



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

Concurrent Enrollment Instructor Handbook

August 2024

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 (SUNY) system. Located in Dryden, the College serves more than 3000 students in credit programs and another 3000 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, 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 credit-based Associate degrees, Certificates, and Microcredentials. These are described below. Articulations allow for seamless transfer throughout the SUNY system. In addition, we have a 2+4 agreement with University at Buffalo's Pharmacy School that allows students to complete their first 2 years at TC3 before continuing into UB's PharmD program, as well as agreements for transfer into SUNY Upstate Medical for a variety of health profession pathways.

- 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.
- A **Microcredential** is a defined set of college courses that takes less time to complete than a degree or even a certificate. It is designed to teach specific, in-demand skills in collaboration with local employers or job needs. Microcredentials offer a valuable career credential upon completion, and courses can also be applied to an existing degree or certificate program.

All Degree Programs and Certificates (<https://www.tompkinscortland.edu/academics/programs>):

| | |
|--|---|
| Accounting A.S. Degree, A.A.S. Degree, Certificate | Computer Information Systems A.A.S. Degree |
| Applied Science & Technology A.A.S. Degree, Microcredentials | Computer Science A.S. Degree |
| Biology A.S. Degree, Biotechnology Certificate | Computer Support Specialist A.A.S. Degree |
| Business Administration A.S. Degree, A.A.S. Degree, Certificate | Construction and Environmental Technology A.A.S. Degree, Certificate |
| Chemical Dependency Counseling A.A.S. Degree, Certificate, Microcredentials | Creative Writing A.A. Degree, Certificate |
| Communication and Media Arts A.S. Degree | Criminal Justice A.S. Degree, A.A.S. Degree, Certificate |

| | |
|--|--|
| Culinary Arts A.A.S. Degree | Liberal Arts and Sciences: Social Science A.S. Degree |
| Digital Cinema A.S. Degree | Liberal Arts and Sciences: Teacher Education Transfer A.S. Degree |
| Early Childhood A.A.S. Degree, Microcredential | Liberal Arts and Sciences: Women & Gender Studies A.S. Degree |
| Engineering Science A.S. Degree | New Media A.S. Degree |
| Entrepreneurship A.A.S. Degree | Nursing A.A.S. Degree |
| Environmental Studies A.S. Degree | Paralegal A.A.S. Degree, Certificate, Microcredential |
| Graphic Design A.S. Degree | Photography A.S. Degree |
| Hotel and Restaurant Management A.A.S. Degree, Microcredential | Recreation: Exercise Studies A.S. Degree |
| Human Services A.S., A.A.S. Degree, Certificate, Microcredentials | Recreation: Outdoor Recreation A.S. Degree |
| International Business A.S. Degree | Recreation: Recreation Leadership A.S. Degree |
| International Studies A.S. Degree | Sport Management A.S. Degree |
| Liberal Arts and Sciences: General Studies A.S. Degree, Certificate | Sustainable Farming and Food Systems A.A.S. Degree |
| Liberal Arts and Sciences: Humanities A.A. Degree | Wine Marketing A.A.S. Degree, Certificate, Microcredential |
| Liberal Arts and Sciences: Math/Science A.S. Degree | |

Micro-Credentials (<https://www.tompkinscortland.edu/academics/microcredentials/>):

| | |
|---|---|
| Chemical Dependency Counselor Assistant | Geotechnical Lab Technician |
| Civil Engineering Technician | Medical Office Administrative Assistant |
| Clinical Medical Assistant | Micro-Nano Fabrication Safety |
| Direct Service Provider I, II, and III | Residential Aide |
| Early Childhood Assistant | Special Education Advocacy |
| Electrical Engineering Technician | Surveying Technician |
| Food & Beverage Service | |

Degrees Available Fully Online (<https://www.tompkinscortland.edu/academics/online-learning/>):

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.
 Liberal Arts and Sciences: General Studies, A.S.
 Paralegal, A.A.S.

Certificates Available Fully Online:

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

CollegeNow students may supplement their concurrent enrollment and high school courses with online or campus courses from Tompkins Cortland Community College. Some students even complete their Associate's degree while in high school. Contact Brent Doane (bsd@tompkinscortland.edu) for more information on these options, as well as for help for any students who wish to pursue their studies at the College after high school.

What is a Concurrent Enrollment Course?

Concurrent enrollment refers to a course where a student is earning both high school and college credit for a class taught by a high school instructor who has been 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), an organization that advances equitable access to quality college courses to support students' postsecondary goals. Through accreditation, NACEP helps programs adhere to the highest standards so students experience a seamless transition to college. You can find information about NACEP at www.nacep.org.

For more information on concurrent enrollment and other CollegeNow programs, please refer to our website at www.tompkinscortland.edu/collegenow.

Faculty Liaison Program

CollegeNow is proud to have faculty who are committed to engaging with concurrent enrollment instructors to assure the quality and curricular alignment of CE courses. Faculty Liaisons encourage collegial dialogue between faculty and CE instructors to benefit teaching and learning in both the College and high school environments.

