



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

# Concurrent Enrollment Instructor Handbook

August 2019

# Concurrent Enrollment Instructor's Handbook

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## About the College

Tompkins Cortland Community College 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 academic programs in business, computers, health, communications, liberal arts, criminal justice, applied technologies, and human services. Specific degree programs include broadcast production, engineering science, new media, sport management, and several liberal arts programs, including education and general studies.

Tompkins Cortland attracts a diverse student body from most counties in New York State, several other U.S. states, and nearly 70 countries. Students of all ages and backgrounds enrich the learning environment. 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.

As a learning-centered college, Tompkins Cortland is strongly committed to building on strengths to achieve student success. Our 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. The College 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 community college, we offer both Associate degrees and Certificates. Some of these 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. We also have partnerships with SUNY Delhi and Keuka College to allow students to earn Bachelor degrees in specified programs at those colleges without leaving our campus.

- 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 Science
A.S. Degree, A.A.S. Degree, Certificate	A.S. Degree
Applied Science & Technology	Computer Support Specialist
A.A.S. Degree	A.A.S. Degree
Biology	Construction and Environmental Technology
A.S. Degree, Biotechnology Certificate	A.A.S. Degree, Certificate
Broadcast Production	Creative Writing
A.A.S. Degree	A.A. Degree, Certificate
Business Administration	Criminal Justice
A.S. Degree, A.A.S. Degree, Certificate	A.S. Degree, A.A.S. Degree, Certificate
Chemical Dependency Counseling	Culinary Arts
A.A.S. Degree, Certificate	A.A.S. Degree
Communication and Media Arts	Digital Cinema
A.S. Degree	A.S. Degree
Computer Information Systems	Early Childhood
A.A.S. Degree	A.A.S. Degree

Engineering Science  
A.S. Degree  
Entrepreneurship  
A.A.S. Degree  
Environmental Studies  
A.S. Degree  
Graphic Design  
A.S. Degree  
Hotel and Restaurant Management  
A.A.S. Degree  
Human Services  
A.S. Degree, A.A.S. Degree, Certificate  
International Business  
A.S. Degree  
International Studies  
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 – Teacher Education Transfer  
A.S. Degree  
Liberal Arts and Sciences – Women & Gender Studies  
A.S. Degree  
New Media  
A.S. Degree  
Nursing  
A.A.S. Degree  
Paralegal  
A.A.S. Degree, Certificate  
Photography  
A.S. Degree  
Recreation: Exercise Studies  
A.S. Degree  
Recreation: Outdoor Recreation  
A.S. Degree  
Recreation: Recreation Leadership  
A.S. Degree  
Sport Management  
A.S. Degree  
Sustainable Farming and Food Systems  
A.A.S. Degree  
Wine Marketing  
A.A.S. Degree, Certificate

Online Degree Programs:

Accounting, A.A.S.  
Business Administration, A.A.S.  
Computer Information Systems, A.A.S.  
Computer Support Specialist, A.A.S.  
Creative Writing/Screenwriting, A.A.  
Criminal Justice, A.A.S., A.S.  
Hotel Restaurant Management, A.A.S.  
Paralegal, A.A.S.

Online Certificates:

Accounting  
Business Management  
Chemical Dependency Counseling  
Criminal Justice  
General Studies  
Paralegal Studies

## 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, taught by a high school instructor approved by our College's faculty. Tompkins Cortland provides a scholarship to make these courses available at no cost to the student. Enrollment in a concurrent enrollment (CE) course generates an official college transcript for each student that records grades, withdrawals, etc.

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. You can find information about NACEP at [www.nacep.org](http://www.nacep.org).

For more information on concurrent enrollment and other CollegeNow programs, please refer to our website at [www.tompkinscortland.edu/collegenow](http://www.tompkinscortland.edu/collegenow).

## Faculty Liaison Program

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

### Faculty Liaison Responsibilities

- Review Instructor Credentials and Concurrent Enrollment Course Proposals.
- Provide orientation for new high school concurrent enrollment instructors.
- Conduct Site Visits to determine whether the CE course is aligned with courses on campus, with a focus on the curriculum, pedagogy, texts, assessments, grading, and student readiness.
- Review assessments and grades given in concurrent enrollment courses.
- Design and deliver staff development for continuing high school concurrent enrollment instructors.
- Hold individual meetings, as needed, with high school concurrent enrollment instructors.

If you would like to know who the Faculty Liaison for your course(s) is, please contact Rhonda Kowalski at [rmk@tompkinscortland.edu](mailto:rmk@tompkinscortland.edu) or refer to the Concurrent Enrollment Instructors section of the CollegeNow website.

## Instructor Responsibilities

- Concurrent enrollment classes are college 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 Tompkins Cortland course.
- Newly approved concurrent enrollment instructors will take part in concurrent enrollment orientation *prior* to teaching a CE course at their school.
- A current course outline must be submitted to the CollegeNow Office each semester that the instructor is teaching the course for concurrent enrollment.
- A course outline must be given to each student no later than the end of the first week of classes.
- Concurrent enrollment instructors and counselors must place students appropriately in CollegeNow classes. Schools will assess student skill level, knowledge base, and preparation for the level of work required in a particular concurrent enrollment class.
- Instructors will ensure that students register appropriately for the course (credit or audit) and monitor their class lists, including completing the Registration Verification step when prompted.
- Students who are not successful in the first course in a sequence (e.g. ENGL101) may not register for college credit in the subsequent course (e.g. ENGL102) in that sequence, courses for which the first one was a prerequisite (e.g. HSTY202), or other closely related courses. Such students must register as audits so that they only earn high school credit.
- Instructors will submit grades online via myTC3. Instructors agree to follow the College's grading system (page 8).

- Instructors understand that a Faculty Liaison will conduct periodic site visits and will make their classes and materials available for liaison review. Since concurrent enrollment students receive college credit, the purpose of these observations is to facilitate alignment of course curricula, learning objectives, and assessment methods.
- Instructors will participate in College-sponsored professional development annually. If CollegeNow identifies a pattern of absence over a three-year period, a CollegeNow administrator will meet with the CE instructor to discuss continued participation in the program. If an instructor is unable to attend the annual CollegeNow-sponsored workshops, (s)he should contact CollegeNow to determine an alternative plan, which may include professional development provided by the liaison during a site visit, another professional development acceptable to the liaison, or a campus visit that include professional development activities.
- Instructors will encourage and make time available for their students to complete the Evaluation of Course Instructor for each CE course section they teach. Results are reported back to the instructors.
- Failure to comply with any of the above expectations may result in decertification of the concurrent enrollment course and discontinuation of the instructor's role as a CE instructor.

## **Student Eligibility Requirements**

The concurrent enrollment instructor and counselor must approve the students to register for concurrent enrollment courses through CollegeNow. Guidelines for student eligibility:

- a. The student has a demonstrated readiness and maturity to be successful a college level course, including the commitment to attend class regularly and complete substantial work outside of class.
- b. The student has successfully completed any pre-requisite classes with at least a C.
- c. The student has demonstrated, through previous high school work, the skills/knowledge necessary for the concurrent enrollment class taken.

## **Applying to Teach a Concurrent Enrollment Course**

Select *"Teach a New Course"* on the CollegeNow homepage for materials.

### **I. Identify a course**

Many instructors find that courses they teach can be adapted to align with college courses. For example, 12th grade Honors English teachers often offer ENGL101 and even ENGL102; Regents Chemistry may be aligned with CHEM101 and 102; and a government class may be adapted to meet POSC103 expectations. AP classes may also be aligned with our courses (such as AP Bio and BIOL104/105), but note that the College syllabus and expectations takes precedence. **Appendix A** lists all the courses approved for concurrent enrollment; please inquire if you are interested in a Tompkins Cortland course that is not on the list. The best way to identify a matching college course is to review its [Master Course Syllabus](#) on the CollegeNow website or by contacting Rhonda Kowalski at 607.844.6503 or [rmk@tompkinscortland.edu](mailto:rmk@tompkinscortland.edu). Schools are encouraged to align their offerings with courses that satisfy SUNY General Education Requirements (**Appendix B**), as these courses are the most transferable for a variety of majors. With your principal and counselor, decide which semester to offer the course and the target audience (grade level, required prerequisites).

### **II. Submit credential packet**

- Application to Teach a Concurrent Enrollment course
- Current resume
- Transcript(s) – All undergraduate and graduate transcripts – legible copies are acceptable

Concurrent enrollment instructors should have credentials comparable to those required of adjunct instructors teaching the same course on campus. In most cases, a Master's degree in the subject or related area is required, but, depending on the course, consideration is given to relevant education and experience. The appropriate Faculty Liaison reviews credentials. Minimum qualifications are in **Appendix C**.

### **III. Once credentials are approved, submit course outline using CollegeNow template**

- Course outline for each Tompkins Cortland course based on the syllabus requirements, and guidelines provided by the discipline, typed in **Concurrent Enrollment Course Outline template (Appendix D)**.

CollegeNow will supply samples of existing outlines for instructors of the same course, as well as the Master Course Syllabus and other materials the Faculty Liaison has provided. The Master Course Syllabus is the curricular blueprint for a course. In addition, **Appendix E** translates the College's basic skills and prerequisites from the syllabus for the high school environment.

The course outline must demonstrate that the instructor will teach to our Master Course Syllabus and college expectations. This includes addressing the same course objectives and topics, using college-level texts, and assessing and grading students by comparable methods. In some courses, instructors are required to use department-approved exams or labs. Instructors may be asked to share research assignments, exams, or rubrics for review prior to course approval. *Instructors may cover more content and learning objectives than required for the college course, but they cannot do less.*

#### IV. Review and approval process

After credentials are approved, instructors receive an Administrative Network/Data Access Form in order to be assigned a myTC3 account and gain access to any Blackboard groups for the discipline. Faculty Liaisons upload course materials to Blackboard or otherwise make contact with prospective instructors to orient them to the course. Faculty Liaisons may reach out by phone, email, video conference, or face-to-face to discuss course expectations.

