

Gemini Program

Faculty

Handbook

2009-2010

Office of Concurrent Enrollment
Finger Lakes Community College
Geneva Campus Center
63 Pulteney Street
Geneva, NY 14456
315.789.6701, ext. 6018
www.flcc.edu/highschool
secondaryprograms@flcc.edu

August 2009

Dear Gemini Faculty Member:

We are pleased to welcome you as a Gemini faculty member at Finger Lakes Community College. Our College has long taken pride in the excellent reputation of its faculty and we know you too will be proud to become a part of that tradition of teaching excellence.

The Finger Lakes Community College Gemini program provides area high school students the opportunity to gain advanced standing or college credit for work completed in the program. The Gemini program helps the College and area high schools avoid costly duplication of selected facilities and resources. It has become recognized as a viable option to provide students with more course options, an alternative to AP or IB courses, and a motivator that some students need to continue study and successfully transition to post secondary studies.

Finger Lakes Community College's Gemini program is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP) in accordance with the organization's membership bylaws and standards. NACEP is a nationwide organization with an established set of programmatic standards indicative of quality concurrent enrollment programs. Finger Lakes Community College is included in a charter group of four institutions to be the first accredited by NACEP. To receive this accreditation, NACEP subjected the College's Gemini program to an extensive evaluation to confirm the quality and consistency of course offerings.

Our agreement with your high school allows academically eligible students to receive high school and college credit for work completed. Successfully completed course work generally transfers to other institutions that accept FLCC course work.

It is FLCC's expectation that the work completed in the Gemini program is comparable to work completed through traditional class instruction and the program is an extension of its off-campus offerings.

Through this handbook, it is our hope that you will become aware of Gemini's philosophy, standards and procedures so that you will become an even more effective program leader.

We look forward to working with you and your students this year. Please feel free to contact our office or FLCC faculty at any time.

Have a great year,

The Office of Concurrent Enrollment

FLCC Directory Campus Locations:

Main Campus, Canandaigua	3325 Marvin Sands Dr.	Canandaigua	NY	14424	www.flcc.edu
Geneva Campus Center	63 Pulteney Street	Geneva	NY	14456	www.flcc.edu/geneva
Wayne County Campus Center	1100 Technology Pkwy.	Newark	NY	14513	www.flcc.edu/newark

Non-Academic Department Directory:

Department/Position	Campus	Room	First Name	Last Name	Phone	Ext.	Email
Concurrent Enrollment, Director	Geneva	G-207	Fred	Fink	315.789.6701	6020	finkfe@flcc.edu
Concurrent Enrollment, Coordinator	Geneva	G-209	Elena	Samson	315.789.6701	6016	samsoner@flcc.edu
Concurrent Enrollment, Support Staff	Geneva	G-208	Ellen	O'Donnell	315.789.6701	6018	odonnees@flcc.edu
Geneva Campus Coordinator	Geneva	G-104	John	Cromartie	315.789.6701	6002	cromarj@flcc.edu
Wayne County Campus Coordinator	Newark	W-148	Laila	Paliotti	315.331.9098	305	paliotl@flcc.edu
Admissions, Director	Canandaigua	D-210	Bonnie	Ritts	585.394.3500	7281	rittbb@flcc.edu
Bursar	Canandaigua	D-229	Prakash	Patel	585.394.3500	7233	patelpk@flcc.edu
Campus Bookstore	Canandaigua	A-223	June	Oates	585.394.3500	7382	babcocwc@flcc.edu
Library	Canandaigua	A-301	Wally	Babcock	585.394.3500	7378	oatesje@flcc.edu
Registrar	Canandaigua	D-202	Michael	Fisher	585.394.3500	7458	fishermj@flcc.edu
311 Advisement on main campus	Canandaigua	B-263	Barbara	Schreiber	585.394.3500	7457	schreiba@flcc.edu

Academic Department Directory:

Department/Position	Campus	Room	First Name	Last Name	Phone	Ext.	Email
Business Dept. Chair	Canandaigua	C-414	Mary	Wilsey	585.394.3500	7360	wilseym@flcc.edu
Computing Science Dept. Chair	Canandaigua	B-325	April	Devaux	585.394.3500	7634	devauxaa@flcc.edu
Developmental Studies Dept. Chair	Canandaigua	B-380	Patricia (Pat)	Malinowski	585.394.3500	7389	malinopa@flcc.edu
Env. Conservation & Horticulture Dept. Chair	Canandaigua	B-216	Anne	Schnell	585.394.3500	7532	schnelab@flcc.edu
Humanities Dept. Chair	Canandaigua	B-433	Christopher (Chris)	Parker	585.394.3500	7481	parkercj@flcc.edu
Mathematics Dept. Chair	Canandaigua	B-427	Jacob (Jake)	Amidon	585.394.3500	7418	amidonje@flcc.edu
Nursing Dept. Chair	Canandaigua	D-370	Nancy	Clarkson	585.394.3500	7344	clarksn@flcc.edu
Physical Ed. & Integrated Health Dept. Chair	Canandaigua	D-327	Dennis (Putt)	Moore	585.394.3500	7294	mooredt@flcc.edu
Science & Technology Dept. Chair	Canandaigua	B-328	Melissa	Miller	585.394.3500	7639	millerma@flcc.edu
*A&P Faculty Coordinator	Canandaigua	C-309	Suzanne	Keller	585.394.3500	7473	kellersm@flcc.edu
*Biology Faculty Coordinator	Canandaigua	B-329	Amber	Wyman	585.394.3500	7330	wymanak@flcc.edu
*BIO 121 Faculty Coordinator	Canandaigua	C-315	Kellie	Aitchison	585.394.3500	7387	aitchikm@flcc.edu
*BIO 122 Faculty Coordinator	Canandaigua	C-327	Clinton	Krager	585.394.3500	7452	kragercd@flcc.edu
*Chemistry Faculty Coordinator	Canandaigua	C-310	Linda	Hobart	585.394.3500	7326	hobartil@flcc.edu
*Physics Faculty Coordinator	Canandaigua	C-320	Sam	Samanta	585.394.3500	7350	samantpg@flcc.edu
Social Science Dept. Chair	Canandaigua	B-440D	Josh	Heller	585.394.3500	7335	hellerjw@flcc.edu
*Psychology Faculty Coordinator	Canandaigua	B-410	Barbara (Barb)	Etzal	585.394.3500	7484	etzelba@flcc.edu
Visual & Performing Arts Dept. Chair	Canandaigua	C-224	Milton	Johnson	585.394.3500	7503	johnsoml@flcc.edu
*Art Faculty Coordinator	Canandaigua	C-401	Sarah	Morgan	585.394.3500	7370	morganse@flcc.edu

Overview of Finger Lakes Community College

Finger Lakes Community College (FLCC) was established in 1965 as a unit of the State University of New York, under the sponsorship of Ontario County. The first full-time freshman class entered in January 1968. FLCC's main campus is located in Canandaigua with campus centers in Geneva, Newark and Victor.

Today, more than 5,150 full and part-time students are enrolled. The College now employs nearly 300 full-time and 200 part-time faculty and staff. The 250-acre main campus is the site of the Constellation Brands Marvin Sands Performing Arts Center (CMAC), summer home to the Rochester Philharmonic Orchestra. Our campus includes student housing (college suites), streams, ponds, nature trails, wooded areas, and a number of scenic study spots, including an arboretum.

