



FACULTY HANDBOOK

2025-2026

[A compilation of policies, procedures and expectations to guide faculty members in their professional careers at NCCC.]

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College Non-Discrimination Statement:

North Country Community College does not discriminate. We embrace and encourage the celebration of differences and affirm the rights of individuals guaranteed by state and federal laws and the U.S. Constitution. We reject all manifestations of discrimination or harassment on the basis of race, color, national origin, religion, creed, age, disability, self-identified sex, gender identity or expression, status of being transgender, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, carrier status, military or U.S. veteran status, domestic violence victim status, prior criminal conviction, socioeconomic status, or any other differences among people which have been excuses for misunderstandings, divisiveness, or hatred. When such rights are infringed upon by violence, threats, or unlawful harassment, the College will follow due process and use every necessary resource to decisively identify perpetrators for administrative action, civil action, and/or criminal prosecution.



Preface

A Note to the Faculty:

Greetings to you all and thank you for your service to the College, our communities and, most importantly, our students. This document is the result of a collaborative effort between the faculty and the administration of North Country Community College. It is designed to provide you, the NCCC faculty member, with information and resources to support you in your work here at NCCC. Within it are found various NCCC policies, procedures and expectations that impact and affect instruction and one's role as a faculty member. Some of these policies and procedures are addressed directly in the NCCCAP contract. Where that is the case, the reader will be referred directly to the contract for explanation. Should there be a conflict between the language of the Faculty Handbook and the NCCCAP Contract regarding a specific issue, the NCCCAP contractual language and interpretation will prevail.

This Faculty Handbook is designed to be a living document, and as such, will be modified to reflect changes as they occur over time. A review of the Handbook will be conducted at the end of each academic year and any policy and/or procedural changes adopted that year by the College community, either through the action of the College Senate and/or a NCCCAP-Administration agreement, will be included in the handbook.

It is our hope that the handbook serves as intended, to assist faculty members in realizing success in their work at NCCC.

VP for Academic Affairs

SUNY Policy on the Faculty Handbook

The State University of New York (SUNY) Board of Trustees has formal policies calling for the preparation of a Faculty Handbook. Sections of those policies referring to a Faculty Handbook, Part 604 and Part 605 respectively are found below along with links to the full policy.

Community College Rules - Administration of The College (8 NYCRR Part 604, Section 604.3e) Responsibilities and Duties of the President states:

"The president of the college, as the chief executive officer responsible to the college trustees, is responsible for providing general educational leadership and for promoting the educational effectiveness of the institution in all its aspects. In this regard, the president will perform the following duties:

(e) assure the preparation of a faculty handbook in which the role of the faculty in the administration and advancement of the college is described (see also section 605.1 of this Subchapter);"

http://www.suny.edu/sunypp/documents.cfm?doc_id=91

Community College Rules - Institutional Procedures and Regulations (8 NYCRR Part 605, Section 605.1) Institutional Procedures and Regulations states:

"§ 605.1 Faculty role.

The faculty shall participate in the formulation of the policy relating to student health, scholarship, standards of admission, attendance and discharge of students, curriculum and other study programs, the granting of degrees, student activities, extra-curricular activities and student discipline. The faculty shall also present recommendations to the president regarding (a) the instructional budget, and (b) appointments, reappointments, tenure, special salary increments, promotions and leaves of absence of members of the instructional staff."

http://www.suny.edu/sunypp/documents.cfm?doc_id=92

Foundational Policies and Procedures

ACADEMIC FREEDOM

Recognized as an essential right and responsibility, the College supports the concept and practice of academic freedom, as first outlined by the American Association of University Professors and of the Association of American Colleges (now the Association of American Colleges and Universities) *1940 Statement of Principles on Academic Freedom and Tenure*.

“...Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights...

Academic Freedom

1. *Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.*
2. *Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.*
3. *College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.”*

<http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm>

FACULTY DEFINITIONS

The College faculty is a diverse group, representing numerous disciplines and bringing a wide range of educational and professional/experiential credentials to the College. The College recognizes two general categories of professionals: *faculty* (whose primary responsibilities is instruction) and *non-teaching professionals* (whose primary responsibility is delivery of services that support the academic objectives of the institution). As professionals, all may have instructional responsibilities as part of their jobs; however, it is the academic faculty whose primary responsibilities concern instruction.

PROFESSIONAL STAFF RESPONSIBILITIES

The primary role of a *faculty* member is to facilitate student learning, through teaching, evaluation of student progress and assessment of their teaching and student learning. Additionally, *faculty* members provide academic advisement that contributes to student success. *Non-teaching professionals* may also engage in these activities, and the material here applies to them as it supports any instructional and/or advisement load they may carry.

All professional staff are expected to meaningfully participate in the institutional life and governance of the College and participate in their own professional development. Conversely, the College is responsible to nurture the professional development of its staff, thus improving their chances for success.

FACULTY APPOINTMENTS

The College recognizes three types of appointments for full-time faculty: *Term*, *Continuing* and *Coordinators/Chairs/Directors*. For specifics on Faculty Appointments, refer to the current North Country Community College Association of Professionals (NCCCAP) Contract.

TEMPORARY APPOINTMENTS

The College also recognizes faculty and non-teaching professionals who serve in temporary full-time appointments. These professionals receive the same rights and are charged with the same responsibilities as full-time faculty. For specifics on Temporary Appointments, refer to the current NCCCAP Contract.

PROFESSIONAL STAFF WORKDAYS

Faculty members and non-teaching professionals are contractually obligated to work 164 days each academic year. These days are determined by the College Calendar, created by the Calendar Committee. For exceptions and specifics on these and other contractual requirements, refer to the current NCCCAP Contract.

FACULTY WORKLOAD

Faculty members are required to meet certain contractual requirements, typically referred to as Faculty Workload. For specifics on Faculty Workload, refer to the current NCCCAP Contract.

FACULTY WORKLOAD FORMS

At the start of each semester, faculty members are required to complete a Faculty Workload Form and return it to the Vice President for Academic Affairs office (*see Appendix A*). These workload forms identify, among others, the courses being taught, the hours and location of the course and office hours of the faculty member for that semester.

