In 2015, the office of Advising & First Year Programs initiated the Stellar Advisor Award. This is an entirely student-nominated award, with winners being chosen based on nominations that really articulate how the advisor has done more than expected for their students. We plan to make this an annual award, with nominations gathered each spring semester.

2018 Award Winners:

Marela Fiacco (2015, 2018)
Health Care Management

Diane Para
Sports Management

Stanley Skowrenek
Air Conditioning Engineering Tech.

Past Winners:

Paul Bowdre
Criminal Justice

Edward Boyd
Applied Psychology

Elizabeth (Liz) Brown
Criminal Justice

Susan Buckley
Criminal Justice

Lucas Craig
Mechanical Engineering Technology

Marela Fiacco
Business

Jennie Flanagan
Health Care Management

Stephen Frempong
Electrical Engineering

Neil Haney
Powersports Performance and Repair

Kathleen Mahoney
Graphic and Multimedia Design

Maureen Maiocco
Early Childhood

Janet Parcell-Mitchell
Health & Fitness Promotion

Jennifer Waite
Psychology

Barry Walch
Funeral Services
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The Advisor Resource Manual is compiled and updated each year by Advising and First Year Programs.
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PDF version available at: http://www.canton.edu/advising_center/documents/CARP.pdf
THE ROLE OF THE FACULTY ADVISOR

Each matriculated student is assigned a member of the faculty* as an academic advisor. The advisor helps the student plan a program to satisfy degree requirements within a chosen curriculum and assists the student with problems of an academic or vocational nature.

1. **The advisor serves as a mentor** by demonstrating a professional interest in the student’s adjustment to college; by serving as a contact person for the student; by assisting the student in communicating concerns to other college professionals when appropriate; and by allowing the student the freedom to make choices after limitations, alternatives, and consequences have been discussed.

2. **The advisor assists the student in exploring a major** field of study through discussion, recommendation of activities or work experience appropriate to the student’s interests in the advisor’s area of expertise. Students who are unclear on their goals can be referred to the student to Career Services office for further career exploration. Advising & First Year Programs can also assist students in transition (changing majors, transferring out, etc.).

3. **The faculty advisor explains to advisees the program of general education** as it relates to the curriculum and to the development of the individual in today’s society.

4. **The advisor and the student plan a schedule** of courses in keeping with curriculum requirements and student interests and takes into consideration student academic preparation.

5. **The advisor assists “at-risk” students** (those whose grade point averages are below 2.0, have received multiple MTS warnings, or receive Not-Engaged (N) or Missing (M) indicators). **When a pattern of at-risk behavior becomes apparent, the advisor should reach out to the student to offer assistance.** The advisor will refer students to appropriate support services (tutoring, learning labs, Counseling, Health Service, etc.- see Help Wheel, page 61 ). Advisors will document these references in the student’s academic folder.

6. **The advisor serves as a link** between the student, faculty, and administration on college procedures for 1) dropping or adding courses, 2) determination of academic eligibility for various activities, 3) failure issues, and 4) the need for referral for more comprehensive exploration of the student’s problems. The Student Handbook serves as the reference point for this information. For a more in-depth description of how and when and advisor can be of assistance to their students, see the Timetable of Advising Activities, pg 6.

* EOP students are assigned their EOP counselor as their primary academic advisor for the first year.

The staff of Advising and First Year programs are available to assist non-matriculated students who do not have a major declared.

Faculty can contact Advising & FYP as a resource for questions about advising students (379-3954, advising@canton.edu or Miller Campus Center 224).
ACADEMIC ADVISING AND RETENTION AT SUNY CANTON

"An effective advising program is one prime factor in increasing student retention. Academic advising assists students in many ways, and each campus must make a concerted effort to develop a strategy to retain students. Students who receive effective academic advising tend to feel positive about the institution as a whole (Noel, 1978). "1

There is a growing body of research that indicates a one-on-one association between the student and at least one faculty member is a significant factor in good academic progress and retention. The advisor/advisee relationship is a logical interaction in which this association within the college may occur. Too often, both the faculty and the student view the “signature on a form” as just a clerical hurdle. Building a relationship through effective advising is rewarding for both the student and the faculty member.

Quality academic advising requires that the faculty advisor be available and approachable; be knowledgeable of the institution, its resources, and rules beyond his/her own department; and be interested in and capable of helping the student understand the existing educational options in order to develop realistic career goals.

This cannot be accomplished without adequate, accurate, and timely information of the student’s background as well as the degree requirements, regulations and resources. Individual faculty members are not required to perform all of these functions by themselves. The responsibility for demonstrating concern and caring for your students is yours; however, referral to others for special assistance and information is entirely appropriate.

We affirm the students’ responsibility for knowing and following the institution’s requirements and determining their own direction and goals. However, as an academic advisor, your assistance in explaining the college’s processes and requirements are invaluable in retaining and graduating students from SUNY Canton. We intend to improve our advising assistance and service and increase Canton’s recognition of quality advising to our students.

The goals of academic advising according to the National Academic Advising Association (NACADA - http://www.nacada.ksu.edu/) are:

1. Assisting students in self-understanding and self-acceptance of abilities, interests and limitations.
2. Assisting students in their consideration of life goals by relating interests, skills, and abilities to careers, the world of work, and the nature and purpose of higher education.
3. Assisting students in developing an educational plan consistent with life goals and objectives (alternative courses of action, alternate career consideration and selection of courses.)
4. Assisting students in developing career decision-making skills.
5. Providing accurate information about institutional policies, procedures, resources, and programs.

ICE BREAKERS

Part of building an advisor/student relationship is to let the student know that you are interested in them and their unique progress toward degree completion. Sometimes this is easy, sometimes it takes more work. Here are some conversation starting ideas to get the student to open up and start talking about their goals and interests so that you can provide the advice that is best for that individual.

Conversation starters:

1) What are some things that you could talk about forever?
2) What things can you do for hours at a time?
3) What would you get up to do at 6:00am?
4) What makes you feel great?
5) What are two successes you have had in the last six months?
6) What are some of your goals for the next six months?
7) How do you see yourself living five years from now?
8) Tell me about a turning point in your life.
9) What things do you dread doing?
10) What are two or three areas of study (or career) that you are considering? How are they similar? How are they different?
11) What is your favorite book/music/film/tv show and why?
12) Who has been influential in helping you make the decision to come to SUNY Canton (parent, spouse, friend, employer)? Why did you choose to come here?
FERPA: What is FERPA?

FERPA stands for the Family Educational Rights and Privacy Act (also called the Buckley Amendment). Passed by Congress in 1974, the Act grants these rights to the adult student:

- The right to see the information that the institution is keeping on the student.
- 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 his/her records.

It is your responsibility to protect education records in your possession. This includes:

- Personal Information
- Enrollment records
- Grades
- Schedules

What are the basic rules?

- Student educational records are considered confidential and may not be released to anyone else unless expressly allowed by the student.
- As a faculty or staff member, you have a responsibility to protect educational records in your possession – this includes lists of student status, such as those who have enrolled, withdrawn, suspended or on academic probation, and your access to UCanWeb and Blackboard.
- Some information is considered public (sometimes called Directory Information). This can be released without the student’s written permission. Students have the right to request that even Directory Information be kept confidential. FERPA lists Directory Information as: student’s name, address, telephone number, date and place of birth, honors and awards, and dates of attendance (http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html 9/16/15).
- 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.

To avoid violating federal FERPA rules, faculty should never:

- Discuss the progress of a student only with the student and others that need to know (other college employees involved in that student’s success). Student information cannot be provided to others (including parents) without the consent of the student.
- Provide anyone with student schedules or assist anyone other than college employees in finding a student on campus.

If you are ever in doubt, do not release any information until you talk to the Registrar’s office (386-7042), the Dean of Students office (386-7120) or refer the requestor to that office.

Students CAN indicate that they would like to release their records to other individuals. Sometimes referred to as a FERPA waiver, students can provide another individual access to their academic or financial records by completing a proxy authorization in UCanWeb. “Share Access to My UCanWeb” can be found under Miscellaneous Student Requirements once the student logs into UCanWeb. More details in Chapter 5 or online at: http://www.canton.edu/advising_center/documents/Webforproxy.pdf

Updated 10/2/17
BRIEF OVERVIEW OF ADVISING ACTIVITIES

More details of each activity on following pages under Timeline listing.

- **Orientation** – Most often in July and August

- **Curriculum meetings** - generally done at Orientation when each advisor has an opportunity to meet with their incoming students

- **Drop/Add Process** – rules are different the first week from the rest of the semester. Drop/add via UCanWeb for first three days of semester. After that, need to fill out Course Change Notice, need permission from instructor to add a class. Students have until 10 days before the last class day to withdraw from a class or classes.

- **Moving Towards Success** – Advisors should be reviewing these all semester long, but reaching out to students early in the semester can have the most impact.

- **Engaged/Not Engaged** – Entered after the end of the third week of the semester. Advisors should be reviewing and reaching out to their students as soon as their report is received (generally around the 4th week of the semester)

- **Mid-semester grades**. Grades are due after the end of the 7th week. This is another outreach opportunity for advisors to check in with students.

- **Open House and Admitted Student days**. Occurring throughout the year.

- **Changing/Declaring a major** – students who want to change majors start by approaching the curriculum chair of the intended major. This can happen anytime during the semester, but is effective for the following semester.

- **Advising Period and Course Registration**. Advising period typically begins two weeks before course scheduling opens. Course registration begins in the 10th or 11th week in the semester. Students can schedule for Summer/Fall during the Spring semester and Winter/Spring during the Fall semester.

- **Withdrawing from college**. Students can withdraw up to 10 days before the end of the course/semester. Once the bill is processed (prior to the start of the semester), the student must go through the withdrawal process.

- **Academic Jeopardy students**. Advisors should verify an appropriate schedule and keep an eye open for MTS reports.

- **Grade Review**. Done after the semester is completed. Advisors review their students for satisfactory academic progress and scheduling that is appropriate to stay on track to graduation.

- **Academic Recovery**. Faculty recommend students for Recovery at Grade Review, and AR students must meet with their advisor by the end of the 2nd week of classes to fill out the AR form. Advisors should watch for MTS reports throughout the semester and can request regular meetings with AR students.

- **Academic Suspension**. Advisors can recommend students for suspension at Grade Review time.

- **Graduation**. Students need to apply to graduate during their final semester. Advisors can assist by verifying that the student does not have any courses outstanding and attending graduation.
TIMETABLE OF ADVISING ACTIVITIES

This section discusses the primary opportunities for formal contact between academic advisors and students. Some categories of activity may not apply to all advisors but are included here to illustrate the range of contact an advisor can have.

**Orientation**

Mandatory new student orientation is held during the summer months (generally July and August). A modified orientation is held in January for spring admits. Faculty are encouraged to volunteer & participate in Orientation and move-in activities as this is an excellent opportunity to meet new students and their families.

**Undeclared or pre-major students**

Students who **do not have the specified academic preparation to enter their curriculum of choice** are listed as Undeclared with a concentration in [intended major]. Math and science background are frequently the key factors for why a student is not eligible to enter directly into their program of choice. Often the student does not have the required grades in these courses, or has not taken the required level of a course (i.e. one year of high school algebra instead of the required three years of high school math, or non-Regents biology instead of Regents biology, etc). It cannot be assumed that these students always need to take the developmental math and writing courses. Each student should have their records reviewed by an advisor to determine the appropriate levels for their background and their goals.

Students may be undeclared for two semesters to meet the requirements for their curriculum of choice. Admission to the campus does not guarantee subsequent admission into the curriculum of choice. Students will need to work with their academic advisor and dean’s office to determine when and if they can be fully admitted to their major of choice. For more details see [Declaring a Major/Change of Major pg 20](#).

**New student advising**

As of 2013, new students have the opportunity for an advising appointment prior to their first semester. Advising and First Year Programs (AFYP), EOP, TRiO, Student Accessibility Services and the academic dean’s offices work with new students to determine an appropriate set of courses and then set a schedule. New students can come to campus or work with an advisor over the phone and then schedule courses themselves on UCanWeb. The goals of new student advising are to help students understand their individual degree requirements, to educate students about why they take the classes that they do and how to register for their classes. They also explain degree requirements, timely progress to degree and how classes are scheduled (TR vs. MWF). This is intended to be a retention effort by providing
effective and timely academic advising and to assist the students in navigating the transition from high school to college level work.

AYFP hires faculty on a temporary basis for the 6 weeks when new students can schedule classes. Permanent advisors should review their students’ schedules prior to or during curriculum meetings to be sure that they are taking a set of courses that will help them make timely progress. Students who do not contact one of the offices listed above within the published timeframe will have a schedule assigned to them by the Registrar’s Office.

**Curriculum meetings**

For first-year and transfer students, a curriculum meeting is the major academic activity scheduled during each orientation period. This first meeting between new students and their advisor presents one of the best opportunities to set the stage for positive advisor/advisee relationships. The meeting is held at a designated time after new students have registered (see also: Advisor’s Guideline for working with New Students, Page 17). Not only is it a time for faculty and students to meet each other, discuss the curriculum and academics in general, it is also valuable as a time to encourage students in establishing their goals. This is an ideal time to review new student schedules, verify that they are meeting program requirements and revise if necessary.

- **SCHEDULE INTERPRETATION**
  - Explain how to read the schedule, i.e. military time, days of the week (R=Thursday), late start or condensed courses, online, hybrid or off-site courses.
  - Verify that the student is aware of the academic calendar (classes on Labor Day, Columbus Day and Veteran’s day; semester ends in mid-December).
  - With each student, check his/her schedule to see if it is appropriate for their major or intended major.

The following general guidelines suggest topics that could be covered in a freshman orientation curriculum meeting. Advisors are cautioned about assuming anything regarding students’ understanding of what is expected of them academically, socially, or otherwise. Frequently those expectations that seem obvious to the advisor or to the returning student are not so to the beginning freshman. **Some general topics may include:**

- attendance regulations,
- guidelines for satisfactory progress,
- faculty office hours,
- definitions of full-time and part-time,
- minimum GPA requirements

- restrictions on the number of credit hours,
- withdrawing and repeating courses,
- discussion of career goals, the skills needed to achieve those goals, and decisions to make regarding the goals
Advisors should discuss the required courses for the first year in the curriculum as well as college preparatory courses that allow students the opportunity to build competencies in Reading, Writing, Mathematics, and Academic Skills Development (Engl 097, Math 100) that are essential to college success. Placement in these courses is based on test results, faculty referral, and/or admissions referral based on academic preparation and college entrance examination scores. These courses count toward full-time status but do not count towards graduation.

And finally, advisors should outline a typical program for each student advisee. In doing so, advisors should:

- Explain sequential nature of certain courses and ramifications of dropping any of these courses.
- Review other program-specific information important to students enrolled in the program.
- Explain the policy on deviant academic behavior.
- Explain the drop-add policy
- Explain the importance of the course syllabus (contract of the course)

**Drop/Add**

Students are allowed to add or drop classes on UCAnWeb without additional advisor input, through the first 3 days of the semester. Students who have their Registration Code can use UCAnWeb to add/drop classes, others need to use the Course Change Notice (see pg 21 for more details on the drop/add process) to make changes to their schedules (as long as the desired section has seats).

After the first 3 days of the semester, all students must use the Course Change Notice to add or drop a course with all approvals needed. After the fifth class day, there is a $20 fee for processing the form.

**Moving Towards Success for Advisors**

Advisors are included on all MTS warnings sent from instructors to advisees. MTS should be used by instructors when a student is not meeting course expectations (low grades, poor attendance, non-participation, etc.). If instructors are consistent in their use of MTS, then advisors are in a position to notice when a student has received several warnings, or when there is an on-going issue. Follow-up can range from a quick “Is everything OK?” in passing or via email to referrals to campus resources (Health Center or Counseling; learning labs or tutoring), to asking the student to make an appointment with you, to if necessary, recommending withdrawal from the course or the semester.

**Engaged/Not Engaged**

This is a subjective evaluation done by each instructor at the end of the third week of classes. Every instructor is expected to submit this rating for every student in their class(es). This is meant to identify the students who have the potential to struggle while there is still time in the semester to affect performance enough to pass the class. Research into this effort has found that students who are rated as NE or Missing are less likely to pass the course then others in the class who are rated as Engaged. Advisors are asked to
reach out to their advisees who have received a NE or M rating and troubleshoot how to improve their performance. More details can be found in this manual under Engaged/Not Engaged Best Practices, page 22 and How to look up Engaged/Not Engaged for your advisees, page 67.

**Midsemester Grades**

At the midpoint of each semester, a grade report is available on UCanWeb for advisors and students. Progress in each course is reported by letter grade or as satisfactory/unsatisfactory depending on the instructor's preference. When grades indicate, remedial action could include referring students to their instructors, the learning labs, or tutoring. Advisors should review mid-term grades for all advisees and reach out to them. Reaching out to those with poor mid-terms to work on strategies is only slightly more important than reaching out to those doing well and encouraging them to keep up the hard work.

**Advising Period & Course Registration**

Students need to start planning their course registration in early November for Spring semester and mid-April for Fall semester (exact dates are published in the Academic Calendar – www.canton.edu/academic/calendar). The two weeks prior to the Registration Period are considered the advising period. Advisors should make appointment times available during this time and into the first week of the Registration Period. **Students should meet with their assigned advisor** unless they have received permission to change their curriculum. If a student is requesting a curriculum change, he/she should work out a schedule with the new program advisor or dean. **DegreeWorks and student folders should be consulted prior to scheduling.** Any special recommendations or notes can be made directly in DegreeWorks or in the student’s paper folder.

**Course registration presents an opportunity for advisors to talk with advisees, to assess progress to date, and to discuss course options for the coming semester.** The advisor may communicate with students via their SUNY Canton email (through UCanWeb you can batch email all advisees). Course Registration Forms are generally available from the dean’s office and can also be found at: [http://www.canton.edu/courses/Course_Registration_Form.pdf](http://www.canton.edu/courses/Course_Registration_Form.pdf). At the conclusion of the session, the advisor will sign the Course Registration Form for the student and provide the registration code and instruction sheet for scheduling on UCanWeb. For more details on the advising and course registration process, see pg 24. For instructions on viewing the class schedule and how the student registers for classes, see Chapter 5.

When working with students to build their schedules, keep in mind the following:

- Imputed courses do not count towards graduation (%).
- Every Associate’s and Bachelor’s degree must have a writing intensive course.
- Check for pre-requisite courses
- General Education requirements vary by degree and transfer path
- Many science courses require taking lecture and lab simultaneously.
- Students **CANNOT** get credit for both:
  
  CHEM 101 and CHEM 107
  PSYC 220 and PSYC 225
  MATH 099 and MATH 100
  MATH 101 and MATH 106
  MATH 121 and MATH 123

Remind your students that they must process their bill by August 1st for Fall semester and December 20th for Spring semester. Students **MUST** process (indicate HOW they will be paying, agree to grants and loans as needed) their bill by these dates or risk losing their schedule.

**Declaring or Changing a Major**

Declaring a Major/Change of Major Request forms are available in the dean’s offices. **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, Department Chair or Academic Dean. [See more details, pg 20](#). Student should meet with anticipated advisor from new curriculum to discuss a class schedule. At the end of the semester the Dean of the new curriculum will decide if contingencies were met to change to the new curriculum.

For students wishing to enter a program with competitive admission (listed below), they apply within UCanWeb (see [Change of Major](#) for detailed path):

- Nursing-RN    0622
- Nursing-LPN   0938
- Nursing AAS/BS 2373
- Physical Therapist Assistant 0489
- Veterinary Science AAS 521
- Veterinary Technology BS -2278

**Open Houses and Admitted Student Days**

Events are held throughout the year that are geared toward attracting new students and showcasing the opportunities at SUNY Canton. These are often on Fridays and Saturdays. Faculty may be asked to represent their discipline, program, or in some cases, a club or volunteer group that they are involved with. These are a good opportunity to recruit students to the major and to SUNY Canton.