Mission: Finger Lakes Community College is a supportive, learning-centered environment that empowers our students, provides enriching life experiences, and enhances the quality of life throughout our community. **Vision:** Finger Lakes Community College will be the college of choice for students and a dynamic regional learning resource, central to the cultural and economic vitality of the area. Transfer programs parallel the first two years of a four-year college or university, thus acting as a stepping stone for those who have the desire and potential for advanced study and training. Career programs help students achieve their goal of specialized education that will lead to satisfying jobs in a wide range of fields.

The Gemini Program and NACEP

FLCC and area high schools partner to provide eligible high school students with the opportunity to receive college credit at an affordable cost. Qualified high school teachers are approved by FLCC and deliver the college course in their school.

Gemini provides students with more course options, alleviates high stakes testing associated with AP and IB courses, and provides the academic edge needed for acceptance into highly selective colleges. Students in the Gemini program are part-time FLCC students with library and other student privileges. As students, they have the opportunity to transfer their college credits to other college institutions by obtaining an official FLCC transcript.

FLCC's Gemini program is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP), a nationwide organization with an established set of programmatic standards indicative of quality concurrent enrollment programs. FLCC is included in a charter group of four institutions to be the first accredited by NACEP.

NACEP was established during the annual meeting in Utah in November 1999 as an organization of education professionals who administer or participate in Concurrent Enrollment Partnerships (CEP). NACEP links colleges and high schools through offering college courses in high schools. NACEP supports and promotes its constituent programs through quality initiatives, program development, national standards, research, and communication.

Through concurrent enrollment partnerships (CEP), qualified students can earn college credit prior to high school graduation. CEP's differ from other pre-college credit programs because high school faculty teach the college courses during the normal school day. Such programs provide a direct connection between secondary and post-secondary institutions and an opportunity for collegial collaboration.

Although courses in some CEP's may have some elements or characteristics of the programs stated below, CEP's are distinct programs from the following:

- Programs in which the high school student travels to the college campus to take courses prior to graduation during the academic year or during the summer.
- Programs where college faculty travel to the high school to teach courses to the high school students.
- The College Board Advanced Placement Program and the International Baccalaureate Program where standardized tests are used to assess students' knowledge of a curriculum developed by a committee consisting of both college and high school faculty.

NACEP standards are measurable criteria of CEP elements that are the basis of quality programs. College or university NACEP members have met and submitted evidence of implementation of the NACEP standards. Additional information regarding NACEP can be found at www.nacep.org.

NACEP STANDARDS

Curriculum 1	College or University administered through a CEP are cataloged courses and approved through the regular course approval process of the college or university. These courses have the same departmental designation, number, title, and credits; additionally these courses adhere to the same course description.
Curriculum 2	Courses administered through a CEP are recorded on students' official academic record of the college or university.
Curriculum 3	Courses administered through CEP s reflect the pedagogical, theoretical, and philosophical orientation of the colleges and universities sponsoring faculty and/or academic department.
Faculty 1	Faculty teaching college or university courses through the CEP meet the academic requirements for faculty and faculty teaching in post-secondary institutions as stipulated by the respective academic departments.
Faculty 2	The post secondary institution will provide high school faculty with training and orientation in course curriculum, assessment criteria, course philosophy, and CEP administrative requirements before certifying the faculty to teach the college/university's courses.
Faculty 3	Faculty teaching the CEP sections shall be part of a continuing collegial interaction, through annual professional development, required seminars, site visits, and ongoing communication with the post-secondary institution's faculty and CEP administration. This interaction will address issues such as course content, course delivery, assessment, evaluation, and professional development in the field of study.
Students 1	Students enrolled in courses administered through a CEP shall be officially registered or admitted as a degree-seeking, non-degree or non-matriculated students of the sponsoring post-secondary institution.
Students 2	Post-secondary institutions will outline specific course requirements and prerequisites.
Students 3	Students are provided with a student guide that outlines their responsibilities as well as guidelines for the transfer of credit.
Assessment 1	CEP students must be held to the same standards of achievement as those expected of students in on-campus sections.
Assessment 2	Every section of a course offered through a CEP is annually reviewed by faculty from that discipline and CEP staff to assure that grading standards meet or exceed those in on-campus sections.
Assessment 3	CEP students must be assessed in the same manner as their on-campus counterparts.
Evaluation 1	The CEP must conduct annual program assessment and evaluation of its practices including at least course evaluations by CEP students and follow-up of the CEP graduates who are college or university freshmen. Qualified evaluators/researchers and/or the college's or university's institutional research office must conduct and analyze evaluations and assessments.
Evaluation 2	The CEP must conduct, every 5 years, an impact study of the CEP on participating high school faculty, principals, and guidance counselors. Qualified evaluators/researchers and/or college's institutional research office must conduct evaluations and assessments.
Evaluation 3	The CEP must conduct, every 5 years, a follow-up of CEP graduates who are seniors in a college or university. Qualified evaluators/researchers and/or college's institutional research office must conduct evaluation and assessments.

Gemini faculty members are encouraged to contact their academic department chairperson in matters relating to the content of the course they have been assigned. The department chairperson can explain the philosophy of the department with regard to specific courses and discuss in-depth the course materials which are available for use by Gemini faculty members.

Gemini faculty are considered adjunct faculty of FLCC and are required to do the following:

- Promote and recruit FLCC Gemini program to students and parents
- Attend professional development workshops
- Follow FLCC syllabi and textbook requirements as updated
- Submit electronic syllabus and outline each time the course is offered by the first day of the semester to secondaryprograms@flcc.edu
- Provide students with the course syllabus on the first day of class
- Provide accurate, complete and timely records (census, grades and surveys)
- Distribute registration materials and assist students in registration process
- Contact the Office of Concurrent Enrollment if you will be out of class for a prolonged period of time (maternity, illness, etc) and/or have a change in name, phone, or address.

Site Coordinator Responsibilities

Site Coordinators are the main contact for the Gemini program at each high school and coordinate the following:

- FLCC offerings at each high school location
- Instructor approvals/recruitment
- Student recruitment
- Course related documentation (registration, census, grades, surveys)
- Verification of student eligibility requirements
- Registration (date/times, resources, etc.)
- Attend annual site coordinator's meeting (January)

Website

Please reference the website for current information and resources regarding FLCC and high school programs. The following resources are available online at www.flcc.edu/highschool:

- new instructor process
- syllabus guidelines/template
- faculty handbook
- list of participating schools
- list of site coordinators
- list of courses offered
- course descriptions/syllabi
- registration form
- current FLCC textbook list
- student handbook
- certificate of residence form
- transcript information
- 311 (time-shortened degree program)
- Home School Initiative
- Perkins Title II Grant

FLCC Gemini Instructor Timeline 2009-2010

DATE	TASK
9/8/09 and 2/1/2010	First day of class: -distribute and discuss course syllabus -distribute registration materials
9/15/2009 - 10/2/2009	Fall Registration Period
10/2/2009	Fall registration deadline!
10/23/2009	Census rosters due to the Office of Concurrent Enrollment
11/1/2009 -12/4/2009	Gemini course reviews
12/1/2009	Last day to drop a class- no refund
12/1/2009 - 12/16/2009	Fall Student Survey administered in classes
1/11/2010	Grade instructions e-mailed to instructors and site coordinators
1/29/2010	Grades due: submitted online via WebAdvisor -Deadline: 1/29/10 @ 1 pm
Week of Jan.11, 2010	Spring registration materials distributed to site coordinators
2/3/2010 - 2/26/2010	Spring Registration Period
2/26/2010	Spring registration deadline!
3/25/2010	Census rosters due to the Office of Concurrent Enrollment
3/15/2010 - 4/16/2010	Gemini course reviews
4/20/2010	Last day to drop a class- no refund
4/26/2010 - 5/11/2010	Spring Student Survey administered in classes
1 st week of May	Mail Transcript Flyer to students
6/1/2010	Grade instructions e-mailed to instructors and site coordinators
6/25/2010	Grades due: submitted online via WebAdvisor -Deadline: 6/25/10 @ 1 pm

Student Eligibility Requirements

Students must be a junior or senior in high school and meet the following requirements:

- Minimum "B" average (as defined as a minimum 80% GPA).
- Successful completion of Math B course for Math courses.