Faculty Liaison Responsibilities

- Review Instructor Credentials and Concurrent Enrollment Course Proposals.
- Provide orientation resources for new 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.
- Periodically review class assessments and grading practices.
- Facilitate professional development for concurrent enrollment instructors.
- Hold individual meetings with instructors and host campus activities for CE classes, as requested.

If you would like to know who the Faculty Liaison for your course(s) is, please contact Rhonda Kowalski at 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.
- Newly approved concurrent enrollment instructors will take part in CollegeNow orientation *prior* to teaching a CE course at their school.
- Instructors agree to keep their course materials, grading policies, and syllabus in alignment with the master course syllabus (MCS) of the Tompkins Cortland course. (Instructors will be notified of changes to the MCS.)
- A current section syllabus must be submitted to the CollegeNow Office each semester that the instructor is teaching the course for concurrent enrollment. Notify Rhonda of any significant changes from the approved syllabus so that the revised syllabus may be reviewed again.
- A section syllabus 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.
- Instructors will inform students with disabilities of the process for obtaining an Access Plan from the College to determine any academic adjustments (accommodations) for the college course.
- 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. The primary purpose of observations and materials review 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, Victoria Zeppelin will meet with the CE instructor to discuss continued participation in the program. Approved alternatives are noted on the CollegeNow website and other CollegeNow communications, as well as process for tracking such participation. Instructors should contact Victoria if they need assistance or have questions regarding their professional development plan.
- Instructors will encourage and make time available for their students to complete the End-of-Course Evaluation for each CE course section they teach. A summary of 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 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 ENGL102; 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 take precedence. **Appendix A** lists all courses approved for concurrent enrollment; please inquire if you are interested in a Tompkins Cortland course that is not on the list. To identify a matching college course, review the Master Course Syllabus (<https://selfservice.tc3.edu/SelfService/Search/Course>) or contact CollegeNow. Schools are encouraged to align offerings with courses that satisfy SUNY General Education Requirements (www.tompkinscortland.edu/academics/general-education), as these courses are the most transferable for a variety of majors, or to offer courses within career/degree pathways. With your principal and counselor, decide which semester to offer the course and the target audience (considering student grade level, pathways, and ability to meet 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 B**.

III. Once credentials are approved, submit Section Syllabus using CollegeNow template

- Section syllabus for each Tompkins Cortland course based on Master Course Syllabus (MCS) requirements, and guidelines provided by the discipline, typed in **Concurrent Enrollment Section Syllabus template (Appendix C)**.

Rhonda will supply samples of syllabi for instructors of the same course, as well as the Master Course Syllabus and other materials the Faculty Liaison has provided. (Some of these are described in Section IV below.) The Master Course Syllabus is the curricular blueprint for a course. In addition, **Appendix D** translates the College's basic skills and prerequisites from the syllabus for the high school environment.

Your section syllabus must demonstrate that you will teach in alignment with our Master Course Syllabus and any guidance from CollegeNow and the Faculty Liaison. This includes addressing the same learning outcomes and topics, using college-level texts, and assessing and grading students by comparable methods. For some courses, you may be required to use department-approved exams or labs. You may be asked to share assignments, exams, or rubrics for review prior to course approval. *You may cover more content and learning objectives than required for the college course, but you cannot do less.*

Rhonda 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 section syllabus is approved.

IV. Course and Program Orientation

Once credentials are approved, you will receive an Administrative Network/Data Access Form to create a myTC3 account and access to Google Drive folders for your discipline(s). The folders include materials designed by Faculty Liaisons to orient you to course expectations and resources. Materials may include sample syllabi, texts, exam templates, labs, copies of online courses (to see content), and past professional development. In addition, Liaisons are available by phone, email, video conference, or face-to-face to answer questions about the course.

Before your concurrent enrollment course begins, you are required to participate in a CollegeNow orientation with Victoria Zeppelin to review the program expectations, administrative procedures, and College resources.

Section Syllabus

The Section Syllabus (**Appendix C**) is an essential part of the educational process and must be provided to students in the first week of classes. Instructors are required to submit Section Syllabi to Rhonda Kowalski at the beginning of each semester that they are teaching the concurrent enrollment course. The syllabus must contain specifics about the learning outcomes, calendar of topics and assignments, evaluation methods, academic integrity, and other instructor expectations. *Any significant changes to the syllabus (such as a new text series, changes to placement criteria, and changes to the evaluation methods) from what your Faculty Liaison approved must be highlighted or described in an email to Rhonda; significant changes need Faculty Liaison approval.*

Be aware that these syllabi 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 syllabi. Therefore, your style should be somewhat formal, and your information both accurate and complete.

Textbooks

Some departments require that all courses use the same textbook, though there may be flexibility on the edition used. Each Master Course Syllabus identifies recommended texts and resources. Faculty Liaisons may approve of other texts, either as print or electronic versions, if the text is college level and appropriate for the course; if unsure, contact the Liaison to determine if your text is acceptable. Your Faculty Liaison or the Campus Bookstore (607.844.6587 or 0149mgr@follett.com) can provide information on the current editions. The Bookstore provides a 10% discount for CollegeNow instructors purchasing textbooks for their CE classes.