**Graduation Requirements**

Students need to apply for graduation via UCanWeb during their final semester ([see page 75](#)). Advisors should help students verify that they have met all requirements during advisor/student meetings over the course of the final year. Any exceptions or substitutions should be taken care of so that the student has a true picture of what exactly is left to complete.

Graduation requirements are made available to students through college publications ([Academic Catalog](http://www.canton.edu/catalog/) or [http://www.canton.edu/advising_center/Degreechecklists.html](http://www.canton.edu/advising_center/Degreechecklists.html)) and their academic advisors. In addition, both students and advisor should familiarize themselves with the degree requirements as listed on [DegreeWorks](http://www.canton.edu/advising_center/Degreechecklists.html).
Advisors are responsible for helping students to understand their academic program, guiding them through the course registration process and advising them on any curricular issues. The student should also bear the responsibility of understanding what is needed to complete a degree in their timeframe. The college reserves the right to make modifications to a prescribed curriculum.

**Academic Jeopardy**

Students who do not currently have the minimum GPA to be in Good Standing and make progress toward graduation are considered to be in Academic Jeopardy. Students should be made aware that they should maintain a minimum 2.0 or risk academic probation or suspension. Please review the student’s current class schedule and mid-term grades to provide a realistic picture of the student’s progress and recommend action accordingly. Currently, students in the academic jeopardy range receive an email from the Associate Provost of Academic Support Services which discusses graduation requirements and support services available to them. If the office receives notification that the student is missing class, the Asst. Provost will meet with them, discussing their academic standing and referring them to their advisor or additional support services.

**Academic Recovery**

Students who fail to meet re-registration requirements (See Academic Recovery, pg 13) may be eligible for one semester of Academic Recovery. Faculty advisors are in a position to consider a student’s unique circumstances and make recommendations to deans for whether to recommend Academic Recovery or suspension. Those students that accept the conditions of Academic Recovery will have to meet certain criteria based on cumulative GPA. Those that fail to follow the criteria of their Academic Recovery contract can be suspended mid-semester.

**Academic Suspension**

Students who do not meet re-registration requirements may be suspended from the college. Any student who is suspended from college for academic reasons will have two options: 1) Submit an academic appeal and detailed plan for success by the stated deadline, or 2) complete six to twelve college credits at another college and achieve a 2.5 GPA or better and then apply for readmission to Canton after one semester has passed by writing to the Director of Admissions. Permission to re-register is not automatic and will be granted only after approval by the appropriate academic dean.

**Transfer Credit**

In order to receive transfer credits, a student must submit sealed official transcripts from all other sources of college level credit (this includes other colleges, AP credit, and CLEP exams) to the Admissions Office. Once the official transcripts are received in the Admission’s office, they are evaluated for the entering curriculum. SUNY Canton accepts credit for courses transferred from an accredited college with a grade of C (2.0) or higher. Prior credits which apply to an earned Associate's degree, including grades of D and above, will be accepted in transfer and may be applied towards the total credits for a SUNY Canton Bachelor's degree. Credit is awarded as transfer only (no GPA) 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.

If the advisor has a paper copy of a transcript, but the courses are not showing on the student’s UCanWeb transcript or in DegreeWorks, the advisor should verify that the student has submitted an official transcript to the Admissions office for evaluation and that the dean’s office has approved the evaluation.

Students requesting official SUNY Canton transcripts do so through the Registrar’s office. See: [http://www.canton.edu/registrar/transcript_request.html](http://www.canton.edu/registrar/transcript_request.html) for the request form. Unofficial transcripts are available on UCanWeb.

**Withdrawing from College**

If a student decides to drop all classes and leave college, they initiate the process on UCanWeb. Faculty advisors will receive an email indicating that the student has submitted for withdrawal. The email includes a link to log into Banner Workflow (userid and password are the same as logging into campus computers) to approve, comment or decline. Advisor should typically respond within one business day. Effective date for withdrawal is the date that the student submits the form on UCanWeb. Details, along with screenshots can be found in Chapter 5 of this manual.
Students are recommended for Academic Recovery by the academic advisor based on the chart below. Students in Certificate and Associate programs may be on Academic Recovery for a maximum of one semester; Baccalaureate degree students may be allowed a total of two, non-consecutive semesters. Any matriculated student who earns a GPA of less than 1.50 in two consecutive semesters may be suspended.

### Requirements to re-register

<table>
<thead>
<tr>
<th>At end of semester:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>Good standing</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Earned cr.</td>
<td>9</td>
<td>18</td>
<td>27</td>
<td>39</td>
</tr>
<tr>
<td>GPA required</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
</tr>
<tr>
<td>Academic Jeopardy (GPA)</td>
<td>1.25-2.00</td>
<td>1.50-2.00</td>
<td>1.75-2.00</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recovery Range</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Earned hours</td>
<td>3 - 8</td>
<td>9 - 17</td>
<td>18 - 26</td>
<td>27 - 38</td>
</tr>
<tr>
<td>Cumulative GPA</td>
<td>0.50-1.24</td>
<td>0.75-1.49</td>
<td>1.30-1.74</td>
<td>1.5-1.99</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suspension Range</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Earned hours</td>
<td>2 or less</td>
<td>8 or less</td>
<td>17 or less</td>
<td>26 or less</td>
</tr>
<tr>
<td>Cumulative GPA</td>
<td>0.49 or less</td>
<td>0.74 or less</td>
<td>1.29 or less</td>
<td>1.49 or less</td>
</tr>
</tbody>
</table>

Students who are placed on Academic Recovery are notified prior to the start of the new semester. They must sign a contract (see all forms on the AR website, listed at bottom of this page) accepting the conditions of AR in order to be allowed to return and can be suspended for not following through. Academic Recovery is coordinated by the Associate Provost’s office.

Students on AR are required to see their advisor to do an “Advising Checklist”. This is intended to connect the AR student to the advisor early in the semester and provide the student with an advocate. The only requirement is that the student meet with the advisor once to do the Checklist. However, **individual faculty advisors can recommend that their students take additional courses of action**. Examples of this include asking the student to make contact more often (e.g. every two weeks); pursue study skills resources (available at many of the learning labs by request or at the Ready Center); or recommending they seek out other resources (e.g. Accommodative Services if a learning disability is suspected).

**ONLINE STUDENTS** on Academic Recovery meet each week via phone with a mentor to discuss their academic progress. Learning labs and tutoring resources ARE available to these students via phone, email, instant message or web cam. Faculty can accommodate these students by allowing them to “meet” by phone or other virtual method. There are a number of web resources to assist students with learning study skills. Also see “**Online Courses:**...” pg 40.

For information specific to any given semester, see the website: [www.canton.edu/recovery/](http://www.canton.edu/recovery/).
Academic Recovery Sample Advising Checklist:

Enterable PDF can be found at: [http://www.canton.edu/recovery/pdf/advising_checklist.pdf](http://www.canton.edu/recovery/pdf/advising_checklist.pdf)

Advising Checklist Due Friday, September 7, 2018 - Noon

Name _______________________________ Contact number (phone) __________________________

Your SUNY Canton email ___________ intervention level ___ Academic Advisor ________________

TO THE STUDENT: Your Academic Advisor can assist you with academic planning as well as advice and guidance on achieving academic success at college. It is therefore critical for you, as a student on Academic Recovery, to meet with your Advisor and discuss ways and strategies to improve your academic standing.

STEP 1: Meet with your Academic Advisor and complete ALL of the questions listed on this form. Note: Your Academic Advisor is listed on UCanWeb. To find your Advisor, login to your UCanWeb account and select Student Menu->Student Records->Find Your Advisor. Office locations and email addresses of Advisors can be found at [www.canton.edu > Quick Links > Faculty/Staff Directory](http://www.canton.edu). If your Academic Advisor is not available during his/her posted office hours, you may go to your School Dean’s Office to ask them to help you complete this form.

1. What do you believe are the reasons that led to your poor grades last semester?

2. What do you plan to do differently this time?

3. What campus resources and support services do you plan on using to improve your grades or study habits?

4. When is the next time your Advisor wants to see you? (Mid-term grades are available **Tuesday, October 16**)

STEP 2: Thank your Advisor and ask for a signature: Academic Advisor Signature ______________

STEP 3: Return this completed form to: Janet Livingston, MacArthur Hall 604

**DUE FRIDAY, September 7, 2018 – by 12 Noon**

*incomplete or late forms will not be accepted*

The website [http://www.canton.edu/recovery/](http://www.canton.edu/recovery/) has all of the details of the AR process.
EOP STUDENTS & THE ADVISING PROCESS

The Educational Opportunity Program (EOP) is a New York State grant program which was created over 40 years ago to address the needs of high school graduates who were coming from poor school districts with inadequate preparation for college. As a result of their background, many of these students were excluded from entering college and/or performing poorly once enrolled. There is both an academic and a financial component to EOP which provides assistance for students' academic preparedness while also providing some additional financial assistance.

Extended Time to Complete Degree

- EOP students are eligible for 6 semesters of academic and financial assistance in earning an associate’s degree
- EOP students are eligible for 10 semesters if pursuing a bachelor’s degree

Freshman Advising

EOP counselors will act as co-academic advisors for first-time SUNY Canton EOP students. EOP students will also be assigned to academic advisors within their chosen programs, even though they are initially all admitted as 001 undeclared students. EOP counselors work closely with academic departments to ensure EOP students are making appropriate decisions and progressing toward entering a degree program. The EOP counselor will continue to be a resource for EOP students until they graduate. Transfer and readmit EOP students who are accepted directly into the degree program of their choice will be assigned advisors with academic departments and will also have an EOP counselor as before in fulfillment of EOP requirements.

Credit Hours & Courses

- Students will be carefully scheduled into an appropriate combination of developmental and curriculum courses with a limited number of credit hours (12 to 16) for each of their first two semesters.
- They are all required to complete First Year Experience (FYEP 101) in the first semester.

Advising Tips

1. Always reinforce good academic behavior (class attendance, promptness, submitting work on time, seeking additional help, appropriate classroom behavior, etc.). Most EOP students are first generation college students and thus, may have very little experience or knowledge of what is needed to be successful. Refer students to the EOP office to sign up for one-on-one tutoring and/or to the student tutoring labs located at the campus library.

2. Stay in touch with EOP counselors to assist EOP students who are not making satisfactory progress. Use the Moving Towards Success (MTS) for students in trouble (we contact every student identified).

3. EOP students should not drop any developmental courses (e.g. Math 100) or their FYEP 101.

4. Contact EOP (386-7226 or 234 Miller Campus Center) to notify the student's EOP counselor, when considering suspending a student or recommending change of major or withdrawal.

How do I know if a student is in EOP?

- They are listed as EOP on SGAEOPS and SAAADMS on Banner.
F-1 INTERNATIONAL STUDENT RESPONSIBILITIES AND REGULATIONS

The US Department of Homeland Security (DHS) grants F-1 status to individuals to study full time at a particular school in the US. Other activities, such as employment, are privileges authorized with special written permission for those who follow DHS rules. **Penalties for failing to follow the rules will result in loss of F-1 status and could lead to removal (deportation) from the US.**

**The 12 Credit Rule: Must be a FULL-TIME student every semester.**

- Students must be registered for and complete 12 credits or more each semester at SUNY Canton. Any exceptions must have written permission from the Director of International Programs Office (IPO) before the semester begins—this is only allowed in certain documented academic and medical circumstances.
- Cannot drop or withdraw from a course during the semester for any reason without written approval from the IPO.
- To stay enrolled in a full-time course load, international students must go to all scheduled class periods and keep up with assignments.

**Work: Students CANNOT work anywhere off campus unless they obtain special written permission.**

Some exceptions can be made, particularly for work that the student will receive credit for and enhances the student’s education (Curricular Practical Training or CPT). **Possession of a Social Security Card/Number does NOT grant the student the right to work in the US.**

**Distance Education:** Students should not enroll in more than one class of Distance Education in a given semester. Such a course can count no more than 3 credits toward full time enrollment, as at least 9 of their credits must be ‘face-to-face’. Distance Education courses are courses through the internet or television where a teacher and students are not physically present in a classroom at the same time.

**On-Campus Jobs:** Can work no more than 20 hours per week while school is in session, and no more than 40 hours a week while school is not in session.

**Final Semester:** Students should report to IPO before the last day of classes to report:

- If they will complete studies before or after the expected completion date
- If they will apply for Optional Practical Training if they wish to use it.
- If they plan to transfer to another school
ADVISOR’S GUIDELINES FOR WORKING WITH NEW STUDENTS

Many new students are now provided with an opportunity for advising during the summer before they begin classes in the fall. A summer advisor should explain much of what is listed below. However, not every student will take advantage of the opportunity for summer advising and will still need their assigned faculty advisor to review their schedule choices. Use this chart as a reference guideline for the things that new students should be made aware of.

☐ Explain curriculum and degree requirements, using the curriculum worksheet (see: http://www.canton.edu/advising_center/Degreechecklists.html )

☐ Explain to the student that THEY are responsible for ensuring that they make timely progress towards a degree. Advisors will help as much as they can, but it is ultimately up to the student to earn the degree. Refer to DegreeWorks for assistance in tracking degree progress.

☐ Explain any preparatory courses (such as Beginning Algebra, Math 100):
  o Do not count toward eventual degree, but required to be successful in college level courses
  o Can affect admission to degree program
  o Can affect time to degree completion

☐ Explain SUNY General Education Requirements

☐ Explain schedule:
  o Make sure a lab is scheduled along with lectures when one is required
  o Course schedule is appropriate for major
  o Suggest FYEP 101 to all new students.
  o Student placement levels are accurate (see Course Leveling and Placement, pg 24)
  o Look for conflicts in the schedule/verify that it meets the student’s needs
  o Point out military time, and scheduling shorthand (R = Thursday), if necessary
  o Explain start and end times of any courses that do not meet for the full semester, if necessary

☐ Discuss dedication and time-management needs of in class vs. online courses, if necessary

☐ Go through how to schedule classes on UCanWeb, walking student through as appropriate.

☐ Make comments on registration form for anomalies

☐ Explain that it may be possible to change a schedule once the semester begins but options may be limited.

Modified from Advisor’s Checklist for New Admits provided by the School of Science, Health and Criminal Justice

Updated 9/2015
ADVISING FULLY ONLINE STUDENTS

The majority of fully online students are transfer students, but we are seeing an increasing number of first-time-freshmen who choose to complete a degree entirely online. New first-year students have an advising appointment prior to the start of their first semester. New TRANSFER students are sent an email by their academic dean’s office that recommends courses and provides a registration code. Consider providing your students with some (or all) of these as needed.

- The appropriate DEGREE CHECKLIST for reference. All students should have an understanding of what it takes to reach their goal. They are typically provided one by the dean’s office via email prior to starting their first semester with the transferred courses filled in.

- How to access DEGREEWORKS and use it for tracking progress towards degree completion. Verify that the DegreeWorks audit matches the checklist in the student folder. Online students want to know that the version they see is the right one, they are wary of a paper copy that they don’t have regular access to.

- Work with the student to create a degree completion plan – how many credits do they take each semester? How about Winter and Summer term? The traditional 15-18 credits in only Fall and Spring semesters may not be what the student plans to do. An enterable degree planning worksheet can be found here: http://www.canton.edu/advising_center/documents/Fouryeardegreeplanningblankforweb.xlsx

- Discuss dedication and time-management needs of online courses. See the Open SUNY resources for ideas and tips.

- Inform online students that they have access to tutoring services, advising, Career Services, Online Learning and Help Desk, Student Accessibility Services, some counseling and health services, even study abroad. In addition to email and phone contacts, many of the offices also have a chat option on their websites.

- Encourage students to purchase textbooks early. Use the Campus Bookstore for a complete listing.

For more resources specific to helping your online students see the Toolkit for Advising Online Students at http://www.canton.edu/advising_center/AdvisingOnline.html
The mission of the Office of Student Accessibility Services is to coordinate and assist students with physical, learning and mental health disabilities have equal access to academic and student life. The college will also strive to ensure that an otherwise qualified individual with a disability will not, on the basis of that disability, be subjected to discrimination under academic programs, services and activities offered by SUNY Canton. It is the initial responsibility of the student to self-identify as having a disability and submit reasonable documentation of their diagnosis. The student must register with the Student Accessibility Services in order to request and receive services.

Extended Time to Complete Degree
- SAS students are eligible for a priority schedule.
- SAS students are eligible for a reduced course load. The timeline for completing a Certificate/Associate or Bachelor Degree is listed in the Student Handbook under Financial Aid: Academic Eligibility.

Freshman Advising
The Director of SAS will assist students with their initial schedule. The director may assist in subsequent semesters but the student must seek final approval from their faculty advisor. The Director of SAS works closely with academic departments to ensure equal access and provide necessary advocacy. The SAS Director may continue to be a resource and advocate for SAS students until they graduate.

Advising Tips/considerations:
1. If the student has a mobility impairment of any kind, it is best not to schedule classes on the second floor of Wicks Hall as there is no alternate route if the elevator is not operating.
2. If the student has any physical handicap, such as: mobility impairment, visual impairment or hearing impairment, it is best to schedule adequate spaces between classes so the student can arrive to class on time.
3. If the student is profoundly deaf and requires the services of an ASL interpreter, it is best to coordinate the schedule of the student with the ASL interpreter’s schedule.
4. If the student has a medical condition such as: diabetes or any complicated or chronic medical condition, it is best to confer with the student regarding the necessity of early morning classes.
5. A schedule that cannot be changed for any of the above reasons, will be communicated to the Office of the Registrar and the student’s academic advisor by the director of SAS. This can be done through email and/or through a note in SPACMNT.

Please contact the Director of SAS if there are questions or concerns.
CHAPTER 3: ADVISING PROCESSES
DECLARING A MAJOR / CHANGE OF MAJOR

STUDENTS WISHING TO APPLY TO ONE OF OUR COMPETITIVE ADMISSION PROGRAMS:

Nursing – AAS/BS Combined (2373)  
Nursing-RN (622)  
Nursing-LPN (938)  
Physical Therapist Assistant (489)  
Veterinary Science Technology (521)  
Veterinary Technology, BS (2278)

SHOULD:
- Login to UCanWeb Secure Area
- From the Main Menu click on Miscellaneous Student Requirements Menu
- Click on option Change of Major Request for Selective Program Consideration

OTHERWISE:
- Students wishing to change majors must meet the admission requirements for the intended major (see the College Catalog as requirements do vary) and be in good academic standing.
- Students who are switching majors, going from pre-major status (001) into the intended major, or switching levels (i.e. moving from the Associate’s degree to the Bachelor’s degree) should file a Change of Major request with their dean’s office. An enterable Word document can be found at: www.canton.edu/provost/pdf/Change_of_Major_Form.docx

Change of Major Form

This form is intended only for current SUNY Canton students who wish to change their major. This includes students who expect to graduate from their current major and plan to pursue another degree program immediately following graduation, with no lapse in attendance.

IMPORTANT: If changing major to a selective program, you must submit a Change of Major Request for Selective Program Consideration instead. Selective programs include Veterinary Technology (B.S.), Dental Hygiene (A.A.S.), Dental Hygiene Select, Nursing (A.A.S.) Physical Therapist Assistant (A.A.S.), Veterinary Science Technology (A.A.S.), and Practical Nursing (Certificate).

