

COLLEGE ACCELERATION PROGRAM (CAP) FACULTY HANDBOOK



2022 - 2023

NIAGARA COUNTY COMMUNITY COLLEGE





FACULTY HANDBOOK



**College Acceleration Program (CAP)
2022-2023**

September 2022

Dear CAP Faculty Member:

I am pleased to welcome you as a faculty member of the College Acceleration Program (CAP) of Niagara County Community College. Our College takes pride in the excellent reputation of its faculty and I know you too will be proud to become a part of that tradition of teaching excellence.

The NCCC College Acceleration Program (CAP) offers area high school students an opportunity to earn college credits while they are still in high school. CAP has become recognized as a viable option to provide students with more choices, an alternative to AP courses, and a motivator that some students need to continue to study.

Our CAP agreement with your high school allows selected students dual high school and college credit for work completed. Successfully completed course work generally transfers to other institutions that accept NCCC course work.

It is NCCC's expectation that the work completed in the CAP program be comparable to work completed through traditional class instruction; therefore, the College considers the program an extension of its off-campus offerings.

Through this handbook, it is our hope that you will become more aware of the CAP philosophy, standards, and procedures, as well as NCCC policies and operating procedures, so that you will become an even more effective program leader.

Sincerely,

Monica Lopoyda, Assistant to the Vice President of Academic Affairs
College Acceleration Program (CAP)

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About The College

Niagara County Community College is centrally located in Niagara County on a beautiful 287-acre rural campus. Through the sponsorship of the Niagara County Legislature and the State University of New York, we continue to invest in our facilities to provide students with a high quality education at a truly affordable price.

NCCC is authorized by the Board of Regents of the University of the State of New York to award the Associate in Arts Degree (AA), the Associate in Science Degree (AS), the Associate in Applied Science Degree (AAS) and the Associate in Occupational Science Degree (AOS) to regularly matriculated students upon successful completion of curriculum requirements.

The college's Workforce Development, Continuing Education, and Community Education Departments provide educational programming for those who have a specific, focused educational need over a relatively short period as well as courses taken for pleasure. These departments administer an array of credit-free courses, workshops, seminars, and summer camps for youth. Short-term vocational programs; training and education programs are done through contract with business and industry while entrepreneurial courses are offered through the Small Business Development Center.

NCCC plays an active role in workforce and community economic development as the home of the Niagara Small Business Development Center, Corporate Training, Niagara Falls Extension Center, and Community Education.

NCCC History

NCCC was created in 1962 and took its name from the County of Niagara, its local sponsor. The original campus was located in downtown Niagara Falls and its main building was the former Nabisco Shredded Wheat plant. The building was featured for many years on boxes of the cereal that were sold throughout the world.

The current campus, which opened in 1973, is an example of sound planning. Approximately 4,000 students are enrolled in credit programs and thousands more take advantage annually of the College's extensive credit-free courses, short-term vocational programs, online education, and cultural events.

NCCC Mission Statement

Niagara County Community College provides flexible teaching and learning environments dedicated to educational excellence and committed to our core values of student centeredness, accessibility, comprehensiveness, collegiality, community partnership, and lifelong learning. Through the liberal arts and sciences as a key component of all academic programs, our College nurtures and empowers students to recognize and to value our common humanity as well as the richness of our diversity. NCCC offers quality academic programs while providing supportive student and academic services. To produce engaged citizens, NCCC provides cultural, social, recreational, athletic, and global experiences. NCCC is a major contributor to economic development through transfer, career and technical education, workforce development, and continuing education. To demonstrate integrity and accountability, NCCC operates through a collegial model of shared governance, which provides for a comprehensive assessment of all aspects of institutional effectiveness.

About the College Acceleration Program (CAP)

The College Acceleration Program of Niagara County Community College was established in 1997 with its first courses offered fall 1998. Its goal was to address the needs of local high schools in offering more rigorous coursework to their students.

College Acceleration Program Mission Statement

The College Acceleration Program is dedicated to offering college courses to qualified high school students based on the curriculum needs of the districts. By doing so, students are given the opportunity to enhance their secondary experience as well as prepare for their college experience.

Common questions about the NCCC CAP Program

- **What is the purpose of CAP?**

At the request of area high schools, CAP provides students an opportunity to gain advanced standing or earn college credit by offering NCCC courses to eligible high school students. Students will receive college grades and earn college credits which will appear on their NCCC transcripts. The courses are offered at a reduced rate of tuition. Tuition is approximately one third the cost of regular tuition.

CAP is a viable option to AP (Advance Placement) and IB (International Baccalaureate).

- **Is this program encouraged by State Education Department and SUNY?**

Yes. "The State University of New York (SUNY) encourages the expanded offering of quality college-level course work to qualified high school students in order to enhance student learning in high school and better prepare more students for the transition into the freshman year of college. Such an expansion is one way for SUNY to meet a genuine state need in public education."