- Successful completion of English 11 regents exam for ENG 101.
- Complete FLCC prerequisites as stated in the FLCC College Catalog. (Catalogs available upon request. Course descriptions are available online at www.flcc.edu/courses).
- Requests for enrollment exceptions are considered on a case-by-case basis *.

*To request exceptions, please send a letter(s) of recommendation and the student's high school transcript to: FLCC Office of Concurrent Enrollment, 63 Pulteney Street, Geneva, NY 14456. This letter should be from someone that can attest to the student's academic ability to succeed.

Students may enroll in a Computer Science course (CSC) in 10th grade, if they meet eligibility requirements.

Student eligibility requirements do not apply for students enrolling in GST 116. Students only need to be in eleventh or twelfth grade.

Registration

Registration for fall courses is from Sept. 15 – Oct. 2. Students must have their **completed** registrations post-marked by Oct. 2 or registrations will be returned to the student and they will not be able to receive credit. Complete registrations consist of registration form, certificate of residence or notarized certificate of residence form, and full tuition payment.

Registration for spring/full year courses is from February 2 – February 26. Students must have their **completed** registrations post-marked by February 26 or registrations will be returned to the student and they will not be able to receive credit.

Registration materials are distributed to site coordinators 3 weeks prior to each semester. Each packet contains individual packets for each instructor/course. Instructors should distribute and go over the registration information with students prior to on-site registrations.

Certificate of Residence

A Certificate of Residency must be presented by the student at the time of registration. If the student has the actual notarized certificate of residency, an application form does not need to be completed. In order to complete this form, the **student must bring a PHOTO I.D. with his/her signature and address on it.** Students who do not submit a certificate of residence within 30 days from the start of the College semester or have not lived in NYS for at least one calendar year are required to pay double tuition.

Tuition

Tuition for the 2009-10 academic year is \$43.00 per credit hour. Students may pay by credit card, check or money order (made payable to FLCC). Payment must be received at the time of registration. FLCC does not bill students or have a payment plan. Students are not eligible for financial aid, as they are not high school graduates. Double tuition will be charged for students who do not turn in a certificate of residence prior to 30 days after the start of the college semester or have not lived in NYS for at least one calendar year.

Textbook Policy

Instructors must utilize FLCC required textbook(s). Department approval is required to use alternative textbooks. It is not encouraged, but understood that some classes will use previously purchased and approved textbooks. It is also understood that the current college required textbook be purchased at the next purchasing cycle, generally 3-5 years.

Gemini faculty members are required to make arrangements to have the required textbooks available to the students the first and second class meetings. If you plan on ordering textbooks from FLCC's bookstore, please contact June Oates directly at oatesje@flcc.edu or 585.394.3500, ext. 7382.

For current textbook information, contact the Office of Concurrent Enrollment.

Class/Attendance Policies

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Faculty are expected to meet with their classes for all scheduled sessions and at the scheduled times except in cases of emergencies or illness. You must use the following procedures to mitigate the adverse impact on students.

- **Anticipated absences:** Follow school district protocol.

- **Extended leave of absence** for any reason, including maternity or medical leave, should be reported to the Office of Concurrent Enrollment as soon as possible, as replacements must submit documentation.
- **Student teachers** are **not** approved to teach FLCC courses. Therefore, they cannot be used in an FLCC classroom at any time.
- FLCC does not have a formal **attendance policy**. It is up to faculty to set their attendance policy, state it in the course syllabus and inform students on the first day of class.

Library

Borrowing Books: If a student doesn't have an FLCC student card, they must present a photo ID to check out books. The ID can be a driver's license or a high school photo ID.

Online Library Resources: Students and instructors can access FLCC's online library resources. Please contact the Office of Concurrent Enrollment to complete the necessary form. Students will be sent a welcome letter in the fall and spring semesters that provide them with their student ID and FLCC e-mail address. Both are necessary to access the library's online resources. Below is information provided to students in the welcome letter.

Student ID: «Student_ID»

FLCC Email Address: «AXP_Email_Address»

You will need to activate your FLCC e-mail account by visiting <http://axp.flcc.edu/src/activate.php>. Your email password can be reset at <http://axp.flcc.edu/src/reset.php>. Please keep your FLCC ID #, email address and password in a safe place.

Instructions for logging into FLCC's Library via Off-Campus Access: Visit <http://library.flcc.edu/articles.htm> and select your database. After selecting a database, you may be prompted to enter a username & password. EZproxy will automatically determine if login information is necessary. If prompted, select/enter the following information:

User Type: Select student **Username:** FLCC e-mail address **Password:** FLCC e-mail password

Once signed in, you will automatically be transferred to the database you have selected. If you experience any difficulties accessing the databases, EZproxy (off-campus access) troubleshooting page can be found at: <http://library.flcc.edu/ezproxyinfo.html>. **If you have any questions call 585-394-3500 Ext. 7371.**

Library Tours/Visits: We encourage faculty to bring their students to visit the FLCC Library for tours and to work in the lab. To schedule a visit, contact Wally Babcock at babcocwc@flcc.edu or 585.394.3500, ext. 7378.

Campus Visits

We encourage Gemini faculty to bring their students to campus to visit the library, participate in student activities day, partner with FLCC faculty/students on a project, etc. Please contact the Office of Concurrent Enrollment if you are interested in coming to a campus location.

FLCC Scholarships http://www.flcc.edu/offices/resourcedevelopment/freshman_scholarships.html

Gemini Scholarship

Amount: \$1,000 (up to 4)

Note: all applications for this scholarship are due April 1

- High school seniors residing in Ontario, Wayne, Seneca, or Yates county
- Minimum GPA: 80%
- Submitted an application to enroll full-time at FLCC for the fall semester
- Preference to students who have completed a minimum of 6 credit hours of coursework in the Gemini Program

Records

Census Rosters (To verify attendance and correct registrations): Verify that each student listed on the roster is in your section of your FLCC course. This is not a time for students to register for the course if they have not done so already. Below are important census roster procedures:

- Students who believe they have registered for your FLCC course and do not appear on this roster must have their names and FLCC ID# or social security number (if available) added to the roster. A staff member will check records and contact the individual student.
- Students who are not in your class and whose name appears on the roster, please indicate that they were never enrolled in your section.
- Students who are no longer taking your class for FLCC credit and whose name appears on the census roster, please write a “Q” on the census roster and include a date of last attendance. The student will be dropped officially from the class.
- Census rosters must be signed and dated in the space indicated and returned by the deadline.