INSTRUCTIONS: Please complete all requested Information below (type or print legibly). Signed, original forms should be returned to the appropriate Dean’s Office. (Note: Electronic copies will NOT be accepted).

| STUDENT INFORMATION |
|---|---|---|
| Last Name | First Name | MI |
| SUNY Canton ID# | - | - |
| Current Street Address | | |
| City | | |
| State | Zip | Daytime Phone/Cell |

| MAJOR INFORMATION |
|---|---|
| Current Major & Code# (see reverse for codes) | Degree Type |
| NEW Major & Code# (see reverse for codes) | Degree Type |

The change requested above is contingent upon the following conditions (i.e. Admission requirements for major, etc.)

| STUDENT SIGNATURE |
|---|---|
| Student Signature | Date |
DROPPING & ADDING COURSES: COMMON QUESTIONS

• At the start of the semester:

Students who have their Registration Code for UCanWeb can add/drop online during the first three days of the semester – IF the section has space available. Students who do not have access to their Registration Code will need to fill out a Course Change Notice to have the Registrar’s office process the change (see next page).

  o Starting on the fourth day of the semester, students will need instructor approval for ANY course they are adding (not necessary for courses dropped), and advisor and dean’s approval for all course changes.

  o After the fifth day of the semester, students will also pay $20 to make changes to their schedule.

• Student wants to drop a course after the semester is in progress:

  o First, gather information from the student on why they want to withdraw from the course:

    ▪ Is it worth trying to stay in the current course? If so, are there keys to success that the student has not tried? (meeting with the instructor, using the learning labs, inquiring about a tutor, etc.)

    ▪ Ask student to review syllabus to determine likelihood of a passing grade

    ▪ Has the student received an MTS on this particular course?

    ▪ Will the dean approve the request? Deans are unlikely to allow students to drop below full-time standing without significant extenuating circumstances.

  o After examining the options, if it is in the student’s best interest to withdraw from the course, they need to complete a Course Change Notice and have it signed by their faculty advisor and their dean. Discuss:

    ▪ ACADEMIC implications: How many credits will this change bring them down to? Is the course in question a pre-requisite to another required course? Is the course required for the degree, if so, when can it be made up? How does completing fewer credits this semester affect graduation?

    ▪ FINANCIAL implications: Does dropping this course take the student below full-time status? A yes answer can significantly impact financial aid for the current semester and eligibility for aid for the next semester also. Students who are on probation for financial aid purposes (different than academic recovery) must successfully complete ALL coursework attempted and cannot drop any courses. All students considering a course drop should consult with a financial aid advisor to determine individual impact.

• Student wants to ADD a course after the semester is in progress:

  o If the course has started, the student will need to obtain instructor permission to add the course (instructor can sign the Course Change Notice or approve via email)

  o If student is adding a late start course to replace one they are withdrawing from, they do not need instructor approval if the course is open and has not started yet.

    ▪ Remind student that the workload for the course will be condensed and they will need to allocate extra time than they would if the course ran for the entire semester.

• A student wishing to withdraw from ALL courses this semester initiates the process on UCanWeb

  o Under Student Menu then Student Records
ENGAGED/NOT ENGAGED RETENTION EFFORT

All instructors are asked to submit an Engaged/Not Engaged/Missing rating at the end of the third week of classes each semester. This is meant to identify the students who have the potential to struggle while there is still time in the semester to affect performance enough to pass the class. Research into this effort has found that students who are rated as NE or Missing are less likely to pass the course than others in the class who are rated as Engaged. Advisors are asked to reach out to their advisees who have received a NE or M rating and troubleshoot how to improve their performance.

The following are excerpts from the email that is sent by the Provost each semester on what to do with these ratings as the student’s advisor:

Please contact each “not engaged” or “missing” student verbally (e.g., face to face, telephone, Skype) and have a brief conversation. This conversation might include:

1) Indicating that the student has been rated as “Not-Engaged” or “Missing” by one or more of their faculty and that we are concerned about their success this semester.

2) Helping the student to understand the meaning of this early warning. For example, “This rating may indicate issues with your performance in some or all of your classes. In our experience, this early warning is very predictive of end of semester grades unless action is taken to improve performance.”

3) Helping the student build a strategy for success by recommending that they a) reflect on their performance in each of their classes, b) consult with each of their instructors regarding their performance and ways they can improve, c) identify concrete actions for change (e.g., class preparation, in class participation, use of office hours, use of tutoring services etc.).

Note: If leaving a voicemail or speaking to the student over the phone, please do not discuss the NE/M rating or academic performance, per FERPA, but instead either request that they come to see you and move directly into a conversation about strategies for success.

See Also: http://www.canton.edu/provost/pdf/Engaged-Not-Engaged-Instructions.pdf
**TOTAL WITHDRAWAL PROCESS**

**New in 2017,** students who wish to withdraw from all classes when the semester is underway will do so through UCanWeb.

Students should log into UCanWeb, go to Student Menu -> Registration -> Request to withdraw this semester. Students fill out the form as shown here. When they click submit, it will generate an email to the advisor for review.

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**Request to Withdraw This Semester**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Withdrawing Semester:</strong> Spring 2016</td>
<td></td>
</tr>
<tr>
<td><strong>Area Code:</strong></td>
<td><strong>Phone Number:</strong></td>
</tr>
<tr>
<td>Email Other than your SUNY Canton Email:</td>
<td></td>
</tr>
<tr>
<td><strong>Withdrawal Reason:</strong> Please Select One</td>
<td></td>
</tr>
<tr>
<td>Is there anything else you would like to share with us regarding your decision to withdraw from SUNY Canton? Most especially if you selected Other, please specify:</td>
<td></td>
</tr>
<tr>
<td><strong>Do you plan to re-enroll at SUNY Canton?</strong></td>
<td>Yes</td>
</tr>
<tr>
<td><strong>What are your plans for the coming year?</strong> (please select at least one and all that apply)</td>
<td></td>
</tr>
<tr>
<td>Work full-time/part-time</td>
<td></td>
</tr>
<tr>
<td>Enroll in college (please specify the college you intend to enroll in):</td>
<td></td>
</tr>
<tr>
<td>Enter military service</td>
<td></td>
</tr>
<tr>
<td>Care for a home/family</td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
</tr>
<tr>
<td>Take Time Off</td>
<td></td>
</tr>
<tr>
<td>Undecided</td>
<td></td>
</tr>
<tr>
<td>Other (Please specify):</td>
<td></td>
</tr>
</tbody>
</table>

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Upon receipt of the email from “workflow@canton.edu”; advisors can click on link to log into Banner Workflow (same user id and password as logging into a campus computer), review student request, make comments, and choose to approve or deny the request. Approval will move the withdrawal to the next step in the process. Advisors have eight business hours to act on the request.
Process for Student Course Registration

- The class schedule will be made available just prior to the start of Advising Week (see: https://banweb.canton.edu/pls/prod/bwckschd.p_disp_dyn_sched)

- All students are required to meet with their academic advisor, fill out a SUNY Canton Course Registration Form (see next page or http://www.canton.edu/provost/pdf/Course_Registration_Form.pdf) and obtain a Registration Code (see Chapter 5 on UCanWeb) prior to being allowed to schedule their classes on UCanWeb.

- Faculty should plan for extra office hours during the Advising Period and the week that the Registration Period begins to meet with their advisees and discuss course planning. It is helpful if you contact all of your advisees (find a list on UCanWeb) to let them know when and how they can make appointments with you.
  - Continuing students will have until the end of finals week to schedule classes without incurring late fees. Bill Payment needs to be done by mid-December (for Spring semester) and by Aug 1 (for Fall semester). Students should plan to schedule classes as soon as they are eligible to, and should process their bill by the deadline to ensure the best class schedule.

- Dean’s offices keep files on every student. Request folders in advance of meeting with your students so that you have a chance to review it prior to your student appointment. Each folder contains a degree checklist that provides information on what the student needs to complete next. Work with the student to review their degree progress on DegreeWorks (see Chapter 5 for details) to make sure you are both aware of exactly what needs to be completed to complete the degree.

- Faculty are not required to work out an exact schedule with the student, but should make recommendations based on the degree checklist and course offerings as well as the student’s needs and goals. Make sure the student understands what their alternate choices are. If there are multiple sections of a course, the student can decide what time is best for them.

- Your advisees DO have a responsibility in the advising process, however, first year students may need more patience and time, and will not know HOW to prepare for this meeting unless you tell them.
  - Students should be made aware of their degree requirements, how to find courses, what a “GER” is and understand the variables that apply to them (math and English leveling, transfer credit, etc.). See page 17 for a detailed list of items to mention to new students.

- Once the advisor and student agree on a course plan, both sign the Course Registration Form and the advisor provides a Registration Code. REMIND your students that it is their responsibility to go onto UCanWeb to reserve a space in those courses, as soon as possible, as classes will fill up.
Sample outreach email to inform advisees how to meet with advisor

To all my advisees,

Next week (November 1) begins the advising period for the Spring Semester 2018 and the class schedule is now available on UCanWeb.

You will need to meet with me so that we can discuss your schedule for Spring 2018. When you meet with me I will give you a registration code that you will need to use to register online. In order to give both my on campus and online students equal access to my time, I need you to sign up for an appointment time via Doodle. When you do so, you can indicate whether we will meet in person or via Skype (on campus students are required to meet with me in person). Appointments are available November 1-5 and 8-12.

Please refer to your curriculum sheet for (MAJOR XXXX) listing all the courses you have already taken (continue with the one you have from last semester if you have already started one), or have been given credit for so that we can both see what courses you still need to complete for your program of study. If you are meeting with me in person, then please bring a copy of your DegreeWorks degree audit so that we may review it. If we are meeting via Skype, please have a copy of your DegreeWorks audit ready to refer to.

Please also review the Spring 2018 course offerings IN ADVANCE OF OUR MEETING and make a list of the courses you are interested in taking.

Finally, pay attention to your date to schedule classes and take advantage of your class standing. Register as early as possible to improve your chances of getting the classes you want. See the bottom of this email for when you can first register.

I look forward to working with each of you on your schedule for Spring 2018.

Name of Faculty advisor
Professor of major/department

Seniors (More than 90 Earned credits) - Monday, November 12, 7:30 a.m.
Juniors (More than 60 Earned credits) - Monday, November 12, 7:30 a.m.
2nd Semester Sophomores (46-60 Earned credits) - Tuesday, Nov. 13 7:30 a.m
1st Semester Sophomores (31-45 Earned credits)- Wednesday, Nov 14 7:30 a.m
2nd Semester Freshmen (16-30 Earned credits) - Thursday, Nov 15 7:30 a.m
1st Semester Freshmen (0-15 Earned credits)- Friday, Nov 16 7:30 a.m
Upcoming registration dates

Dates to Register for Winter 2018

All Students  Monday, November 5 to Tuesday, December 18

Dates to Register for Spring 2019

- **Seniors** ( > 89 earned credits)  Monday, November 12 to Friday, Dec 14
- **Juniors** ( > 59 earned credits)  Monday, November 12 to Friday, Dec 14
- **Sophomores** (45-59 earned credits)  Tuesday, November 13 to Friday, Dec 14
- **Sophomores** (30-44 earned credits)  Wednesday, November 14 to Friday, Dec 14
- **Freshmen** (15-29 earned credits)  Thursday, November 15 to Friday, Dec 14
- **Freshmen** (0-14 earned credits)  Friday, November 16 to Friday, Dec 14
- **New Transfer students**  Monday, Nov 26 to Sunday, Jan 20
- **New First time Freshmen**  Tuesday, Dec. 18 to Sunday, Jan 20

Dates to Register for Summer 2019

All Students  Monday, March 4 to date class starts (summer session class dates vary)

Dates to Register for Fall 2019

- **Seniors** ( > 89 earned credits)  Monday, April 15 to Friday, May 10
- **Juniors** ( > 59 earned credits)  Monday, April 15 to Friday, May 10
- **Sophomores** (45-59 earned credits)  Tuesday, April 16 to Friday, May 10
- **Sophomores** (30-44 earned credits)  Wednesday, April 17 to Friday, May 10
- **Freshmen** (15-29 earned credits)  Thursday, April 18 to Friday, May 10
- **Freshmen** (0-14 earned credits)  Friday, April 19 to Friday, May 10
- **New Transfer students**  Monday, April 29 to Wednesday, Aug 21
- **New First time Freshmen**  Monday, June 17 to Wednesday, Aug 21

Dates to Register for Winter 2019

All Students  Monday, November 4 to Tuesday, December 17

Dates to Register for Spring 2020

- **Seniors** ( > 89 earned credits)  Monday, November 12 to Friday, Dec 14
- **Juniors** ( > 59 earned credits)  Monday, November 12 to Friday, Dec 14
- **Sophomores** (45-59 earned credits)  Tuesday, November 13 to Friday, Dec 14
- **Sophomores** (30-44 earned credits)  Wednesday, November 14 to Friday, Dec 14
- **Freshmen** (15-29 earned credits)  Thursday, November 15 to Friday, Dec 14
- **Freshmen** (0-14 earned credits)  Friday, November 16 to Friday, Dec 14
- **New Transfer students**  Monday, Nov 26 to Sunday, Jan 20
- **New First time Freshmen**  Tuesday, Dec. 18 to Sunday, Jan 20
SUNY Canton Course Registration Form

Name: ___________________________  Student ID: 80

Curriculum name and number: ___________________________

Schedule for: _____________________  Registration Code: _____________________

<table>
<thead>
<tr>
<th>CRN#</th>
<th>Course number (ENGS 100)</th>
<th>Section (0W1)</th>
<th>Title</th>
<th>Credits</th>
<th>Alternates:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

By my signature below, I acknowledge that these are the courses I need in order to continue to make progress toward my degree program. Any deviation from the agreed upon courses can have a direct impact on both my timeline to degree completion and my eligibility for financial aid (PELL, TAP, scholarships and student loans).

Completion of this form does not enroll me in courses. I am not enrolled in them until I enter them on UCANWEB. I understand that it is MY RESPONSIBILITY to enroll in courses via UCANWEB.

Student’s Signature ___________________________  Date ___________________________

APPROVED: ___________________________  Date ___________________________

Advisor’s Signature ___________________________  Date ___________________________

WHITE: Student  YELLOW: Student File

Updated Jan 2016
**REGISTRATION RELATED REMINDERS**

**Graduates planning to continue**

**Minimum degree requirements:**

<table>
<thead>
<tr>
<th></th>
<th>Certificate</th>
<th>Associate’s Degree</th>
<th>Bachelor’s degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident Credit (minimum)*</td>
<td>12</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>GPA needed for graduation</td>
<td>1.75</td>
<td>2.00</td>
<td>2.00</td>
</tr>
<tr>
<td>Applied Learning courses</td>
<td>n/a</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Writing Intensive Courses</td>
<td>n/a</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Upper-division credits (300- and 400-level)</td>
<td>n/a</td>
<td>n/a</td>
<td>45</td>
</tr>
<tr>
<td>General Education Requirements</td>
<td></td>
<td></td>
<td>7 out of 10**</td>
</tr>
</tbody>
</table>

Liberal Arts

<table>
<thead>
<tr>
<th></th>
<th>AA</th>
<th>AS</th>
<th>AAS</th>
<th>BS</th>
<th>BBA</th>
<th>BT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum required</td>
<td>45</td>
<td>30</td>
<td>20</td>
<td>60</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

Note: These are minimum school requirements. Individual majors may have additional requirements for graduation.

* Resident credit means SUNY Canton credits taken either in-class or online.

** Students enrolled in a baccalaureate degree program must complete 30 credit hours of general education which must include Mathematics (GER 1) and Basic Communication (GER 10) as well as at least three credits each in at least five of the following academic areas – natural science, social science, American history, western civilization, other world civilizations, humanities, the arts and foreign languages. All students will fulfill competency outcomes in Critical Thinking and Information Management, which are infused throughout the curricula.

- Students who are graduating from one curriculum (typically a certificate or AAS program) and planning to continue immediately toward another degree CAN take advantage of their standing as current students when pre-scheduling. HOWEVER, those students need to be referred to the Admissions office to be admitted into the new program, or they risk being ineligible for financial aid in the new semester.

**Summer course registration**

- SUNY Canton degree students may enroll in a maximum of twelve (12) credit hours during the summer session.
- Students may not enroll in more than two courses (7 credit hours) in a single five-week session.
- Non-degree students may not enroll in more than 11 credit hours at any time.
- All students interested in using summer aid MUST complete a Summer Financial Aid Application which can be found at the summer web page.

**Winterterm registration**

- Students are allowed to take a maximum of seven (7) credits
- Student’s may opt to use part of their academic year financial aid to pay for winterterm if they have funds available. Availability will depend on their award package and account balances. All students interested in using financial aid MUST complete a Winterterm Financial Aid Application which can be found on the Winterterm web page.
Course Leveling and Placement

The Accuplacer Placement Test

Accuplacer is a computer-adaptive test, from the College Board, that SUNY Canton uses to measure reading comprehension, sentence skills and math.

Who takes Accuplacer?

- Students who do not level at ENGL 101 out of high school
  - Less than a 75 on their English 11 Regents exam or
  - Less than 420 on the verbal SAT or less than 17 on the English ACT
- Students enrolled in a support program such as EOP, TRiO or Jumpstart
- Students who have been out of school for a while and need a better indicator of current ability.

Who administers Accuplacer?

Accuplacer is administered by Advising & First Year Programs (379-3954). Refer to www.canton.edu/testing/ for test dates, how to set up a distance test and a link to sample questions.

How to interpret Accuplacer test scores:

If Reading Comprehension score is less than 60  OR  Sentence Skills score is less than 75 = ENGL097

If Reading Comprehension score is greater than or equal to 60  AND  Sentence Skills score is greater than or equal to 75 = ENGL101

If Algebra score is less than 45 = Math100

If Algebra score is greater than or equal to 45  AND  Algebra score is less than 75 = Math106

If Algebra score is greater than or equal to 75 = Math121/Math141

Accuplacer and the Advisor:

If a student has taken the Accuplacer Test, scores can be found with other test scores (in UCanWeb, on DegreeWorks or on SOATEST). Advisors should check the recommended placement on the Individual Score Report and verify that the student is in taking the right courses. If there are multiple scores with conflicting recommendations, a conversation with the student about what course makes the most sense for them is warranted generally the higher score is used.

