



FACULTY HANDBOOK

2024 – 2025

SUNY CANTON

34 Cornell Drive, Canton, New York

NON-DISCRIMINATION NOTICE

SUNY Canton does not discriminate based on race, color, national origin, sex, gender identity, disability, or age in its education programs, services, and activities, including employment policies and practices. The following people have been designated to handle all inquiries regarding non-discrimination policies:

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All students, interns and College's employees are the purview of Civil Rights Compliance Officers.

The College offers a variety of career and technical education programs. For descriptions of programs and admissions criteria, visit the Admissions website at <https://www.canton.edu/admissions/>.

Civil Rights Discrimination Resources are available at <https://www.canton.edu/crc/>

SUNY CANTON DISCRIMINATION COMPLAINT PROCEDURE (INCLUDING TITLE IX)



How to File a Complaint

Follow the process outlined in the SUNY Canton Discrimination Complaint Procedure (including Title IX) (https://www.canton.edu/student-handbook/section-30-student-life/discrim_harassment.html). If you have any questions on the process, please contact a Civil Rights Compliance Officer (<https://www.canton.edu/crc/officers/>).

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INTRODUCTION TO SUNY CANTON

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

MISSION STATEMENT:

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

VISION STATEMENT:

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

GOALS:

There are seven key goals critical to educating students and assuring that the institution thrives:

1. Promote Academic Excellence
2. Improve Operational Effectiveness
3. Optimize Enrollment
4. Focus on Sustainability
5. Enhance Diversity & Welcome
6. Create a Robust, Active and Enriching Campus Life
7. Build Greater Awareness of SUNY Canton

INSTITUTIONAL STUDENT LEARNING OUTCOMES:

[The Institutional Student Learning Outcomes \(ISLOs\)](#) represent the knowledge, skills, and attitudes students are expected to develop as a result of their education experience at SUNY Canton. Upon completion of a degree program at SUNY Canton, students will demonstrate competency in five categories:

1. Communication Skills
2. Critical Thinking
3. Foundational Skills
4. Social Responsibility
5. Industry, Professional, and Discipline-Specific Knowledge and Skills

ISLO	Definition
1. Communication Skills <i>(all subsets required for programs)</i>	The category of communication skills requires students to demonstrate competency in both oral and written expression, including a basic understanding of discourse contexts and appropriate use of style and necessary writing technologies.
Oral	Students demonstrate or share knowledge to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors through a prepared, purposeful, communicative act.
Written	Students develop and express ideas in writing. This written communication involves learning to work in many genres and styles. It can also involve working with many different writing technologies, and mixing texts, data, and images.
2. Critical Thinking <i>(one of three subsets required for programs)</i>	The category of critical thinking requires students to demonstrate competency in formulating conclusions as a result of exploration, evaluation, and analysis. Students will explore, evaluate, and analyze objects, subjects, and phenomena.
Critical Analysis	Students demonstrate a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
Inquiry and Analysis	Students demonstrate a systematic process of exploring issues/objects/works through the collection and analysis of evidence that result in informed conclusions/judgments (inquiry) and demonstrate the process of organizing complex topics or issues into parts to gain a better understanding of them (analysis).
Problem Solving	Students design, evaluate, and possibly implement strategies to answer an open-ended question or achieve a desired goal.
3. Foundational Skills <i>(all subsets required for programs)</i>	The category of foundational skills requires students to demonstrate knowledge in information management, basic math skills as required by disciplinary standards, and skills associated with their discipline.
Information Management	Students perform the basic operations of personal computer use to understand and use basic research techniques; and locate, evaluate and synthesize information from a variety of sources.

Quantitative Literacy & Reasoning (QLR) (Requirement filled by GER 1)	Students demonstrate competency in working with data. Individuals with QLR skills will possess the ability to reason and solve quantitative problems from a wide array of contexts. Students will be able to create arguments supported by quantitative evidence, accurately communicate those arguments in a variety of formats (e.g. using words, tables, graphs, mathematical equations, etc., as appropriate), and check the results for reasonableness and accuracy.
4. Social Responsibility <i>(two of four subsets required for programs)</i>	The category of social responsibility requires students to demonstrate understanding of cultural relations and global concerns. Students should demonstrate cultural sensitivity and global concerns with an emphasis on ethical standards.
Ethical Reasoning	Students demonstrate the ability to assess their own and others' ethical values and the social context of problems, recognize ethical issues in a variety of settings and contexts (which could include cultural, historical, or professional contexts), think about how different ethical perspectives might be applied to dilemmas, and consider the ramifications of decisions and actions.
Global Learning	Students critically analyze and engage with complex, interdependent global systems and legacies (natural, physical, social, cultural, economic, or political) and explore their implications for people's lives and the earth's sustainability.
Intercultural Knowledge	Students demonstrate knowledge that support effective and appropriate sensitivity to, and interaction in, a variety of cultural contexts.
Teamwork	Students exhibit behaviors that facilitate teamwork and collaboration as demonstrated by effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.
5. Industry, Professional, Discipline-Specific Knowledge and Skills	The category of industry, professional, and discipline-specific knowledge and skills requires students to demonstrate the knowledge and skills necessary to succeed as leaders of tomorrow in their chosen career path.

SUNY CANTON'S STRATEGIC PLAN FOR CONTINUOUS IMPROVEMENT

The institutional plan provides aspirational goals that are tied to achievable objectives that provide the basis for institutional effectiveness and assessment. The strategic plan is reviewed twice a year, once at the Academic Assessment Symposium and again at the Non-Academic Assessment Symposium. Recommendations for edits and updates are provided to the Executive Cabinet for review. The Executive Cabinet sends recommendations to the President's Cabinet where they are reviewed and approved for action.

In addition to driving assessment practices, the Strategic Plan guides the allocation of resources as well as providing the foundation for annual reporting.

For more information, please review the [Strategic Plan website](#). Information regarding [Academic Assessment](#) is also available online, as well as information regarding [Non-Academic Assessment](#).

A. TEACHING RESPONSIBILITIES

ABSENCE WARNING/DISMISSAL FROM CLASS/EXCUSED ABSENCE POLICY

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

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

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

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

Raise a flag in RooSuccess to inform students of Excessive Absences, Performance Alerts, or to encourage withdrawal from the course. (See instructions at <http://www.canton.edu/roosuccess/>). Faculty are encouraged to use this process to increase the chances of student success (see how to Raise a Flag in the Appendix). **NOTE:** In addition to raising a flag on a student as needed, faculty are expected to participate in the Engaged/Not Engaged/Missing Progress Survey for all classes and students at the end of the third week of classes.

ACADEMIC CALENDAR (APPENDIX)

Faculty must use the official academic calendar when scheduling instructional activities.

ACADEMIC INTEGRITY

Academic Integrity Policy

The State University of New York at Canton is dedicated to holding its academic community to the highest standards of academic integrity. We believe that in order for students to have successful careers in their chosen fields, they must master their own course work and not imitate

or copy human or computer-generated content and claim it as their own. Academic integrity is essential to the success of the College's educational mission, and violations of this policy are considered a serious matter. Students are therefore expected to comply with all academic integrity standards described in the SUNY Canton Code of Student Conduct, Rights, and Responsibilities, which can be found in the Student Handbook. These standards include, but are not limited to, issues such as cheating and plagiarism. Breaches of our academic integrity standards will result in a variety of penalties, depending on the severity of the problem. The full Academic Integrity Policy can be found at:

<https://www.canton.edu/policies/procedures/academic/02-028/>

Plagiarism

When there is evidence of plagiarism, a student may be assigned a grade of "F" for the assignment and/or course. These consequences should be included in the class syllabus. *TurnItIn* is the plagiarism detection software tool that the College uses and it is available in Brightspace. Contact the Center for Learning Design, Innovation, and Online Instruction for assistance. More details on this policy can be found at: <https://www.canton.edu/policies/procedures/academic/02-028/>

STUDENT ACADEMIC GRIEVANCE PROCEDURE

Both faculty and students have joint responsibilities in maintaining academic integrity. Conducive to learning is a precept of fair evaluation of academic work and a concern for human dignity. It is expected that all parties involved regarding issues related to individual course assignments or course concerns can resolve such issues respectfully at the student-faculty level or student-faculty-Director/Department Chairperson level. If the student is not satisfied with the individual grade resolution, they may reach out to their Academic Dean for further consideration. More details of this procedure can be found at: https://www.canton.edu/student-handbook/section-20academics/grievance_procedure.html

INCLEMENT WEATHER POLICY

University Police will monitor weather conditions and make recommendations to the President's designee(s). The Provost is the designee for scheduled class concerns. Each area division head will serve as designee for employee scheduling concerns in their division. The VP for Student Affairs will serve as the designee for student activity scheduling concerns. Final determinations are made by the appropriate designee, and when necessary, they will advise the Director of Public Relations to release information via the proper channels. Announcements will also be posted on the college website (www.canton.edu), TV, radio, and social media channels. Morning cancellations will be announced no later than 6:30 a.m. Evening class cancellations will be announced no later than 5 p.m. This includes classes at Extension sites. To customize how you would like to be notified in the event of an emergency, please visit:

<https://getrave.com/login/canton>

Remote Operations Expectations

- Classes delivered in a remote modality are expected to continue course work as scheduled.
- All faculty should be prepared to shift their face-to-face classes to online instruction. Clinicals, labs, and other hands-on classes should move online at the instructor's discretion. Faculty should communicate their expectations with their students regarding shifts of these activities to remote learning in their syllabi and at the beginning of each semester.

- All off-campus college activities will follow the determined classroom scheduled adjustments unless otherwise noted.
- Area division heads and/or supervisors should clearly communicate expectations and responsibilities to their employees during a shift to remote operations.

Please refer to the [Inclement Weather Policy](#) for further information.

CHANGE OF GRADES

Faculty of Record Initiated Changes

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

Appropriate reasons for grade corrections or changes may include but are not limited to:

- Demonstrable arithmetic, editing, or factual error in calculating the grade.
- Omission of assignments or parts of assignments in calculating the grade.
- A grade demonstrably based on impermissible factors unrelated to student performance, such as discrimination, bias, retaliation, or retribution.
- Demonstrable deviant academic conduct of cheating, plagiarism and/or alteration of academic documents.

Inappropriate reasons for grade changes may include but are not limited to:

- Saving a student from some academic penalty such as dismissal, probation, warning, or academic integrity problem.
- Enabling a student to graduate.
- Enabling a student to maintain academic eligibility for financial aid.
- Enabling a student to graduate with academic honors or meet some other established minima.
- Personal issues unrelated to academics.
- Enabling a student to maintain academic eligibility for athletics or any other co-curricular activity.
- Managing enrollment levels.

Administrative Initiated Grade Changes

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

of grade on a Change of Grade Form. Such change of grade will require the approval of the President.

Assignment of Grades by Someone Other than Faculty of Record

In the event the faculty of record is not available to assign a grade in a reasonable time frame, the appropriate Department Chair will designate a qualified faculty member to do so.

Faculty Retention of Student Records

Faculty should maintain the academic records they use to determine final grades for two years.

