

INSTRUCTOR HANDBOOK



2016-2017

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PROGRAM OVERVIEW

The College Career Pathways (CCP) program is a concurrent, or dual, enrollment program administered by Three Rivers Community College (TRCC). Students gain exposure to the academic challenges of college while in their familiar high school environment, earning college credit and a college transcript when they successfully complete the course. Concurrent enrollment supports the collaboration between high school teachers and college faculty, thus encouraging the alignment of secondary and postsecondary curriculum.

CCP Instructors

CCP courses are taught during the regular high school day by qualified high school teachers who have been certified as adjunct instructors for TRCC by corresponding academic departments.

CCP Courses

CCP courses taught by high school instructors are as rigorous as the TRCC on-campus counterpart. TRCC and each high school collaborate to ensure the content, assignments, and assessments of CCP courses is the same as courses offered on the TRCC campus.

CCP Students

When enrolled in a CCP course, you become a TRCC student. As such, you will have access to all college supports including the Donald R. Welter Library, the Tutoring Center, and the Health & Wellness Center. Please review the TRCC Student Handbook for specific policies that affect all students enrolled at TRCC.

COLLEGE MISSION, VISION AND VALUES

Connecticut Community Colleges Mission Statement

Connecticut's Community Colleges are statewide leaders and partners in the academic, economic, and cultural lives of our communities, providing comprehensive, accessible, innovative, and affordable learning opportunities to diverse populations.

To realize this distinctive mission, the Community Colleges, including Three Rivers: provide a broad range of credit and non-credit liberal arts and sciences, career, and technical, associate degree and certificate programs leading to: transfer, employment, and lifelong learning;

- promote learner success and inclusion through a stimulating, nurturing learning environment, high quality instruction, support services, and co-curricular activities;
- support economic development through partnerships with labor, business, industry, government and our communities, providing workforce development, business development, technology transfer;
- build community through the sponsorship of intellectual, cultural, social and recreational events and activities;
- engage students and community members to become active and responsible leaders in their communities.

Three Rivers Community College Mission Statement

Three Rivers is an accessible, affordable, and culturally diverse community college that meets varied educational needs by creating an environment that stimulates learning.

To accomplish its mission, Three Rivers Community College:

- Offers post-secondary educational opportunities;

- Encourages lifelong learning;
- Provides a well-rounded and rewarding educational experience with an emphasis on critical thinking, effective communication, and the College's institutional values;
- Fosters an appreciation of the natural and social sciences, humanities, technology and the arts;
- Helps students achieve their goals;
- Serves as a community resource for people and institutions within its service area;
- Delivers its services efficiently and measurably; and
- Contributes to economic development of this region and the state.

Three Rivers Vision Statement

The Vision Statement: Three Rivers Community College will be a college of choice with a reputation for innovation, quality, and accessibility, serving a dynamic student population.

TRCC Values Statement

Three Rivers Community College values:

- Teaching and Learning
- Integrity and Service
- Community and Diversity

TRCC's Values in Action

Teaching and Learning – Instruction that stresses close consideration, critical analysis, and careful design; collaborative, nurturing, learning communities that foster student success; active, innovative teaching strategies, including a commitment to learning through service; learning for lifelong achievement, growth, development and satisfaction;

Integrity and Service – Responsibility to oneself, one's peers, one's colleagues and one's community; trust and confidence in our academic programs; an atmosphere of collegiality across the academy;

Community and Diversity – Access for all regardless of age, race, ethnicity, culture, gender, orientation, or disability; civic engagement within and outside the college; academic, social and technical resources for citizens within our service area.

ACADEMIC INTEGRITY

The effective operation of any organization is dependent on the honesty and goodwill of its members. In an organization devoted to the pursuit of knowledge, acting with integrity is essential to effective teaching and learning. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. To emphasize the importance of academic integrity, Three Rivers Community College adheres to the Student Conduct and Discipline Policy as provided by the Connecticut State College and Universities (CONNSCU) Board of Regents for Higher Education. Since collaboration is central to the learning community, Three Rivers wishes to emphasize that this policy is not intended to discourage collaboration when appropriate, approved, and disclosed.

A faculty member can review the policy and procedures regarding Academic Conduct on the College internet http://www.trcc.commnet.edu/President/Policies/college_policies.shtml

Promoting Academic Integrity at Three Rivers

Faculty are encouraged to distribute and discuss the policy pertaining to academic conduct in their classes and are encouraged to include the following statement in their syllabi:

Academic integrity is essential to a useful education. Failure to act with academic integrity severely limits a person's ability to succeed in the classroom and beyond. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. In this class and in the course of your academic career, present only your own best work; clearly document the sources of the material you use from others; and act at all times with honor.

Faculty are encouraged to have students write and sign Honor Statements for assignments where they would be appropriate. For Example: "I have not given nor received any unauthorized assistance in completing this assignment." or "I assert that the work presented in this assignment is my own original effort." These assertions are intended to confirm the understanding between faculty and students that academic integrity is essential and not to imply a lack of integrity on the part of any student. Faculty should specify the consequences of failure or refusal to sign and may consider alternative means of affirming academic integrity.

INSTRUCTORS

INSTRUCTOR APPROVAL PROCESS

Any instructor who wishes to teach a credit bearing course at their high school must follow the same approval process and meet the same qualifications as on-campus adjunct instructors.

To teach a CCP course, potential instructors are required to submit the following documents for consideration:

- Complete [TRCC CCP Instructor Application](#)
- Current professional resume
- Transcripts for Undergraduate and Graduate education (unofficial are acceptable)

All documents will be forwarded to the discipline specific CCP liaison for review. Instructors will be notified, in writing, whether or not the instructor is approved to teach a Three Rivers Community College course.

Please note, only credentialed instructors can teach a CCP course. Thus, student teachers and substitute teachers are not allowed to teach CCP courses. In the event of an extended absence, please contact the CCP Program Coordinator.

COURSE SPECIFIC INSTRUCTOR REQUIREMENTS

Any instructor who wishes to teach a credit bearing course at their high school must meet the same qualifications as on-campus adjunct instructors. A list of the MINIMUM REQUIREMENTS for adjunct faculty for each CCP course is included in the Appendix.

INSTRUCTOR RESPONSIBILITIES & REQUIREMENTS

CCP Instructors are required to:

- Follow TRCC syllabi and textbook requirements, as specified by individual departments.
- Submit course outline and syllabus at the beginning of the semester in which the course is being offered. All syllabi must indicate that the course is a TRCC course and include the TRCC name and number designation. (See appendix for sample syllabus.)
- Provide students with the course syllabus on the first day of class.
- Distribute registration materials and assist students with the registration process.
- Attend annual professional development workshops and/or meetings sponsored by TRCC.
- Provide accurate, complete, and timely records (grades, course evaluations, etc.)

REMOVAL OF INSTRUCTORS

In rare cases, the performance of a CCP instructor does not meet the standards set forth by TRCC. In these instances, it is sometimes necessary to place an instructor on a probationary status and, even more rarely, revoke the certification altogether. Instructors who fail to adhere to TRCC guidelines, deadlines, policies, and procedures will be contacted by the Faculty Liaison and/or CCP Coordinator to address the concerns. The issue may also be discussed with the site coordinator and/or school administration. A corrective action plan (CAP) may be formulated to address concerns. A copy of the CAP is in the appendix. Instructor certification can be revoked if a satisfactory resolution is not reached within a reasonable time frame.

WRITING ACROSS THE CURRICULUM

There are many holistic skills that are vital to college success. One of them is writing; most academic fields require students to produce written work of some kind. Here are a few suggestions for all instructors that encourage writing across the curriculum:

- Assign at least two writing assignments where students must do more than merely "give back" information; pose a question or problem that requires them to think critically.
- Be clear about your standards and expectations for writing; provide a rubric or written assignment sheet whenever possible.
- Demonstrate what a good piece of writing in your class looks like by providing models from your discipline.
- Give feedback on student writing. Talk about what has been effective in a given assignment and what has not been effective.
- When asking an "essay" question on an exam, be sure the question is direct and well-focused and leads the student to a specific pattern of organization. Do not assume that students can organize material on their own without some clue or signpost such as "compare" or "analyze the causes of" or "trace."
- Make students aware of any specific writing styles or formats expected in your discipline; do not assume that what you expect is universally expected.
- Make students aware of the kinds of sentence-level editing errors that will or will not be tolerated; do not expect that all grammatical errors will disappear after ENG 101 and ENG 102.

- Recognize that good writing skills need to be reinforced and developed throughout a college education in all subject areas.

COURSES

COURSE APPROVAL PROCESS

Please see the TRCC website for a comprehensive list of course descriptions. Only courses with a 100-level designation (beginner) are eligible for the CCP program, unless special permission is given by the Academic Dean.

NEW INSTRUCTORS

In addition to the Instructor Approval Process below, teachers should submit a [Course Approval Form](#) with a copy of the proposed course syllabus. Every attempt should be made to include the topics required in a TRCC syllabus. Completed applications are then forwarded to the faculty liaison for review.