CollegeNow will notify you of any changes that need to be made or of approval/denial. The course may not be promoted as concurrent enrollment, nor may students register, until the course outline is approved.

### Course Outline

The course outline is an essential part of the educational process. Our academic policy requires the distribution of course outlines to students by the end of the first week of classes. Concurrent enrollment instructors are required to submit course outlines to the CollegeNow Office at the beginning of each semester that they are teaching the concurrent enrollment course. The outline must contain specifics about the learning objectives, calendar of topics and assignments, evaluation methods, academic integrity, and other instructor expectations. *Any significant changes to the outline (such as a new text series, changes to prerequisites/grade level, and changes to the evaluation methods) from what your Faculty Liaison approved must be highlighted or described in an email; significant changes need liaison approval.*

Be aware that these outlines have a reading audience 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 departments require that concurrent enrollment courses use the same textbook that is used on campus, though there may be flexibility on the edition used. Each Master Course Syllabus identifies recommended texts and resources. Departments may approve of other textbooks, either as print or electronic versions, if the text is college level and appropriate for the course; if unsure, contact the Faculty Liaison to determine if your text is acceptable. The Campus Bookstore (607.844.6587 or [tc3@bkstr.com](mailto:tc3@bkstr.com)) can provide information on the current editions being used. The Bookstore provides a 10% discount for CollegeNow instructors purchasing textbooks for their classes.

Increasingly, College faculty are utilizing *Open Educational Resources* (OER) for courses to save on textbook costs while keeping content current and accessible. The College's OER materials are available for CollegeNow instructors to use for concurrent enrollment courses at a cost of \$10 per student (payable by the school district). Instructors may view the OER content for free, but the \$10 fee must be charged if the OER will be accessed directly by students in the class (direct access allows students to complete homework and other interactive content embedded within the OER). Most OER can be printed to provide hard copies for students. Departments encourage instructors to consider OER as it is a more cost-effective than purchasing new print editions on a short cycle. Contact CollegeNow or your Liaison for assistance with the College's OER.

### Academic Integrity and Plagiarism

CE course outlines must include a section on the academic integrity policy and consequences for infractions. Our course outline template (**Appendix D**) includes the College's policy. Librarians are available for consultations on plagiarism, intellectual property and other academic integrity issues. CollegeNow instructors have free access to SafeAssign, an online plagiarism detection system built into the Blackboard course management system. Contact Rhonda Kowalski to request assistance with SafeAssign and Blackboard.

## Grading System

At the beginning of the course, the instructor informs students of the criteria used to determine the final grade. The breakdown of how grades are calculated (IE, number of points or percent for various assessments) must be in the course outline and approved by the Faculty Liaison.

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

- Grades in concurrent enrollment courses become part of a permanent college transcript.
- Poor grades and withdrawals in concurrent enrollment courses impact academic standing and eligibility for financial aid *after* high school as these affect GPA and earned/attempted credit ratio.
- Students should be made aware of any differences in the way that final grades are calculated for their college transcript grade and their high school credit grade.
- Students should understand the meaning of dropping or withdrawing from a course and be aware of the calendar deadlines for each.

Grades posted electronically are immediately available to students through their myTC3 accounts.

Use the following grading scale for converting between numerical and letter grades, unless the faculty liaison has provided a different scale.

	<u>Grade</u>	<u>Range</u>	<u>GPA</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+	67 – 69	1.3
	D	63 – 66	1.0
	D-	60 – 62	0.7
No Credit	F or WF	59 and below	0.0

### Other Grade Notations

Withdrawal	W	---
Withdrawal Passing	WP	---
Withdrawal Failing	WF	0.0
Incomplete	I	---
Audit	X	---

**W - Withdrawal:** Given to students who officially withdraw before 60% of the total course time is elapsed.

**WP/WF - Withdrawal Passing/Withdrawal Failing:** WP is given for any course dropped beyond 60% and before 90% of course completion if the student is passing the course at the time of withdrawal. Otherwise, the student will receive a WF, which factors into the GPA.

**I - 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.

**X - Audit:** Students declare their preference for audit at the time of registration. Auditing students do not earn college credit. The course(s) cannot be later converted to a credit or letter grade. Students who are not successful in the first course in a sequence (e.g. MATH120) must register as audits if continuing on to a subsequent course in that sequence or for which the first one was a prerequisite (e.g. MATH138 or PHSC104).

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 Tompkins Cortland CC transcript.**

## Administrative Procedures

### Articulation Agreement and Course Scheduling:

The principal of each participating high school will receive an Articulation Agreement describing the CollegeNow partnership. These agreements are renewed every year. Each spring, counselors will receive a Master Course Schedule listing each course with the associated approved instructor. Counselors, or their designees, are responsible for indicating the courses and the semester(s) the courses are taught for the coming academic year, as well as the start and end times for each class section. The Master Course Schedule must be returned to CollegeNow before the start of the school year.

### Registration Process:

Concurrent enrollment instructors will receive a registration packet along with registration instructions in accordance with the following schedule:

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

**All students** in your high school concurrent enrollment course(s) must register.

- Students wishing to earn college credit for the course must register using our **online registration** process. Instructions and links to the online registration are on the CollegeNow website.
- Students who will not earn college credit for the course(s) are required to “Audit” the course(s) through Tompkins Cortland by completing a **Concurrent Enrollment Course Registration Form (Appendix F)**. Important: Auditing students only earn high school credit for the course. The course(s) cannot be converted for college credit at a later date.
- If you need help with the online registration process (IE, to reset passwords), please contact CollegeNow at 607.844.6503 or through our direct extensions.

Please distribute the CollegeNow **Letter to Parent/Guardians (Appendix G)** to all college credit-seeking students in your class. The letter will be in your registration packet, as well as on our website.

### Certificates of Residence:

All students are required to complete and submit an Affidavit and Application for Certificate of Residence (which **MUST** be notarized) **and** any proof of residence that may be required. Some counties have very specific requirements. Each county’s treasurer, not Tompkins Cortland CC., sets these requirements. See **Appendix H** for Certificate of Residence Requirements. These documents will need to be returned to our office as soon as possible in accordance with deadlines that are provided to teachers each semester. Meeting these deadlines is crucial and not doing so may affect continuance of concurrent enrollment approval. Forms are included in your registration packet and available on our website at [www.tompkinscortland.edu/collegenow](http://www.tompkinscortland.edu/collegenow). Certificates are valid for one calendar year (IE, if a student obtains one in the fall, a new one won’t be required until the following fall). Questions regarding Certificate of Residence policies and procedures should be directed to CollegeNow at 607.844.8222, ext. 4311 or e-mail Vicki Pousseur at [vad@tompkinscortland.edu](mailto:vad@tompkinscortland.edu).

**NOTE:** Students residing in Tompkins County are *not* required to obtain a Certificate of Residence. Students living in **all other counties** will need to apply for a Certificate of Residence.

### Registration Verification:

Once all concurrent enrollment registrations have been processed, concurrent enrollment instructors will be notified that they must complete the “Registration Verification” and confirm student data on the class list via the myTC3 site. Instructors must review each of their class lists to ensure that all credit-seeking and auditing students appear. If a student in your class does not appear on the roster, or has an incorrect credit type, call Rhonda Kowalski (607.844.6503) **immediately** to resolve the problem.

To obtain access to the myTC3 site, you must complete the Administrative Network/Data Access Form. Once you return this signed form to the CollegeNow Office, the Registrar will authorize the request and we will e-mail you an ID and password. If you have difficulty logging into your account, please contact Rhonda at 607.844.6503.

### Dropping/Withdrawing Students:

If a student is enrolled in a concurrent enrollment course for credit or audit and needs to drop or withdraw from the course, an **Official Change of Schedule Form (Appendix I)** must be completed [in accordance to that academic year's timeline] to avoid the student receiving an unsatisfactory grade on their college transcript. Completed forms do not require the student's signature, but do require the concurrent enrollment instructor's signature (or counselor signature). Forms must be faxed to 607-844-6535, emailed to Rhonda or mailed as soon as possible.

A concurrent enrollment student may **drop** 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 drops a class after 20% of course completion, this is considered a **withdrawal**. He/she will receive a "W" 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 60% of course completion, the student will receive a notation of "WP" on the transcript if he/she is passing the course; this does not affect the GPA. If the student is failing, he/she will receive a grade of "WF", which calculates into the GPA as a failing grade. In the case that the student needs to WP or WF from a concurrent enrollment course, the instructor will need to indicate on the Official Change of Schedule Form if the student was passing (WP) or failing (WF) at the time they stopped attending the course for college credit. All withdrawals affect the student's credits earned/attempted ratio for the College.

### Submitting Grades:

Concurrent enrollment instructors are required to enter final grades online through the myTC3 site within 72 hours after conclusion of the course. Deadlines are noted in the academic year timeline.

### Changing a Student's Grade:

If a grading error should occur, the instructor should email [gradechange@tompkinscortland.edu](mailto:gradechange@tompkinscortland.edu) to make a change in the student's records. You must provide the student's name, semester in which the course was offered, the grade that is currently on file, and the corrected grade. Instructors cannot change grades through their myTC3 account once a grade has been posted for a student.

### Timeline/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 the CollegeNow website under Concurrent Enrollment > Instructors.

### 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 Faculty Liaison:

- Completed "CollegeNow Instructor Application"
- Current resume
- Transcript(s) – copies of both undergraduate and graduate credits

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 CollegeNow as an adjunct and if the individual will be allowed to instruct the previously approved curriculum for concurrent enrollment.