OVERLOAD POLICY

Faculty members may elect to carry an overload, if there is a need on the part of the College and a desire on the part of the faculty member. For specifics on Overload, refer to the current NCCCAP Contract.

OFFICE HOURS

Faculty members are required to hold a minimum of five (5) office hours each week of each semester. These office hours are to be scheduled at times that accommodate student access and should be conspicuously posted on the faculty member's office door and included in his or her course syllabi. In cases where a faculty member's load is not fully academic, at least one (1) office hour per week should be dedicated to each class taught during that semester.

FACULTY MEETINGS

Attendance at all full-time Faculty Meetings is required for all full-time faculty members and participation in them is strongly encouraged. Adjunct faculty members are welcome and encouraged to attend as their schedules permit. The times and dates of these meetings will vary semester to semester and will be called by the appropriate college officer.

PROFESSIONAL DEVELOPMENT

Faculty members are encouraged to continue their professional development in ways that support the mission of the College and advance their professional abilities. Those receiving professional development funds are expected to share their findings and skills upon return with their department and college community-at-large, as appropriate. Financial support for professional development is possible, either through one's departmental budget, or, through the Vice President of Academic Affairs (VPAA's) office. Members of the faculty interested in exploring potential professional development opportunities are encouraged to plan with their Academic Coordinator/Director/ Chair and, where appropriate, the VPAA.

COMMITTEE WORK

It is expected that all staff, including the faculty, will meaningfully participate in and contribute to the governance of the institution by serving on committees, such as those standing committees of the College Senate. However, there are many other types of viable and valued committee work that help serve the greater good of the college including ad hoc committees, search committees, task forces and student clubs. While there is no singular formula that identifies what constitutes the "right balance" of committee work at present, faculty members are encouraged to, where possible, tie their committee work to their professional growth plans and to look to formal and informal mentors to assist them in their planning.

COLLEGE SENATE (GOVERNANCE)

The College Senate of North Country Community College was formally established on August 4, 2009, and is, at present, assuming its rightful role in the governance of the institution. Article II of the College Senate Bylaws notes that the purpose of the College Senate is *"To provide a representative governing body of the faculty, administration, staff and students of the College who meet to review, discuss, and advise on issues pertaining to College policies and procedures."*

To that end, the College Senate has nine (9) standing committees, which all employees of the College are eligible to serve on. These include:

- ✚ Academic Policy/Standards Committee
- ✚ Campus and Student Life Committee
- ✚ Curriculum Committee
- ✚ Governance Committee
- ✚ Long-Range Planning and Budget Committee
- ✚ Student Retention and Completion Committee

ADJUNCT FACULTY

Adjunct faculty members are a vital part of the North Country Community College community of professionals. They complement the work of our full-time faculty and expand the academic offerings and experience the College is able to offer students. As members of the faculty, adjunct faculty members are expected to follow the guidelines set out in this handbook. For specifics on offices, keys, copier codes and other related issues, adjunct faculty members should refer to the Adjunct Faculty Handbook or contact the Vice President for Academic Affairs Office.

ADJUNCT FACULTY WORKLOAD AND SALARY

Adjunct faculty members are, by definition, part-time professional staff and therefore must be assigned a load no more than 11 credit hours per semester. In general, there are two ranks for adjunct faculty members which are determined by the number of credits taught at NCCC:

- Adjunct Lecturer
 - (those who have taught 1-30 credit hours/equivalent at NCCC)

- Adjunct Lecturer II
 - (those who have taught more than 30 credit hours/equivalent at NCCC)

ADJUNCT FACULTY OFFICE HOURS

It is expected that adjunct faculty members will hold one (1) regularly scheduled, dedicated office hour per week for each course taught in a semester. Office space is available at the various campuses for adjunct faculty members to use for this purpose.

Academic/Instructional Policies and Procedures

COURSE SYLLABI

Instructors are required to develop and prepare a course syllabus for *each* course they instruct, update that syllabus as appropriate every term they teach the course and distribute a syllabus to each student in each course during the first week of classes. Syllabi may be either hand-delivered and/or electronically delivered via the Faculty Portal or the learning management system.

The course syllabus serves as the contract between you, the faculty member, and your students. At a minimum, it should spell out important information such as the course description, topics to be covered, attendance policy (see section below for more on this), grading policy and class schedule. It must also include the following:

- ✚ Course Title and Number
- ✚ Semester Offered
- ✚ Time and Days of Course
- ✚ Number of Credit Hours
- ✚ Instructor's name, contact information and office hours
- ✚ Textbook information (including ISBN # where possible)
- ✚ Course Description (This should come directly from the departmentally-approved outline.)
- ✚ Course Objectives/Goals including General Education goals if appropriate (**These objectives should come directly from the departmentally-approved course outline.**)
- ✚ Course Content/Topics (This should come directly from the departmentally-approved outline.)
- ✚ Course Requirements (# of tests, types of projects, quizzes, papers, essays, portfolios)
- ✚ Grading Policy and Evaluation Measurements
- ✚ Late Assignments/Make-up Policy
- ✚ Attendance and Late Arrival Policy
- ✚ Academic Integrity Policy
- ✚ Policies related to Behavioral Expectations (cell phone use, respectful communication, disruptive in class)

For those new to teaching at North Country, prior to the start of classes, you should receive a syllabus template for the course(s) you will be teaching that semester from either your chair or the Academic Affairs office. The template identifies those elements that must be included in your syllabus referenced above. As noted, the course description, course objectives and course content are departmentally determined, and your syllabus needs to include these verbatim.

When completed, a copy of your syllabus should be forwarded to your Academic Chair/Director for review and approval. Once a final draft has been completed, email a copy to your Academic Chair/Director and to Laurie Muncil (lmuncil@nccc.edu) in the Academic Affairs office. Guidelines for developing a course syllabus are provided in *Appendix B* and an example of a course syllabus is provided in *Appendix C*. For more information or assistance with regard to creating a syllabus refer to these appendices and/or contact your Academic Chair/Director.

ACADEMIC INTEGRITY POLICY

Academic integrity is the foundation upon which higher education rests and is a central value of the North Country community. The College updated its Academic Integrity Policy during the 17-18 year and a full version of the policy can be found in Appendix G. Faculty members are encouraged to familiarize themselves with it, communicate the expectations to their students, and hold students to those standards.