It is critical to return the census roster to the Office of Concurrent Enrollment on time, as the College’s Enrollment Reports are due to the state shortly after the deadline.

Grading: Grade information will be sent/mailed to you 2-3 weeks prior to the end of the semester. Final grades must be submitted online through WebAdvisor.

No grades/transcripts can be issued to any students until all grades have been entered.

Fall 2009 grades are to be entered no later than Wednesday, February 2, 2010 by 1:00 p.m.

Spring 2010 grades are to be entered no later than Wednesday, June 30, 2010 by 1:00 p.m.

New faculty will be sent their FLCC ID# to access WebAdvisor. WebAdvisor can be accessed through the FLCC website, <https://webadvisor.flcc.edu>.

1. The first time you logon using your temporary password, you will be required to change your password and provide a password hint in case you forget it at a later date. **Please write down your password and save it in a safe place.**
2. Grading can be found on the “Faculty” menu.
3. Click on grading and select a term from the drop down box; leave the start and end date fields blank. Click submit.
4. Select the course to grade and click submit.

Prior users will be sent directions on how to submit grades as a reminder.

How to Enter Final Grades

1. Access WebAdvisor: <https://webadvisor.flcc.edu>
2. Log in using the ‘log in’ tab and then choose the ‘Faculty’ menu
3. Click on ‘Grading’
4. Choose “09/FA – Fall 09” in the term box for fall courses and “10/SP – Spring 10” for spring/full year courses.
5. Leave the start and end dates blank, click submit.
6. Chose “Final” in the “Final or Midterm Grading” selection box, check the box next to the course you want to grade. Click submit.
7. The course roster will appear. Enter the grades for your students. **Any “I” grades should have the expiration date of 05/16/11 into the “expire date” column. Q grades can be entered just like any other grade – there is not need to follow-up with a last date of attendance in writing.** NOTE: students that withdrew from the class or were previously issued a Q grade will not display.
8. Once the grading screen is displayed, you’ll have about 15 minutes to key in the grades and click submit before your session will become inactive.
9. When you’re finished entering grades, click on the submit button at the bottom of the page.

10. To enter grades for another class, click the back button until you can select another course, or circle back around using the Faculty Menu tab at the top of the page.
11. **There's no need to print-out a copy of the grades and submit them to the Office of Concurrent Enrollment.**
12. Within one business day, you will receive a confirmation email acknowledging that we have received your grades.
13. Once your grades are submitted, you'll be able to go back into WebAdvisor to make changes or additions until the end of the day on June 30 (follow steps above).
14. **Call the Registrar's Office at 585.394.3500, ext. 7458 or email Mike Fisher at fishermj@flcc.edu if you have any questions.**

Grade according to the official College Grade Conversion Scale (below): All grades must be letter grades (A, A-, B+, etc.) An A+ or F- are invalid grades and cannot be assigned. Do not assign numerical grades. Assign a grade of "I" for an incomplete.

If a student is no longer attending your class, you may assign a grade of "Q" and include their last date of attendance on the roster. You may not assign a "W" as this grade must be student initiated.

FLCC Grade Conversion Scale

A	93 & above	4.0	C	75-77	2.0
A-	90-92	3.7	C-	72-74	1.7
B+	87-89	3.3	D+	69-71	1.3
B	84-86	3.0	D	66-68	1.0
B-	81-83	2.7	D-	63-65	0.7
C+	78-80	2.3	F	62 & lower	0.0

Withdrawal and Q Grades

“Q” Unofficial Withdrawal from a course occurs when a student discontinues a course prior to the time when the faculty can properly assign any earned grade. Excessive absence from class may be interpreted as an unofficial withdrawal. A **Q** is a faculty-initiated grade. ***When a Q is assigned a last date of attendance must be provided.***

“W” Official Withdrawal from a course without academic penalty to a student's grade point average is permitted up until the 12th week of the semester (Fall 2008: Dec. 1, 2009; Spring 2009: April 20, 2010). The official withdrawal is initiated by the student in the following ways:

- The student may contact their faculty who contacts the Office of Concurrent Enrollment for the withdrawal
- The student contacts the Office of Concurrent Enrollment to request to withdraw from the course
- The student comes in person to the Office of Concurrent Enrollment to withdraw from the course

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

Important: If a student drops their FLCC class in the High School or they will be leaving the district, they must also complete a drop form to drop the class officially at the College.

Transcripts

Students may request transcripts in three ways:

- 1) **Online** at <http://www.flcc.edu/registrar/transcripts.cfm>
- 2) **In person** by completing the Transcript Request Form (available at FLCC Registrar's Office or at a campus center).

- 3) Students may send in a **written request** to the Office of the Registrar containing the following information:
- Student's name as it appears on College records, and any name change since leaving the college.
 - Date of birth
 - Social Security Number
 - Dates attended
 - Current mailing address
 - Name/Address of place the transcript is being sent to
 - Student's signature

There is no fee for an unofficial (student copy) transcript. A **\$5.00 fee** is charged for each *official* transcript. The fee may be paid in cash or with a check made payable to Finger Lakes Community College or FLCC. Transcripts will not be sent for anyone with a financial obligation to the College. Gemini courses and grades appear on FLCC transcripts in the same manner as classes taken at the campus.

**Submit all transcript requests to: Registrar's Office, FLCC
3325 Marvin Sands Drive
Canandaigua, NY 14424**

Student Benefits

- Viable option to high stakes testing of the AP and IB Programs
- Receive both high school and college credit
- Expand course offerings in junior and senior years
- Build motivation and confidence for continued study
- Affordable tuition
- Enhance students' college admissions profile
- Ease transition to post-secondary learning
- Avoids instructional repetition at the college level
- May be eligible to waive introductory requirements, allowing student to take higher level courses
- Can lead to time-shortened degrees, dual majors, minors, studying abroad, internships, etc.
- Portable credit through official FLCC transcript

Academic Standards (2006-2008 College Catalog pages 65-67)

Philosophy

The policies of FLCC encourage the pursuit of scholarship within a positive and supportive environment. Academic Standards and Regulations are designed to support this philosophy, and the College has adopted the following guidelines to assist in this purpose. The College faculty are authorized to specify attendance, testing, and grading policies consistent with the purpose and nature of the course and the Academic Standards and Regulations that are listed in this section.

Academic Honesty

The College, like all communities, functions best when its members treat one another with honesty, fairness, respect, and trust. Finger Lakes 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. All members of the College community should realize that deception for individual gain is an offense against the members of the entire community, and it is everyone's responsibility to be informed of College regulations on academic honesty.

Academic Dishonesty

Academic dishonesty includes, but is not limited to, the following:

Cheating

- Possessing unauthorized sources of information during an examination
- Copying the work of another student or permitting copying by another student during an exam
- Completing an assignment, such as an exam, paper, lab report, or computer program for another student

- Submitting material produced by someone else without noting the reference source (i.e. footnote)
- Altering graded work after instructor evaluation and resubmitting the same paper in two different classes without approval of both instructors
- Inventing data or falsifying an account of data collection
- Receiving questions or answers from someone who has already taken the same exam

Plagiarism

Taking the words or substance of another and either copying or paraphrasing the work without giving credit to the source (i.e. through footnotes, quotation marks, reference citations).