## Evaluation of Course Instructor

Tompkins Cortland students complete evaluations of their instructors each semester and, as part of the College's student body, concurrent enrollment students are asked to complete evaluations of their CE instructors to fulfill this requirement as well as meet our accreditation standards.

We provide this evaluation instrument in the form of a short user-friendly online survey that 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 questions listed below:

1. The course outline/syllabus accurately described the course, including expectations and grading.
2. The instructor was well-prepared for class.
3. The instructor demonstrated a sound knowledge of course subject matter.
4. The instructor displayed enthusiasm for the subject.
5. The instructor communicated course content in ways I understood.
6. The instructor used effective examples to clarify the course content.
7. The instructor contributed in a positive way to my learning in this course.
8. The instructor was receptive to my ideas and viewpoints.
9. The instructor was available to discuss course material outside of class or privately.
10. The instructor effectively and appropriately used technology to support instruction.
11. The instructor graded and returned my homework, tests, and projects in a timely manner.
12. My grades accurately represent my performance in this course.
13. Overall, I rate this instructor as excellent.

In addition, we ask questions about what topics may have received too much or too little class time, as well as whether the class felt like a college course.

We ask that students complete a separate evaluation for each course in which they are concurrently enrolled even if the instructor is the same (i.e.: completing an evaluation for both the fall and spring college course within a year-long high school class). At this time, we ask that all students complete the survey, including auditing students.

To increase response rates, we recommend that you provide class time to complete the survey. If that is not possible, please assign it as homework and ask students to print or save the "thank you" page as proof of completion.

Please emphasize to your students the value of these evaluations. These surveys give our program a sense of how courses are progressing. Most importantly, they provide you useful insight into how students perceive your course(s) so that you can continue the practices that work well and make changes in areas that need improvement. To encourage honest answers, assure students that their responses are anonymous. CollegeNow is grateful to your students for taking this process seriously and for providing thoughtful and respectful evaluations.

We tabulate the results of these evaluations in our office and the totals for your classes are sent only to you. No individual results of these evaluations are shared with school district administrators though they may be shared with your Faculty Liaison. If you have suggestions for questions for the survey, please contact Victoria Zeppelin at [vcz@tompkinscortland.edu](mailto:vcz@tompkinscortland.edu).

## Transferring Concurrent Enrollment Credit

Every college and university has its own policies governing transfer credit. The credits that students earn while participating in the Concurrent Enrollment Program are, of course, accepted at Tompkins Cortland Community College. Credits are also accepted throughout the SUNY system, though there may be some variability depending on the program chosen by the student. The credits are also generally accepted within public university systems in other states. There is more variability among private colleges and universities. Surveys show that about 92% of colleges that our students attend accept concurrent enrollment credits.

Credit is usually evaluated on a course-by-course basis. Transferability generally depends on the grade earned, how the course fits within a student's degree, and whether the college has a similar course. In some cases, a college may accept some, but not all, of these credits. In other cases, a college may not provide transfer credit but will exempt a student from certain courses (advanced standing). Some colleges have policies to only accept college credits earned in courses that were not required for high school graduation (for example, a 4<sup>th</sup> math or science course). We recommend that students check with colleges they are interested in to inquire about their policies regarding transfer credits.

Generally, a minimum grade of C is needed for credit to transfer to other colleges. Note that the actual grades earned in the courses will not become a part of a student's grade point average (GPA) unless the student enrolls in a Tompkins Cortland degree program. If a student performed poorly (or withdrew from many courses) and continues onto a degree program at our College, those college credits attempted and grades earned *may* negatively impact a student's academic standing and financial aid eligibility. Details regarding the current academic standards and financial aid requirements can be found on the CollegeNow website by selecting "Starting a College Transcript" under Student Resources.

In order to transfer credit, an official transcript must be submitted to the student's college in accordance with their policies. Transcripts include all coursework taken at the College, including concurrent enrollment and online courses. Students may order an official transcript online, in writing or in person. The College cannot accept transcript requests by phone or e-mail. There is a fee per transcript, though it is less when requested online. Any outstanding financial obligations to the college must be resolved before an official transcript will be released. Transcript requests will only be processed if the request is submitted by the student. Federal law prohibits the release of student information to anyone other than that student.

Students may check their grades and print unofficial transcripts, for free, at any time through their myTC3 accounts. Many students include unofficial transcripts as part of college admissions application.

How to request an official transcript:

1. Visit [www.tompkinscortland.edu/collegenow](http://www.tompkinscortland.edu/collegenow)
2. On the right-hand side under "Student Resources" click **Request a Transcript**.  
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, some of their grades may not appear.

To aid in transferring credits, it is advised that students save their concurrent enrollment course materials, including course outlines and assessments, in case the transfer institution wishes to review them. If transfer credits are denied, the student may inquire with that institution's Registrar about appeals processes or other ways to earn course exemption (such as testing).

A summary of the above information and additional resources can be found on the CollegeNow website by selecting "Transferring Your Credits" under Student Resources. CollegeNow students in need of additional assistance should contact our office at 607.844.6503 or [collegenow@tompkinscortland.edu](mailto:collegenow@tompkinscortland.edu).

## Library Services

The College Library is located on campus in the Baker Commons. Instructors are encouraged to utilize our library's resources, and even bring their students to campus to receive research instruction and to gather resources that may not be available in high school libraries (**Appendix J**).

Instructors and all registered students are assigned a College ID number to access Library resources and services remotely. CollegeNow provides ID cards to instructors; students see their number when creating their myTC3 accounts. To find one's ID number, log into myTC3, click myInfo, then click TC3 ID Number on the left.

Resources include print books and DVDs, electronic books and databases, full electronic text of scholarly journal articles, and streaming videos. Services include research instruction and reference consultations. The Library will deliver print materials, whether books or videos, by mail at no cost. Additionally, librarians can provide research instruction, highlighting college resources and addressing academic integrity, for example, either online, by video conference, or in person by coming to your high school.

Visit the Library's web site ([www.tompkinscortland.edu/library](http://www.tompkinscortland.edu/library)) or contact [TC3Library@tompkinscortland.edu](mailto:TC3Library@tompkinscortland.edu) for more information or to schedule an in-person or virtual visit. Information specific to concurrent enrollment instructors is found on the CollegeNow webpage under Concurrent Enrollment > Instructors. Information for students is found as a Quick Link on the CollegeNow page under Student Resources.

## Blackboard Learning Management System

All CollegeNow instructors will be able to teach a concurrent enrollment course online, or incorporate online elements into their regular CE courses (a "web enhanced" approach). Our College uses SUNY's platform called *Blackboard*. Within Blackboard, you can share course content (course outline, assignments, readings, videos, etc.), administer quizzes, check writing for proper citation and plagiarism using SafeAssign, collect assignments, share grades, and hold discussion forums.

When students register, they will automatically be added to the Blackboard site linked to that CE course section. Instructors may contact CollegeNow to view the Blackboard course of a faculty member (with their permission). To access the Blackboard, log into myTC3 and click on Web Courses.

## Benefits for Instructors

- Concurrent enrollment instructors are eligible for **tuition waivers** for up to one course per semester on campus, our Extension Centers, or online. Instructors may submit a request for their course selection to Rhonda Kowalski at [rmk@tompkinscortland.edu](mailto:rmk@tompkinscortland.edu) prior to the start date of the course. Instructors will be responsible for any fees and the cost of the textbook.
- Instructors receive a 10% discount on their meals at the College's farm-to-table culinary center, Coltivare, located at 235 South Cayuga Street in downtown Ithaca (607.882.2333; [www.coltivareithaca.com](http://www.coltivareithaca.com)). Must present a College ID card. The discount applies to all in the party, but does not include alcohol.
- Instructors and their partners/children are eligible for the College Staff discounted rate for both the College Fitness Center and Fitness Center classes ([www.tompkinscortland.edu/campus-life/fitness-center-rates](http://www.tompkinscortland.edu/campus-life/fitness-center-rates)).
- We host campus visits, including tours, library workshops, and discipline-specific activities, for instructors and their students, upon request. To bring a CollegeNow class to campus, please contact Brent Doane at 607.844.8222, extension 4413.
- We provide professional development opportunities for concurrent enrollment instructors. In addition to our own workshops, we also promote workshops provided by other institutions in our region. Instructors are also welcome to observe classes on campus. Contact our office or a Faculty Liaison to set up an individual visit.
- Our College offers free access to an online career development tool called Career Coach, linked to on our website. For more information on how to use it with students, contact our office.
- Several concurrent enrollment instructors "moonlight" as adjuncts for the College teaching online, on campus, or at an Extension Center, in the summer, evening hours, or after retirement. Contact us if interested.

For additional information on any of these opportunities, please contact CollegeNow at 607.844.6503 or visit our website at [www.tompkinscortland.edu/collegenow](http://www.tompkinscortland.edu/collegenow).

## 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.

### **Victoria Zeppelin – Director**

vcz@tomkinscortland.edu  
607.844.8222, ext. 4328

Victoria oversees all of CollegeNow's activities, including Concurrent Enrollment, CollegeNow Online, and initiatives that support college readiness and completion, such as P-TECH. She is responsible for the policies and practices that ensure program quality and accreditation through NACEP. Contact Victoria to discuss how to integrate concurrent enrollment classes (and CollegeNow Online) within your school's curriculum. She can assist with communication between high school and College faculty, general problem solving, or other questions about the CollegeNow program, including initiatives targeted at college readiness and completion.

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### **Brent Doane – Assistant Director**

bsd@tomkinscortland.edu  
607.844.8222, ext. 4413

Brent coordinates all student services for the CollegeNow program. Contact Brent for information about advisement and resources for counselors and students, as well as support for students exploring degree paths at Tompkins Cortland Community College. Brent serves as the advisor for high school-aged students taking courses on campus or online to supplement their high school or homeschool curriculum. This includes advising "Early Degree" and P-TECH students concurrently fulfill degree requirements for their Associate's Degree and high school diploma, as well as helping homeschooled students complete their high school equivalency diploma through the 24-credit hour program. Brent supports schools by providing resources for counselors, students, and families, and through coordinating activities that bring students to campus and introduce them to our degree programs.