CURRENT CCP INSTRUCTORS

Current certified instructors who wish to teach another course should submit a letter of intent with a completed [Course Approval Form](#) and a copy of the proposed course syllabus. Every attempt should be made to include the topics required in a TRCC syllabus. Completed applications are then forwarded to the faculty liaison for review.

COURSE DESCRIPTIONS

Visit the Three Rivers Community College [website](#) for course descriptions.

SYLLABUS GUIDELINES

All courses are required to have a syllabus. CCP Instructors are required to submit an electronic copy of their syllabus to the CCP liaison. A sample syllabus is included in the appendix. Department chairs also can provide sample syllabi for the courses you teach. The exact order and scope of topics to include is up to individual departments and instructors, but these topics *should* be included:

1. Course title and number
2. Instructor contact information and office hours
3. General course description
4. Learning outcomes or objectives
5. Required texts or other materials
6. Methods of evaluation
7. Grading, attendance, and classroom policies
8. Calendar of readings or topics
9. Academic integrity policy/statement

FERPA

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records. The rights reside with the student (not the parent), regardless of age, once he or she enrolls at an institution of higher education.

Only directory information can be released without a signed release from the student. Directory information includes; names & addresses, dates of attendance at the college, full vs. part-time status, awards and honors, and graduation date. For military recruiters only, telephone number, age, level of education and major can be released. The student has the right to decline to have even directory information disclosed to third parties by filling out an OPT_OUT form. This has some negative consequences so it should be discussed with the registrar.

If a student wants to give permission to talk to a third party (i.e. parent), they must file a disclosure document. A disclosure is a signed and dated document provided by the student to authorize release of personally identifiable information (other than directory information). The release must specify the records to be disclosed, the purpose of the disclosure and to whom the information can be given to. This is kept on file in the registrar's office. There is a sample in the appendix.

STUDENTS

ADD / DROP

TRCC is committed to helping students achieve their academic goals; however, we realize that sometimes circumstances may occur that prevent a student from successfully completing coursework as planned. Students may remove themselves from a CCP course without academic consequences at TRCC. The course will not show on the transcript and does not count as attempted credit. It may, however, still show on the high school transcript.

Students who are performing below a 'C' (73 or below) should complete a Drop/Withdrawal form before the end of the course to prevent the generation of a TRCC transcript. Transcripts are permanent records and cannot be altered. CCP instructors should make sure students are aware of any potential consequences from failing, or performing poorly, in a CCP course.

Students who wish to drop a CCP course must complete a Drop / Withdrawal Form, available online. There is also a copy in the appendix.

COURSE SPECIFIC PRE-REQUISITES

Most TRCC courses have pre-requisites or co-requisites. The purpose of these requirements is to ensure that students are prepared for the course content. These pre-requisites apply to all students enrolled in a TRCC course, including CCP students. We want all students to be ready for the challenge and rigor of the college course. We want our students to be successful.

A list of the pre-requirements for each CCP course is included in the Appendix.

Students who do not meet one or more of the placement requirements are required to obtain written permission from the course instructor (signature on the registration form).

STUDENT REGISTRATION

Student registration forms can be obtained from your CCP Site Coordinator and online. A copy is also included in the Appendix.

During the first weeks of classes, CCP Instructors should distribute Registration forms to students (and application forms where necessary) and allow students time to complete them. Instructors should provide students with course identification numbers as provided to you by TRCC. Completed forms should be forwarded to your CCP Advisor / Site Coordinator.

Once the open registration period is closed, instructors will receive an email asking for roster verification. It is imperative that this be completed in a timely manner.

COLLEGE CREDIT

CLASS ROSTER/ENROLLMENT

Faculty can access their class rosters/enrollments at any time by going to www.my.commnet.edu by following these instructions:

- select Search for Courses (right-hand side of screen)
- select the appropriate term/semester
- select Three Rivers Community College
- select credit level
- select get courses

COURSE & PROGRAM EVALUATIONS

COURSE EVALUATIONS

A course evaluation should be administered to all students at the end of each course section offered through our program. These course evaluations will take the student approximately 10-15 minutes to

complete. Instructors may not proctor their own evaluations. The site coordinator, or a responsible student, should administer and collect the evaluation forms. The site coordinator should return the evaluations to the CCP office as soon as possible.

Instructional Statement:

"Please complete this evaluation based on your experience in class this semester. You can use blue or black ink or pencil. Please fill in the CRN number (listed on the board). ALL bubbles must be filled in completely. Please limit your comments to the space provided, the back of the form will not be scanned. Comments and suggestions are highly encouraged. Any form that has not been filled out completely does not provide the instructor with an accurate assessment. All responses are completely anonymous. The evaluation report will not be returned to the instructor until after grades have been submitted. Thank you."

A copy of the course evaluation is included in the appendix.

PROGRAM EVALUATIONS

At least once every three (3) years, the College Career Pathways program will survey participating high school instructors, principals, and guidance counselors. The CCP program also conducts an annual survey of students one year out of high school and four years out of high school. These brief, but important, surveys help us to build a better program for students. We would appreciate your participation in completing these program evaluations and your support in encouraging students to complete them.

GRADING

Grading should be consistent between the CCP course and their on campus counterparts. Assessment and grading criteria should be openly discussed with your faculty liaison. In fact, in some cases, there will be common assessments. Regardless, students taking CCP courses at their high school earn their grades based on performance, not effort.

Letter	Percentage
A	100 - 93
A-	92 - 90
B+	89 - 87
B	86 - 83
B-	82 - 80
C+	79 - 77
C	76 - 73

TRCC will award credit for each course completed by the high school student who fulfills the learning objectives (competencies) and receive a C or better. Students who are performing below a C (73 or better) should complete a withdrawal form before the end of the course to prevent the generation of a TRCC transcript. Transcripts are permanent records and cannot be altered.

* The Connecticut Board of Regents for Higher Education updated its grading system, specifically in regards to the posting of 'F' grades, effective August 13, 2015. A copy is included in the appendix.

FINAL GRADES

GRADE ENTRY PROCEDURES

- Web Site: www.my.commnet.edu. There is a link on the College's main web page.
- Enter your NET ID (12345678@trcc.commnet.edu) and password
- Click on the faculty tab then click on faculty and advisor self service
- Select TRCC if more than one college is listed
- Click on faculty Services
- Click on final grades
- Select a term

Please note the following when entering grades:

- If you assign an "incomplete" grade, you must submit the incomplete form that is attached and available in the academic division. Submit the form to the Dean.
- Do not enter anything in the Last Attend Date or the Attendance Hours fields.
- If a student has not officially withdrawn you must assign a grade.
- There is a 30-minute time out. If you have not submitted grades within this time limit, you will need to re-enter all the grades. It is a good suggestion to hit the submit grade button every 20 minutes. This will save the grades you have already entered.
- Enter a grade for all students listed on the grade screen.
- If you have more than 25 students in your class, save your grades before you press the link at the top or bottom of the screen indicating #26 through the last student. This will bring you to the second page.
- Final grades are recorded when you press the SUBMIT key. Failure to press the SUBMIT key will cause all grades to be lost. Students will be able to view their grades when they are rolled to academic history at the end of each day. GPA's are not updated until all grades in all courses are submitted.

End of term processing requires that **ALL** grades from **ALL** courses be submitted and student transcripts cannot be released until end of term processing is completed.

Please note: the Office of the Public Records Administrator in Connecticut mandates that faculty grade books (hard copy or electronic) be retained for 5 years from the end of the semester.

myCommNet

myCommNet is a source of information for all students, faculty and staff of the Connecticut Community Colleges, and provides access to a broad array of personal, academic, and work-related services. Faculty uses this site to:

- submit grades
- view class lists
- provide course materials
- register to receive emergency text messages via myCommNet Alert
- reset password
- e-mail students
- and more!

A myCommNet guidebook is available on the TRCC website under [Faculty EdTech Resources](#).

THE CCP TEAM

FACULTY LIAISONS

We strongly encourage collegial communication and regular interaction between CCP instructors and on-campus faculty liaisons. The faculty liaisons determine whether the complete college curriculum is being covered at the high schools with equivalent quality and rigor. Faculty liaisons:

- Evaluate CCP instructor application materials (transcripts, etc.) to ensure instructors meet the college and academic department's requirements for teaching the course, and approve or deny accordingly
- Participate in new faculty orientation to introduce new instructors to course curriculum, assessment criteria, pedagogy, course philosophy and administrative procedures
- Provide annual, discipline-specific professional development opportunities and ongoing collegial interaction to address – course content, course delivery, assessment, evaluation, and/or research and development in the field
- Conduct and document site visits to high school classrooms annually (or bi-annually for existing instructors)
- Review course syllabi annually

A list of the current CCP Faculty Liaisons is included in the appendix.