If the student and/or advisor feel that a re-test is warranted, call 379-3954 to schedule an appointment. Tests may be given a second time.
# Leveling Chart for New Students

## Math

<table>
<thead>
<tr>
<th>High School courses &amp; performance</th>
<th>ACT</th>
<th>OLD SAT</th>
<th>NEW SAT</th>
<th>Accuplacer</th>
<th>SUNY Canton placement level</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Below 65 on Algebra Regents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>MATH 100</strong>-Beginning Algebra</td>
<td>M01</td>
</tr>
<tr>
<td>• More than 7 years since last math course or&lt;br&gt;• 65-70 on 1st Regents (typically Integrated Algebra or Math A) &amp; no other Math Regents exams taken&lt;br&gt;• Out of state/int’l: only one defined math course with final average of &lt;70</td>
<td>&lt; 17</td>
<td>&lt; 400</td>
<td>&lt; 440</td>
<td>Algebra: &lt;45</td>
<td><strong>Combined Math 100 and 106</strong></td>
<td>M01</td>
</tr>
<tr>
<td>• &gt; 4 years since last math course or&lt;br&gt;• 70+ on 1st Regents (typically Integrated Algebra or Math A) &amp; passed 2nd year of math or&lt;br&gt;• Out of state/int’l: 70+ on 1 defined math course</td>
<td>17-18</td>
<td>400-450</td>
<td>440-490</td>
<td>Algebra: 45-74</td>
<td><strong>MATH 101</strong>-Applied Math&lt;br&gt;<strong>MATH 106</strong>-Intermediate Algebra</td>
<td>M02</td>
</tr>
<tr>
<td>• For majors in Mechanical Engineering (AAS 493),&lt;br&gt;(BT 235), Alternative Energy (865) &amp; Air Conditioning (444)</td>
<td>17-18</td>
<td>400-450</td>
<td>440-490</td>
<td>Algebra: 45-74</td>
<td><strong>Combined ENGM 101</strong> – Intro to Math for Engineering apps AND&lt;br&gt;<strong>MATH 123</strong> – Pre-Calculus</td>
<td>MO2</td>
</tr>
<tr>
<td>• 70+ on 2 Math Regents (typically Integrated Algebra and Geometry) &amp; passed 3rd year of math&lt;br&gt;• Out of state/int’l: passed 3 years of math, including 2 years of defined math</td>
<td>19-20</td>
<td>450-510</td>
<td>490-540</td>
<td>Algebra: 75+</td>
<td><strong>MATH 111</strong>-Survey of Math&lt;br&gt;<strong>MATH 115</strong>-Math for Elem Teachers&lt;br&gt;<strong>MATH 135</strong>-Tech Math&lt;br&gt;<strong>MATH 141</strong> - Statistics</td>
<td>M04</td>
</tr>
<tr>
<td>• 70+ on 3 Math Regents exams (typically Integrated Algebra, Geometry and Trigonometry)&lt;br&gt;• 75+ on Geometry&lt;br&gt;• Out of state/int’l: Passed 3 years of math courses</td>
<td>21-24</td>
<td>510-520</td>
<td>540-550</td>
<td>Clg lvl math: =&lt; 20</td>
<td><strong>MATH 121</strong>- College Algebra&lt;br&gt;<strong>MATH 123</strong> - Pre-calculus&lt;br&gt;<strong>MATH 141</strong> - Statistics</td>
<td>M03</td>
</tr>
<tr>
<td>• 80+ on 3 Math Regents exams (typically Algebra, Geometry, Trig) or&lt;br&gt;• 80+ in Pre Calc&lt;br&gt;• Out of state/int’l: 80+ on 3 different math courses</td>
<td>25+</td>
<td>600+</td>
<td>620+</td>
<td></td>
<td><strong>MATH 161</strong> – Calculus 1</td>
<td>M08</td>
</tr>
<tr>
<td>C or better in college level math course&lt;br&gt;AP Calculus A/B: 3+&lt;br&gt;AP Calculus B/C: 4+</td>
<td>30+</td>
<td>660+</td>
<td>690+</td>
<td></td>
<td>College credit, see transcript and degree checklist to determine recommendation</td>
<td></td>
</tr>
</tbody>
</table>

### Physics

Students who are required to take Physics as part of their major should consider taking the math courses needed prior to attempting their physics classes. It is not necessary for students who are required to take PHYS 131 to take the prior physics courses in order to qualify.

- Math leveling at Math 100 or Math 106
- Math leveling at Math 121 or 123
- Math leveling at Math 161 or higher
### English

<table>
<thead>
<tr>
<th>High School courses &amp; performance</th>
<th>ACT</th>
<th>OLD SAT</th>
<th>NEW SAT</th>
<th>Accuplacer Rdg Comp:</th>
<th>SUNY Canton placement level</th>
<th>BANNER code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 75 on English Regents, recommend Accuplacer test</td>
<td>&lt; 17</td>
<td>&lt; 420</td>
<td></td>
<td>less than 60 or Sent. Skills less than 75</td>
<td>COMBINED ENGL 097 – Intro. to Academic Reading and Writing and ENGL 101</td>
<td>T02</td>
</tr>
<tr>
<td>• 75+ on English Regents or Int’l: 61 ibt/500 pbt/173 cbt on TOEFL or 6.0 of IELTS with 5.5 on each subsection or completion of level 109 (2yr) or 112 (4yr) of ELS program</td>
<td>17+</td>
<td>420+</td>
<td></td>
<td>60+ and Sent. Skills 75+</td>
<td>ENGL 101- Comp. and the Spoken Word</td>
<td>TN or T03</td>
</tr>
</tbody>
</table>

C or better in college English course
AP English Language: 4+ or AP English Literature: 3+

### Biology

<table>
<thead>
<tr>
<th>High School courses &amp; performance</th>
<th>SUNY Canton placement level</th>
<th>Banner Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>• No prior biology background or Below 75 on Biology Regents or *Out of state/int’l: no biology or below 78 on biology course</td>
<td>BIOL 101-Introduction to Biology</td>
<td>B06</td>
</tr>
</tbody>
</table>

**Higher than a 75 on the Biology Regents but less than a 65 on the Chemistry Regents** are typically advised to take Chem 100/101 so that they will be eligible for either BIOL 150 or BIOL 217 the following semester.

B05X

| • 75+ on Biology Regents AND 65+ on Chemistry Regents (C01) or *Out of state/int’l: 78+ in biology course AND 80+ in chemistry | BIOL 150-College Biology | B05 |

| • 75+ on Biology Regents & 65+ on Chemistry Regents (*PTA/Dental: 75+ or *Nursing: 80+ on Biology Regents & 70+ on Chemistry Regents) or Anatomy and Physiology with C or higher (*not for Dental) or *Out of state/int’l: 78+ on biology course & 80+ in chemistry course | BIOL 217-Anatomy & Physiology *For Nursing-BSN, RN, & LPN; Dental-2 yr.; PTA; Health & Fitness Promotion | B04 |

### Chemistry

| Students should be leveled at Intermediate Algebra (M02) or have completed Math 100 in order to be eligible to take any chemistry courses | CHEM 101- Introduction to Chemistry | C03X |

| • No chemistry background or Below 65 on Chemistry Regents AND M02 or Out of state/Int’l: no chemistry or below 80 in chemistry course AND M02 | CHEM 150-College Chemistry | C01 |

| Students who have higher than a 65 on the Chemistry Regents but level at Math 106 (M02) are typically advised to take Math 106 so that they will be eligible for CHEM 150 in the following semester. | CHEM 150-College Chemistry | C01X |

| • 65+ on Chemistry Regents AND M03/M04 or (*Nursing: 70+ on Chemistry Regents AND M03/M04 or *PTA/Dental: 75+ on Chemistry Regents AND M03/M04) or Anatomy and Physiology with C or higher or Out of state/int’l: 80+ in chemistry course & M03 | CHEM 150-College Chemistry | C01 |

| (*PTA/Dental: 75+ on Chemistry Regents AND M03/M04) or *Nursing: 70+ on Chemistry Regents AND M03/M04) or Anatomy and Physiology with C or higher or Out of state/int’l: 80+ in chemistry course & M03 | CHEM 150-College Chemistry | C01 |

| Students who have higher than a 65 on the Chemistry Regents but level at Math 106 (M02) are typically advised to take Math 106 so that they will be eligible for CHEM 150 in the following semester. | CHEM 150-College Chemistry | C01X |

| • 65+ on Chemistry Regents AND M03/M04 or (*Nursing: 70+ on Chemistry Regents AND M03/M04 or *PTA/Dental: 75+ on Chemistry Regents AND M03/M04) or Anatomy and Physiology with C or higher or Out of state/int’l: 80+ in chemistry course & M03 | CHEM 150-College Chemistry | C01 |

| (*PTA/Dental: 75+ on Chemistry Regents AND M03/M04) or *Nursing: 70+ on Chemistry Regents AND M03/M04) or Anatomy and Physiology with C or higher or Out of state/int’l: 80+ in chemistry course & M03 | CHEM 150-College Chemistry | C01 |

| (*PTA/Dental: 75+ on Chemistry Regents AND M03/M04) or *Nursing: 70+ on Chemistry Regents AND M03/M04) or Anatomy and Physiology with C or higher or Out of state/int’l: 80+ in chemistry course & M03 | CHEM 150-College Chemistry | C01 |
Sequential Flow of Math Classes (Noncalculus)

**Statistics II**
MATH 341 (3 cr)
Prerequisite: MATH 141 with a grade of C or better or permission of instructor.

**Discrete Mathematics**
MATH 351 (3 cr)
Prerequisite: MATH 121 or MATH 123 with a grade of C or better or permission of instructor.

**College Algebra**
MATH 121 (4 cr)
Prerequisite: MATH 106 with a grade of C or better, or 2 high school regents math courses with a grade of 75 or above on the second New York State Regents mathematics examinations, or permission of instructor. This course cannot be taken for credit by students with credit in MATH 123.

**Technical Math I**
MATH 135 (4 cr)
Prerequisite: MATH 101 with a grade of C or better, or 2 high school regents math courses with a grade of 75 or above on the second New York State Regents mathematics examinations, or permission of instructor, or individuals enrolled in the Verizon Next Step program.

**Applied College Mathematics**
MATH 101 (3 cr)
Prerequisite: MATH 099 with a grade of C or better, or New York State Math A or Integrated Math Regents or equivalent examination with a grade of 75 or above, or permission of instructor.

**Beginning Algebra**
MATH 100 (3 cr)
For students with limited algebra background or for those receiving less than 75 on the New York State Math A or Integrated Algebra Regents or equivalent examination, or permission of instructor.

**Fundamentals of Applied Mathematics**
MATH 099 (3 cr)
For students with no algebra background or for those receiving less than 75 on the New York State Math A or Integrated Algebra Regents or equivalent examination, or permission of instructor.

---

**Notes:**
1. Imputed Credit for Associate Degrees (There is no college credit for this course.)
2. No Credit for General Studies A.S. and A.A. Degrees
3. - - - - - means optional
4. Statistics may be taken after the course MATH 111, MATH 116, or greater.
Sequential Flowchart of Math Courses (Calculus)

Notes:
1. Imputed Credit for Associate Degrees (There is no college credit for this course.)
2. No Credit for General Studies A.S. and A.A. Degrees
3. - means optional
4. Statistics may be taken after the course MATH 111, MATH 116, or greater.
General Education Science (GER2) courses expect varying levels of student preparation prior to enrolling in the course. This chart is meant to assist advisors in helping their students to choose the science course(s) that best fit the student’s preparation and goals.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>SUNY Canton PREREQUISITE OR COREQUISITE</th>
<th>OR HIGH SCHOOL PREREQUISITE*</th>
<th>Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Astronomy of the Solar System and lab</td>
<td>Beginning Algebra (Math 100) recommended</td>
<td>70+ on Integrated Algebra Regents OR 70+ on at least one high school math course</td>
<td></td>
</tr>
<tr>
<td>Stellar Astronomy (ASTR 103 &amp; 104)</td>
<td>NONE</td>
<td>NONE</td>
<td></td>
</tr>
<tr>
<td>Introduction to Biology (BIOL 101)</td>
<td>NONE</td>
<td>NONE</td>
<td></td>
</tr>
<tr>
<td>Human Reproduction (BIOL 117)</td>
<td>NONE</td>
<td>NONE</td>
<td></td>
</tr>
<tr>
<td>College Biology I (BIOL 150)</td>
<td>Introduction to Biology (BIOL 101) AND Introduction to Chemistry (CHEM 100/101)</td>
<td>75 or Greater on Regents Biology / Living in the Environment Exam AND a 65 or greater on the Regents Chemistry Exam</td>
<td></td>
</tr>
<tr>
<td>College Biology II (BIOL 155)</td>
<td>College Biology I (BIOL 150)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Microbiology (BIOL 209)</td>
<td>Human Anatomy &amp; Physiology I (BIOL 217) OR College Biology I (BIOL 150) OR Introduction to Biology (BIOL 101) AND Introduction to Chemistry (CHEM 100/101)</td>
<td>75 or Greater on Regents Biology / Living in the Environment Exam AND 65 on Regents Chemistry Exam</td>
<td></td>
</tr>
<tr>
<td>Human Anatomy &amp; Physiology I (BIOL 217)</td>
<td>Introduction to Chemistry (CHEM 100/101) AND College Biology I (BIOL 150) OR Introduction to Biology (BIOL 101)</td>
<td>75 or Greater on Regents Biology / Living in the Environment Exam AND a 65 on Regents Chemistry Exam</td>
<td></td>
</tr>
<tr>
<td>Human Anatomy &amp; Physiology II (BIOL 218)</td>
<td>Human Anatomy &amp; Physiology I (BIOL 217)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Genome (BIOL 310)</td>
<td>College Biology I (BIOL 150) or Human Anatomy &amp; Physiology I (BIOL 217) AND JR standing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology and Society (BIOL 325)</td>
<td>At least one prior biology course (BIOL 101, 150, 217 or 218)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pathophysiology (BIOL 335)</td>
<td>Micorbiology (BIOL 209), Human Anatomy &amp; Physiology II (BIOL 218) OR Animal A &amp; P (VSCT 144)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Chemistry (CHEM 100/101)</td>
<td>Beginning Algebra (MATH 100)</td>
<td>70+ on Integrated Algebra Regents OR 70+ on at least one high school math course</td>
<td>Did Not Pass Regents Chemistry Exam OR Did Not Take Regents Chemistry</td>
</tr>
<tr>
<td>Investigative Chemistry (CHEM 107/108)</td>
<td>Beginning Algebra (Math 100)</td>
<td>70+ on Integrated Algebra Regents OR 70+ on at least one high school math course</td>
<td>Did Not Pass Regents Chemistry Exam OR Did Not Take Regents Chemistry</td>
</tr>
<tr>
<td>Course Name</td>
<td>Prerequisites</td>
<td>Minimum Score Required</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td>College Chemistry I (CHEM 150)</td>
<td>Intermediate Algebra (Math 106) AND Introduction to Chemistry (CHEM 100/101)</td>
<td>65 or greater on Chemistry AND Math A Regents Exams or equivalent</td>
<td></td>
</tr>
<tr>
<td>College Chemistry II (CHEM 155)</td>
<td>College Chemistry I (CHEM 150)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Environmental Sci. (ESCI 101)</td>
<td>Expository Writing (ENGL 101) OR Oral &amp; Written Communication (ENGL 102)</td>
<td>80 on NYS ELA Regents Exam</td>
<td></td>
</tr>
<tr>
<td>Intro. to Environmental Sci. Lab (ESCI 102)</td>
<td>Introduction to Environmental Science (ESCI 101) as pre- or co-requisite</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Physics (PHYS 115)</td>
<td>Beginning Algebra (Math 100)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Physics I (PHYS 121)</td>
<td>College Algebra (Math 121) as a pre- or co-requisite; Phys 121 is usually taken concurrently with Physics Lab I (PHYS 125)</td>
<td>70+ on Integrated Algebra Regents OR 70+ on at least one high school math course</td>
<td></td>
</tr>
<tr>
<td>College Physics II (PHYS 122)</td>
<td>PHYS 121; PHYS 122 is usually taken concurrently with Physics Lab II (PHYS 126)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics Lab I (Phys 125) – WI</td>
<td>PHYS 121 as a co-requisite</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics Lab II (PHYS 126) – WI</td>
<td>PHYS 122 as a co-requisite</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Physics I (PHYS 131)</td>
<td>Calculus I (Math 161) as a pre- or co-requisite; prior exposure to physics is recommended; PHYS 131 is usually taken concurrently with PHYS 135</td>
<td>80+ on 3 Math Regents exams (typically Algebra, Geometry, Trig) or 80+ in Pre Calc course or Out of state/int'l: 80+ on 3 different defined math course</td>
<td></td>
</tr>
<tr>
<td>University Physics II (PHYS 132)</td>
<td>University Physics I (PHYS 131); PHYS 132 is usually taken concurrently with PHYS 136</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Physics Lab (PHYS 135)</td>
<td>PHYS 131 as a co-requisite</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Physics Lab II (PHYS 136)</td>
<td>PHYS 132 as a co-requisite</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Cross-registration is an opportunity open to students, faculty and staff of the member institutions of the Associated Colleges of the St. Lawrence Valley. The program makes it possible for any matriculated fulltime student or full-time staff member at one of the four colleges of the consortium to enroll in a course offered by another institution, improving the depth and variety of the academic programs available in the North Country. There is no charge to cross-register for courses as long as the individual meets the eligibility requirements. Cross-registrants do have to pay any special fees, such as fees for labs, application or registration.

Your role as instructor of the cross-registered class:

1. Students who cross-register into your class will be added as a non-matriculated student and will appear on your class roster. These students will be added no earlier than one week before classes begin thus giving your institution’s students the opportunity to register for your course first.

2. If a course is full, cross-registering students will be notified, and will need your signature on an add-drop form to enroll in your class. An email sent to your Registrar will be accepted in lieu of an add-drop form.

3. Your signature will no longer be needed on the cross-registration form. The student’s faculty advisor will ensure the student has met any pre-requisites needed for your course by signing the Cross-Registration form. (Students matriculated at St. Lawrence University and Clarkson University must also get the signature of the appropriate chairperson.)

4. Students will appear on your grade rosters and you will assign a grade during your normal grading process.

5. For every cross-registered student in your class, an official transcript will be sent to the student’s home institution at the end of the semester and the student will receive transfer credit.

Your role as a student’s faculty advisor:

As a faculty advisor, you must sign your advisee’s cross-registration form to insure that the proposed course satisfies the student’s program and credit-hour requirements, and that the student has met all course pre-requisites. A student should be advised to take the course at the home institution, and not to cross-register for a course, if there is an appropriate choice available.