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### **Rhonda Kowalski – Concurrent Enrollment Coordinator**

rmk@tomkinscortland.edu  
607.844.8222, ext. 4396

Contact Rhonda for course approval process and guidance, faculty liaison information, concurrent enrollment registration process & procedures, transcript request guidance, course grading and attendance. Rhonda also registers instructors for Tompkins Cortland CC courses with your instructor tuition waiver. In addition, she maintains the CollegeNow website and processes course instructor evaluations.

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### **Vicki Pousseur – CollegeNow Secretary**

vad@tomkinscortland.edu  
607.844.8222, ext. 4311

Contact Vicki for CollegeNow Online course registration/policies/procedures, certificates of residency requirements and processing, and transcript questions. Vicki assists with campus visits with local high school and BOCES students.

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

Our website also has answers to almost any question you might have: [www.tomkinscortland.edu/collegenow](http://www.tomkinscortland.edu/collegenow)

**Approved Concurrent Enrollment Courses**

***Business, Computers, and Economics:***

ACCT101 - Principles of Accounting I (4 Credits)  
 ACCT102 - Principles of Accounting II (4 Credits)  
 BUAD103 - Entrepreneurship I (3 Credits)  
 BUAD106 - Foundations of Business (3 Credits)  
 BUAD109 - Personal Money Management (3 Credits)  
 BUAD201 - Business Law I (3 Credits)  
 BUAD203 - Business Communications (3 Credits)  
 BUAD204 - Principles of Marketing (3 Credits)  
 BUAD208 - Principles of Management (3 Credits)  
 BUAD222 - Money and Banking (3 Credits)  
 CAPS100 - Keyboarding (1 credit)  
 CAPS111 - Introduction to Word Processing (1 Credit)  
 CAPS121 - Introduction to Spreadsheets (1 Credit)  
 CAPS123 - Advanced Spreadsheets (1 Credit)  
 CAPS131 - Introduction to Databases (1 Credit)  
 CAPS141 - Presentation Software (1 Credit)  
 CAPS152 - Web Page Design (1 Credit)  
 ECON101 - Introduction to Economics (3 Credits)  
 ECON120 - Principles of Microeconomics (3 Credits)  
 ECON121 - Principles of Macroeconomics (3 Credits)  
 HRMG101 - Food Preparation I (3 Credits)  
 SPMT150 - Foundations of Sport Management (3 Credits)

***Humanities:***

ART 106 – Introduction to Photojournalism (3 Credits)  
 ART 115 - Painting I (3 Credits)  
 ART 117 - Visual Design for Electronic Media (3 Credits)  
 ART 130 - Ceramics (3 Credits)  
 COMM111 - Foundations of Digital Editing (1 Credit)  
 COMM112 - Foundations of Motion Graphics (1 Credit)  
 COMM115 - Introduction to Digital Video (3 Credits)  
 COMM145 - DVD Authoring (1 Credit)  
 ENGL100 – Academic Writing I (3 Credits)  
 ENGL101 - Academic Writing II (3 Credits)  
 ENGL102 - Approaches to Literature (3 Credits)  
 ENGL201 – Public Speaking (3 Credits)  
 FREN102 - Beginning French II (3 Credits)  
 FREN201 - Intermediate French I (3 Credits)  
 FREN202 - Intermediate French II (3 Credits)  
 MUSI101 - Music Appreciation (3 Credits)  
 MUSI108 - Music Theory I (3 Credits)  
 MUSI109 - Music Theory II (3 Credits)  
 PHIL101 - Introduction to Philosophy (3 Credits)  
 SPAN102 - Beginning Spanish II (3 Credits)  
 SPAN201 - Intermediate Spanish I (3 Credits)  
 SPAN202 - Intermediate Spanish II (3 Credits)  
 SPAN280 - Hispanic Literature and Culture I (3 Credits)

***Science, Technology, Engineering, and Math:***

ASTR101 - Introductory Astronomy (3 Credits)  
 BIOL101 - Principles of Biology (3 Credits)  
 BIOL102 - Principles of Biology (3 Credits)  
 BIOL104 - General Biology I (4 Credits)  
 BIOL105 - General Biology II (4 Credits)  
 BIOL131 - Principles of Human Anatomy & Physiology I (4 Cr)

***Science, Technology, Engineering, and Math (cont.):***

BIOL132 - Principles of Human Anatomy & Physiology II (4 Cr)  
 BIOT101 - Introduction to Biotechnology (1 Credit)  
 CHEM101 - Principles of Chemistry I (4 Credits)  
 CHEM102 - Principles of Chemistry II (4 Credits)  
 CHEM107 - General Chemistry I (4 Credits)  
 CHEM108 - General Chemistry II (4 Credits)  
 CIS 108 - Intro. to Computer Information Systems (3 Credits)  
 CIS 132 - Network Design (3 Credits)  
 CSC1160 - Computer Science I (3 Credits)  
 CSC1165 - Computer Science II (3 Credits)  
 CSS 112 - Hardware Repair and Maintenance (3 Credits)  
 CSS 212 - Help Desk and User Support (3 Credits)  
 DRAF107 - Engineering Graphics (2 Credits)  
 DRAF117 - Architectural Drafting I (3 Credits)  
 DRAF120 - Intro. to Computer Aided Drafting (2 Credits)  
 ENVS101 – Introduction to Environmental Science (3 Credits)  
 ENVS102 - Technology and the Environment (3 Credits)  
 GEOL101 - Introductory Geology (3 Credits)  
 MATH120 - College Algebra (4 Credits)  
 MATH138 - Pre-calculus Mathematics (4 Credits)  
 MATH200 - Statistics (3 Credits)  
 MATH201 - Calculus I (4 Credits)  
 MATH202 - Calculus II (4 Credits)  
 METR101 - Introductory Meteorology (3 Credits)  
 PHSC104 - General Physics I (4 Credits)  
 PHSC105 - General Physics II (4 Credits)  
 PHSC211 - Physics I: Mechanics and Heat (4 Credits)

***Social Sciences:***

ANTH201 - Introduction to Anthropology (3 Credits)  
 ANTH202 - Cultural Anthropology (3 Credits)  
 ECHD110 - Children and the Arts (3 Credits)  
 ECHD125 - Intro. to Early Childhood Education (3 Credits)  
 ECHD225 - Early Childhood Curric. Development (3 Credits)  
 ENVS107 - Economy, Society, and the Environment (3 Credits)  
 ENVS110, 111, 112 - Food Systems Seminars (2 Credit each)  
 ENVS140 - Agroecology (4 credits)  
 HLTH104 - Medical Terminology (3 Credits)  
 HLTH126 - Health and Fitness (1 Credit)  
 HLTH205 - First Aid & Safety Education (3 Credits)  
 HLTH206 - Personal Health (3 Credits)  
 HSTY102 - Develop. of the Western Tradition II (3 Credits)  
 HSTY111 - World History since 1500 (3 Credits)  
 HSTY201 - American History to 1877 (3 Credits)  
 HSTY202 - American History since 1877 (3 Credits)  
 POSC103 - American National Government (3 Credits)  
 POSC104 - American State and Local Government (3 Credits)  
 PSYC103 - Introduction to Psychology (3 Credits)  
 RECR112 - Introduction to Kinesiology (3 Credits)  
 SOCI101 - Introduction to Sociology (3 Credits)

***College Success Skills:***

ACAD100 - Introduction to the College Experience (1 Credit)  
 ACAD150 - College Success Seminar (3 Credits)

**Tompkins Cortland Community College**  
**SUNY General Education Approved Courses**

To earn an Associate of Arts (A.A.), Associate of Science (A.S.), or Baccalaureate degree from any SUNY institution, a student must complete **30 credits** of SUNY General Education (Gen Ed) coursework, distributed among a minimum of **seven SUNY Gen Ed areas**, including Mathematics and Basic Communication.

**The SUNY General Education courses available through Concurrent Enrollment (C) and Online (O) are indicated below. Any Tompkins Cortland course that is an approved SUNY General Education course will be accepted into the same General Education category at the receiving SUNY institution and may meet a degree or elective requirement, depending on the major.**