Many College faculty utilize *Open Educational Resources* (OER) to save on costs while keeping content current, accessible, and engaging. College and SUNY OER materials are available for CollegeNow courses at no cost. Find and review materials at <http://oer.suny.edu> (Ready-to-Adopt catalog) and in the online folders for your discipline. OER can be integrated into an LMS, used as links, or, to some extent, printed. We encourage instructors to use OER as it ensures you are using quality, college-level materials without having to purchase new texts. Contact Victoria Zeppelin for assistance with the College's OER.

Academic Integrity

CE section syllabi must include the academic integrity policy and consequences for infractions (**Appendix C**). Our librarians are available for free consultations on plagiarism, AI, intellectual property, and other academic integrity issues (see www.tompkinscortland.edu/library, then Services > For Faculty for resources). In addition, CollegeNow instructors have free access to Turnitin, an online academic integrity tool that can be integrated into the Brightspace LMS shell for your courses. Contact CollegeNow for assistance with Turnitin and Brightspace.

Grading System

At the beginning of the course, inform students of the criteria used to determine the final grade for the college course, which may be different than the high school grade. The breakdown of how grades are calculated (number of points or percent weighting for assessments) must be in the Section Syllabus 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 | 59 and below | 0.0 |
| Other Grade Notations | | | |
| Withdrawal | W | | --- |
| Incomplete | I | | --- |
| Audit | X | | --- |

W - Withdrawal: Given to students who officially withdraw before 85% of the total course time is elapsed.

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 three years. 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 Rhonda Kowalski 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. If you have not received a packet when expected, it may be because we did not have your class schedule or your course approval is not final.

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

All students in your class 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 E)**. 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 help is needed with the online registration process (IE, retrieve usernames and reset passwords), please contact CollegeNow by text (607.367.6828), email, or phone (607.844.6503 or our direct extensions).

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

Academic Adjustments (Accommodations):

Students with disabilities who are enrolled for college credit need to have an Access Plan developed by the College’s Office of Access and Equity Services to determine the appropriate academic adjustments for the college course(s). **Requests for an Access Plan must be emailed to BCL@tompkinscortland.edu**, ideally before the course begins. Further details are provided on CollegeNow’s “Student Guidelines” webpage. Once an Access Plan is developed, it is good for all TC3 courses taken by the student, unless the student requests changes. Students should meet with CE instructors to discuss their needs and method(s) for implementing their Access Plan within the course. Generally, academic adjustments are provided by the school, but additional Assistive Technology may be available from the College based on the student’s needs. Be aware that the student may receive some accommodations for their high school courses that are not permissible in the college course or vice versa; if needed, you may have different assessments or grading between the high school and college course. For questions about academic adjustments and access plan implementation, contact the College’s Coordinator of Access and Equity Services, Karen Rachetta (kr072@tompkinscortland.edu) or call 607.844.8222 x4420 or x4415.

Certificates of Residence:

All students* who reside outside of Tompkins and Cortland Counties are required to submit a completed, notarized Application for Certificate of Residence **and** any additional proof of residence that may be required for their county. Each county’s treasurer sets the documentation requirements. See **Appendix G** and the CollegeNow website for Certificate of Residence (COR) Requirements and Applications/Affidavits. All COR documents must be returned to the CollegeNow office in accordance with deadlines that are provided to schools each semester. Not doing so may affect our ability to offer the courses at no cost to students and continuance of concurrent enrollment approval. Certificates are valid for one calendar year (IE, if a student obtains a COR in the fall, a new COR won’t be required until the following fall). Questions regarding Certificate of Residence policies and procedures should be directed to Sarina Perreault at 607.844.8222, x4311 or e-mail at smp@tompkinscortland.edu.

***NOTE:** Students who moved into New York State less than 1 year ago should not apply for a Certificate of Residence; please notify Sarina regarding such students so that she can waive the COR requirement for them.

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, immediately contact Rhonda Kowalski (rmk@tompkinscortland.edu) 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, we will e-mail you an ID and password. If you have difficulty logging into your myTC3 account, please contact CollegeNow at 607.844.6503 or text 607.367.6828.

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 H)** 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% and before 85% of course completion, this is considered a **withdrawal**. He/she will receive a “W” on the transcript. This will not affect the GPA. 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 must email acadrec@tompkinscortland.edu to make a change to the student’s academic records. Provide the student’s name, semester in which the course was offered, the grade that is currently on file, and the corrected letter 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, when grades are due, etc. The current academic year’s **Deadlines for Concurrent Enrollment Courses** can also be found on the CollegeNow website under **Forms & Timeline** (<https://www.tompkinscortland.edu/academics/forms-timeline>).

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.

End-of-Course Evaluations

Just like any Tompkins Cortland Community College student, your students are asked to complete end-of-course 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. CollegeNow is grateful to your students for taking this process seriously and for providing thoughtful and respectful evaluations.

We provide the evaluation instrument in the form of a short user-friendly online survey. After initial questions to identify a student's school and course, there are a series of questions with a rating scale (Strongly Disagree, Disagree, Agree, Strongly Agree):

1. The instructor provided clear information about the class, including expectations and grading.
2. The instructor was organized and used class time effectively.
3. The instructor explained concepts clearly.
4. The instructor used teaching methods that helped me learn.
5. The class materials, readings, and assignments facilitated my learning.
6. The instructor encouraged student questions and participation.
7. The instructor was responsive when students had questions or needed assistance.
8. I received grades and feedback on assignments/tests in a timely manner.
9. Overall, I rate this instructor as excellent.