Current process and forms can be found at:
http://www.associatedcolleges.org/services/crossregistration.htm
**GENERAL EDUCATION REQUIREMENTS (GER)**

See up to date listing at: [http://www.canton.edu/gened/approved_courses.pdf](http://www.canton.edu/gened/approved_courses.pdf)

<table>
<thead>
<tr>
<th>SUBJECT AREA</th>
<th>COURSES APPROVED</th>
</tr>
</thead>
</table>
| **GER 1. Mathematics** | MATH 106 Intermediate Algebra  
                      | MATH 111 Survey of Math  
                      | MATH 115 Mathematics for Elementary Teachers I  
                      | MATH 121 College Algebra  
                      | MATH 123 Pre-Calculus Algebra  
                      | MATH 131 College Trigonometry  
                      | MATH 135 Technical Math I  
                      | MATH 141 Statistics  
                      | MATH 151 Business Calculus  
                      | MATH 161 Calculus I  
                      | MATH 162 Calculus II  
                      | MATH 263 Calculus III  
                      | MATH 364 Differential Equations |
| **GER 2. Natural Sciences** | ASTR 101 & 102 Astronomy of the Solar System and Lab  
                      | ASTR 103 & 104 Stellar Astronomy and Lab  
                      | BIOL 101 Introduction to Biology  
                      | BIOL 117 Human Reproduction  
                      | BIOL 150 College Biology I  
                      | BIOL 209 Microbiology  
                      | BIOL 217 Anatomy & Physiology I  
                      | BIOL 310 The Genome  
                      | BIOL 325 Biology in Society  
                      | BIOL 335 Pathophysiology  
                      | CHEM 100 & 101 Introduction to Chemistry and Lab  
                      | CHEM 120 & 121 General, Organic & Biochemistry and Lab  
                      | CHEM 150 College Chemistry I  
                      | ESCI 101 & 102 Introduction to Environmental Science and Lab  
                      | ESCI 107 Earth Science  
                      | ESCI 105 & 106 Energy Resources and Lab  
                      | GEOL 101 Physical Geology  
                      | PHYS 101 Physical Science  
                      | PHYS 115 Basic Physics  
                      | PHYS 121 & 125 College Physics I and Lab  
                      | PHYS 122 & 126 College Physics II and Lab  
                      | PHYS 131 & 135 University Physics I and Lab  
                      | PHYS 132 & 136 University Physics II and Lab  
                      | PHYS 133 & 137 University Physics III and Lab |
| **GER 3. Social Sciences** | ABAP  245 Introduction to the Science and Technology of Behavior (Not a Liberal Arts Elective)  
                      | ANTH 102 Introduction to Cultural Anthropology  
                      | ECHD 101 Introduction to Early Childhood  
                      | ECON 101 Principles of Macroeconomics  
                      | ECON 103 Principles of Microeconomics  
                      | ECON 201 Economics and Social Issues  
                      | ECON 314 Managerial Economics  
                      | EDUC 210 Principles of Education  
                      | GEOG 101 Introduction to Geography  
                      | HLTH 104/SOCI 104 Introduction to Gerontology  
                      | POLS 101 Introduction to Political Science  
                      | POLS 105 Introduction to American Government and Politics  
                      | POLS 200 International Political Economy  
                      | PSYC 101 Introductory Psychology  
                      | PSYC 308 Personality & Individual Differences  
                      | PSYC 406 Psychology of the Workplace  
                      | SOCI 101 Introduction to Sociology  
                      | SOCI 105 American Social Problems  
                      | SOCI 210 Sociology of the Family  
                      | SSCI 181 Alcohol, Drugs and Society |
| **GER 4. American History** | ECON 105 Survey of American Economic History  
                      | HIST 103 US History to 1865  
                      | HIST 105 US History Since 1865  
                      | HIST 204 U.S. Immigration History Through Race, Class, and Gender  
                      | HIST 304 United States Women’s History  
                      | HIST 305 History of the Vietnam War  
                      | HIST 307 American Thought Since 1865  
                      | HIST 309 African American History  
                      | |
| **GER 5. Western Civilization** | HIST 101 History of Europe to 1815  
                      | HIST 102 History of Europe since 1815  
                      | HIST 310 European City in Industrial Age  
                      | HIST 320 Twentieth Century Europe  
                      | HUMA 393 Special Topics: Romanian Short Stories  
                      | SSCI 275 Introduction to Ukrainian Culture and History  
<p>| |
| |</p>
<table>
<thead>
<tr>
<th>SUBJECT AREA</th>
<th>COURSES APPROVED</th>
</tr>
</thead>
</table>
| GER 6. Other World Civilizations | ANTH 102 Introduction to Cultural Anthropology  
ECON 301 Regional Economic Development in Africa  
ECON 315 Global Economy  
ENGL 224 Survey of Native American Literature  
ENGL 266 The Modern Islamic World through Film and Literature  
ENGL 317 World Poetry  
HIST 106 World History to 1500  
HIST 107 World History Since 1500  
ENGL 320 Native American Autobiography  
ENGL 325 Introduction to Chinese History and Culture  
ENGL 327 Contemporary Global Issues |
| GER 7. Humanities | ARTS 201 Art History: B.C. to 16th Century  
ARTS 202 Art History: 16th to 20th Century  
ENGL 109 Approaches to Literature  
ENGL 203 World Literature: B.C. to 16th Century  
ENGL 204 World Literature: The 17th to 20th Centuries  
ENGL 205 Survey of English Literature I  
ENGL 206 Survey of English Literature II  
ENGL 207 Literature of the Early American Republic: Colonization and Revolution, 1640-1830  
ENGL 208 American Literature Comes of Age: 1830-1920  
ENGL 211 The American Novel of the 20th Century  
ENGL 213 War and Literature  
ENGL 214 Contemporary American Fiction  
ENGL 215 Multiculturalism in American Literature  
ENGL 216 Children’s Literature  
ENGL 217 Comic Books as Literature  
ENGL 218 Science Fiction Workshop  
ENGL 220 American Literature in the Modern Era, 1920-Present  
ENGL 225 African American Literature  
ENGL 264 Living Writers Series  
ENGL 265 Writing in the Humanities Through Thematic Inquiry  
ENGL 302 Global Englishes  
ENGL 304 LGBTQ Lives and Literature  
ENGL 306 Irish Prison Literature  
ENGL 307 Disability & Literature  
ENGL 349 Classic Detective Fiction  
GMMD 101 Introduction to Media Studies  
GMMD 102 Introduction to Design  
GMMD 200 Digital Photography  
GMMD 201 Landscape Photography  
GMMD 211 Film Analysis  
GMMD 313 Studies in Genre Film  
GMMD 332 3-D Printing & Design  
HUMA 189 Introduction to Acting  
MUSC 101 Introduction to Music  
TCOM 200 Narrative in Video Games |
| GER 8. The Arts | ARTS 101 Introduction to Drawing (Not a Liberal Arts course)  
ARTS 201 Art History: B.C. to 16th Century  
ARTS 202 Art History: 16th to 20th Century  
ARTS 203 Art and Society  
ARTS 204 Introduction to Painting (Not Liberal Arts)  
ENGL 217 Comic Books as Literature  
ENGL 218 Science Fiction Workshop  
ENGL 221 Creative Writing  
ENGL 310 Writing Your Life: Form & Function in Memoirs  
ENGL 315 Short Fiction: The Art of the Tale  
ENGL 350 Flash Fiction  
GMMD 102 Introduction to Design  
GMMD 200 Digital Photography  
GMMD 201 Landscape Photography  
GMMD 211 Film Analysis  
GMMD 313 Studies in Genre Film  
GMMD 332 3-D Printing & Design  
HUMA 189 Introduction to Acting  
MUSC 101 Introduction to Music |
| GER 9. Foreign Language | AMSL 101 American Sign Language  
FREN 101 Contemporary French I  
SPAN 101 Contemporary Spanish  
SPAN 102 Contemporary Spanish II  
80+ Cumulative Average in Three Foreign Language Courses (Must be the Same Language)  
French or Spanish (GER credit only) |
<p>| GER 10. Basic Communication | ENGL 101 Composition and the Spoken Word |
| GER 11. Critical Thinking | Infusion |
| GER 12. Information Management | Infusion |</p>
<table>
<thead>
<tr>
<th>LIBERAL ARTS ELECTIVE*</th>
<th>ALSO SCIENCE</th>
<th>ALSO SOCIAL SCIENCE</th>
<th>ALSO HUMANITIES</th>
</tr>
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<tbody>
<tr>
<td>ABAP (Applied Behavior) 135 ONLY</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AMSL (American Sign Language)</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>ANTH (Anthropology)</td>
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<td>X</td>
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</tr>
<tr>
<td>ARTS (Arts) 201, 202, &amp; 203 ONLY</td>
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<td></td>
<td>X</td>
</tr>
<tr>
<td>ASTR (Astronomy)</td>
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</tr>
<tr>
<td>BIOL (Biology)</td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td>CHEM (Chemistry)</td>
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<td></td>
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<tr>
<td>ECHD (Early Childhood)</td>
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<tr>
<td>ECON (Economics)</td>
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</tr>
<tr>
<td>EDUC (Education)</td>
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</tr>
<tr>
<td>ENGL (English)</td>
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<td></td>
<td>X</td>
</tr>
<tr>
<td>ESCI (Environmental/Earth Science)</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>FREN (French)</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>GEOG (Geography)</td>
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<tr>
<td>GEOL (Geology)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>GMMD (Graphic &amp; Multimedia Design) 101 &amp; 102 ONLY</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>GRST (Gender Studies)</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>HIST (History)</td>
<td></td>
<td>X</td>
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</tr>
<tr>
<td>HUMA (Humanities)</td>
<td></td>
<td>X</td>
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</tr>
<tr>
<td>HUSV (Human Services)</td>
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<td>X</td>
</tr>
<tr>
<td>MATH (Mathematics)</td>
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<td></td>
<td>X</td>
</tr>
<tr>
<td>MUSC (Music)</td>
<td></td>
<td>X</td>
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<tr>
<td>PHIL (Philosophy)</td>
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</tr>
<tr>
<td>PHSC (Physical Science)</td>
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</tr>
<tr>
<td>PHYS (Physics)</td>
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<td>X</td>
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</tr>
<tr>
<td>POLS (Political Science)</td>
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</tr>
<tr>
<td>PSYC (Psychology)</td>
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<td>X</td>
<td></td>
</tr>
<tr>
<td>SOCI (Sociology)</td>
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<td>X</td>
<td></td>
</tr>
<tr>
<td>SPAN (Spanish)</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>SPCH (Speech)</td>
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<td></td>
<td>X</td>
</tr>
<tr>
<td>SSCI (Social Science-General)</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>TCOM (Technical Communication)</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

*This is a listing for liberal arts electives. You must refer to the General Education list for courses approved for Gen Ed credit.*  
10/2017
ONLINE COURSES: AN ADVISOR’S REFERENCE GUIDE

Student Readiness

Before taking an online course, students should be advised about online learning to determine (1) if they possess the self-motivation, commitment, and appropriate computer skills for learning at a distance and (2) if they have access to the required technology.

- Online courses are offered in the Blackboard (Bb) learning system.
- Hybrid courses, designated by H, have at least 10% of their scheduled class meetings replaced by online instruction.

How Do Students Access Their Online Courses?

- Students should access their online course (s) on the first day of classes.
- If students need help logging on to their online course (s), they should contact the SUNY Canton Help Desk at (315) 386-7448 or email helpdesk@canton.edu For more information, view http://www.canton.edu/ol/bb.html

What Should Students Know about Online Learning?

- Late registrants are more likely to fail or drop out of an online course than students registering on time.
- Online courses have the same credits and requirements as face-to-face courses. In fact, many students find online courses harder than traditional courses.
- Online courses require students to be more responsible for their learning. Many online courses have extensive reading and writing demands.
- Time Management is the most difficult aspect of online learning for students. Students need to have or develop strong time management skills and study habits. Although each online instructor is different, students should plan on spending at least 9-12 hours per week on each online class.
- Most online courses are not self-paced and often follow the traditional face-to-face format of weekly discussions and assignment due dates.
What Skills Should Online Students Have?

- Online learning requires familiarity with basic computer and word processing skills such as copying and pasting text, downloading software, sending email, and uploading attachments (students often overestimate their technical skills). However, students do not need to be computer experts to take online courses.

- Current research indicates that academically successful online students are typically highly motivated, self-directed learners. Online learning may not be appropriate for first-time students.

- Because many online courses have extensive writing and reading demands, it is highly recommended that students taking online courses have successfully completed a college-level writing course.

How do Students Get Their Textbooks?

Students can order textbooks online prior to the start of classes by contacting Phone: 315-386-7319 or visiting http://sunycantonstore.com/

What Resources Are Available to Online Students?

- **Technical assistance** if you need help logging on to your Bb course, contact the SUNY Canton Help Desk at (315) 386-7448.

- **Tutoring services** are available to online students. Students should contact Tutoring Services listed on the college’s web site at http://www.canton.edu/tutoring/

- **Accommodative Disability services** are available to any student who is eligible for academic accommodations due to a disability. Students should contact Accommodative Disability Services at (315) 386-7392.

- **UCanWeb** provides access to various student services such as financial aid, registration, course schedules, grades, and unofficial transcripts.

What if a Student Wants to Take a Course from Open SUNY?

Students interested in taking a course from the Open SUNY, need to visit the web site (http://open.suny.edu/) and review the list of courses. Students must register for an Open SUNY course at the campus offering the course. Once they have done that, they need to go to the Open SUNY home page and complete the password request process in order to obtain access to their course.

If a student takes an Open SUNY course, is there a tuition charge?

Yes, students must pay the tuition at the school offering the course. If the student needs to use financial aid resources to do this, they need to see a Canton financial aid counselor in the Financial Aid Office.
# SUNY Canton Rubric for Practical Nursing Admissions

## Pre-requisites

<table>
<thead>
<tr>
<th>Criteria</th>
<th>HS</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS Average or Cumulative GPA at time of application.</td>
<td>75-84</td>
<td>1 point</td>
</tr>
<tr>
<td></td>
<td>85-89</td>
<td>2 points</td>
</tr>
<tr>
<td></td>
<td>90 or greater</td>
<td>3 points</td>
</tr>
<tr>
<td>MATH</td>
<td>75-79</td>
<td>1 point</td>
</tr>
<tr>
<td></td>
<td>80-84</td>
<td>2 points</td>
</tr>
<tr>
<td></td>
<td>85-89</td>
<td>3 points</td>
</tr>
<tr>
<td></td>
<td>90 or greater</td>
<td>4 points</td>
</tr>
<tr>
<td>BIOLOGY</td>
<td>75-79</td>
<td>1 point</td>
</tr>
<tr>
<td></td>
<td>80-84</td>
<td>2 points</td>
</tr>
<tr>
<td></td>
<td>85-89</td>
<td>3 points</td>
</tr>
<tr>
<td></td>
<td>90 or higher</td>
<td>4 points</td>
</tr>
<tr>
<td>CHEMISTRY</td>
<td>70-74</td>
<td>1 point</td>
</tr>
<tr>
<td></td>
<td>75-79</td>
<td>2 points</td>
</tr>
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<td></td>
<td>80-84</td>
<td>3 points</td>
</tr>
<tr>
<td></td>
<td>85-89</td>
<td>4 points</td>
</tr>
<tr>
<td></td>
<td>90 or higher</td>
<td>5 points</td>
</tr>
</tbody>
</table>

### Bonus Section: Co-requisites

- **A&P I**
  - C | 1 point
  - C+ | 2 points
  - B | 3 points
  - B+ | 4 points
  - A | 5 points

- **A&P II**
  - C | 1 point
  - C+ | 2 points
  - B | 3 points
  - B+ | 4 points

- **MICROBIOLOGY**
  - A | 5 points
  - C+ | 2 points
  - B | 3 points
  - B+ | 4 points
  - A | 5 points

**NOTE:** Credit will only be given for one category. For example, a student took Biology Regents and scored 80 and took Introduction to Biology and scored B+. The higher of the two will be counted. Students, who repeat a course more than twice, will have one point deducted for each additional time the course/exam is taken.

### Totals:

- Average/GPA points_________
- MATH Points_________
- BIOLOGY Points_________
- CHEMISTRY Points_________
- Deductions_________
- Bonus Points_________
- TOTAL_________
SUNY Canton Rubric for Nursing (RN) Admissions

Name:________________________ ID:________________________

Selection into the Nursing program is based on calculation of quality points earned in the following courses. Students are then ranked from highest to lowest number of quality points and admission is granted to the students with the most points.

Minimum pre-requisites (high school or College) courses and scores for consideration:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>High School</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>80 cumulative average</td>
<td>2.75 cumulative GPA</td>
</tr>
<tr>
<td>Math</td>
<td>Algebra and Geometry Regents exams with a 75 on Geometry</td>
<td>Intermediate Algebra with a final grade of C</td>
</tr>
<tr>
<td>Biology</td>
<td>Living Environment or Biology Regents with a grade of 75</td>
<td>Introduction to Biology with a final grade of C</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Chemistry Regents with a grade of 65</td>
<td>Introduction to Chemistry with a final grade of C</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria</th>
<th>HS</th>
<th>Regents</th>
<th>College</th>
<th>Grade</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS Average or Cumulative GPA at time of application.</td>
<td>80-84</td>
<td>1 point</td>
<td>2.75-2.99</td>
<td>1 point</td>
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</tr>
<tr>
<td></td>
<td>85-89</td>
<td>2 points</td>
<td>3.0-3.49</td>
<td>2 points</td>
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<tr>
<td></td>
<td>90 or greater</td>
<td>3 points</td>
<td>3.5-4.0</td>
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</tr>
<tr>
<td>MATH</td>
<td>Meet minimum</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOLOGY</td>
<td>80-84</td>
<td>1 point</td>
<td>B-/B</td>
<td>1 point</td>
<td></td>
</tr>
<tr>
<td></td>
<td>85-89</td>
<td>2 points</td>
<td>B+/A-</td>
<td>2 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>90 or higher</td>
<td>3 points</td>
<td>A</td>
<td>3 points</td>
<td></td>
</tr>
<tr>
<td>CHEMISTRY</td>
<td>71-79</td>
<td>1 point</td>
<td>B-/B</td>
<td>1 point</td>
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<tr>
<td></td>
<td>80-89</td>
<td>2 points</td>
<td>B+/A-</td>
<td>2 points</td>
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<tr>
<td></td>
<td>90 or higher</td>
<td>3 points</td>
<td>A</td>
<td>3 points</td>
<td></td>
</tr>
</tbody>
</table>

Note: Credit will only be given for one category. For example, a student took Biology Regents and scored 80 and took Introduction to Biology and scored B+. The higher grade of the two will count.

If any prerequisite courses were repeated, the rubric score will be determined by the average of the grades.

Quality Point System

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
<th>Quality Point Value</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS Average</td>
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</tr>
<tr>
<td>Biology</td>
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<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total avg/bio/chem</td>
<td>40%</td>
<td></td>
<td></td>
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<tr>
<td>Admission Exam Score</td>
<td>60%</td>
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<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>100%</td>
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</table>

http://www.canton.edu/sci_health/nursing/pdf/RN_Scoring_Rubric.pdf 10/6/17
# SUNY Canton Rubric for Physical Therapist Assistant Admissions

Applicant’s Name: ____________________________  ID #: __________  _Fr  _Tr  _Cn

<table>
<thead>
<tr>
<th>Criteria</th>
<th>HS</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS Average or Cumulative GPA at time of application</td>
<td>80-84</td>
<td>1 point</td>
</tr>
<tr>
<td></td>
<td>85-89</td>
<td>2 points</td>
</tr>
<tr>
<td></td>
<td>90 or greater</td>
<td>3 points</td>
</tr>
<tr>
<td>MATH</td>
<td>75-79</td>
<td>1 point</td>
</tr>
<tr>
<td></td>
<td>80-84</td>
<td>2 points</td>
</tr>
<tr>
<td></td>
<td>85-89</td>
<td>3 points</td>
</tr>
<tr>
<td></td>
<td>90 or greater</td>
<td>4 points</td>
</tr>
<tr>
<td>BIOLOGY</td>
<td>75-79</td>
<td>1 point</td>
</tr>
<tr>
<td></td>
<td>80-84</td>
<td>2 points</td>
</tr>
<tr>
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</tr>
<tr>
<td></td>
<td>90 or higher</td>
<td>5 points</td>
</tr>
<tr>
<td>CHEMISTRY</td>
<td>75-79</td>
<td>1 point</td>
</tr>
<tr>
<td></td>
<td>80-84</td>
<td>2 points</td>
</tr>
<tr>
<td></td>
<td>85-89</td>
<td>3 points</td>
</tr>
<tr>
<td></td>
<td>90 or higher</td>
<td>5 points</td>
</tr>
<tr>
<td>Math/Science GPA</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Out of State Students SAT or ACT score = Meets requirement? YES NO

*Completion of one semester of Anatomy & Physiology can replace one science requirement.
*If one pre-requisite grade is slightly below (2 points or less) the established standard, SAT or ACT scores may be used to determine eligibility as follows:

SAT score of 1080 or above (two section total) = 1 point in place of that category
ACT composite score 21 or higher = 1 point in place of that category

*SAT or ACT scores as above required for all out-of-state students
*Math/Science GPA not required for college applicants who have satisfied pre-requisites with courses that are beyond introductory level
*2 points deducted for each pre-requisite course/exam that is repeated

Academic Pre-requisites Score (out of possible 17): __________

**BONUS POINTS**

# of higher level math/science courses successfully completed and/or high school
Physics and AP math/science courses (1 point for each)
Completion of college degree on a full time basis (3 points)
Completion of math/science courses as part of a full time course load (3 points)
Completion of 20 hours of observation (3 points)

Recommendation from observation experience (3 pts highly favorable, 1 pt favorable, -1 pt unfavorable) determined by Program Director

Reflective summary (1 pt technically sound (i.e. grammar/spelling); 1 pt thoughtful reflection of observation; 1 pt clearly articulated interest in PT profession) determined by Program Director

Bonus Point Total: __________

TOTAL RUBRIC SCORE: __________

http://www.canton.edu/sci_health/pta/pdf/Admissions_Rubric.pdf  10/6/2017
SUNY Canton Rubric for Veterinary Technology Admissions

Applicant’s Name: _______________________________ ID#: _______________________________
Program: 521 ______ 2278 ______ External or Internal Applicant: ______________________________

Pre-requisites (High School and College) for consideration: Application Date: ______________________________

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<thead>
<tr>
<th>Criteria</th>
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<th>College</th>
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<tr>
<td>AVERAGE</td>
<td>75 cumulative average</td>
<td>2.5 cumulative GPA</td>
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<td>MATH</td>
<td>Algebra and Geometry Regents exams with a 75+ on each</td>
<td>Intermediate Algebra with a final grade of C</td>
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<tr>
<td>BIOLOGY</td>
<td>Living Environment or Biology Regents with a grade of 75.</td>
<td>Introduction to Biology with a final grade of C.</td>
</tr>
<tr>
<td>CHEMISTRY</td>
<td>Chemistry Regents with a grade of 65.</td>
<td>Introduction to Chemistry with a grade of C.</td>
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SCORING:

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<th>Regents</th>
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<td>3.0 - 3.49</td>
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<td>3.5 - 4.0</td>
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<td>C/C+</td>
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<td>80-84</td>
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<td>B/B</td>
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<td>85-89</td>
<td>3 points</td>
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<td>90 or greater</td>
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<td>A</td>
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<tr>
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<td>80-84</td>
<td>2 points</td>
<td>B/B</td>
<td>2 points</td>
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<tr>
<td></td>
<td>85-89</td>
<td>3 points</td>
<td>B+/A-</td>
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<td>B+/A-</td>
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<td>90 or higher</td>
<td>4 points</td>
<td>A</td>
<td>4 points</td>
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Credit will only be given for one category. For example, a student took Biology Regents and scored 80 and took Introduction to Biology and scored B+. The higher of the two will be counted. Two points will be deducted for each time a course/exam is repeated.