SITE COORDINATORS

The CCP Site Coordinator is most often a School Counselor or Career Teacher, each of whom plays an essential role in supporting the program. Typical responsibilities include:

- **Recruit students who are appropriate for the program.** Students who are considered appropriate are those that are likely, through past scholarly performance, to achieve a grade of “C” or better in the articulated courses.
- **Ensure student eligibility.** Many courses have pre-requisites or require written permission of the instructor.
- **Arrange for recruitment efforts within their high school.** These may include: Having the CCP Program Coordinator speak to targeted groups of students, educate students and parents about the program when opportunities arise, and distribute written material in an effort to increase awareness of the benefits of the program that follow successful participation.
- **Supply the CCP Office with adhesive labels addressed “To the parents of...” for each freshman in your school.** The CCP Office does a mailing in January of each year to increase awareness of the program among parents.
- **Oversee ordering of materials for supplies that will benefit the courses in the College Career Pathways program.** Using the new ordering system, ensure that supplies are pre-approved, ordered in a timely fashion, and supporting materials sent to the CCP Office for reimbursement according to deadlines.

- **Disseminate course related documentation to CCP Instructors.** This includes applications, registration forms, surveys, etc.
- **Send Application / Registration forms to the CCP Office during the registration period.** We need these to register the students in the computer system for the courses for which they will be getting credit.
- **Understand and follow all TRCC CCP deadlines.**
- **Stay aware of improvements to the CCP program.** Attending the annual consortium, possibly attending the annual CCP conference in December, and seeking to enhance career and technical education opportunities for students. Remember - our goal is to provide opportunities for secondary students to experience college level rigor, not just to earn college credit.

A list of site coordinators is included in the appendix.

STUDENT RESOURCES

LIBRARY/LEARNING RESOURCE CENTER

The library provides resources and services to students, staff, faculty & the general public. The library provides a variety of services included but not limited to Orientation/Instruction on how to use online resources at the library, interlibrary loans and reserves. Books may be checked out for 30 days and can be renewed in person or by telephone. CDs/DVDs can be checked out for 7 days; the library will send overdue notices for materials that are not returned on the due date. The library web page provides a directory, links to databases & web resources, and on-line request forms. Library hours are posted at the beginning of each semester.

Placing Materials on Reserve

To place books or other materials on reserve, use the Reserve Request Form use the online form at http://www.threerivers.edu/Div_IT/Library/Library.shtml. A list of local libraries and the services they provide can be found there as well.

TUTORING ACADEMIC SUCCESS CENTERS (TASC)

The Tutoring and Academic Success Centers (TASC) are located in Rm. C-117, next to the Learning Resource Center. TASC provides individual academic assistance to students in a comfortable environment. Also, TASC sponsors seminars and workshops on topics such as study skills, calculator use, test taking, writing skills, and basic English and mathematics skills. Skilled professional and peer tutors, as well as faculty volunteers and staff members, provide free one-to-one or group tutoring to Three Rivers students in many subject areas on an appointment or walk-in basis. A wealth of information about TASC and its goal of helping students to succeed academically, includes online workshops, online tutor training, tutor schedules, hours of operation, and numerous useful links can be found at the link above. For an appointment or for more information, contact TASC by phone at (860) 215-9082 or by e-mail.

TASC consists of a Tutoring Center, a Writing Center, a Math Lab, and a Language Arts Lab. All tutoring is available both in a walk-in and by appointment basis. The specific functions of each area are outlined below:

The Tutoring Center

The Tutoring Center provides one-to-one tutoring for most courses taught at Three Rivers. Group tutoring sessions can be arranged as well. The Tutoring Center also coordinates in-class tutoring programs, which supply supplemental instructional support to a variety of career programs. In addition, the Tutoring Center also offers a variety of Adaptive Technology services and equipment for special needs students, for example, spellcheckers, text-scanners, tape recorders, and specialized tutorial support.

The Writing Center

The Writing Center staff provides writing support for all students at all levels of writing ability. The staff also works in subjects across the curriculum, ranging from English to history to nursing. The Writing Center staff members can help students with research paper development in ways such as exploring topics, finding a thesis, drafting, revising, MLA or APA documenting, etc... Walk-in appointments are available and students can also reserve appointment times up to a month in advance to get feedback on their papers. In addition to the face-to-face services, papers are also accepted via e-mail. Students can take advantage of computer workstations that are fully networked with the rest of the campus, a local printer, copies of the most recent writing handbooks, and up-to-date references on citation and documentation for research.

The Math Lab

The Math Lab has tutoring available for ALL mathematics courses and has a computer lab with software support for the various math courses taught at Three Rivers and also provides automated tutorials and videos for some courses. The Math Lab also has textbooks, handouts, worksheets, and practice tests available for student use.

Language Arts Lab

The Language Arts Lab has computer stations and specialized software both for ESL students and for students learning a foreign language.



Corrective Action Plan

CCP Instructor

High School

Course (TRCC Name & Number)

Faculty Liaison / Department

Date

Issue <i>(State the problem in specific terms.)</i>	
Action Plan <i>(List the steps necessary to achieve the required outcomes.)</i>	
Evidence <i>(How will required outcomes be evidenced? Be sure to include a due date.)</i>	

Faculty Liaison Signature

Date

CCP Coordinator Signature

Date

cc: CCP Instructor
Site Coordinator
File



COURSE APPROVAL FORM

NAME OF COURSE: _____

TRCC COURSE NUMBER AND NAME: _____

COURSE LENGTH: ☐ SEMESTER ☐ FULL YEAR ☐ OTHER (SPECIFY)

HIGH SCHOOL: _____

TEACHER: _____

TEACHER APPLICATION & CREDENTIALS ATTACHED *(If Applicable)*: ☐

SYLLABUS ATTACHED: ☐

☐ COURSE APPROVED AS SUBMITTED

☐ COURSE APPROVED UNDER THE FOLLOWING CONDITIONS:

☐ COURSE NOT APPROVED FOR THE FOLLOWING REASONS:

Faculty Review: _____
PRINT NAME

Signature – Academic Dean Date

Signature

Date

THREE RIVERS COMMUNITY COLLEGE

CLASSROOM EVALUATION FORM FOR INSTRUCTION

Directions for SCORE SHEET:

Please write your course CRN in the table at right and fill in the corresponding numbers.

You may use blue or black ink or a number 2 pencil.

Please fill the circles in their entirety.

Answer Selection: Correct = ● Incorrect = ✗ ✓ ⊖

CRN #				

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
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- The instructor presents course objectives in a clear and understandable way.
- The instructor conducts a well-organized class.
- The instructor encourages me to think about the subject matter.
- The instructor encourages students to participate in class discussions and to ask questions.
- The instructor creates an atmosphere in class which promotes learning.
- The instructor provides assignments which help me to learn the subject matter of this course.
- The instructor presents the subject clearly.
- The instructor demonstrates enthusiasm for and interest in the subject.
- The instructor uses class time effectively.
- The instructor provides clearly defined grading procedures and standards.
- The instructor returns tests and graded materials within a reasonable time period.
- The instructor provides feedback as to how well I am doing in the course.
- The instructor is available for office hours and/or individual conferences.
- The instructor treats students with courtesy and respect.

A	B	C	D
A	B	C	D
A	B	C	D
A	B	C	D
A	B	C	D
A	B	C	D
A	B	C	D
A	B	C	D
A	B	C	D
A	B	C	D
A	B	C	D
A	B	C	D
A	B	C	D
A	B	C	D

15. What did you especially like about this course?

16. What suggestions would you make to improve this course?

COURSE SPECIFIC PLACEMENT CRITERIA / Pre-REQUISITES

The following section is a list of the CCP courses that have specific placement standards, prerequisites, and/or co-requisites. In addition, all potential CCP students should have the ability to succeed in college-level courses, thus they should be recommended by their guidance counselor and/or teachers. Students who do not meet one or more of the following requirements are required to obtain written permission from the course instructor.

TRCC Course	CCP Pre-Requisite Course (Grade)
ACC *K115 FINANCIAL ACCOUNTING	ALGEBRA I (C↑) SAT MATHEMATICS SCORE ABOVE 470 ACT MATH SCORE ABOVE 15 AP ENGLISH (C↑) OR COLLEGE PREP OR HONORS ENGLISH – 11 TH GRADE OR HIGHER (B↑) SAT READING & WRITING SCORES ABOVE 435 ACT COMPOSITE ENGLISH & READING SCORE ABOVE 37
ARC *K135/135L CONSTRUCTION GRAPHICS WITH LAB	NONE
BFN *K110 PERSONAL FINANCE	ALGEBRA I (C↑) AP ENGLISH (C↑) OR COLLEGE PREP OR HONORS ENGLISH – 11 TH GRADE OR HIGHER (B↑) SAT READING & WRITING SCORES ABOVE 435 ACT COMPOSITE ENGLISH & READING SCORE ABOVE 37
BIO *K115 HUMAN BIOLOGY	AP ENGLISH (C↑) OR COLLEGE PREP OR HONORS ENGLISH – 11 TH GRADE OR HIGHER (B↑) SAT READING & WRITING SCORES ABOVE 450 ACT ENGLISH SCORE ABOVE 21 ACT COMPOSITE ENGLISH & READING SCORE ABOVE 42
BIO *K175 INTRODUCTION TO MARINE SCIENCE	AP ENGLISH (C↑) OR COLLEGE PREP OR HONORS ENGLISH – 11 TH GRADE OR HIGHER (B↑) SAT READING & WRITING SCORES ABOVE 450 ACT ENGLISH SCORE ABOVE 21 ACT COMPOSITE ENGLISH & READING SCORE ABOVE 47
BMK *K103 PRINCIPLES OF RETAILING	NONE
CAD *K106/107 COMPUTER AIDED DRAFTING WITH LAB	NONE