Then, we provide space for extended responses to the questions:

10. What aspects of the class aided your learning the most?
11. Do you have any specific recommendations for improving this class?

Students complete a separate evaluation for each CollegeNow course in which they are concurrently enrolled, even if the instructor is the same. At this time, we ask that all students complete the survey, including auditing students. Rhonda will notify you when the survey is open for responses, which is for the last month of each semester. The links will be posted on our website and emailed to you and your students.

We offer the following recommendations to increase response rates:

- Remind students that for your course, they are college students and such course evaluations are an expectation of any college course. Completing an evaluation is one simple action that helps keep the CollegeNow program strong in their school and ensure that it continues to improve.
- Create a climate in class that reflects mutual respect between instructor and students.
- Talk about the purpose and importance of course evaluations and constructive feedback. Explain to students how their comments will be taken seriously, and how you will use evaluation feedback to modify and improve the course. Give students some examples of useful feedback you have received in the past, and how the course/pedagogy has benefited in response.
- Make a personal appeal to the students (in class and electronically) to complete their course evaluation surveys. While we do send the link to student emails, please post it to your class site as well.
- Provide time in class to complete the evaluation; it takes only 3 minutes to complete. If students are working on a task in class and finish early, suggest that they use that time to complete the evaluation.
- Students may complete the survey on any Internet-enabled device. If you do not have computers in the room, try to arrange for a laptop/Chromebook cart.
- If done outside of class, you may ask students to show you a screenshot of the "thank you" screen so that you know they did it.
- Assure students that their feedback is anonymous.

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.

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. (See “Transferring Your Credits under Student Resources on the CollegeNow website for a transfer chart listing colleges that accept or do not accept CE credit, as well as databases to look up transfer policies.)

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 4th 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 (select Self Service). Many students include unofficial transcripts as part of college admissions application.

How to request an official transcript:

1. Visit www.tompkinscortland.edu/collegenow
2. Select **Request a Transcript** under Student Resources.

Note: Grades for concurrent enrollment courses are due after the high school semester ends. If requesting a transcript mid-semester, grades for current courses may not appear. Within the request form, students may select to have the transcript sent immediately or after grades are posted.

To aid in transferring credits, it is advised that students save their concurrent enrollment course materials, including section syllabi 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 You Credits” under Student Resources. CollegeNow students in need of additional assistance should contact our office.

Library and Tutoring Services

The College Library and Tutoring Center are located on campus in the Baker Commons. All library resources and tutoring services are accessible online/remotely via the Library website (www.tompkinscortland.edu/library). Information specific to concurrent enrollment instructors and students is on the CollegeNow homepage. Visit the Library website or contact TC3Library@tompkinscortland.edu for help or to schedule an in-person or virtual visit.

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 I**). 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 can deliver print books and DVDs 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; lessons on some of these topics are already on the library website. Many resources and services require one to log in using their myTC3 username and password. In a few cases, the system may request a Student ID#; to find your ID#, log into myTC3 and click on your name in the green bar.

Learning Management System (LMS)

Instructors may teach their course online, or incorporate online elements into their in-person CollegeNow courses. We encourage instructors to use a college-level LMS to provide students a more authentic college experience. You are provided free use of, and training in, our Brightspace LMS, the standard platform for SUNY. Within Brightspace, you can share course content (section syllabus, assignments, readings, videos, etc.), administer tests, check writing for proper citation and plagiarism using Turnitin, collect assignments, share grades, and hold discussion forums.

When students register, they are automatically added to a Brightspace shell for your course. Contact CollegeNow or your liaison to view a Brightspace course of a faculty member; examples will be posted in the Brightspace organization for your discipline. To access the LMS, log into myTC3 and select Web Courses.

Other Benefits and Resources for Instructors

- All CollegeNow students receive free access to Microsoft **Office365** through the College, to be used in a web browser or downloaded on up to 5 devices. ACCT, BUAD, CAPS, and MATH200 instructors are provided with Office365 as well. Log into myTC3 to access Office365 (under "Hello, name" in upper right of myTC3 homepage). If you do not have access and need it for your classes, please contact Victoria.
- We host **campus visits**, including tours, library workshops, team-building exercises, and degree/course-related activities for instructors and their students. To bring a class to campus, or to arrange for a **remote or in-school presentation** (for a class, parent night, college fair), please contact Brent Doane (bsd@tompkinscortland.edu).
- Our College offers free access to online **career development tools**, including Career Coach and job search guides/templates (www.tompkinscortland.edu/academics/career-services). We also have a Career Connections course in Brightspace with modules you can use with your classes.
- CE instructors are eligible for **tuition waivers** for one course per semester on campus, our Extension Centers, or online. Instructors must register through Rhonda Kowalski at rmk@tompkinscortland.edu prior to the start date of the course. Instructors (or their schools) are responsible for fees and the cost of any course materials.
- 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). 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).
- We provide **professional development** opportunities. In addition to our own workshops, we work with other colleges to provide additional opportunities. Instructors are welcome to observe classes on campus. Certification of PD (CTLE) credit and/or stipends are often available. Contact Victoria for assistance.
- 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 Victoria 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.

