



Concurrent Enrollment Instructor Handbook

A COLLEGE *of* THE STATE UNIVERSITY *of* NEW YORK



CollegeNow Team

The team at CollegeNow is committed to enhancing the opportunity and accessibility of education for students in Central New York. We are continually striving to better understand the educational needs of our community and search for creative ways to work together towards the goal of greater student success.

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Contact Karl to discuss ideas for integrating concurrent enrollment classes (including CollegeNow Online) within your school's existing high school curriculum. He can also assist with staff development options, communication between high school and TC3 faculty, general problem solving, or other questions about the CollegeNow program.

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Victoria can discuss with you the how to develop career-related sequences of high school courses that are aligned with college majors or career options. She can also assist with planning professional development opportunities for concurrent enrollment instructors and school counselors.

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CollegeNow Online
Certificate of Residence Application policies and procedures
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Contact Renae regarding:

Concurrent Enrollment Course Proposals
Concurrent Enrollment Course registration policies and procedures

Please feel free to contact anyone from this team at any time – we all welcome times that we have the opportunity to speak with our high school partners!

Concurrent Enrollment Instructor's Handbook

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About the College

Tompkins Cortland Community College (TC3) is one of 30 community colleges and 64 campuses in the State University of New York system. Located in Dryden, the college serves more than three thousand students in credit programs and another three thousand in non-credit workshops and customized training.

The college offers 54 academic programs in business, computers, health, communications, liberal arts, criminal justice, and human services. Specific degree programs include broadcast production, computer forensics, engineering science, new media, sport management, and several liberal arts programs, including education and general studies.

The college attracts a diverse student body from most counties in New York State, several other U.S. states, and nearly 70 countries. The learning environment is enriched by students of all ages and backgrounds. About half of the college's graduates transfer as juniors to bachelor's degree programs at a wide variety of colleges and universities around the world, including Cornell University and Ithaca College.

TC3 students study both full-time and part-time, and the college is a leader in online education. The college operates extension centers in Ithaca and Cortland.

TC3 is extensively involved in our community. The college provides contract training for most major employers and provides an array of non-credit workshops designed to build skills relating to computers, leadership and supervision, personal growth, and many other areas.

As a learning-centered college, TC3 is strongly committed to building on strengths to achieve student success.

TC3 offers associate degrees and certificates in 38 program areas. Some of these programs are occupationally-oriented, designed to provide the skills you need to enter the job market immediately upon graduation. Other programs are designed to provide the first two years of study toward a bachelor's degree at a four-year college or university.

The **Associate in Arts Degree (A.A.)** is used primarily for transfer programs that lead to the bachelor of arts degree at a four-year college or university. It may be used for general liberal arts programs.

The **Associate in Science Degree (A.S.)** may be used for certain occupationally-oriented studies, but is primarily designed to serve science or professionally-related programs that lead to transfer to a bachelor of science degree at a four-year college or university.

The **Associate in Applied Science Degree (A.A.S.)** is structured as an occupationally-oriented degree. However, it may be appropriate as a transfer degree to certain types of specialized baccalaureate programs such the bachelor of technology.

The **Certificate** provides a condensed program in a particular field of study and does not require general education courses. Certificate programs generally require only two or three semesters of full-time study. Credits earned may be applied toward a degree if you decide to continue your education.

All Degree Programs and Certificates

Accounting	Computer Forensics
A.S. Degree, A.A.S. Degree, Certificate	A.A.S. Degree
Biotechnology	Computer Information Systems
A.S. Degree, Certificate	A.A.S. Degree
Broadcast Production	Computer Science
A.A.S. Degree	A.S. Degree
Business Administration	Computer Support Specialist
A.S. Degree, A.A.S. Degree, Certificate	A.A.S. Degree
Chemical Dependency Counseling	Construction and Environmental Technology
A.A.S. Degree, Certificate	A.A.S. Degree, Certificate
Communication and Media Arts	Creative Writing
A.S. Degree	A.A. Degree, Certificate

Criminal Justice
A.S. Degree, A.A.S. Degree, Certificate
Early Childhood
A.A.S. Degree
Electrical Engineering Technology
A.A.S. Degree, Certificate
Engineering Science
A.S. Degree
Environmental Studies
A.S. Degree
Entrepreneurship
A.A.S. Degree
Graphic Design
A.S. Degree
Hotel and Restaurant Management
A.A.S. Degree
Human Services
A.S. Degree, Certificate
International Business
A.S. Degree
Liberal Arts and Sciences/Teacher Educ. Transfer
A.S. Degree
Liberal Arts and Sciences – General Studies
A.S. Degree, Certificate
Liberal Arts and Sciences – Humanities
A.A. Degree

Liberal Arts and Sciences – Math/Science
A.S. Degree
Liberal Arts and Sciences – Social Science
A.S. Degree
Liberal Arts and Sciences/Women & Gender
Studies
A.S. Degree
New Media
A.S. Degree
Nursing
A.A.S. Degree
Office Management and Administration
A.A.S. Degree, Certificate
Outdoor Recreation
A.S. Degree
Paralegal
A.A.S. Degree or Certificate
Photography, Digital and Fine Arts Emphasis
A.S. Degree
Recreation Leadership
A.S. Degree
Sport Management
A.S. Degree
Web Design
A.A.S. Degree
Wine Marketing
A.A.S. Degree

Online Degree Programs:

Business Administration (A.A.S.)
Business Management (certificate)
Chemical Dependency Counseling (350 clock hour certificate program)
Hotel and Restaurant Management
Paralegal

What is a Concurrent Enrollment Course?

Concurrent enrollment, sometimes called dual credit, refers to a course where a student is earning both high school and college credit for that course, which is usually taught at the high school by a high school instructor who has been approved by TC3. TC3 offers these courses at no cost to the student or school district.

Enrollment in a concurrent enrollment course generates an official college transcript for each student where grades, withdrawals, etc. are recorded. CollegeNow's Concurrent Enrollment Program is accredited by the **National Alliance of Concurrent Enrollment Partnerships (NACEP)**. NACEP is a professional organization for high schools and colleges that fosters and supports rigorous concurrent enrollment. NACEP serves as a national accrediting body and supports all members by providing standards of excellence, research, communication, and advocacy.

Faculty Liaison Program

CollegeNow is proud to have TC3 faculty who are committed to working with concurrent enrollment instructors to monitor quality, consistency, and curricular alignment of concurrent enrollment courses. Faculty Liaisons improve overall communication and encourage dialogue between TC3 faculty and high school concurrent enrollment instructors to benefit teaching and learning.

Faculty Liaison Responsibilities

- Review Instructor Credentials and Concurrent Enrollment Course Proposals.
- Conduct Site Visits. At the completion of a Site Visit, the Faculty Liaison will complete a "Faculty Liaison Site Visit Report" (**Appendix A**) for the sole purpose of maintaining the alignment of CollegeNow Concurrent Enrollment courses with those taught at TC3. This report is NOT intended as an instructor evaluation and is NOT shared with school districts or administrators.
- Review TC3 final exams given in concurrent enrollment courses, where applicable.
- Hold individual meetings as needed with high school concurrent enrollment instructors.
- Design and deliver orientation workshop for new high school concurrent enrollment instructors.
- Design and deliver staff development content/methods workshop for continuing high school concurrent enrollment instructors.

If you would like to know who the CollegeNow Faculty Liaison for your course(s) is, please contact Renae Moore at 607-844-8222, extension 4311 or via e-mail at moorer@tc3.edu.

Applying to Teach a Concurrent Enrollment Course

Instructor Credentials:

Concurrent enrollment instructors are generally expected to have credentials equivalent to those required of adjunct instructors at TC3. In many cases, a masters degree in the subject area being taught is required, but consideration is given to relevant education and teaching experience. Instructor credentials are reviewed by the appropriate Faculty Liaison, and high school instructors are welcome to inquire through the CollegeNow Office about required credentials for a particular department before submitting a full application.