Additional Examples of Academic Dishonesty

- Providing material to another person with the knowledge it will be improperly used
- Possessing another student's work without permission
- Selling or purchasing materials for class assignment
- Altering another student's assignments
- Knowingly furnishing false or incomplete academic records
- Altering documents affecting student records
- Forging a signature or falsifying information on an official academic document

Consequences

Disciplinary action for violations of academic honesty will be determined by the instructor. The consequences for such violations may range from a warning to receiving a grade of "F" in the course. Students who have been assigned a grade of "F" for a course as a result of academic dishonesty will not be permitted to change that grade by withdrawing from the course.

Repeat Courses

Students may repeat a course for a higher grade. The higher grade will be calculated in the cumulative grade point average and count as credits completed. Both courses will continue to appear on the student's transcript.

Informing the Student

Distribute and discuss your course syllabus, student conduct, identify major expectations of the course, discuss concerns and answer questions on the first day of each course. Faculty need to provide students with information regarding registration dates, times and tuition so they can be prepared for registration.

Once students are registered, they will be sent a welcome letter from FLCC which will include their student ID number and FLCC e-mail address. Faculty will also be sent a roster containing ID and FLCC e-mail addresses in case students lose their information. With their ID and FLCC e-mail address, students can gain access to the FLCC library online resources. (Directions located in library section of handbook).

Please remind students that they are enrolled in a college course. The higher the grade, the easier the course will transfer after high school graduation. While most SUNY colleges, universities and research centers will accept FLCC credits, be aware that some conditions for transfer may exist. Encourage your students to contact the college of their choice to discuss FLCC transferability. Students should keep a portfolio as evidence of their academic accomplishments and to advocate for themselves. It is solely the decision of the receiving college whether to accept transfer credit.

FLCC highly recommends that you encourage your students to maintain a complete portfolio of all their course materials to verify the quality of the work covered in the course.

If a student experiences difficulty with transferring FLCC credits, after they have sent an official FLCC transcript, please refer them to the Office of Concurrent Enrollment for assistance.

Course Syllabus & Outline

Provide each student with your course syllabus and course outline on the first day of class. Make certain students understand the "rules-of-the-game" at the beginning. Students should be informed and know the following:

- FLCC course name and number (e.g. Introduction to Psychology: PSY 100)
- Contact information
- Textbook information
- Course objectives
- Grading Policy and the exact manner in which grades will be determined

- How many and what kind of tests or quizzes (assessments) will be given and when
- Course outline/timeline of topics which will be covered

Utilize your syllabus and refer to it often. It is your contract with the students. A syllabus template is included on the following page for reference.

All Gemini faculty are required to submit an electronic copy of their course syllabus with a course outline to the Office of Concurrent Enrollment, each time the course is offered, at the start of the each semester. Send syllabi to: secondaryprograms@flcc.edu

Course Reviews & Professional Development

New Faculty in the Gemini Program are required to complete one of the following:

- Attend the New Faculty Workshop in August; or
- Meet with department chairpersons prior to the start of the academic year; or
- Receive written permission for non-attendance from the academic dean or department chairperson prior to the start of the academic year.

Workshops in the Discipline

Office of Concurrent Enrollment provides discipline specific workshop on a rotating basis to keep Gemini faculty informed of changes in the course and discipline. Participation can be counted as part of your annual professional development hours.

Auditing an FLCC Class

Gemini faculty are eligible to audit FLCC courses free of charge. If you are interested, please contact the Office of Concurrent Enrollment to learn how to register. Please keep in mind that grades are not assigned for audited classes.

Course Reviews

Gemini faculty will be amenable to class visitations by an appropriate administrator, i.e. department chairpersons, faculty, concurrent enrollment director or coordinator. The responsibility for providing high quality educational programs is shared by all faculty and administrators at Finger Lakes Community College. The aforementioned FLCC personnel may visit sections on a periodic basis, at their discretion.

Course reviews may be conducted at this time.

Course Reviews are designed to verify the Finger Lakes Community College course being taught through the Gemini program is indeed FLCC's course. Faculty is not evaluated during course reviews. Due to the current size of the Gemini program and size of the staff at FLCC, course reviews will be done with all new faculty and returning faculty on a rotating basis.

Attached is a sample course review form. At the time of the visit, please have a copy of your course syllabus/outline, textbook (bibliographic information), sample assessments, and samples of student work on hand to turn over to FLCC. Samples of student work is collected without names to determine alignment of grades (an A is an A; B is a B, etc).

If a course does not meet FLCC's standards, Gemini faculty have time to align the course and make the necessary adjustments. If the course still does not meet FLCC standards, the course will be cancelled. At the time of cancellation, the site coordinator and principal will be notified that the course no longer is a FLCC course and cannot be offered through the Gemini program.

Course Syllabus Template

FLCC Course Prefix and Number: Ex, $\text{ENG } 101$

Semester and Year: Ex. Fall 2008

FLCC Course Name: Ex. Freshman English

of Credit Hours: Ex. 3 credits

FLCC Catalog Description including pre and co requisites (available on the FLCC syllabus or online at <http://www.flcc.edu/courses/index.cfm>).

Learning Outcomes (taken from FLCC syllabus, may include additional outcomes you deem necessary)

Textbook Information

Use of the FLCC textbook is required unless an alternative text has been approved by the department. May include additional resources you deem necessary.

Methods of Instruction

Ex. This course is lecture based, however class discussions are an important part of the course. Three unit projects also help the students learn using hands-on experiences. Applicable films will also be incorporated into the course.

Methods of Evaluation/Assessment

Ex. The student's final grade in the course will be determined by their performance on the following:

- Unit Exams (3) - 50%
- Unit Projects (3) - 30%
- Weekly Quizzes - 15%
- Class Participation - 5%

General Outline of Topics Covered

FLCC Grade Conversion Scale

A	93 & above	C	75-77
A-	90-92	C-	72-74
B+	87-89	D+	69-71
B	84-86	D+	66-68
B-	81-83	D-	63-65
C+	78-80	F	62 & lower

Note: You may include additional information specific to your course and/or other high school requirements. This template is designed to provide the basic information needed on a syllabus.

FLCC Gemini Program Course Review

FLCC Department: _____ High School: _____

Name of FLCC Faculty: _____ Name of HS Faculty: _____

FLCC Course Name/Number: _____ HS Course Name/Number: _____

FLCC and Gemini faculty must verify that they have addressed the following items by initialing each item and signing below.

FLCC Faculty

Gemini Faculty

_____ The high school syllabus and course information has been aligned to FLCC curriculum. _____

_____ Course syllabus is distributed/discussed on the first day of class. _____

_____ The course requirements & grading procedures are included on the course syllabus and have been reviewed. _____

_____ The following textbook(s) is currently being used: _____

Primary Text:

Secondary Text or Lab Manual:

Name: _____

Name: _____

Author(s): _____

Author(s): _____

Publisher(s): _____ Edition _____

Publisher(s): _____ Edition _____

ISBN(s): _____ Year _____

ISBN(s): _____ Year _____

_____ FLCC has provided instructional materials and assessment instruments. (including, but not limited to: syllabi, textbooks, labs, sample assessments, etc.) _____

_____ High school faculty has provided sample assessments. Course assessments are appropriate. _____

_____ High school faculty has provided samples of student work with grades. Grading is appropriate. _____

Please check the appropriate response and provide comments as necessary.