CollegeNow Team
collegenow@tompkinscortland.edu
607.844.6503 office
607.367.6828 text

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@tompkinscortland.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.

Brent Doane – Assistant Director
bsd@tompkinscortland.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.

Rhonda Kowalski – Concurrent Enrollment Coordinator
rmk@tompkinscortland.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.

Sarina Perreault – CollegeNow Secretary
smp@tompkinscortland.edu
607.844.8222, ext. 4311

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

Please feel free to contact anyone from this team – we love to help!

Our website also has answers to almost any question you might have: www.tompkinscortland.edu/collegenow

Approved Concurrent Enrollment Courses

Arts, English, & Humanities:

ART 106 - Introduction to Photojournalism (3 Credits)
 ART 115 - Painting I (3 Credits)
 ART 116 - Painting II (3 Credits)
 ART 117 – Design Foundations I (3 Credits)
 ART 120 – Drawing I (3 Credits)
 ART 130 - Ceramics I (3 Credits)
 ART 131 - Ceramics II (3 Credits)
 COMM100 - Creating Online Media (1 Credit)
 COMM111 - Foundations of Digital Editing (1 Credit)
 COMM112 - Foundations of Motion Graphics (1 Credit)
 COMM115 - Intro 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)
 MUSI101 - Music Appreciation (3 Credits)
 MUSI108 - Music Theory I (3 Credits)
 MUSI109 - Music Theory II (3 Credits)

Business & Hospitality (incl. Economics):

ACCT101 – Financial Accounting (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)
 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 - Intro to Economics (3 Credits)
 ECON120 - Principles of Microeconomics (3 Credits)
 ECON121 - Principles of Macroeconomics (3 Credits)
 HRMG101 - Food Preparation I (3 Credits)

Health, Human Services, & Recreation:

FITN215 - Aerobic Conditioning (1 Credit)
 FITN216 - Lifeguard Training (2 Credits)
 HLTH104 - Medical Terminology (3 Credits)
 HLTH126 - Health and Fitness (1 Credit)
 HLTH205 - First Aid & Safety Education (3 Credits)
 HLTH206 - Personal Health (3 Credits)
 RECR112 - Intro to Kinesiology (3 Credits)

Science, Technology, Engineering, and Math:

ASTR101 - Introductory Astronomy (3 Credits)
 BIOL101 - Principles of Biology I (3 Credits)
 BIOL102 - Principles of Biology II (3 Credits)
 BIOL104 - General Biology I (4 Credits)

BIOL105 - General Biology II (4 Credits)
 BIOL114 - Essentials of Nutrition (3 Credits)
 BIOL131 - Principles of Human Anatomy & Physiology I (4 Cr)
 BIOL132 - Principles of Human Anatomy & Physiology II (4 Cr)
 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 Info Systems (3 Credits)
 CIS 132 - Network Design (3 Credits)
 CSCI160 - Computer Science I (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)
 ELEC102 - Intro to Electrical Engineering Apps. (4 Credits)
 ELEC224 - Digital Electronics (4 Credits)
 ENVS101 – Intro to Environmental Science (3 Credits)
 ENVS102 - Technology and the Environment (3 Credits)
 ENVS110, 111, 112 - Food Systems Seminars (1 Credit each)
 GEOL101 - Introductory Geology I (3 Credits)
 MATH120 - College Algebra (4 Credits)
 MATH122 - Technical Math (3 Credits)
 MATH138 - Pre-calculus Mathematics (4Credits)
 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 (incl. Languages):

ACAD100 - Introduction to the College Experience (1 Credit)
 ACAD150 - College Success Seminar (3 Credits)
 ANTH201 - Intro 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)
 FREN102 - Beginning French II (3 Credits)
 FREN201 - Intermediate French I (3 Credits)
 FREN202 - Intermediate French II (3 Credits)
 HSTY116 – The West in the World to 1500 (3 Credits)
 HSTY117 – The West in the World 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)
 SOCI101 - Introduction to Sociology (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)
 SPAN281 - Hispanic Literature and Culture II (3 Credits)

Basic Qualification Guidelines for Concurrent Enrollment (CE) Instructors

All disciplines require that the instructor be appropriately certified to teach 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 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 materials, coursework, or meetings may be required before final approval. In some fields, applicants may be able to take courses from Tompkins Cortland Community College tuition-free as part of the approval process.

Please visit 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, counselling, or support services at the postsecondary level desirable.

ACCT 101

Graduate degree in Accounting or a related graduate degree (i.e. Business, Economics, Finance) from an accredited institution. Candidates with related graduate degrees, must have at least 12 graduate credits 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, 116, 117, 120, 130, 131

Requirements vary by course. All ART applicants (with the exception of 106) must include a "portfolio" with their application that includes examples of 10 personal work and 10 student works; per student work examples, please include respective project criteria/description.

ART115, 116, 120, 130, and 131 require an MFA; consideration will be given to instructors with Master's in a related field if there is evidence of a very strong background and active presence in the art community.