Instructor Expectations:

- Concurrent enrollment classes are college level courses, and instructors accept the responsibility for maintaining academic integrity and high expectations.
- Instructors agree to keep their course materials and outline in alignment with the master course syllabus of the matching TC3 course.
- Instructors agree to follow the TC3 grading system for concurrent enrollment courses and to submit grades (and complete the registration verification step) online via the myTC3 site.
- A current course outline must be given to each student no later than the end of the first week of classes.
- A current course outline must be submitted to the CollegeNow Office each semester that the instructor is teaching the course for concurrent enrollment.

- Instructors understand that a TC3 Faculty Liaison will conduct periodic site visits and classroom observations. Since concurrent enrollment students receive college credit from TC3, the purpose of these observations is to facilitate alignment of course curricula, learning objectives, and assessment methods. It is also hoped that communication among faculty at our partner high schools and TC3 faculty will be beneficial to our mutual educational goals.
- Instructors agree to participate in annual TC3 professional development workshops at least once each year. If the College identifies a pattern of absence over a two year period, a CollegeNow administrator will meet with the concurrent enrollment instructor to discuss continued participation in the program.
- Newly approved concurrent enrollment instructors will take part in concurrent enrollment orientation at TC3 prior to teaching a CollegeNow course at their school.
- All TC3 instructors are required to request that their students complete the TC3 Evaluation of Course Instructor each semester. As part of the TC3 student body, concurrent enrollment students will now complete evaluations on their concurrent enrollment instructors to fulfill this requirement as well as meet National Alliance of Concurrent Enrollment Partnerships (NACEP) standards. Concurrent enrollment students complete these evaluations via a user-friendly online survey.
- We rely on school guidance counselors and concurrent enrollment instructors to place students appropriately in CollegeNow classes. Schools should assess student skill level, knowledge base, and preparation for the level of work required in a particular concurrent enrollment class.
- Students who fail the first course in a sequence (e.g. ENGL 101) are not permitted to register for the subsequent course (e.g. ENGL 102) in that sequence.

Student Eligibility Requirements:

Students must be approved by their high school guidance counselor for admission into concurrent enrollment courses offered in high schools through CollegeNow. Guidelines for student eligibility:

- a. The student has a demonstrated readiness to take a college level course
- b. The student has taken any pre-requisite classes **OR**
- c. The student has demonstrated, through previous high school work, the skills/knowledge necessary for the concurrent enrollment class being taken.

How do I get a concurrent enrollment course started?

I. Identify a course

High school instructors identify courses at TC3 that could align with the curriculum they are already teaching. For example, many twelfth grade English instructors teaching honors level courses or higher have found that their curriculum is very similar to what we cover in ENGL 101 and 102. If they are willing to make a few changes, they can match our curriculum/course objectives. Students could get high school credit for English 12 toward graduation, AND enroll in ENGL 101 in the fall semester, ENGL 102 in the spring semester, and earn 6 college credits by the end of the year. The best way to identify a matching college course is to review the Master Course Syllabus, which may be obtained by contacting the CollegeNow Office at 607.844.8222, extension 4311.

II. Get your principal's support

Once the instructor has identified the course they wish to apply for, they should get the support of their principal.

III. Submit a proposal packet

The proposal packet must include all of the following:

- Application for Professional Position (**Appendix B**)
- A current resume
- Transcript(s) – Undergraduate and graduate transcripts - copies are acceptable at this time
- A course outline for each course based on the outline/syllabus requirements typed in the Concurrent Enrollment Course Outline template format. (**Appendix C**)

Note: See **Appendix D** for an example of an approved Concurrent Enrollment Proposal in the Concurrent Enrollment Course Proposal Template format.

IV. Standards for review of the application:

The course proposal must show that the instructor will use one of TC3's approved textbooks, will teach to our Master Course Syllabus, including any objectives listed, and generally match the TC3 expectations for this course. In some departments, instructors are required to give the department - approved final exam.

V. The Proposal Review process:

Once all of the required documents (professional application, resume, transcripts and proposal) have been received in our office, the proposal(s) will be forwarded onto the appropriate CollegeNow Faculty Liaison who will review submitted materials and provide information that will assist in the approval process. Then you will be notified by our office of any changes that need to be made or of approval.

Master Course Syllabus:

What is a master course syllabus?

The master course syllabus is the curricular blueprint for a course. It covers the subject matter including course goals, learning objectives/topics, general education emphasis, instructional methods and related principles/procedures that must be incorporated into all sections of the course, grading policy, textbooks, bibliography and other non-print learning resources.

Specific items included in the syllabus are:

- Description.
- Prerequisite/co-requisite courses.
- Standard course policies or requirements: e.g., "During the first week of class, students taking this course must pass an in-class assessment of their writing skills".
- Course context: A statement of how the course fits into a particular degree program and an explanation of how the course contributes to program outcomes.
- Entry-level basic-skill expectations (reading, writing, math, or other skills/competencies).
- Discipline-specific course objectives: Detail the topics to be covered in the course and the expected learning outcomes related to each topic.
- General education objectives that indicates how the course has been designed to promote specific and significant student learning in the knowledge and skill areas covered by one or more of the college's general education goals.
- Requirements for satisfactory completion of the course and grading procedures.
- Instructional modes and strategies that may be used in the course.
- Required texts.
- Bibliography - print resources that may assist instructors as they prepare for and teach the course.
- Other resources - Media, electronic databases, instructional technologies, etc. that might or can be used in the course.

Outline:

Academic Standards Policy at the College states: "**Each instructor must deliver a course outline to each student no later than the end of the first week of classes. This outline will contain specific information about the topics to be covered as well as the expectations of that instructor, and will be consistent with the official syllabus.**"

The course outline is an essential part of the educational process here at TC3, and **our academic policy requires the distribution of course outlines to students and to the Dean of Instruction's Office by the end of the first week of classes.** Concurrent enrollment instructors are required to submit their course outlines to the CollegeNow Office at the beginning of each semester that they are teaching that course for concurrent enrollment. This outline must address certain topics important to student success. In addition, it should be consistent with official course syllabi on file; contact the appropriate CollegeNow Faculty Liaison if you are unfamiliar with the requirements of the syllabus.

You should be aware that these outlines have a reading audience much wider than just your students. Colleagues and administrative staff, both within and outside of the college, read these documents, often in critical academic situations. Transfer evaluations, reviews of course content, and decisions on student grievances are all made through reference to these outlines. Therefore, your style should be somewhat formal, and your information both accurate and complete.

Textbooks

Some academic departments at TC3 require that our concurrent enrollment partners utilize the same textbooks that are being used by TC3 faculty. In some cases, academic departments may approve of the textbook currently being utilized by the high school for a particular subject area. If you would like information on the title, edition, etc. of the textbook currently being used by the TC3 faculty for a particular course, please contact the TC3 Bookstore at 607-844-6587. Periodically, concurrent enrollment instructors are to contact the TC3 Bookstore to confirm the title, edition, etc. of the textbook currently being used by the TC3 faculty for their concurrent enrollment course(s). With the assistance of the CollegeNow Faculty Liaisons, CollegeNow staff will advise concurrent enrollment instructors of any required textbook changes.

If an approved concurrent enrollment instructor/school district wishes to purchase textbooks for a concurrent enrollment course through the TC3 Bookstore (which is managed by Follett Bookstores) please contact Renae Moore at 607-844-8222, extension 4311 as soon as possible to ensure that the textbooks are available to you in a timely manner.

Administrative Procedures

The Articulation Agreement:

In June of each year, the principal of each participating high school will receive an Articulation Agreement describing the concurrent enrollment agreement for the upcoming academic year. Each approved course along with the associated approved instructor will be listed on the document. High school administrators are responsible for indicating the courses and the semester(s) the courses are being taught (fall, spring, or full academic year) for that academic year, an approximate headcount in each course, as well as miscellaneous course detail information that may be required. The principal and superintendent are required to sign the Articulation Agreement and return it to the CollegeNow Office as soon as possible.

