

Mohawk Valley Dual Credit Instructor/Administrator Handbook



Mohawk Valley Community College

Part One: Introduction

The Mohawk Valley Community College’s Dual Credit Program is a community service offered to area high school students enabling them to earn college credit and advanced standing for college classes attended in their own high school. Courses are taught by high school teachers who have been pre-approved as MVCC adjunct faculty. All courses cover the identical content as those offered on the college campus because they follow the MVCC course outline, which includes a detailed course description and prescribed learning outcomes. Students who take courses through the Dual Credit Program receive both college and high school credit simultaneously.

Dual Credit Program students typically enroll in 100-200 level college courses that are highly transferable to most colleges and universities. All instruction is delivered in the high school setting during the routine school day.

Part Two: Mohawk Valley Community College Dual Credit Overview

Rationale

Dual credit courses have proliferated in recent years because they are associated with positive outcomes and greater academic achievement. Data from a study by researchers at Columbia University’s Community College Research Center indicate that students who participate in dual credit courses are more likely to graduate from high school, to enroll and persist in college, and to achieve higher college grade point averages than their non-dual credit counterparts. The authors of the study suggest that dual enrollment coursework benefits a wide range of students and recommend the expansion of dual credit offerings to allow a wider audience of students to reap the substantial benefits. They cite “real evidence...that this is an effective strategy for helping students make a better transition to college and persist in college once they’re there” (Karp, Calcagno, Hughes, Jeong, & Bailey, 2007).

Dual Credit as an Extension of the Mohawk Valley Community College Mission

Mohawk Valley Community College’s commitment to offer courses at our area high schools with the same content and level of rigor as on-campus classes reflects the College’ mission and vision, which are encapsulated in the following statement:

“Mohawk Valley Community College promotes student success and community involvement through a commitment to excellence and a spirit of service.”

“To transform lives by creating an innovative learning environment that meets the rapidly changing needs of our communities.”

Dual Credit Advantages

There are many advantages to offering dual credit courses in the high school:

- ❖ Dual credit courses provide the high schools the opportunity to expand their offerings, thereby affording both high school teachers and their students a more varied, stimulating and scholarly learning experience.
- ❖ Teaching in the Dual Credit Program gives high school teachers the chance to interact with their college counterparts and to form a network of colleagues with whom to share teaching methodologies and information on trends in the discipline.
- ❖ Closer interaction between high school and college instructors provides the opportunity for collaboration and better alignment of high school and college curricula.
- ❖ Since the classes cover the same content as those that are offered on the college campus, they help students to become more familiar with college requirements, to form realistic expectations of college-level work, and to learn what it takes to achieve success in college.
- ❖ Dual credit classes provide students a head start when they eventually enter college as full-time students because MVCC credits are highly transferable to most colleges and universities. By starting the full-time college career with credits already earned, students have more confidence in their ability to cope with the rigors of college work, less pressure to take on a heavy load of coursework and, by extension, a more stress-free college experience.
- ❖ In the past, students frequently studied material in college that they had already encountered in high school classes. Dual credit courses avoid the repetition of basic instruction and make space in the college schedule for higher level, more intensive study of selected subjects.
- ❖ By acquiring college credits while in high school, students may also be able to finish college earlier. Alternatively, they may choose to fill the college schedule by taking on a dual major, studying abroad or participating in internship opportunities.
- ❖ Taking college courses while in high school helps students to gain admission to more selective colleges because the successful completion of college courses demonstrates a serious attitude toward scholarship and a proven ability for college-level work. In fact, many colleges are now seeking students who have earned college credit while in high school and are using completion of dual credit courses as a criterion for admission.

- ❖ Students will save money by reducing future college costs because MVCC courses are offered in the high school at no cost to Oneida and Madison County students.
- ❖ Dual credit courses also offer a more viable option to Advanced Placement (AP) since transfer of AP credits is dependent on the final test score. Significant variations exist in college admissions' policies with regard to the level of AP score accepted for credit.
- ❖ Because students are registered at MVCC in the same manner as are traditional on-campus students, they have access to the college campus, including complete library privileges and exposure to a wealth of cultural events, such as plays, lectures, movies and exhibits.
- ❖ Finally, and most importantly, dual credit students are more likely to remain college students and eventually graduate from college than high school students who enter college without participating in dual credit courses.

Dual Credit Program Accreditation

In an effort to instill the Dual Credit Program with the degree of rigor and quality for which the College is known, Mohawk Valley Community College is accredited through the National Alliance of Concurrent Enrollment Partnerships (NACEP). The accreditation strengthens the programs credibility and enhances course transferability. As a requirement for accreditation, the Dual Credit Program demonstrated compliance with NACEP standards (see Appendix F).

Participating Dual Credit High Schools

Adirondack High School
Brookfield High School
Camden High School
Cazenovia High School
Clinton High School
Holland Patent High School
Madison High School
Madison-Oneida BOCES
Morrisville-Eaton High School
New Hartford High School
New York Mills High School
Notre Dame High School
Oneida-Herkimer-Madison BOCES
Oneida High School
Oriskany High School
Proctor High School
Remsen High School
Rome Free Academy
Sauquoit High School
Stockbridge Valley High School
Vernon-Verona-Sherrill High School
Waterville High School

Westmoreland High School
Whitesboro High School

Part Three: The Approval Process--Bringing Dual Credit Classes to the High School

The approval process begins with a discussion among high school administrators, counselors and teachers and between the high school and the College. These discussions may involve consideration of the following questions:

- ❖ What college-level courses might interest students?
- ❖ What college-level classes might have overlapping content with those offered in the high school?
- ❖ Which high school faculty members have both the qualifications and interest to teach dual credit courses?
- ❖ What college-level courses are most likely to transfer to the variety of colleges to which the high school students apply?
- ❖ What pre-testing or prerequisite courses might be appropriate before placing students in college classes?
- ❖ What other stakeholders might be consulted (such as Board of Education members, parents, community members)?
- ❖ What support services can the College provide to facilitate the process of offering dual credit courses to your high school students?

Dual Credit Instructor Approval

High school teachers who wish to be considered for appointment as Dual Credit instructors must submit an adjunct information sheet (see Appendix G), a resume and an unofficial or official college transcript to the appropriate MVCC Dean, who will review the documents and conduct an interview if necessary. Based on the review of credentials, the Dean will determine if candidates may be recommended to teach Dual Credit classes in the high school. Credentials are reviewed and decisions are made by the Dean on a case-by-case basis, in accordance with departmental policies. Official approval of instructors is completed by the Vice President for Learning and Academic Affairs. Dual Credit instructors must be approved *before* they may begin teaching a course for MVCC credit. The Director of Dual Credit Programs does not approve the appointment of instructors.

Current Dual Credit Course Offerings

MVCC has approved the offering of the following courses at the high school:

AC110	Principals of Accounting
BM100	Introduction to Business
BM101	Survey of Economics
BM108	Personal Finance
BM120	Principles of Marketing
CB101	Carpentry I
CB121	Masonry
CB126	Blue Print Reading
CH141	General Chemistry I
CH142	General Chemistry II
EN101	English Composition
EN110	Oral & Written Communication
ET 153	Introduction to Electronics
ET235	Digital Logic
FA101	General Drawing
FA 105	Two Dimensional Design
FL 111	Elementary Chinese I
FL 112	Elementary Chinese II
FR 191	Review French I
FR 192	Review French II
FR201	Intermediate French I
FR202	Intermediate French II
FR301	Advanced French I
FR302	Advanced French II
GD145	Digital Applications 1
HI111	American History 1492-1850
HI112	American History 1850-Present
HU186	Music Appreciation
IS101	Computer Applications and Concepts I
IS102	Computer Applications and Concepts II
IT 191	Review Italian 1
IT 192	Review Italian 2
IT201	Intermediate Italian I
IT202	Intermediate Italian II
IT301	Advanced Italian I
IT302	Advanced Italian II
MA 108	Concepts in Mathematics
MA110	Elementary Statistics
MA115	Intermediate Math
MA125	College Algebra and Trigonometry
MA131	Finite Math
MA150	Pre-Calculus

MA151	Calculus I
MA152	Calculus II
MT140	Drafting and Design using AutoCAD
MT251	Advanced AutoCAD
PS101	American National Government
PY101	Intro to Psychology
SO101	Intro to Sociology
SP 191	Review Spanish I
SP 192	Review Spanish II
SP201	Intermediate Spanish I
SP202	Intermediate Spanish II
SP301	Advanced Spanish I
SP302	Advanced Spanish II

New Course Offerings

If a high school wishes to propose a new course offering (not included in the approved list of courses above), the high school principal should provide a rationale to the Director of Dual Credit Programs, who will forward the request and rationale to the appropriate MVCC Dean. New courses are approved at the discretion of the MVCC Dean in consultation with those who teach in the discipline. Unlike requests for articulation, high schools do *not* provide curricula; instead, they comply with the curriculum established for MVCC classes as represented on course outlines.