_____ Course currently meets FLCC standards.

Comments:

_____ Course does not currently meet FLCC standards.

Comments:

Please sign and date below to verify the above information was discussed.

Signature of Gemini faculty does not imply agreement or disagreement with the content of this form.

FLCC Faculty Liaison Signature

Date

Gemini Faculty Signature

Date

****This report is viewed only by FLCC faculty and staff. It will not be shared with local school districts.**

Program Data/Surveys

High Schools	Site Coordinators	# Courses Offered (2008-09)	# Sections	# Credits		Total Registrations		Unduplicated Students		FTE
				07/08	08/09	07/08	08/09	07/08	08/09	
Bloomfield	Amy Conklin, Counselor	11	12	222	237	71	75	48	41	7.9
Canandaigua	Vern Tenney, Assistant Principal	11	13	589	718	191	234	111	144	23.9
Clyde Savannah	Jeff Stell, Counselor	10	10	412	504	131	154	58	55	16.8
DeSales	Sally Schillaci, Counselor	15	15	643	587	199	184	56	50	19.6
Dundee	Steve Taylor, Counselor	5	5	131	118	41	38	30	27	3.9
Gananda	Mary Crelley, Counselor	6	6	436	363	125	121	46	54	12.1
Geneva	Megan DeHimer, Counselor	5	5	195	108	58	35	49	32	3.6
Honeoye	Sharon Greenwood, Counselor	8	8	231	365	71	111	41	50	12.2
Lyons	Becky O'Connor-Alfred, Counselor	7	8	369	324	123	108	54	42	10.8
Marcus Whitman	Kyle Oetinger, Counselor	14	14	828	717	254	219	95	92	23.9
Marion	Gail Santelli, Counselor	9	9	438	605	139	182	54	64	20.2
Midlakes	Rick Bley, Principal	13	13	465	657	155	219	77	100	21.9
Naples	Bill Murphy, Counselor	4	4	0	108	0	36	0	18	3.6
Newark	Kris Anderson, Counselor	12	13	366	628	117	186	60	75	20.9
North Rose-Wolcott	Sean VanLaeken, Counselor	9	11	505	409	156	128	69	61	13.6
Palmyra-Macedon	Joan DeCann, Counselor	16	17	904	1017	282	316	109	113	33.9
Penn Yan	John Donohue, Counselor	23	28	744	702	265	233	87	87	23.4
Red Creek	Kathy Moore, Counselor	1	1	0	27	0	9	0	9	.9
Red Jacket	Lori Ryan, Counselor	11	11	312	455	104	146	52	56	15.2
Romulus	Vicky Reale, Counseling	5	5	223	145	68	46	25	22	4.8
Sodus	Wendy Finn, Counselor	5	5	229	214	61	58	45	40	7.1
Victor	Mary Banaszak, Counselor	19	28	822	1104	302	400	152	168	36.8
Waterloo	Katie Wright, Counselor	12	14	695	456	212	134	103	66	15.2
Wayne	Lisa Conner, Counselor	15	27	1662	1552	554	515	204	209	51.7
WFL BOCES	Craig Logan, Principal WTCC	9	10	207	355	81	105	17	45	11.8
WFL BOCES	Dawn Larson, Principal FLTCC	3	5	75	138	32	46	13	21	1.9
Williamson	Sue Merriett, Counselor	14	15	729	700	231	223	81	77	23.3
Totals		284	327	12700	13313	4105	4261		1818	441

Note: Data is organized by course registrations and include duplicate headcount.

Academic Year	Total Headcount Enrollment	Total Course Registrations	# Sections	# Credits
1998-1999	1048	1231	81	3,862
1999-2000	1232	1457	97	4,560
2000-2001	1536	1856	133	5,767
2001-2002	1884	2593	209	7,559
2002-2003	2051	2958	233	8,694
2003-2004	2122	3265	259	9,433
2004-2005	2015	3083	254	8,941
2005-2006	2257	3439	273	10,268
2006-2007	2542	3788	317	11,500
2007-2008	2675	3988	327	12,408
2008-2009	2809	4271	312	13337

Course Evaluations (Fall 08/Spring 09): Return Rate: 66%

95% strongly agree/agree their course was presented in a clear and organized fashion.

95% strongly agree/agree their course syllabus clearly stated the goals, objectives and expectations of the course.

82% strongly agree/agree their course was more challenging compared to other high school courses.

92% strongly agree/agree the textbook and course materials were helpful and appropriate.

97% strongly agree/agree their instructor demonstrates knowledge and understanding of the course content.

94% strongly agree/agree their overall evaluation of this instructor is good to excellent.

92% strongly agree/agree they would recommend this course to other students.

98% strongly agree/agree the Gemini program is meeting or will meet my needs.

95% strongly agree/agree taking this FLCC course through the Gemini program has been a positive experience.

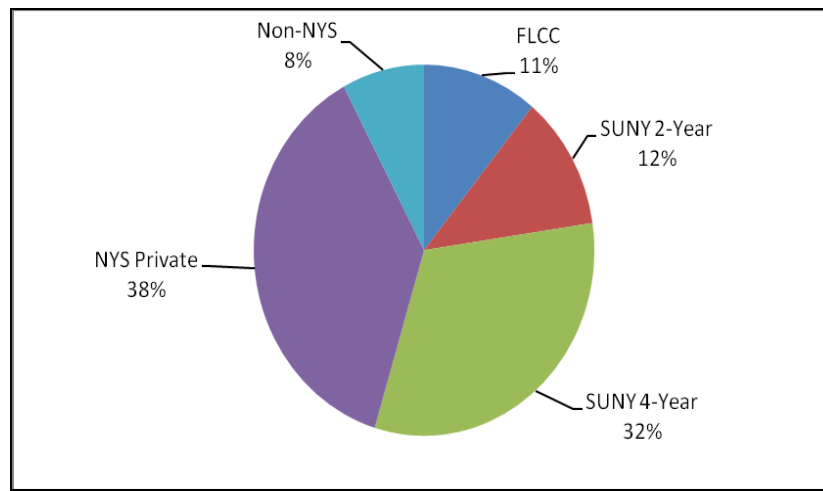
11% strongly agree/agree they have accessed the FLCC library online for their course.

Post-Graduate Freshman Survey: The following information was collected from the 2008 high school graduates who participated in the Gemini Program at Finger Lakes Community College.

Survey return rate information: Surveys Sent: 1174 Surveys Returned: 128 **(10.9%)**

Credit Recognition: Number of students *attempting* to gain recognition for their FLCC credit: 121/128 (94.5%). **Of the 121 students attempting to gain recognition, 117 (96.7%) were successful in gaining recognition for their FLCC courses.**

Current Academic Situation:



3% (4 students) indicated they did not receive recognition (Hobart and William Smith Colleges and University of Rochester)

94% (118/125) rate their experience with the Gemini Program as good to excellent.

98% (123/126) indicated they would recommend FLCC's Gemini program to current high school students.

Impact of taking FLCC courses through the Gemini program on students:

72% (92 students) indicated that taking FLCC courses through the Gemini program had a large or very large impact on being better prepared academically for college.

62% (79 students) indicated that taking FLCC courses through the Gemini program had a large or very large impact on developing a more realistic expectation about the academic challenges of college.