Registration Process:

Once the school has returned the signed Articulation Agreement, the concurrent enrollment instructors will receive registration packets along with registration instructions in the mail in accordance with the following schedule:

- Fall courses (September - January) registration packets mailed in late August/early September
- Full Year courses (September - June) and/or Spring courses (January - June) registration packets mailed in late January/early February.

Each concurrent enrollment student must complete a registration form (**Appendix E**). Some school districts are taking advantage of an online registration process, eliminating the need for completion of the registration form. If your district is interested in learning more about the online registration process, please contact Renae Moore at 607-844-8222, extension 4311.

Each concurrent enrollment student is also required to complete and submit an Affidavit and Application for Certificate of Residency (which **MUST** be notarized) (**Appendix F**) **and** any proof of residence that may be required. Some counties have **VERY SPECIFIC** proof of residence requirements. See **Appendix G** for Certificate of Residency Requirements. These documents will need to be returned to our office as soon as possible and/or in accordance with deadlines that are provided to teachers each semester. Staying in accordance with the deadlines is crucial and not doing so may affect continuance of concurrent enrollment approval. These forms are also available on our website at <http://www.tc3.edu/collegeNow>.

NOTE: Students residing in Tompkins County **ONLY** are no longer required to obtain a Certificate of Residence for concurrent enrollment courses. Students living in **ALL other counties** will need to apply for a Certificate of Residence.

Questions regarding Certificate of Residence Application policies and procedures should be directed to Rhonda Kowalski-Oltz at 607-844-8222, extension 4396 or e-mail at kowalsr@tc3.edu.

Registration Verification:

Once all concurrent enrollment student registrations have been processed, instructors in the concurrent enrollment program will be notified that they must complete the "Registration Verification" element and confirm student data on the student class list via the myTC3 site. Instructors unable to access their myTC3 account, will need to contact the CollegeNow Office at 607-844-8222, extension 4311 and request a TC3 Administrative Network/Data Access Form to complete. Completing this form will allow instructors to gain access to the myTC3 site where they will be able to view their concurrent enrollment class lists, complete the required Registration Verification and online grading for all of their concurrent enrollment courses. For each student the instructor must indicate if the student is attending or not attending (and the date on which the student last attended class). If a student is attending the class for college credit and does not appear on the class roster, call the CollegeNow Office (607-844-8222, extension 4311) **immediately** to resolve the problem.

Dropping/Adding Students:

If a student needs to drop or withdraw from a concurrent enrollment course, an **Official Change of Schedule Form** (add/drop form) (**Appendix H**) **MUST** be completed to avoid the student receiving an unsatisfactory grade on their official and permanent TC3 transcript. The completed form, which does not require the student's signature, but **DOES require** the concurrent enrollment instructor's signature (or counselor signature) must be faxed as soon as possible to 607-844-6535 or mailed.

A concurrent enrollment student may drop or add a course up until the date that 20% of the total course time has elapsed. **In this case, no record will appear on the student's transcript.** If a student wishes to drop a class after the 20% time period, he/she will receive a "W" as a grade on the transcript if the form is submitted before 60% of the total course time is elapsed. This will not affect the GPA. If a student drops a class beyond the 60% time period, the student will receive a notation of "WP" on the transcript if he/she is passing the course. This grade does not affect the GPA. If the student is failing, he/she will receive a grade of "WF", which does affect the GPA. In the case that the student needs to WP or WF from a concurrent enrollment course, ***the instructor will need to provide the grade that the student has earned up until the time of their withdrawal (WP or WF) on the Official Change of Schedule Form that contains the instructor's signature.***

Submitting Grades:

Concurrent enrollment instructors are required to enter final grades online through the myTC3 site within 72 hours after conclusion of the course. To obtain access to the myTC3 site, contact the CollegeNow Office (607-844-8222, extension 4311) and request a TC3 Administrative Network/Data Access Form. Once the instructor completes and returns this form to the CollegeNow Office, the Registrar will authorize the request and TC3's CT Department will e-mail the instructor an ID/Password.

Changing a Student's Grade:

If a grading error should occur, the change of grade form should be used to make an official change in the student's records (**Appendix I**). Change of grade forms are available from the CollegeNow Office (607-844-8222, extension 4311). Instructors cannot change grades through their myTC3 account once a grade has been posted for a student.

Time Lines/Deadlines:

Each semester instructors are provided with deadlines of the last date to add/drop/withdraw (with and without academic penalty), when grades are due, etc. The current academic year's "**Timeline for Concurrent Enrollment**" can also be found on our website:

(http://www.tc3.edu/collegenow/concurrent/is_participating_timeline.asp)

Approved Concurrent Enrollment Instructor's Extended Absence:

In the case that an approved concurrent enrollment instructor will be out of school on an extended leave or illness, the high school principal must notify CollegeNow **immediately**. After the notification has been communicated, the high school principal is required to submit the following documents pertaining to the "substitute" instructor for review by the CollegeNow Director and TC3 Faculty Liaison:

- Completed "Application for Professional Employment"
- Current resume
- Transcript(s) – copies of what are on file with the district office are acceptable at this time

After the above documents have been reviewed, the high school principal and "substitute" will be notified as to whether the "substitute" has been approved by TC3 as an adjunct and if the individual will be allowed to instruct the previously approved curriculum for concurrent enrollment.

Evaluation of Course Instructor

TC3 student's complete evaluations of their TC3 instructors each semester and, as part of the TC3 student body, concurrent enrollment students also complete evaluations of their concurrent enrollment instructors to fulfill this requirement as well as meet National Alliance of Concurrent Enrollment Partnerships (NACEP) standards.

We provide this evaluation instrument in the form of a user friendly online survey that contains only 21 questions, includes a few student demographic questions to gather information such as student gender, grade level, previous number of concurrent enrollment courses taken, etc. along with a space for additional comments. There is a rating scale for each (e.g. Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree) for each of the basic question listed below:

1. The course outline/syllabus accurately described the course.
2. The instructor was well prepared for class.
3. The instructor communicated course content in ways I understood.
4. The instructor stimulated my interest in the subject.
5. The instructor contributed in a positive way to my learning in this course.
6. The instructor displayed enthusiasm for the subject.
7. The instructor was receptive to my ideas and viewpoints.
8. The instructor was available to discuss course material out of class.
9. The instructor used effective examples to clarify course content.
10. My grades accurately represent my performance in this course.
11. The instructor demonstrated a sound knowledge of course subject matter.
12. The instructor graded and returned my homework, tests, and projects in a timely manner.
13. The tests/quizzes fairly evaluated materials covered in the course.
14. Overall, I rate this instructor as excellent.

You may provide your students with class time to complete this survey or give it out as an assignment to be completed outside of class. We ask that students complete a separate evaluation for each course in which they are concurrently enrolled even if the teacher is the same. We also thank them in advance for taking this process seriously and for providing honest, thoughtful, and respectful evaluations.

The results of these evaluations are tabulated in our office and the anonymous totals for your classes will be sent to you. No individual results of these evaluations will be shared with school district administrators.

Grading System

At the beginning of the course, the instructor will inform students of the criteria to be used in determining the final grade.

Concurrent enrollment students need to understand the implications of starting a **college transcript**:

- Their grades in concurrent enrollment courses become part of a permanent college transcript.
- Poor grades in concurrent enrollment courses could have an impact on college academic standing and eligibility for financial aid **after** high school.
- Students should be made aware of any differences in the way that final grades will be calculated for their college transcript grade and their high school credit grade.
- Students should understand the meaning of **D, W, WP, WF** and should be aware of the calendar deadlines for each.

Grades posted to the computer system are immediately available to students through myTC3. Mid-semester progress reports should be issued to assist students in identifying and correcting academic deficiencies.