Course Scheduling and Duration

College courses offered at the high school meet according to the school district's instructional calendar. That is, they adhere to the vacation schedule, snow days, etc. of the high school, and they are offered in the traditional or block scheduling format adopted by their high school. However, regardless of the type of schedule followed in a particular high school, college courses must meet for the required number of contact hours specified on the course outline. Before a course is offered at the high school, the Dean will work with the Director of Dual Credit Programs to ensure that it meets the minimum number of contact hours specified.

College-High School Contract

By June of each year, high school principals wishing to continue present offerings or initiate new offerings must provide notification to the Director of Dual Credit Programs. Subsequently, the Director of Dual Credit Programs will generate a Mohawk Valley Dual Credit Contract, which outlines the responsibilities of the partners for the academic year.

The contract will be signed by the MVCC Director of Dual Credit, after which it is delivered to the high school for the District Superintendent's signature. Signed Dual

Credit contracts must be returned to the Director of Dual Credit Programs by October of the following school year. Signed copies of the Dual Credit Contract should be retained at the College and the High School.

Each year, the Dual Credit Contract will be updated for each school. (See Appendix B for an example of the Dual Credit Contract.)

Part Four: Instructor Preparation and Support

The MVCC Faculty Liaison

MVCC is committed to ensuring that Dual Credit courses are consistent in every regard with the same course offerings that occur on campus. Part of that commitment is reflected in the College's decision to hire an MVCC faculty member who has credentials and expertise in the discipline to work with each Dual Credit instructor to ensure that each course's academic integrity and rigor is maintained.

Dual Credit instructors can expect that the faculty liaison will help them get started by providing course outlines, sample syllabi, class and supplemental texts and materials where applicable, and ideas regarding teaching methodology and uses of technology in the classroom. MVCC faculty liaisons will be part of each MVCC Dual Credit Professional Development activity, with at least a portion of every group meeting devoted to discipline-specific discussion with the faculty liaison. In addition, MVCC faculty liaisons are available for ongoing discussion and support throughout the Dual Credit instructor's tenure, and are reachable by email, phone and through the College's Blackboard Dual Credit Faculty Exchange.

Faculty liaisons make at least one site visit to each Dual Credit class every semester, after which they engage with instructors in individualized follow-up meetings to provide constructive feedback, support and suggestions. These meetings are characterized by lively exchange and often result in collegial sharing of best practices that benefit both the Dual Credit instructor and the liaison. Liaisons often comment that they learn just as much, if not more, from their association with the Dual Credit instructor. Liaisons document the site visit experience through submission of the "Dual Credit Site Visit Report," a report that reflects the liaison's observations and is given to the Dual Credit instructor to reinforce the outcomes of the follow-up meeting and provide a record of the exchange. Site visit reports are copied, submitted to and tracked by Dual Credit Administration. Their submission is a mandated requirement of their position, and in fact, liaisons are not compensated for their work in a given semester until the "Dual Credit Site Visit Report" is received by Dual Credit Administration, thus ensuring compliance and emphasizing the importance of the visit, the sharing of observations and the documentation of results that follows.

Prior to the start of your first semester, please be sure you have all of the appropriate contact information, including email address, office phone and office hours of your

MVCC faculty liaison, and do not hesitate to contact him/her should you need assistance or if you'd like to discuss any aspect of your teaching or the curriculum.

Dual Credit instructors will be required to provide their faculty liaison copies of their syllabus, sample assessment materials, 2-3 samples of student work and a sample of teacher evaluation of student work.

Professional Development

Mohawk Valley Community College hosts two new instructor orientation sessions shortly before the start of the fall and spring semesters. All instructors are welcome to attend, regardless if they are a new or returning instructor. All new instructors are required to attend an orientation prior to beginning their first semester as a Dual Credit instructor. Orientation covers topics related to administrative duties, creating a college syllabus, ensuring standards of achievement are meeting MVCC requirements, becoming familiar with other MVCC requirements. At these sessions, instructors are introduced to their Faculty Liaisons. They will exchange contact information and arrange their first classroom meeting.

Mohawk Valley Community College also hosts an annual Dual Credit professional development seminar. Topics are chosen that reinforce compliance with MVCC Dual Credit policies and procedures. Instructors meet in content specific groups to review pedagogy, assessment instruments, methods of course evaluation, and course syllabi. Other topics may be covered. These seminars also give the Dual Credit instructors the opportunity to share best practices with instructors from MVCC and other high schools offering the same or similar courses.

Note that Professional Development is a requirement of all Dual Credit instructors. Instructors who miss one event will be required to meet with their faculty liaison to receive instruction and updates. Instructors who miss two consecutive events will receive a written warning and encouragement to attend future events. Instructors who miss three consecutive events will be removed from the Dual Credit Program.

The Course Outline and Syllabus

The *course outline* is an official document that has been prepared by an MVCC full-time faculty member and approved by the department responsible for the course and by the State University of New York. It represents the official curriculum for the course and therefore lists the standard course description and delineates the learning outcomes to be achieved. It also specifies the number of college credits to be earned, as well as the number of contact hours, the actual hours the course meets. The Dual Credit instructor should receive from the faculty liaison or Dean a current course outline for each class s/he is scheduled to teach. Because the course outline is the official curriculum, it may not be altered by an individual instructor.

The *syllabus* is an instructor-prepared document that uniquely explicates the ways that the instructor has interpreted the course outline and how s/he will approach the material. It is the instructor's contract with the students, in that it delineates course requirements, such as instructor grading policy, attendance policy, assignments and readings, tests, papers, and required textbooks. A carefully-prepared syllabus, therefore, clearly specifies course expectations. While dual credit instructors may (and *should*) consult model syllabi, the syllabus should be an originally-prepared document that is specific to the particular instructor and semester.

The following are important elements that should be included in an effective syllabus:

- ❖ College name
- ❖ Instructor name, office or classroom number, and contact information (email and phone)
- ❖ MVCC course number and title
- ❖ Semester/year; time/day/location of class
- ❖ Course description (from course outline)
- ❖ Student learning outcomes (from course outline)
- ❖ Course pre-requisite(s) (if appropriate)
- ❖ Course requirements and grading policy (work required, such as papers and assignments and the weight of each assignment in grade determination)
- ❖ Textbook(s)
- ❖ Attendance policy
- ❖ Policy on academic integrity
- ❖ Instructor availability outside of class

The syllabus may also include:

- ❖ Tutoring or study group support for the class
- ❖ Due dates for assignments, tests, papers and projects
- ❖ Special accommodations that might be made for students with disabilities
- ❖ Cell phone policy
- ❖ Other instructor-specific requirements (such as, all papers typed, etc.)
- ❖ Field trips, internship or observations components
- ❖ Assumption of risk statement (if appropriate)
- ❖ Lab safety (if appropriate)

- ❖ Disclaimer statement (such as “The above procedures and policies are subject to change in the event of extenuating circumstances or at the discretion of the instructor.”)
- ❖ Policies dealing with lateness, participation in class, class cancellations

By the first day of classes, all Dual Credit instructors must submit one copy of their syllabi to the College, either to the faculty liaison or the Director of Dual Credit.