74% (95 students) indicated that taking FLCC courses through the Gemini program had a large or very large impact on being more confident about their ability to succeed in college.

"I highly recommend taking any/all offered classes through your high school in order to get on the "fast track" for college. It helps get the core classes out of the way and gives more time to concentrating on your major. I have been in school 1 quarter and am already a sophomore! (with sophomore benefits) Yeh!"

-Clyde Savannah graduate attending RIT

"Thank you for this program. Going into college with credits from HS allowed me to obtain an increase in grant money earlier and I should graduate early."

-Clyde Savannah graduate attending SUNY Plattsburgh

"Many students feel that most institutions don't accept Gemini credit, but what they don't realize is that Gemini credits are treated as transfer credits. It's as if you actually attended community college for a year and then transferred to another institution."

-Gananda graduate attending Nazareth College

"It helped me see the workload that would come with being in college. It also prepared me to use the syllabus provided by the professors and see how the expectations might differ from high school to college."

-Geneva graduate attending Keuka College

"Best money spent, saved 1 year of college bills. Highly recommend for all."

-Marion graduate attending Thiel College, PA

"The workload that I had taking Gemini courses prepared me for the workload I had in college and I was better at time management."

-Newark graduate attending SUNY Brockport

"It helped me get quite a few general education requirements out of the way so I can focus on my major and concentrate now!"

-Newark graduate attending SUNY Potsdam

"Definitely enroll in these classes. All my credits transferred and I started college as a sophomore."

-North Rose-Wolcott graduate attending SUNY Brockport

"The program was very affordable for my parents. Some of my credits transferred only as electives. However, by 2nd semester of my freshman year I have 33 credit hours because of the Gemini Program."

-North Rose-Wolcott graduate attending Utica College

"It's great to take these classes in high school so that when you start college, you already have some pre-requisites out of the way and can concentrate on what you want."

-Palmyra-Macedon graduate attending SUNY Potsdam

"You get a great idea of what the workload is going to be like so by the time you get to college, you are used to it and it's not as hard to adjust to."

-Palmyra-Macedon graduate attending MCC

"The Gemini program really helps you out in the long run. I received 21 credits from Gemini and it worked to an advantage! No extra work needed, it's like a basic class-I urge you to take it if you plan on going to a SUNY school!"

-Penn Yan graduate attending University of Buffalo

"If you want to get ahead, save money, and time then do the Gemini Program."

-Penn Yan graduate attending SUNY Brockport

"It's a great program to get some college credits done and over with in high school. I didn't have a worry about doing essays while in my first semester in college-unlike most of my college peers."

-Penn Yan graduate attending Corning Community College

"By taking Gemini credit through FLCC I will be able to graduate early. Also by having the credits some of my degree requirements were already taken care of."

-Penn Yan Academy graduate attending Elmira College

"The Gemini Program is a great tool for getting high school students to be prepared for the academic demands of college, and it really gets students prepared for a college experience in high school, as well as allowing students to complete college and get to their careers quicker."

-Romulus graduate attending FLCC

"If a student is planning on going to a SUNY school in New York I would highly recommend the Gemini Program because your credits can always transfer, unlike an AP test if you do not get a 4 or 5."

-Wayne Central graduate attending SUNY Geneseo

"The Gemini Program helped me more than my AP courses by far the way they are set up is so much more beneficial to students."

-Wayne Central graduate attending MCC

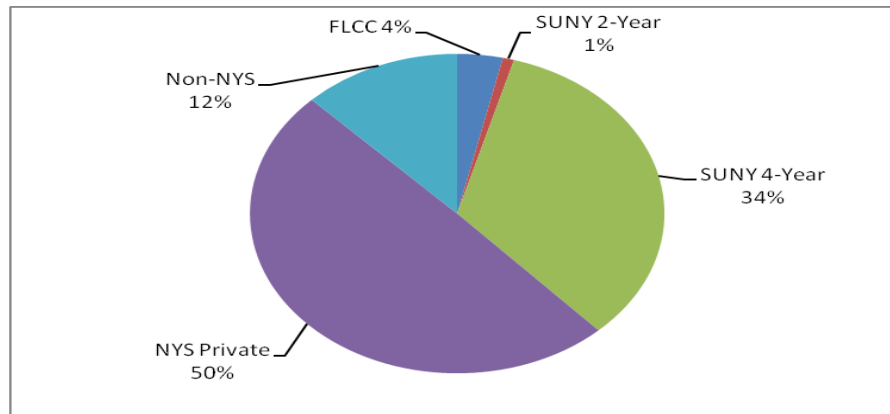
"The Gemini Program really helped prepare me for college and put me almost a semester ahead of other incoming Freshmen. I would highly recommend the program to anyone in high school."

-Wayne Central graduate attending Daemen College

Post-Graduate Senior Survey: The survey was sent to students who participated in the Gemini program while in high school and graduated in 2005.

Survey Return Rate: Surveys Sent: 1120 Surveys Returned: 127 (11.3%)

Current Academic Situation:



Other Related Information

Average GPA: 3.45

98% rate their experience with the Gemini program as fair to excellent.

95% would recommend FLCC's Gemini program to current high school students.

How FLCC credits earned through the Gemini program were applied to their undergraduate degree (students indicated multiple responses):

- 77 respondents indicated they were exempt from a required course.
- 48 respondents indicated they were able to start in a more advanced course.
- 96 respondents indicated they were allowed to count some or all of the FLCC credits toward their college degree completion credits.
- 47 respondents indicated enrolling in FLCC courses through the Gemini program saved them money because they did not have to take as many courses (and pay tuition) as other college students.
- 5 respondents indicated they were not allowed to apply any of their FLCC credits towards their undergraduate degree.

Student Educational Status and Plan/Time to Degree:

- 9 respondents indicated they earned an associates' degree
- 22 respondents indicated they earned a bachelors' degree
- 56 respondents indicated they have not yet completed an undergraduate degree
- 21 respondents indicated they completed their degree early (< 2 years for associates and < 4 years for bachelor's)
- 8 respondents indicated they completed their degree on time (2 years associates, 4 years bachelors)
- 1 respondents indicated they are taking 3 or more years to complete an associates' degree
- 2 respondents indicated they are taking 5 or more years to complete a bachelor's degree
- 28 respondents indicated they are planning to or are now attending graduate school

If finished, or expect to finish degree early, students indicated the following that contributed to their early completion:

- 42 respondents transferred FLCC credits earned through Gemini
- 19 respondents received Advanced Placement credit based on AP exam scores

- 12 respondents transferred additional college credits from other institutions.
- 13 respondents completed or anticipate completing an internship
- 4 respondents participated in or anticipate participating in study abroad
- 8 respondents completed or anticipate completing a double major

As a result of taking FLCC courses through the Gemini program, students indicate the following as having a large or very large impact:

- 55% respondents indicated they were better prepared academically for college.
- 53% respondents indicated they developed a more realistic expectation about the academic challenges of college.
- 57% respondents indicated they were more confident about their ability to succeed in college.
- 41% respondents indicated their study habits were strengthened.
- 52% respondents indicated their writing skills were strengthened.
- 40% respondents indicated their speaking skills were strengthened.

Quotes from 2005 Graduates

"I didn't take as many courses for Gemini credit as I could have because I planned to attend an out-of-state school and was told that many non-NY schools wouldn't accept Gemini credit. Students should be more well informed that schools will almost always accept these credits as transfer credits, especially schools outside the local area."