CLASS COVERAGE

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

CLASS ROSTER

Rosters reflect all students enrolled in a course section. Faculty access their rosters via UCanWeb using their NetID and password. UCanWeb access information is provided in the [Appendix](#).

COURSE ASSIGNMENTS

Course assignments are determined by the Academic Dean in consultation with the Department Chair or Director and are submitted to the Registrar. The Registrar determines class times and room assignments. Requests for time and room changes for course assignments must be made through the Dean's Office. Once the final schedule has been made public and students are enrolled, time changes to course assignments will only be considered in extenuating circumstances or in the case of class conflicts that prevent students from enrolling in required courses.

COURSE OUTLINE (MASTER COURSE SYLLABUS)

The approved master course syllabus format and general syllabus format (for face-to-face classes, flex, and online classes) can be found in the [Appendix](#) or at: <https://www.canton.edu/provost/resources.html> The master course syllabus is the description of the course on file in the Dean's Office after governance approval.

COURSE SYLLABUS

Each faculty member will distribute to students a course syllabus (hard copy, online or both) which includes the course objectives, attendance policy, grading procedures, student learning outcomes, and other course requirements at the beginning of the preview week that occurs one week before the semester start date. The syllabus reflects the instructor's requirements for a particular class. Instructors who teach online should also submit syllabi information to their UCanWeb account before the date of pre-registration (directions on how to submit syllabi information to UCanWeb can be found in the Appendix). Syllabi for Winter and Summer session

online classes must be posted before pre-registration. Technical requirements for viewing instructional materials, such as large video files, should be indicated. When students can see a description of an online course before they register, they are more likely to choose one that fits with their abilities, time commitments, and resources. For specific information on what to include in the syllabus, see the appropriate Academic Dean or Director/Department Chair. Syllabi for all four semesters must be electronically submitted to the Program Director/Department Chair with a copy to the Dean's Office.

Preview Week

On April 28, 2020, the Online and On-Campus Course Preview item was approved by College Assembly and later by SUNY Canton President. In it, it was specified that all courses must be opened one week in advance of the semester beginning, with a minimum of the syllabus required to be made available to students. The preview week provides students the ability (especially non-traditional students with work and family obligations) to gauge what a course will entail and what the course expectations are beforehand. Additionally, this could help encourage students who have not yet processed their billing to complete that so that they can access the information ahead of time, as unpaid bills prohibit students from accessing the Learning Management System.

DATE OF LAST ATTENDANCE

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

DROPPING & ADDING CLASSES

Students may add and drop courses themselves on UCanWeb through the third day of classes, at which time no fee will be imposed. Beginning the fourth day of classes each semester, all changes will utilize the Course Change Request available in UCanWeb under the Registration tab (see <https://www.canton.edu/registrar/changes/> for details). The request must be approved by the student's academic advisor, academic Dean, and any course instructors that the student is seeking permission for entry into. At this time, a \$20 course change fee will be added to the student's account and must be paid at the Student Accounts Office in the One Hop Shop or via the UCanWeb Billing portal.

FINAL EXAM POLICY

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

GRADING POLICIES

The instructor's syllabus, distributed during the preview week, must include the grading method for both mid-term and final grades as indicated in the course outline on file in the Dean's Office. Grading methods should include any conversion from numeric to letter grades. Deadlines for electronically submitting midterm and final grades for each semester, including summer and

winter terms, will be communicated by the College Registrar. **See ‘Privacy Issues with Students’ to avoid violations of FERPA (Family Educational Rights & Privacy Act).**

OFFICE HOURS

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

OVERLOAD ASSIGNMENTS

Generally, prior to assignment of adjunct faculty, full-time faculty are given the right of first refusal for overload courses, plus summer and winter term courses. There are exceptions, which include such considerations as the qualifications of faculty and other needs of the college. It is also the policy of the college that generally faculty will teach no more than one class per semester on an overload basis. Faculty should remember that teaching a class on an overload basis does not reduce other expectations, including advising, service, and scholarship. Professional staff members who are asked to teach a course must get permission from their supervisor. Their supervisor must sign the appointment paperwork thereby indicating approval. Professional staff should remember that teaching a class must not interfere or compete with their primary responsibilities.

PRIVACY ISSUES WITH STUDENTS (FERPA)

The privacy and confidentiality of all student records shall be preserved as governed by **FERPA (Family Educational Rights and Privacy Act)** and other applicable state and federal laws. This includes grades and other academic information, which may be released only to students, **not** to parents or others without written consent by the student. **Posting of grades using students’ college ID numbers, parts of the ID numbers, or names is prohibited by law.** (See [Appendix](#))

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

REAPPOINTMENT/CONTINUING APPOINTMENT/PROMOTION PROCESS

Evaluation of Teaching Academics is covered by Article 30 of the United University Professions (UUP) contract and Article XII of the Policies of the Board of Trustees. The

evaluation process has been approved by the local UUP chapter and the President. An evaluative file (portfolio) prepared by individual faculty with the form “Personnel Action: Academic Employee” used as the cover is presented for consideration. Promotions are reviewed only during the spring. Faculty requesting promotion must notify their Dean, the Provost’s Office, and the President’s Office, in writing, no later than December 1st.

Peer Review Process

Procedures for Review of all Faculty Leading to Reappointment, Promotion, Tenure, or Termination:

The Provost’s Office provides a list of all faculty members who must be reviewed during the following academic year, including those contractually required to undergo review and those requesting a change in rank or tenure status, to the Dean of the candidate’s specific academic unit, as well as to the President’s Office. The Dean then notifies the candidate in writing that his/her review will take place, and requests that the candidate supply all information needed for review, with the dates required.

Each academic department shall constitute a peer review committee for each candidate under review whose purpose it is to recommend to the College President on any personnel decision involving any department member. The selection of the Peer Review Committee is done in consultation with the Department Chair/Director/Program Director and approved by the Dean of the school. All members of a candidate’s specific academic unit (i.e., Canino School of Engineering Technology, School of Business and Liberal Arts, School of Science, Health, and Criminal Justice) who are not under review shall be called together by that Unit’s Dean for the purposes of establishing the peer review committee. A list of tenured faculty shall be made available. The Department Chairperson may not be a member of the Departmental Peer Review Committee. **Note:** Every full-time faculty member being reviewed, regardless of tenure-track or lecturer, must have a full review (i.e., peer review committee recommendation, department chair recommendation, and dean recommendation). The only exception is if the faculty member who is being reviewed is a department chair; in that case, only the peer review committee and dean recommendations are required.

The membership of the Peer Review Committee shall be:

- One faculty member from the program/department. If this is not possible, then a faculty member from the candidate’s school may be substituted.
- Two additional faculty members, at least one of which must come from outside the candidate’s School.
- All three committee members must have continuing appointment unless that is not possible (if no one else from the program/department has continuing appointment).

After the Peer Review Committees have been selected, their names shall be forwarded to the School Dean, who shall determine that the guidelines for the composition of the Peer Review Committees have been met. Where compositional guidelines cannot be met, the department chair/director/program director must notify the School Dean and obtain approval for any proposed substitutions. Where no committee can be properly constituted to carry out the review, the School Dean and the Provost will devise an appropriate procedure after consulting with the department chair/director/program director of the candidate’s specific academic unit.

The recommendation shall be based on information in the Evaluative File. The Peer Review Committee recommendation represents a decision of peers in each organized area and is an initial and essential component in evaluation appraisal for department members seeking personnel decisions.

Electronic Portfolio Submissions

Electronic portfolio submissions must be loaded onto the Learning Management System. Please include both the Provost and the President in your electronic portfolio. Please contact Renee Campbell at 315-386-7202 or campbellr@canton.edu if you have questions.

ROOSUCCESS

RooSuccess facilitates a better understanding of what happens after an instructor raises a warning on a student and allows anyone in the student's success network to reach out and close the loop. Think of RooSuccess as a more robust version of the student folder – we can find out key attributes on the student so that we can provide a more comprehensive support network. RooSuccess is also used to schedule appointments, notify students of holds on their accounts, and inform students when they are doing well (kudos). See more details here <http://www.canton.edu/roosuccess/> or find the tool in the Quick Links Menu on the SUNY Canton homepage or UCanWeb.

STUDENT COURSE COMMENTS

A standard student course comment questionnaire will be issued for every scheduled course section each semester. All faculty must have Student Course Comments done in every course and section they teach. These comments will be distributed and collected using UCanWeb. Instructors are encouraged to consider the feedback provided by students in assessing, designing, and making changes to the content of courses (see Appendix).

SUMMER AND WINTER TERM SESSIONS

Off-term sessions help support SUNY's system-wide completion goals by giving students the flexibility to earn credits that may help them graduate on time or even early. The majority of instruction during these sessions is online. Academic areas are responsible for scheduling courses for winter and summer sessions. Winter offerings are submitted with Spring course demands and summer offerings are submitted with fall course demands. Faculty interested in teaching online during the winter and summer sessions should contact their Department Chair or Program Director.

TEXTBOOKS

Textbooks can constitute a substantial part of students' debt. SUNY Canton makes efforts to reduce this cost for students when and where it is feasible to do so.

Library Textbook Program

The Southworth Library maintains a Reserve Textbook Collection that provides students with a no-cost option for accessing textbooks. You are encouraged to collaborate with the library faculty to curate this collection and ensure it is comprehensive and up to date. You are also encouraged to refer students to use this collection which contains both print and e-books. To learn more about the program or view the collection, please contact the library at

library@canton.edu or visit the [library webpage](#).

Open Educational Resources (OER)

SUNY Canton's faculty are encouraged to consider using Open Educational Resources (OER) in their courses. OER are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits repurposing by others. OER are free resources and can help reduce financial barriers and increase access for students. Library faculty are available to assist with the identification and evaluation of OER materials. Additionally, the [library website offers several OER resources](#).

Textbook Purchasing

Textbooks, lab manuals, and all printed material to be sold to students are available through e-Campus. All textbook ordering is done online through e-Campus at <https://canton.ecampus.com>. All orders will be shipped. Students will have the option of having orders mailed to a home address or to the campus mailroom. Roo Express, Access-VR, WIA, and Vet Rehab are all forms of payment that are accepted (if applicable). All questions about textbook orders should be directed to e-Campus by emailing bookstore@ecampus.com or by calling (859) 209-6958. Adoptions are to be completed at <https://fast.ecampus.com/sign-in>

Textbook Adoption Due Dates

SUNY Canton's textbook adoption deadline dates ensure that the College is in compliance with Federal HEOA Laws. Adherence to adoption due dates also ensures that the library is able to update and properly curate the Reserve Textbook Collection. The deadlines for each semester for this year (Winter, Spring, Summer, and Fall) are as follows:

Winter 2024 – Monday, October 7th, 2024

Spring 2025 – Monday, October 14th, 2024

Summer 2025 – Monday, March 3rd, 2025

Fall 2025 – Monday, March 31st, 2025

WRITING ACROSS THE CURRICULUM

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

- a. Every Degree Program at SUNY Canton will include at least one writing intensive course exclusive of the required English course in the curriculum. The courses to be developed as writing intensive will be determined by the faculty in the department responsible for the curriculum. Writing Intensive course guidelines are in the Appendix.
- b. Every course taught at SUNY Canton should include a writing component, specifically indicated in the course syllabi. Examples could include: 1) some short summaries of what the student learned in the lesson, 2) explanation of how to do a math problem instead of just doing the problem, 3) written summaries in laboratory reports.