ESSAY:

SUBMITTED ESSAY: YES ______ NO ______

WELL WRITTEN: YES ______ NO ______

DEMONSTRATED PRIOR EXPERIENCE: YES ______ NO ______

TOTALS:

GPA POINTS
MATH POINTS
BIOLOGY POINTS
CHEMISTRY POINTS
ESSAY POINTS
DEDUCTIONS
TOTAL

http://www.canton.edu/sci_health/vet/Rubric.pdf 10/6/17
SMART STEPS SKILLS WORKSHOPS

Smart Steps workshops are a series of academic success skills workshops put on by Advising & First Year Programs. They are open to any interested students and delivered in interactive workshop style in which students develop practical skills which will help them to succeed in college and beyond. Students may attend any one topic, or the entire series. See http://www.canton.edu/recovery/pdf/Smart_Steps.pdf for the latest schedule.

Step 1: Winning the College Game – An overview of what it takes to succeed in college with special attention to the common things trip students up during their first year.

Step 2: Goal Setting for Success. - Discussion of setting S.M.A.R.T. (Specific, Measurable, Attainable, Realistic, Timely) goals, setting down long term and short term goals, and making specific plans for how to attain them.

Step 3: So Noted: Writing to Learn – We will teach students several methods of note taking, compare and contrast several methods of taking good notes, and discuss ways in which the student can determine that they are, in fact, taking good notes. Discussion of why the physical act of taking notes benefits student learning outcomes versus relying solely on instructor provided handouts.

Step 4: Time is Ticking! - Attending college full-time means that college should be considered a student’s full-time job. Discussion and practical exercises to examine how students perceive and how they actually are spending their time. We will discuss how to balance sleep, work, family and other time commitments, and how to prioritize schoolwork and study time. We will also discuss the basic tools needed for students to effectively and efficiently plan how to best manage their time so that time does not manage them.

Step 5: How to get an A on that Test! Test Strategy 101 - In this nuts and bolts workshop, will discuss what information students need to know before a test, what they need to do to prepare to study and how to study for certain types of test questions, what to do the night before, and during the test. We will also discuss the various types of test questions, how those relate to the various subject areas and how to best maximize the way in which a student studies.

Step 6: What to DO when you didn’t get an A on that Test: The Test Autopsy – Many students do not know that test taking strategy does not end when they turn their paper in at the end of the exam period. Learning what to do AFTER a test is a critical part of figuring out how to improve one’s performance on the next test. We will teach the student how to analyze not only WHAT went wrong on every test question, but also to look for patterns in those errors which will inform the way in which students adjust their study methods and strategies for future exams.

ANY student may attend any of the SMART STEPS WORKSHOPS, alternately, students may be referred by their Academic Advisor or Instructor for a Smart Skills Tune-up Appointment in the Office of Advising and First Year Programs. We would be happy to work with students on an individual basis to teach them or help them refine any of their study skills. We are particularly pleased to be able to offer assistance in performing a TEST AUTOPSY or helping to set up and use a TIME MANAGEMENT PLAN.
LIST OF WRITING INTENSIVE COURSES

Use the class schedule search in UCanWeb, choose Advanced Search and choose Writing Intensive under Attribute type to find listing of WI courses for a specific semester. Pre-requisites listed in parentheses

ACHP 253 Domestic & Commercial Heating I (ACHP 111)
ANTH 102 Introduction to Cultural Anthropology
AREA 370 Experimentation & Measurements II (AREA 320)
ARTS 203 Art and Society (ENGL 101)
AUTO 214 Automotive Computer Systems
AUTO 220 Internal Combustion Engines (AUTO 101 & 111, AUTO 112 & 122, AUTO 113 &114)
BSAD 200 Business Communications (ENGL 101)
BSAD 215 Small Business Management (ENGL 101)
BSAD 319 Professional Ethics (ENGL 101; Junior Standing)
BSAD 340 Management Comm. (ENGL 101 and Jr Standing)
CITA 202 Computer User Support & Concepts (One computer related course)
CONS 216 Soils in Construction (MATH 123; SO standing)
CONS 220 Eng. Materials (MATH 121/123 and PHYS 121)
DHYG 260 Community Dental Health (DHYG Major)
DHYG 280 Ethics & Jurisprudence (DHYG Major)
DHYG 310 Contemporary Issues in Dental Hygiene
EADM 201 Fundamentals of Emergency Management
EADM 205 Risk & Hazard Impact Studies
EADM 220 Disaster Management & Preparedness
EADM 222 Communities Preparedness & Defense
EADM 307 Legal Issues in Emer & Disaster Mgmt (EADM 205)
EADM 400 Incident Command: System Coordination & Assessment (EADM 205)
EADM 480 Internship in Emer & Disaster Mgmt (EADM 400)
EADM 485 Senior Project (EADM 400)
ECHD 285 Issues and Policies in Early Care and Education (ECHD 101 or SOCI 101 or PSYC 101; SO standing)
ELEC 129 Electric Circuits II Laboratory
ELEC 213 Microprocessors
ELEC 477 Capstone Project (SR standing in ELEC majors)
ENGL 202 Creative Non-Fiction (ENGL 101)
ENGL 216 Children’s Literature (ENGL 101)
ENGL 217 Comic Books as Literature (ENGL 101)
ENGL 221 Creative Writing (ENGL 101; one lit. course)
ENGL 265 Writing in the Humanities Thematic Inquiry (ENGL 101; 24 credits in Gen. Studies major)
ENGL 301 Professional Writing (ENGL 101; JR Standing)
ENGL 302 Global Englishes (ENGLS 101 and 45 hours)
ENGL 304 LGBTQ Lives and Literature (ENGL 101, SO Standing)
ENGL 306 Irish Prison Literature (ENGL 101 and 45 hours)
ENGL 309 Journalism (ENGL 101; junior standing)
FSAD 420 Current Issues in Funeral Services (Junior Standing)
FSMA 480 Finance Internship (FSMA 429 and SR standing)
GAME 350 Aesthetics and Immersion (GAME 230)
HEIF 405 Current Issues in Health and Fitness
HIST 305 History of the Vietnam War (ENGL 101; HIST 105 or HIST 107)
HLTH 175 Basic Nutrition
HSMB 302 Legal and Ethical Issues in Health Care (HSMB 301 or Jr standing)
HUSV 201 Introduction to Human Services
JUST 201 Critical issues in Criminal Justice (JUST 101)
LEST 330 Legal Writing (LEST 310; BSAD 200 or ENGL 301)
LEST 449 Advanced Legal Writing (LEST 330)
LEST 485 Legal Studies Sr Project (LEST 429 and SR standing)
MECH 220 Engineering Materials (MATH 123, PHYS 121)
MECH 221 Materials Testing Laboratory (ENGS 101)
NURS 203 Professional Issues and Trends in Nursing (NURS 201; ENGL 101; Nursing major)
PHTA 203 PTA Seminar I (Successful completion of first two semesters of PTA)
PHYS 125 Physics Lab I (co-requisite: PHYS 121)
PHYS 126 Physics Lab II (co-requisite: PHYS 122)
PHYS 135 University Physics Lab I (co-requisite: PHYS 131)
PHYS 136 University Physics Lab II (co-requisite: PHYS 132)
SOET 377 Engineering Ethics (ENGL 101)
SOET 477 Capstone Project (SR standing)
SPMT 203 Leadership for Sport Professionals (SPMT 101 and SO standing)
SPMT 422 Sports Mgmt Sr Project (SPMT 410 and SR Standing)
SSCI 370 Research Methods (PSYC 101 or SOCI 101 or SSCI 245 or ECON 101 or 103; Math 141 or equivalent; ENGL 101)
VSCT 211 Animal Hospital Practices & Procedures (Veterinary Technology students in final semester)
CHAPTER 4: CAMPUS RESOURCES
ADVISING & FIRST YEAR PROGRAMS

Miller Campus Center 224   (315) 379-3954   Monday through Friday 8:00 to 4:30
advising@canton.edu   http://www.canton.edu/advising_center/

Advising assistance
For students:

- Empower the student to make wise decisions and claim responsibility for their own progress by providing them with tools to make informed decisions.
- Provide a supplement and a complement, not a replacement, to faculty advising.
- Advising assistance for non-degree (non-matriculated) students.
- Advising for students in transition: such as those changing majors or transferring schools.
- Provide general information about degrees, sequencing, transferring, and SUNY Canton processes and procedures (i.e. how to drop a class, etc.)
- Provide academic coaching and study skills as needed or for special populations (Academic Recovery, Jumpstart, etc.)
- Explain how UCanWeb works, how to register for classes, and how to locate information both on the SUNY Canton website and in the catalog.
- Assist students in understanding their degree requirements through DegreeWorks training opportunities, distribution of degree checklists for every curriculum and explanations of how to complete the degree in a timely manner.
- Be a resource for students in Academic Recovery to promote their academic success.
- Provide First Year Experience (FYEP 101) students with an academic portfolio and explain its purpose.

Advising assistance for faculty/staff:

- Provide an advising resource manual, the Advisor’s Resource Manual, updated annually.
- In conjunction with the Provost’s office, provide training to new faculty advisors.
- Provide training and update opportunities to experienced faculty, as well as campus-wide reminder emails for some of the common advising issues.
- A resource for general advising questions as faculty advisors are meeting with their students.

First Year Experience

The First Year Experience is intended to introduce students to strategies that will help them succeed in college and beyond. New students do not necessarily know how to be successful at the college level simply because they finished high school and have been admitted to college.
There is a course component, **FYEP 101** that typically meets for 1 hour per week. Adapting to college level learning requires a set of skills that new students do not automatically come with such as time management and effective test taking. Students are asked to set goals and do self-reflection throughout the course. Students are also exposed to campus resources, the basics of career planning, and the advising process. They must to a proposal and a group presentation.

The FYEP 101 instructor becomes an advocate for students when issues arise. There is also an “experience” component to the course. Students are required to attend three campus events of their choosing throughout the semester. This allows them to engage on campus outside of strictly attending class.

**Any new student can take FYEP 101.** Students majoring in **Accounting** (630), **Agribusiness** (2645), **Business Administration** (0632 & 671), **Construction Tech Management** (1162), **Early Childhood Education** (327), **Early Childhood Care & Management** (2699), **Electrical Engineering Technology** (699), **Emergency Management** (1864), **Finance** (282), **Game Design** (2638), **Health Care Management** (0253), **Individual Studies** (688), **Legal Studies** (0818), **Liberal Arts/General Studies** (0250), **Management** (1645), **Technological Communications** (2673), **Veterinary Science Technology** (0521), **Veterinary Technology** (2278) are required to take the course as part of their major requirements. EOP, TRiO, Jumpstart and Gateway to Success students are required to take the course, regardless of major. All other new students are encouraged to take FYEP 101 when they meet with an advisor prior to the first semester, particularly those did not meet the requirements for entrance to the major.

Faculty and staff interested in teaching a section of FYEP 101 should contact AFYP to express interest.

**WAIVERS:** For most students enrolled in FYEP 101, it is a required course and should be treated as such. When special circumstances warrant a closer look at whether FYEP 101 truly serves the need of the particular student, waiver forms can be obtained from the dean’s offices.

**Gateway to Success**

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

**Placement Testing**

AFYP administers the Accuplacer placement exam for incoming students as needed. See pg 29 for more detailed information on Course Leveling, placement and the Accuplacer exam.
The Office provides coaching and advisement on a number of topics:

- Major Selection and Career Direction including interest and personality inventories
- Resume creation, critique, specialization and printing
- Cover letter writing and customization
- Internship location and application assistance
- Job search coaching and assistance
- Career Fair events
- Workshops on career, etiquette and life direction topics (suitable for extra credit)

One of the best ways to help students who are struggling with career direction is to introduce them to the cycle below. Beginning in the bottom left, students need to generate possible careers, research them, and then actually go and talk to people in those careers. THIS IS A CRITICAL STEP! The academic study behind a career is NEVER what the career is like day-to-day. Encourage students to contact companies and organizations to learn firsthand what careers are like. THEN, they can begin to plan their education.
Alternate Ways to Earn Credit/Credit by Exam

SEE http://www.canton.edu/career_services/docs/Exam_Reference_Guide.pdf FOR UPDATES

You can earn college credit for academic achievement acquired outside the conventional college classroom through nationally recognized exams such as the College Level Examination Program (CLEP), Excelsior College Exams, AP Exams (given at the end of a high school advanced placement course), DSST (formerly DANTES), Military Education Credits and the International Baccalaureate (IB) Program.

NOTE: SUNY Canton’s Residency Requirements are: 15 credits for an Associate Degree and 30 credits for a Bachelor’s Degree, independent of exams.

An official grade report must be sent to SUNY Canton before exam credit can be awarded. Credit awarded will appear on a SUNY Canton transcript after the first semester of enrollment. The credit awarded depends on the curriculum chosen and the courses required in that program. SUNY Canton’s Office of Admissions can provide specific information. Please contact the Admissions Office at (800) 388-7123 or (315) 386-7123.

Matriculated students may earn credit for a SUNY Canton course with an accepted score on a locally prepared challenge exam. A student with sufficient background in course content should contact their School Dean before enrolling in the course to be challenged. Not all courses may be challenged. Credit by challenge exam is available only to matriculated students. A fee of $40 per credit hour will be charged prior to administration of the exam.

**AP (Advanced Placement) PROGRAM POLICY**

<table>
<thead>
<tr>
<th>Subject Examinations</th>
<th>Minimum Acceptable Scores</th>
<th>Amount of Credit Awarded</th>
<th>Exams Will Substitute for:</th>
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<td>6</td>
<td>Art History: BC to 16th Century (ARTS 201)</td>
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<td>Art History: 16th to 20th Century (ARTS 202)</td>
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<td>College Biology I (BIOL 150)</td>
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<td>College Biology II (BIOL 155)</td>
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<td>Calculus II (MATH 162)</td>
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<td>College Chemistry I (CHEM 150)</td>
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<td>Expository Writing (ENGL 101), which satisfies Basic Communication General Education Requirement (GER 10)</td>
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<td>Subject Examinations</td>
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*If more than one semester of Calculus is needed by a student for a particular program, it is highly recommended that the student begin with Canton’s Calculus I.

**CLEP (College Level Examination Program)**

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<tr>
<th>Subject Examinations</th>
<th>Minimum Acceptable Scores</th>
<th>Amount of Credit Awarded</th>
<th>Exams Will Substitute for:</th>
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<td>American Government</td>
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<td>Subject Examinations</td>
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<td>Principles of Marketing</td>
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<td>Western Civilization II</td>
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<td>3</td>
<td>Modern Europe (HIST 102)</td>
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</table>

*If more than one semester of Calculus is needed for a particular program, it is highly recommended that the student begin with Canton's Calculus I.

**NOTE:** THE GENERAL CLEP EXAMS ARE NOT ACCEPTED FOR COLLEGE CREDIT AT SUNY CANTON.

**DSST (formerly DANTES)**

| Lifespan Dev. Psychology            | 50                        | 3                        | Human Development (PSYC 225)                     |

**EXCELSIOR COLLEGE EXAMS**

| Abnormal Psychology                 | C                         | 3                        | Abnormal Psychology (PSYC 275)                   |
| Anatomy and Physiology              | C                         | 6                        | Science Elective                                 |
| Foundations of Gerontology          | C                         | 3                        | Introduction to Gerontology (HLTH 104)          |
| Fundamentals of Nursing*            | C*                        | 6                        | Adaptation Nursing I (NURS 101)                 |
| Statistics                          | C                         | 3                        | Statistics (MATH 141)                            |

**INTERNATIONAL BACCALAUREATE (IB) PROGRAM**

| English A1                          | 5                         | 6                        | Approaches to Literature (ENGL 109) OR Literature Elective |
| History of Americas                 | 5                         | 6                        | Early American History (HIST 103) Modern U.S. History (HIST 105) |
| Mathematical Methods                | 5                         | 6                        | Basic Calculus (MATH 122) Calculus I (MATH 161) |
| Physics (core)                      | 5                         | 4                        | University Physics I (PHYS 131) AND University Physics Lab I (PHYS 135) University Physics I (PHYS 131), University Physics Lab I (PHYS 135), University Physics II (PHYS 132), University Physics Lab II (PHYS 136) Spanish Elective credits AND Gen. Ed. for foreign language |
| Physics (core and AHL)              | 5                         | 8                        | University Physics I (PHYS 131), University Physics Lab I (PHYS 135), University Physics II (PHYS 132), University Physics Lab II (PHYS 136) Spanish Elective credits AND Gen. Ed. for foreign language |
| Spanish B (SL1 or SL2)              | 5                         | 6                        |                                                                 |

Information provided by SUNY Canton Office of Career Services Revised September 25, 2015
COLLEGIATE SCIENCE & TECHNOLOGY ENTRANCE PROGRAM (CSTEP)

The Collegiate Science and Technology Entry Program (CSTEP) is a NYSED grant funded scholars program for minorities or economically disadvantaged students who plan to enter a STEM field, Health or Licensed profession. CSTEP provides the following services: academic and career advisement, paid academic year and summer research/internship opportunities, tutoring, academic and career workshops, personal statement review and assistance with the graduate school application process, monthly student meetings, attendance to conferences, and other enrichment activities.

Interested students can contact the CSTEP office at 315-379-3804, Nevaldine South 131 or find more information on the website: http://www.canton.edu/cstep/

TRiO STUDENT SUPPORT SERVICES

The TRiO Student Support Services (SSS) Program is federally-funded and provides enhanced academic assistance to eligible students. To be eligible, students must be first-generation college students, meet certain federal income guidelines and/or have a documented disability. The goal of this program is to help students successfully complete their Associate’s degree and also encourage them to continue their education toward a baccalaureate degree.

TRiO staff provides a variety of support services to about 200 students each year, including academic advising and tutorial assistance in math, chemistry, and Intro to Biology (BIOL 101). Information on financial aid is provided as well as assistance completing financial aid forms. Students in the program are required to enroll in the TRiO First Year Experience course.

Interested students can contact the TRiO SSS Program at Miller Campus Center 233, 315-386-7406 or find more information at: http://www.canton.edu/trio/
STUDY ABROAD GUIDE FOR ADVISORS

As part of our pre-departure process, Academic Advisors will be asked to complete a Pre-Approval Form with any advisee planning to go abroad. The form will be obtained from the International Programs Office by the advisee. This form can also be found at http://www.canton.edu/international/abroad-forms.html.