ATTENDANCE POLICY

Instructors are expected to maintain a policy of class attendance. Students are expected to attend all classes and adhere to the instructor's course attendance policy. The faculty developed the following guidelines that will be helpful in creating course attendance policies:

NCCC ATTENDANCE GUIDELINES

Students are responsible for meeting all academic requirements of a course and following the attendance policy stated by individual instructors. This policy must be provided during the first class meeting and must be explicitly stated in the course syllabus.

Students are expected to attend all classes in order to maximize opportunities to benefit from an instructor's expertise and from interchange with their peers, as well as to contribute to the quality of intellectual achievement in the class.

The College supports the following attendance guidelines:

- The instructor may assess a penalty to a student's grade for any absence. [In consideration of COVID-19, we ask that faculty maintain a reasonable expectation for attendance given CDC recommendations for isolation.]
- The instructor may count excessive tardiness or early departures as absences.
- For excessive absences (more than 20% of the class meeting times), the instructor may assess a penalty, which may include assigning a grade of "F" for the course.

Absence does not excuse the student from responsibility for class work or assignments missed. Instructors, at their own discretion, may establish procedures to allow students who have been absent for valid reasons to make up missed class work.

NOTE: For specific guidelines to apply to a course, they must be stipulated in the instructor's attendance policy for the course and stated in the course syllabus.

CLASSROOM MANAGEMENT

The faculty of NCCC recognizes that effective management of the classroom/instructional space is a critical component of a successful educator. Effective classroom management helps create a climate conducive to learning, whether that is in the classroom, in video-conference courses or in an on-line environment. It is expected that faculty members will establish and follow basic ground rules to manage their class effectively. The College updated the Academic/Classroom Conduct Policy in the 17-18 year and a full version of the policy can be found in Appendix H. Faculty members are encouraged to familiarize themselves with the policy, communicate the expectations to their students, and hold students to those standards.

Faculty members are also encouraged to connect with peers/colleagues, chairs/directors and the VP for Academic Affairs for additional resources and support. There exists a set of attitudes and aptitudes that are essential in fostering student learning which faculty members may adopt as part of their teaching. Basic attitudes of respect and fairness are indispensable and should serve as guides throughout. Other components of classroom management include holding students and self to a common set of behavioral expectations (i.e. respectful communication, tolerance, prohibition of texting and cell phone use, timeliness), equitable treatment of all, and clear and consistent enforcement of policies.

CLASSROOM RESPONSIBILITIES

Instructors are to hold class at the scheduled time, date and in the room assigned and utilize the time allotted for instructional activities. Proposed changes require prior approval from one's supervisor/ chair. Notify the Records Office of any schedule adjustments needed during the semester.

Classrooms are shared resources and, like other shared resources, they come with shared responsibilities. As responsible stewards, it is expected that instructors will help keep the rooms in good condition and notify the Academic Affairs office if there are problems with the classroom space. Keeping rooms in good condition includes having students police themselves and their areas and enforcing the policy *"if you carry it in, carry it out."* Additionally, instructors are expected to monitor themselves, returning the classroom to its designated layout, turning off projectors and erasing boards, as a courtesy to their colleagues. **Please leave computers on and logged in as "studentuser01."**

Distance Learning:

In addition to the traditional classroom-based courses, many instructors teach courses using asynchronous and asynchronous formats such as distance learning or live online. As of Fall 2019, NCCC has officially adopted D2L Brightspace as the course learning management system for online courses. The only exception is that grades must still be submitted through the Faculty Portal. Contact Sarah Maroun at 891.2915, ext.1203 or smaroun@nccc.edu for more detailed questions about distance learning.

D2L Brightspace:

D2L Brightspace is a course management system that allows students and faculty to interact online in much more dynamic ways than our previous system. This program includes the ability to easily link course materials to online resources, create assignments that can be graded within the program, deliver exams in various formats, and post course materials that are visually appealing. Faculty members desiring to enhance their instruction in classes, whether online, face-to-face or a hybrid of the two, can do so through D2L Brightspace (*Please note: The faculty portal is no longer available for use in this capacity*). For more information on D2L Brightspace, contact the Help Desk at helpdesk@nccc.edu. (Please note that helpdesk@nccc.edu is the best way to contact IT for various needs. That email address goes to all full-time IT staff.) We also have access to the SUNY Help Desk, which has been instrumental in helping faculty across the SUNY system transition to the new D2L Brightspace system. They can be reached at [SUNY Online Support Services](#). This service will connect you with someone at SUNY System not local to our college.

SUNY Help Desk Phone Support: 1-844-673-6786 or 1-518-320-1300 (Direct).

FINAL EXAMS

In most courses, a final exam, final project or final assignment is required. In some cases, the exam and/or the type of exercise is determined by departmental objectives. In all cases, the exam or exercise should be consistent with course objectives and with the requirements set out in one's course syllabus.

In order for NCCC to be compliant with New York State mandates, a clean copy of the final exam and all completed final exams must be filed with the Vice President for Academic Affairs Office at the completion of each semester. Instructors are required to submit an electronic copy of the final exam to the designated representative to receive them (generally, the Academic Affairs Office). In addition, all completed final exams are to be placed into a sealed envelope with the Final Exam informational sheets that are provided to you at that time and again returned to the appropriate representative.

STUDENT TARDINESS

The College does not have a universal policy on student tardiness; however, faculty may elect to adopt one for their courses. Should instructors opt to assign a penalty for students coming late to class, they may do so provided it is included in their course syllabus and their policy is reasonable and enforced consistently and uniformly.

TEXTBOOKS

As part of the College's attempts to standardize content and coverage in courses across all three campuses and through our Distance Learning (DL) platform, departments are encouraged to arrive at consensus on textbook adoptions where possible. As part of the College's commitment to academic freedom, should an instructor desire to use texts that differ from those adopted by the department, the instructor is free to do so, provided that the texts the instructor proposes to adopt have been reviewed by the department and are deemed as appropriate to the objectives of the course.