Textbooks

Faculty liaisons and/or Dean will discuss textbook selection with Dual Credit instructors to ensure that the same or equivalent books are used at the high school as those used in courses taught on campus. In some cases, faculty liaisons may be able to share desk copies of texts; in other cases, high school instructors may have to request their own desk copies from the publisher. High school instructors should contact their school districts to ensure that textbooks are ordered in time for the start of classes.

Grading

All faculty members must maintain complete records of grades and attendance for each student. The attendance policy should be clearly communicated to students on the first day of class and should be stated in the course syllabus.

Each faculty member should determine his or her grading policy and state it clearly in the syllabus, including all assignments, tests, quizzes, papers and presentations that will be evaluated and the value each of these assignments will have in the computation of the final grade. The instructor will submit a final letter grade for each student via the computerized SIRS system within one week after the last class of the semester.

Grades are interpreted as follows:

A	Excellent
B	Good
C	Satisfactory
D	Poor
F	Failure
W	Withdrawn prior to the last date established by the Registrar
I	Incomplete (temporary, awarded only under exceptional circumstances)

Plus and minus grades are not used at Mohawk Valley Community College.

The high school may require that number grades based on percentages are used for recording a grade in the class for high school credit. Therefore, a grade conversion chart may be helpful in computing the comparable college letter grade. Dual credit instructors may use a simple percentage to letter grade conversion, such as assigning a college grade of “A” for work that is 90-100% correct, “B” for work that is 80-89% correct, “C” for work that is 70-79% correct, “D” for work that is 60-69% correct, and “F” for work that is below 60% correct; however, instructors may wish to develop their own conversion scale. The table that follows allows instructors to determine the number range that they deem equivalent to the letter grade required by the college.

Letter Grade	Number Range Equivalent (Determined by Instructor)	Grade Points per Credit Hour
A		4
B		3
C		2
D		1
F		0

Incompletes

The grade “I” or Incomplete may be assigned when students have not completed a small portion of the course for reasons beyond their control. The instructor in consultation with the student will establish, in writing, a plan which will include how the outstanding work will be completed. It is the student’s responsibility to meet with the instructor, who will establish a time limit to complete the work. The completion of the work will not be later than the end of the following regular semester. The instructor will submit a grade by the day before classes end for that semester. If no grade is submitted, the Registrar will automatically convert the “I” to an “F.”

Entering Final Grades

Grades may be officially recorded via the MVCC SIRS system, using the College website, as follows:

1. Starting at the MVCC home page www.mvcc.edu
 - Click on the “Faculty and Staff” icon located in the top banner of the home page
 - Click the Information and Registration “SIRS” icon (on the left hand side of the page)
2. You will now be directed to the SIRS main page:
 - Click the “Log-in to secured area” icon (the skeleton key)

3. You should now be on the Log-in screen:
 - Enter your user name (your user name will be your Employee Number, unless you have requested a different user name)
 - Enter your PIN (If you have not been provided a PIN, contact the Director of Dual Credit and he can obtain one for you)
 - If you are a new instructor you will receive a designated PIN
 - If you have forgotten your user name or password, please answer your security question and establish a new PIN.
4. Change password: If you have not changed your password in the past, or if you are new, you will be asked to change your password at this point
 - Enter old password
 - Choose new password
 - Verify new password
 - Click Submit
5. Security question and answer (for new teachers):
 - Create a security question
 - Enter an answer to your security question
 - Click Submit
6. Terms of use (for new teachers):
 - This section is an agreement for terms of use, very similar to most user agreements you see (choose I accept)
 - Click Submit
7. Current survey:
 - You may be asked to complete a survey related to using the on-line system
 - To bypass the survey page click the “Return to Main Menu” icon on the upper right hand corner of the survey page
8. Main Menu:
 - Click the Faculty and Advisor Menu option
9. Faculty and Advisor Services Page:
 - Click the “Final Grades” option to enter final grades
 - Click the “Roster” option to view a real time roster
10. Select term:
 - In the dropdown menu select the current term
 - Click submit
11. Select the Course Registration Number (CRN) for the class you would like to access

- Click submit
12. To enter grades, use the dropdown menus, enter the grades for each student in your section
- Click “Submit”

Once you click submit at the end of the grading screen, your grades will be sent directly to MVCC’s Registrar. If you have multiple sections you will need to repeat this process for each section.

Course Assessment

Assessment of Dual Credit courses is a three-pronged process. First, students evaluate the dual credit course by completing surveys distributed during a class period within the final quarter of the semester. The Student Class Survey is the identical survey that is distributed to students in on-campus classes. Results are tabulated and later provided to Dual Credit instructors for their use in formative evaluation and course enhancement.

Second, each course in the Dual Credit Program will be observed by an MVCC faculty member/liaison or Dean at least once per semester. The liaison or Dean will subsequently meet with the instructor to provide constructive feedback.

Third, the Dual Credit instructor will provide documentation to comply with the assessment standards provided by the National Alliance of Concurrent Enrollment Partnerships. These assessment standards are:

Assessment 1(A1): CEP (Concurrent Enrollment Program) students are held to the same standards of achievement as those expected of student in on-campus sections.

Assessment 2 (A2): The college/university ensures that CEP students are held to the same grading standards as those expected of students in on campus sections.

Assessment 3 (A3): CEP students are assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in on campus sections.

Thus, to fully comply with the above-stated standards, the Dual Credit instructor will maintain a folder in which s/he will place one copy of every assignment, quiz, or test that is used in assigning the final grade. S/he will also place in this folder some samples of students’ graded work for review with the faculty liaison or Dean. This folder will be submitted to the MVCC faculty liaison at the time of the site visit.

Summary and Timeline of Instructor Responsibilities

As outlined above, Dual Credit instructors must maintain accurate and complete records for MVCC, must provide important documentation in compliance with NACEP accreditation, must comply with College policies and must be engaged in interaction with a faculty liaison during each semester that a class is taught according to the following schedule:

Fall Semester

May-July	(If first-time Dual Credit instructor) submit resume, transcripts and adjunct information sheet. The Dean may also request an interview if s/he has questions on credentials.
August-September	Attend professional development orientation session with liaison and other MVDC instructors in the discipline.
September	Submit one copy of course syllabus (in compliance with MVCC official course outline and syllabi guidelines) to the faculty liaison or Director of Dual Credit. Provide syllabus to students on the first day of class
October-January	Meet or communicate with MVCC faculty liaison and confirm date of class observation Administer student evaluations of classes and return these to the Director of Dual Credit Programs
January	Submit final grades to Registrar Submit copies of assessment instruments and samples of students' graded work to the faculty liaison

Spring Semester

October-December	(If first-time Dual Credit instructor) submit resume, transcripts and adjunct information sheet. The Dean may also request and interview if s/he has questions on credentials. Attend professional development orientation session with liaison and other MVDC instructors in the discipline. Submit one copy of course syllabus (in compliance with MVCC official course outline and syllabi guidelines) to the faculty liaison or Dean Provide syllabus to students on the first day of class
February-May	Meet with MVCC faculty liaison and confirm date of class observation Administer student evaluations of classes and return these to the Director of Dual Credit Programs

June Submit final grades to Registrar

 Submit copies of assessment instruments and samples of students' graded work to the faculty liaison

Non-Compliance

Occasionally, a high school is found to be in non-compliance with a policy or procedure to which the Dual Credit Program must adhere if we are to retain the program's NACEP accreditation. Non-compliance issues may include, but are not limited to:

- Instructor failure to attend required MVCC Dual Credit Professional Development
- Instructor failure to submit required documents (syllabi, assignments, tests and graded papers)
- Instructor failure to submit grades
- Guidance or instructor failure to adhere to MVCC placement testing results
- High school failure to inform MVCC when a Dual Credit instructor is on leave and unable to teach the Dual Credit course

Issues of non-compliance are rare; however, when they occur, they will be addressed on a case-by-case basis by the MVCC faculty liaison, the Dual Credit Administration or the Academic Center Dean or Assistant Dean. Issues that have a deleterious effect on student instruction may result in the removal of a Dual Credit instructor from the program or a Dual Credit course from the high school.