-SUNY Guidelines on Offering College Credit Courses in High School - June, 1994

- **How is curriculum integrity assured?**

Instructors are expected to complete all NCCC requirements in accordance with the Colleges standard practices and procedures. College faculty conduct site visitations. Instructional evaluations are reviewed by appropriate college officials to assure program integrity.

- **Do these courses transfer any differently than NCCC credit?**

Generally, no. Some colleges and universities require a portfolio of work. (See *Transcripts / Transferring Credit*.)

- **Does NCCC accept concurrent enrollment course credit from other colleges?**

Yes.

SECTION ONE: GENERAL INFORMATION FOR TEACHERS

TEACHER ELIGIBILITY AND APPROVAL PROCESS

All full time and adjunct faculties must meet NCCC departmental qualifications in order to be approved to teach. A Master's Degree in the subject area to be taught is the desirable requirement. However, an applicant must have substantial coursework in the appropriate content area. The principal of the high school identifies a potential instructor based on these requirements. A resume and transcripts for the candidate are submitted to NCCC's Assistant to the Vice President of Academic Affairs. The credentials are then forwarded to the appropriate Division Chair and/or Program Coordinator for final approval. The high school teacher and principal are notified of the decision.

GENERAL RESPONSIBILITIES OF A HIGH SCHOOL CAP TEACHER

It is the responsibility of the CAP instructor to maintain educational integrity and to strive for academic excellence in the course he/she teaches. It is the CAP instructor's responsibility to promote and encourage adequate standards of oral and written expression. It is the CAP instructor's responsibility to ensure that only qualified students have registered for the courses (i.e. prerequisites and basic skills tests where required.) High school transcripts may be requested on those students who need certain prerequisites, particularly in mathematics.

Preferably, CAP instructors ensure that efforts are made to have CAP courses as separate sections (i.e. only those students who have registered with NCCC and have paid tuition be scheduled in a particular section.)

At the beginning of each semester the CAP instructor must provide students with the course outline indicating material to be covered, related assignments, and method of evaluation. The CAP instructor must also provide students with a course syllabus explaining the grading system to be used and should apply it fairly and consistently throughout the course. The outline/syllabus must equal those of the NCCC course on campus. (See *Syllabus*.)

The textbook that is assigned for the class should be utilized as an integral part of the instruction. It is important that the CAP instructor have the department's permission to use alternative textbooks. It is not encouraged, but understood, that some CAP classes will use previously purchased and approved textbooks. When it is time for the district to purchase a new book for the course, the textbook used at the College should be adopted.

The instructor will ensure that the correct students are listed on the official course rosters. Any additions or deletions must be made with NCCC staff.

Attendance records must be kept.

College regulations pertaining to the submission of grades and attendance records must be followed. Grading periods will run according to the high school calendar. (See *Records*.)

All high school CAP courses will be officially evaluated at least once by the assigned liaison. (See *Evaluation*.)

NCCC FACULTY LIAISON ASSIGNMENT AND DUTIES

Once approval to teach a CAP course at the high school is granted, the College assigns a member of the NCCC faculty as *liaison* to the high school faculty member. In most cases, the liaison is a member of the discipline that traditionally offers the course, however, the liaison is generally someone who is currently teaching the course or has taught it in the past. A liaison's duties include:

- Assisting in the assessment of high school teachers' qualifications to teach NCCC course(s).
- Providing and explaining course syllabi.
- Ensuring that appropriate textbook and course materials are acquired and utilized.
- Meeting with high school teachers, as necessary, to discuss the methods and issues related to teaching the course(s) as in compliance with SUNY and State Education Department requirements.
- Helping to secure available lab and library resources so that students may have the opportunity to participate in activities on campus, when possible.
- Observing classroom instruction at least once per semester.
- Assisting in the resolution of any instructional issues.
- Ensuring that all student evaluations of instruction are administered in accordance with College policy.
- Ensuring that only qualified students have registered for the course(s).
- Ensuring that rosters and grades are turned in to the College Records Office in a timely manner.
- Making recommendations to the division chair concerning the continuation of a partnership utilizing the same teacher and resources.

THE FIRST CLASS SESSION

The first meeting of a new class is very important in setting the tone for your CAP course. The instructor can make valuable use of this time for explanation and student contact. These points should be used as a guide:

1. CAP instructors should identify themselves and offer some personal remarks such as their preparation and/or experience in the subject area or their reasons for teaching a CAP course.
2. The students could be asked to respond orally or on paper about their background, preparation in the field, and/or reasons for taking a CAP course. NOTE: Oral response allows more familiarity among the students and will set the stage for verbal exchanges later.
3. The CAP instructors should make clear rules and policies of the class, preferably in a hand-out or syllabus that the student can keep. This handout should include due dates of major assignments and tests, policies for late work and attendance, and policies for grading. (See *Syllabus*.)
4. Required texts and class materials should be identified and the patterns expected for their use, both class work and homework.
5. CAP instructors should identify some of the major expectations of the course and allow discussion of student concerns about these expectations.
6. Student questions on any of these points should be answered at this meeting or investigated for answering at the next class meeting.