Grading Policies and Procedures

STUDENT GRADING SYSTEM

In most courses, student achievement is reported according to letter grades, which corresponds to a numeric and Grade Point system (4.0). All grades awarded on an A-F basis are calculated into a student's cumulative grade point average. The quality of work indicated by each grade is as follows:

<i>Letter Grade</i>	<i>Numeric Range</i>	<i>Grade</i>	<i>Qualitative Assessment</i>
A	93-100	4.0	<i>Superior work indicating exceptional ability and application</i>
A-	90-92	3.7	
B+	87-89	3.3	
B	83-86	3.0	<i>Better than average college-level work indicating excellent and application</i>
B-	80-82	2.7	

C+	77-79	2.3	
C	73-76	2.0	<i>Average college work indicating average ability and application</i>
C-	70-72	1.7	
D+	67-69	1.3	
D	63-66	1.0	
D-	60-62	0.7	
F	< 60	0.0	<i>Yields no credit</i>
E		0.0	<i>Administrative Withdrawal</i>

OTHER GRADE ISSUANCES

S/P	<i>Satisfactory work which meets all requirements of the course to receive credit or satisfactory grade earned in a pass/fail course.</i>
U	<i>Unsatisfactory grade earned in a pass/fail course indicates work not up to college level.</i>
DR	<i>Developmental Repeat</i>
IN	<i>A tentative grade recorded if a student has not completed the required course work for a reason considered valid by the instructor. See Incomplete Grade Contract section for directions on how to administer.</i>
AW	<i>Indicates <u>Administratively Withdrawn</u> due to extenuating circumstances where the student has made contact with the College. There is not a cumulative average penalty associated with this grade.</i>
W	<i>Indicates student withdrew officially from the course during the 4th through the 12th week (or equivalent portion) of the terms. There is not a cumulative average penalty associated with this grade.</i>
WI	<i>Immunization Withdrawal</i>
AU	<i>Audit</i>
R	<i>Remedial Course Work</i>

GRADING POLICIES

It is expected that faculty members will provide several opportunities for students to demonstrate learning and earn grades. While a midterm and final examination may anchor the grading within a course, faculty members are encouraged to develop multiple opportunities for grades utilizing a variety of formats.

It goes without saying that students should be graded fairly and that the system utilized is as transparent as possible. Additionally, in order for students to maximally benefit from feedback on grades, timely turn-around of assignments is expected.

GRADE RECORDS/SUBMISSION OF GRADES

Instructors are required to log and submit grades electronically via the Faculty Portal. At a minimum, midterm and final grades are to be submitted at times designated by the College Registrar or other appropriate official. As part of the verification process to determine whether or not students are in attendance, instructors are also required to submit "E" grades at the 20% period of the course.

INCOMPLETE GRADE CONTRACT

The instructor may award a grade of Incomplete (IN) where the student has been unable to complete required coursework for reasons considered appropriate and valid by the instructor. If

awarded, an instructor must submit a *Contract for Incomplete Grades* for each IN given, to the VPAA for approval. Contract forms are available from the Vice President for Academic Affairs Office or on the Faculty Portal under **Sharepoint>Academic Affairs>Academic Forms**. The requirements must be completed according to the criteria established in the contract by the instructor, no later than the date specified or within the first five weeks of the following semester. If arrangements are not met within the agreed time, an IN reverts to the grade indicated on the contract by the instructor.

Some questions to ponder when considering awarding a grade of Incomplete include:

- ✚ *Is the extension of this option to this student fair to all students in the class, who were bound by the same rules and expectations as this student?*
- ✚ *Has the student met the Attendance Policy and other policies and expectations of the class up to the point of the event that led to the Incomplete consideration?*
- ✚ *Has the student been successful in meeting the requirements of the course thus far and is there evidence that with extra time, they will be able to fairly meet the remaining requirements?*
- ✚ *Are the reasons for the student being unable to meet the class expectations truly extraordinary, outside of the person's control and therefore justifiable?*
- ✚ *Would the student be better served by an Administrative Withdrawal?*

CHANGING GRADES

The only person with the authority to change a student grade is the instructor of record for the course, unless that instructor is no longer employed by the College or is incapacitated.

Instructors may change a course grade in cases where it is warranted and the justification is demonstrable. Most involve students with *Incomplete Grade Contracts* where the justification and the student's responsibilities are already noted. Regardless of the case, the procedure to change a grade requires an instructor to complete a *Change of Grade* form, filling in the appropriate information and providing a rationale for the grade change. The instructor may be asked to furnish documentation to support the change of grade. All grades changes require the final approval of the VPAA.

Record-Keeping Policies and Procedures

INSTRUCTIONAL RECORDS

Faculty members are responsible for developing and maintaining accurate and complete electronic grading records on students. This includes course grades on assignments exams, midterm and final exams. Some instructors require notes or other documentation regarding health-related absences. In the event this documentation is necessary to maintain these records, faculty should forward that information to the Office of Campus and Student Life. Faculty should not keep any form of medical documentation within their records.

Information on student grades, attendance, demographic information, including Social Security numbers, are not to be released to anyone except to appropriate College officials and staff, as required by law. Requests for information from the parents of dependent children for any of the above information should be referred to the appropriate College Officer (VPAA, College Registrar, Director, Campus and Student Life). Refer to FERPA (Family Educational Rights and Privacy Act) for any questions regarding release of academic information.

CLASS ROSTERS – SCHEDULE CHANGES (ADD/DROP/WITHDRAWAL)

You will find a class roster on your Faculty Portal with a list of the students enrolled in the class for the term. In most cases, instructors will observe student movement in and out of their

classes as students adjust their schedules. There are three basic types of schedule changes that occur and they are briefly explained here to assist you in interpreting these movements:

ADD/DROP ~

During the first five (5) instructional days of the semester, students are able to add and/or drop semester long and first-quarter courses from their schedule with their Academic Advisor's approval. During this period, students who ADD your course will appear on your roster from the day they add forward, while students who DROP will disappear from your roster from the day they drop forward. At the end of this "Add/Drop Period" students may add/drop only for exceptional reasons with the approval of the VP for Academic Affairs.