B. OTHER RESPONSIBILITIES

ACADEMIC ASSESSMENT- GENERAL EDUCATION

Website: <http://www.canton.edu/provost/assessment>

The SUNY GER (General Education Requirements) include Communication – Written and Oral, Diversity: Equity, Inclusion, and Social Justice, Mathematics, Natural Sciences, Humanities, Social Sciences, The Arts, US History and Civic Engagement, World History and Global Awareness, and World Languages. Competencies infused across the general education program are Critical Thinking and Information Management. Approved general education courses are so designated in the college catalog and also on the Provost's webpage under Faculty Resources. Each major specifies how many and which GER should be met for graduation requirements. Faculty and students may be required to participate in General Education tests, exercises and surveys aimed at assessing student progress and opinions regarding SUNY Canton's General Education program. Participation in academic assessment is part of a faculty member's professional obligation.

CAMPUS WIDE EVENTS

Family Weekend

Each fall the campus hosts a number of activities for the families of students and for members of the local community. It is expected that faculty will, at their own discretion, participate in those activities serving students in their programs or of special interest to them.

Honors Convocation

Honors Convocation takes place each spring to recognize those students with the highest grade point average (GPA) in each program and those students who have demonstrated exemplary service to the college. The Provost & Vice President for Academic Affairs presides; faculty are expected to participate in academic regalia. This event provides the opportunity for faculty to honor their top students.

Commencement

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

President's Meetings

The first faculty meeting is convened by the president to mark the beginning of the professional obligation period for faculty. Attendance is required. Requests for absence from this meeting should be directed to the President and copied to the appropriate Dean and Department Chair.

CREDIT VALIDATION & TRANSCRIPTS

As part of the hiring process, background checks are performed by the Human Resources Department to verify credentials for all full-time faculty members. In collaboration with the faculty member, the Academic Dean will submit a credit validation form for all new tenure-track faculty, regardless of whether they are seeking credit towards promotion or continuing appointment. Faculty seeking prior credit must provide justification to their dean. In the event a faculty member's degree status has changed subsequent to their hire, an official transcript will be required.

CURRICULUM DEVELOPMENT

Curricular development is the province of the faculty. Faculty should familiarize themselves with the governance process for curricular development and change. Developing new courses or revising existing courses is part of the faculty's professional obligation. Curriculum Change Forms are available on the Faculty Assembly website at <http://www.canton.edu/faminutes/>. These forms are also available on the Provost's webpage under Faculty Resources at <https://www.canton.edu/provost/resources.html>

DEPARTMENT/SCHOOL MEETINGS

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

FACULTY ABSENCE FROM CAMPUS

Faculty who, for valid reasons, must be absent from campus are required to contact their Department Chair and Dean in advance of any such absence and notify them of the arrangements that have been made to make up the class. Any class or laboratory session missed or cancelled must be made up in a reasonable way, i.e. other faculty will cover the class, the class will be rescheduled for another time, or guest lecturers will present to students.

GOVERNANCE PROCESS AND MEMBERSHIP

SUNY Canton is governed by the College Assembly. This organization makes recommendations to the President regarding policies of the college, especially those concerning academic programs. The College Assembly operates under a committee structure. The College Assembly webpage can be accessed via the Faculty/Staff link on the SUNY Canton home page (Username: canton\your email username; Password: your network password).

INSTITUTIONAL ASSESSMENT

SUNY Canton is accredited by the Middle States Commission on Higher Education (MSCHE) who provides standards and requirements of affiliation that lead the assessment process. The assessment process at SUNY Canton is guided by the Academic Assessment Committee, led by the Director of Assessment and the Non-Academic Assessment Committee, led by the Chair for Non-Academic Assessment. Faculty can expect to participate regularly in academic assessment, which is conducted annually and submitted on a pre-established cycle. Contact the Department Chair or Director of Assessment for specific responsibilities related to assessment.

INSTITUTIONAL RESEARCH

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

ONLINE LEARNING COURSE REVIEW PROCESS

The Online Learning Committee (OLC) is a peer-review governance body charged with reviewing and approving new and existing online, flex, and hybrid courses. New courses must be approved prior to online delivery and all previously approved courses must be reviewed every three years. Courses are evaluated using the governance approved SUNY Canton [Pre-Assessment OSCQR Rubric \(requires login\)](#) that is based on SUNY Online Course Quality Review Rubric (OSCQR). The College keeps an [Approved Online Course List \(requires login\)](#) with the status information for all approved online courses.

The OLC membership consists of a cross-section of campus faculty and staff. Information on the [Online Course Review Process](#) can be found on the Provost's webpage under Faculty Resources.

PROFESSIONAL DEVELOPMENT

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

Professional Development Funding Support

[Faculty should seek support for professional development from multiple sources:](#)

- \$ Department/Program Budgets
- \$ Academic Dean and Vice President for Academic Affairs
- \$ United University Professions (UUP) Individual Development Awards Program (IDAP); and tuition waivers
- \$ College Foundation Faculty/Staff Development Awards
- \$ Associated Colleges tuition waivers, and SUNY tuition waivers through the Human Resources Office

See your Academic Dean's Office for forms, deadlines, etc. **Please note:** SUNY Canton provides financial support for professional development when appropriate and feasible. SUNY Canton does not provide financial support for individual membership dues to professional organizations, fees for individual licenses, or fees for testing for such licenses.

RECRUITMENT ACTIVITIES

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

STRATEGIC PLANNING

Faculty should be familiar with the vision and mission statements of the campus (at <https://www.canton.edu/mission/>) and participate in its objectives. The institution has both long-term and short-term objectives at the campus and the curricular level. Details on strategic planning, and the strategic planning process, can be found at https://www.canton.edu/strategic_plan/ Participation in yearly review of the department's goals and objectives is expected.

C. **INFORMATION**

ACADEMIC RECOVERY

The goal of SUNY Canton is for every student to have a successful academic experience. Yet, some students fail to achieve a minimum grade point average or meet the required number of credits needed to continue in their academic studies.

[SUNY Canton's Academic Recovery program](#) gives students a second chance to improve their academic standing. The program provides a structured learning experience to help students raise their cumulative GPA towards good academic standing. All students on Academic Recovery are required to meet with their Academic Recovery Mentor each week. Students in the program are also required to participate in weekly Learning Commons Hours and study skills building sessions.

Students in the program must also meet with their Academic Advisor within the first three weeks of the semester to complete the Advising Checklist. After the Advisor signs the completed Checklist, it is the student's responsibility to return the completed Checklist to the Office of Student Support Services, MacArthur Hall, Room 604, or online only students may [submit the form electronically](#).

For additional information about the Academic Recovery Program please visit the [Academic Recovery](#) website or contact Shelly Thompson: smiddys@canton.edu or Johanna M Lee: leej@canton.edu.

ASSOCIATED COLLEGES

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

CENTER FOR LEARNING DESIGN, INNOVATION, AND ONLINE INSTRUCTION

The Center for Learning Design, Innovation, and Online Instruction administers the College's learning management system (Brightspace) and provides training on using Brightspace and other instructional technologies. The Center also assists faculty with designing and developing accessible online content and courses, as well as provides training in the area. Faculty interested in training and creating an online course or presence are encouraged to contact the Center at cldioi@canton.edu. Resources are also available on the [SUNY Canton Online](http://www.canton.edu/ol/faculty.html) webpage under [Faculty Resources](#) or via <http://www.canton.edu/ol/faculty.html>.

Digital Accessibility

Faculty are responsible for ensuring that any content shared with students such as Word documents, PDFs, presentations, publications, videos, images, podcasts, etc. is accessible, per federal ADA regulations. [The Center for Learning Design, Innovation, and Online Instruction](#) provides relevant training on creating accessible content for distribution through the learning management system (Brightspace) and other media.

Online Courses

The College's Center for Learning Design, Innovation, and Online Instruction provides faculty training in course development, pedagogy, and instructional technology. Online, hybrid, and FLEX courses offered for the first time require peer review by Online Learning Committee (*Internships and Senior Projects are exempt from review*). Online, hybrid, and FLEX courses should be revised and re-reviewed at least every three years.

An *online course* is defined as one for which all regularly scheduled classroom time is replaced by required activities completed at a distance and managed online. *Hybrid courses* combine face-to-face classroom instruction with asynchronous online instruction and have at least 10% of their scheduled class meetings replaced by online instruction. *FLEX courses* (converged modality courses) allow students to seamlessly switch amongst the modalities according to their needs, availability, or preference. Students select the attendance option on a per class basis. Contact the Center for Learning Design, Innovation, and Online Instruction at cldioi@canton.edu for support developing online courses; contact the peer-review Online Learning Committee (OLC) at olrc@canton.edu for information on the online course review committee.

Each course (regardless of the modality) has a corresponding online shell in Brightspace. Faculty are always able to access their online courses in Brightspace. Students' access to courses in Brightspace is limited to one week prior the semester starts and two weeks after the semester ends. Please view [Course Lifetime](#) document for more information about course access. To access more information about principles guiding online learning at SUNY Canton, please visit [Guidebook and Standard Operating Procedures Relevant to Online Learning at SUNY Canton](#).

COLLEGE ASSOCIATION, INC.

College Association, Inc. (CA) is incorporated as a not-for-profit educational corporation whose purpose is to operate, manage and promote services to the campus community in conjunction with the goals of SUNY Canton. The services that CA provides include campus dining programs, retail operations, catering, spirit shop, convenience store, campus IDs, student mail, laundry, textbooks, and student government accounting services.

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

All SUNY Canton cardholders, including employees and students, may deposit funds on their Roo Express account. This is a declining balance account that requires pre-payment. Cardholders may download the mobile app “GET Mobile” to establish and maintain their account. These funds can be used both on and off campus where Roo Express is accepted.

Connections Discount Program

The *Connections* discount program is available to faculty, staff, and students. This program offers a 20% discount when funds are added to your SUNY Canton ID card in the months of September and February. You have the choice of purchasing \$100 of flex funds at a cost of \$80, or \$200 of flex funds for \$160. These funds must be spent in the semester they are purchased at any of our dining facilities, or The Campus Store. For more information or to purchase this discount program, contact David Akins at Ext. 7624 or stop by MCC 115.

Student/Faculty/Staff IDs

College Association provides ID cards to the SUNY Canton community. Some ID card uses include campus dining, Roo Express, library resources, and access to the fitness center.

Complete an application for a faculty/staff ID card at <https://canton.presence.io/form/roo-card-id-request-form> Log in with your SUNY Canton NetID, complete the application and upload a photo for your card on the GET Mobile app. Your card will be mailed to you at the address you provided. If you have issues logging into, GET Mobile, email your photo to akinsd@canton.edu. Please call 315-386-7624 or email akinsd@canton.edu with any questions or to provide an alternate mailing address.

A \$20 replacement fee is applicable for all replacement cards. A new card may be purchased by going to Miller Campus Center 115 or calling 315-386-7624. ROO Express, Campus Cash, Debit and Credit cards are accepted.