7. CAP instructors should check to see that all prerequisites have been met and that the students are registered for the right course.
8. CAP instructors should check and be sure that their students meet the eligibility requirements.
9. CAP instructors should provide students with CAP registration dates, times, and tuition information.

USING THE SYLLABUS

The syllabus should be passed out on the first day of class and gone over in detail. There is no question that writing detailed syllabi requires considerable forethought and hard work. Still, the benefits are considerable: the contract between you and your class has been made fully clear and concrete at the beginning; both you and your students have an agenda to refer to for preparation; and you have made your best effort to be genuinely helpful to your students. One additional benefit is that course evaluations can be drawn from information on the syllabus to provide you with detailed and useful feedback on your teaching and on the course as a whole.

CREATING YOUR SYLLABUS: PUTTING IT DOWN ON PAPER

A useful syllabus is one which students will both want and need to refer to frequently over the academic semester. It must include:

1. General Information. Your syllabus must include the basic information about the course which would include course number and name, lecture/lab hours, the course description from the college catalog (be sure to include any prerequisites), and the methods of instruction.
2. A clear statement of course goals and objectives. What are the general themes/concepts/ideas/etc. that the student should learn by the end of the class? To this end, objectives should be included to indicate not merely mastery of course content, but also development of skills, that is, what students will learn to do as well as what they will learn about. Students' sense of the relevance of a course is enhanced when they understand that they will learn skills that can be applied elsewhere later.
3. Course Outline. Fundamental to a good syllabus is a clear outline of the subject areas that will be covered during the course and in the order in which they will be covered. This may or may not include specific dates that topics are to be covered. This is not merely a list of assignments, but a description of classroom and study activities: lecture, discussion, reading, research, panel presentations, lab work, etc. The descriptions should be referenced clearly to course objectives so students can see how the things you and they are doing will lead to accomplishing objectives. Such descriptions will help them to understand your rationale for the way you teach: the way you use class time, why you assign the work you do. You might also include here a statement about the amount of study time you assume they will need. For example, you estimate that a student with a little prior knowledge of the subject will study about two hours daily.
4. Course Materials. In this portion of your syllabus, you should indicate what the student must obtain to successfully complete the course. Primary to this portion should be the textbook, but if you include the purchase of a textbook, it very definitely should be used and not ignored. Also include lab manuals, study guides, computer software and any equipment the student is

responsible for obtaining, i.e. graphing calculator, lab/art supplies, uniforms, etc. Include the texts used, even if the district provides the texts.

5. Grading Policy. This section becomes more and more critical as the syllabus becomes a form of contract between the student and the faculty member. Specificity will save conflicts and embarrassment. This section compliments the course content portion and clearly lists the students' assignments and how they will affect the students' grades. Listed in this section will be the exams, quizzes, papers, projects, oral presentations and other assignments/activities that are calculated into the grade.

Your syllabus must tell the students the value/weight of each assignment (number of points/percentage of final grade) and how extra credit may be earned and calculated. You will also want to note how make-ups can be attained or what affect missed or late assignments will cause in the students' grades.

Your Grading Policy must also include how the grades are to be calculated, i.e. 93% and above = an A, etc. This should be included for both individual assignments and for the final class grade. The following is a suggested grade conversion scale with the grade points associated with each grade:

A	93 - 100	4.0	C	73-77	2.0
A-	90-92.99	3.7	C-	70-72.99	1.7
B+	87.1-89.99	3.3	D+	67.1-69.99	1.3
B	83-87	3.0	D	63-67	1.0
B-	80-82.99	2.7	D-	60-62.99	0.7
C+	77.1-79.99	2.3	F	59.99 & lower	0.0

6. Course Policies. This is the section where you should include your attendance policy. If attendance is important, indicate that up front. Define what an absence is, i.e. 15 minutes tardy will be considered a full class absence or two tardies (arriving after attendance is complete) equals one full class absence. It is very important to spell out how the students' grades will be affected by attendance, i.e. each absence lowers a student's grade one-third letter grade or three absences is an automatic failure. Also indicate the College's grading system including withdrawals. Please note the following information regarding withdrawals:

Unofficial Withdrawal from a course occurs when a student discontinues a course prior to the time when the instructor can properly assign any earned grade. Excessive absence from class may be interpreted as an unofficial withdrawal. (See *Grading*.)

Official Withdrawal – no grade on transcript: Withdrawal from a course during the first three weeks of the semester signifies that the course will not be entered on the student's record. The only person who can request an official withdrawal from a course is the student.

Official Withdrawal – W grade on transcript: Withdrawal from a course without academic penalty is permitted until the tenth week into the course. A grade of W will appear on the student's transcript.

Either official withdrawal is initiated by the student in the following ways:

- The student may contact his/her instructor who contacts NCCC for the withdrawal
- The student contacts the CAP Coordinator to request a withdrawal from the course
- The student comes in person to the CAP Coordinator to withdrawal from the course

Important: If a student will be leaving the district, he/she must also complete a drop form to drop the class officially at the College.