Guidelines

• Advisee will arrange a meeting with academic advisor for an internal consultation of student’s degree checklist and study abroad course options.

• Advisee will provide the advisor with course descriptions, syllabus and/or other information provided by sponsoring institution. Academic advisor will consult this information to determine the equivalent course(s) and/or distribution requirement the Study Abroad course will fulfill. (Please contact IPO if additional course information is needed.)

• Advisee will list choice of (up to) 10 courses in order of preference. For each course listed, academic advisor will indicate the equivalent course and distribution requirement the class will fulfill and sign off on the approval in the space provided.

• Keep a copy of this completed form for advisee’s record.

• Please recognize that the courses requested on the first page: a) may not be offered and/or b) may have conflicting meeting days and times, and that additional approvals may be required in either case. In that event, you will be contacted by IPO or advisee to obtain approval of new course.

Students and faculty are encouraged to visit www.canton.edu/international/abroad.html for current information or contact Erin Lassial, Coordinator of International Student Initiatives and lassiale@canton.edu or 315.386.7608.
General Study Abroad Process

Student Interested in studying abroad contacts International Programs Office

- Works with IPO to research and select programs(s) and schedules financial breakdown meeting with Financial Aid Office
- Student works with academic advisor to select courses abroad and complete the Pre-Approval Form to obtain course approval from academic advisor and Dean’s office

Financial aid, if applicable, and overseas courses approved

- Student turns in completed Pre-Approval Form to IPO. IPO sends form to Registrar’s Office, Student Accounts, and Academic Dean’s Office. Registrar’s office places stu. in INTL 400.
- Student works with IPO to ensure all paperwork is processed to ensure smooth transferability of courses taken abroad

Student studies abroad

- Tuition collected by SUNY Canton (Student Accounts) is transferred to accounts receivable at sponsoring SUNY institution.
- Supplimental transcript received by IPO from sponsoring institution is copied then forwarded to Registrar’s Office (original) and Academic Dean’s Office (copy)

PROCESS CHART
Study Abroad Credits

Key: Registrar, Student, International Office, Host Institution

- Works with advisor to complete "Study_Abroad_Courses_Pre-Approval_form" Brings completed and signed form to International Office
- ID makes copy of Pre Approval form for student’s paper file, and scans to student’s electronic file. Sends a copy to Registrar’s Office, Academic Dean’s Office and Student Accounts
- Registrar places student in INTL 400 with the equivalent number of anticipated credits. (This is a temporary code until official grades from SA are received post-completion)
- Host institution (other SUNY) sends official study abroad transcript to International Office after student completes study abroad
- ID keeps a copy for student’s file (only an electronic file exists post-SA) - Sends the original to Registrar’s Office -Sends an e-copy to student and academic Dean’s Office
- Registrar’s Office saves official transcript to file and inputs credits according to the Pre-Approval form with grades. Course info is uploaded so grades appear and count as residential credit would.
- Student’s file will permanently include a supplemental transcript from study abroad. This will be sent with all future transcript requests.
The freshman class consists of one hour of classroom instruction, 2 hours of hands on lab (where the fun stuff happens) and optional morning physical training (the not so fun stuff). Cadets who are not obligated (contracted) are not required to attend PT.

**Taking an ROTC class is not signing up for the Army.** Anyone can take the class. There is no obligation, and no benefit until a student/cadet chooses to “contract”. There is no pressure to contract, and cadets are encouraged to make up their own mind whether being an Army Officer is for them. Contracted cadets get paid to take the class.

If a student completes the program and meets all the requirements they will be commissioned into the Army as a Second Lieutenant when they graduate.

Freshman students receive academic credit for ROTC class (1 credit). Some departments grant PE credit for ROTC class, and later ROTC classes can fulfill GEN ED requirements. SUNY Canton students can also use ROTC classes as general elective credit.

There are many ways to participate in the program. Some Cadets are on scholarship and some aren’t. Some are members of the National Guard or Army Reserves. There are about 5 to 10 SUNY Canton students enrolled in the program each year.

A student wishing to enroll in the program should get a Cross Registration form from the Army ROTC representative at orientation, but if for some reason he or she doesn’t, this is what needs to be added to their schedule:

**MS111 Leadership and Personal Development** (offered each fall semester)

See the website [http://www.clarkson.edu/armyrotc/new_cadet.html](http://www.clarkson.edu/armyrotc/new_cadet.html) for more detailed information on when the course is offered and the time commitments outside of class for the specific semester.

If you have any other questions you can ask the Army ROTC rep at orientation, or contact Scott Toth at stoth@clarkson.edu 265-2180 / cell 315-261-9677. Finally a student who signs up should contact Mr. Toth to let him know they are coming, in case he doesn’t get the cross enrollment form back.
AIR FORCE RESERVE OFFICER TRAINING CORPS (ROTC)

Contact: Capt Sara Ong; det536af@clarkson.edu; 315-268-7989

The freshman classes consist of a 1 hour academic class, 2 hours of hands on leadership laboratory, and 2 hours of physical training.

Registering for AFROTC, does not mean you are joining the Air Force. Anyone can sign up for the class with no service obligation. A service commitment starts once a cadet is contracted, typically in their Junior year. For many, the first year is their year to figure out if becoming an Air Force officer is the right career path for them.

Once the program is completed, cadets will be commissioned into the Air Force as a Second Lieutenant upon earning their bachelor’s degree.

Registering for AFROTC is just like registering for any other college course. Because AFROTC is hosted at Clarkson University, SUNY Canton students would need to fill out a Cross Registration Form. The classes that need to be added to their schedule are below:

- AS 101 – The Air Force Today
- AS103 – Leadership Laboratory

Once a student decides to join the program, they should contact the Detachment so we can prepare for their arrival and send them a uniform sizing guide sheet and sports physical form. All uniform items are provided by the Air Force so there are no out of pocket expenses to the student. We typically have about 5 cadets from SUNY Canton.

If you have any questions, please contact Captain Sara Ong at det536af@clarkson.edu or 315-268-7989.

VETERANS AND MILITARY STUDENT SERVICES

The office of Veterans and Military Student Services is responsible for helping military service personnel, military dependents and veterans, including: advise incoming students, conduct veteran student orientation, certify veteran benefits, represent the college in the North Country Consortium, seek grant opportunities and coordinate local volunteer efforts on campus.

Additional questions can be referred to Mr. Patrick Massaro, Cook Hall 130, 386-7073 or massarop@canton.edu.
### CURRICULUM CODES AND COORDINATORS

**LISTING BY SCHOOL**

#### SCHOOL OF BUSINESS AND LIBERAL ARTS

- **PHILIP NEISSER, DEAN**
- **DEPARTMENT CHAIRS:** M. FIACCO, BUSINESS; M. MAIOCCO, SOCIAL SCIENCES; AND K. JONES, HUMANITIES

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<td>Agribusiness (2645)</td>
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<td>Applied Psychology (1965)</td>
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<td>Business Administration (632)</td>
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<td>Business Administration-AS (671)</td>
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<td>Early Childhood (327)</td>
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<td>Technological Communication (2673)</td>
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#### CANINO SCHOOL OF ENGINEERING TECHNOLOGY

- **MICHAEL NEWTOWN, DEAN**
- **DEPARTMENT CHAIRS:** A. RYGEL, CIVIL & CONSTRUCTION TECHNOLOGY; C. SWEENEY, DECISION SYSTEMS; S. FREMPONG, ELECTRICAL TECHNOLOGY AND ENGINEERING SCIENCE; A. REED, MATHEMATICS; AND D. MILLER, MECHANICAL & ENERGY TECHNOLOGIES

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<td>Air Conditioning Maintenance &amp; Repair (387)</td>
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<td>Civil Engineering Tech (517)</td>
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#### SCHOOL OF SCIENCE, HEALTH, AND CRIMINAL JUSTICE

- **KENNETH ERICKSON, DEAN**
- **DIRECTORS:** D. PENEPENT, FUNERAL SVCS ADMIN; K. DAVIES, NURSING; D. MOLNAR, PHYS THERAPIST ASST; **DEPARTMENT CHAIRS:** E. BROWN, CRIMINAL JUSTICE; D. BARNES, SCIENCE; D. PARA, SPORTS MGMT and HEALTH & FITNESS; AND M. LOOMIS, VETERINARY SCIENCE TECH.

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#### ACADEMIC SUPPORT SERVICES AND INSTRUCTIONAL TECHNOLOGIES

- **MOLLY MOTT, ASSOCIATE PROVOST**

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<td>International Programs</td>
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<td>Library Learning Commons</td>
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<td>Military and Veteran Services</td>
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<tr>
<td>Online Learning</td>
</tr>
<tr>
<td>Student Accessibility Services</td>
</tr>
<tr>
<td>Trio (SSS)</td>
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<tr>
<td>Tutoring Services</td>
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</tbody>
</table>
students receive financial aid are required to maintain minimum program and academic progress standards in order to continue to receive assistance. the requirements differ for state aid (tap, susta or apts grants) and federal aid (pell, fseog, perkins loan, fws, stafford loan, eop, etc.). the following charts indicate the standards to be achieved minimally. also, federal regulations require students to complete degree requirements within 150% of their normal program length (typically 90 credits for an associate’s degree, 180 for a bachelor’s).

if a student fails to meet state academic progress requirements he/she loses tap/ apts eligibility for the next semester they attend. if a student fails to meet federal academic progress requirements he/she loses all federal aid eligibility until they bring themselves into compliance or a waiver is issued.

the requirements for a part-time, matriculated student will be adjusted according to the number of credits taken: half-time students (6-8 credits)—50% of credits accrued; three quarter-time students (9-11 credits)—75% of credits accrued. the number of semesters of eligibility will be adjusted accordingly.

certain scholarship programs may have requirements different from the above due to specific desires of the donors.

students should be advised the financial aid office at (315) 386-7616 or (800) 388-7123 regarding financial aid implications when they are considering dropping a course. this is especially important if the student is dropping below full-time.

federal aid:

<table>
<thead>
<tr>
<th>certificate programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>semesters completed</td>
</tr>
<tr>
<td>1</td>
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<tr>
<td>2</td>
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<tr>
<td>3</td>
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<thead>
<tr>
<th>associate’s degree programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>semesters completed</td>
</tr>
<tr>
<td>1</td>
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<thead>
<tr>
<th>bachelor’s degree programs</th>
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<tr>
<td>semesters completed</td>
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</tbody>
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state aid:

<table>
<thead>
<tr>
<th>certificate/ associate degree programs (remedial students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>semesters of tap received</td>
</tr>
<tr>
<td>1</td>
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<td>2</td>
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</table>

*semester or cumulative grade point average

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<td>8</td>
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<tr>
<td>9</td>
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</tbody>
</table>

source: 2018-2019 suny canton academic catalog

additional sap information can be found at: http://www.canton.edu/fin_aid/sap.html
HELP CHART

Student Service Center
Miller Campus Center 012
386-7616
- Money problems and financial planning
- Work-study programs or need for part-time work
- Loan or scholarship information
- Register, Meal plans, and ID Cards

Accommodative & Disability Services
Miller Campus Center 235
386-7392
Academic accommodative services for students with learning disabilities, medical conditions and mental health diagnoses

Campus Ministry
Miller Campus Center 206
386-7018
- Explore your spiritual development
- Desire to discuss your faith journey
- Need a list of church services
- Wish to explore volunteer service programs

Career Services
Miller Campus Center 224
386-7119
- Desire to transfer
- Career information and exploration
- Worried about what to expect after graduation, resumes
- Internship assistance

Counseling Center
Miller Campus Center 225
386-7314
Individual & group counseling
Few Topics covered are:
- Depression, stress management, anxiety, relationship issues, grief.

Dean of Students
Miller Campus Center 229
386-7120
- Student Advocacy
- Excused Absences
- Crisis Intervention
- Greek Life

University Police
Dana Hall 210
315-386-7777
- Safety Programming
- Dating violence
- Sexual assault

Student Activities
Miller Campus Center 211
386-7315
- Information about activities
- Student government, clubs
- Use of facilities

Diversity Affairs
Miller Campus Center 211
386-7128
- Diversity workshops and presentations
- Multicultural programming
- Student concerns and advocacy

Residence Life
Mohawk Hall
386-7513
- Maintenance problem in room
- Residence hall noisy
- Problem with roommate(s)
- Need Housing on- or off-campus

SUNY CANTON

Health Services
Miller Campus Center 004
386-7333
- Health questions & concerns
- Treatment for illness or injuries
- Smoking cessation
- Birth control/STD testing
- Excessive absences
- Questions about college insurance plan

Athletics
CARC 215B
386 – 7335
- Fitness Center
- Sports Teams
- Gym Use
- How to get involved in intramural activities

Advising & First Year Programs
Miller Campus Center 224
379-3954
- Information on advising for students and faculty/staff
- Scheduling for new students
- Administer the First Year Experience

Educational Opportunity Program
Miller Campus Center 234
386-7226
EOP students may receive additional assistance through their EOP Counselor
# Tutoring Center Information

For up to date schedules, see: [http://www.canton.edu/tutoring/index.html](http://www.canton.edu/tutoring/index.html)

## Fall 2018

<table>
<thead>
<tr>
<th>Service</th>
<th>Location</th>
<th>Hours</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math &amp; Science Tutoring</td>
<td>Southworth Library Learning Commons Room 127</td>
<td>Monday - Friday 9 AM - 5 PM</td>
<td>Walk ins are welcomed, no appointments necessary</td>
</tr>
<tr>
<td></td>
<td>(315) 386-7065</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:mathsciencetutor@canton.edu">mathsciencetutor@canton.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business &amp; Accounting Lab</td>
<td>Southworth Library Learning Commons 1st floor</td>
<td>Monday - Friday 9 AM - 5 PM</td>
<td>Walk ins are welcomed, no appointments necessary</td>
</tr>
<tr>
<td></td>
<td>(315) 379-3880</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:acctlab@canton.edu">acctlab@canton.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Center</td>
<td>Southworth Library Learning Commons 1st floor</td>
<td>Monday - Friday 9 AM - 5 PM</td>
<td>Walk ins are welcomed, no appointments necessary</td>
</tr>
<tr>
<td></td>
<td>(315) 386-7308</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:writingctr@canton.edu">writingctr@canton.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering Lab</td>
<td>Nevaldine North Room 127</td>
<td>Monday - Friday 9 AM - 5 PM</td>
<td>Walk ins are welcomed, no appointments necessary</td>
</tr>
<tr>
<td></td>
<td>(315) 379-3996</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:engineeringlab@canton.edu">engineeringlab@canton.edu</a></td>
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</tr>
</tbody>
</table>

## Late Night Learning Lab

<table>
<thead>
<tr>
<th>Location</th>
<th>Hours</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late Night Learning Lab</td>
<td>Sunday 1PM - 12AM</td>
<td>Walk ins are welcomed, no appointments necessary. Specific course coverage is outlined below.</td>
</tr>
<tr>
<td>Southworth Library Learning Commons Room 127</td>
<td>Mon-Thurs 6PM-12AM</td>
<td></td>
</tr>
<tr>
<td>(315) 386-7065</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:latenightlab@canton.edu">latenightlab@canton.edu</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

See updated schedule for Fall 2018 here: [http://www.canton.edu/tutoring/LabSchedules.html](http://www.canton.edu/tutoring/LabSchedules.html)
WEB RESOURCES:

List of degree checklists: http://www.canton.edu/advising_center/Degreechecklists.html

General Education degree requirements (GER):
http://www.canton.edu/gened/approved_courses.pdf

Course schedule for all terms: https://banweb.canton.edu/pls/prod/bwckschd.p_disp_dyn_sched

UCanWeb: https://banweb.canton.edu/pls/prod/twbkwbis.P_GenMenu?name=homepage

Academic recovery process: http://www.canton.edu/recovery/

Cross registration process: http://www.associatedcolleges.org/services/crossregistration.htm

SUNY-wide cross registration process: http://www.suny.edu/crossregister

Request AP Scores http://www.collegeboard.com/student/testing/ap/exgrd_rep.html

CLEP Testing: http://clep.collegeboard.org/

Helpful links for undecided students:

O*Net: Occupational Information Network – Research on possible career areas
http://www.onetonline.org/


Career Services: http://www.canton.edu/career_services/

National organizations:

National Academic Advising Association (NACADA): http://www.nacada.ksu.edu/

National Resource Center for the First Year Experience and Students in Transition:
http://sc.edu/fye/index.html

Exploring majors, careers and transfer opportunities:

SUNY Canton majors: http://www.canton.edu/academics/degrees.html

Research opportunities at other SUNY schools: http://www.suny.edu/student/transfer.cfm

SUNY Online Learning Network for online courses and programs: http://www.sln.suny.edu/

For study abroad opportunities: http://sunysystemabroad.com/

Database of schools nationwide – search by major, location, size or cost: http://www.petersons.com/
Chapter 5: UCanWeb

Entering Moving Towards Success (MTS) warnings:

1. Log into UCanWeb
2. Click on “Faculty & Advisors”
3. Click on “Moving Towards Success (formerly EID)”

4. Choose the semester and submit; then choose the course and submit:

5. This will bring you to a page with the entire class list in the following format. To begin an MTS on a student, click on the “Process this Student” button on the right hand side.
6. Fill in the information completely, including Date student Last Attended. Choose the drop-down menu for Course Performance Action. Choose the Action most appropriate for that student. Then fill in the comments for more specific information.

7. Clicking on Save and Send Notification will go ahead and notify student and other appropriate parties.

- If you have sent an MTS to a student previously, the last information entered will still be listed.
- The instructor receives a copy of the MTS warning via email. Use this feature to confirm notice was sent and to see the notification as the student and advisor will see it.
- MTS warnings are intended for students who are not meeting course expectations. All notifications are sent to the student’s academic advisor, the academic dean, the Registrar’s office, the Dean of Students and the Financial Aid Office. The Dean of Academic Support Services is notified in the case of academic recovery students, and coaches of athletes.
- MTS warnings can help advisors and campus offices identify the students that are struggling. Consistent use by all instructors provides a “reality check” to the student, and can assist advisors, RA’s and campus offices (EOP or TRiO) to notice a pattern of student behavior that is not indicative of success.
- Dismissing a student on MTS does NOT remove them from the course. Your dismissal signifies that the student has missed too much work to pass the course. The student would have to complete a “Course Change Notice” or “Total Withdrawal” to be completely removed from the course roster.
**How to enter Engaged/Not Engaged grades:**

1. Log into UCanWeb
2. Click on “Faculty & Advisors”
3. Click on “Engaged/Not Engaged”, then choose the appropriate semester, then the course and “Submit”:

4. Choose **from the drop down list next to each student**

5. Submit grades at the bottom of page.
How to view Engaged/Not Engaged for your advisees:

1) Go to the Advisors Menu in UCanWeb. Instead of clicking on the usual “Advisee Listing”, find the last link that says “Advisee Listing (Engaged/Not Engaged)“:

2) Choose the current semester and then proceed to the Advisee Listing with list of Advisees, list of current courses, E/NE grade, email link and Cell Phone number.

The recommendation from the Provost’s office is that advisors contact their students that have a “Not Engaged” or a “Missing” rating and let the student know that we are concerned about their success this semester. This rating is an early warning sign that is predictive of end of semester grades, so action should be taken to improve performance. Help the student to build a strategy for success based on the conversation.
Entering mid-term or final grades:

1. Log into UCanWeb
2. Click on “Faculty & Advisors”
3. Click on “Midterm grades” or “Final grades”

4. Enter the grade for each student. Be astute about using the roller ball in the middle of the mouse, it can change the last grade entered rather than scrolling further down the list on the screen.