Part Five: Student Registration

Eligibility for Mohawk Valley Dual Credit Courses

Juniors and seniors are eligible to participate in the Mohawk Valley Dual Credit Program if they are recommended by their high school guidance counselors. Students who wish to participate should maintain an "80" grade point average and should have excellent high school attendance. Students should discuss their desire to take Dual Credit courses with their counselors, who will determine their readiness for college-level work and, if recommended, assist with scheduling. Students in grades nine are ***not*** eligible for Dual Credit courses. Accelerated students in grade ten ***may*** participate if they obtain a recommendation from their counselor, the Dual Credit course instructor or high school Principal.

Dual Credit students generally take classes that are readily transferable to most colleges and universities, such as general education courses and introductory courses. Their coursework should be selected carefully in consultation with their guidance counselors. Careful advisement includes consideration of a student's intended college major and the specific college the student plans to attend, if known.

Students who wish to take an English or math course must take the MVCC placement test to determine their readiness for the course. Students pursuing English will complete a writing sample that is scored by MVCC English faculty members according to the following scale:

Writing

Score:	Interpretation:
3	EN099 required (no credit)
4	ESL—additional ESL testing needed for proper placement
5	EN101 or EN110

Students pursuing coursework in mathematics will take the math portion of the Accuplacer placement exam and will be placed according to their score.

Math

To determine eligibility scores for Mathematics courses, please consult with David Yahnke, Coordinator of Placement Testing, at dyahnke@mvcc.edu.

Placement testing occurs regularly on both the Utica and Rome campuses. Interested students who wish to make an appointment for placement testing may do so via the College website at www.mvcc.edu, under “quick links—placement testing.” Each school will be provided with a user name and password to access the Accuplacer Mathematics test. Each student can only test once per semester.

Registering for Dual Credit Courses

Students will register one to two weeks after the start of high school classes and will register right in the high school. Registration will be completed through an on line registration system that can be opened from any computer terminal that allows general internet access. The Director of Dual Credit Programs will provide registration instructions and answer any questions that counselors, instructors, and students may have.

To register for a course, students must:

- Complete the electronic or paper MVCC registration form, including personal and contact information, as well as the course “CRN.” Each course has an official “CRN” or “Course Reference Number” that is assigned by the College and that *must* be selected on the electronic registration to ensure enrollment in the correct course and section. The electronic registration form can be found at:
 - <https://www2.mvcc.edu/dualcredit>

- Starting in the summer of 2009 only Madison County students must complete, have notarized, and submit to the Madison County Clerk's office, an affidavit declaring residency in Madison County. The form can be downloaded from:
 - <http://www.mvcc.edu/business-office/cr-app-form>The Madison County Clerk's office will submit an official Certificate of Residency to MVCC.
- Students in Herkimer or Lewis Counties may submit the certificate of residency short form, which can be located at:
 - <http://www.mvcc.edu/business-office/pt-cert-of-res>

Withdrawing from Classes

Students may choose to withdraw from a class prior to the official last date established by the Registrar each semester. If a student is not maintaining a passing grade for the course and has exhausted opportunities for tutoring, one-on-one instructor mentoring and study support, s/he should be advised by the instructor to withdraw from the course. Failure to officially withdraw may result in an "F" grade on the student's permanent record and could affect college admission, financial aid and scholarship eligibility.

In order to officially withdraw from a Dual Credit class, the student must obtain a drop form from their instructor or Guidance Counselor and send it to the Director of Dual Credit Programs, at MVCC, Academic Building room 202-A, 1101 Sherman Dr., Utica, NY 13501. The Director will complete the appropriate paperwork and ensure that the withdrawal is recorded on the student's official college record. (the drop form is also found in Appendix E.)

The student's original signature must be included in order for the request to be processed. No late withdrawals will be approved; students must adhere to the withdrawal date set by the Registrar.

In order for students to receive college credit, registration *must* occur prior to the end of the designated registration deadline.

Tuition Information

There is no cost to students who participate in the MVCC Dual Credit Program.

Part Six: Additional College Information

Official College policies are outlined in detail in the MVCC *College Catalog* and MVCC *Student Handbook & College Planner*. Of those, one that is most relevant to the instruction that takes place at the high schools is the following:

Academic Integrity Policy

The College is committed to a spirit of intellectual inquiry rooted in the ethical behavior of its participants. Unethical acts, which affect the integrity of learning, are not permissible. Engaging in dishonest or unethical behavior will result in disciplinary action taken against the student by the instructor, or other appropriate college official. Following are categories of prohibited behavior in the classroom, studio, laboratory, library, computer labs, internships, online academic sites, or other areas of college learning.*

Plagiarism: The MLA Handbook for Writers of Research Papers defines plagiarism as using “another person’s ideas or expressions in your writing without acknowledging the source...” Common sense as well as ethics should determine what you document. For example, you rarely need to give sources for familiar proverbs (‘You can’t judge a book by its cover’), well-known quotations (‘We shall overcome’), or common knowledge (‘George Washington was the first president of the United States’). But you must indicate the source of any appropriated material that readers might otherwise mistake for your own” (5th Edition, pp.30, 33).

Plagiarism may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, websites, speeches, or the writings of other students. Honesty requires that any work or materials taken from another source for either written or oral use must be acknowledged. Any student who fails to give credit for ideas or materials obtained from another source is guilty of plagiarism. Plagiarism, in any of its forms, whether intentional or unintentional, violates standards of academic integrity. Plagiarism can occur in written, oral, electronic, and/or creative works.

Examples of plagiarism include, but are not limited to:

- Direct quotation of any source material whether published or unpublished without giving proper credit through the use of quotation marks, footnotes and other customary means of identifying sources. This includes complete sentences or paragraphs, or an entire piece of written work.
- Copying another student’s essay or test answers.

- Paraphrasing another person's ideas, opinions, or theories from books, articles, websites, etc...without identifying and crediting sources and/or "cutting & pasting" from various sources without proper attribution.
- Borrowing/copying facts, statistics, graphs, diagrams, photographs, or other illustrative or visual materials without identifying and crediting sources.
- Submitting papers written by another person or persons.
- Working together on an assignment and then submitting individual copies of the assignment as one's own individual work without course instructor approval.
- Buying, selling, downloading, or exchanging term papers, examinations, or other written assignments or any part of them.
- Offering false, fabricated, or fictitious sources for papers, reports, or any other assignment.
- Or any other act of plagiarism as defined by faculty within their syllabus.

Cheating: Cheating includes, but is not limited to: using unauthorized notes, study aids, or information on an examination, test, assignment etc.; altering a graded work after it has been returned, then submitting the work for re-grading without the instructor's consent; or allowing another person to do one's work and submitting that work under one's own name. Cheating also includes the possession and/or utilization, without authorization, of copies (in whatever form, e.g. hard copy, electronic, pictures, etc.) of tests, answer sheets or other materials, however obtained, that could interfere with fair, accurate testing, as well as retaining, possessing, using or circulating previously given examination materials without authorization.

Duplicate Submission of the Same Work: Submitting the same work for more than one course is a violation unless the professors(s) assigning the work gives consent in advance. This includes work first produced in connection with classes at either MVCC or other institutions attended by the student.

Collusion: Collusion includes cooperation that results in the work or ideas of others being presented as one's own (e.g. rather than as a group effort). However, ordinary consultation of faculty, library staff, tutors, or others is legitimate unless the instructor has imposed stricter limits for a particular assignment.

False Information and Lying: This includes consciously furnishing false information to other students. Faculty members, and their representatives, advisors, administrators or representatives of the college with the intent to mislead. Instances would include but are not limited to misrepresenting activity outside of the classroom (reports on field work, internships, etc.), activity within the classroom (falsifying data, research, etc.) and/or improperly seeking special consideration or privilege (e.g. for postponement of an examination or assignment deadline, etc.).