COURSE SPECIFIC PLACEMENT CRITERIA / Pre-REQUISITES

CHE *K101 INTRODUCTION TO CHEMISTRY	ALGEBRA I (C↑) SAT MATHEMATICS SCORE ABOVE 500 ACT MATH SCORE ABOVE 18 AP ENGLISH (C↑) OR COLLEGE PREP OR HONORS ENGLISH – 11 TH GRADE OR HIGHER (B↑) SAT READING & WRITING SCORES ABOVE 450 ACT ENGLISH SCORE ABOVE 21 ACT COMPOSITE ENGLISH & READING SCORE ABOVE 47
COM *173 PUBLIC SPEAKING	AP ENGLISH (C↑) OR COLLEGE PREP OR HONORS ENGLISH – 11 TH GRADE OR HIGHER (B↑) SAT READING & WRITING SCORES ABOVE 435 ACT COMPOSITE ENGLISH & READING SCORE ABOVE 37
ECE *K101 INTRODUCTION TO EARLY CHILDHOOD EDUCATION	GENERAL HIGH SCHOOL ENGLISH – 11 TH GRADE OR HIGHER (C↑) PERMISSION OF INSTRUCTOR
EET *K105/106 ELECTRIC CIRCUITS & SYSTEMS W/LAB	ALGEBRA I (C↑) SAT MATHEMATICS SCORE ABOVE 500 ACT MATH SCORE ABOVE 18 Co-REQUISITE: MAT *K137 or MAT *K137S – INTERMEDIATE ALGEBRA
EET *K254/255 DIGITAL ELECTRONICS W/LAB	EET*K105/106 – ELECTRIC CIRCUITS & SYSTEMS (C↑) MAT*K137 – INTERMEDIATE ALGEBRA (C↑)
EGR *K111 INTRODUCTION TO ENGINEERING	MAT*K137 – INTERMEDIATE ALGEBRA (C↑) SAT MATHEMATICS SCORE ABOVE 550 ACT MATH SCORE ABOVE 22
GRA *K131 DIGITAL PHOTOGRAPHY	NONE
GRA *K140 PUBLICATION DESIGN	AP ENGLISH (C↑) OR COLLEGE PREP OR HONORS ENGLISH – 11 TH GRADE OR HIGHER (B↑) SAT READING & WRITING SCORES ABOVE 435 ACT COMPOSITE ENGLISH & READING SCORE ABOVE 37
GRA *K260 WEB DESIGN	AP ENGLISH (C↑) OR COLLEGE PREP OR HONORS ENGLISH – 11 TH GRADE OR HIGHER (B↑) SAT READING & WRITING SCORES ABOVE 435 ACT COMPOSITE ENGLISH & READING SCORE ABOVE 37 GRA*K140 – PUBLICATION DESIGN (C↑) PERMISSION OF INSTRUCTOR

COURSE SPECIFIC PLACEMENT CRITERIA / Pre-REQUISITES

HPE *K130 WEIGHT TRAINING / FITNESS	ALGEBRA I (PASS) GENERAL HIGH SCHOOL ENGLISH – 11 TH GRADE OR HIGHER (C↑)
MAT *K137 INTERMEDIATE ALGEBRA	ALGEBRA I (C↑) SAT MATHEMATICS SCORE ABOVE 470 ACT MATH SCORE ABOVE 15
MEC *K150/151 SOLID MODELING WITH LAB	NONE
MFG *K102/103 MANUFACTURING PROCESSES	NONE
PHY *K110 INTRODUCTORY PHYSICS	ALGEBRA I (C↑) ALGEBRA II (PASS) SAT MATHEMATICS SCORE ABOVE 500 ACT MATH SCORE ABOVE 22



DROP / WITHDRAWAL FORM

TRCC is committed to helping you achieve your academic goals; however, we realize that sometimes circumstances may occur that prevent you from successfully completing your coursework as planned.

Date _____

Student Name _____

Student ID Number @ _____

High School _____

CRN	COURSE SUBJ & NUMBER (Ex: MAT*K137, BIO*K115)	COURSE TITLE
REASON FOR DROP / WITHDRAW:		

Student Signature: _____ Date: _____

I acknowledge and understand the college course withdrawal policies and authorize the processing of my request.

Parent or Guidance Counselor Signature: _____ Date: _____

Mail to: College Career Pathways, Three Rivers Community College, 574 New London Turnpike, Norwich, CT 06360 or Fax: 860/215-9914

COLLEGE CAREER PATHWAYS SECTION ONLY

Processed By: _____ Date: _____ DROP WITHDRAWAL

2016-2017 Faculty Liaisons:

ART*K111 – Drawing I	Sandra Jeknavorian	860-215-9439	sjeknavorian@threerivers.edu
ACC*K115 – Financial Accounting BFN*K110 – Personal Finance	Ed Muenzner	860-215-9456	emuenzer@threerivers.edu
ARC*K135/135L – Construction Graphics w/Lab ARC*K214 – Sustainable Construction	Mark Comeau	860-215-9415	mcomeau@threerivers.edu
BIO*K115 – Human Biology BIO*K175 – Introduction to Marine Science	Bill Dopirak	860-215-9424	wdopirak@threerivers.edu
BMK*K103 – Principles of Retailing	Irene Clampet	860-215-9414	iclampet@threerivers.edu
CAD*K106/107 – Computer-Aided Drafting w/Lab EGR*K111 – Introduction to Engineering MEC*K150/151 – Solid Modeling I w/Lab	Michael Gentry	860-215-9428	mgentry@threerivers.edu
CHE*K101 – Introduction to Chemistry	Mike Carta	860-215-9413	mcarta@threerivers.edu
COM*K173 – Public Speaking	Michael Stutz	860-215-9479	mstutz@threerivers.edu
ECE*K101 – Introduction to Early Childhood Education	Sheila Skahan	860-215-9475	sskahan@threerivers.edu
EET*K105/106 – Electric Circuits & Systems w/Lab EET*K254/255 – Digital Electronics I w/Lab	Dan Courtney	860-215-9417	dcourtney@threerivers.edu
GRA*K140 – Publication Design	Kevin Amenta	860-215-9402	kamenta@threerivers.edu
HPE*K128 – Lifetime Fitness HPE*K130 – Weight Training & Fitness	Heidi Zenie	860-215-9485	hzenie@threerivers.edu
MAT*K137 – Intermediate Algebra	Elizabeth Godwin	860-215-9452	egodwin@threerivers.edu
PHY*K110 – Introduction to Physics	Bob Niedbala	860-215-9458	rniedbala@threerivers.edu

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request amendment of an education record that the student believes is inaccurate. Students may ask an appropriate College official to amend a record that they believe is inaccurate. The student should write to the College official, clearly identify the part of the record he or she wants changed, and specify why he/she believes it is inaccurate. The College will notify the student of the decision. If the College decides not to amend the record as requested by the student, the College will advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

NOTE: FERPA is not intended to provide a process to question substantive judgments that are correctly recorded. For example, the right of challenge does not allow a student to contest a grade in a course because the student believes that a higher grade should have been assigned.

3. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. FERPA permits disclosure without consent to school officials with legitimate educational interests. A "school official" includes but is not limited to the following: a person employed by the College in an administrative, supervisory, academic, research or support staff position (including law enforcement and security personnel, counseling and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, collection agent or official of the National Student Clearinghouse); a person serving on the Board of Trustees who is authorized to act on its behalf; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities.

FERPA also permits disclosure of education records without consent in connection with, but not limited:

- ✓ to comply with a judicial order or a lawfully issued subpoena to appropriate parties in a health or safety emergency
- ✓ to officials of another school, upon request, in which the student seeks or intends to enroll
- ✓ in connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid
- ✓ to certain officials of the U.S. Department of Education, the Comptroller General, to state and local educational authorities, in connection with certain state or federally supported education programs
- ✓ to accrediting organizations to carry out their functions
- ✓ to organizations conducting certain studies for or on behalf of the College
- ✓ the results of an institutional disciplinary proceeding against the alleged perpetrator of a crime of violence to the alleged victim of that crime with respect to that crime.
- ✓ directory information as defined in the policy of the Board of Trustees.

4. The right to refuse to permit the College to release directory information about the student, except to school officials with a legitimate educational interest and others as indicated in paragraph 3. This is called the "Opt-Out" option. A student exercising this right must notify the Registrar in writing. There is an "Opt Out" form on the college website that can be used for this purpose. Once filed, this notification becomes a permanent part of the student's record until the student instructs the College, in writing, to remove it.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Colleges to comply with the requirements of FERPA. The name and address of the Office is available in the Registrar's Office.



CONSENT FOR THE DISCLOSURE OF EDUCATION RECORDS

Date: _____

I, _____
Student's Name (PLEASE PRINT)

hereby authorize THREE RIVERS COMMUNITY COLLEGE and its employees to speak
with _____
Parent's Name(s) or Other Designee (PLEASE PRINT)

AND the faculty and/or staff of _____
High School Name (PLEASE PRINT)

about my academic progress.