The instructor's assessment of each student's achievement should be in accordance with the following grading system:

	<u>Grade</u>	<u>High School Grade</u>	<u>Quality Points</u>
High Achievement	A	93 – 100	4.0
	A-	90 – 92	3.7
Good Achievement	B+	87 – 89	3.3
	B	83 – 86	3.0
	B-	80 – 82	2.7
	C+	77 – 79	2.3
Satisfactory Achievement	C	73 – 76	2.0
Below Satisfactory Achievement	C-	70 – 72	1.7
	D+	69	1.3
	D	66 – 68	1.0
	D-	65	0.7
No Credit	F or WF	64 and below	0.0
Other Grade Notations			
Withdrawal	W		---
Withdrawal Passing	WP		---
Withdrawal Failing	WF		0.0
Incomplete	I		---
In Progress	IP		---
Audit	X		---
Pass	P		---
Administrative Withdrawal	AW		---
SUNY GenEd	SUNY		---
Transfer Credit	TR		---
MMR Withdraw	MW		---
No Credit	NC		---

Other Grade Notation Definitions

W - Withdrawal: The W will be given to students who have officially withdrawn from a class up to the end of the ninth week of classes (before 60% of the total course time is elapsed).

WP/WF - Withdrawal Passing/Withdrawal Failing: The WP notation will be given for any course dropped after the ninth week of classes (beyond the 60% time period) and up to the end of the fourteenth week of classes, if the student is passing the course at the time of withdrawal. Otherwise, the student will receive a WF, which factors into the GPA.

Note: The W, WP, and WF deadlines apply to regular 15-week courses. Courses running for shorter periods of time will have different W, WP, and WF deadline dates.

X - Audit: Students must declare their preference for audit at the time of registration.

I - Incomplete: An Incomplete may be issued upon the student's request at the discretion of the instructor in situations where a student has not completed the course requirements for medical or personal reasons documented to the instructor's satisfaction. If the student fails to complete the requirements before the end of the fourth week of the semester following the semester in which the Incomplete was assigned, the grade will be changed automatically to an F. For self-paced courses, students must reregister for the course if requirements are not completed by the end of the fourth week of the semester following the semester in which the Incomplete grade was assigned.

IP - In Progress: The IP grade is designed to allow a student to reregister for a course in the next sequential semester or session, if the student has made significant progress in the course in the previous semester, but not progress sufficient to demonstrate mastery of the subject matter. Rather than have the student repeat the entire course, the student who receives the IP grade can pick up those learning objectives necessary to complete the course in the next sequential semester or session. Only courses with an approved continuance procedure can utilize the IP grade. Such a procedure spells out the process by which students continue their progress in the next semester or session. The procedure must be approved by the academic standards committee and the academic dean. No instructor will be required to accept IP students whose IP grades were assigned by another instructor. An IP grade will change to an F if a student has not reregistered for and achieved success in the course during the next sequential full semester.

AW - Administrative Withdrawal: If a student ceases academic related activity an instructor or the Academic Records Office has the right to administratively withdraw them from class. A grade notation of "AW" will be made on the permanent academic record. The AW grade is not calculated into the student's GPA.

F - Failing: This grade will be given to students who have failed to complete course requirements. F is a failing grade and factors into the GPA.

Pass/Fail: Students may apply up to six credit hours of coursework toward a degree program on a Pass/Fail basis (in addition to the one FITN elective used for the wellness requirement). A Pass grade will be assigned only if the student earns a minimum grade of C in the course. A written request to take a course Pass/Fail must be approved by the instructor and the program coordinator, and filed with the Academic Records Office by the end of the drop period. Credits earned with a grade of P for courses taken on a Pass/Fail basis are not used in calculating the grade point average.

Note: The most recent grade earned in a repeated course will be included in the final GPA.

All grades earned will be included on the student's permanent record/transcript.

Transferring TC3 Credit

Every college and university has its own policies governing transfer credit. Credit is usually accepted on a course-by-course basis and will vary widely at private colleges and those outside of New York. In some cases, a college may accept some, but not all, of these credits. The credits that students earn while participating in the Concurrent Enrollment Program are, of course, accepted at TC3.

Credits are also accepted throughout the SUNY system, though there may be some variability depending on the program chosen by the student. We recommend that students check with colleges they are interested in to inquire about their policies regarding transfer credits.

Students may request an official transcript by either of the methods below. Transcript requests will only be processed if the request is submitted by the TC3 student. Federal law prohibits the release of student information to anyone other than that student.

Note: Please keep in mind that grades for concurrent enrollment courses are posted after the high school semester ends. If a student is requesting a transcript mid-semester, all of their courses/grades may not appear.

Via the Internet:

1. Go to **www.tc3.edu**
2. Select "**Current Students**"
3. Then select "**myTC3**".
4. Click on "**myINFO**" If you have an account, click on **Login**
5. Once you are logged in, select "**Transcript Request**"
6. If you are a new user, you will have to request access.
 - a. Select "**Request Access**"
 - b. Click on:
Members of Tompkins Cortland Community College without myInfo access
Select this option if you are associated with Tompkins Cortland Community College and do not have access to the myInfo system.
 - c. Fill in all information and request an account.
7. Once you are logged in, select "**Transcript Request**"
8. Fill in all information for each section and submit.

Written Request:

If you do not have access to the Internet or are a student who attended prior to 1985, we must have your request in writing. Please include the following information:

- Current name and any previous names
- Student ID (social security number)
- Current address
- Dates of attendance
- Complete address that the transcript is to be sent to
- Your signature

NOTE: There is no fee charged for a transcript request by a Concurrent Enrollment student.

Make sure you **sign the request** and fax it to 607.844.6550. You may also mail the request to:

Academic Records Office
Attn: Transcript Clerk
Tompkins Cortland Community College
170 North Street, P.O. Box 139
Dryden, NY 13053-0139

Due to the large volume of requests, the college requires at least two business days to send out requested transcripts.

Concurrent Enrollment Instructor Benefits

CollegeNow recognizes the importance of helping to keep our concurrent enrollment instructors at the forefront of education. We are pleased to be able to provide the following concurrent enrollment instructor benefits:

- Concurrent enrollment instructors are eligible for **tuition waivers** for up to one class per semester at TC3 or online.
- Eligible concurrent enrollment instructors may submit a request for their course selection to Renae Moore via e-mail at moorer@tc3.edu two weeks prior to the start date of the course. Tuition waivers will be granted and registration will be processed on a space available basis one week prior to the start date of the course. The course may either be offered online or at the Dryden main campus or at one of our extension centers.
- Many concurrent enrollment faculty can benefit from the programs offered by Tech Prep/Career Pathways. These apply especially to faculty in elective areas such as business, technology, computers, health professions, digital media, etc.
- All concurrent enrollment faculty have an ID number that gives them access to the TC3 library. This number can be found in their myTC3 account. Most library services are available online. We also welcome student use of the library – students can get their library ID number by creating a myTC3 account (which they will have to do to request a transcript at some point anyway). We are happy to provide an orientation to our library services upon request.
- When it is needed, we provide free training for any faculty who are interested in becoming qualified to teach a course online using the Angel platform. If you are interested in teaching an online course for TC3, let us know. We can keep your application on file.
- We are happy to host tours of the college for concurrent enrollment faculty and their students upon request. If you would like to visit the college, and connect with your on campus counter-parts, please contact the CollegeNow Office at 607-844-8222, extension 4311.
- We sponsor an annual CollegeNow Professional Development Day and Appreciation and Awards Luncheon for concurrent enrollment faculty, TC3 faculty and high school administration.
- Participating concurrent enrollment instructors (not already paying a TC3 Activities Fee) are also able to take advantage of discounted fees at the TC3 Fitness Center. On average it is about a 20% plus savings.

For additional information on any of these opportunities, please contact CollegeNow at 607-844-8222, extension 4311 or visit our website at www.TC3.edu/collegenow.

Library Services for CollegeNow Instructors

Borrowing TC3 Materials

Library materials from TC3 can be ordered for you through your school librarian and should arrive within two to three business days. For additional information contact Lucy Yang at 607.844.8222, ext. 4361.

Instruction

We provide instruction for students in the use of our resources. You can bring your class to TC3 for instruction with one of our librarians in our 24-seat computer classroom. To schedule an instructional session contact Barbara Kobritz at 607.844.8222, ext. 4362.

If you prefer to have the instruction take place at your home school, we are happy to consult with your high school librarian. Online tutorials to supplement the in-person instruction are also available.