Falsifying Academic Documentation and Forgery: This includes any attempt to forge or alter academic documentation (including transcripts, letters of recommendation, certificates of enrollment or good standing, registration forms, drop/add forms, withdrawal forms, and medical certification of absence) or to falsify other writing in academic matters (e.g. any documentation provided to instructors) concerning one-self or others.

Theft, Abuse and Destruction of Academic Property: This comprises unauthorized removal, retention, mutilation or destruction of common property of the college that deprives others of equal access to these materials. Such property includes but is not limited to library materials, laboratory materials, computers, and computer software. This includes also sequestering library materials for the use of an individual or group; a willful or repeated failure to respond to recall notices from the library; and the removal or attempt to remove library materials from the library without authorization. The theft, mutilation or destruction of another student's academic work, including books, notes, compute programs, papers, reports, laboratory experiments, etc. also falls under this type of violation. This also covers the unauthorized recording, sale, purchase, or use of academic lectures, academic computer software, or other instructional materials.

Unauthorized Use of Information Technologies: In the context of the completion of a course and/or assignments (contained within a course), the unauthorized use of computers or the college's computer network (e.g., the unauthorized use of software, access codes, computing accounts, email and files or other electronic devices (calculators, personal digital assistants, pagers, etc.) is prohibited.**

Aiding and Abetting Academic Dishonesty: This includes intentionally: (a) providing material, information, or other assistance to another person with knowledge that such aid could be used to commit any of the proscribed acts noted above; or (b) providing false information in connection with any inquiry regarding academic integrity.

Bribery: Offering or giving any article of value or service to an instructor in an attempt to receive a grade or other benefits not legitimately earned or not available to other students in the class.

Consequences: Academic dishonesty may result in penalties including, but not limited to lower grades, failing grades, expulsion from the class or expulsion from the college.

*Adapted from Canisius College's Code of Academic Integrity. Adapted and reprinted with the permission of Canisius College.

**MVCC complies with Federal regulations regarding nondiscrimination and equal opportunities for persons with disabilities. Portions of this policy will be waived to meet those regulations as stated in Section 504 of the Rehabilitation Act of 1973.

College Services Available to Dual Credit Students and Instructors

Dual Credit participants and their teachers may take advantage of many college services, including:

- ❖ **Library Privileges**—Dual Credit instructors and students have the same library privileges as do students who take classes on campus, including borrowing up to 25 books or other materials at one time. Each instructor and student will also be given a username and password that will allow access to Mohawk Valley Community College’s full database collection, which is easily reached by logging into any computer, on- or off-campus.

- ❖ **Cultural Events**—Dual Credit instructors and students may enjoy the variety of cultural events that are available on the MVCC campus. A complete listing of MVCC’s cultural events is found on the College website, www.mvcc.edu.

APPENDIX A: Directory of Key Campus Office

Office	Location/Contact Information
Bookstore	Utica: ACC112; 315-735-2945 Rome: RA210; 315-339-1437
Business Office	Utica: PH108; 315-792-5475 Rome: PC117; 315-334-7708
Dual Credit	Utica only: PH 369; 315-731-5780
Library	Utica: PH, 2 nd floor, 315-792-5408 Rome: PC; 315-334-7728
Registrar	Utica: PH, 1 st floor; 315-792-5336 Rome: 315-334-7708
Student Activities	Utica: ACC208; 315-792-5391 Rome: PCA30; 315-334-7709
Vice President for Instruction	Utica only: PH395; 315-792-5301
Vice President for Student Service	Utica only: PH347; 315-792-5456

APPENDIX B: Sample Dual Credit Contract

**MOHAWK VALLEY COMMUNITY COLLEGE
CONCURRENT ENROLLMENT CONTRACT
(Academic Year)**

Mohawk Valley Community College and XXX High School mutually agree to a partnership that will allow selected students at the high school to take the following courses for MVCC credit on the high school campus during the 20XX-20XX academic year:

Course A
Course B
Course C

General timeline: High school principals wishing to initiate new offerings or continue present offerings must provide a written request for participation to the Director of Dual Credit Programs by May of each year

To enable this collaboration, each of the institutions agrees to the conditions outlined below.

Mohawk Valley Community College agrees to:

1. Provide registration for selected students in one or more of the courses listed above at no cost to the student.
2. Provide registration forms, student guidebooks, and related materials to the high school to facilitate student registration.
3. Provide principals and instructors with the dual enrollment manual for administrators and teachers.
4. Provide opportunities for dual enrollment instructors to learn about curricular requirements, course evaluation instruments, textbooks, hardware, software, and other instructional materials, and provide ongoing support regarding development of syllabi, procedures, curricular issues, and pedagogy.
5. Provide opportunities for collegial interaction among dual enrollment instructors and on-campus faculty to allow for sharing of best practices.
6. Review courses recommended for offering at the high school by June of each year and respond with written confirmation, requested modifications or rejection.
7. Ensure review of credentials of high school dual enrollment instructor candidates, and respond within 30 days with approval or rejection.

PLEASE NOTE THAT MVCC RESERVES THE RIGHT TO RECIND APPROVAL OF A COURSE OFFERING IF THE APPROVED HIGH SCHOOL INSTRUCTOR IS REPLACED BY AN INSTRUCTOR WHOSE CREDENTIALS ARE NOT APPROVED BY THE MVCC ACADEMIC DEAN.

The high school agrees to:

1. Give MVCC the option of offering a course for college credit before extending such an offer to another college or university.
2. Maintain the integrity of the course by following the curriculum prescribed by MVCC and ensuring student compliance with learning outcomes.
3. Provide opportunities for student registration in MVCC courses and administrative assistance with registration.
4. Comply with pre-requisite and placement testing pre-conditions for registration.
5. Submit credentials of dual enrollment instructor candidates for review by the appropriate MVCC academic Dean, and ascertain approval *before* a course is taught by that instructor.
6. Adhere to College policies and regulations, with special emphasis on the policy on academic integrity.
7. Provide two copies of the instructor syllabus prior to the beginning of classes for a given semester.
8. Provide every enrolled student a copy of the appropriate syllabus.
9. Ensure that each instructor maintains a folder containing sample tests, quizzes, assignments, and other graded exercises or papers.
10. Encourage instructor participation with mentoring and other professional development activities provided by MVCC.
11. Provide textbooks, hardware, software and other necessary instructional materials, as well as facilities for MVCC classes.

Both parties agree that:

1. MVCC’s contribution for tuition and provision of faculty mentoring and administrative support and the high schools’ contribution of facility use and instructor services rendered constitute equal mutual consideration for this agreement.
2. The provisions of the respective collective bargaining agreements shall be the responsibility of each party and shall be satisfied.

School Superintendent

MVCC Director of Dual Credit

Date

Date

APPENDIX C: Dual Credit Course Listings and Course Descriptions

MVCC Dual Credit Course Offerings/Descriptions

Chemistry

■ CH 141 General Chemistry 1

This course serves as an introduction to the field of chemistry for science and engineering students. The topics emphasized are: dimensional analysis, stoichiometry, periodicity, atomic structure and bonding, the states of matter, solutions and acid and base concepts. The laboratory exercises have been selected to exemplify chemical principles, and develop individual problem solving abilities. The preparation of the laboratory report and the proper keeping of a laboratory notebook are essential elements of the laboratory experience. Prerequisite: Three years of college preparatory mathematics and high school chemistry, or permission of Department Head.

■ CH 142 General Chemistry 2

A continuation of General Chemistry 1 developing the topics of : chemical thermodynamics, electrochemistry, chemical kinetics, chemical and solution equilibrium, descriptive organic chemistry, nuclear chemistry and descriptive chemistry of elements. The laboratory exercises will initially continue in the format of General Chemistry 1. However two-thirds of the laboratory schedule will be devoted to the study of qualitative analysis. Prerequisite: CH141 General Chemistry 1.