ART106 requires significant photography background, ideally with photojournalism experience, as well as expertise in Adobe Photoshop.

ART117 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.

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

Master's degree in biology or significant biology coursework. 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 BIOL104/105. For BIOL114, a Master's in Health Education or related field, with nutrition coursework at the undergraduate or graduate level, is acceptable.

BIOL 114

Master's in Biology, Health Education, or a related field, with nutrition coursework at the undergraduate or graduate level, is acceptable.

BIOL 119

Master's Degree in Botany, Plant Science, or related field. Graduate courses in botany or plant physiology preferred. Experience teaching biology or botany courses in a higher education setting preferred.

BIOL 131, 132

Bachelor's or Master's degree in a related field with course background in human biology.

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

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

CAPS 111, 121, 131, 141, 152

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 for 111/121/131/141, but not required.

CHEM 101, 102, 107, 108

Master's degree in chemistry (or related field) or significant chemistry coursework 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. Depending on experience, strongly recommend that teacher take CIS 108 and/or CIS 132 (available online).

COMM 100, 111, 112, 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, 165

Master's degree in Computer Science, Mathematics, or a related field. Recent experience in programming (such as Java, Python, C++). Depending on experience, strongly recommend that teacher take CSCI160 and CSCI165 (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.

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 childcare 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.

ENVS110, 111

Master's degree or 18 graduate credits in Food Studies or related field required. Experience working in sustainable farming or food systems preferred. Two years of teaching experience at the college level preferred.

FITN 112, 213, 215, 216

Bachelor's degree and experience (including related training and certifications) appropriate to course content area. For FITN 112/216, candidate 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.

GEOLOG 101

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

HLTH 104, 126, 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 with application.

HLTH 207, 208

Master's Degree in Human Services, Chemical Dependency Counseling, or a related field. Experience teaching within the content area. Preferred CASAC credential.

HRMG 101, 105

Minimum of B.S. degree in Hospitality Management or Culinary Arts; a Masters and teaching/classroom experience is preferable. SERVSAFE certification is also necessary. For HRMG101, 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.

HSTY 117, 201, 202

Prefer a Master's degree in the discipline with at least two years of teaching experience in the subject area. A Master's in a related area (such as Social Studies Education), with a significant number of graduate credits in the field, will be considered for those with several years of teaching experience.

MATH 120, 122, 138, 200, 201, 202

Master's Degree in Mathematics Education or Math-related field required for MATH201/202 and strongly preferred for other MATH courses. Those whose Master's is not in Math, 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. In addition to possessing a Math-related degree, candidates applying to teach MATH200 must have successfully completed at least two Statistics classes (undergraduate and graduate level).

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 experience, and/or professional background in the topics for each course.

PHIL 101

Undergraduate or graduate degree in Philosophy. If degree is in Humanities, candidate must have significant course background 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.

PSYC 103

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.

RECR 112

Bachelor's degree and experience appropriate to course content area. May provide evidence of additional training and certifications related to course content.

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

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 Postsecondary level. 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

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.).

Tompkins Cortland Community College Section Syllabus

Course No. (Credit Hours): *ex. MATH120 (4 credits)*

Course Title: Use the Tompkins Cortland Community College course title (*ex. College Algebra*)

Instructor: Even if multiple instructors teach the same course, submit a section syllabus for each.

Contact Information: How students would reach you for help

Location: List your High School or BOCES

Semester: *Fall* or *Spring* or *Full Year* (Most courses should be single semester. If the high school course is full year, but most college content is taught in the spring, select "Spring")

Course Description: Copy the description from the College [Master Course Syllabus](#). Include any SUNY General Education requirements met. You may add more to the description, but do not take away.

Prerequisites & Basic Skills: Identify all prerequisites (minimum course grades, exam scores, or GPA) and basic skills requirements (IE, writing, reading, writing, or computer skills) used to identify who may register for credit. 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.

Include the grade level of students; some courses are limited to 12th or 11-12th grade.

For sequential courses, the equivalent of 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.

Student Learning Outcomes: List the learning outcomes for the course from the College [Master Course Syllabus](#). Some departments may allow you to add to these.

Texts and Materials: Include print, digital, and audiovisual materials. The [Master Course Syllabus](#) and sample section syllabi 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/Learning Strategies: Briefly describe the teaching methods you intend to use during the course, i.e., lecture, discussion, audio-visual aids, labs, field trips, clinicals, etc. If applicable, indicate how any online learning management systems (Brightspace, Google Classroom, 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.

Course Content: Include 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 or homework assignments required each week. Make a note for students that the dates are subject to change.

Required Readings, Presentations, Assignments, etc.: Provide an explanation of each of the requirements for the course (i.e., homework assignments, essays, projects, quizzes, exams, class participation, online discussion posts, presentations, etc.). For each particular requirement, please detail your expectations.

Evaluation/Grading System: Summarize how the final grade is determined using a point and/or percentage system that shows the respective weighting of each of the graded 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.)

Instructors must 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 | 59 and below | 0.0 |

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 and classroom citizenship should be positively and specifically stated here. 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.