Databases

Access to TC3 Databases is available using your TC3 ID number. If you don't know your number contact Renae Moore at 607.844.8222, ext. 4311. For access problems contact Bill Drew at 607.844.8222, ext. 4406. CollegeNow concurrent enrollment students may obtain their ID numbers by contacting the CollegeNow office at 607.844.8222, ext. 4311.

Tutoring

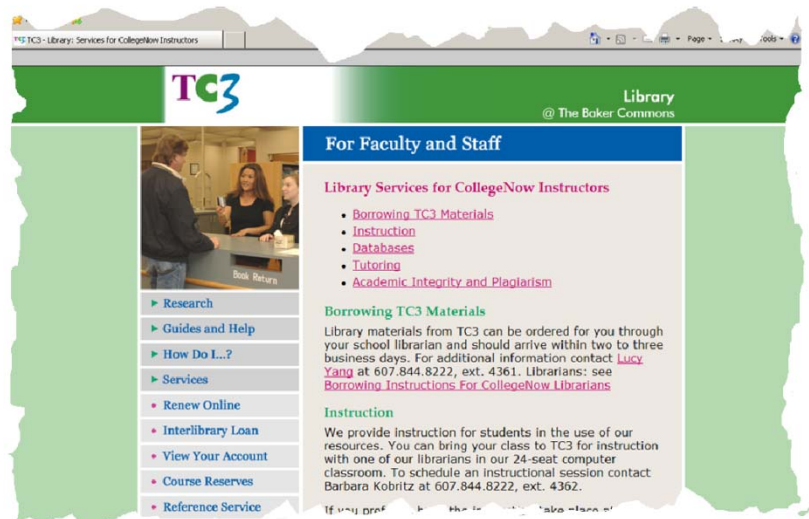
Tutors are available to help in accounting, math and writing via our online tutoring system in ANGEL from 9 am until 7 pm Monday through Thursday and from 9 am until 3 pm on Fridays during the fall and spring semesters.

Academic Integrity and Plagiarism

A librarian is available for consultations on plagiarism, intellectual property and other academic integrity issues. For help in this area contact Barbara Kobritz at 607.844.8222, ext. 4362 to obtain a password for Turnitin, online plagiarism detection software. Turnitin provides Training Material for Students, Instructors & Administrators consisting of videos, user manuals and guides.

For additional information on the above services, please visit the CollegeNow website:

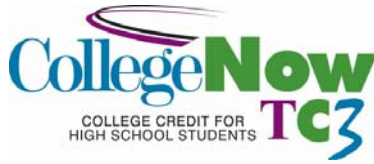
- www.tc3.edu/collegenow
- Concurrent Enrollment
- Participating Teachers
- TC3 Library Services



TC3 ID Cards:

TC3 ID cards are only issued to students who are taking courses on-campus or at one of our extension centers and who pay associated activities fees.

Note: Concurrent enrollment students wishing to obtain access to the TC3 Fitness Center may apply for a Community Membership by contacting the Fitness Center manager. Concurrent enrollment students wishing to use the pool services are charged a minimal fee. Note: Children under 18 years of age must be accompanied by an adult (18 years of age or older) who is responsible for their behavior and safety while at the pool.



Appendix A

Faculty Liaison Site Visit Report

Concurrent Enrollment Adjunct Instructor _____

High School _____

Concurrent Enrollment Course _____

TC3 Faculty Liaison _____ TC3 Dept. _____

Date of Visit _____ Length of Visit _____

Check any that apply to the TC3 Liaison's role for this visit:

- Observed instructor and students in class.
- Participated in class (e.g. guest lecture, team teaching, etc.)
- Discussed progress of the class with students.
- Other _____
- Discussed progress of the class with the instructor.
- Discussed grading of student work with instructor.
- Reviewed examples of assessment instruments.
- Reviewed sample student work.

Is the concurrent enrollment instructor using an approved textbook? Yes No

Is the instructor following an approved course syllabus? Yes No

Is the course consistent with the on-campus TC3 course? Yes No

(Any "No" responses should be explained in the comment section, below.)

Liaison's comments, observations, recommendations (use separate sheet if needed):

TC3 Faculty Liaison Signature

Date

Concurrent Enrollment Adjunct Instructor Signature

Date

This site report is for the sole purpose of maintaining the alignment of CollegeNow concurrent enrollment courses with those taught at TC3. It is not intended as a teacher evaluation, and is not shared with school districts or administrators.



Tompkins
Cortland
Community
College

Appendix B
170 North Street, P.O. Box 139
Cortland, New York 13053-0139
Tel (607) 844-8211

Application for Professional Employment

Tompkins Cortland Community College does not discriminate on the basis of race, sex, sexual orientation, religion, national origin, age, disability, or marital status in admissions, employment, and treatment of students and employees.

INSTRUCTIONS:

Please type or print the answers to all questions. Return completed forms to the Office of Human Resources.

Specific position for which you are applying: _____

Indicate: Full-time _____ Part-time _____ Day _____ Evening _____ Summer _____

GENERAL INFORMATION:

Name _____
Last First Middle Initial

Home Address _____
Street City State Zip Code

Telephone _____ Social Security Number _____
(Area Code)

E-mail address _____

Are you prevented from lawfully becoming employed in this country because of Visa or immigration status?

Yes _____ No _____ (Proof of citizenship or immigration status will be required upon employment.)

When would you be available for this position? _____

How did you learn of the position at TC3? _____

Have you ever been convicted of a criminal offense or are there criminal charges pending? Yes _____ No _____
(A criminal conviction is not an automatic bar to employment. Each case will be considered on its merits. If you are not hired, you are entitled to a reason in writing upon request.)

If yes, explain fully _____

Have you ever been dismissed, suspended, or tendered a resignation from any prior job because of alleged misconduct?

Yes _____ No _____

If yes, explain fully _____

EDUCATIONAL BACKGROUND:

Colleges attended:

INSTITUTION/ADDRESS	DID YOU GRADUATE?	DEGREE EARNED AND/OR MAJOR

OCCUPATIONAL HISTORY:

(A) Faculty Positions: (Do not put "See Resume")

List below the educational positions you have held beginning with your present or most recent position. Please indicate if part-time. (Use additional sheets if necessary.)

INSTITUTION/ADDRESS	NATURE OF POSITION & RANK	DATES OF EMPLOYMENT (Month/Year)	REASON FOR SEPARATION

(B) Other Positions: (Do not put "See Resume")

List below other positions you have held, beginning with your present and most recent position. (Use additional sheets if necessary.)

EMPLOYER'S NAME & ADDRESS	NATURE OF POSITION & TITLE	DATES OF EMPLOYMENT (Month/Year)	REASON FOR SEPARATION

MILITARY:

U.S. Military Service: Branch _____ Highest Rank _____

Dates _____ Member Reserve, National Guard, etc. _____

RECOGNITIONS AND HONORS:

Academic _____

Other _____

PUBLICATIONS:

List Books, Articles, Research Contributions, Exhibits, Performances and Scholarly Work.

(Use additional sheets if necessary)

PHILOSOPHY STATEMENT: (Complete for full-time positions only)

In your own words, **on a separate page**, please explain your understanding of the community college concept and indicate your reasons for wishing to join the staff of Tompkins Cortland Community College.

REFERENCES:

The following names are submitted as references and may be canvassed as to your qualifications. Please list two professional and one personal reference. If you are applying for a faculty position, one reference should be related to your latest teaching position.

	Name	Title	Address	Phone #
1.	_____			
2.	_____			
3.	_____			

CONDITIONS OF EMPLOYMENT:

I hereby declare that the information provided by me in this application is true and complete, and I understand that falsification of any of this information is grounds for refusal to hire or, if hired, termination. I authorize any of the persons or organizations referenced in this application to give you any and all information concerning my previous employment, education, or any other information they might have, personal or otherwise, with regard to any of the subjects covered by this application, and I release all such parties from all liabilities for any damage which may result in furnishing such information to you. I authorize you to request, receive and verify all information given in this application. I agree that a photocopy of this consent may be treated as an original by any recipient thereof.