WITHDRAWAL ~

After the conclusion of the "Add/Drop Period" and typically until the end of the 12th week of instruction, students may formally "Withdraw" from a course, with their Academic Advisor's approval. The date is set each semester by the College Registrar. These students will remain on your roster, though they will have a "W" grade assigned by the Registrar, signifying they had withdrawn from the course.

STUDENTS WHO DISAPPEAR OR DO NOT SHOW UP FOR ANY CLASSES ~

There are cases where students stop attending a course but do not formally drop or withdraw from a course. In this case, the student must be assigned a grade. For those students who do not show up for any classes during the first three (3) weeks and have not withdrawn from them will have an "E" grade assigned to them by the instructor. The Registrar will email all faculty members to make them aware of the date each semester. A quick guide to submitting E-grades can be found in Appendix J.

Academic Support Policies and Procedures

ACADEMIC ACCOMMODATIONS AND SUPPORT

A wide range of Academic Accommodations and Academic Supports are available at NCCC. Instructors of students with identified learning assistance needs and a formal plan in place to assist them, will receive notice from our ADA/504 Coordinator outlining the accommodations they are entitled to and where the accommodation will occur (typically either in the classroom or in the LAC for testing support). If you have any questions, please contact the ADA/504 Coordinator (Lisa Williams, lwilliams@nccc.edu) directly.

In addition, each of the three campuses has a Learning Assistance Center where both formal and informal academic supports are available. Students can access peer and faculty tutors, course-specific study groups and other services. Instructors can receive assistance with proctoring make-up tests as well as workshops on study skills and the like from the LAC professional staff. For more information, please contact the LAC Coordinator on the campus you will be instructing (see Important Contacts section above for contact information).

ACADEMIC SUPPORTS

LEARNING ASSISTANCE CENTER REFERRALS (LAC)

We encourage faculty to refer students to the Learning Assistance Center as soon as they have a concern about a student's performance. Referring students early in the semester is important to identify barriers to a student's learning.

Here are directions on **two ways** to refer students:

1. **Option 1:** Go to the Learning Assistance Center website (found under Academics) and click on the “Request Help” button. That will take you to a referral form.
2. **Option 2:** Email one of the LAC coordinators with the following information: Student name, class, basis for referral and any other information you think would be helpful.

Malone: Renee Poirier: rpoirier@nccc.edu

Saranac Lake: Lisa Williams: lwilliams@nccc.edu

Ticonderoga: Tom McGrath: tmcgrath@nccc.edu

**** Please speak with your students, and let them know that you sent a referral.**

Please note that faculty members, as employees of the College, receive accommodations support through the Human Resources Office. This ensures all health-related documentation and support is privately maintained outside of faculty channels.

General Policies and Procedures

ABSENCES AND CANCELLING CLASSES

The canceling of classes, in general, is the responsibility of the College President or her/his designee. This includes reasons such as inclement weather and emergencies. Instructors who are canceling classes due to issues such as personal illness, are encouraged, where possible, to email their students notifying them of their absence and any assignments as far in advance as possible. In addition, instructors are required to contact the following individuals as early as possible prior to the class:

- ❖ Laurie Muncil (lmuncil@nccc.edu) ext. 1203
- ❖ Their Academic Chairs/Director (see list)
- ❖ Campus Coordinator (Ticonderoga and Malone only)

Canceling of classes for planned/anticipated reasons (conferences, medical appointments) should be approved by one's supervisor/coordinator and, where appropriate, the VPAA. In the case of planned/anticipated absences, instructors should plan assignments for students to substitute for the instructor's absence. The same is encouraged for those unplanned absences as well, including weather-related closings. Instructors may elect to have a fellow faculty member cover a class in their absence. This is possible with the consent of one's academic chair/supervisor.

CHILDREN ON CAMPUS

The NCCC Policy is that our students' children are not allowed to be present on campus except in situations where they are invited to participate (i.e. commencement; SGA sponsored “family friendly” events) or where the general public is welcome, such as athletic contests. This prohibition of students bringing their children to campus includes *in class* or *class-related* activities, either on-campus or at alternative, off-campus locations, or left unattended on College property. It is expected that all faculty members will follow and implement this policy consistently.

The children of NCCC faculty and staff are welcome on campus at college-related functions and as visitors. It is expected that faculty and staff will exercise good judgment when deciding appropriate times for their children to visit and participate in the life of the College.

For College-sponsored child-related programming on campus, all those involved in the delivery of the program are required to abide by the Child Protection Policy. A link to a full copy of the Policy is available in *Appendix D*.

CODE OF CONDUCT

The College has adopted a Code of Conduct that spells out the behavioral expectations and guidelines of the entire College Community. A link to a full copy of the Code is available in *Appendix D*.

COMMUNICATIONS (EMAIL, US POST, INTEROFFICE MAIL)

All faculty members are issued a College email account when hired. Email is one of the official forms of communication between the College, the faculty and students and should be used in communication with students, colleagues and college staff on College-related issues. Faculty members are also provided with a mailbox at their base campus (Saranac Lake, Malone, or Ticonderoga). Please check these regularly for interoffice mail, memos and other communiqués, as well as materials delivered via the US Postal Service.

COMPUTER AND ELECTRONIC COMMUNICATIONS POLICY

The College provides full-time faculty members with a designated computer for use in their respective job at the College. The faculty member is responsible to use that computer and any other electronic form of communication as outlined in the Responsible Use of Electronic Communications policy found in *Appendix E*.

COMPUTER/IT SUPPORT

Should faculty members encounter computer or other instructional technology problems, Computer Support is best reached through the IT Help Desk at (helpdesk@nccc.edu) or 518.891.2915, ext. 4357.

CONFLICT RESOLUTION

At times, situations arise, both in and out the classroom, where the conventional behavioral expectations are breached, thus requiring faculty members to respond. Our experience has shown that the majority of the incidents involve student behavior that fails to measure up to local and community expectations, some of which is identified in the Code of Conduct. However, faculty and other staff are not immune from making similar errors in judgment. The College supports resolution of conflict, regardless of the status of the offending party (i.e. student, staff, faculty member) to take place at the lowest and most informal level, wherever possible. When this is not sufficient, one may use formal channels, moving up the chain-of-command to the person's supervisor. Please be advised that faculty members may always contact the Office of Human Resources for conflict resolution or other concerns related to employment.