Statement of Academic Integrity: Identify your 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). ([Misuse of a source](#) is not considered plagiarism, though you may still issue grading penalties.)

Please make explicit note of whether you allow Artificial Intelligence (AI, such as chatGPT) in your classes and your approach to detecting AI work. You may consider adding a statement like the following: "Use of AI is not allowed for work in this class. If I suspect that a student has plagiarized or used AI to generate work, then I reserve the right to orally quiz students on the process they followed for their work to ensure that the work performed is their own. Students who fail to show an understanding of the material and/or fail to show the process followed for assignments, may face grade-related penalties in accordance with the class's academic integrity policy." Other options for syllabus language (provided by the University of Minnesota): <https://provost.umn.edu/chatgpt-syllabus-statements>

Refer to the College's [statement of academic integrity](#) (copied below) and the [policy for violations](#).

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 may result in sanctions and/or penalties.

Additional Resource Assistance: Identify academic resources available in school (library, etc.), as well as how students can get instructor help outside of class (office hours or email). *You must include that:*

Campus and online tutoring resources, as well as study skills assistance, are at <https://www.tompkinscortland.edu/library>.

Appropriate Academic Adjustments:

Required language, though you may add to it if your school has an additional process:

It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities that may affect their ability to fully participate in college course activities or to meet course requirements. Students with disabilities should contact TC3's Baker Center for Learning at 607-844-8222 (ext. 4415) or bcl@tompkinscortland.edu to discuss their particular need for appropriate academic adjustments.

Include the following and direct students to our website for guidance and resources:

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

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 9-10th 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.

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.

| TC3 Course | Course Prerequisite |
|----------------------|--|
| 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 | Juniors with at least a 90 GPA; seniors with 75 on ELA regents |
| ENGL 101 | Seniors with 85 on ELA Regents or C in ENGL100 |
| ENGL 201 | Seniors with 75 on ELA Regents |
| 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 nd 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

Legal Name* (Last, First, M.I.) _____

Date of Birth (Month/Day/Year) _____ Sex Assigned at Birth * 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 _____

Once registered, students have the opportunity to declare preferred name, pronouns, and gender identity by emailing collegenow@tompkinscortland.edu.

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, select one or more 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 |
|---|-------------------|-----------------|---------------|-----------------|----------------|----------|
| Sample: ENGL 101 - Academic Writing II | 10:57 | D | 15 | | X | |
| Sample: BUAD 201 - Business Law I | 10:57 | D | 15 | | | X |
| | | D | | | | |
| | | D | | | | |
| | | D | | | | |
| | | D | | | | |

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

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 Caregiver:

Your child is taking a Tompkins Cortland Community College (TC3) course through the CollegeNow at their 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!

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

- These are college courses, which appear on an official Tompkins Cortland Community College transcript with the semesters, TC3 course names, and letter grades. Students may log into their myTC3 account to review course grades, send official transcripts, and see progress towards a degree within DegreeWorks.
- Our College provides a scholarship so there is no cost to you or your district. Students residing outside of Cortland and Tompkins Counties **must** have an active Certificate of Residence on file.
- 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 staff.
- Our CollegeNow instructors believe that future success in college is a function of an individual's maturity and previous experience as a student. Thus, we aim to provide your student with an authentic college experience that is more than course content. Guiding each student in the development of good academic habits is woven throughout CollegeNow course policies and daily practices. These habits enhance college readiness and support the skills necessary for them to meet the challenges of adulthood.
- Review with your child, the *Student Resources* at www.tompkinscortland.edu/collegenow. You will find information about concurrent enrollment, academic standards, transcripts, and free services, such as the library, tutoring, and career resources. 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 in a course on the official TC3 transcript is needed. Every college sets its own policies governing transfer credit. Students should research the credit transfer policies 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 2024 | Spring 2025 and Full Year Courses |
|--------------------------------------|-----------------------------------|
| Last Day to Add – October 8 | Last Day to Add – March 11 |
| Last Day to Drop – October 15 | Last Day to Drop – March 18 |
| Last Day to Withdraw (W) – January 8 | Last Day to Withdraw (W) – June 6 |

CollegeNow has one of the largest, most comprehensive, and highest quality concurrent enrollment programs within SUNY and New York State. We look forward to serving you and your family as important members of our College community. Please contact your school counselor or our office for information about Tompkins Cortland and CollegeNow programs for high school students, as well as to learn how we can support your child's educational journey with a degree or other credential with TC3. Thank you and welcome to the TC3 community!

Sincerely,



Victoria Zeppelin, Director

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

****All COR applications are due no later than *October 8, 2024***

****Notarization is NOT required.**

Teachers, parents/guardians, and students:

- All registered high school and homeschool students, *including those who are auditing*, **must** have a valid Certificate of Residency on file.
- Certificates of Residency are valid for one full year upon approval.
- Students who do not submit their COR by the deadline will be sent home a billing statement.
- Should you have any questions, please contact the CollegeNow office at smp@tompkinscortland.edu

Please include the following when submitting your COR application:

1. Complete the Affidavit and Application for Certificate of Residency (COR). 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. Your teacher and guidance office can mail/email everything for you.