SIGNATURE: _____ DATE: _____



Appendix C

Concurrent Enrollment Course Outline

(High School Name)
(Date Proposal Submitted/Prepared)

TC3 Course #: _____ Instructor: _____
Course Title: _____ Credit Hours: _____
Student Audience – Grade Level(s): _____ Semester(s) Offered: _____
Instructor e-mail and/or phone #: _____

Course Description: (Include the course description modeled on the description that appears in the TC3 course catalog and Master Course Syllabus.)

Course Prerequisites: (Prerequisites established by the high school and/or TC3's master course syllabus should be stated on the course outline.)

Minimal Basic Skills Needed to Complete Course Successfully: (For many courses it is recommended that specific basic skill requirements be indicated, i.e. math, reading, writing. Refer to TC3's Master Course Syllabus or contact your program's CollegeNow@TC3 Faculty Liaison for further information.)

Course Objectives: (There are usually four to six general objectives for each course outlined in TC3's master course syllabus. These objectives should be included in the course outline for the students' benefit.)

Required Texts and Materials/Optional Materials as Appropriate: (Distinguish between those materials that will be required, recommended, and/or on reserve in the library.)

Class Modalities/Alternative Learning Strategies: (Describe briefly the teaching methods you intend to use during the semester, i.e., lecture, discussion, audio-visual aids available, labs, clinics, etc.)

Required Readings, Presentations, Written Assignments, etc.: (Provide an explanation of each of the requirements for the course (i.e., homework assignments, term papers, term projects, quizzes, hourly exams, midterm exams, final exams, case problems, class participation, etc.). For each particular requirement for the semester please detail your expectations.)

Course Content Presented in Units or Segments: (Provide a listing by either week or class session of the respective topic(s) that will be covered during that time frame. If there are particular readings or homework assignments required each week, please list those also.)

Evaluation/Grading System: (Provide a summary of how the final grade will be determined. This would include a list of the course requirements and their respective weighing in the course. Either a point or a percentage system is typically utilized. The TC3 master course syllabus may specify the grading criteria that must be followed by all instructors of an individual course.)

Statement of Academic Integrity: (Provide your students with your school's policies and procedures and delineate clearly how you address first-time and subsequent academic infractions within your course (including, but not limited to, reduction in grade, elimination of grade, failure for the course). For reference, please refer to TC3's statement of academic integrity below.)

Tompkins Cortland Community College's Statement of Academic Integrity

Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.

Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.

Make-Up Policy/Late Work: (Provide your policy for submission of any late work and whether you provide make-up examinations.)

Attendance Policy: (Provide your schools policy on attendance and include that to maintain good grades, regular attendance in class is necessary.)

Student Responsibilities: (Your expectations about the involvement of students in the learning experience should be positively and specifically stated here.)

TC3 Course #: CSS 112

Instructor:

Course Title: Hardware Repair and Maintenance / IT Essentials

Credit Hours: 3

Student Audience – Grade Level(s): High School – 11th & 12th Grade

Semester(s) Offered: Fall & Spring

Instructor e-mail and/or phone #:

Course Description:

This course covers the fundamentals of computer hardware and software as well as advanced concepts. Students who complete this course will be able to describe the internal components of a computer, assemble a computer system, install an operating system, and troubleshoot using system tools and diagnostic software. Students will also be able to connect to the internet and share resources in a network environment. Additional topics covered include laptops and portable devices, wireless connectivity and basic implementation skills, Voice over Internet Protocol (VoIP), security, safety and environmental issues, applied network configuration and troubleshooting skills, and communication skills.

Course Prerequisites:

Junior or Senior High School Standing

Minimal Basic Skills Needed to Complete Course Successfully:

- Writing:** The student should have completed 9th and 10th grade English. The course requires short written responses and/or short papers without documentation, particularly personal reflection or narrative.
- Math:** The student should have basic mathematical skills and limited algebra skills.
- Reading:** The student should have reading skill commencement with 9th/10th grade English. The course requires reading of pre-college materials and beginning college-level materials that will also be covered extensively in class.
- Computer:** An understanding and comfort working in the Microsoft Windows environment is recommended.
- Other:** Ability to hold and use hand tools and the ability to lift computer equipment.

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Appendix D
SAMPLE

Course Objectives:

- Define information technology (IT) and describe the components of a personal computer
- Describe how to protect self, equipment, and the environment from accidents, damage, and contamination
- Perform a step-by-step assembly of a desktop computer and install an operating system
- Explain and perform preventive maintenance
- Explain the steps of the troubleshooting process and perform basic troubleshooting
- Upgrade or replace components of a laptop, printer, or scanner based on customer needs
- Configure computers to attach to an existing network
- Implement basic physical and software security principles
- Apply good communications skills and professional behavior while working with customers
- Assess customer needs, analyze possible configurations, and provide solutions or recommendations for hardware, operating systems, networking, and security

Required Texts and Materials/Optional Materials as Appropriate:

Required Texts and Materials:

- Cisco IT Essentials: PC Hardware and Software, Version 4.1, available online at cisco.netacad.net

Optional Texts and Materials:

- Cisco Systems, Inc. IT Essentials: PC Hardware and Software Companion Guide (Cisco Networking Academy), 4th Edition. Indianapolis: Cisco Press, 2010.
- Cisco Systems, Inc. IT Essentials: PC Hardware and Software Course Booklet, Version 4.1: (Cisco Networking Academy), 2nd Edition. Indianapolis: Cisco Press, 2010.
- Cisco Systems, Inc. IT Essentials: PC Hardware and Software Lab Manual (Cisco Networking Academy), 4th Edition. Indianapolis: Cisco Press, 2010.

Class Modalities/Alternative Learning Strategies:

The IT Essentials: PC Hardware and Software course incorporates many different teaching techniques. The following is a list of instructional procedures, which will be used:

- Class lectures
- Class discussion
- Independent and group lab work
- Research paper
- Utilization of online resources

Required Readings, Presentations, Written Assignments, etc.:

In order for a student to successfully complete the course the following requirements must be successfully met:

- All reading assignments must be completed
- All assigned lab, worksheets and lab reports completed
- All study guides completed
- Pass all quizzes and chapter assessments
- Hand in completed research project
- Pass written and practical final exams

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Course Content Presented in Units or Segments:

**Appendix D
SAMPLE**

Weeks	Chapter	Activities
1 - 2	Chapter 1. Introduction to the Personal Computer	Read Chapter Class Lecture and Discussion Chapter Study Guide Due Assigned Labs and Worksheets Due Chapter Assessment Introduction to Research Project
3 - 4	Chapter 2. Safe Lab Procedures and Tool Use	Read Chapter Class Lecture and Discussion Chapter Study Guide Due Assigned Labs and Worksheets Due Chapter Assessment
5 - 6	Chapter 3. Computer Assembly – Step by Step	Read Chapter Class Lecture and Discussion Chapter Study Guide Due Assigned Labs and Worksheets Due Chapter Assessment
7 - 8	Chapter 4. Basics of preventive Maintenance and Troubleshooting	Read Chapter Class Lecture and Discussion Chapter Study Guide Due Assigned Labs and Worksheets Due Chapter Assessment
9 - 10	Chapter 5. Fundamental Operating Systems	Read Chapter Class Lecture and Discussion Chapter Study Guide Due Assigned Labs and Worksheets Due Chapter Assessment
11 - 12	Chapter 6. Fundamental Laptops and Portable Devices	Read Chapter Class Lecture and Discussion Chapter Study Guide Due Assigned Labs and Worksheets Due Chapter Assessment
13 - 14	Chapter 7. Fundamental Printers and Scanners	Read Chapter Class Lecture and Discussion Chapter Study Guide Due Assigned Labs and Worksheets Due Chapter Assessment
15 - 16	Chapter 8. Fundamental Networks	Read Chapter Class Lecture and Discussion Chapter Study Guide Due Assigned Labs and Worksheets Due Chapter Assessment
17 - 18	Chapter 9. Fundamental Security	Read Chapter Class Lecture and Discussion Chapter Study Guide Due Assigned Labs and Worksheets Due Chapter Assessment
19 - 20	Chapter 10. Communication Skills	Read Chapter Class Lecture and Discussion Chapter Study Guide Due Assigned Labs and Worksheets Due Chapter Assessment