Should the behavioral breaches be such that they should be reported, faculty should fill out an *Incident Report Form* (see *Appendix G*) located under the Resources section of the Faculty Portal. Go to the Resources section and click on Student Services.

CONTINUING EDUCATION

In addition to our *academic for-credit* offerings, the College also offers non-credit courses to the wider community. The types of offerings, their timing and the reimbursement for teaching them is established by the Vice President for Academic Affairs office.

COPIERS AND COPYING

The College maintains several copy machines that the faculty has access to for copying instructional and College-related materials. For more information on the location of the machines and accessing support, please contact either one's Academic Chair/Coordinator/Director or Laurie Muncil (lmuncil@nccc.edu).

CORRECTIONAL FACILITY ADJUSTMENT

North Country Community College offers courses within area correctional facilities. All faculty members, regardless of their status (adjunct, temporary full-time, continuing appointment) will receive a salary adjustment of two hundred dollars (\$200.00) per course for academic instruction that occurs within a correctional facility. This adjustment, referred to as Correctional Facility Adjustment, applies to those courses that occur *within* the boundaries of a correctional facility.

FIELD TRIPS

Faculty members leading off-campus field trips are required to inform and discuss plans for such trips with their supervisor, to address issues surrounding possible legal liability. If field trips are permitted, a Field Trip Planning Form (see *Appendix F*) must be completed prior to taking the trip. Instructors are NOT to transport students in their personal vehicles.

TRANSPORTING STUDENTS

It is NCCC Policy that staff members are not to transport students in their personal or private vehicles to College-sponsored off-campus events.

GUEST SPEAKERS

Instructors occasionally supplement their instruction with guest speakers. Ideally, guest speakers support the academic objectives of the course and the speaker has the appropriate credentials/ experience to warrant their participation in the class. Instructors are expected to discuss their plans to bring in guest speakers with the area chair/director.

STUDENT CONDUCT REPORTS

Incident Reports are a formal reporting structure reserved for those incidents which, by their nature, are placing individuals in harm's way and require formal documentation. These apply to students, faculty and staff and include such things as accidents, threats or acts of self or harm to others, intoxication and violations of local, state and/or federal law. Incident Report forms (*See Appendix I*) are available on the NCCC website under ***Student Life < Campus Safety < Incident Report*** or via this link: <http://www.nccc.edu/campus-safety/>.

ACADEMIC INCIDENT REPORTS

Unfortunately, in academia as in life, there are those few who make errors in judgment and violate academic policies, including those principles of academic integrity. When observed, faculty members are encouraged to formally document these breaches, especially violations of academic integrity, by completing and filing an *Incident Report Form* (*see Appendix I*) and identify any sanctions that result from this misconduct. Incident Report forms (*See Appendix I*) are available on the NCCC website under ***Student Life < Campus Safety < Incident Report*** or via this link: <http://www.nccc.edu/campus-safety/>.

LEAVE TIME POLICY

The College is supportive of all staff maintaining their health and quality of life, in and out of the workplace. One component which supports that is leave. The academic profession is different than others in that leave is largely shaped and determined by the academic calendar. During the academic year, faculty members and other professional staff are expected to carry out their duties, whether instructional or academic support, in accordance with the academic calendar that is established for each semester. Leave, when classes are in session, for reasons other than that contractually agreed to (i.e. medical leave, Personal Leave, Family Medical Leave) is highly discouraged. The college does recognize that situations that may arise where an absence from class/work may be justified. However it is expected that these occurrences are rare, and when they occur, require approval by one's supervisor. For more information on Leave Time, please refer to the current NCCCAP contract.

NCCC TUITION WAIVER

Tuition waivers are provided to full-time professional staff members. For specifics on tuition waivers, refer to the current NCCCAP Contract.

SUNY TUITION AND FEE ASSISTANCE PROGRAM

NCCC participates in a Tuition and Fee Assistance Program, underwritten by SUNY, where financial assistance is offered to qualified employees interested in furthering their education at SUNY campuses throughout the system. NCCC receives a small annual stipend from SUNY to support this program. Interested individuals should contact the Office of Human Resources for details.

As policies and procedures are updated and changed, this document will be revised and posted on the website and the portal.

Important Contacts

Note: All staff can be reached at (518) 891-2915 unless otherwise indicated.

Academic Support (contracts, contacts, resources, supplies, etc.)		
Laurie Muncil	lmuncil@nccc.edu	ext. 1203
Athletics		
Chad LaDue	cladue@nccc.edu	ext. 1323
Business Office		
Brian Pelkey	bpelkey@nccc.edu	ext. 1207
Student Life		
Jackie VanBrunt	jackie.vanbrunt@nccc.edu	ext. 1205
Computer Support		
Scott Harwood	helpdesk@nccc.edu	ext. 4357
College Bridge		
Luke Hudak	lhudak@mccc.edu	ext. 1235
Continuing Education		
Sarah Maroun	smaroun@nccc.edu	ext. 1203
Marketing and Enrollment		
Kyle Johnston	kjohnston@nccc.edu	ext. 1381
Facilities Management		
Rick Heath	rheath@nccc.edu	ext. 1263
Financial Aid		
Mary Ellen Chamberlain	mchamberlain@nccc.edu	ext. 1285
Human Resources		
Tara Evans	tara.smith@nccc.edu	ext. 1209
Instructional Technology/Institutional Research		
Scott Harwood	sharwood@nccc.edu	ext. 1246
Learning Assistance Center(s)		
Lisa Williams (Saranac Lake)	lwilliams@nccc.edu	ext. 1217
Renee Poirier (Malone)	rpoirier@nccc.edu	ext. 3224
Tom McGrath (Ticonderoga)	tmcgrath@nccc.edu	ext. 2217
Library Services		
In Process		ext. 1222
Payroll		
Stephanie Rose	srose@nccc.edu	ext. 1260
Registrar (Grading Support, Important Dates)		
Shelly St. Louis	mdaunais@nccc.edu	ext. 1278
Students with Disabilities (Learning, Mobility, etc.)		
Lisa Williams	lwilliams@nccc.edu	ext. 1217