In this section you should also note your policies on cheating/plagiarism and their consequences. Also indicate your position on classroom behavior, making it clear from the beginning that inappropriate behavior will not be tolerated; refer students to NCCC's Code of Conduct and consequences for its violation. (See *Code of Conduct*.)

7. A list of student resources, if available, may be included. This will include, of course, a bibliography of recommended texts and reserve readings. It very well may include alternative textbooks, style manuals, research tools, sample tests on file, and other resources students might find helpful. This list will be more useful to students if it is annotated: indicate whether the item is required or recommended, what its strengths and weaknesses are, why you've assigned or suggested it, how it will help them.

GUIDELINES FOR COLLEGE-REQUIRED RECORDS

Record keeping is an important part of each CAP instructor's responsibilities. Accurate, complete and timely records are expected.

CLASS ROSTERS

Faculty members **MUST** maintain permanent rosters in accordance with all instructions issued by the Records Office. The rosters will be provided after registration is completed. Attendance records as well as recorded grades must be kept for the entire semester. A key should be provided in the permanent roster to explain the various grades listed and the relative value attached to each grade in determining the final mark. **Signed rosters must be submitted at the end of the semester as designated by NCCC's Office of Academic Affairs.**

GRADING

The instructor must have a sufficient number of recorded grades for the final evaluation of each student. Grades may include but are not restricted to quizzes, term papers, oral reports, laboratory reports and discussion. A mid-term and final examination alone are not sufficient for fair evaluation.

The following letter grade and grade point system is used:

A	4.0	Outstanding Achievement
A-	3.67	
B+	3.33	
B	3.0	Above Average Achievement

B-	2.67	
C+	2.33	
C	2.0	Average Achievement
C-	1.67	
D+	1.33	
D	1.0	Below Average Achievement
D-	0.67	Minimum Passing Grade
F	0	Failure
I	0	Incomplete
NG	0	Nongradable
T	0	Transfer credit
W	0	Course withdrawal without grade

SPECIAL NOTES ON SPECIFIC GRADES

D- GRADE

A D- grade is the minimum passing grade for pre-requisite and co-requisite courses, but it may not fulfill certain curricular requirements. Please refer to the individual program requirements.

W GRADE—WITHDRAWAL FROM A COURSE

To withdraw from a course, a student is required to obtain a Withdrawal Form from the Records Office which will identify the course being dropped. The student must complete and sign this form and return it to the Records Office for processing by the posted deadline.

Course withdrawals are permitted through the first two thirds (2/3) of any course. Please consult the college website as there are specific deadlines for deleting a course from the student's schedule versus deadlines for issuing W grades. The grade of W will not affect the student's grade point average, but may negatively impact the student's academic standing and/or ability to receive financial aid.

I GRADE—INCOMPLETE

A student who requests an I grade (Incomplete) is required to arrange for completion of course work with his or her instructor. The maximum time for the change of an I grade to a performance grade is determined by the instructor, but shall not exceed one academic year. The Records Office will inform the instructor and student of the approach of the one-year deadline. Students will be sent a letter at the address last known to the NCCC Records Office. If no change of grade is made by the instructor prior to the deadline, the I grade will automatically be converted to an F grade. An I grade (incomplete) should be avoided in the College Acceleration Program since the student may not be available in the future to make up the work.

GRADE CHANGES

An officially reported grade cannot normally be changed except in the case of a reporting or transcribing error. Grade changes require approval of faculty member and the division chair.

FINAL EXAMS

All CAP instructors must provide an instructional activity (e.g. examination, writing assignment, etc.) during “Finals Week” of each semester.

Instructors must supply a copy of their final exam/assessment tool to the college along with final grades. If a final exam is not given, an explanation of the final activity is required. Academic divisions reserve the right to require a departmental examination. At this point, the Precalculus course exam is a departmental one.

FINAL GRADES

Final grades will be recorded on forms provided by the Records Office and entered electronically on the computer. It is mandatory that final course grades and rosters be turned into the Office of Academic Affairs within 48 hours after the final instructional activity occurs.

Please keep in mind the importance of the due date. No grades can be issued to any students until all grades have been entered and processed. Late receipt of these grades impacts all students in a number of ways (e.g. official transcripts for other colleges cannot be processed, etc.). Please keep this in mind and submit your grades by the date requested.

Two procedures are required for providing final grades: The computer-generated roster with handwritten grades and on-line entry using Banner Web. For instructions/guidelines on grading online, see the section on using Banner Web. When reporting grades in either fashion, the following apply:

Grades of A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, I, S and U are **performance grades** and require sufficient evidence through tests, papers, homework, projects, participation, attendance, quizzes, etc. to justify the grade. If any of these grades are submitted for a student, the grade must be **justified** with sufficient evidence of accomplished work. Students should NOT be given an F grade unless tests, quizzes, homework, attendance, etc. warrant an F.

Grades of W and X are **nonperformance grades**.

Please note well:

1. Teachers cannot assign an A+ or F- as they are invalid grades. The system also does not recognize numerical grades.
2. Avoid the use of a grade of I for an incomplete. If the student is a senior, chances of course completion are slim.
3. A teacher may not assign a W as this grade must be student initiated.
4. The printed roster must be signed, dated and returned by the due date.