CollegeNow
PO Box 139
Dryden, NY 13053

Broome County:

A letter on school letterhead stating: "I know and attest to the fact that Student's Name 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." Letter may be signed by teacher, guidance, or Principal. The letter is to accompany corresponding COR applications.

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:

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.

Cortland County:

Not required for Cortland County residents taking concurrent enrollment classes at their high school or on-line classes through the CollegeNow office. However, high school students enrolled in classes at any of our campus locations must submit a certificate of residence. Contact CollegeNow to request the county specific form and instructions.

Delaware County:

ALL applications must be mailed directly to Delaware County Treasurer, PO Box 431, Delhi NY 13753. High school transcript required.

Herkimer County:

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).

Jefferson County:

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).

Lewis County: COR application only

Madison County:

*The middle section of the COR application **must** be completed providing dates student has resided at each address for the past year, including current, specifying from month/year to month/year. Do not say "birth to present". Include the Homeowners NAME and home phone #.*

Oneida County:

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

Onondaga County:

****PLEASE DO NOT SUBMIT THE COR APPLICATION BELOW!!**

*The Onondaga HS form must be used for your students. The certificate below will no longer work. This is a **NEW** change. Please see the attached ***Onondaga HS Excel Form in your email.****

You do NOT need to gather any additional paperwork.

Form only! Please see directions on form. This form must then be emailed directly to Onondaga County. Please include me in this email.

Oswego County: *ONLINE ONLY. No paper applications.

<https://treasurerforms.oswegocounty.com/Forms/college>

Otsego County:

*For **each** certificate of residence application, a letter on school letterhead stating: "I know and attest to the fact that Student's Name 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 physical 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:

COR application and current high school transcript.

Seneca County: COR application only.

Steuben County:

COR application and current high school transcript.

Tioga County:

COR application and current high school transcript.

Tompkins County:

Not required for Tompkins County residents taking concurrent enrollment classes at their high school or on-line classes through the CollegeNow office. However, high school students enrolled in classes at any of our campus locations must submit a certificate of residence. Students can apply directly at: <http://tompkinscountyny.gov/finance/Treasury-0>

Wayne County:

COR application, copy of driver's license/permit (print-out of SchoolTool summary page showing student's photograph) and current high school transcript.

Yates County:

COR application, photo ID and a current high school transcript.

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 Fall Year 2024 |
|--|--|

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
 (Home County)
 Residence pursuant to the requirements of Article 126 of the Education Law.

| | |
|--|---|
| Per SUNY regulations as of November 15, 2023, notarization is no longer required. | _____ (Student Signature) (Date) |
| | <p style="text-align: center;">THIS SPACE FOR USE OF CHIEF FISCAL OFFICE OF COUNTY</p> 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, or withdraw (W) from a CollegeNow course. DO NOT use this form to audit a course. Visit the CollegeNow website at tompkinscortland.edu/CollegeNow to view deadlines.

Social Security Number _____ High School _____

Have you taken courses, including Concurrent Enrollment, through Tompkins Cortland 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 |
|-----------------|-----------------|------------|-----------------|---------------------|---------|
| sample: ENGL101 | D | 15 | A | Academic Writing II | 3 |
| | D | | | | |
| | D | | | | |
| | D | | | | |
| | D | | | | |
| Total Credits | | | | | |

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 | A | Academic Writing II | 3 |
| | D | | | | |
| | D | | | | |
| | D | | | | |
| | D | | | | |
| Total Credits | | | | | |

Student's Signature: _____ Date: _____

High School Instructor Signature: _____ Date: _____

High School Advisor/Mentor Signature: _____ Date: _____

Provost Signature: _____ Date: _____

For the most current information and related links, visit
www.tompkinscortland.edu/library/library-services-collegenow-instructors
Librarians can be reached through the Ask a Librarian (tc3.libguides.com/ask) page.

Electronic Resources

You and your students are encouraged to use the Library's resources which include online articles, ebooks, and streaming video and audio.

TC3 credentials (a myTC3 username and password) are required to login. If you don't know your credentials contact Rhonda Kowalski at 607.844.8222, ext. 4396.

Physical Items

Books and DVDs can be requested for delivery.

Items will be delivered to your home address and can be returned to your high school librarian (if your school is a member of TST or OCM BOCES) or by mail using a prepaid shipping label that the Library provides.

Research Help and Assignment Support

Students and instructors are encouraged to contact Tompkins Cortland librarians for research assistance. Librarians are available by chat, email, text and (online) appointment.

Instruction

Librarians teach students how to locate, evaluate and integrate sources.

You are welcome to bring your class to the College for hands-on instruction in our computer classroom or a librarian can come to you – in person or virtually.

Online guides to supplement instruction are also available and can be created for specific assignments upon request.

Academic Integrity and Plagiarism

Librarians are available for consultations on plagiarism, intellectual property and other academic integrity issues.

Tutors and Homework Help

The Baker Center for Learning offers tutoring services both in person and online.

Contact the Library

Home page: <https://www.tompkinscortland.edu/library>

Telephone: 607-844-8222, ext. 4360

Email: TC3Library@tompkinscortland.edu

Text: [607-264-0440](tel:607-264-0440)