Other: ___________________

Comments: ___________________

_________________________
Instructor Signature / Date

white: instructor  yellow: Accommodative Services  pink: student
OVERVIEW OF TESTING PROCESS

STUDENTS’ RESPONSIBILITIES

STUDENTS must self-identify to Accommodative Services.

STUDENTS must register with Accommodative Services Office by submitting documentation and meeting with coordinator to develop a plan for accommodations and to sign release forms.

STUDENTS submit official schedule to Accommodative Services Office EACH semester and obtain faculty notification letters.

STUDENTS are responsible for meeting with instructors to discuss any impact of their disability in the academic setting.

STUDENTS who are eligible for testing accommodations are required to sign up with the Accommodative Services Office 3 days prior to the test date and obtain an exam scheduling form to be signed by their instructor.

INSTRUCTORS’ RESPONSIBILITIES

INSTRUCTORS should regard all notification regarding students with disabilities with confidentiality and discretion.

INSTRUCTORS may discuss with students or the Accommodative Services Office how a disability impacts a student in their academic setting.

INSTRUCTORS should sign exam scheduling forms and complete the Proctor Checklist Box.

INSTRUCTORS must drop quizzes, tests and exams off at the Accommodative Services Office at least 1 hour prior to exam (see pg. 5, #7 for special circumstances).

INSTRUCTORS are responsible for picking up quizzes, tests and exams or arranging for pick up.

INSTRUCTORS should not send a student or their exam to the Office of Accommodative Services, if the student has not made prior arrangements.

STUDENTS’ EXAMS WILL BE RESCHEDULED BY ACCOMMODATIVE SERVICES IF THE INSTRUCTOR FAILS TO DELIVER THE EXAM AT THE SCHEDULED TIME.
TEACHING SELF-EVALUATION FORM

Use this form to evaluate one course that you wish to improve. Indicate your response to each item by recording the appropriate number in the box beside the item.

1. I do this very well
2. I do this fairly well
3. Not applicable to this course
4. I could do this better
5. I could do this much better

☐ 1. At the beginning of the course, I give my students a clear indication of how the course will be organized.
☐ 2. I tell my students what they can expect to learn as a result of taking this course.
☐ 3. At the beginning of the course, I determine what skills and abilities my students have brought to this course.
☐ 4. I start by giving the students a brief outline of the main ideas or general themes to be encountered in the course.
☐ 5. I decide what I want my students to learn and I select my course material accordingly.
☐ 6. As the course progresses, I explain how course topics are related to each other and to the main ideas in the course.
☐ 7. I make sure that the amount of material covered in this course is appropriate to the amount of time a student is expected to spend on the course.
☐ 8. I present the course material so that it is challenging but not overwhelming.
☐ 9. I include variety in the examples and applications of material to provide interest for all students.
☐ 10. I provide a brief agenda at the beginning of each class.
☐ 11. I get information about how well my students understand the material being presented and adjust my rate of presentation accordingly.
☐ 12. I use different ways of presenting material according to what is being taught.
☐ 13. In lectures or discussions, I use questions and other strategies to encourage the students to actively respond to the material.
☐ 14. I make sure there is ample opportunity for students to actively participate in the operation of the course.
☐ 15. I encourage students to pursue special interests in my course.
☐ 16. I make time available for students to consult with me.
☐ 17. I choose the text and other learning materials for this course so that they clarify and highlight material presented to the students.
☐ 18. When necessary, I create my own supplementary learning materials.
☐ 19. At the beginning of the course, I tell the students how their work will be evaluated.
☐ 20. I design test questions to match my learning objectives.
☐ 21. I use test results to see where my students need extra help.
☐ 22. I use measures of how much students have learned to assess the effectiveness of my course.
**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. At SUNY Canton, Directory Information is: 1) Student's Full Name, 2) Local Address and Phone Number, 3) Home Address and Phone Number, 4) Date of Birth, 5) Major Field of Study, 6) Dates of Attendance, 7) Degrees and Awards received, 8) Date(s) of graduation, 9) Participation in recognized sports and activities, 10) Most recent previous educational institution attended, 11) Class Schedule, and 12) Campus e-mail address.
> 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 386-7042, or refer the request to that office.

**RULES OF SPECIAL IMPORTANCE TO FACULTY**

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