Art

■ FA 101 General Drawing

Emphasis is on perceptual and technical experience. By observing and drawing objects, the student works with basic elements of time, form, value, pattern, space and composition, and gains technical control over a variety of media.

■ FA105 Two Dimensional Design

This course explores the basic principles of two dimensional design: unity, variety, contrast, movement, rhythm, visual emphasis and subordination. Studio projects approach these principles through the study and practice of shape relationships, proportion, scale, value relationships, pattern, texture and color. Slide lectures are given periodically in association with various studio projects.

■ GD145 Digital Applications 1

This course introduces contemporary text manipulation, digital imaging and digital illustration software. Students produce projects demonstrating their knowledge of both the software and the interfaces between page layout, raster graphics, and vector graphics. No previous software knowledge is required.

Psychology

■ **PY 101 Introduction to General Psychology**

This course is designed to introduce students to the many and varied facets of psychology. Emphasis throughout the course will be on interactions of individuals in their cultural, social and economic environments as determined by their cognitive, behavioral and emotional experiences and training.

Engineering Technology and Trades

■ **CB 101 Carpentry 1**

This is an introductory course designed to instruct the student in the proper use and selection of hand and power tools and shop safety. Other topics include the selection of materials, planning a project and completing a project. The course will be taught by lecture/laboratory sessions.

■ **CB 121 Masonry 1**

This course introduces the student to the fundamental concepts of masonry and concrete construction. The instruction will include theory and emphasize hands-on experience. This course includes, but will not be limited to, the following: concrete design, construction methods and materials, tools, foundations, walls and flat work.

■ **CB 126 Blueprint Reading**

The student studies types of plans that make up a set of architectural working drawings. Construction details are reviewed. Specifications are studied which accompany plans and are a legal part of the contract document. Their purpose and how they relate to plans, information and interpretation is discussed.

■ **ET 153 Introduction to Electronics**

This course provides the basic theory of electrical and electronic devices with elementary applications, familiarization with laboratory test equipment, and construction of an electronic power supply project. It covers the practical aspects of resistors, capacitors, inductors, transformers and voltage regulators. Both AC and DC theory is discussed as well as the use of power supplies, function generators, digital multi-meters and the oscilloscope. The course concludes with the assembly and testing of a DC power supply.

■ **ET 235 Digital Logic**

This course provides an overview of the basic logic circuits inherent in all digital electronics applications. Topics include the various numbering systems, encoders and decoders used in digital systems, binary logic gates, flip-flops, counters, and shift registers with arithmetic circuits. Memories and interfacing of digital and analog devices are also investigated. Experiments supporting related information are designed to provide maximum hands-on experience for students with no prior training in electronics.

■ MT 140 Draft and Design using AutoCAD

Develop understanding and problem-solving skills necessary to develop and interpret engineering drawings using computer-aided drafting software (AutoCAD). Topics include: assembly and detail drawing composition, design for assembly/manufacturing (DFA/DFM), geometric dimensioning and tolerancing, tolerance control and standard fits, fasteners, gearing, sheet metal developments, weldments and functional drafting techniques. Additional instruction will be given in the development of 2-D and 3-D CAD generated drawings and system operations.

■ MT 251 Advanced AutoCAD

This course presents advanced AutoCAD software and concepts. The basics of menu customization, system setup and 3D techniques, presentation graphics, rendering and solids modeling are stressed. Also included are selected concepts and techniques which become available during the course as a result of new software releases and/or refinements.

English/Humanities**■ EN 101 English Composition**

This course focuses on self-expressive, informative, and argumentative/persuasive writing. Emphasis is placed on the composition of clear, correct, and effective prose required in a variety of professions and occupations. Prerequisite: appropriate score on the writing placement test.

■ EN 110 Oral & Written Communication

This course prepares the student to perform effectively in both the oral and written contexts of occupational communications. A blend of formal lectures and student participation, the course includes practice in giving oral presentations, writing business letters, resumes, memos, instructional materials and reports, and using visual aids. This is a highly practical course specifically designed for students in A.O.S. degree programs.

■ HU 186 Music Appreciation

This course develops musical perception, understanding, and appreciation. It features direct listening and live performances, and demonstrations in a variety of musical styles. It is appropriate for those with no formal musical training.

Foreign Language**■ FL 111 Elementary Chinese 1/FL 112 Elementary Chinese 2**

These courses teach the fundamentals of the language, including the essentials of reading, writing, speaking, and listening within a cultural context. Prerequisites: No previous instruction, or fewer than three years of instruction more than two years ago.

■ FR 191 Review French 1/FR 192 Review French 2

This sequence continues the development of grammar, cultural understanding, reading, writing, and conversation skills, and is presented at an accelerated pace. Prerequisite: Three years of French instruction more than two years ago with a grade of B or better.

■ FR 201 Intermediate French 1/ FR 202 Intermediate French 2

The intermediate sequence is designed to continue the development of the students' ability to communicate in the language through the language skills of listening, speaking, reading, and writing. The sequence includes a review and further study of pronunciation, grammar, and vocabulary. Civilization, literature, contemporary issues, and everyday situations constitute the subject matter for communication. The second semester is the continuation of the first. The use of the language lab may be required in certain courses.

■ FR 301 Advanced French 1/ FR 302 Advanced French 2

The advanced sequence is designed to develop the student's precision and fluency in the language. Subject matter for the various language skills is drawn from periodicals, newspapers, texts, and other media dealing with culture, literature, folklore, linguistics, and contemporary issues. The study of advanced grammar is incorporated into the courses.

■ IT 191 Review Italian 1/IT 192 Review Italian 2

This sequence continues the development of grammar, cultural understanding, reading, writing, and conversation skills, and is presented at an accelerated pace. Prerequisite: Three years of Italian instruction more than two years ago with a grade of B or better

■ IT 201 Intermediate Italian 1/ IT 202 Intermediate Italian 2

The intermediate sequence is designed to continue the development of the students' ability to communicate in the language through the language skills of listening, speaking, reading, and writing. The sequence includes a review and further study of pronunciation, grammar, and vocabulary. Materials concerned with culture, civilization, literature, contemporary issues, and everyday situations constitute the subject matter for communication. The second semester is the continuation of the first. The use of the language lab may be required in certain courses.

■ IT 301 Advanced Italian 1/ IT 302 Advanced Italian 2

The advanced sequence is designed to develop the student's precision and fluency in the language. Subject matter for the various language skills is drawn from periodicals, newspapers, texts, and other media dealing with culture, literature, folklore, linguistics, and contemporary issues. The study of advanced grammar is incorporated into the courses.

■ SP 191 Review Spanish 1/SP 192 Review Spanish 2

This sequence continues the development of grammar, cultural understanding, reading, writing, and conversation skills, and is presented at an accelerated pace. Prerequisite: Three years of Spanish instruction more than two years ago with a grade of B or better.

■ SP 201 Intermediate Spanish 1/SP 202 Intermediate Spanish 2

The intermediate sequence is designed to continue the development of the students' ability to communicate in the language through the language skills of listening, speaking, reading, and writing. The sequence includes a review and further study of pronunciation, grammar, and vocabulary. Materials concerned with culture, civilization, literature, contemporary issues, and everyday situations constitute the subject matter for communication. The second semester is the continuation of the first. The use of the language lab may be required in certain courses.

■ SP 301 Advanced Spanish 1/ SP 302 Advanced Spanish 2

The advanced sequence is designed to develop the student's precision and fluency in the language. Subject matter for the various language skills is drawn from periodicals, newspapers, texts, and other media dealing with culture, civilization, literature, folklore, linguistics, and contemporary issues. The study of advanced grammar is incorporated into the courses. The second semester is a continuation of the first.

Social Sciences**■ PS 101 American National Government**

This course introduces the discipline of political science through the study of American government. Topics include the concept of the political system, democracy in theory and practice, the historical background and content of the Constitution, Federalism, and the role of the Supreme Court in civil rights. It stresses these aspects of the American political system: public opinion, voting behavior, the electoral system, political parties, and modern campaigning techniques.