-Marcus Whitman graduate

"The Gemini Program is a great way to get a head start on college and even though the classes I took only applied as electives, this allowed me to focus more on classes within my career path, broadening my experience at Clarkson."

-Victor graduate attending Clarkson University

"Great program, and allowed me to pursue a double major in the same 4 years to obtain only one."

-Gananda graduate attending LeMoyne College

"My credits would not transfer to my University, but my participation in classes like the Gemini Program classes probably was instrumental in getting me into college. They were also a challenging & exciting change of pace from my other high school classes."

-North Rose-Wolcott graduate attending University of Rochester

"I am working on my BS in Mechanical Engineering. The Gemini courses I took in high school lightened my humanities load considerably and let me concentrate on my core classes which helped a lot. I took calc I over again to get an easy A in a core class."

-Clyde-Savannah graduate attending Alfred University

"Taking the Gemini courses allowed me to graduate on time without taking summer classes or 18 credit semesters. I am really thankful for the opportunity to do this, and the advantage the program gave me."

-Palmyra-Macedon graduate attending Mansfield University

"I was able to graduate with a Bachelor's from Geneseo in 3 years! The Gemini Program helped me save thousands of dollars."

-Palmyra-Macedon graduate, Geneseo graduate

"A very practical way to save money and earn college credit at the high school level. This is a way to increase confidence going into college."

-Romulus graduate attending Geneseo

Impact Surveys: Instructors, Counselors, and Principals were surveyed during the spring 2008 semester to determine the impact of the Gemini program on students, instructors, counselors, principals, and school district.

Return Rate for Instructor Impact Survey: 54% (94/174)

Return Rate for Counselor Impact Survey: 54% (36/67)

Return Rate for Principal Impact Survey: 42% (11/26)

Number of years instructors have taught FLCC courses for ~~20~~ current credit:

36% taught 1-2 years 27% taught 3-5 years 21% taught 6-9 years 11% taught 10 + years

As a result of offering FLCC courses, students have:

	Instructors	Counselors	Principals
Continued rigorous learning in their senior year	94%	94%	100%
Developed realistic expectations of college work	97%	94%	100%

Considered, for the first time, going to college	43%	42%	82%
Developed a good understanding of their academic skills	95%	92%	91%

As a result of the presence of FLCC courses in my school, more students:

	Instructors	Counselors	Principals
Have enrolled in academically challenging courses	93%	94%	100%
Are staying on the high school campus instead of attending college courses at another site	72%	72%	64%

As a result of offering FLCC courses, my high school:

	Instructors	Counselors	Principals
Progressed in meeting its goal of offering rigorous classes for students	95%	94%	100%
Offers prerequisite courses for CEP courses that are appropriately rigorous	68%	58%	82%
Raised expectations for student performance in courses preceding CEP courses	55%	58%	82%
Demonstrated to parents that their students are doing challenging work as juniors and seniors	89%	97%	91%
Enhanced its prestige and academic reputation	86%	89%	91%

As a result of teaching FLCC courses, I have:

	Instructors
Learned about new ideas and developments in my academic discipline	76%
Learned new instructional strategies	63%
Found my job more satisfying	87%
Taken leadership positions within my department, school, district, or professional association	51%
Been re-energized as a teacher	72%
Found it more difficult to fulfill other school responsibilities	23%
Benefited from the support of and contact with colleagues in other high schools and with the Gemini Program liaison	43%
Been released from other school duties, enabling me to give courses and students more time	4%
Developed a good understanding of what colleges expect students to know and be able to do in the academic discipline of my CEP course	84%
Felt more connected with my academic discipline	73%
Found content and/or pedagogy of the CEP course useful in non-CEP classes	75%
Established higher standards for student work	79%
Felt supported by Concurrent Enrollment Office	76%

Transferability of FLCC Credits:

The following charts are based upon self-reported student responses from surveys administered to students who participated in FLCC's Gemini program one year out of high school.

Disclaimer: Information below is based on student generated data and is not a complete or inclusive list of institutions that will or will not accept FLCC credit. It is the decision of the receiving institution to determine whether they will accept transfer credits from another college or university and how those credits will be applied. It is strongly recommended that students check with the college or university of their choice for acceptance of FLCC transfer credit before registering for an FLCC course.

Students reported the following colleges/universities did **not** recognize FLCC credit:

NYS Private Colleges		Non-NYS Institutions
Fordham University Hobart and William Smith Colleges	Union College University of Rochester	Smith College (MA) Tufts University (MA)

Students reported the following colleges/universities **recognized/accepted** FLCC credits:

SUNY 2-Year Institutions	SUNY 4-Year Institutions
--------------------------	--------------------------

Cayuga Finger Lakes Genesee Mohawk Valley Monroe Tompkins-Cortland	Albany Alfred Binghamton Brockport Buffalo State Canton Cobleskill Cortland Delhi ESF	Fredonia Genesee IT Morrisville New Paltz Oneonta Oswego Plattsburgh Potsdam Stony Brook University at Buffalo
NYS Private Institutions	Non-NYS Institutions	
Albany College of Pharmacy Alfred University Bard College Canisius College Cazenovia College Clarkson University Concordia Daeman College Davis College Elmira College Hartwick College Houghton College Ithaca College Keuka College LeMoyne College Manhattan College Medaille College Mount Saint Mary College Nazareth College New York University Niagara University Pace University Roberts Wesleyan College Rochester Institute of Technology Rensselaer Polytechnic Institute (RPI) Siena College Skidmore College St. Bonaventure University St. Joseph's College of Nursing St. John Fisher College St. Lawrence University Syracuse University Utica College of Syracuse University Wells College	American University (DC) Arizona State University (AZ) Ashland University (OH) Baldwin-Wallace College (OH) Baptist Bible College of Penn. (PA) Bentley University (PA) Brigham Young University (UT) Bucknell University (PA) Catholic University of America (DC) Coastal Carolina University (SC) College of Mercy (PA) Eastern Michigan University (MI) Elon University (NC) Emmanuel College (MA) Florida Southern College (FL) Gannon University (PA) George Washington University (DC) Geneva College (PA) Grove City College (PA) Heidelberg College (PA) Jacksonville University (FL) Johnson and Wales University (RI) Kent State University (OH) Kettering University (MI) Lehigh University (PA) Malone College (OH) Mansfield University (PA) Mass. College of Pharmacy (MA) Mercyhurst College (PA) Northeastern University (MA) Northland College (WI) Nova Southeastern University (FL) Norwich University (VA) Ohio State University (OH)	Oberlin College (OH) Penn State University (PA) Philadelphia Biblical University (PA) Point Park University (PA) Providence College (RI) Queen's University (Ontario, Canada) Rose State (OK) Saint Vincent College Salve Regina University (RI) Seton Hall University (NJ) Sinclair Community College (OH) Springfield College (MA) Thiel College (PA) Towson University (MD) Tyler Junior College (TX) Unity College of Maine (ME) Univ. of NC at Wilmington (NC) University of Colorado (CO) University of Maine (ME) University of Miami (FL) University of New Hampshire (NH) University of Pittsburgh (PA) University of Vermont (VT) University of Virginia (VA) Westminster (PA) West Virginia University (WV) Worcester Polytechnic Institute (MA) Wright State University (OH)

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