Area 1	Area 2	Area 3	Area 4	Area 5	Area 6	Area 7	Area 8	Area 9	Area 10
Mathematics	Natural Sciences	Social Sciences	American History	Western Civilization	Other World Civilizations	Humanities	The Arts	Foreign Language	Basic Communication
<b>MATH</b> 109 <sup>O</sup> 122 <sup>C</sup> 120 <sup>OC</sup> 132 135 138 <sup>OC</sup> 181 200 <sup>OC</sup> 201 <sup>C</sup> 202 <sup>C</sup> 203 205 206	<b>ASTR</b> 101 <sup>OCL</sup> <b>BIOL</b> 100 101 <sup>C</sup> , 102 <sup>C</sup> 104 <sup>C</sup> , 105 <sup>C</sup> 112 114 <sup>OCL</sup> 115, 116 131 <sup>C</sup> , 132 <sup>C</sup> 201, 202 211, 216 <b>CHEM</b> 101 <sup>C</sup> , 102 <sup>C</sup> 107 <sup>C</sup> , 108 <sup>C</sup> 205, 206 <b>ENVS</b> 101 <sup>C</sup> 102 <sup>CL</sup> <b>GEOL</b> 101 <sup>C</sup> <b>METR</b> 101 <sup>OC</sup> <b>PHSC</b> 104 <sup>C</sup> , 105 <sup>C</sup> 211 <sup>C</sup> , 212 213	<b>ANTH</b> 201 <sup>OC</sup> 202 <sup>OC</sup> <b>ECON</b> 101 <sup>OC</sup> 120 <sup>OC</sup> 121 <sup>OC</sup> <b>ENVS</b> 107 <sup>C</sup> 108, 295 <b>GEOG</b> 120 <sup>C</sup> <b>POSC</b> 103 <sup>OC</sup> 104 <sup>C</sup> <b>PSYC</b> 101 <sup>C</sup> , 103 <sup>OC</sup> 108, 201 205, 207 208, 209 218, 263 <b>SOCE</b> 201, 205 <b>SOCI</b> 101 <sup>OC</sup> , 201 203, 205 206, 207	<b>HSTY</b> 201 <sup>OC</sup> 202 <sup>OC</sup> 225 <sup>H</sup> 233 <sup>CH</sup> 255 <sup>H</sup> <b>WGST</b> 233 <sup>H</sup>	<b>ART</b> 101 <sup>O</sup> <b>HSTY</b> 101 <sup>O</sup> 102 <sup>OC</sup> 235	<b>ANTH</b> 202 <sup>OC</sup> 220 260 <b>HSTY</b> 110 <sup>O</sup> 111 <sup>OC</sup> 215 245 252 260 <b>HUMN</b> 232 <b>POSC</b> 245 260 <b>RECR</b> 150 <b>SOCE</b> 150 <b>SOCI</b> 220 225	<b>CRJU</b> 217 <b>ENGL</b> 102 <sup>OC</sup> 205, 206 208, 215 220, 225 226, 227 229 233 <sup>O</sup> 245, 246 248 <b>ENVS</b> 105 <sup>C</sup> <b>HUMN</b> 232 <b>PHIL</b> 101 <sup>OC</sup> 201 <sup>O</sup> <b>WGST</b> 248	<b>ART</b> 101 <sup>O</sup> , 102 109 <sup>1</sup> , 110 <sup>1</sup> 111 <sup>1</sup> , 115 <sup>1C</sup> 120 <sup>1</sup> , 122 <sup>1</sup> 130 <sup>1C</sup> , 180 <sup>1</sup> , 200 <sup>1</sup> , 208 <sup>1</sup> 270 <sup>1</sup> , 271 <sup>1</sup> <b>ENGL</b> 105 <sup>1</sup> 200 <sup>O</sup> 255 258 <b>MUSI</b> 101 <sup>C</sup> <b>RECR</b> 215 <sup>1</sup> <b>SOCE</b> 258	<b>ARAB</b> 101 102 <b>CHIN</b> 101 102 <b>FREN</b> 101 102 <sup>C</sup> 201 <sup>C</sup> 202 <sup>C</sup> <b>GERM</b> 101 102 <b>RUSN</b> 101 102 <b>SPAN</b> 101 <sup>O</sup> 102 <sup>C</sup> 201 <sup>C</sup> 202 <sup>C</sup>	<b>ENGL</b> 100 <sup>O</sup> 101 <sup>OC</sup> 103 <sup>O</sup>

<sup>C</sup> Available for Concurrent Enrollment. Other courses may be available upon request.

<sup>O</sup> Available through CollegeNow Online. Some foreign language and lab sciences are also available through a hybrid online/classroom model.

<sup>H</sup> For students scoring 85 or above on the N.Y. State Regents U.S. History & Government Examination

<sup>1</sup> Lecture course with no lab. Some programs require at least one lab science. (All other Area 2/Natural Science courses have a lab component.)

<sup>1</sup> Satisfies SUNY GE, but not considered a Liberal Arts course. Some programs may not allow a non-Liberal Arts course to satisfy this requirement.

Approved courses for concurrent enrollment, online, and SUNY General Education are subject to change. Contact CollegeNow for latest list. 7.23.18

For degree purposes, there are three Liberal Arts categories: Humanities, Math/Natural Sciences, and Social Sciences.

**Humanities**

SUNY Gen Ed Areas 7, 9, 10 plus  
ART 101, 102, 104  
ENGL (except ENGL105, 201, 204, 257)  
MUSI101, 108, 109  
SPAN280, 281

**Math/Natural Science**

SUNY Gen Ed Areas 1, 2 plus  
CSCI (except CSCI210)  
ENVS295  
All BIOL, CHEM, PHSC, MATH

**Social Science**

SUNY Gen Ed Areas 3, 4, 5, 6 plus  
COMM101, 225  
CRJU104, 105  
ENVS108, 110, 111, 112  
All HSTY, PSYC, SOCI  
ENGL201, 204



### **Basic Qualification Guidelines for Concurrent Enrollment (CE) Instructors**

*All disciplines require that the instructor be appropriately certified to teach in their subject area at the high school level. All instructors within liberal arts disciplines must possess a Master's degree, though fields accepted vary; non-liberal arts and technical disciplines may consider other degrees with industry/professional experience. Details for each discipline are provided below. These are guidelines to assist schools with identifying teachers who may be eligible to teach CE courses..*

*Credentials, including all college transcripts and a resumé, are reviewed by faculty liaisons in each course area who decide whether the applicant's degree and course background, teaching and other work experience, and continuing education in the field meet adjunct requirements. In addition to credential approval, course outlines must be aligned and approved for the course to be concurrent enrollment. Additional application materials or meetings may be required before final approval. Applicants who lack certain college courses in the discipline (or whose courses were taken long ago) may be able to take those courses from Tompkins Cortland Community College tuition-free in order to qualify to teach the course.*

Please visit [www.tompkinscortland.edu/collegenow](http://www.tompkinscortland.edu/collegenow) or contact Rhonda Kowalski for more information and to apply.

#### ACAD 100, 150

Secondary level teacher certification, school counseling credentials, or administrative certificate will be considered. Applicant should have at least two years of experience at the secondary level; experience in teaching, counseling, or support services at the postsecondary level desirable.

#### ACCT 101, 102

Bachelor's or Master's degree in Accounting, Business, or a related field with at least 12 credits in upper level accounting courses beyond ACCT101 and ACCT102, as well as teaching or industry experience in accounting.

#### ANTH 201, 202

Masters in Anthropology or very closely (Social Science) related field is required and teaching experience preferred at (but not limited to) college level. Demonstrated areas of interest in anthropology aligned with TC3's courses; for ANTH 202, that area of interest/ specialty should ideally be with living culture groups.

#### ART 106, 115, 117, 130

Note that requirements vary by course. ART 115 and ART 130 require an MFA; consideration will be given to instructor with Master's in a related field if there is evidence of a very strong background and active presence in the art community. ART 106 requires significant photography background, ideally with photojournalism experience, as well as expertise in Adobe Photoshop. ART 117 requires experience in design and typography, as well as expertise in the Adobe Creative Suite, including Illustrator; the discipline for the Bachelor's and Master's degrees may vary, but teachers should be able to demonstrate educational or professional background in field of visual communications, graphic design, etc.

\* *All ART applicants* must include a "portfolio" with their application that includes examples of 10 personal works and 10 student works; per student work examples, please include respective project criteria/description.

#### ASTR 101

Master's Degree required with one of the degrees being in a related field (astronomy, physics or earth science education, etc.). Degree should contain coursework in the topics covered in ASTR101. Demonstrated success in teaching earth science, physics, or astronomy courses.

#### BIOL 101, 102, 104, 105, 114; BIOT 101

Master's degree in biology or significant biology coursework (either undergraduate or graduate) required. Demonstrated success in teaching biology with laboratory experiences, preferably at the honors, AP, or college level. Evidence of laboratory/research experience and continued professional development is desired, especially for BIOT101, and BIOL104/105. For BIOL114, a Master's in Health Education or related field, with nutrition coursework at the undergraduate or graduate level, is acceptable.

## BUAD 103, 106, 109, 201, 204, 208, 222

Degree in related field with demonstrated background in the areas being taught (undergraduate and/or graduate coursework, teaching and/or industry experience, continuing professional development, etc.).

## CAPS / OFFC (all 100-level)

Individual must possess a Bachelor's or Master's degree in Business Administration or a related field with office or project background/experience utilizing the appropriate software tools in an integrated fashion. MOUS/MOS certification beneficial, but not required.

## CHEM 101, 102, 107, 108

Master's degree in chemistry (or related field) or significant chemistry coursework (either undergraduate or graduate) required. Demonstrated success in teaching chemistry with laboratory experiences, preferably at the honors, AP, or college level. Evidence of laboratory/research experience and continued professional development is desired, especially for 107/108.

## CIS 108, 132

Master's degree in CS, CIS, MIS or a related field preferred, Bachelor's degree in a computer-related degree required. Minimum 2 years teaching experience required. Minimum 2 years industry experience in programming, networking, web design, or related field preferred. If the individual has great experience we could consider other degrees as well.

## COMM 100, 111, 112, 113, 115, 145

Degree in related field with demonstrated background in the content being taught (undergraduate and/or graduate coursework, teaching and/or industry experience, continuing professional development, etc.).

## CSCI 160

Master's degree in CS, Mathematics, or a related field. Recent experience in programming. Depending on experience, strongly recommend that teacher take CSCI160 (available online).

## CSS 112, 212

Bachelor's degree in a computer-related field, and industry experience in hardware/software support. Other degrees considered for those with significant professional experience in the field, including any appropriate trainings or certifications.

## CULI 101; HRMG 101

Minimum of B.S. degree in Hospitality Management or Culinary Arts; a Masters and teaching/classroom experience is preferable. SERVSAFE certification is also necessary. The candidate must be able to teach the basic procedures and techniques for menu planning, large quantity food production/preparation and service, sanitation, safety, equipment operation, food purchasing and preparation techniques, and table service.

## DRAF 107, 117

Undergraduate or graduate degree in technology, architecture, engineering, drafting, or related field (may include Technology Education or CTE Teacher Certification). Coursework or industry experience relevant to the courses taught.