Meal Plans

As a residential campus, the College requires that all students living in a residence hall participate in a meal plan. College Association's Dining Services offers multiple meal plan options. All residential meal plans include Campus Cash. Campus Cash may be spent at all dining locations, and at The Campus Center Store. All funds that come with a meal plan are non-refundable. Unused Campus Cash will roll over from Fall to Spring semester with the purchase of a Spring

Semester meal plan. If a student does not purchase a meal plan in the spring semester, the unused Campus Cash will be forfeited on the last day of the semester. Unused meals at the end of a week do not roll over.

All residential students will select their meal plan through the online survey on UCanWeb. Meal plan changes for residential students will be accepted until Friday of the first full week of classes each semester. Please email mealplans@canton.edu, from your campus email, and be sure to include your student ID number with your meal plan selection. Questions regarding meal plans, may be directed to David Akins in the College Association Student Support office in Miller Campus Center 115, or by calling 315-386-7624.

COLLEGE FOUNDATION

The Canton College Foundation was established in 1973 as a not-for-profit 501(c)3 organization with the mission of supporting the students, faculty, staff, and college community of SUNY Canton. Serving as the fundraising arm of SUNY Canton, the Foundation provides support for scholarships; student support; campus enhancements; laboratory equipment, innovative programs, applied research, and faculty and staff development. This support is generated from annual fundraising efforts and through the stewardship of the Foundation's endowment. The Canton College Foundation is governed by a Board of Directors comprised of alumni, faculty, staff, and supporters of the College.

CROSS REGISTRATION

Associated College (ACSLV): Cross Registration - Student

The cross-registration benefit of the Associated Colleges allows a full-time student registered at SUNY Potsdam, SUNY Canton, Clarkson University or St. Lawrence University to take classes at the other three ACSLV campuses, at no extra cost and without going through separate admissions procedures. Full-time students may register for a maximum of two courses per academic year. Tuition is paid only to the home institution. Some courses may have specific fees. These fees are the student's responsibility.

Associated Colleges (ACSLV): Cross Registration - Employees

Full-time employees of the four universities are also able to cross-register for courses as part of their contracted employment benefits. Students and employees may visit <https://associatedcolleges.org/services/cross-registration/> for more information. Cross-registration at another institution is provided on a space available basis, as of one week before classes begin at the host institution. A sufficient number of the host institution's students must enroll in a course to warrant its offering. The host institution's students will be given priority in those courses that become full to capacity. Cross-registered students will be admitted after all host institution students have had the opportunity to register for the course. Individual courses may be excluded from cross-registration by each institution.

Cross Registration - Cost

In accordance with the tuition benefits of the employee's home institution, there is no cost to the employee to cross-register for courses if the individual meets the eligibility requirements. Cross-registration is limited to two courses per academic year, a total of no more than 8 credits, and cannot exceed the tuition benefit limitations of the employee's home institution. The employee is responsible for any special fees, such as fees for labs, technical software, kits, and/or application

or registration.

SUNY Cross Registration Agreement - (for SUNY Students)

Please contact the Registrar's Office. Students are required to fill out an application at www.suny.edu/crossregister and gain the appropriate academic approvals in order to ensure that the course fulfills a degree requirement.

DIVERSITY AFFAIRS

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

EDUCATIONAL OPPORTUNITY PROGRAM (EOP)

The Educational Opportunity Program provides academic support services, personal counseling, and financial assistance to eligible students. Eligibility for EOP is determined prior to registration. The program assures that educational opportunities are accessible to students who normally would not be afforded the opportunity to pursue a college education.

First time EOP students must attend an EOP Summer Program in July and enroll in an EOP FYEP 101 – College Success Strategies. In addition to academic assistance, most EOP students are eligible for financial assistance to purchase textbooks and to pay a small portion of their non-tuition bill each semester.

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

EMPLOYEE ASSISTANCE PROGRAM

The Employee Assistance Program at SUNY Canton is a voluntary, confidential assessment and referral program that provides services as requested by employees. EAP is a benefit offered to SUNY Canton employees and their families. It is designed to offer a highly professional, confidential source of help for people who need assistance with personal problems or concerns. The program offers assessment, referral, and a 24-hour, 7 days a week answering service. Services may include:

- Assistance with family-related problems
- Assistance with emotional or physical illness, alcohol, and other drug-related problems
- Information on resources for childcare, eldercare, legal and financial support services
- Workplace health education and employee wellness programs

FITNESS CENTER

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

HAZARDOUS WASTE/BLOOD BORNE PATHOGENS

Hazardous and medical wastes must be properly disposed. For proper instructions, contact Environmental Health and Safety at 7631 or after-hours University Police at 7777.

HEALTH AND SAFETY POLICIES

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

INFORMATION SERVICES (COMPUTING POLICIES)

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

Instructional Resources

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

JUMP START

Each year a small group of eligible students are invited to take part in SUNY Canton's Jump Start Summer Program. The program is a way for students who do not meet all the criteria for admission into SUNY Canton to access higher education. However, unlike EOP, there are no financial eligibility requirements. The program, specifically designed to help students succeed in the fall semester, engages participants in skill-building online modules and remote activities that promote academic success and ease the transition to college. Students receive individualized assistance

from Jump Start faculty, student success coaches, and tutors.

LEARNING COMMONS

The [Learning Commons](#) includes Southworth Library, the Betty J. Evans Tutoring Center, and the Academic Recovery Program. The Learning Commons is committed to providing the college community with access to spaces, resources, and support that enhance teaching and learning. The Learning Commons features individual and group study spaces, silent zone study spaces, printers, scanners, and copier machines. The building is equipped with wi-fi, and provides access to laptops, iPads, and other technology. The building is open 130 hours per week including nights and weekends. The building is open 24/7 during final examinations. Services and resources are available virtually as well as on campus.

Betty J. Evans Tutoring Center

The [Betty J. Evans Tutoring Center](#) provides students with outside-the-classroom learning by offering a variety of educational resources and engagement opportunities. The Center holds International Tutor Training Program Certification through the College Reading and Learning Association (CRLA) and is staffed by peer and professional tutors who work with students on a drop-in basis. Faculty are encouraged to participate and to collaborate with the Tutoring Center. Examples of faculty engagement include holding weekly office hours in the Center, maintaining educational resources on reserve for their students, recommending potential peer tutors, and “embedding” a tutor in their course(s). Faculty are encouraged to include information about the Tutoring Center in their course syllabus and promote the service to their students. Services are available on-campus and virtually and include:

- Writing Center (supports writing across the curriculum)
- Business & Accounting Lab
- STEM (Science, Technology, Engineering & Math) Lab
- Late Night Tutoring

For additional information, please call (315) 386-7879 or [visit our website](#).

Southworth Library

The Southworth Library provides support for, and access to, educational resources for faculty and students. Research is supported by the library faculty who can assist in locating and assessing information. The library databases provide faculty, staff, and students the ability to perform filtered searches on broad or defined topics.

Faculty are encouraged to use the Textbook Reserve collection when planning for course texts. This collection reduces textbook costs for students by providing them with short-term loans for textbooks included in the collection as an alternative to purchasing books. Faculty are encouraged to make donations and suggestions to expand the collection.

Each Academic School has a library liaison who aids in the delivery of library services. Your library liaison is available to offer guidance and resources to assist in selection of materials for the collection that supports your curricular goals, including those related to the assessment of GER 12.

Library instruction is available upon request and can be tailored to meet the needs of your class or project. Instruction can be done in-person or virtually and focuses on the use of library resources, information management, and general orientation to the library databases and resources.

The Southworth Library holds a vast collection of digital and print books including specific collections such as diversity, equity, and inclusion, for supplemental and pleasure reading. Interlibrary loan services let patrons borrow books and materials for other lending libraries. A SUNY Canton identification card is needed to check out library materials.

For additional information, please call (315)386-7228 or [visit our website](#).

OFF CAMPUS EXTENSION SITES

Classes at any off-campus locations are scheduled through the Department Chair or Director.

OFFICE OF RESEARCH AND SPONSORED PROGRAMS

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

NOTE: Forms may be found on the ORSP website: <https://www.canton.edu/grants/>

OFFICE OF THE PROVOST & VICE PRESIDENT FOR ACADEMIC AFFAIRS

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

Note: Faculty Resources can be found on the Provost's webpage at <http://www.canton.edu/provost/resources.html>

ONE HOP SHOP

STUDENT SERVICE CENTER – FINANCIAL AID & STUDENT ACCOUNTS

The Financial Aid and Student Accounts Offices within the One Hop Shop provide personal financial assistance to students and their families from the time of initial application for admission until completion of study and beyond. The staff are involved with educating students about different aid programs and helping them through the annual application process as well as providing counseling on eligibility, indebtedness, and long-term planning for college financing. They also handle all student account payments.

In addition, staff work on educating students about federal and state academic progress guidelines. Instilling in them an awareness that the rate at which they pursue their degrees and the grades they maintain while in attendance can affect their ability to continue receiving financial aid. Academic progress guidelines are an important retention factor that all faculty and staff who are involved in academic advisement need to be aware of. (Please refer to the Student Handbook and/or the Academic Catalog or online at www.canton.edu/fin_aid/sap.html for academic progress guideline charts.)

More information on how academics can affect financial aid can be found in our Financial Aid Manual for Advisors found here www.canton.edu/media/pdf/Finaid_Advisor_Manual.pdf.

REGISTRAR

The Registrar's Office provides assistance to faculty/students regarding registration and grading procedures. Among other responsibilities, the Registrar's Office primarily handles:

- Course Changes
- Grade Changes
- DegreeWorks degree audit tool
- Transcripts
- Master Schedule
- Athletic Eligibility
- Non-Credit Course/Term Creation
- SUNY Cross Registration
- Residency

PERSONAL COUNSELING CENTER

The counseling center provides brief counseling for students with personal, social and emotional concerns. Individual and group counseling is available for topics including stress management, anxiety, depression, time management, relationships and crisis interventions. Services are free and confidential, to make a referral call 386-7314. The Counseling Center is located in Campus Center, Room 225.

PUBLIC RELATIONS & MARKETING

The Public Relations Office (PR) coordinates all official internal and external communications, college publications, and the College's website for a consistent message and appearance. It is the operational authority on all external communications related to televised, web, and print media in the effort of maintaining a consistent voice or message.

Advertising by the College falls into three general categories: classified, display, and electronic (radio, TV, website, mobile, etc...). Display and electronic advertising for student recruiting purposes is coordinated by the Office of Public Relations. Classified advertising used for employee recruitment is coordinated by the Office of Human Resources.

View the [Public Relations Policies](#) for further information.