This document will be filed in the College Career Pathways office.

Signature: _____

Banner ID#: _____ Date of Birth: _____



Grading System

All Community Colleges will use the same grading system as defined below:

Grade	Quality Points
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0

Effective Spring 2001, the calculation of the Grade Point Average (GPA) shall be to two decimal places truncated.

The letter grades shown above, with an additional designator, shall also be used for grades awarded to students in developmental courses. The current practice is that a # symbol shall be added immediately following the grade.

Posting of "F" Grades

The online grading process requires additional information whenever a grade of F is assigned. To record a failing grade, the instructor is asked to select one of the following codes:

- **F:** This grade is reserved for students who have, in the judgment of the instructor, completed assignments and/or course activities throughout the term sufficient to make a normal evaluation of academic performance possible, but who have failed to meet course objectives.
- **UF (unearned F):** This notation is awarded to students who were enrolled in a course, did not officially withdraw, but who failed to participate in course activities through the end of the term. It is used when, in the judgment of the instructor, completed assignments and/or course activities were insufficient to make normal evaluation of academic performance possible. Students who receive this notation will have reported on their behalf a "last date of participation" by the assigning faculty member. **When saved on the grade roster, this notation will immediately convert to a regular grade of F on the student's transcript. It will be punitive and count in the GPA.** The UF notation is used for internal reporting and will not appear on the student's transcript.

In order to enter and save the UF grade notation, the instructor will be required to provide the last date of participation in the course.

A student is considered to have participated in a course if ANY of the following scenarios apply:

- The student submitted an academic assignment.
- The student submitted an exam.
- There is a documented record of the student participating in an interactive tutorial or computer-assisted instruction.
- There is a documented posting by the student showing the student's participation in an online study group that was assigned as part of the course.
- There is a documented posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters.
- There exists an e-mail from the student or other documentation showing that the student initiated contact with a faculty member to ask a question about the academic subject studied in the course.

Note: **A Blackboard login** (recorded as "Last Access" in the Blackboard Grade Center) is NOT a valid "last date of participation" in any course including courses offered entirely online through Distance Education.

Using the criteria listed above, the faculty member must assess whether or not the student participated in the course for a portion of the term.

If "yes", the UF notation must be entered with the date on which the most recent instance of participation occurred.

If "no", the UF notation must be entered using the date of the day prior to the term start date. For example, if the term begins on August 31, enter August 30.

In instances where the notation of UF is assigned, the college must be able to document the student's participation as recorded by the instructor via the use of any of the records listed above. Instructors are not expected to take extraordinary efforts to document participation, but should draw on the records they customarily use in evaluating course work, such as gradebook posting, participation in a group activity, test grades or any other means ordinarily used by the instructor to document student performance.

Administrative Transcript Notations – Letters other than A-F

AU - Audit

An administrative transcript notation for students auditing a course. This status will allow them to participate in class activities without being required to meet the examination requirements of the course. A student who wishes to change from credit to audit status must request this within the first four weeks of the course, using such forms and procedures as the college may prescribe. Students auditing a course may not change to credit status.

I - Incomplete

A temporary grade assigned by the faculty member when course work is missing and the student agrees to complete the requirements. The use and management of this grade is prescribed in Board of Trustees policy 3.5.1—Granting of an Incomplete, adopted July 23, 2001.

M - Maintaining Progress

An administrative transcript notation used for developmental courses only to indicate that the student is maintaining progress. It may be given to a student for a course only twice.

P - Pass

An administrative transcript notation for successful completion of courses taken on a pass/fail basis. Students failing will receive a grade of “F”.

R - No Grade

An optional administrative transcript notation for any situation where there is no grade reported by the instructor at the end of the traditional semester.

TR- Transfer

An administrative transcript notation in lieu of grades for courses accepted for credit from other colleges and universities.

W – Withdrawal

An administrative transcript notation used to indicate that a student is withdrawn from a course in accordance with the procedures prescribed by the college.



INSTRUCTOR APPLICATION

Three Rivers Community College does not discriminate on the basis of race, color, religious creed, age, gender, gender identity or expression, national origin, marital status, ancestry, present or past history of mental disorder, learning disability or physical disability, veteran status, sexual orientation, genetic information or criminal record.

PERSONAL INFORMATION

NAME _____
Last First MI

ADDRESS _____
Street City State Zip Code

TELEPHONE () _____ () _____ EMAIL ADDRESS _____
Home Cell

TRCC COURSE(s) YOU ARE APPLYING TO TEACH: _____

(The TRCC course name and number must be included in order to direct your application to the appropriate department. Please visit www.trcc.comnet.edu for complete course listing)

SCHOOL INFORMATION

HIGH SCHOOL NAME: _____

ADDRESS _____
Street City State Zip Code

TELEPHONE () _____ EMAIL ADDRESS _____

PRINCIPAL NAME: _____

TELEPHONE () _____ EMAIL ADDRESS _____

I understand that I am required to adhere to all standards set by Three Rivers Community College. I also understand that professional development and workshop attendance are necessary to teach 3RCC courses. My principal has allowed release time to attend workshops on campus.

Instructor Signature: _____ Date: _____

This application must be submitted with a resume and transcripts (unofficial) from undergraduate and graduate studies.

EDUCATIONAL BACKGROUND

It is the policy of the Board to recognize only those degrees granted by regionally accredited institutions of learning. If the institution of higher learning is located outside the United States, you are responsible for providing documentation from a recognized USA accrediting service which specializes in determining foreign education equivalencies. The responsibility for and costs associated with obtaining equivalency information rests with the applicant.

Dates (From-To)	Institution	Location (City, State)	Degree Awarded (e.g. BA., MBA)	Major/Area of Concentration

Please list any license or professional designation (e.g. P.E., C.P.A.)

INSTRUCTIONAL EXPERIENCE

(List in reverse chronological order beginning with your current/last position)

Dates (From – To)	Institution & Location	Course(s) Taught

OTHER RELEVANT EMPLOYMENT EXPERIENCE

(List in reverse chronological order beginning with your current/last position)

Dates (From – To)	Organization & Location	Position

OTHER PROFESSIONAL DEVELOPMENT, CONTINUING EDUCATION, OR INFORMATION THAT YOU WOULD LIKE US TO CONSIDER IN YOUR APPLICATION TO TEACH THREE RIVERS COMMUNITY COLLEGE COURSES:

Send completed application and materials to:

**Erin Sullivan, Coordinator
College Career Pathways
Three Rivers Community College
574 New London Turnpike
Norwich, CT 06360
ESullivan@trcc.commnet.edu**



Minimum Qualifications for Adjunct Faculty

(Including high school teachers in concurrent enrollment programs)

General Requirements per HR

All faculty MUST possess a Master's in the discipline in which they teach.

There are cases in which the degree requirement for adjunct faculty has been waived -- for courses that do not count toward the degree (developmental), or in some technology fields. Exceptions to the degree requirement may be made for compelling reasons.

ACC* K115 – Financial Accounting

- Master's degree in Business Administration (MBA), or related discipline
- **OR** Bachelor's degree in Accounting with a current CPA license

ARC* K135 / 135L – Construction Graphics w/Lab

- Master's degree in Architecture or a related field (e.g. Construction Management, Landscape Architecture, Interior Design, etc.)
- **OR** Master's degree in teaching related field **PLUS comparable qualifications** including, but not limited to, the following:
 - First Professional Degree - Bachelor of Architecture plus professional licensure (NCARB) or Bachelor of Architecture plus three years industry experience
 - Bachelor of Science in Architecture, plus seven years industry experience
 - Eligible to teach trade subjects in the CT Vocational Technical High School System - Completion of Certification requirements for Trade Technology Teachers (endorsement #090) plus seven years industry experience.
- **AND** demonstrated experience and professional competency in: Orthographic/isometric projection, Line & Scale conventions, Architectural Drawing Set inclusions, Sheet set-up and compositions, Sketching & rendering abilities

BFN* K110 – Personal Finance

- Master's degree in Business Administration (MBA)
- **OR** Master's degree in Business/Finance **AND** related professional experience

BIO* K115 – Human Biology

- Master's degree in Biology, or equivalent field in the Biological Sciences
- **OR** Master's degree in teaching related field **PLUS** certification to teach a UConn Early College Experience Biology course

BIO* K175 – Introduction to Marine Science

- Master's degree in Marine Biology, or equivalent field in the Biological Sciences
- **OR** Master's degree in teaching related field **PLUS** certification to teach a UConn Early College Experience Biology course

BMK* K103 – Principles of Retailing
BMK* K106 – Principles of Selling

- Master's degree in Business Administration (MBA) with a Marketing or related focus
- **OR** Master's degree in teaching related field **PLUS** Bachelor's degree in Business or related field **AND** two years professional experience