## ECHD 110, 125, 225

Master's degree in Early Childhood Education preferred, however a degree in Elementary Education with B-2nd grade certification acceptable. Minimum two years teaching experience in kindergarten, 1st, 2nd grade or a preschool environment such as a child care center, Head Start or Universal Pre-Kindergarten classroom desired.

## ECON 101, 120, 121

Master's degree required in a related field (including, but not limited to economics, social studies, business, etc.) with experience teaching economics courses. Either undergraduate or graduate degree should have a *minimum* of the following coursework based on course being taught: ECON101 requires at least 9 credits in economics, including one course in microeconomics and a course in macroeconomics; ECON120 requires microeconomics through at least the intermediate level; ECON121 requires macroeconomics through at least the intermediate level. All grades should be at least a B or higher.

## ENGL 100, 101, 102

Master's degree in English, English Education, Composition/Rhetoric or a related degree. Candidates with related degrees must have at least 18 credits of English at the graduate level.

ENGL 201

Graduate degree in English or related degree including rhetoric and/or communications from an accredited institution. Experience teaching speech, presentation skills, and related content. Candidates with related degrees must have at least 18 credits in English, rhetoric, and/or communications at the graduate level.

ENVS 101, 102, 105, 107

Master's degree in environmental science, environmental studies, natural resources, or other closely-related field and teaching experience.

FITN 112, 216

Bachelor's degree and experience appropriate to content area. Must be an American Red Cross-certified Water Safety and Lifeguard Instructor in their respective counties. Evidence of ARC certification must be submitted.

FREN 102, 201, 202

Minimum, a Master's degree, preferable a terminal degree in the target language, literature, linguistics or related field. Native to near native proficiency in the target language. Minimum of 2 years of teaching experience at the High School level or in Higher education. We would prefer candidates with overseas traveling or educational experience in countries where the target language is spoken. Some experience with multimedia resources in foreign language acquisition and knowledge of the current trends in foreign language teaching.

GEOG 101

Master's in an equivalent field (Natural Science, Science Education, etc.) with a minimum of 6 graduate credits in GEOG or equivalent (substantial undergraduate background may also be considered).

HLTH 104, 205, 206

Degree in related field with teaching/professional experience in the content area. For HLTH104: BSN or similar background required. For HLTH205: Must be American Red Cross-certified First Aid/CPR/AED instructors in their counties in addition to meeting our minimum degree/experience qualifications; submit copy of ARC certification.

HSTY 101, 102, 111, 201, 202, 233

Master's degree in the discipline (such as MA or MAT in History or American Studies) with at least two years of teaching experience in the subject area. A Master's in a related area (such as Social Studies Education) will be considered for HSTY 101, 102, and 111.

MATH 120, 138, 200, 201, 202

MATH201 and MATH200 require a Master's Degree in Mathematics Education or Math-related field. Those whose Master's is in an unrelated area, but who possess a Math-related Bachelor's, may be considered for MATH120 or MATH138 if the following have been successfully completed: 3 semesters of Calculus plus Differential Equations, Linear Algebra, Discrete Mathematics & Methods of Proof, 2 semesters of Analysis, and 2 semesters of Statistics.

METR 101

Master's Degree required with one of the degree being in a related field (meteorology, physics or earth science education, climatology, oceanography, etc.). Degree should contain coursework in the topics covered in METR101. Experience teaching earth science or meteorology courses preferred.

MUSI 101, 108, 109

Degree in Music, Music Education, or related field with coursework, teaching, and/or professional background in the topics for each course.

PHIL 101

Degree in Philosophy.

PHSC 104, 105

Master's degree in physics (or related field) or significant physics coursework (either undergraduate or graduate) required. Demonstrated success in teaching physics with laboratory experiences, preferably at the honors, AP, or college level.

POSC 103, 104

Master's degree in a related area. For those with a Master's in Education, consideration will be given to individuals who hold a Bachelor's degree with a concentration in the core area and teaching experience in the subject area.

### PSYC101

Bachelor's degree in psychology, education or related field. Instructors must understand the importance of non-cognitive skill development and/or management of goal-setting, time management, commitment, psychological hardiness, stress, love, empathy, self-control, wisdom, happiness, self-respect, hope, and friendship. Be able to communicate effectively in written and oral formats. Be prepared to teach the responsibilities of a college student.

### PSYC103

Master's degree in Psychology or in a related field. A preferred candidate would have at least one degree in Psychology. Those without a Master's degree in Psychology should have at least 15 credit hours of coursework in Psychology at the Undergraduate level. Preferred candidates will have demonstrated teaching experience and/or an indication of professional development activities/affiliations that indicate currency in the field. Credits earned must be on the content of at least four areas of this introductory course: biology, research methods, sensation, perception, consciousness, learning, memory, intelligence, development, emotion, motivation, personality, disorders, treatment or social. Instructors must understand the multiple perspectives in psychology and have a firm knowledge of the basic research methods in psychology.

### SOCI 101

Master's Degree in Sociology or closely related field. Other degrees in the Social Sciences, including Social Studies, will be considered with significant course work in sociology.

### SPAN 102, 201, 202, 280, 281

Minimum, a Master's degree, preferably a terminal degree in the target language, literature, linguistics or related field. Native to near native proficiency in the target language. Minimum of 2 years of teaching experience at the High School level or in Higher education. Prefer candidates with overseas traveling or educational experience in countries where the target language is spoken. Some experience with multimedia resources in foreign language acquisition and knowledge of the current trends in foreign language teaching.

### SPMT 150, 190

Degree in related field with demonstrated background in the areas being taught (undergraduate and/or graduate coursework, teaching and/or industry experience, continuing professional development, etc.).

## Concurrent Enrollment Course Outline

### High School:

**Instructor:** Even if multiple instructors follow the same outline, submit a separate outline for each.

**Instructor e-mail and/or phone #:**

**Tompkins Cortland Course # (Credit Hours):** ex. MATH120 (4 credits)

**Tompkins Cortland Course Title:** ex. College Algebra

**Semester:** Fall or Spring or Full Year (if the high school course is full year, but most college content is taught in the spring, select "Spring")

**Course Description:** Must be closely modeled on the description in the College [Master Course Syllabus](#) and indicate whether the course satisfies any SUNY General Education requirements.

**Course Prerequisites:** Identify all prerequisites established by the instructor. These should be consistent with the Master Course Syllabus and any other guidelines provided by CollegeNow and your liaison. Include any pre- or co-requisite high school or college courses, grades, or test scores that a student needs in order to register for college credit. Also include the grade level of students; some courses are limited to 12<sup>th</sup> or 11-12<sup>th</sup> grade.

For sequential courses, a C or higher is required in the prior course in that discipline; IE, a "C" in ENGL101 to take ENGL102 or "C" in MATH120 to take MATH200 or MATH138. For courses that register in the spring, students should have earned at least a "C" in the fall semester of the high school course in order to register for credit.

**Minimal Basic Skills Needed to Complete Course Successfully:** All courses have basic skill requirements in math, reading, and writing; some may have computer or other required skills. Refer to the College's Master Course Syllabus and other guidelines provided by CollegeNow and your faculty liaison.

**Course Goals:** Identify the learning outcomes for the course, consistent with the goals and objectives listed in the College's Master Course Syllabus. You may add to these if you cover additional material.

**Texts and Materials:** Include print, digital, and audiovisual materials. The Master Course Syllabus and sample course outlines provide suggestions of college-level materials; any texts you select that are not listed, must be approved by the faculty liaison. Some courses have specific required textbooks and labs, which will be noted in the guidelines provided by CollegeNow and your liaison.

**Class Modalities/Alternative Learning Strategies:** Briefly describe the teaching methods you intend to use during the semester, i.e., lecture, discussion, audio-visual aids, labs, field trips, clinicals, etc. If applicable, indicate how any online course management systems (Blackboard, etc.) are being used in the class (as a repository for course materials, discussions, quizzes, and assignment submission). If applicable, indicate whether any students may be participating via synchronous distance learning.

**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, please detail your expectations.

**Calendar of Course Topics:** Provide a listing by either week or class session of the respective topic(s) that will be covered during that time frame. Include any particular readings, assignments, or tests required each week. Make a note for students that the dates are subject to change.

**Evaluation/Grading System:** Provide a summary of how the final grade is determined using a point and/or percentage system that shows the respective weighting of each of the course requirements. The College grade must be calculated by a methodology consistent with the Master Course Syllabus and your faculty liaison's guidelines. (If the high school grade is calculated differently, indicate how.) While some courses allow for points for participation, points should not be given for merely attending class.

Instructors should use the following grading scale for converting between numerical and letter grades, unless your liaison has provided you with a different scale.

	<u>Grade</u>	<u>Range</u>	<u>GPA</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+	67 – 69	1.3
	D	63 – 66	1.0
	D-	60 – 62	0.7
No Credit	F or WF	59 and below	0.0

**Statement of Academic Integrity:** Identify your school's policies and procedures and clearly delineate 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). Instructors may decide on varying consequences depending on whether the infraction was intentional or not. Please refer to the College's statement of academic integrity (below) and the policy for violations:

[http://www.tompkinscortland.edu/catalog/pp\\_ac\\_violation.asp](http://www.tompkinscortland.edu/catalog/pp_ac_violation.asp)

### **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 allow make-up examinations, with or without penalty, and under what circumstances.

**Attendance Policy:** Provide your policy on attendance, especially in regards to how it may affect the student's grade or ability to earn college credit for the course. College Attendance Policy to use/apply:

To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. Unless otherwise provided for by the instructor, all students are expected to promptly attend, on time, every class session for they are registered. If absence is anticipated, it is the student's responsibility to inform the instructor as far in advance as possible. If a student is absent on the

day of an exam or deadline, the instructor will decide whether the exam or assignment may be submitted late. In all cases, it is the student's responsibility to find out what happened in class. Students are not penalized if they are unable to attend classes because of religious beliefs; students should discuss such absences in advance with their instructors.