READY CENTER

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

Services include providing quality, comprehensive, advising and student support services to prospective and admitted students, among them:

- Academic and career counseling
- Individual and group sessions on college success tips and study strategies
- Programs and services encouraging students to become responsible decision makers as they work toward achieving their educational and career goals in diverse settings
- Resume, cover letter & interview help, interest inventory & career information, financial education
- International education preparing students for a global workforce through programming and study-abroad opportunities

ADVISING & FIRST YEAR PROGRAMS

Advising Assistance for Faculty/Staff

- * Provide an advising resource manual via Brightspace (D2L). Faculty must self-enroll in the Brightspace shell. The manual is updated annually.
- * **INSTRUCTIONS TO ENROLL:** ON YOUR BRIGHTSPACE HOMEPAGE, CLICK DISCOVER IN THE TOP LEFT-HAND CORNER AND SEARCH ADVISING. SELECT THE SUNY CANTON ADVISING MANUAL AND CLICK ENROLL IN COURSE.
- * In conjunction with the Provost’s office, provide training to new faculty advisors and update opportunities to experienced faculty.
- * A resource for general advising questions as faculty advisors are meeting with their students.

Advising Assistance for Students

- * Provide in-depth advising session to incoming first-time students to explain degree requirements, advising process, choosing courses and working in UCanWeb.
- * Provide a supplement and a complement, not a replacement, to faculty advising.
- * Experts in DegreeWorks and RooSuccess for students and for faculty
- * Advising assistance for non-degree (non-matriculated) students.
- Advising for students in transition: such as those changing majors or transferring schools
- * Assist students in understanding their degree requirements and campus processes.
- * Be a resource for students in Academic Recovery to promote their academic success.

First Year Experience

FYEP 101: First Year Experience is designed to help facilitate the intellectual and social integration of first-time college students into the academic community at SUNY Canton. The

course is designed to engage students in critical thinking about their personal, academic, career, and social development as they make the transition to college life. Some sections are specialized for students' specific major or interests. The First Year Experience is intended to introduce students to strategies that will help them succeed in college and beyond. There is a course component that is one credit front loaded with the bulk of the content delivered before the mid-semester point. Students are asked to set goals and do self-reflection throughout the course. Students are exposed to campus resources, the basics of career planning, and the advising process. There is also an "experience" component to the course. Students are required to attend three campus events of their choosing throughout the semester. This encourages new experiences and a connection to the campus community. Any new student can take FYEP 101. Faculty and staff interested in teaching a section of FYEP 101 should contact Advising & First Year Programs (<http://www.canton.edu/fye/>) to express interest.

Placement Testing

AFYP administers the Accuplacer placement exam for incoming students as needed. See <http://www.canton.edu/testing/> for more detailed information on Course Leveling, placement and sample questions Accuplacer exam.

CAREER SERVICES

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

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

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

- **Handshake** (<https://canton.joinhandshake.com/>) is an online database of jobs, employers, and helpful alumni mentors. A student has access to career information and data within their major by creating their own account. Handshake has over 400,000 companies connected to the network. This platform is also used to host virtual career fairs and other workshops.
- **Focus2Careers** is an online assessment tool for career readiness and job interests. Links are available to the Department of Labor Occupational Outlook Handbook Database (OOH).
- **Big Interview** helps students to prepare for job interviews. Sometimes it's not enough to just read advice — you need to put that advice into practice! That's why Big Interview isn't just a training course, but a whole interview prep system. Students will get hands-on practice with mock interviews tailored to a specific industry, job, and experience level. They will be able to record their answers to a set of questions and then play back to see how they did. Students can submit the

results to Career Services or a professor for further input.

- **Vault** is best known for its influential rankings, ratings, and reviews on thousands of top employers and hundreds of internship programs. Vault's rankings and ratings are regularly featured and cited by the New York Times, the Wall Street Journal, Bloomberg BusinessWeek, Forbes, Fortune, Money, and countless other news outlets. Vault offers essential advice on resumes, cover letters, interviews, networking, and more. Their advice is geared toward everyone from students and recent grads to experienced professionals and business owners. In addition, the site offers detailed information on more than 840 professions and nearly 5,000 companies in more than 120 industries. This includes education requirements, skill requirements, salaries, advancement prospects, and more.

These resources are excellent material for classroom use! All the above services are also available to faculty and staff and can be accessed by going to the Career Services home page <https://careers.canton.edu/>. The website contains additional career resources and much more information. Reach out to careers@canton.edu if you wish to contribute to the content or share your classroom career resources.

INTERNATIONAL PROGRAMS

Information on SUNY Canton's international efforts can be found under the International Programs link on our website at <http://www.canton.edu/international/>. Partners include institutions in Cameroon, Ghana and Zambia. Partnerships include articulation agreements, online courses, long and short term abroad programs, collaborative faculty research, and faculty exchange programs. Plans are underway to include more short-term, faculty-led study abroad programs and international exchange programs. SUNY Canton is committed to globalization of the campus, and International Programs are a direct initiative of the President's Office. Contact the Department for International Programs or the President's Office for more details.

RELATIONSHIPS – CONFLICT OF INTEREST

With respect to outside employment or professional relationships:

Conflict of Interest

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

Abuse of Power Differential

Although many conflict of interest issues can be resolved, in a professional relationship outside the college involving a power differential stemming from the parties' working relationship at the college, the potential for serious consequences for the college and the

individual remains. Individuals entering into such relationships must recognize that:

- a) the reasons for entering into such a relationship may be a function of the power differential
- b) even in a seeming consensual relationship, where power differentials exist there are limited after-the-fact defenses against charges of conflict of interest, or abuse of power
- c) the individual with the power in the relationship will bear the burden of accountability; and
- d) such a relationship, whether in class or work situation, may affect the educational or employment environment for others by creating an appearance of improper, unprofessional, or possibly discriminatory conduct.

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

RELATIONSHIPS - ROMANTIC RELATIONSHIP POLICY

Staff at SUNY Canton will not engage in sexual and/or romantic relationships with any student over which they have direct authority in terms of employment or educational decisions. Direct authority over a student includes, but is not limited to, the following situations: Students enrolled in a faculty member's course, supervisors of work study or student assistants and the students they supervise, advisors to organizations or clubs and members of that organization or club, coaches or trainers of an athletic team and members of that team, residence hall directors and students in that residence hall, counselors and student clients, academic advisors and their advisees.

RESIDENCE HALL DIRECTORS

Each residence hall has a live-in Residence Hall Director available to help students in their adjustment to college and residence hall living. The Office of Residence Life is located in Mohawk Hall.

STUDENT ACCESSIBILITY SERVICES

It is the College's policy to provide, on an individual basis, academic adjustments to its requirements for students who have disabilities that may affect their ability to fully participate in program or course activities or to meet course requirements as well as non-academic program or activity requirements, including, but not limited to clubs, residence life and meal plans, and athletics. Modifications may include but are not limited to:

- testing or classroom modifications
- modifications to policies and practices in academic and student activities
- use of auxiliary aids or services

Student Accessibility Services staff members are available to work with students with physical, learning, psychological, medical, or other disabilities to help them better understand the nature of their disability, develop self-advocacy skills, and to determine appropriate access plans.

The Student Accessibility Services Office can help students who need assistance receive accommodations to make a smooth transition to SUNY Canton and participate fully in college

life. Services are available to students with a documented disability, such as medical or physical conditions, learning disabilities, or mental health diagnoses. Students must register with the office in order to obtain the necessary academic adjustments and accommodations. Students are encouraged to do so as early as possible. Faculty are notified, confidentially, through inter-campus e-mail regarding eligible students in each class. It is the faculty's responsibility to provide required accommodations.

Information pertaining to students with disabilities can be found in Miller Campus Center 235 or on the webpage at: <http://www.canton.edu/accessibility/>
The Director of Student Accessibility Services welcomes questions and concerns from faculty regarding individual students with disabilities in their courses.

Special Testing Accommodations

The Office of Student Accessibility Services provides alternate testing accommodations to students when accommodations cannot be provided by the faculty. Eligible students requesting an alternate testing location are encouraged to complete the form on the webpage and schedule tests with the Student Accessibility Services office. Faculty are responsible for delivering and picking up exams at the Office of Student Accessibility Services (Miller Campus Center 235). Best practices are to email the exam or quiz to exams@canton.edu no later than 24 hours before the assessment is given in class. A complete description of the policy can be found in the Guide to Student Accessibility Service on the SAS website.

Textbooks in Alternate Format

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

Course Substitutions

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

STUDENT AFFAIRS DIVISION OFFICE

The Office of the Division of Student Affairs, located in Miller Campus Center Room 229, provides support, services, resources, advocacy for students, activities, events, social programming, and leadership opportunities--- all designed to help students transition to campus life and make the most out of their learning experience. Specifically, the Student Affairs Division Office can help a student obtain assistance in:

- student advocacy and locating an advocate
- addressing crisis situations
- developing responsible behavior patterns
- learning how to get involved in campus life

- accessing campus resources
- reporting a complaint about another student(s)
- learning of and protecting your rights as a student
- viewing a copy of the *Student Handbook* which can be found online (<https://www.canton.edu/student-handbook/>)
-

TRiO STUDENT SUPPORT SERVICES PROGRAM

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

TRAVEL POLICIES

Requests for state-supported travel are completed on a Travel Request Form (T-1), available on the travel website: <http://www.canton.edu/travel/forms.html>. Travel requests must be completed at least two weeks prior to date of travel. Approval to travel is required by your supervisor and whoever is funding the travel. Any out of state travel must be approved by the appropriate VP.

The campus maintains a fleet of vehicles for use by approved faculty and staff members for official travel as part of their campus duties. In order to be approved for use of vehicles, an employee must submit a Driver Clearance Application (available from your School Dean's Office, Physical Plant Office or online at <http://www.canton.edu/forms/>). State vehicles should be used unless unavailable and will be reserved through the T-1 form.

The State of New York has a Corporate Travel Card Program to provide employees with a mechanism to pay for travel expenses. Any employee who travels at least once a year may apply for a card through the Travel Office at SUNY Canton. Detailed Travel Card Program Guidelines can be found on the website at <http://www.canton.edu/travel/tcard.html> and an application can be found on the website at: <http://www.canton.edu/travel/forms.html>.

Upon return of your trip, all travelers must submit a travel voucher detailing all expenses including both corporate Travel Card charges and out of pocket expenses. Travel Vouchers must be completed within 2 weeks of return.

See Professional Development (page) for other types of travel support.

UCANWEB

UCanWeb (<https://www.canton.edu/ucanweb/>) is the portal to academic information for both faculty and students at SUNY Canton. Login with the users NetID is required.

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

Faculty must enter grades for their students in UCanWeb. They can also see their class rosters and

information on various courses offered in the college, and they can retrieve basic information including midterm grades for their students and/or advisees. Using the email addresses set up in Banner/UCanWeb also allows students and faculty to send emails to each other. Information contained in UCanWeb is protected under the FERPA policy and should be protected as outlined in the policy. See (<https://www.canton.edu/registrar/guides/>) for a list and instructions for the functions available in UCanWeb.

- Workflow

Workflow is a tool within UCanWeb used to move student requests through the approval process. Students can request instructor permission to get into a course, request to withdraw from some or all classes and submit a change of major request. Instructors and advisors will receive an email when a student request is awaiting response. Workflow requests have a time limit and instructors are requested to act on them as soon as they can. More details can be found on the How-To Guides page (<https://www.canton.edu/registrar/guides/>).

UNIVERSITY POLICE (911 ISSUES)

All emergency situations (medical, mental health, counseling, or disciplinary matters should be coordinated through University Police at 7777.