Academic Chairs/Coordinators/Directors– By Discipline


Art		
Elaine Taylor-Wilde	etaylor@nccc.edu	ext. 3235
Business		
Kim Duffey	kduffey@nccc.edu	ext. 3223
Criminal Justice		
Dave Merrick	dave.merrick@nccc.edu	ext. 1292
English/Humanities		
Shir Filler	sfiller@nccc.edu	ext. 1249
Human Services		
Kathleen Dowd-Maloney	kdowd@nccc.edu	ext. 1202
Massage Therapy		
Jennifer Barrett	jbarrett@nccc.edu	ext. 1297
Math		
Allison Warner	awarner@nccc.edu	ext. 1309
Nursing		
Tana Hare	thare@nccc.edu	ext. 1269
Outdoor Recreation Leadership/ Environmental Studies		
Jimmy Cunningham	jimcunningham@nccc.edu	ext. 1223
Radiologic Technology		
Becky LaDue	bladue@nccc.edu	ext. 1291
Science		
Sarah Shoemaker	sshoemaker@nccc.edu	ext. 1308
Social Sciences		
Kelli Rodriguez	krodriguez@nccc.edu	ext. 1271
Sports and Events Management		
Jerrad Dumont	jdumont@nccc.edu	ext. 1236


Appendices


1. Appendix A ~ Faculty Workload Sheet
2. Appendix B ~ Course Syllabus Guidelines
3. Appendix C ~ Course Syllabus and Course Outline Example
4. Appendix D ~ Link to Code of Conduct
5. Appendix E ~ Responsible Use of Electronic Communications
6. Appendix F ~ Field Trip Planning Form
7. Appendix G~ Academic Integrity Policy
8. Appendix H~ Classroom Conduct Policy
9. Appendix I ~ Incident Report Form
10. Appendix J ~ Instructor Evaluation Form (Classroom Observation)
11. Appendix K ~ Instructor Evaluation Form (by Students)
12. Appendix L~ E-Grade Submission Instructions
13. Appendix M~ 2025-2026 College Calendar
14. Appendix N~ Community Resource Information
15. Appendix O~ Campus Maps
16. Appendix P ~ Conflict of Interest Policy
17. Appendix Q ~ Video Surveillance Policy


NC NORTH COUNTRY
COMMUNITY COLLEGE
THE STATE UNIVERSITY OF NEW YORK

Name: [] Office: [] Ext: []

 _____
Faculty Signature

 _____
Date

 _____
Chair/Director Signature

 _____
Date

22

APPENDIX B: COURSE SYLLABUS GUIDELINES



North Country Community College Course Syllabus Guidelines

The following is a basic outline of what should be included in a syllabus. The syllabus that we hand out on the first day of classes is a contract between the students and the instructor, so it should contain some basic information that is uniform across the department. How you format and organize your syllabus is your choice, but the essential required information should be included in it.

Since this is a contract, the more specific you are the easier it is to ensure fairness to all students, and when a problem does arise you, the department coordinator/director, vice president, and president will have a specific document to refer to help resolve the problem and to better support you as the instructor. A vague syllabus opens the door to problems and misunderstandings. Also since the syllabus is handed out the first day of classes, this is your chance to establish the learning environment and how you want the class structured so that everyone can learn.

Another reason for your syllabus to be complete and specific is that when students transfer, colleges are now asking for copies of specific syllabi instead of the general course outline that are not always updated in a timely manner. The colleges accepting our students as transfer students want a more specific picture of what happened in a course so that they can better determine the transferability of a course. If you have a vague syllabus you may jeopardize the transferability of the course for a student.

Please note that you will need to submit a copy of your syllabus to the Vice President for Academic Affairs Office at the beginning of each semester.

REQUIRED ELEMENTS IN YOUR SYLLABUS

Course and Title:

The course number and title of the course (i.e. MAT 121 Elementary Statistics)

Credits:

Identify the number of credits. Most courses are three (3) credit courses, however, many science courses are four (4) and physical education courses one (1) credit. If uncertain, contact your area coordinator/director or the Academic Affairs office.

Instructor:

Your name

Office:

Location of your office (full-time faculty) or where students can find you for additional help (adjunct faculty) when on campus.

Time/Room:

The specifics for when your class will meet and where it will be held. For example: M, W 4 – 5:20 p.m. in C-13.

Office Hours:

These are specific times that you will be available on campus to provide extra help to students. These hours should not conflict with other responsibilities. Full-time faculty members are required to have five (5) hours spread out throughout the week. Adjunct faculty members are requested to hold one office hour per course and are encouraged to be available for a few minutes before or after class meets.

Telephone:

For full-time faculty this should be their office telephone extension (should also include the phone number that dials into your campus). For adjunct faculty this should be the main phone number for the campus you are at so that a message can be taken and left in your mailbox. If you wish you may include your home or cell phone number, but this is not encouraged.

E-mail:

You should include your NCCC email address. If you wish to include another email address you may also. Using official NCCC contact information is encouraged over personal address information. Whatever address you provide students with you are expected to check for messages on a regular basis.

Required or Recommended Materials:

This should state the materials you expect students to have for the class. The required textbook should be specifically stated, using the title, edition and author (ISBN is optional). Any other materials that you want the students to have should also be identified. You should be specific in what is required and what is recommended. For example, if requiring calculators, be specific if you require a basic four-function calculator or a graphing calculator.

Course Description:

This should be copied *exactly* as it appears in the department's course outline. If you have not received the course syllabus template for the course, please contact your chair or the Academic Affairs office. This description is what appears in the college's student catalog and on the college website.

Course Objectives:

This should be copied *exactly* as it appears in the department's course outline. If you have not received the course syllabus template for the course, please contact your chair or the Academic Affairs office

Course Content:

This can be as simple as just stating the chapters you plan on covering out of the required textbook for the course. The recommendation is to include a statement that says if there is extra time, then the following additional chapters will be covered. A more elaborate description can be to copy what is in the course outline for the course.

Attendance:

You should have a stated attendance policy. The policy should include consequences for at least excessive absences. See Faculty Handbook for the College's Supported Attendance Policies.