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21	Chapters 1 – 10 Final Exam	Written Final Exam Practical Final Exam Review Reserach Project
22 – 23	Chapter 11. Advanced Personal Computers	Read Chapter Class Lecture and Discussion Chapter Study Guide Due Assigned Labs and Worksheets Due Chapter Assessment
24 - 25	Chapter 12. Advanced Operating Systems	Read Chapter Class Lecture and Discussion Chapter Study Guide Due Assigned Labs and Worksheets Due Chapter Assessment
26 – 27	Chapter 13. Advanced Laptops and Portable Devices	Read Chapter Class Lecture and Discussion Chapter Study Guide Due Assigned Labs and Worksheets Due Chapter Assessment
28 – 29	Chapter 14. Advanced Printers and Scanners	Read Chapter Class Lecture and Discussion Chapter Study Guide Due Assigned Labs and Worksheets Due Chapter Assessment Research Project Due
30 – 31	Chapter 15. Advanced Networks	Read Chapter Class Lecture and Discussion Chapter Study Guide Due Assigned Labs and Worksheets Due Chapter Assessment
32 – 33	Chapter 16. Advanced Security	Read Chapter Class Lecture and Discussion Chapter Study Guide Due Assigned Labs and Worksheets Due Chapter Assessment
34	Chapters 11 – 16 Final Exam	Written Final Exam Practical Final Exam

Evaluation/Grading System:

Grade	Range	Grade	Range	Grade	Range	Grade	Range
A	93 – 100	B	83 – 86	C	72 – 76	D	66 – 68
A-	90 – 92	B-	80 – 82	C-	70 – 72	D-	65
B+	87 – 89	C+	77 – 79	D+	69	F	< 65

Grades are based on performance, knowledge of theory, work habits, attitude, attendance and related skills. The minimum passing grade is 65%. The final grade will be based on the average of the four marking periods and the final exam. Each grade will be weighted equally. Illegal absences will result in a zero for the day if the work missed is not made up in the allowed time frame.

Course grades are determined using the following grading scale:

- Labs/lab Reports/Worksheets/Projects 40%
- Chapter Exams/Papers 30%

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- Quizzes 10%
- Related Materials Assignments 10%
- Study Guides 10%

Appendix D SAMPLE

Statement of Academic Integrity:

Academic integrity refers to a code of values that support and direct the education process. This code is based on legal, ethical, and educational concerns. Education in large part consists of the acquisition and demonstration of knowledge according to acceptable standards. Students must be familiar with these standards and will be held accountable for their use. Not being familiar with these standards is not an excuse for their breach.

Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.

Make-Up Policy/Late Work:

Because of the varied activities in each classroom, it is very difficult to make up class work that has been missed. Therefore, every effort should be made to attend each class scheduled. It is your responsibility to consult with your teacher to make up all missed class/lab work and assignments. Zeros entered for work not made up will be computed as part of your grade. It is the student's responsibility to remain in good academic standing in each of their courses. Work must be made up in the allotted time. Students are given the number of days absent plus 1 grace day to make up the work, i.e., if you are absent Monday you have until Wednesday to make up the work. Work must be done on the student's time. Lab time will be negotiated with the teacher.

Attendance Policy:

It is very important that you maintain a good attendance record. While you are at the _____, you are considered to be in training to learn a skilled job. Employers require a person to attend his/her job regularly. Regular, consistent attendance therefore should be the prime concern to each student.

Poor attendance on the job is a major factor for being dismissed by an employer. Your attendance record at the _____ is of considerable importance to prospective employers and will effect the recommendation you receive from your teacher. Your attendance record will also be an integral part of your evaluation each marking period as you are expected to be in attendance every day. The method of recording attendance is as follows:

- Your instructor will take attendance at the beginning and end of each class period and will report all absences to the office. Failure to be in attendance at the end of class will be considered as an absence for the entire class period,
- Two consecutive days of absence will result in home contact.
- When five (5) or more absences are accumulated during the marking period, a letter will be sent from the _____ guidance office to the student's parent / guardian and home school.

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Appendix D
SAMPLE

Student Responsibilities:

All students have the responsibility to:

- Maintain a safe and orderly learning environment that is conducive to learning and to show respect to other persons and to property.
- Be familiar with and abide by all policies, rules and regulations dealing with student conduct.
- Attend classes every scheduled day unless legally excused, to be on time and to be prepared to learn.
- Work to the best of their ability in all academic and extracurricular pursuits and strive toward the highest level of achievement possible.
- Respond to directions given by teachers, administrators and other personal in a respectful, positive manner.
- Manage their emotions appropriately.
- Ask questions when they do not understand.
- Seek help in solving problems that lead to disciplinary action.
- Dress appropriately for class and BOCES functions.
- Accept responsibility for their actions.
- Conduct themselves as representatives of when participating in or attending sponsored extracurricular events and to hold themselves to the highest standards of conduct.

The efficient and orderly operation of a school requires that all students, teachers and administrators are accountable for their actions. It is the student's responsibility to understand the rules and regulations described in the Student Handbook. The progressive discipline hierarchy is in affect when those rules are not followed. It is intended as a guideline for disciplinary actions when specific rules are not followed. The severity and/or frequency of the offense will determine the consequences for inappropriate behavior.

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Concurrent Enrollment Course Registration Form

Please provide ALL of the information below. Print clearly.

FALL SPRING SUMMER YEAR: 20____ Check ONE semester only.

High School _____

Social Security Number _____

Anticipated date of High School graduation _____

Have you taken a TC3 course before? Yes No

Name _____
(Last) (First) (M.I.)

Date of Birth (Month/Date/Year) _____ Gender: Male Female

Street Address/P.O. Box _____

City/State/Zip _____ County of Residence _____

E-mail Address _____

(Please note: Your e-mail address will be used only to contact you with College information)

Student's Phone Number _____

Parent/Guardian Name _____
(Last) (First) (M.I.)

Parent/Guardian Phone Number _____

Citizenship Information:

- U.S. Citizen
 Permanent Resident – Country of citizenship _____

Not a U.S. Citizen – Country of citizenship _____

Visa Type _____

Are you Hispanic/Latino? _____ Yes _____ No

If yes, check only ONE of the following:

1. Central American
 2. Dominican
 3. Mexican
 4. Puerto Rican
 5. South American
 6. Other Hispanic/Latino

Please indicate your race (select one or more):

1. American Indian or Alaskan Native
 2. Asian
 3. Black/African American
 4. Native Hawaiian or Other Pacific Islander
 5. White

Course Number/Title	Office Use Code	School Number	Office Use Only	Credits
sample: ENGL 101 - Academic Writing II	D	15		3
	D			
	D			
	D			
	D			
				Total Credits

I give TC3 permission to release my grade(s) for the above course(s) to my high school: Yes No

I agree to abide by all campus/college rules and regulations that are in effect.

Student Signature _____
Date _____

High School Instructor Signature _____
Date _____

Note: You must provide your notarized Application for Certificate of Residency and necessary proof of residence with this registration form.

AFFIDAVIT AND APPLICATION FOR CERTIFICATE OF RESIDENCY

Pursuant to Sections *6301 & **6305 of the Education Law

Appendix F

STATE OF NEW YORK, COUNTY OF _____ _____ (Home County)	Social Security No. _____ Semester _____
--	---

I, _____ do hereby swear (or affirm)
 (Full Name)
 that I reside at _____, in the (City)
 (Local Address)
 (Village) Town of _____, County of _____, State of New York; that I now
 am, or have been for a period of one year to the date of this affidavit (or affirmation) been a resident of the State of
 New York; that I now am, or have been for a period of six months prior to the date of this affidavit (or affirmation) a
 resident of the County of _____.