In order to comply with SUNY and the State Department of Education requirements, permanent class rosters MUST include the following information:

- FINAL GRADES
- Your SIGNATURE

FINAL GRADE SUBMISSION ON BANNER WEB

High school faculty will be required to input grades via NCCC Banner web. Deadlines will be issued each semester.

You **MUST** use your NCCC email username and password to access Banner Web. For help with Banner Web Login: Contact the NCCC Helpdesk at (716) 614-6730 or helpcalls@niagaracc.suny.edu

Go to the NCCC homepage – www.niagaracc.suny.edu – under MYNCCC, at the top right hand corner of the homepage, choose “Banner Web.”

1. On sign in screen, log into Banner Web using your **NCCC email username & password**.
Once logged into Banner Web:
2. Click on “Faculty and Advisor Services” tab at the top of the page.
3. Click on “Enter Final Grades.”
4. Under “My Courses” you will see your assigned sections for grading. Simply click on the section you are submitting grades for and the student names will appear below for entering final grades.
*Please note that there may be other sections listed that you are assigned to in other terms, but only sections that are currently due will be available for grade submission.
5. Select a grade for each student listed using the Final Grade drop-down box.
 - a. **For grades of “U” or “F”** you **MUST** enter the student’s **last attend date**.
 - b. Dropped or withdrawn students will appear as “Non-Gradable” under the Final Grade column.
6. Be sure to complete all pages of grading. You may have a 2nd PAGE of grading if you have more than 20 students in section. In this case, click “SAVE,” then choose page 2 at the bottom of the page to go to the next page.
7. Click “SAVE” at the bottom to save your work. You will see a green “Save Successful” message in the upper right hand corner if everything saves correctly. If there are any issues, you will receive a red error message that will describe the issue that needs to be resolved before you can save successfully.
8. To print a copy of these final grades for your records, click on print icon on toolbar or go to File, Print.
9. To grade another section, simply click on a different section listed under “MY Courses.”
10. Log out of Banner Web when complete.

Additional Reminders:

- Incomplete grades (“I”) are input by Enrollment Center Staff. Requests should be submitted as early as possible before the deadline.
- If a student has withdrawn from your class, a “W” or “X” grade will have already been assigned to them. They will appear as “non-gradable” on the roster. These grades cannot be changed.
- If you teach a zero-credit course (i.e. lab, clinical, etc.), the grade of “NG” should already appear for each student.

- Do NOT leave any students with a blank grade. Ensure a grade appears for each and every student. Even though you may enter a Last Attend Date, you still need to assign a final grade.
- **For assistance with Grade Entry Questions/Help:** Contact Enrollment Center (716) 614-6250, (716) 614-6884, or registration@niagaracc.suny.edu

SUBMISSION of PERMANENT CLASS ROSTERS

In order to comply with SUNY and the State Department of Education requirements, permanent class rosters **MUST** include the following information:

- FINAL GRADES
- **Your SIGNATURE**

Grades of A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F are **performance grades** and require sufficient evidence through tests, papers, homework, projects, participation, attendance, quizzes, etc., to justify the grade. If any of these grades are submitted for a student, the grade must be **justified** with sufficient evidence of accomplished work. Students should NOT be given an F grade unless tests, quizzes, homework, attendance, etc., warrant an F.

PLEASE NOTE: Grades must be submitted on BANNER, in addition, **you must mail permanent rosters and a copy of your final exam to:**

**College Acceleration Program Coordinator
College Acceleration Program Office, A-242
Niagara County Community College
3111 Saunders Settlement Road
Sanborn, NY 14132**

- Grades may be input online and permanent rosters may be submitted **at any time** prior to deadline.
- Please ensure that the grades indicated on Banner web match the final grades marked on your permanent roster *before* submission.
- If a student has opted for college credit but does NOT appear on the Banner final grade roster, please notify College Acceleration Program **immediately** at 614-6452.

FERPA

In accordance with Federal Family Educational Rights and Privacy Act, any record that contains information that can personally identify a student must be protected. The public posting of grades by the student's name, institutional student identification number or social security number without the student's written permission is a violation of FERPA. Even with names obscured, numeric student identifier numbers are considered personally identifiable information. Therefore, the practice of posting grades by social security number or student identification number violates FERPA.

Instructors and others who post grades should use a system that ensures FERPA requirements are met. Instructors may use code words or randomly assigned numbers that only the instructor and individual student know. The order of posting should not be alphabetic.

The act also allows the College to release a student's education records to a court, without the consent of the students or parents, if the student or parents have sued the College.

ACADEMIC FREEDOM

Niagara County Community College is committed to the principle of academic freedom as defined in the Agreement between the College and the Niagara County Community College Faculty Association, Article 8.

As a matter of courtesy to students, faculty is asked to inform students in advance when they use controversial materials in class, and to offer an alternative assignment to any student who finds the material objectionable.