5. Choose submit at the bottom of the page.
Providing student registration code after advising session:

1. Log into UCanWeb
2. Click on “Faculty & Advisors”
3. Click on “Advisor Menu”
4. When selecting the term for a list of advisees to provide a Registration Code, advisors should select the term for which they are scheduling, NOT the current term

5. If the student plans to schedule for two semesters (i.e. both summer and fall), you will need to provide TWO codes. This means that you will need to provide the student with their Registration Code, go back to select a new term, and pull up the list of registration codes again. The two codes WILL BE DIFFERENT. If the wrong code is given out, the student will not be able to schedule for the intended term. Verify that the correct term is displayed EACH time you work with an advisee.
How to look up classes (for faculty and for students):

1. Log in to UCanWeb:

2a. For Faculty and Staff: Choose Faculty & Advisors -> Advisor Menu -> Look Up Classes

2b. Student view: choose Student Menu -> Registration -> Look Up classes

3. Choose the appropriate semester and submit.

4a. There are two options at the next screen. Choose a subject area and click Course search to see the courses available in that subject only:
4b. Or choose Advanced Search (without choosing a subject) for more options:

Options on this screen:
- Use the **Ctrl** key to choose multiple subjects (A business major may want to see all of the Accounting, Business, Economics and Financial Services Management course in one view)
- Use a wild card (%) in “Course Number” (3% will find all 300-level courses)
- Use “Campus: Online Courses” for a full list of online only courses
- Use “Part of Term” to find late-start courses
- Use **Start Time, End Time and Days** to find courses that meet at a specific time
- Use **Attribute Type** to look up courses by GER category (i.e. Humanities [GER 7]), by Liberal Arts or by Writing Intensive

This example **shows only the late start 7-week courses** (this view also shows day, time room, capacity and instructor):
**Interpreting the View Holds Screen**

Advisors and staff and can find out about holds on their students. There are two ways to get to the “View Holds” screen.

- From the Advisee listing:

![Advisee Listing]

- Or from the Student Information menu:

![Student Information]

Holds indicate who put the hold on and what processes are affected and can tell you what limitations have been placed on the student:

![Administrative Holds]

Holds are typically used to get a student to take action on an outstanding issue, but not always. Some are for general information (FERPA Waiver, Veteran Parking, etc.) that do not affect what the student can do.

Some examples of holds:

<table>
<thead>
<tr>
<th>AP</th>
<th>Probation Reqmts Outstanding</th>
<th>Student is eligible for Academic Recovery, but needs to submit AR contract to be allowed to enroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI</td>
<td>Billing Issues</td>
<td>Student has not finished processing bill, should contact Student Accounts</td>
</tr>
<tr>
<td>CC</td>
<td>Code of Conduct</td>
<td>Put on by Dean of Students Office, this has be to reviewed and agreed to by incoming students only.</td>
</tr>
<tr>
<td>DS</td>
<td>Dean of Students</td>
<td>Generally related to behavior issues, student should see Dean of Students’ office</td>
</tr>
<tr>
<td>FW</td>
<td>FERPA Waiver on File</td>
<td>This hold does not prevent anything. It does notify the campus that the student has designated someone else to share personal information with as needed.</td>
</tr>
<tr>
<td>LR</td>
<td>Late Registration</td>
<td>Used for continuing students who did not schedule classes by the end of finals week. Students must see Student Accounts and pay $50 to lift this hold.</td>
</tr>
<tr>
<td>NO</td>
<td>No preschedule, FA not paid</td>
<td>Student cannot register for classes for next semester until they have addressed the bill from current semester</td>
</tr>
</tbody>
</table>
How to sign up for your classes on UCanWeb (for students):

You must meet with your faculty advisor and obtain a registration code prior to registering for courses. In order to complete the process, you will need the CRN for each course (the 5 digit number associated with each section).

1. From the SUNY Canton homepage (www.canton.edu) go to UCanWeb:

2. This is the log in screen for UCanWeb. Use the instructions on the page if you have trouble logging in.

3. Once you log in, you go to the Main Menu. Choose Student Registration & Records, then Registration, then Add or Drop Classes

4. Select the term that you are registering for (usually next semester). When prompted for your Registration Code, put in the number provided to you by your faculty advisor on your SUNY Canton Course Registration Form.
5. Enter the CRN's here. One 5-digit CRN in each box. Once you have entered all the CRN's press “Submit Changes”.

6. If you are enrolled in the course, it will show up under “Current Schedule”. If there is a problem, the course will be listed under “Registration Add Errors” with a reason code. Registration errors will have to be addressed before you can register for those courses.

7. Once you have registered for all of your courses, you can review your schedule by clicking on “Student schedule” or “student detail schedule” or “week at a glance”. If UCanWeb brings up this semester instead of next semester, modify the date on the right side of the screen so that it reflects next semester. Print out as needed.
How to Apply to Graduate (for Students)

Students need to Apply to Gradate during their final semester. The deadline is typically November 1\textsuperscript{st} for Fall graduates and March 1\textsuperscript{st} for Spring graduates.

1) Log in to UCanWeb
2) From your Main Menu, choose Student Menu then Student Records
3) On the Student Records page, choose “Apply to Graduate”:
4) Follow instructions as prompted.
WEB FOR PROXY

For Advisors:

1. Use the Advisee listing to find the Proxy Authorization. When you click on View, it will come up blank for most students. This means that they have not set up authorization for anyone else to have access to their records. Check the Holds for access to information about the paper FERPA waiver.

2. If the student HAS set up proxy access to their records, this is what you will see when you click on “View” under Proxy Authorization. This will list exactly who has been identified as a proxy that you can talk to, what the student has given them access to and what the code word is that is needed to confirm the proxy’s identity.

![Proxy Authorizations for Advisee]

804411111 Advisor Extraordinaire
Fall 2017

803777777 Advisor Extraordinaire
Fall 2017

Email your advisees

[ Student Schedule | Student Transcript | Student Address | Advisee Listing ]

RELEASE: 8.0
HOW THE STUDENT SETS UP SOMEONE ELSE TO VIEW THEIR RECORDS

Share access to your records on UCanWeb

The student must log in to UCanWeb and set this up for anyone that they wish to provide access to.

1. Log into UCanWeb. Get there from the SUNY Canton homepage (www.canton.edu) or go to URL https://baninb.canton.edu:8888/

2. Go to the tab that says “Miscellaneous Student Requirements” and then then on Share Access to My UCanWeb.

3. From the Share Access to My UCanWeb menu page, click on Access Management.

4. On the Access Management page, there is a link to the FERPA guidelines (http://www.canton.edu/registrar/ferpa.html). SUNY Canton CANNOT release student information to ANYONE without the student’s consent. Please review before clicking on the Add Proxy link at the bottom of the page. Setting up this proxy is considered your consent.

5. The next screen will prompt you for the First name, Last Name, and Email Address (enter twice) of the person you want to add as a proxy.

6. Click on Add Proxy button at bottom of page.

7. You should be directed back to the Access Management page that now lists a name under the Proxy List (see screen shot, circled in red). Click on this link.
8. On the next screen select a relationship (required), description (optional) and a passphrase (required). The passphrase is used if the proxy ever calls the campus for more information. You can leave the start and stop dates as the default or you can select new dates.

9. You must click on “Email Passphrase” to complete this step.

10. Click on the Authorization tab. Click on the options that you want the proxy to have access to. The choices here are entirely up to you and can be changed at any time.

11. Student is done. Click on Exit link on top right corner to exit UCanWeb.
For the Proxy:

1. Two emails have been sent from proxy_admin@canton.edu. You should open the email with subject “Alternate User/Proxy (SUNY Canton Proxy Access)”. This email will contain a link and an “Action Password”. Click on the link to find the following page.

![Image of the following page](image)

The second email contains the Passphrase that will be needed for phone conversations.

2. Type in the temporary action password shown on your email and click Submit.
3. Follow on screen instructions. For Old PIN, input the temporary action password. For New PIN and Validate PIN, input your new PIN twice. Click Save.
4. You will now see screen below. There really is nothing you need to do on this screen unless you want to change your email address OR you want to change your PIN as a proxy.

![Image of the screen below](image)

6. Click on the tab showing the name of your student. You will see a screen that looks like this. This screen displays what you have access to. Click on text in the list to see that information.
7. To exit, click on Profile and then on Exit.

8. On subsequent uses, you can access Web for Proxy directly from the UCanWeb sign in page:

Other circumstances:

- If the proxy is locked out or forgets the PIN, the STUDENT must reset it. The Registrar’s office and Help Desk do not have access to this function.
- The STUDENT can modify proxy access at any time, using “Share Access to my UCanWeb” under Miscellaneous Student Requirements tab. The student can change the screens that the proxy has access to OR remove access by setting the stop date to today.
DEGREEWORKS

For Advisors, faculty and staff

1. Get to DegreeWorks from your advising listing on UCanWeb. If you are going to be looking at all of your students, use the right mouse button to open DegreeWorks in a new tab and preserve access to your advisee listing.

2. If you do not have an advisee listing, go to DegreeWorks directly at can.degreeworks.suny.edu

3. Once in DegreeWorks, you can use the Find button to look up your students:

You can search for students by name, ID, Major, class standing, etc. or a combination of those:

Press the Search button. You can choose the whole list or just certain individuals

Interpreting the Degree Audit:

Audits are separated into “blocks” of information

The first block contains the Student Information: This is what is currently in the student’s BANNER record. If it does not look right, it could be that the student needs to change majors.
Degree Progress Bars and Degree Information Block: Overall degree requirements. Status bars give us a general idea of where the student is at (97-98% of the REQUIREMENTS done is an indicator for graduation). The Degree Bar lists catalog year, total credits and GPA. Underneath that are countdown counters for Upper Division credits, residence credits and other requirements that are typically met through the course of taking the required courses, but need to be verified.

General Education Block: Listed for informational purposes in Associate’s degrees, part of the requirements for Bachelor’s degrees. If course is still needed then advice lists all of the courses that could fit that requirement.

Associate and Certificate programs:

Bachelor’s degrees:
**Major Block:** Will list all of the courses specifically required for the degree. There can be duplication with the above block, since often a course that is specifically required also meets a GER.

**Minor Block:** If the student has a Minor declared, then a minor block will be listed as well:

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**Common points of confusion**

- **CATALOG YEAR** – requirements come up for the catalog year that the student was admitted to the current program. If student is using an older catalog year, contact the Registrar’s office to update. If the degree has been changed, the student has the right to finish their degree under their catalog.

- **TRANSFER CREDIT** – If transfer credit is not applied as it is the paper degree checklist, it could be an issue with how the credit is brought in. Check with the dean’s office first, to determine if the issue needs to be fixed in Banner or done by petition.

- **COURSES used differently on the electronic audit than the paper audit.** Naturally, there will be some variability. This does not mean DegreeWorks is wrong. We can adjust the programming some to push certain courses to be used before others. Contact one of the DegreeWorks administrators to discuss.

- **UNDECLARED/001/PRE-MAJOR** – students who are not fully admitted to their intended degree program get a message about how to do a What-IF and
BEYOND THE AUDIT

Notes – Advising Notes can be free form. Put any notes here that you would have normally put in the student folder. Can also document conversations around course scheduling here. NOTES BECOME PART OF THE STUDENT RECORD AND CAN BE SEEN BY THE STUDENT UPON REQUEST.

Petitions – Use this page to submit individual requests for exceptions to published degree requirements. Faculty advisors can submit on the student’s behalf, but all petitions MUST be approved by your dean in order to be applied to the student’s audit. Text is free-form, but a clear request and rationale are critical to approval.

Examples:

“Substitute JUST 299 JUST Elective for JUST 350 Victimization. Course content is similar, but taught at a lower division so cannot transfer directly.”

“Waive FYEP 101 because student completed BASK 051 with a grade of B.”

“Substitute Math 161 Calculus I for Math 111. Math 111 is listed as the required course for degree, but student’s completion of the higher level math is sufficient for degree requirements.”

Deans can approve or reject petition requests. Updates can be found under the “View petitions” link. If the dean approves the request, the substitution can be updated directly on the student’s audit. This will be handled by the dean’s office secretaries. If you are wondering the status of a petition that has been submitted, you can find it under “View Petitions”.

The audit will indicate that the requirement is met and what substitution was done:
GPA Calc – There are three kinds of GPA Calculators:

The **Graduation Calculator** lets students figure out what they need to do to achieve a specific GPA upon degree completion.

The **Term Calculator** should automatically fill in the current semester’s courses, and allow the student to estimate their grade in each course.

The **Advice Calculator** lets the student know what it will take to attain a specific GPA.

**What If** allows the student (or advisor) to view their completed and in-progress course work against other possible majors or minors:

**Look Ahead** allows a student (or advisor) to input any class to see where DegreeWorks will use it:
TRANSFER tab:

This is for our students to see the potential to transfer OUT. Students can do a “What-If” audit to transfer to other schools just as they can do one internally to change majors. After clicking on the Transfer tab, students and advisors can see several options. Most common is to do the “Transfer What If Audit”

You can choose to look for a specific campus or a potential major:

Let’s say that we want to see what schools have a Social Work Major. Choose Academic Discipline, then choose a group or majors (in this case both “Public Administration and Social Service Professions” and “Social Sciences” to get a list of 160 possibilities. The list can be sorted by any of the columns, the example is sorted by major. You can choose up to three schools/programs to compare for a What-If.
You can compare up to three schools at a time. The status bars come up first and the View Detail button is available for each school.

Courses must be in the school’s database to show up with an equivalent in Transfer Finder, so if NOEQ shows up, that means DegreeWorks did not find an equivalent.
PLANS:

Can start with a blank plan or can select a template. Templates are best for new students. A graduation plan for someone who is almost done is best done with a blank plan.

Using a Template:

You can search through the list or search using a key word to find a template. Select the appropriate template and then the semester that the student started.

Once loaded, use the SAVE button to save this template to this student record. Making the plan Active will enable tracking status and could be used in the future to predict enrollments. Locking the plan means that the student cannot change it (you still can). There can be multiple plans on a student record, but only one Active plan.
Use the View drop-down menu to change the view to “Audit”. This gives us the Audit on the left and the semester-by-semester plan (as on the degree checklist) on the right side.

Notes on this view:

1) If there is a requirement that has a list of choices, those sometimes need more input from the student to show up in the plan. They will say “Still Needed” until a choice is made.
2) You can drag and drop from the audit side to the calendar side. You have to go back to Edit view to remove courses.
3) Click on courses on either side to bring up CourseLink and find out when the class is expected to be offered next.
4) You can save, print or refresh audit from here.

When things don’t go as planned. You can adjust the plan as needed for transfer students, failed/withdrawn classes, getting ahead via summer/winterterm. Return to the EDIT view.

To add a semester: Use the to the right of the Plan description:

Once the term is added, you can drag and drop courses into it:
You can delete a course (for example, if the student already has credit for it), by clicking on the line the course is on and using the "-" sign for that semester:

Once you save the plan, it is available for your students to see. Templates have notes when there is a list of possible classes.

**Starting with a blank plan.**

First, you need to add semesters as appropriate. Click on the "+" to the right of the Description.

You can add courses by clicking on the "+" for the semester, choosing course and typing in a course dept and number. You can also use the column at right to get a list of requirements that are left to complete.
OR, use the audit view to drag and drop courses:

You can save, refresh, or go back to edit view as needed until the audit has no more Still Needed courses. Plans DO NOT affect the original DegreeWorks audit.
DegreeWorks (for students)

Using DegreeWorks

1) Log into UCanWeb and go to Student Menu-> Student Records-> Degree Evaluation.
2) You need to log in to the Federated site. Select Canton as the campus and then use the same username and password as when your campus email.

3) Your degree audit should come up automatically.

What you should notice: Audits are separated into “blocks” of information
The first block contains your general information. Your current major, class standing and advisor should all be listed here.

Status bars: These will give you a general idea of where you are at towards your degree. They should NOT be the only part of the audit that you look at since there are many factors involved in completing your degree. “Credits”, in particular, can be misleading for students that have transferred or changed majors as they may have many credits but not be near degree completion.
**Degree Block:** Overall degree requirements – your catalog year, number of credits needed, and in what categories are all listed here. Open red check boxes (☐) mean something is Still Needed; Green check marks (✔) mean the requirement is met. You should note how many credits are required for your degree and how many have been applied.

<table>
<thead>
<tr>
<th>Degree in Associate of Applied Science</th>
<th>Academic Year: 2017-2018</th>
<th>Credits Required: 62</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least one Writing Intensive (WI) course</td>
<td>Still Needed: You need to complete at least one Writing Intensive course (WI).</td>
<td></td>
</tr>
<tr>
<td>20 credits in Liberal Arts and Sciences</td>
<td>Still Needed: At least 10 credits in the Liberal Arts are required. You have taken 8 credits but need 2 more.</td>
<td></td>
</tr>
<tr>
<td>62 Total credits</td>
<td>Still Needed: 62 credits are required. You currently have 12, you still need 30 more credits.</td>
<td></td>
</tr>
<tr>
<td>You meet the 3.00 minimum GPA requirement</td>
<td>Still Needed: See Major in Business Administration section</td>
<td></td>
</tr>
<tr>
<td>Major Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Education Requirements</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**General Education Block:** You have to read the header on this block to be sure that you understand what applies to you. If you are in a Certificate or Associate’s degree program this block is Listed for informational purposes ONLY and not a required part of your degree.

For Associate’s degrees, you will see this message:

- For Bachelor’s degrees, the courses in this block are required, but some majors will require only some of the 10 GER categories, so read instructions on YOUR audit.

**Major Block:** Will list all of the courses specifically required for the degree. There can be duplication with the above block, since often a course that is specifically required also meets a GER.
Minor Block: If the student has a Minor declared, then a minor block will be listed as well:

<table>
<thead>
<tr>
<th>Minor in Accounting</th>
<th>Academic Year</th>
<th>GPA</th>
<th>Credits Required</th>
<th>Credits Applied</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Intermediate Accounting I</td>
<td>Fall 2015</td>
<td>B</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>□ Intermediate Accounting II</td>
<td>Fall 2015</td>
<td>A</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>□ Cost Accounting</td>
<td>Fall 2016</td>
<td>B</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>□ Accounting Minor courses</td>
<td>Spring 2016</td>
<td></td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Unmet conditions for this set of requirements: 18 credits are required. You currently have 9, you still need 9 more credits. A minimum of 12 credits must be taken in residence.

Still Needed: 1. Cost in ACCT 402

Still Needed: 2 Classes in ACCT 245 or 317 or 335 or 440 or BSAD 305 or 365

All minors require a minimum of 9 credits at the 300- or 400-level. Auditing and Individual Taxation are required for the CPA exam and Advanced Accounting is recommended.

If your degree does not automatically come up, you might be in the Undeclared program or a pre-Major. Consult your advisor for what to do to move into your desired major:

<table>
<thead>
<tr>
<th>Pre-Major or Undeclared Degree Block</th>
<th>Academic Year</th>
<th>GPA</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Undeclared Major</td>
<td>Fall 2017</td>
<td>0.60</td>
<td></td>
</tr>
<tr>
<td>□ Academic Programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Majors available at SUNY Canton</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ USE WHAT IF</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In the meantime, you can use the “What-If” feature to see how your current courses fit into your current degree. If you are unsure of what catalog to use, use next semester.

If you have a question about your audit, check in with your advisor.

More advanced features:

GPA Calculation

You can use DegreeWorks to determine what your GPA will be after this semester by inputting expected grades. Perhaps you can still aim for that next letter grade up... give it a try!
Using Look Ahead:

Review your audit. You can plan ahead by using the “Look Ahead” link in the left column.

Enter the course(s) you plan to sign up for. Click “Process New” to see how the planned courses will fit into your degree audit.

Plans tab:

Click on the Plans tab to see a semester by semester template for degree completion. You might not follow this exactly, but it is meant to assist you to making a plan that is best for you.