Permanent Address: _____

LIST ADDRESS FOR THE PAST FOUR (4) YEARS

Address Date (From – To)

Home Phone Number _____ Name Listed Under _____

Citizenship: United States Citizen Other Visa Type _____ Resident Alien# _____

I further state I plan to enroll in _____ and that this affidavit (or affirmation) and application is made for the
 (College)
 sole purpose of securing from the Chief Fiscal Office of the County of _____ a certificate of
 (Home County)
 Residence pursuant to the requirements of Article 126 of the Education Law.

Sworn before me this _____ day of _____ _____ 20_____. _____ (Notary Public, State of New York)	_____ (Your Signature) (Date)
THIS SPACE FOR USE OF CHIEF FISCAL OFFICE OF COUNTY	
Certificate issued _____ Date _____ Certificate not issued _____	

*Education Law, Section 6301 paragraph 4, defines: "Resident" as a person who has resided in the state for a period of at least one year and in the county, city, town, intermediate school district or school district, as the case may be, for a period of at least six months, both immediately preceding the date or such person's registration in a community college, or for the purpose of section sixty-three hundred five of this chapter, his application for a certificate of residence.

**Education Law, Section 6305, provides, "The chief fiscal officer of each county, as defined in section 2.00 of the local finance law shall, upon application and submission to him of satisfactory evidence, issue to any person desiring to enroll in a community college as a resident student, a certificate of residence showing that said person is a resident of said county. Such person shall, upon his registration for each college year, file with the college such a certificate of residence issued no earlier than two months prior thereto, and such certificate of residence shall be valid for a period of one year from the date of issuance."

Certificate of Residency Requirements

Appendix G

◆◆ Students **MUST** complete A L L sections of the Certificate of Residence application (including the center section "LIST ADDRESSES FOR THE PAST FOUR (4) YEARS") . . . even if the student has resided at their current residence since birth, they need to indicate **THAT** address and the month and year (5/1994 - present) for example in the space provided. **If not completed correctly, this could delay the processing of your registration in your course(s).** ◆◆

Broome County:

Required with Certificate of Residence Application:

Letter on school letterhead stating: "I know and attest to the fact that XXXX has been a resident of the State of New York for the past one year and the County of Broome for the past six months."

Cayuga County:

Residents of Cayuga County must complete a special AFFIDAVIT (OR AFFIRMATION) AND APPLICATION FOR CERTIFICATE OF RESIDENCE for Cayuga County, which may also be obtained from the Town Clerk's office.

NOTE: Students must take the application to their Town Clerk to be certified (having the bottom portion of the form completed by their Town Clerk). Students will also have to prove their residency to the Town Clerk.

Chemung County:

Requirements: Students **must** go IN PERSON to the Town Clerk's Office and obtain clerk's signature and seal before the application can be submitted to the County.

Chenango County:

Requirements: Transcripts are **NOT** acceptable. Student must complete the Affidavit and Application for Certificate of Residency. Guidance Office must complete the Affidavit of Residency for Dual Credit Students for **ALL** students in Chenango County and submit to the CollegeNow office.

NOTE: Certificate must be obtained within 30 days from the beginning of the semester. Beginning course date must be written on residency application (i.e. January 30, 2012).

Cortland County:

Requirement: Students residing in Cortland County M U S T provide one proof of residency (**dated one year prior to start date of class**) along with their Affidavit and Application for Certificate of Residency (a high school transcript is acceptable). A Post Office Box is **not acceptable**.

O V E R

(for additional county requirements)

Please contact Rhonda Kowalski-Oltz in the CollegeNow office with any questions or concerns.
Phone: 607-844-8222, ext. 4396 or kowalsr@tc3.edu

Appendix G

◆◆ Students **MUST** complete A L L sections of the Certificate of Residency Application including the center section "LIST ADDRESSES FOR THE PAST FOUR (4) YEARS" even if the student has resided at their current residence since birth, they need to indicate THAT address and the month and year (May 1994 - present) for example in the space provided. **If not completed correctly, this could delay the processing of your registration in your course(s).** ◆◆

Delaware County

Students must provide a transcript dated one year prior to the start date of the CollegeNow course. For example: Course starts 1/30/12 - so the transcript would need to be dated prior to January 2011. A Post Office Box is **not acceptable**. Delaware County REQUIRES that all applications be mailed directly to them. (Delaware County Treasurer, Post Office Box 431, Delhi NY 13753)

NOTE: Certificate must be obtained within 30 days from the beginning of the semester. Beginning course date must be written on residency application (i.e. January 30, 2012).

Madison County

NOTE: Certificate must be obtained within 30 days from the beginning of the semester.

Oneida County

Students must provide a copy of their driver's license or permit dated at least one year prior to the start of classes. A parent's income tax return from the previous year showing the student as a dependent at the current address is also acceptable.

Onondaga County:

Students must provide a transcript dated one year prior to the start date of the CollegeNow course, (to prove that the student has been an Onondaga County resident for one year prior to the start date of the course). For example: Course starts 1/30/12 - so the transcript would need to be dated prior to January 2011 to prove that the student has been an Onondaga County resident for one year. **ALSO** Students must provide a copy of their driver's license or permit dated at least one year prior to the start of classes. A parent's income tax return from the previous year showing the student as a dependent at the current address is also acceptable. A Post Office Box is **not acceptable**.

Tioga County:

Requirement: Students residing in Tioga County **M U S T** provide one proof of residency (**dated one year prior to start date of class**) along with their Affidavit and Application for Certificate of Residency (a high school transcript is acceptable). All documents **M U S T** have student's current/permanent address listed. A Post Office Box is **not acceptable**.

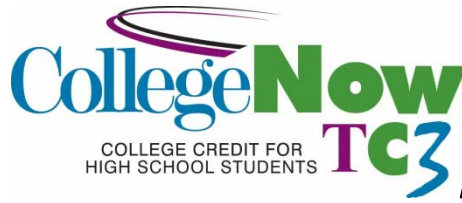
Tompkins County:

For **CollegeNow** courses **O N L Y**, students residing in Tompkins County are not required to complete a Certificate of Residence Application.

Remaining Counties: Herkimer, Lewis, Madison, Otsego, Oswego, Schuyler, and Seneca Counties require **ONLY** an application at this time, in the event that additional proof of residence is required, students will be contacted.

Please contact Rhonda Kowalski-Oltz in the CollegeNow office with any questions or concerns.
Phone: 607-844-8222, ext. 4396 or kowalsr@tc3.edu

Year: 20 _____



Appendix H

- Register:
 Fall
 Spring
 Summer

Official Change of Schedule Form

This form should be used to **add**, **drop**, **withdraw (W)**, **withdraw passing (WP)** or **withdraw failing (WF)** from a CollegeNow course. Visit the CollegeNow website at www.tc3.edu/CollegeNow to view deadlines for your program.

Social Security Number _____ High School _____

Name _____
 Last First Middle

Address _____
 Street/PO Box Phone

 City State/Zip County

E-Mail Address _____

Course(s) to be DROPPED or WITHDRAWN:

Course Name/No.	Office Use Code	School No.	Office Use Only	Course Title	Credits	Was student Passing (P) or Failing (F)
<i>sample:</i> ENGL101	D	15		Academic Writing II	3	P
	D					
	D					
	D					
Total Credits						

Course(s) to be ADDED:

Course Name/No.	Office Use Code	School No.	Office Use Only	Course Title	Credits
<i>sample:</i> ENGL101	D	15		Academic Writing II	3
	D				
	D				
	D				
Total Credits					

Student's Signature: _____

Date: _____

High School Instructor Signature: _____

Date: _____

High School Advisor/Mentor Signature: _____

Date: _____

TC3 Dean of Instruction Signature: _____

Date: _____

Change of Grade Form

Appendix I

Student's Name: _____

Course: _____ Section #: _____ Course Title: _____

Course was taken during semester: _____ year 20_____

Change grade from _____ to _____

Reason for Change: _____

Instructor's Signature: _____ Date: _____