CAD* K106/107 – Computer Aided Drafting w/Lab

- Master's degree in an Engineering/Technology related discipline
- **OR** Bachelor's degree in an Engineering/Technology related discipline with a minimum of 5 years of substantive professional experience
- **OR** Associate's degree in CAD Drafting **PLUS comparable qualifications** including, but not limited to, the following:
 - 10 years of substantive professional experience,
 - Professional-level software certification with at least 400 hours of CAD experience,
 - Eligible to teach trade subjects in the CT Vocational Technical High School System - Completion of Certification requirements for Trade or Occupation Teachers (endorsement #090, #091) plus experience with CAD drafting software programs such as AutoCAD, SolidWorks, or other related drafting software programs,
 - Completion of CAD drafting or other related apprenticeship program plus experience as a Journeyman using CAD software
- Autodesk Certified Instructor credential

CHE* K101 – Introduction to Chemistry

- Master's degree in Chemistry, or related discipline

COM* K173 – Public Speaking

- Master's degree in Speech
- **OR** Master's degree in Communication
- **OR** Master's degree in a related discipline with graduate training in speech and/or communication

CJS* K100 – Perspectives of Criminal Justice
CJS* K101 – Introduction to Criminal Justice

- Master's degree in Criminal Justice
- **OR** Master's degree in related field and a minimum of 5 years of substantive professional experience in a related field
- **OR** Juris Doctor degree and a minimum of 5 years of substantive professional experience in a related field

ECE* K101 – Introduction to Early Childhood Education

- Master's Degree in Early Childhood Education, Education, or related field
- Demonstrated experience working with children birth to age 8

EET* K105/K106– Electric Circuits & Systems w/Lab
EET* K254/255 – Digital Electronics w/Lab

- Master's degree in Electrical Engineering, or a related field
- **OR** Bachelor's degree in Electrical Engineering and substantive professional experience in a related field

EGR* K111 – Introduction to Engineering

- Master's degree in Engineering, or a related field
- **OR** Bachelor's degree in Engineering and substantive professional experience in a related field

GRA* K131 – Digital Photography

- Master's degree in Graphic Design, Photography, Communication, or a closely related field
- **OR** Solid background in Digital Photography, a quality photography portfolio which includes a wide range of photography genres, graduate work in photography or a closely related field (18 credits or higher)

GRA* K140 – Publication Design**GRA* K155 – Advertising Design****GRA* K260 – Web Design**

- Master's degree in Graphic Design, Communication, or a closely related field
- Demonstrated ability to work with technology, especially Adobe software programs and the Mac platform

HPE* K130 – Weight Training / Fitness

- Master's degree in Physical Education, Athletic Training, or Kinesiology
- **OR** Bachelor's degree in one of the above disciplines and three years professional experience

HSP* K111 – Basic Food Preparation

- Master's degree in Hospitality Management, or related field
- **OR** Bachelor's degree in Hospitality Management, or related field, with a minimum of five years of substantive professional experience
- **OR** Associate's degree in Hospitality Management, or related field, **PLUS comparable qualifications** including, but not limited to, the following:
 - 10 years of substantive professional experience,
 - Professional-level certification with at least 400 hours of experience,
 - Eligible to teach trade subjects in the CT Vocational Technical High School System - Completion of Certification requirements for Trade or Occupation Teachers (endorsement #090, #091)
 - Completion of other related apprenticeship program

MAT* K137 – Intermediate Algebra

- Master's degree in Mathematics or a closely related field

MEC* K150/151 – Solid Modeling I w/Lab**MEC* K152/153 – Fundamentals of Engineering Graphics w/Lab****MEC* K154/155 – Solid modeling II w/Lab**

- Master's degree in an Engineering/Technology related discipline
- **OR** Bachelor's degree in an Engineering/Technology related discipline with a minimum of five years of substantive professional experience
- **OR** Associate's degree in CAD Drafting **PLUS comparable qualifications** including, but not limited to, the following:
 - 10 years of substantive professional experience,
 - Professional-level software certification with at least 400 hours of CAD experience,
 - Eligible to teach trade subjects in the CT Vocational Technical High School System - Completion of Certification requirements for Trade or Occupation Teachers (endorsement #090, #091) plus experience with CAD drafting software programs such as AutoCAD, SolidWorks, or other related drafting software programs,

- Completion of CAD drafting or other related apprenticeship program plus experience as a Journeyman using CAD software
- SolidWorks Accredited Educator Certification

MFG* K102/103 – Manufacturing Processes w/Lab

- Master's degree in an Engineering/Technology related discipline
- **OR** Bachelor's degree in an Engineering/Technology related discipline with a minimum of five years of substantive professional experience
- **OR** Associate's degree in an Engineering/Technology related discipline **PLUS comparable qualifications** including, but not limited to, the following:
 - 10 years of substantive professional experience,
 - Professional-level certification with at least 400 hours of experience,
 - Eligible to teach trade subjects in the CT Vocational Technical High School System - Completion of Certification requirements for Trade or Occupation Teachers (endorsement #090, #091)
 - Completion of other related apprenticeship program

PHY* K110 – Introductory Physics

- Master's degree in Physics, or Engineering



PROGRAM OVERVIEW

The College Career Pathways (CCP) program is a concurrent enrollment program administered by Three Rivers Community College (TRCC). Students gain exposure to the academic challenges of college while in their supportive high school environment, earning transcripted college credit at the time they successfully pass the course. Concurrent enrollment also facilitates close collaboration between high school teachers and college faculty that fosters alignment of secondary and postsecondary curriculum.¹

CCP Instructors - CCP courses are taught during the regular high school day by qualified high school teachers who have been certified as adjunct instructors for TRCC by corresponding academic departments.

CCP Courses - CCP courses taught by high school instructors are as rigorous as the TRCC on-campus counterpart. TRCC and each high school collaborate to ensure the content, assignments, and assessments of CCP courses is the same as courses offered on the TRCC campus.

CCP Students - When enrolled in a CCP course, you become a TRCC student and you are responsible for all the policies that effect students enrolled at TRCC. Please review the Student Handbook.

¹<http://www.nacep.org/about-nacep/what-is-concurrent-enrollment>

COLLEGE CAREER PATHWAYS PROGRAM – APPLICATION

Three Rivers Community College does not discriminate against any individual on the grounds of race, color, religion, political beliefs, national origin, physical handicap, criminal record, sex, sexual preference, marital status, ancestry, or age.

★ APPLICANT INFORMATION (Please Print)

Social Security # _____ - _____ - _____ Date of Birth: ____ / ____ / _____ Gender: Male / Female

Social Security Number is requested for purposes of financial aid, Federal income tax benefits, the provision of some college services, accuracy of student records and other business purposes.

Last Name: _____ First Name: _____ MI: _____

Mailing Address: _____
Street City State Zip

Phone : (____) _____ - _____ Home

Email: _____

Phone : (____) _____ - _____ Cell

I request the College forward to me at the e-mail address I have provided any correspondence, including personally identifiable information pertaining to me from College records that are protected by FERPA.

Initial _____

High School Name: _____

Anticipated Graduation Year: _____ Is this your first Three Rivers CCP course? YES NO

What course do you anticipate registering for? _____

★ ETHNICITY

Please provide the following race and ethnic data. This information is requested on a VOLUNTARY basis by the U.S. Department of Education, National Center for Education Statistics. Your answer will not affect admission to or registration in the CCP program or TRCC.

Do you consider yourself to be Hispanic/Latino? YES NO Are you a U.S. Citizen? YES NO

What is your race? White (10) _____ Black or African American (20) _____ Asian (45) _____
American Indian or Alaskan Native (50) _____
Native Hawaiian or Other Pacific Islander (80) _____ Other (90) _____

Do either of your parents hold a Bachelor's Degree (4-year-college-degree) or Higher? YES NO



FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records. ***The rights reside with the student (not the parent), regardless of age, once he or she enrolls at an institution of higher education.*** If a student wants to give permission to talk to a third party (i.e. parent, high school instructor, school guidance counselor), they must file a disclosure document. A disclosure is a signed and dated document provided by the student to authorize release of personally identifiable information (other than directory information). The release must specify the records to be disclosed, the purpose of the disclosure and to whom the information can be given to.



CONSENT FOR THE DISCLOSURE OF EDUCATION RECORDS

Date: _____

I, _____, hereby authorize
Student's Name (PLEASE PRINT)

THREE RIVERS COMMUNITY COLLEGE and its employees to speak with

_____ AND the faculty
Parent's Name(s) or Other Designee (PLEASE PRINT)

and/or staff of _____
High School Name (PLEASE PRINT)

about my academic progress.

This document will be filed in the College Career Pathways office.

Signature: _____ Date: _____

Signature: _____ Date: _____

Parent / Guardian Signature: _____ Date: _____

The information on this application is true and accurate and will be kept confidential according to the provisions of the Privacy Act. With your signature, you are allowing the high school to release the student's academic information and records. The student has my consent to participate in the Three Rivers College Career Pathways program.



BENEFITS

The CCP program allows credits you earn in high school to be applied toward your college education, as well as toward your high school diploma. Upon graduating from high school, these credits can be applied toward a program of study at Three Rivers Community College or you can request to have your transcript sent to another college or university.