D. APPENDICES

List of Important Offices

Academic Affairs Organizational Chart

Instructions on Accessing UCanWeb for the First TimeSyllabus Outline

Online Course Syllabus Outline Uploading

Your Syllabus to UCanWebCourse Outline

FERPA Guidelines (*FERPA – Family Educational Rights & Privacy Act*)Guidelines
for Teaching Writing Intensive Courses

RooSuccess How to Raise a Flag Student

Course Comment Questionnaire

LIST OF REFERENCE DOCUMENTS

Academic Calendar <http://www.canton.edu/academic/calendar/>

Annual Reports – See Dean

Campus Maps <http://www.canton.edu/map/>

General Education Approved Course List - <https://www.canton.edu/gened/>

Mission, Goals, Objectives & Assessment – Strategic Plan -

http://www.canton.edu/strategic_plan/

SUNY General Education Guidelines - <http://www.canton.edu/provost/assessment/>

Travel Forms <http://www.canton.edu/travel/forms.html>

Faculty/Staff Directory - https://banweb.canton.edu/pls/prod/canton_misc.P_Campus_Dir

Office Contacts - <https://www.canton.edu/contacts/>

HANDBOOKS AND MANUALS

Policies and Procedures Manual - <http://www.canton.edu/policies/>

Student Handbook - <https://www.canton.edu/student-handbook/>

College Catalog - <http://www.canton.edu/catalog/>

Labor Contracts - <https://www.canton.edu/hr/contracts.html>

Board of Trustees Policies (Distributed by Human Resources) -

<https://www.suny.edu/about/leadership/board-of-trustees/>

LIST OF IMPORTANT OFFICES

OFFICE OF THE PRESIDENT Zvi Szafran, President Michalea Young, Executive Assistant to the President Lenore VanderZee, Vice President for Strategic Relations & Communications	MAC 616	7204
Dale Rice, Director, Small Business Development Center	FH 201	7312
ACADEMIC AFFAIRS		
OFFICE OF THE PROVOST Peggy De Cooke, Provost & Vice President for Academic Affairs Renee Campbell, Assistant to the Provost	MAC 608	7202
School of Business & Liberal Arts Kenneth Rhee, Dean	MAC 614	7328
School of Science, Health, and Criminal Justice Michele Snyder, Dean	Cook 125	7401
Canino School of Engineering Technology Michael Newtown, Dean	NN 105	7411
Admissions Melissa Evans, Executive Director of Enrollment	FH 100	7123
Learning Commons Johanna M Lee, Executive Director	SL 115	7879
Registrar Sharon Tavernier, Registrar	CC 012	7616
Center for Learning Design, Innovation, and Online Instruction Tonka Jokelova, Director	MAC 202	7118
Institutional Research Sarah Todd, Director	MAC 224	3975
Academic Assessment Kirk Jones, Coordinator	MAC 502	7605
Non-Academic Assessment Johanna M Lee, Coordinator	SL 115	7910
STUDENT AFFAIRS Courtney Bish, Vice President for Student Affairs & Dean of Students Amanda Carr, Assistant to the Vice President for Student Affairs	CC 229	7120

Counseling Melinda Miller, Director	CC 225	7314
Diversity Affairs Lashawanda Ingram, Director	CC 211	7128
Health Services TBD, Director	CC 004	7333
Residence Life John Kennedy, Director	MH	7513
Student Activities, Involvement, and Leadership Priscilla Leggette Collins, Director	CC 211	7315
Athletics Randy Sieminski, Director	Roos House	7335

ADMINISTRATIVE SERVICES

Shawn Miller, Vice President for Administration/Chief Financial Officer/Research Foundation Operations Manager	FH	3820
Amanda Rowley, Assistant to the Vice President of Administration/Travel Coordinator	FH	7559

INFORMATION SERVICES Kyle Brown, Chief Information Officer, and Assistant Vice President for Information Services	SL	7614
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FACILITIES MANAGEMENT Michael McCormick, Assistant Vice President for Facilities	CS	7222
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ONE HOP SHOP (Financial Aid, Student Accounts) Amanda Crump, Director & College Accountant Suzanne Davis, Director, Financial Aid Alicia Flynn, Student Accounts	CC 012	7616
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BUSINESS OFFICE Melissa Tulip, Director of Budget Megan Warren, Purchasing	FH 202 FH 206	7338 7555
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HUMAN RESOURCES Joann Ellis, Director	FH 218	7325
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UNIVERSITY POLICE Timothy Ashley, Chief of Police	DH	7777
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ACADEMIC AFFAIRS ORGANIZATIONAL CHART

Provost & Vice President for Academic Affairs – *Peggy A. De Cooke*

School of Business and Liberal Arts – *Dean, Kenneth Rhee*

Applied Psychology Dept. – *Dept. Chair, Barat Wolfe*

Business Dept. – *Director, Nicholas Kocher*

Health Care Management Dept. – *Dept. Chair, Marela Fiacco*

Humanities Dept. – *Dept. Chair, Alainya Kavaloski*

Social Science Dept. – *Dept. Chair, Maureen Maiocco*

Canino School of Engineering Technology – *Dean, Michael Newtown*

Civil & Construction Dept. – *Dept. Chair, Adrienne Rygel*

Decision & Graphic Media Systems Dept. – *Dept. Chair, Christopher Sweeney*

Electrical Technology and Engineering Science Dept. – *Dept. Chair, Stephen Frempong*

Mathematics Dept. – *Dept. Chair, Alice Reed*

Mechanical & Energy Technologies Dept. – *Dept. Chair, Lucas Craig*

School of Science, Health, and Criminal Justice – *Dean, Michele Snyder*

Criminal Justice & Intelligence Dept. – *Dept. Chair, Kelly Peterson*

Cybersecurity Dept. – *Dept. Chair, Kambiz Ghazinour*

Science Dept. – *Dept. Chair, William Rivers*

Funeral Service Administration – *Program Director, David Penepent*

Nursing (B.S., AAS, and Certificate) Dept. – *Director, Kimberly Davies*

Physical Therapist Assistant – *Program Director, Deborah Molnar*

Sports Management & Health & Fitness Promotion Dept. – *Dept. Chair – Diane Para*

Veterinary Science Technology Dept. – *Dept. Chair – Wendy Kuceyeski*

Academic Support Services & Instructional Technologies

Admissions – *Executive Director - Melissa Evans*

Advising and First Year Programs – *Director - R. Chad Brown*

Academic Recovery – *Director – Johanna M Lee*

Student Accessibility Services – *Director - Megan Riedl*

Assessment (Non-Academic) – *Director - Johanna M Lee*

CSTEP – *Interim Director - Paul Todd*

Career Services – *Director - Julie Parkman*

Educational Opportunity Program – *Director – Matthew McCluskey*

International Programs – *Director - Erin Lassial*

Learning Commons: *Executive Director – Johanna M Lee*

Registrar's Office – *Registrar – Sharon Tavernier*

Southworth Library – *Director - Vacant*

Betty J. Evans Tutoring Center – *Director - Melissa Manchester*

Center for Learning Design, Innovation, and Online Instruction – *Director - Tonka Jokelova*

TRiO Student Support Services – *Director – Hillary Wolfe*

Military & Veteran Affairs – *Director - Patrick Massaro*

Institutional Research – *Director - Sarah Todd*

UCANWEB

Instructions on Accessing UCanWeb for the First Time

<https://www.canton.edu/ucanweb/>

NetID and Password – same as what you use to access your email and login to your campus-issued computer.

1. Use the link above to access UCanWeb. You can also find a link under Quick Links on the SUNY Canton homepage
2. Click on the first option, Enter Secure Area. You will be prompted to select a campus, then login using your NetID and Password.
3. Next, the Terms of Usage page will appear, and you can either accept the terms or exit out. If you accept the Terms of Usage, click on the Continue button.
4. You will also be asked to define a security question and the answer to that question. This security question could be useful in the future if you forget your PIN, so make sure you remember what you specified here. Also, take care that others will not know the answer to this question, since they would then be able to access the system. Click Submit to proceed to next page.
5. You will now see the Main Menu. You have now completed the First-Time Login process. The next time you login, you will go straight to the Main Menu. Feel free to check out the different menu options.
6. Reminders are sent via email from the Registrar's Office for key academic dates that require entry in UCanWeb, such as the submission of mid-term or final grades.
7. For security purposes, make sure that you exit the system when you are done or if you will be away from your computer for any length of time. The EXIT link appears in the upper right corner of the screen.
8. If you encounter any problems or have questions on this process, please call the Registrar's office at 386-7616 or email registrar@canton.edu.

Instructions for Accessing Workflow

1. On the UCanWeb login page (<https://www.canton.edu/ucanweb/>) use the link to [Workflow](#) rather than Enter Secure area as above.
2. Users will receive an email indicating that there is a workflow request awaiting review.
3. Workflow utilizes a Username and Password that is different from the NetID. That should be supplied to new instructors as part of the onboarding process.
4. Once you login to Workflow, any pending requests will be displayed. Instructors and advisors can review the workflow request to determine whether to approve it or not. Reaching out to the student with any questions can be done via either email or phone. Every workflow contains a field for the student to enter a current phone number. Once complete, the request should be submitted so that it can move on for the next person to take action on it.

SYLLABUS OUTLINE

SUNY CANTON
SYLLABUS
Canton, New York

DEPARTMENT/PROGRAM/SCHOOL:

COURSE NAME AND NUMBER:

SEMESTER/YEAR:

CREDIT HOURS:

INSTRUCTOR:

OFFICE ADDRESS:

OFFICE HOURS/VIRTUAL HOURS:

OFFICE TELEPHONE:

EMAIL ADDRESS:

COURSE DESCRIPTION

* [Copy and paste from the course catalog located at [Curricula Approved Course Outlines](#)] *

PRE-REQUISITES

CO-REQUISITES

STUDENT LEARNING OUTCOMES

STUDENT LEARNING OUTCOMES: (From Course Outline) (Competencies addressed.)	<i>Institutional SLO (ISLO)</i>

ISLO CODES

1-Communication Skills; 2-Critical Thinking; 3-Foundational Skills; 4-Social Responsibility; 5-Industry, Professional, Discipline-Specific Knowledge & Skills

Please use the # and the topic heading. It is suggested to limit each outcome to one SLO, where possible.

Example:

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

REQUIRED TEXT(S) [Author, title, ed., publisher, date, link to [SUNY Canton Online Bookstore](#)]

OTHER REQUIRED MATERIALS

COURSE REQUIREMENTS/EVALUATION CRITERIA

CLASSROOM POLICIES

CLASSROOM CONDUCT Students are expected to comply with all academic and behavioral standards established in the [SUNY Canton Code of Student Conduct, Rights, and Responsibilities](#) (Code). The Code is published in the [Student Handbook](#) and is accessible from the [SUNY Canton homepage](#).

ATTENDANCE POLICY

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

ONLINE SYLLABUS OUTLINE

(visit [CLDIOI OSCQR-friendly Syllabus](#) to access an accessible syllabus template with pre-filled sections to more closely address OSCQR standards, and [CLDIOI Course Schedule template](#) for an accessible schedule sample.)