**Student Responsibilities:** Your expectations about the involvement of students in the learning experience should be positively and specifically stated here. You may also wish to include a statement regarding classroom citizenship. Be clear about how the expectations may differ from high school in relation to classroom discourse, assignments, role of student vs instructor, how to seek help from you, etc.

**Additional Resource Assistance:** Identify academic resources available in school, including library, tutoring, as well as how students can get instructor help outside of class. Include that campus-based and online tutoring resources, as well as study skills assistance, are at <http://www.tc3.edu/bcl/tutoring.asp>.

**Appropriate Academic Adjustments:** Use and adapt the following language for your outline:

Appropriate academic adjustments must be provided to students with disabilities that may affect their ability to fully participate in course activities or to meet course requirements. Such accommodations provide equal access, but may not lower academic standards for the course nor substantially alter the course's essential requirements.

Indicate the process students must follow in your district to develop an access plan for the college course (IE, who to contact to develop a 504 plan). Refer to the policy regarding academic adjustments for students with disabilities on the CollegeNow [website](#), which includes College contact information if questions arise regarding accommodations.

*Please include the following statement in your outline and direct students to our website for guidance on College policies, resources, and their rights and responsibilities:*

**Tompkins Cortland Community College Expectations and Resources**

Students and families should review the guidelines provided on CollegeNow's website for information on College expectations and policies, implications for academic standing and financial aid, accessing learning resources and services, and transferring college credits. Student Resource links appear on the right side of the CollegeNow homepage at [www.tompkinscortland.edu/academics/collegenow](http://www.tompkinscortland.edu/academics/collegenow)

## Placement Guidelines for Tompkins Cortland Community College Courses Basic Skills and Prerequisite Requirements

Every TC3 master course syllabus refers to co- or prerequisites and basic skills. Below are the high school backgrounds and skills that are considered to be equivalent to the specified TC3 prerequisites or co-requisites (indicated by the statement “concurrent enrollment in” within the syllabus’ course description). Together with knowledge of course requirements, expectations, and the student, instructors must use these criteria to inform placement and registration into the course.

### Reading

**RDNG 099** – Courses require minimal reading, primarily at grade level and below. No college-level texts are required.

**RDNG 116** – If concurrent enrollment in RDNG116 is stated, the course requires reading of mostly beginning college-level materials and limited higher college-level materials that will also be covered in class. If identified only as a prerequisite, the student should be able to: Develop and apply a variety of strategies for reading critically and studying effectively in college; understand and apply basic memory principles and learning processes to enhance strategies for reading critically and studying effectively in college; and understand and apply metacognitive/active reading strategies to enhance strategies for reading a variety of college-level reading material.

### Writing

**ENGL 098 or ENGL 099** – Courses require minimal writing skills (short written responses of a paragraph or less). Such courses may be opened to 9-10<sup>th</sup> graders.

**ENGL 100** – Courses require short written responses and/or short papers without documentation, particularly personal reflection or narrative. Course requires the student to possess a working understanding of basic grammar and mechanics, as well as mastery of paragraph structure. These courses are for juniors, seniors, and exceptional sophomores.

**ENGL 101** – Courses require students to organize and write an essay in response to a college-level reading. Students must have a basic sense of structure and development when organizing their writing. The student should also have a good understanding of audience when writing. Students need to be able to appropriately cite their work. These courses are for seniors or exceptional juniors.

### Math

**MATH 090** – Courses require only very basic arithmetic skills, such as computations with fractions, decimals, and percent with and without a calculator.

**MATH 095** – Courses require basic mathematical skills plus beginning algebra skills, such as solving of linear equations. This content is taught in Algebra I.

**MATH 120** – Courses require strong algebra skills, which may include graphing, linear equations, functions, exponentials/logarithms, systems of equations, simple word problems, and/or solving of higher degree equations. This content is taught in Algebra II.

## Appendix E

Some courses have additional placement guidelines that extend beyond the basic skill areas described above. The below chart outlines these instances, which are set by the faculty in the relevant areas.

<b>TC3 Course</b>	<b>Course Prerequisite</b>
ASTR 101 or ENVS 101	Junior or senior status
BIOL 104/105	80 in Regents Living Environment and Chemistry, or C in BIOL101 and CHEM101. BIOL104 is not a prerequisite for BIOL105.
BIOL 131	80 in Regents Living Environment and Chemistry, or C in BIOL101 and CHEM101
CHEM 101/102	75 in a Regents science course; in Regents Chemistry concurrently
CHEM 107/108	Successful prior completion of Regents/college prep Chemistry
ENGL 100	75 on ELA Regents
ENGL 101	85 on ELA Regents
ENGL 201	Senior status; 75 on ELA Regents or concurrently in ELA12
FREN or SPAN 102	Generally offered in second semester of Level 3 course with a grade of 85 in first semester of Level 3 course
FREN or SPAN 201	Successfully completed FREN/SPAN102 or equivalent (Level 3); generally offered in Level 4
FREN or SPAN 202	Successfully completed FREN/SPAN201 or equivalent (Level 4); generally offered in Level 5, but may be offered in 2 <sup>nd</sup> semester of Level 4 for honors
SPAN 280	May be offered in Level 5 if SPAN201/202 sequence completed in Level 4
HLTH 206	Junior or senior status
MATH 120	C in Algebra I or Algebra II; may be offered during the second semester of Algebra II/Trig or first semester of a yearlong pre-calculus course or as a senior math elective
MATH 138 or 200	C in MATH120 or equivalent
MATH 201	C in MATH138 or equivalent
MATH 202	C in MATH201
METR 101	Senior status. Algebra 2 with 90 or better on Regents; English honors or concurrent ENGL101. Recommend Earth Science or Chemistry or Physics with a 90 or better on Regents.
PHSC 104/105	75 in a Regents science course; in Regents Physics concurrently

# CONCURRENT ENROLLMENT COURSE REGISTRATION FORM

CollegeNow | P.O. Box 139 | 170 North Street  
Dryden, NY 13053-0139  
Fax: 607.844.6535 | Phone: 607.844.8222, Ext. 4396

PLEASE PROVIDE ALL OF THE INFORMATION. PRINT CLEARLY.

High School (NOT BOCES program) \_\_\_\_\_ Anticipated Year of High School Graduation \_\_\_\_\_

Social Security Number \_\_\_\_\_ Semester (fall/spring/summer) \_\_\_\_\_ Year \_\_\_\_\_

Have you taken courses, including Concurrent Enrollment, through Tompkins Cortland Community College before?  Yes  No

Name (Last, First, M.I.) \_\_\_\_\_

Date of Birth (Month/Day/Year) \_\_\_\_\_ Gender:  Male  Female

Street Address/P.O. Box \_\_\_\_\_

City/State/Zip \_\_\_\_\_ County \_\_\_\_\_

Email Address \_\_\_\_\_

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

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:

- Central American
- Cuban
- Dominican
- Mexican
- Puerto Rican
- South American
- Other Hispanic/Latino

**Please indicate your race  
(select one or more):**

- American Indian or Alaskan Native
- Asian
- Black/African American
- Native Hawaiian or Other Pacific Islander
- White

Course Number/Title	Course Start Time	Office Use Code	School Number	Office Use Only	College Credit	Audit
<b>Sample: ENGL 101 - Academic Writing II</b>	<b>10:57</b>	<b>D</b>	<b>15</b>		<b>X</b>	
<b>Sample: BUAD 201 - Business Law I</b>	<b>10:57</b>	<b>D</b>	<b>15</b>			<b>X</b>
		<b>D</b>				
		<b>D</b>				
		<b>D</b>				
		<b>D</b>				

**College Credit Statement**

I understand that I am registering for a college course for which TC3 rules and regulations will be in effect. My signature below certifies that I have chosen to enroll in one or more courses (as indicated above) for college credit.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
High School Instructor Signature

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

**Audit Statement**

My signature below certifies that I have chosen to audit one or more courses (as identified above). I understand that I will not receive college credit for any audited courses, nor will I be able to convert audit status to credit status at a later date.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
High School Instructor Signature

Dear Parent or Guardian:

Your child is taking a Tompkins Cortland Community College course through the CollegeNow Concurrent Enrollment Program at the high school or BOCES. Through concurrent enrollment, students get a head start on their degree and career goals, strengthen their college applications and develop tools for future success. All of this at no charge to you!

Concurrent enrollment classes are part of a rapidly growing movement to strengthen the transition from high school to college. CollegeNow is at the forefront of these developments with one of the largest, most comprehensive, and highest quality concurrent enrollment programs in New York State. Our program is one of only 105 programs in the nation to achieve accreditation by NACEP (National Alliance of Concurrent Enrollment Partnerships).

*What you should know about CollegeNow's Concurrent Enrollment Program:*

- These are official college courses, which appear on a Tompkins Cortland Community College transcript. The transcript does not identify course locations, only semesters, TC3 course names, and letter grades.
- Our College provides a scholarship so there is no cost to you or your district. Students residing outside Tompkins County must have an active Certificate of Residence on file. The forms are available from our website, the CollegeNow instructor, and school counselor.
- Academic expectations for the course are at the college level: rigorous course objectives; more work outside of class; tougher grading standards; and the expectation that students will come to class every day prepared to delve deeply into the material. The responsibility for academic success shifts to the student, including managing time, keeping up on assignments and deadlines, and reaching out to instructors and other school.
- Review with your child, the Student Resources at [www.tompkinscortland.edu/academics/collegenow](http://www.tompkinscortland.edu/academics/collegenow) (links on the right). You will find important information about concurrent enrollment, academic standards, transcripts, and services, such as the library and tutoring. You will also find information on CollegeNow Online, which allows students to supplement their school's offerings through online college courses.
- Students may use credits earned toward a degree at Tompkins Cortland or transfer the credits to most colleges around the country, depending on the student's major, course grade, and college policies. Generally, a C or higher is needed to transfer. Every college sets its own policies governing transfer credit. Students should research the credit transfer policies and procedures at their colleges of interest. Surveys show that more than 90% of colleges accept concurrent enrollment credit.
- Students experiencing difficulty maintaining a desirable course average may withdraw from the course in accordance with the dates below to avoid receiving an unsatisfactory grade on their official college transcript. Poor grades and withdrawals may affect academic standing and financial aid.