AFFIRMATIVE ACTION/EQUAL OPPORTUNITY POLICY STATEMENT

Niagara County Community College is committed to ensuring equal educational opportunities for all persons regardless of age, color, creed, disability, ethnic identity, marital status, national origin, religious affiliation, gender, sexual orientation and veteran status.

THE COLLEGE STUDENT WITH DISABILITIES

A person is classified as disabled under the Americans with Disabilities Act if the individual has a physical or mental impairment that substantially limits one or more of the major life activities of such individuals, or has a history of such an impairment, or is regarded as having such an impairment.

The phrase, "physical or mental impairment" includes but is not limited to such conditions as orthopedic, visual, speech, hearing impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, mental retardation, emotional illness, specific learning disabilities, HIV disease, tuberculosis, drug addiction and alcoholism.

Some students have physical disabilities that result in a fluctuating state of health. Stress, long periods of inactivity, and medication are a few of the factors that will impact their level of health and learning.

LEGAL RIGHTS OF STUDENTS WITH LEARNING DISABILITIES

College students with documented learning disabilities are entitled to the same legal rights as those with physical disabilities. Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of handicap from full participation in and benefit from all post-secondary programs and activities receiving federal financial assistance. Under the provisions of Section 504, "qualified handicapped persons" are entitled to "reasonable accommodations" which may require the institution to modify teaching styles and program requirements.

IMPLEMENTING SECTION 504

For college students with disabilities "reasonable accommodations" may include adaptation of the manner in which specific courses are conducted, the use of auxiliary equipment and support staff. These students need support services or programs that can provide them with sufficient flexibility. The accommodations may include but are not limited to:

- Modifying or substituting foreign language or mathematics course requirements
- Changing test format
- Permitting examinations to be proctored, read orally, dictated, or typed
- Allowing the proctor to clarify examination questions
- Allowing extra time for completion of examinations
- Increasing the frequency of exams and quizzes
- Permitting basic four function calculators and standard desk dictionaries during examinations
- Using alternative methods for students to demonstrate course mastery (e.g., a narrative tape instead of a journal)
- Reviewing final drafts of term papers with a proofreader and making changes without altering content

Adapted from:

Garrett, M. K., & Welch, E. L. (1989). Serving the student with a learning disability: A manual for SUNY faculty and professionals. State University of New York, Albany.

PROFESSIONAL DEVELOPMENT

CAP faculty members are expected to participate in NCCC's professional development offerings advertised through the System Message. Attendance at departmental meetings can also be arranged. The Faculty Liaison Visit is an opportunity to share knowledge of subject matter. Your Faculty Liaison is available to work with you all semester (s). Questions regarding course specifics should be directed to your Faculty Liaison. In addition, instructors are invited on campus with their CAP students to take part in campus activities such as TECH WARS, theatrical performances, and political speakers. Science instructors often conduct at least one lab per semester on campus.

ABSENCES

Instructors are expected to meet with their classes for all scheduled sessions and at the scheduled times except in cases of emergencies or illness. Student teachers are not approved to teach NCCC courses. Therefore, they cannot be used in a CAP classroom at any time.

For anticipated absences, instructors must follow normal high school absence procedures. Extended leaves of absence for any reason should be reported to the CAP Coordinator as soon as possible.

CREDENTIALS

Part-time faculty is required to have undergraduate and graduate transcripts and a resume on file in the appropriate Division Office. The CAP Coordinator is responsible for forwarding these documents at the point of pending approval.

Faculty members should update their resumes whenever there is a significant change in their status or experience.

HELPFUL HINTS

1. It is important at the beginning of the semester to determine how much students know about the subject area. A brief written exam, class discussion, or small group discussions may be used to determine the students' degree of understanding. This will give you a better understanding of your class and help determine where to begin.
2. Maintain and publicize a time and place where students can meet you outside of class. It is your responsibility to develop some form of office hours, usually directly before or after regular class periods.
3. Seek feedback regularly from your students. In order for you to know if your students are progressing, you must develop ways of monitoring their progress. Some tests can be used to provide you and your students with feedback relative to how well they are doing.
4. Know the textbook well and explain how it is organized. Suggest ways for the students to study the book, thus helping students to use their textbooks effectively and efficiently.
11. Lecturing is one of the least effective modes of teaching/learning. If you lecture make certain your lectures are well organized with a clear summary statement at the end of each Lecture. At the end of each lecture there should be ample time to respond to student questions.
12. Do not allow your personal preferences to influence how you treat students. It is important to provide each student an opportunity to succeed.

SECTION TWO: EVALUATION

POLICY ON CLASS VISITS/SITE VISITS

The college is committed to providing a supportive learning environment for each student, an essential component of which is effective faculty performance. Faculty need and deserve feedback about their work. Faculty evaluation can contribute to a positive academic climate and to improving and rewarding faculty performance by encouraging clear statements of faculty objectives and institutional expectations, by using appropriate measures for evaluating the effectiveness of faculty fulfillment of their objectives and institutional expectations, and by assisting faculty improvement and innovation. A site visit does fulfill a professional development requirement. CAP faculty will be amenable to class visitations by an assigned NCCC faculty liaison.