SUNY CANTON
Syllabus
Canton, New York

DEPARTMENT/PROGRAM/SCHOOL:

COURSE NAME AND NUMBER:

SEMESTER/YEAR:

CREDIT HOURS:

INSTRUCTOR:

OFFICE ADDRESS:

OFFICE HOURS/VIRTUAL HOURS:

OFFICE TELEPHONE:

EMAIL ADDRESS:

Technical Support Information

- For issues with *NetID*, *passwords*, or *campus email*:

Contact the SUNY Canton Help Desk:

- Call 1-315-386-7448
- Email: helpdesk@canton.edu
- Visit: [SUNY Canton Information Services](#) for hours of operation

- For issues with *Brightspace*

Contact the SUNY Online Help Desk:

- Call 1-844-673-6786
- Submit a ticket at [SUNY Online Support Services Help Desk](#)

* Find more Brightspace resources at [SUNY Canton Brightspace Info Center](#).

Course Description

* [Copy and paste from the course catalog located at [Curricula Approved Course Outlines](#)] *

Pre-Requisites

Co-Requisites

Minimum Technology Requirements

- **Internet Connection:** A broadband connection such as cable or DSL is preferred. Ethernet connections are highly recommended for test taking. **Dial-up and Wi-Fi connections introduce connection interruptions when taking tests in Brightspace.*
- **Operating System:** To be able to participate in this online course, your operating system must conform to these [Technology Requirements](#).
- **Web Browser:** For the best possible experience in this online course, we recommend using browsers based on [D2L Brightspace Browser Support](#). In addition, you can use the [System Check](#) link on your Brightspace landing page to check system compatibility for every login.
- **Hardware:** Please see the list of required hardware from the list of [Technology Requirements](#).
- **Additional Software:** To be able to fully participate in this course, you are required to use the following software: Microsoft Word, Microsoft PowerPoint (or PowerPoint Viewer), Adobe Acrobat Reader. **Specific course requirements might differ.* Software downloads are available at [Technology Requirements](#).

Student Learning Outcomes

After successfully completing this course, you will be able to:

** [Copy and paste from the course catalog located at [Curricula Approved Course Outlines](#)] **

Course Overview

** [Provide a quick introduction to the course, as well as each module. Please include the type of assignments the students will be required to submit, e.g., written assignments, discussions, quizzes, a final research paper, etc.]*

Required Text(s)

** [Author, title, ed., publisher, date] **

To purchase your required texts, visit [SUNY Canton Online Bookstore](#).

Other Required Materials

** [Provide a list of additional required materials the students will need] **

Tools & Software

In this course, you have access to some tools and software that you will find beneficial.

- As the Learning Management System, our College uses Brightspace by D2L ([D2L Privacy Statement](#)).
- In addition, we might use a video streaming tool called Panopto ([Panopto Privacy Policy](#)).

Course Requirements/Evaluation Criteria

** [Indicate how students will be evaluated – see the examples below. Also indicate if student satisfaction or other surveys are required. Indicate proctoring requirements if used.] **

Example 1 – Grading Categories

Assignment Category	Grade Weight/ Point Distribution
---------------------	----------------------------------

Discussions	20%
Written Assignments	30%

Final Paper	50%
Total	100%

Your final grade will be calculated based on the following grading scheme:

Example 2 – Grading scheme

From %	To %	Letter grade
100	90.0	A
89.9	85.0	B+
84.9	80.0	B
79.9	75.0	C+
74.9	70.0	C
69.9	65.0	D+
64.9	60.0	D
59.9	0	F

Netiquette

** [Refers to general guidelines of acceptable behavior for electronic communication, details consequences for threatening or harassing language. Link to the college's Computer Use & Network Policy. An example of netiquette guidelines can be found in the [Netiquette Guide for Online Courses.](#)] **

Feedback Schedule

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

Method of Delivering Assignments

** [Example: Please submit work via ...All submissions should be titled with the student's last name accompanied by their first initial and course title (e.g., SmithJ_EDUC205).] **

Late Submission Policy

** [Example: If, for any reason, you are unable to meet any deadlines, please contact the professor immediately. Late submissions of graded learning activities may not be accepted for grading or accepted at the discretion of the professor. If a late submission is not accepted, the resulting grade for the activity will be a zero, and that zero will be included in arriving at a final grade for the course. Any late submissions of graded learning activities that are accepted may be penalized at the discretion of the professor.]*

Attendance Policy/Participation Requirements

** [Specify any asynchronous or synchronous components.] **

Emergency or Interruption in Computer Service Policy

** [Example: "Prepare for unexpected problems and emergencies. Understand that problems and glitches do occur in online learning, as they do in any learning environment. Have a back-up plan, such as using*

the computers at a local library, for submitting assignments in case your computer crashes or your service is interrupted.”

*Specify how emergencies or interruption in service will affect assignment deadlines.] **

Connectivity Resources

If you are a part of a low- or no-bandwidth household, below are some resources to assist you:

- [EveryoneOn](#) is an organization that connects low-income households with low-cost broadband and/or device discounts
- New York State’s [Affordable Internet Options](#)
- [Affordable Connectivity Program](#)

Academic Assistance

The [Academic Assistance](#) (Current Students) link in Brightspace (in the Help menu) is your “one stop shop” for when you need help with your courses. It contains important resources such as contacts to student support offices (Student Accessibility Services, Advising & First Year Programs, The Betty J. Evans Tutoring Center, and others), technology resources, a set of College Tips to help you succeed as a student, and links to student life associations, organizations, and other resources available to you.

Academic Conduct

Students are expected to comply with all academic and behavioral standards established in the [SUNY Canton Code of Student Conduct, Rights, and Responsibilities](#) (Code). The Code is published in the [Student Handbook](#) and is accessible from the [SUNY Canton homepage](#).

Accessibility Policy

Any student with a documented disability who is eligible for, or has questions regarding accommodations, should contact SUNY Canton’s office of [Student Accessibility Services](#).

Diversity Statement

In this course, students from all backgrounds and perspectives will be served equally. The diversity that students will bring to this class will be viewed as a resource, strength, and benefit to all. To that end, it is my intention to present content and activities to you that are respectful to gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Please let me know if there is anything else that I, as the instructor, or SUNY Canton can do to improve the effectiveness of this course for you or other students.

For more information, please consult the [Center for Diversities & Inclusion](#).

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

MASTER COURSE SYLLABUS

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



MASTER SYLLABUS

COURSE NUMBER – COURSE NAME

For available course numbers, contact the Registrar's Office at registrar@canton.edu

CIP Code:

For assistance determining CIP Code, please refer to this webpage <https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=55>
or reach out to Sarah Todd at todds@canton.edu

Created by:
Updated by:

School:
Department:
Implementation Semester/Year:

- A. **TITLE:** (Full Title) (*Please limit to 30 characters*)
- B. **COURSE NUMBER:** (4 Letter Course Designator and Number)
- C. **CREDIT HOURS:** (X) number of lecture hours per week for (X) number of weeks
Prototypically, for a 15-week course one credit is awarded per:
- One hour (50 minutes) of lecture per week
 - Two to three hours of lab or clinical per week
 - Two hours of recitation per week
 - 40 hours of internship
- D. **WRITING INTENSIVE COURSE:** (Yes or No)
- Yes denotes course is permanent writing intensive course for every section, every semester.
 - No denotes course is not a writing intensive course; or it may be some semesters for some sections, but not all.
- E. **GER CATEGORY:** (GER # and Category Title; or “None”)
- F. **SEMESTER(S) OFFERED:** (Fall, Spring, Fall and Spring)
- Fall signifies course will be offered during fall semester but does not preclude occasionally offering the course during spring semester as well.
 - Spring signifies course will be offered in spring but does not preclude occasionally offering the course during fall semester as well.
 - Fall and spring signifies course will be offered during fall and spring semesters.
- G. **COURSE DESCRIPTION:** (A brief description, 4-6 sentences, **MUST** be in present tense)
- Begin with “In this course students...”
 - Do not include pre- or co-requisites in the course description
 - Do not include credit hours in course description
- H. **PRE-REQUISITES/CO-REQUISITES:** (List courses or indicate “none”)
- a. Pre-requisite(s): 4 Letter Course Designator and Number or “none”
Pre-requisite must be in progress or completed at time of registration
- b. Co-requisite(s): 4 Letter Course Designator and Number or “none”
Co-requisite must be taken concurrently, even if student has already passed the co-requisite course.
- c. Pre- or co-requisite(s): 4 Letter Course Designator and Number or “none”
Pre- or co-requisite course must be taken concurrently; OR is either in progress or completed at time of registration.
- Allowed pre- or co-requisites: Courses, grade earned in pre-requisite course, credits earned, and major restrictions.
 - Cumulative GPA pre-requisites allowed only for internships.

I. STUDENT LEARNING OUTCOMES:

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

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

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

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

*Include program objectives if applicable. Please consult with Program Coordinator

J. **APPLIED LEARNING COMPONENT:** Yes _____ No _____

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

Yes or No

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

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

Sample of APA Reference (book):

Hirsh, R.A. (2004). *Early childhood curriculum: Incorporating multiple intelligences, developmentally appropriate practice and play*. Boston, MA: Pearson Education.

Sample of MLA Reference (book):

Brinkley, Alan. The Unfinished Nation. New York: Knopf, 1993.

Sample of American Sociological Society (ASA) Reference (book):

De Anda, Roberto M. 1995. *Chicanas and Chicanos in Contemporary Society*. Boston, MA: Allyn and Bacon.

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

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

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

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

Assignments
Final
Midterm
Participation
Project
Quizzes

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

- I. Topic
 - A. Content
 - B. Content
 - C. Content
- II. Topic
 - A. Content
 - B. Content
 - C. Content

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

**NOTE: To compose your course syllabus please use the following course syllabus template: [link
TBA]**

WHAT IS FERPA?

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

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

What is a Student Educational Record?

- Virtually any information provided by a student to the university or created through the educational process is considered a student educational record. Common examples are:
 - personal information
 - enrollment records
 - grades
 - schedules
- The storage medium in which you find this information does not matter. Examples of things that may be student educational records are:
 - a document in the Registrar's Office
 - a computer printout in your office
 - class rosters in any format (paper or electronic)
 - Gradebook in any format (paper or electronic)
 - notes you have taken during an advising session (paper or electronic)

What are the Basic Rules?

- Student educational records are considered confidential and may not be released without the written consent of the student.
- As a faculty or staff member you have a responsibility to protect educational records in your possession.
- Some information is considered public (sometimes called "Directory Information"). This information can be released without the student's written permission. However, the student *can* choose to consider this information confidential as well. Directory Information is: *Student's Full Name, Local Address and Telephone Number, Campus Email Address, Home Address and Home Telephone Number, Date of Birth, Major Field of Study, Dates of Attendance, Degrees and Awards Received, Date(s) of Graduation, Participation in officially recognized sports and activities, and the most recent previous educational institution attended.*
- You have access to information only for legitimate use in completion of your responsibilities as a university employee. Need to know is the basic principle.

- If you are ever in doubt, do not release any information until you get sufficient information from the office responsible for student records. Call the Registrar at 386-7616, or refer the request to that office.