Fall 2019	Spring 2020 and Full Year Courses
Last Day to Add – October 4	Last Day to Add – March 6
Last Day to Drop – October 11	Last Day to Drop – March 17
Last Day to Withdraw w/o GPA Penalty (W) – December 2	Last Day to Withdraw w/o GPA Penalty (W) – May 8
Last Day to Withdraw w/ GPA Penalty (WP/WF) – January 14	Last Day to Withdraw w/ GPA Penalty (WP/WF) – June 15

We look forward to serving you and your family as important members of our college community. Please don't hesitate to contact your school counselor or our office for more information about Tompkins Cortland CC and CollegeNow programs for high school students.

Sincerely,



Victoria Zeppelin, Director



## Directions for Certificate of Residency Requirements for High School & Home School Students

All registered high school and homeschool students, including those who are *auditing*, **must** have a valid Certificate of Residency on file. The Certificate of Residency proves students are a New York state resident (for one year) and a resident of their county (for six months). Certificates of Residency are valid for one full year upon approval. Should you have any questions, please contact the CollegeNow office at (607) 844-6503.

Please include the following when submitting your certificate of residence application:

1. Complete the Affidavit and Application for Certificate of Residency (COR). You must have your signature notarized by a commissioned notary public. (ask your guidance office if one is available at your school). Please included your street address on the form. **P.O. Boxes are not accepted as a valid address.**
2. Provide any proof that is required – *see below for specifics for the county in which you reside regardless if your school is located within a different county.*
3. Send your COR application and required proof directly to the CollegeNow office unless otherwise specified.  
CollegeNow  
PO Box 139  
Dryden, NY 13053
4. Pay close attention to the deadlines!! All COR applications are due no later than October 18, 2019 unless otherwise noted. Students who do not submit their COR by the deadline will be sent home a billing statement.

### Allegany County:

COR application and copy of school ID.

### Broome County:

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."

**NOTE: County will not accept an application without a Social Security number.**

### Cayuga County:

Students must complete an AFFIDAVIT (OR AFFIRMATION) AND APPLICATION FOR CERTIFICATE OF RESIDENCE for *Cayuga County* and take to their Town Clerk's Office to be certified (having the bottom portion of the form completed by their Town Clerk). Students may also have to prove their residency to the Town Clerk.

### Chemung County:

Students must take the COR application to their Town Clerk's Office to be certified. Students may also have to prove their residency to the Town Clerk.

### Chenango County: **Certificate of Residency Applications Are Due October 4, 2019**

Guidance Office or Principal (NOT teacher) **must** complete the "Affidavit of Residency for Dual Credit Students" form for **ALL** registered students in Chenango County and submit to the CollegeNow office with the students Certificate of Residency application.

**NOTE: County will not accept the COR application without a Social Security number.**

# Appendix H

Cortland County:      **Certificate of Residency Applications Are Due  
October 4, 2019**

Current high school transcript and print-out of School Tool summary page showing student's photograph and home address (qualifying as photo ID) or a copy of student's driver's license/permit/non-driver ID.

**NOTE: County will not accept the COR application without a Social Security number.**

Delaware County:      **Certificate of Residency Applications Are Due  
October 4, 2019**

*ALL applications must be mailed directly to Delaware County Treasurer, PO Box 431, Delhi NY 13753.*

Jefferson County:      **Certificate of Residency Applications Are Due  
October 4, 2019**

A copy of driver's license/permit/non-driver ID, or summary page from SchoolTool, previous year report card (qualifying as 1 year document), and high school transcript (qualifying as the 30 day document).

Madison County:      **Certificate of Residency Applications Are Due  
October 4, 2019**

The middle section of the COR application **must** be completed providing dates student has resided each address, including current, specifying from month/year to month/year. Do not say "birth to present".

**NOTE: County will not accept the COR application without a Social Security number.**

Oneida County:

Students must provide a copy of their driver's license/permit dated at least one year prior to the start of classes or a copy of current high school transcript.

Onondaga County:

Current high school transcript showing in-district work for at least a year (qualifying as the 1 year document), copy of a recent report card (qualifying as the 30 day document), print-out of School Tool summary page showing student's photograph and home address (qualifying as photo ID).

Otsego County:

For **each** certificate of residence application, a 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 Otsego for the past six months." The letter must also include the student's current address.

**NOTE: Do NOT provide the Social Security number on the application or letter from school.**

Schoharie County:

COR application and current high school transcript.

Schuyler County:      **Certificate of Residency Applications Are Due  
October 4, 2019**

COR application and Certificate of Residency application only.

Steuben County:

COR application and current high school transcript.

Sullivan County:

A copy of the student's photo ID and a copy of their parent's property tax bill (if they own the residence) or a copy of the parent's previous year tax return.

Tioga County:

COR application and current high school transcript.

Tompkins County:

ONLY Tompkins County residents taking concurrent enrollment classes at their high school or on-line classes through the CollegeNow office are not required to complete the COR application. However, students enrolled in classes on any of our campuses must submit a certificate of residence. Students can apply directly at:

<http://tompkinscountyny.gov/finance/Treasury-0>

Yates:

COR application, photo ID and a piece of mail.

Remaining Counties: Herkimer, Lewis, Oswego, and Seneca Counties require **ONLY** COR application at this time. If your county is not listed, please call the CollegeNow office at (607) 844-6503.

## AFFIDAVIT AND APPLICATION FOR CERTIFICATE OF RESIDENCY

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

STATE OF NEW YORK, COUNTY OF _____ _____ (Home County)	Social Security No. _____ Semester <u>Fall</u> Year <u>2019</u>
--	--

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 \_\_\_\_\_ Property Owner \_\_\_\_\_

Citizenship: United States Citizen  Other  Visa Type \_\_\_\_\_ Resident Alien# \_\_\_\_\_

I further state I plan to enroll in **TC3** and that this affidavit (or affirmation) and application is made for the  
 sole purpose of securing from the Chief Fiscal Office of the County of \_\_\_\_\_ a certificate of  
 Residence pursuant to the requirements of Article 126 of the Education Law.  
 (Home County)

Sworn before me this _____ day of _____ _____ 20_____. _____ (Notary Public, State of New York)	_____ (Student Signature) <span style="float: right;">(Date)</span> <hr/> <b>THIS SPACE FOR USE OF CHIEF FISCAL OFFICE OF COUNTY</b> 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."

Semester:  Fall  Winter  Spring  Summer

Student ID: \_\_\_\_\_

Year: 20 \_\_\_\_\_

# OFFICIAL CHANGE OF SCHEDULE FORM

PLEASE PROVIDE ALL OF THE INFORMATION. PRINT CLEARLY.

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 [tompkinscortland.edu/CollegeNow](http://tompkinscortland.edu/CollegeNow) to view deadlines.

Social Security Number \_\_\_\_\_ High School \_\_\_\_\_

Have you taken courses, including Concurrent Enrollment, through Tompkins Cortland Community College before?  Yes  No

Name (Last, First, M.I.) \_\_\_\_\_

Street Address/P.O. Box \_\_\_\_\_

City/State/Zip \_\_\_\_\_ County \_\_\_\_\_

Email 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)
sample: ENGL101	D	15	15	Academic Writing II	3	P
	D					
	D					
	D					
	D					
<b>Total Credits</b>						

Student's last date of attendance \_\_\_\_\_

Course(s) to be ADDED:

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

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

High School Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

High School Advisor/Mentor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Provost Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### **Borrow Books and DVDs**

Request that library materials be sent to you. Use the library's Get It service and your myTC3 name and TC3 ID number. Items you borrow can be returned to your high school librarian (if your school is a member of TST or OCM BOCES) or by mail using the prepaid shipping label that the Library provides.

### **Access Online Articles, E-Books and Streaming Videos**

With a TC3 ID number (or a myTC3 name and password) and the Internet, you and your students can log into the Library's electronic resources. If you don't know your TC3 credentials, contact Rhonda Kowalski at 607-844-8222, ext. 4396.

### **Research Help**

Students and instructors are encouraged to ask TC3 librarians for assistance with their research assignments and with using our Web site. We can help in person or by phone, email, text or chat.

### **Instruction**

TC3 librarians are available to teach students how to locate, evaluate and integrate information resources. You are welcome to bring your class to us or we can come to you. Online guides to supplement in-person instruction are also available and can be created for specific assignments upon request. See Guides & Help.

### **Academic Integrity and Plagiarism**

Librarians are available for consultations on plagiarism, intellectual property and other academic integrity issues. You may also use Blackboard's Safe Assign, an online plagiarism prevention and detection system. For help with Safe Assign, contact TechSupport@tomkinscortland.edu, or call 607-844-8222, ext. 4550.

### **Tutoring**

Tutoring services are available in person and online. See the Library's home page for hours and locations, subject areas, and online tutoring options.

### **More Information**

A guide about library services for your CollegeNow students is available at [tc3.libguides.com/cnstudentinfo](http://tc3.libguides.com/cnstudentinfo)

Contact us if you have any questions, suggestions or requests

- e-mail: [TC3Library@tomkinscortland.edu](mailto:TC3Library@tomkinscortland.edu)
  - call: 607-844-8222, ext. 4360
  - text: 607-545-4TC3 (607-545-4823)
  - chat: visit [www.tomkinscortland.edu/library](http://www.tomkinscortland.edu/library)
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