SITE VISITS/CONFERENCE PROCEDURES

CAP faculty members teaching for the college will be scheduled for a site visit/conference once per semester. The procedure shall be as follows:

1. CAP faculty members will be notified in advance via e-mail or phone to schedule a visit/conference. It is recommended that the time include a class to observe with about 15 minutes either prior to or at the conclusion of the class to discuss CAP with the instructor. The intent of this visit is not to disrupt class instruction but rather to assist CAP instructors and the department/division chairperson in their future course preparations and to ensure the academic integrity of NCCC courses offered through the CAP Program.
2. On the scheduled date, a NCCC faculty liaison will sit in on the class then will meet with the instructor and discuss the CAP course.
3. Upon completion, site visit reports will be returned to the CAP Coordinator. These site reports will not be shared with school districts but shall be used exclusively for the College's purposes. A copy of the site report will be given to the instructor, NCCC liaison, and the CAP Coordinator.

EVALUATION FORMS

Ensuring that all student evaluations of instruction are administered in accordance with College policy, Evaluation forms are administered each spring to CAP faculty members as well as our on-campus adjuncts. The assessment supplies statistical results for Niagara County Community College based on student and faculty questionnaires. Results are shared with high school teachers by their liaisons.

SECTION THREE: INFORMATION FOR STUDENTS

As CAP participants, your students will be considered part-time NCCC students earning college credits. They will have library and other student privileges including their own student I.D. cards. Other benefits of the College Acceleration Program may not be so obvious to your students. It is important to stress to students that successful completion of CAP courses may provide a competitive edge to students seeking admissions to highly selective colleges. For many students, their CAP program experience helped them get into their college of first choice. Remember, the positive educational experience gained through the CAP program will undoubtedly contribute to your students' college success and their goals.

STUDENT ELIGIBILITY REQUIREMENTS

Since CAP students are required to meet the standards NCCC maintains for all of its students, only those students who are recommended by their guidance counselor, principal, and teachers are accepted into the program. Students must meet the course prerequisites as stated in the NCCC catalog. Depending on course selection, requirements may include successful completion of Course B Exam for mathematics or the New York State Regents Exam for English 11 or waivers through placement testing (See *Placement Testing* below.)

Seniors who are interested in coming on campus for CAP afternoon coursework must be eligible for early dismissal at the high school. Transportation is not provided by the College.

PLACEMENT TESTING

High school students who wish to take English or History courses through the College Acceleration Program must meet the following prerequisites mandated by the College:

**Score of 77 or higher on N.Y. State Regents Exam for English 11, or
SAT Verbal score of 500 or higher, or
ACT Reading score of 23 or higher
High School GPA \geq 3.0**

Students not meeting the above criteria must come to the NCCC campus Testing Center (A-167) to take Placement Tests in Reading and Writing.

High school students who wish to take Precalculus through the College Acceleration Program must meet the following prerequisites mandated by the College:

Scaled score of 70% on the Algebra II/Trig Regents exam, OR teacher recommendation with a 75% average in Algebra II.

REGISTRATION

Registration for courses at the high school takes place in September for fall courses and January for spring courses. The last date to register for fall and full year courses is October 3, 2022.

For detailed CAP registration information, go to www.niagaracc.suny.edu/academics/highschool/

CERTIFICATE OF RESIDENCE

An affidavit/application for Certificate of Residence is a legal document which is supplied to NCCC students who are **not** permanent residents of Niagara County. In Orleans County, students must also visit the County Treasurer's Office for additional documentation. In any case, the legal document must be notarized and returned to NCCC with registration materials.

TUITION AND PAYMENT

One of the greatest benefits of NCCC's College Acceleration Program (CAP) is the substantial savings in college tuition. Tuition is based on the number of credits designated for each course. Classes taken in participating high schools or afternoons on campus cost one-third of the full rate for part time students. Currently, the CAP rate per credit hour is \$84* vs. \$210* per credit hour rate of regular College students.

Invoices will be mailed to the student's home. Payment is due within 2 weeks.

Transcript fee = \$10*

Financial aid is **not** available to CAP students. Limited scholarships based on a family financial situation may be available.

*Subject to change

COURSE WITHDRAWAL

Unofficial Withdrawal from a course occurs when a student discontinues a course prior to the time when the instructor can properly assign any earned grade. Excessive absence from class may be interpreted as an unofficial withdrawal. An F grade may be appropriate in this situation. An F is an instructor-initiated grade. Students should discuss the appropriateness of this grade with the faculty member.

Official Withdrawal from a course during the first three weeks of the semester signifies that the course will not be entered on the student's record. The only person who can request an official withdrawal from a course is the student.

Official Withdrawal from a course without academic penalty is permitted until the tenth week into the course. A grade of W will appear on the student's transcript.

Any official withdrawals are initiated by the student in the following ways:

- The student may contact his/her instructor who contacts the CAP Coordinator for the withdrawal
- The student contacts the CAP Coordinator to request to withdrawal from the course
- The student comes in person to the CAP Coordinator to withdrawal from the course

STUDENTS WHO DO NOT OFFICIALLY WITHDRAW FROM A COURSE RUN THE RISK OF EARNING A FAILING GRADE ON THEIR NCCC TRANSCRIPT.