The College Career Pathways Advantage:

- **Free** College Credits in High School
- Save money on college tuition
- Graduate from college early
- Reduce your course load while in college
- An opportunity for career exploration; you can try a greater variety of courses
- Graduate high school with a college transcript - a plus when applying to college or for a job
- Immediate acceptance to Three Rivers Community College
- Demonstrate to college admissions officials that you are capable to succeeding in college-level courses
- Preparation for highly skilled, high paying jobs; College Career Pathways focuses on math, science, communications, and career related skills necessary to become prepared for continued education and the competitive job market

College Career Pathways Office
574 New London Turnpike
Norwich, CT 06360
860-215-9297



Office Use
Date Entered: _____
Entered By: _____

Registration for School Year		Name (Last) (First) (MI)				Date of Birth
TRCC Student ID# @		Address No. & Street City/Town State Zip				New Address YES NO
CT Legal Resident YES NO	Male Female	Email Address			Home Phone ()	Cell Phone ()
Date of Registration	High School				Expected Year of High School Graduation	
CRN#	SUBJECT	COURSE NUMBER	CLASS TITLE		CREDITS	PRE-REQUISITE MET?
						YES NO*
						YES NO*
						YES NO*
						YES NO*
COMMENTS:						
<p>* IF THE STUDENT HAS NOT MET THE COURSE PRE-REQUISITE, PERMISSION OF THE INSTRUCTOR IS REQUIRED.</p> <p style="text-align: right;">_____ Instructor Signature</p>						
<p>PLEASE COMPLETE AND RETURN THIS FORM TO YOUR GUIDANCE COUNSELOR FOR THEIR APPROVAL.</p> <p style="text-align: right;">_____ Guidance Counselor Signature</p>						

YOUR TOPIC 101- COURSE SYLLABUS

Instructor: Joe Schmoe
Room: D-136
Class Time: MWF 11:00- 11:50 am

Office Hours: M 2-3 pm, W 2-4 pm
Office: C-1234
Phone: (860) 215-1234
E-mail: yourname@trcc.commnet.edu

Course Description for YOUR COURSE 101

(Please see TRCC course catalog for official description)

English 101 is a composition course that engages students in critical observation, reading, and writing. The course prepares the student for the exposition, analysis, and argument required in college writing, and for meeting the conventions of college English. Writing assignments require that students develop their own points of view and demonstrate understanding of complex ideas and issues. Methods for research, including use of the library, appropriate documentation, and incorporation of sources in original papers will be taught through assigned writings.

Learning Outcomes:

English 101 is designed to build specific skills and abilities. Upon successfully completing English 101, you should be able to:

Read and think critically

- demonstrate an understanding of the intrinsic connection between reading, critical thinking, and writing
- demonstrate the ability to read and understand academic writing with differing points of views and be able to recognize and analyze the merits of each position
- evaluate the accuracy and validity of a specific perspective or argument
- understand how audience, purpose, genre, and context shape the meaning and effectiveness of all texts, especially texts presented in college settings

Write critically and analytically

- demonstrate an understanding of the organizational skills required for academic writing, such as pre-writing activities, outlining, paragraph development, revising, and the ability to thoroughly edit
- demonstrate in reading and writing an understanding of the rhetorical concepts of audience, invention, style, organization, and delivery
- develop your own perspective into an academic argument that reflects critical analysis

Demonstrate information literacy

- conduct research using library tools, print and electronic media, and any other sources that enhance academic writing
- evaluate sources for accuracy, validity, and academic relevance
- use information to support and develop their assertions through paraphrasing, quoting, and summarizing
- cite sources using MLA citation style
- learn and employ strategies for avoiding plagiarism

Apply the foundations of strong academic skills

- develop and use broadened reading and speaking vocabularies
- use tools appropriately related to reading and writing, such as writing handbooks, dictionary, and thesaurus
- utilize word processing programs, including proofreading software, in the writing process
- produce documents according to MLA formatting conventions
- employ strategies for effective editing, including attention to grammar, mechanics, usage, and the conventions of standard American English
- collaborate with others in developing points of views and analyzing writing
- employ effective annotation skills
- use writing and reading for inquiry, learning, thinking, and communicating in a college setting
- formulate appropriate questions and hypotheses

Required Texts/Supplies:

The Really Important Book I Like, Pearson Publishing, by Robert Jefferson, Jr.

The Brief Version of the Second Book I Like, by Mortimer Chester Ferguson

Some kind of portable computer memory device (flash drive, pocket hard drive, CD, diskette, etc...)

Attendance, Grading, Due Dates, and Academic Honesty:

Attendance- I will be conducting a formal "roll call" for the first couple of weeks of classes. After that, I will simply make note of those students who are missing on any given day. Because many of the ideas for out-of-class writings will be discussed in detail during class, it is to your advantage to attend regularly. One or two missed classes will not result in any kind of grading penalty, but excessive absences (more than three) will most likely impact your work negatively. ***If you miss a scheduled text review/discussion day without contacting me in advance, you will automatically lose _____ points (25% of your attendance, participation, and presentation points).***

Grading- The categories below indicate all the aspects that you will be graded on.

Out-of-class researched essays (4) -----	400 points
Mid-term and final -----	200 points
Response papers (8) -----	200 points
Discussion participation -----	200 points

Letter grades are then generated at the end of the term based on a strict percentage scale. Grades with an attached "+" or "-" will be given for those point totals which fall within the top or bottom 2% of each grade category (there is no "A+"). For example, a student with 860 points would receive a straight "B" grade. A different student, who had accumulated only 820 points, would receive a "B-" (820= the lowest 2% of the "B" category or $.82 \times 1000 = 820$).

A=	900-1000 points
B=	800-899 points
C=	700-799 points
D=	600-699 points
F=	below 600 points

Due Dates- Due dates are included in the syllabus and are not generally flexible. Late papers will *not* usually be accepted. If you are experiencing a personal situation of some kind that impacts your work in this class, please speak to me privately *before* the fact, if possible.

Please remember that it is your responsibility, not mine, to keep up with assigned readings and paper due dates as outlined by the syllabus. Contact me if you miss a class to get any handouts from the session you did not attend. If a class is cancelled for some reason, expect to do the work and turn in any papers associated with the cancelled class in the following session.

Academic Honesty- I would like everyone in class to include a statement of academic honesty at the end of every final written draft. The form of this statement is variable, so I will give some suggestions for language before the final copy of the first essay is due.

Writing Papers:

MLA format- All out of class assignments must be typed and double-spaced with realistic margins according to MLA format. I will outline this format in class prior to your first written assignment. Any up-to-date English/writing reference will have a section on how to use this set of writing conventions, but I would highly recommend using *The Penguin Handbook* for reference. If you have questions about the style, please see me.

Returned Papers- Graded papers will generally be returned to you within a week of the due date. Longer essays will be corrected using reference numbers that will point you to a certain specific section of our text. If you have a trouble identifying the nature of a specified issue/error, please see me.

Computers- It is *strongly recommended* that you use a computer in the writing process (either your personal machine or one in a campus computer lab), as it will greatly reduce the time you spend on revision. Try to get into the habit of using a word processing program when you initially compose your work and save to a separate diskette frequently. It will make revisions more convenient, and it will also give you experience using the technology. **All papers should be proofed thoroughly by a human!** Computer spell-checks and grammar checks are notoriously fallible! You can also take advantage of the tutors in TASC/The Writing Center or the on-line writing lab at TRWritingCenter@trcc.commnet.edu.

Campus and Class Policies:

Plagiarism- Plagiarism is the unacknowledged use of another person's words or ideas in your writing. Conscious plagiarism is an unacceptable academic behavior. **Any instance of conscious plagiarism will result in a "zero" for that assignment. More than one instance will result in an "F" grade for the course.** Plagiarism by omission or "unconscious" plagiarism will be dealt with on a case-by-case basis.

Withdrawal policy- Course withdrawals are accepted up until the week before classes end. Specific dates are posted in the academic calendar and withdrawal forms are available online or at the Registrar's office. The withdrawal does not have to be signed by the instructor but it is strongly advised that you speak with your instructor before withdrawing. If necessary, you can withdraw over the phone by calling the Registrar's Office at 860-892-5756. Emails and faxes are also accepted. If you are receiving financial aid, it is strongly recommended that you contact the Financial Aid Office before withdrawing. Withdrawal may affect your financial aid for current and/or future semester(s). It is the student's responsibility to confirm that the withdrawal has been received. Refer to the academic calendar for the specific date.

Students with disabilities- If you have a hidden or visible disability that may require special accommodations, please see me as soon as possible. If you have not already done so, please be sure to register with Chris Scarborough in order to find out what services are available for you.

Classroom Behavior- This is a college course for committed students, and I expect you to maintain proper decorum in the classroom. **Unless you are an emergency responder of some sort, all cell phones, Blackberries, text messaging devices, etc... should be turned off during class.** All MP3 players, laptops, and other electronic devices should be turned off as well. Treat your fellow students with maturity and respect at all times. Extend the same attitude towards your instructor. **Immature behaviors will simply not be tolerated; if I am forced to address a behavior issue more than once, you will be asked to leave and not return to class.**

Digication statement- All students are required to maintain an online learning portfolio in Digication that uses the college template. Through this electronic tool students will have the opportunity to monitor their own growth in college-wide learning. The student will keep his/her learning portfolio and may continue to use the Digication account after graduation. A Three Rivers General Education Assessment Team will select and review random works to improve the college experience for all. Student work reviewed for assessment purposes will not include names and all student work will remain private and anonymous for college improvement purposes. Students will have the ability to integrate learning from the classroom, college, and life in general, which will provide additional learning opportunities. If desired, students will have the option to create multiple portfolios.