■ SO 101 Introduction to Sociology

SO101 is an introductory sociology course. Its main objective is not to make sociologists, but rather to give an understanding of and a feeling for the society in which we live. The concepts and theories discussed in this course relate to humanity, its culture and society, to those forces which contribute to the smooth operation of this society as well as those forces which contribute to conflict and social problems. Key topics include culture, socialization, stratification, population and patterns of social organization. Various forms of media will be used to present the topics of this course.

History

■ **HI111 American History 1492-1850**

This survey course develops a comprehensive overview of American history as well as a deeper understanding of how its geography, people, institutions, and culture interact to define the American experience. It begins with American colonization and concludes on the eve of the Civil War.

■ **HI112 American History 1850-Present**

This course continues to survey the development of the American story from an agricultural, frontier society to an urban, industrial nation. Emphasis is placed on the economic revolution of the post-Civil War era, its social, political, and military aspects, and the emergence of America as a world leader. It begins with the Civil War and concludes with the present.

Business Information Technology

■ **AC 110 Principals of Accounting**

This course, intended for non-accounting majors, is an introduction to the fundamental accounting concepts and principles used to analyze and record business transactions. Topics include the accounting cycle, accounting for service and merchandising businesses, special journals, payroll, banking and internal controls, and inventory methods.

■ **BM100 Introduction to Business**

This course presents the relationships among social, political, economic, legal, and environmental forces, and the development and operation of business in a global economy. It includes an overview of the concepts and principles of the various subfields of business accounting, management, finance, marketing, law, ethics, human resources, and general business as well as current topics of interest, and internet research and simulation exercises

■ **BM 101 Survey of Economics**

This course introduces economic theory and its relevance to daily life in a market economy. Topics include scarcity, supply and demand, choice, economic growth, taxation, and the role of government in the economy. Attention is given to current economic issues and their impact upon everyday life.

■ **BM108 Personal Finance**

This course teaches the fundamentals of personal finance through the creation of a financial plan, management of personal finances, and reaching personal financial goals. Topics include the establishment of financial objectives (home ownership, education, and retirement), budgeting and savings, personal income tax, investments (stocks, bonds, and mutual funds), retirement, and estate planning. The effective use of and management of credit is covered.

■ **BM 120 Principals of Marketing**

This course emphasizes the basic practices, concepts, and activities involved in developing a successful marketing program. Topics include buyer behavior, market identification, product development, distribution, promotion, pricing, and the uncontrollable factors (economic, social, political, legal and technological) involved in the changing marketing environment of today.

■ **IS 101 Introduction to Personal Computers I**

This course provides knowledge of relevant computer skills and a solid foundation in the terminology and concepts of computer technology. Experience is provided with a variety of microcomputer software applications, including word processing, electronic spreadsheets, graphics, file management, and integrated software. Concepts and terms focus on preparing for a technologically oriented society and using the computer as a tool for productivity, research, and communication.

■ **IS102 Computer Applications & Concepts 2**

This course increases knowledge and productivity with the personal computer. Students gain knowledge of hardware and software and, by working with popular business applications software packages, increase their overall computer competency. The course emphasizes the use of the computer in the management of information. Areas of study include the MS DOS operating system, WINDOWS operating environment, sharing files among applications, incorporating graphics, report generation, and communications.

Mathematics

■ **MA 108 Concepts in Mathematics**

This course is a survey of mathematics for students in those programs that do not require a mathematics sequence. It provides an appreciation of mathematical ideas in historical and modern settings. Topics include problem solving, logic, geometry, statistics, and consumer mathematics. Prerequisite: An appropriate placement test result or MA045 Basic Math Skills or MA050 Introductory Mathematics.

■ **MA 110 Elementary Statistics**

This course introduces probability and statistics. Topics include graphs, tables, frequency distributions, measures of central tendency and dispersion, normal distribution, correlation and regression, probability, and inferential statistics. This course is available in two formats: lecture only, or lecture plus laboratory using technology. Prerequisite: An appropriate placement test result or MA045 Basic Math Skills or MA050 Introductory Mathematics

■ MA 115 Intermediate Math 1

This course introduces intermediate algebra-level knowledge and skills. Topics include exponents and radicals, polynomial and rational expressions, functions and relations and their graphs, inequalities, and systems of linear equations. Linear, quadratic, rational, and radical equations are solved. Applications are included. Prerequisite: An appropriate placement test result or MA045 Basic Math Skills or MA050 Introductory Mathematics.

■ MA 125 College Algebra and Trigonometry

This course prepares students for MA150 Precalculus. Topics include linear and quadratic equations; inequalities; rational expressions; trigonometric functions; graphs of linear, quadratic, piecewise, and trigonometric functions; and, systems of equations. Algebraic and trigonometric manipulations and problem-solving are emphasized. Prerequisite: An appropriate placement test result or MA115 Intermediate Mathematics.

■ MA 131 Finite Mathematics

This course emphasizes conceptual understanding and practical applications of logic, sets, probability, matrices, and linear programming. Prerequisite: An appropriate placement test result or MA108 Concepts in Mathematics.

■ MA 150 Pre-Calculus

This course prepares students for calculus through a study of the properties and graphs of polynomial, rational, trigonometric, inverse trigonometric, exponential, and logarithmic functions. Topics include an introduction to mathematical argument and conic sections. Emphasis is placed on the function concept and the appropriate use of the language of mathematics. Prerequisite: An appropriate placement test result or MA125 College Algebra & Trigonometry.

■ MA 151 Analytical Geometry and Calculus 1

This is the first in a sequence of three courses in analytic geometry and calculus for students intending to transfer to programs requiring a thorough background in calculus. Topics include limits and continuity, differentiation of algebraic and trigonometric functions, and indefinite and definite integration. Applications are included. Prerequisite: An appropriate placement test result or MA150 Precalculus.

APPENDIX D: MVCC Programs of Study

- Accounting (AAS)
- Administrative Assistant (AAS)
- Air Conditioning Technology: Refrigerator Option (AOS)
- Building Management and Maintenance (AAS)
- Business Administration (AS)
- Business Management (AAS)
- Chemical Dependency Practitioner (AAS)
- Chemical Technology (AAS)
- Chemistry (AS)
- Civil Engineering Technology (AAS)
- Computer Aided Drafting (AOS)
- Computer Information Systems (AAS)
- Computer Science (AS)
- Criminal Justice (AAS)
- Culinary Arts Management (AOS)
- Data Processing, Programming and Systems (AAS)
- Digital Animation (AAS)
- Education Programs & Agreements
- Electrical Engineering Technology (AAS)
- Electrical Service Technician: Maintenance Option (AOS)
- Electrical Service Technician: Fiber Optics Option (AOS)
- Electrical Service Technician: Robotics Option (AOS)
- EMS Emergency Medical Services/Paramedic (AAS)
- Engineering Science (AS)
- Environmental Analysis/Chemical Technology (AS)
- Financial Services Management (AAS)
- Fine Arts (AS)
- Fire Protection Technology (AAS)
- Food Service Administration: Restaurant Management (AAS)
- Geology (AS)
- Graphic Communication: Graphic Arts Technology (AAS)
- Graphic Communication: Graphic Design (AAS)
- Health Information Technology (AAS)
- Health Science (AS)
- Health Studies: Radiological Technology (AS)
- Hotel Technology: Meeting Services Management (AAS)
- Human Services (AAS)
- Illustration (AAS)
- Liberal Arts and Sciences: Biology (AS)
- Liberal Arts and Sciences: General Studies (AS)
- Liberal Arts and Sciences: Humanities and Social Science (AA)
- Liberal Arts and Sciences: International Studies (AA)
- Liberal Arts and Sciences: Physical Education Transfer Option (AS)
- Liberal Arts and Sciences: Psychology (AS)
- Liberal Arts and Sciences: Public Policy (AS)
- Liberal Arts and Sciences: Sports Medicine Transfer Option (AS)