Important: If a student will be leaving the district, he/she must also complete a drop form to drop the class officially at the College.

STUDENT CODE OF CONDUCT

The College, like all communities, functions best when its members treat one another with honesty, fairness, respect, and trust. Niagara County Community College expects academic honesty and integrity from all students and believes it is an important aspect of each student's education and preparation for the future. Therefore, students should refrain from all forms of academic dishonesty such as cheating, plagiarism, etc. Students in the CAP program are also held to the same Code of Conduct as all other NCCC students. For details to the Student Code of Conduct, please refer to the Niagara County Community College Student Rights and Responsibilities Handbook.

NCCC reserves the right to dismiss students whose conduct is not in accordance with the code of student conduct for the College as published by the College.

TRANSCRIPT REQUEST/TRANSFER OF CREDIT GUIDELINES

Most colleges will accept NCCC credit earned in high school if a grade of C or better is earned. State University of New York (SUNY) system colleges accept NCCC CAP credits. It is the discretion of private colleges and universities and those not in the SUNY system to decide whether they will accept transfer credits from another college or university in the country. It is strongly recommended that the students check with the college or university of their choice for acceptance of CAP transfer credit before registering for a CAP course. CAP credits can be accepted several ways:

- Credit hours can be directly transferred toward a chosen degree.
- They can be accepted as elective credits.
- They can exempt students from taking a required course, or they can make students eligible for placement into a higher level of course sequence.
- They may allow students advanced standing when applying to highly selective institutions of higher education.

If there is concern about whether specific colleges are likely to accept the credit earned from NCCC, students should call and ask to speak with the chairperson of the academic department of the intended major course of study or the college registrar. They will not be able to give a definitive answer until after the course is completed and official copy of the transcript is received, but a college should be able to disclose its general policies. It is advisable to present a CAP course syllabus and a portfolio of coursework to college officials who might need more detailed course information before accepting CAP credit.

After completing an NCCC course in high school through CAP, **follow the steps below** to obtain an “official” transcript to be sent to the intended college. Do not attempt to use a high school transcript to receive College credit.

Official transcripts

CLICK ON THE LINK BELOW TO ORDER YOUR OFFICIAL NCCC TRANSCRIPT:

<https://www.credentials-inc.com/tplus/?ALUMTRO002874>

- Read the Ordering Overview then click “Please Choose One of the Following Options”
- Enter student and ordering information

Do not order your “official transcript” until all grades are in. That is generally at the end of June. You do not need your student ID number to order through Transcripts Plus.

PRICING INFORMATION FOR AN OFFICIAL NCCC TRANSCRIPT

Standard Fees and Delivery Options: \$10.00 each for regular First Class Mail, Electronic Transmission (PDF) or for Pick Up.

UNOFFICIAL TRANSCRIPTS (copy without college seal) ARE AVAILABLE AT NO CHARGE

CAP students can email and attach a signed and dated letter of request to records@niagaracc.suny.edu and include the following **required** information:

- First and last name (include all previous last names if different than current name)
- Banner ID# or date of birth
- Last 4 digits of social security #

- Current address
- Phone #
- Fax # or address to which the unofficial transcript is to be sent (please note, unofficial transcripts cannot be emailed)
- Signature (a **written signature is required** – typed signatures are not accepted)
- Date

SECTION FOUR: ACADEMIC DEPARTMENTS

CAP faculty members are encouraged to contact their assigned faculty liaisons in matters relating to the content of the course to which they have been assigned. In addition, the department/division chairperson can explain the philosophy of the department with regard to specific courses.

DIVISION EXTENSIONS

Division	Title	Extension	Email@niagaracc.suny.edu
Academic Affairs/ CAP Coordinator	Monica Lopoyda	6452	mlopoyda
Arts, Humanities & Social Sciences	Robert Morris, Chair	6720	morris
Hospitality, Tourism & Culinary	Josh Blumberg	6456	jblumberg
Business & STEM	Sal Sciandra	6867	ssciandr
Bookstore		6840	
Cashier's Office		6260	
Library		6780	
Records		6250	

CONTACT INFORMATION

Niagara County Community College
3111 Saunders Settlement Road
Sanborn, New York 14132
(716) 614-NCCC

For questions about classes, registration, and transfer of credit, please call
Monica Lopoyda, Assistant to the Vice President of Academic Affairs
College Acceleration Program (716) 614-6452
FAX (716) 614-6406

CAP office hours are Monday through Thursday 9:00am to 5:00pm. The office is located in Academic Affairs, A-234, 3111 Saunders Settlement Road, Sanborn, NY 14132. Please stop in or call us with any questions you may have regarding the CAP Program.

For questions about payments, please contact
NCCC Cashier's Office Room A205 (716) 614-6439

For questions about College transcripts and grading, please call
NCCC's Records Office (716) 614-6250