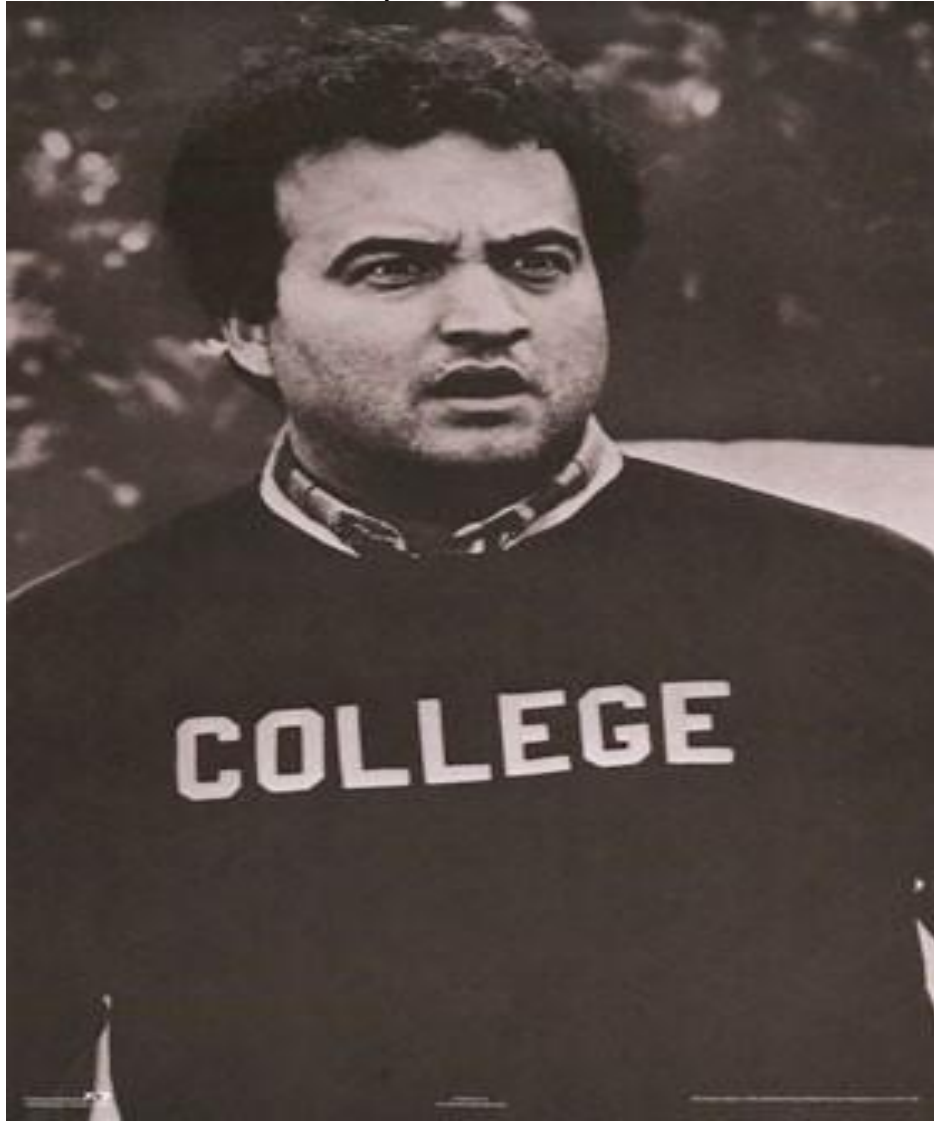
Revisions to Syllabus:

The information contained in the syllabus is subject to revision at my discretion. I will inform the class of any changes that are made. If you miss a class, check with a classmate upon your return to verify that you have the most up-to-date information.

Reading Schedule for Your Course 101- spring 2009
Weeks 1-5.3

<u>Date</u>	<u>Assignments and Readings Due</u>	<u>In-class</u>
Week 1		
W 1/21	None	grading, syllabus, text orientation annotation, reading and sample writing burning questions
F 1/23	MR- Smith	intro to reader response, practice annotations, ICW
Week 2		
M 1/26	RR#1 MR- Brown	intro to peer review: RR issues power of literacy; ICW
W 1/28	MR- Jones	Illiteracy and social order; current stats on literacy assign essay #1
F 1/30	MR- Black	intro to rhetorical vocabulary; educational methods; ICW
Week 3		
M 2/2	Draft of essay #1	essay peer review; transitions, intros, MLA format; essay improvement points
W 2/4	MR- White	defining intelligence; RR #2 in class
F 2/6	Final Draft of Essay #1 MR- Reese	experiential education; ICW; more intelligence ideas
Week 4		
M 2/9	MR- Arthur	more rhetorical vocabulary; culture and group psychology
W 2/11	RR #3 MR- Moore	reader response reviews; how to explain cultural choices
F 2/13	MR- Chester	<i>Being very afraid on Friday the 13th!</i> ; making social choices; assign essay #2; incorporating sources
Week 5		
M 2/16	None	College closed for Washington's Birthday
W 2/18	MR- Manyjars	reflections on technology and cultural changes; virtual communities; ICW
F 2/20	MR- Smallberries	milestones of American culture; adulthood in modern America; more MLA format; essay development ideas
Week 6		
M 2/23	Draft of essay #2	essay peer review in groups; asking questions about your own writing

Do you know this man?



-----Detach here-----

Grace Period Slip

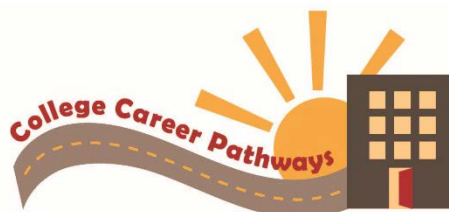
(Please attach this piece of paper when you turn in your draft.)

This sheet entitles me to one grace period of one class session. I realize that once this slip is used for the semester, I *do not* get another one!

Name: _____

Today's Date: _____

Assignment Description and due date:



High School Site Coordinators 2016-2017

<p>Ron Sefchik Bacon Academy 611 Norwich Ave Colchester, CT 06415 860-537-2378 x2212 Rsefchik@colchesterct.org</p>	<p>Elizabeth Maiese East Lyme High School 30 Chesterfield Rd East Lyme, CT 06333 860-739-6946 elizabeth.maiese@eastlymeschools.org</p>	<p>Martha Rainey H.H. Ellis Technical High School 613 Upper Maple St Danielson, CT 06239 860-412-7518 Martha.Rainey@ct.gov</p>
<p>Kendria Vereen Fitch High School 101 Groton Long Point Rd Groton, CT 06340 860-449-7200 kvereen@groton.k12.ct.us</p>	<p>Jack Cervera Grasso Technical High School 189 Fort Hill Rd Groton, CT 06340 860-448-0220 Jack.Cervera@ct.gov</p>	<p>Elaine Mattern Griswold High School 267 Slater Ave Jewett City, CT 06351 860-376-7682 EMattern@griswoldpublicschools.org</p>
<p>Dave Tedesco Lyman Memorial High School 917 Exeter Rd Lebanon, CT 06249 860-642-5682 Dave.tedesco@lebanonct.org</p>	<p><i>(Coordinator Pending)</i> Lyme Old Lyme High School 69 Lyme St Old Lyme, CT 06371 860-434-1651</p>	<p>Cathy Macri Montville High School 800 Old Colchester Rd Oakdale, CT 06370 860-848- 1285 cmacri@montvilleschools.org</p>
<p>Jennifer Occhionero Science & Technology Magnet New London High School 490 Jefferson Ave New London, CT 06320 860-437-6496 occhioneroj@newlondon.org</p>	<p>Linda Farinha Norwich Free Academy 305 Broadway Norwich, CT 06360 860-425-5615 FarinhaL@nfaschool.org</p>	<p>Krys Konow Norwich Technical High School 7 Mahan Dr Norwich, CT 06360 860-892-2112 Krystin.Konow@ct.gov</p>
<p>Carrie Dentch Stonington High School 176 South Broad St Pawcatuck, CT 06379 860-599-5781 x308 cdentch@stoningtonschools.org</p>	<p>Chris Delucia Three Rivers Middle College 574 New London Tnpk Norwich, CT 06360 860-215-9489 cdelucia@learn.k12.ct.us</p>	<p>Yuan Yuan Chen Waterford High School 20 Rope Ferry Rd Waterford, CT 06385 860-437-6956 ychen@waterfordschools.org</p>
<p>Nancy Liner Wheeler High School 298 Norwich – Westerly Rd North Stonington, CT 06359 860-535-0377 LinerN@NorthStonington.k12.ct.us</p>	<p>Laura Jones Windham Technical High School 210 Birch St Willimantic, CT 06226 860-456-3879 Laura.Jones@ct.gov</p>	<p>Mary Skelly CT Technical High School System 25 Industrial Park Road Middletown, CT 06457 860-807-2236 Mary.Skelly@ct.gov</p>