- Liberal Arts and Sciences: Theater (AS)
- Mathematics (AS)
- Physics (AS)
- Pre-Environmental Science and Forestry (AS)
- Manufacturing Production Technology (AOS)
- Mechanical Engineering Technology (AAS)
- Mechanical Technology: Aircraft Maintenance (AAS)
- Media Marketing and Management (AAS)
- Medical Assisting (AAS)
- Nursing (AAS)
- Nutrition and Dietetics (AS)
- Photography (AAS)
- Recreation and Leisure Services (AAS)
- Respiratory Care (AAS)
- Semiconductor Manufacturing Technology (AAS)
- School Facilities Management (AAS)
- Surveying Technology (AAS)
- Telecommunications Technology (AAS)
- Telecommunications Technology - Verizon (AAS)
- Web Site Design and Management (AAS)
- Welding Technology (AOS)

APPENDIX E: Dual Credit Withdrawal Form

DUAL CREDIT COURSE WITHDRAWAL FORM

Please use this form to withdraw from an MVDC-Mohawk Valley Dual Credit course. All requests to withdraw from classes must be sent to:

**Director of Dual Credit Programs
Center for Language and Learning Design-AB 239
MVCC
1101 Sherman Drive
Utica, NY 13501**

Please print clearly or type.

Information about the student dropping the course:

Name of Student _____

Name of High School _____

Student's Social Security or Student Number _____

Student's Home Address: _____

Student's Phone Number _____

Student's Email Address (if applicable) _____

Information about the MVCC Course to be dropped:

Course Name _____

Course Number _____

Course Reference Number (CRN) _____

I wish to withdraw from the above Dual Credit Course:

Student Signature (must be included) _____

**APPENDIX F: NATIONAL ALLIANCE OF CONCURRENT ENROLLMENT
PARTNERSHIPS
STANDARDS**

NACEP STATEMENT OF STANDARDS**Overview**

About NACEP	<p>The National Alliance of Concurrent Enrollment Partnerships (NACEP) works to ensure that college courses offered by high school teachers are as rigorous as courses offered on the sponsoring college campus. As the sole accrediting body for concurrent enrollment partnerships, NACEP helps these programs adhere to the highest standards so students experience a seamless transition to college and teachers benefit from meaningful, ongoing professional development. To advance the field and support our national network of members, we actively share the latest knowledge about best practices, research, and advocacy. Our annual conference is the premier destination for college officials, high school leaders, policymakers, and researchers interested in creating an effective academic bridge between high school and college.</p>
Definition	<p>NACEP defines concurrent enrollment as college-credit bearing courses taught to high school students by college-approved high school teachers. It is a low-cost, scalable model for bringing accelerated courses to students in urban, suburban, and rural high schools. Students gain exposure to the academic challenges of college while in their supportive high school environment, earning transcribed college credit at the time they successfully pass the course.</p> <p>Concurrent enrollment also facilitates close collaboration between high school teachers and college faculty that fosters alignment of secondary and postsecondary curriculum.</p> <p>Sometimes called “dual credit,” “dual enrollment,” or “college in the high school,” concurrent enrollment partnerships differ from other models of dual enrollment because high school instructors teach the college courses.</p> <p>Although concurrent enrollment courses share some elements or characteristics of the programs below, concurrent enrollment differs in significant ways from the following:</p> <ul style="list-style-type: none"> • Programs in which the high school student travels to the college campus or college faculty travel to the high school • Programs where the student takes a course from a college instructor via distance education • Articulation agreements where a college retroactively assigns credit for high school coursework upon matriculation • Advanced Placement and International Baccalaureate high school courses where standardized tests are used to assess students’ knowledge at the end of a course
Standards Purpose	<p>NACEP’s <i>Standards</i> are measurable criteria that address quality in concurrent enrollment programs in the areas of curriculum, faculty, student, assessment, and program evaluation. The standards promote the implementation of policies and practices to ensure that:</p> <ul style="list-style-type: none"> • College courses offered in the high school are of the same quality and rigor as the courses offered on-campus at the sponsoring college or university; • Students enrolled in concurrent enrollment courses are held to the same standards of achievement as students in on-campus courses; • Instructors teaching college courses through the concurrent enrollment program meet the academic requirements for faculty and instructors teaching in the sponsoring postsecondary institution and are provided discipline-specific professional development; and

	<ul style="list-style-type: none"> • Concurrent enrollment programs display greater accountability through required impact studies, student surveys, and course and program evaluations. <p>The standards are the basis for accreditation, but all concurrent enrollment programs can benefit by using the standards as a framework for program development.</p>
<p>Standards</p> <p>Categories</p>	<ul style="list-style-type: none"> • Curriculum (C) • Faculty (F) • Students (S) • Assessment (A) • Program Evaluation (E)

<p>NACEP STATEMENT OF STANDARDS</p> <p>Curriculum</p>

Curriculum 1 (C1)	Courses administered through a CEP are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.
Curriculum 2 (C2)	College/university courses administered through a CEP reflect the pedagogical, theoretical and philosophical orientation of the sponsoring college/university departments.
Curriculum 3 (C3)	Faculty site visits ensure that college/university courses offered through the CEP are the same as the courses offered on campus.

<p>NACEP STATEMENT OF STANDARDS</p> <p style="text-align: right;">Faculty</p>

Faculty 1 (F1)	CEP instructors are approved by the respective college/university academic department and meet the academic department's requirements for teaching the college/university courses.
Faculty 2 (F2)	The college/university provides new CEP instructors with discipline-specific training and orientation regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy and administrative responsibilities and procedures prior to the instructor teaching the course.
Faculty 3 (F3)	The CEP provides annual discipline-specific professional development activities and ongoing collegial interaction to address course content, course delivery,

	assessment, evaluation, and/or research and development in the field. The CEP ensures CEP instructor participation.
Faculty 4 (F4)	CEP procedures address instructor non-compliance with the college/university's expectations for courses offered through the CEP (for example, non-participation in CEP training and/or activities).

NACEP STATEMENT OF STANDARDS		Students
Students 1 (S1)	The college/university officially registers or admits CEP students as degree-seeking, non-degree seeking, or non-matriculated students of the college/university and records courses administered through a CEP on official college/university transcripts.	
Students 2 (S2)	The CEP ensures its students meet the course prerequisites of the college/university.	
Students 3 (S3)	The CEP provides students and schools with a comprehensive publication that outlines rights and responsibilities of enrolled college/university students.	

NACEP STATEMENT OF STANDARDS		Assessment
Assessment 1 (A1)	CEP students are held to the same standards of achievement as those expected of students in on campus sections.	
Assessment 2 (A2)	The college/university ensures that CEP students are held to the same grading standards as those expected of students in on campus sections.	
Assessment 3 (A3)	CEP students are assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in on campus sections.	

NACEP STATEMENT OF STANDARDS		Program
Evaluation		
Evaluation 1 (E1)	The CEP conducts end-of-term student university/college course evaluations for each course section offered through the CEP.	
Evaluation 2 (E2)	The CEP conducts an annual survey of CEP alumni who are one year out of high school. Survey includes NACEP essential questions (additional questions may be used). Methodology includes one follow-up contact with non-respondents. Qualified institutional evaluator/researcher collaborates with the CEP to develop the survey and analyze the data.	
Evaluation 3 (E3)	The CEP conducts a survey of CEP alumni who are four years out of high school at least once every three years. Survey includes NACEP essential questions	

	(additional questions may be used). Methodology includes one follow-up contact with non-respondents. Qualified institutional evaluator/researcher collaborates with the CEP to develop the survey and analyze the data.
Evaluation 4 (E4)	The CEP conducts surveys of participating high school instructors, principals, and guidance counselors at least once every three years. Survey includes NACEP essential questions (additional questions may be used). Methodology includes one follow-up contact with non-respondents. Qualified institutional evaluator/researcher collaborates with the CEP to develop the survey and analyze the data.

APPENDIX G: ADJUNCT INFORMATION SHEET