Rules of Special Importance to Faculty

To avoid violations of FERPA rules, **DO NOT**:

- at any time use any part of the Social Security Number of a student in a public posting of grades
- ever link the name of a student with that student's Social Security Number in any public manner
- leave graded tests in a stack for students to pick up by sorting through the papers of all students
- circulate a printed class list with student name and Social Security Number or grades as an attendance roster.
- discuss the progress of any student with anyone other than the student (*including parents*) without the consent of the student
- provide anyone with lists of students enrolled in your classes for any commercial purpose
- provide anyone with student schedules or assist anyone other than university employees in finding a student on campus

GUIDELINES FOR TEACHING WRITING INTENSIVE COURSES

A writing intensive course uses writing as an important tool in the discipline studied and is not designed primarily to teach the technical aspects of writing. Emphasis is on using writing as a means of sharpening thinking and understanding the subject. All faculty have the ability to help students improve their writing; furthermore, student writing requires thought and enhances retention. Providing students with plenty of opportunity to practice this skill is the main goal in a writing intensive course. Clear guidelines about AI should be established early on.

Specific Guidelines

1. Weekly writing assignments, evaluated/commented on by the instructor (graded, ungraded), such as:

- a. Journals
- b. Questions/responses/discussions
- c. Summaries
- d. Essay exams/quizzes
- e. Letters/resume writing

with the following objectives to be met:

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

2. Sustained/cohesive writing project, evaluated/commented on and graded by the instructor (including substantial work with revisions, or several shorter writing assignments with revisions). Examples include:

- a. Research Project/Paper
- b. Analytical Paper
- c. Case Study
- d. Technical Report
- e. Creative Project
- f. Comparison/Contrast
- g. Extended definitions
- h. Exploration of topic
- i. Explanation of process or idea
- j. Collaborative Learning Projects

with the following objectives to be met:

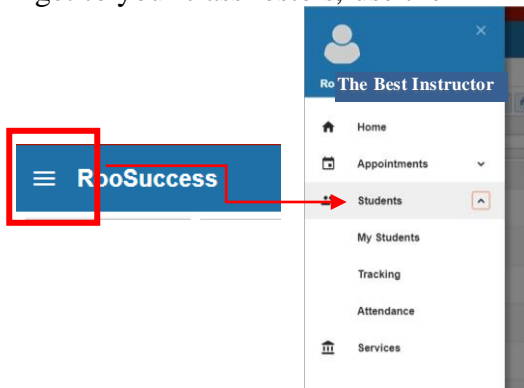
- a. meets assignment requirements specified by instructor (including, but not limited to, sources and vocabulary appropriate to the subject matter)
- b. if outside resources are used, students will demonstrate appropriate use of conventional citations and references for the discipline
- c. the inclusion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

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

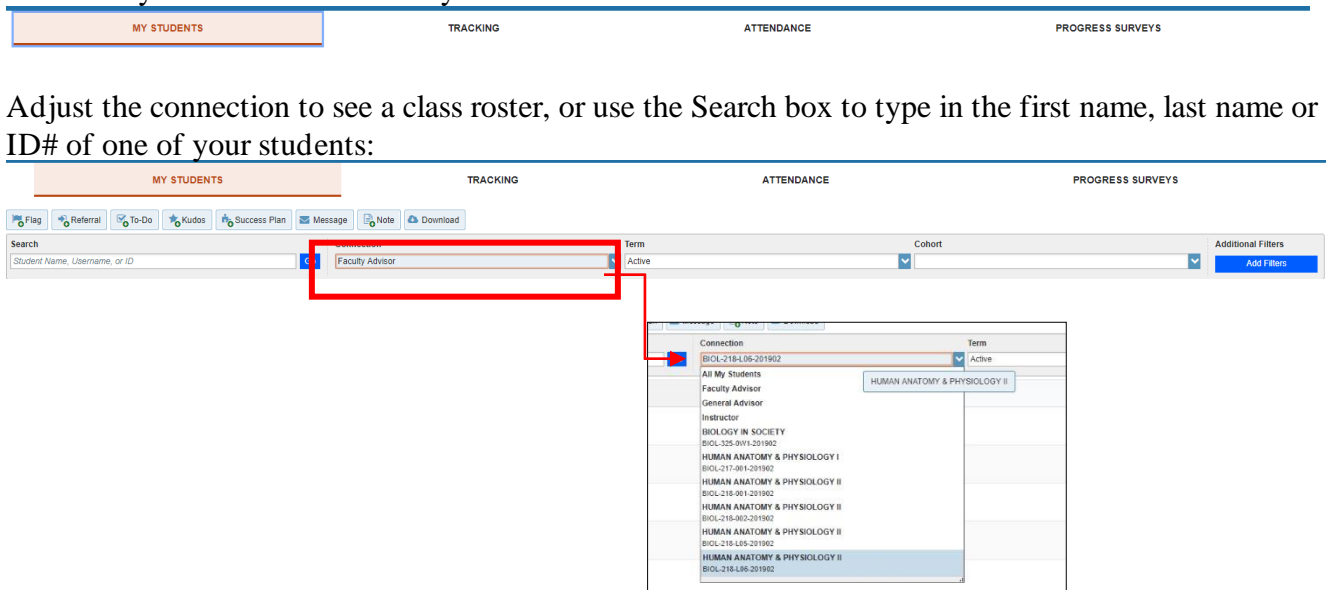
ROOSUCCESS – PROCESS TO RAISE A FLAG

[Link to RooSuccess](#)

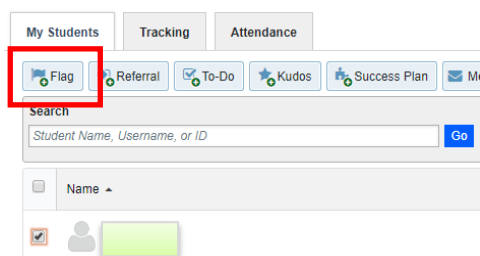
There are several different ways to go about raising a flag on a student in one of your classes. First, to get to your class rosters, use the “hamburger” menu in the top left corner:



Choose My Students to see all of your students:



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



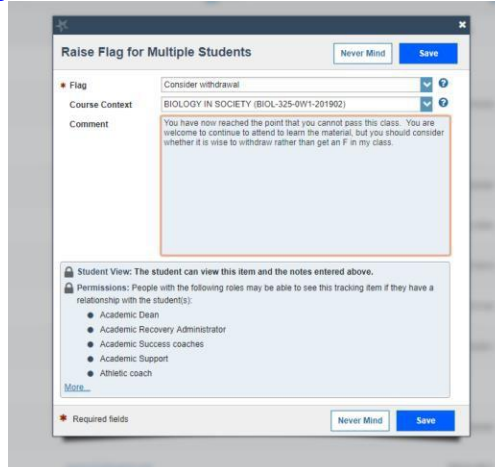
2) Or rollover student name and then add flag button:



Once you select the student(s), you can see the list of flags that you can raise in this situation. These mirror the reasons we have had in the past.



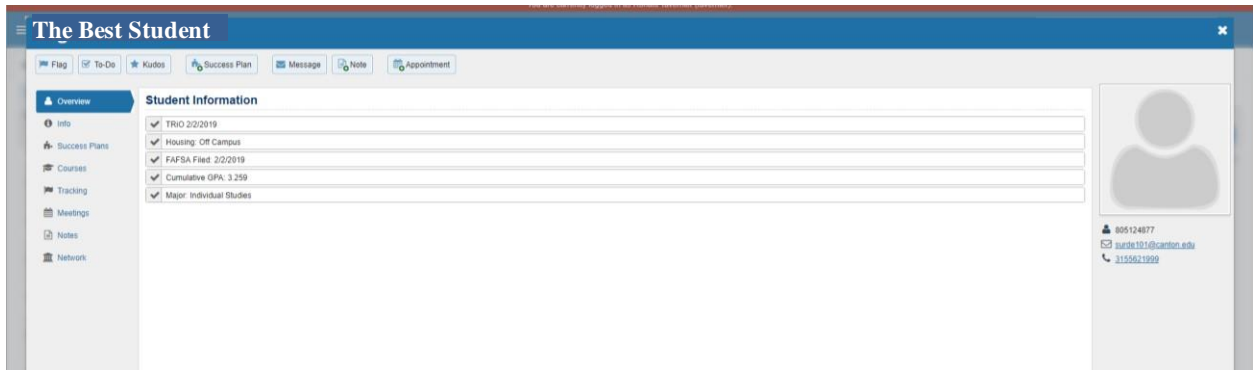
Once you choose a flag type, you will have the chance to add a comment specific to the situation. The default comment will be sent to the student as you see it, unless you edit it. To see the email templates attached to each flag type, see <http://www.canton.edu/roosuccess/email.html>



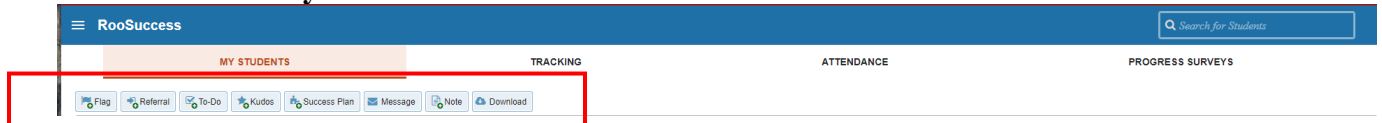
When you save a flag, an email will go to the student, to the flag raiser (you) and to the student's faculty advisor. EOP and TRiO counselors, RD's and coaches can see flags and comment as well.

To see if others have commented on the Flags that you raised, go to the student:

Click on student name to open their "folder" and see more information on that student. Go to tracking to see all flags raised on that student. Go to Notes and look for "Follow-Up on a Flag" to see what others have to say about their meetings with your student regarding their flags.



Other functionality:

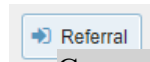


Kudos:



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

Referrals:



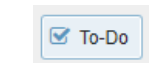
Concern for a student's well-being will send a request for a well-check to the Counseling Center

This is just between you and the Counseling Center – no notification to student

A Tutoring Referral is a notice to the student that you are recommending they go to tutoring.

This is a way for the student and others in the student's network to see your referral.

To-Do:



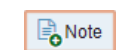
These are set up for outside of class items - advisors can send a student a "To-Do" to make an appointment or change their major.

Message:



Sends an email message to student

Note:



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

Jump to other RooSuccess resources: [See Your Students](#) | [Complete a Progress Survey](#) | [See Flags raised on](#)

[your students | Attendance | Kudos, System Flags, Referrals and To-Do's](#)

SUNY CANTON STUDENT COURSE COMMENTS

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

1. I am:
 - Under 20 years old
 - 20 – 24 years old
 - 25 years or older
2. This course was:
 - Required
 - An Elective
3. The course was well organized.
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
4. The course objectives were clear.
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
5. I understood what was expected of me in this course.
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
6. The instructor gave clear explanations to clarify concepts.
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
7. The instructor's teaching methods are effective.
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
8. The instructor was available for consultation with students.
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree

9. Assignments were returned quickly enough to benefit me.
- Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
10. The instructor's evaluation of students' performances was constructive.
- Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
11. I have become more competent in this area because of this course.
- Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
12. Was there anything about this course that was significant enough that you'd like to comment on it?

7/2015