Homework:

Many courses of study yield the best results through regular homework assignments. Your policy should be specific in what you expect students to do in general for homework, how often you will collect, and what you expect for work. You should also have a statement about how the homework will be graded. You are encouraged to collect homework at least on a random basis throughout the semester. If you do not collect homework, you should have a statement in your syllabus that encourages students to do homework and then have another method (also stated in the syllabus) of confirming that they have done the homework. For example weekly or daily quizzes have worked well for others.

Tests & Quizzes:

For clarity's sake, the definitions of quiz and test are:

A quiz is a quick check in on the most current material and a test is a more comprehensive assessment/evaluation over a longer period of time/material.

You are encouraged to use a combination of measurements, including tests and quizzes where appropriate, to determine a student's semester grade. At a minimum there should be measurements in place to assess midterm grades (in some cases a cumulative midterm exam) and there must be a final exam/activity for each course. It is strongly recommended that you give several opportunities for students to demonstrate their learning. You should also include a timeline for when tests and quizzes will be given. There should also be a statement concerning your policy on if or how a student can make up a missed test or quiz.

Papers/Other Assignments:

Some courses assess student performance and achievement via papers and or other assignments, either as the primary source of grades or to supplement tests and quizzes. As with tests and quizzes, you are encouraged to use a combination of measurements to determine a student's semester grade. While all the details are not required to be included in the syllabus, the more information you can provide regarding your expectations the better.

Grading:

You should be specific in exactly how you will calculate the student's grade. Regardless of whether you use a percentage system or point system the student should be able to take the materials you have graded and the syllabus and be able to calculate their own grade. If you will also drop any low grades you should be specific in how you will determine what grades will be dropped. This statement could appear under the specific category in which you will drop the grade. For example, if you drop the lowest quiz grade then you could state that under the section where you describe what you will expect when you give a quiz.

Grading System:

This should be how a numerical grade will translate to the letter grade that will appear on the student's official transcript. The college's letter grade system is below.

A	93-100%	B-	80-82%	D+	67-69%
A-	90-92%	C+	77-79%	D	63-66%
B+	87-89%	C	73-76%	D-	60-62%
B	83-86%	C-	70-72%	F	Below 60%

Calendar/Outline:

This is a tentative schedule of what you plan to cover in each class meeting. For those who want a more detailed course content section this can be combined with the outline. The purpose here is to give the student some idea of what you want to cover and how quickly you want to cover the various topics for the course.

Academic Honesty:

You should have a statement about academic honesty in your syllabus and the consequences of dishonesty.

OPTIONAL ELEMENTS IN YOUR SYLLABUS**NCCC Student Email:**

Student email accounts are the official communication tool of the college to the students. You are encouraged to require students to check their student email on a regular basis and to use the college's official communication tool to contact students outside of the classroom.

Classroom Accommodations:

For classroom accommodations to be granted you should get an official letter from the accommodations director (or whoever is responsible on the various campuses) that details what the accommodations are. Without this letter you need to treat all students the same. It is the student's responsibility to give you this letter and to provide all the necessary paperwork to the appropriate people who issue the letters. As far as your syllabus goes you can include a statement about what the student needs to do to get you the appropriate letter. If you have questions about accommodations you should contact the person on your campus who coordinates the paperwork on your campus (generally the person is in the LAC).

Other Issues:

This can be anything else that you want to include in your syllabus to improve the learning environment in your classroom. Some examples are listed below.

Examples: Classroom Manners
 Study Skills
 Video conferencing issues
 Other resources available to the student (LAC, websites, etc.)

If you have any questions, comments, or suggestions on what you think should be included in a syllabus please contact your area coordinator/director. How you format and present the syllabus is up to you, but the more specific you are the better.

APPENDIX C: COURSE SYLLABUS EXAMPLE

NORTH COUNTRY COMMUNITY COLLEGE SARANAC LAKE, NY COURSE SYLLABUS – Fall 2008



COURSE TITLE:	Introduction to Cultural Anthropology		
COURSE NUMBER:	ANT 100		
CREDIT HOURS:	3		
TEXTS:	<p>Serena Nanda and Richard L. Warms. 2007. <u>Cultural Anthropology</u>. 9th Ed. Wadsworth, Cengage Learning: Belmont, CA.</p> <p>Gary Ferraro. 2009. <u>Classic Readings in Cultural Anthropology</u>. 2nd Ed. Wadsworth, Cengage Learning: Belmont, CA.</p> <p>Annette B. Weiner. 1988. <u>The Trobrianders of Papua New Guinea</u>. 1st Ed. Wadsworth, Cengage Learning: Belmont, CA.</p>		
SUPPLEMENTARY READINGS:	Throughout the course, there may be additional, assigned readings to supplement the class and text.		
INSTRUCTOR:	Dawn Ofman	dofman@nccc.edu	
	Saranac Lake:	SB-B1	867-5309 ext. 867
	Malone:	BM-202	483-4550 ext 000
OFFICE HOURS:	Saranac Lake:	Mon & Weds	9:55-10:55 am
		Fri	7:55-8:55 am
	Malone:	Tues/Thurs	8:15-9:15 am

Other times available by appointment.

COURSE DESCRIPTION:

Anthropology is the study of human beings in all times and places, tracing human biological and cultural development from our origins to the present. This course explores the field of cultural anthropology, introducing students to the discipline, its principles, theories, and methods and the wealth of knowledge learned about the human experience from studying other cultures, past and present.

COURSE OBJECTIVES:

Students who successfully complete this course will be able to:

1. Develop an understanding of the "anthropological perspective" and examine its application to the study of human social life
2. Explain the central role of *culture* in anthropology and discuss *culture* as a multi-faceted entity
3. Develop a working knowledge of both classical and current anthropological research and the insights gleaned regarding the human experience including:
 - a. how humans organize themselves and how these organizations influence their behavior
 - b. how societies are structured and function
 - c. the role of culture and socialization in shaping society and our behavior
 - d. the role of language, religion, gender, status and other social forces on our human experience and life chances
4. Disarm ethnocentric thinking regarding other cultures, while developing an enhanced understanding of and appreciation for the diversity of human behavior via the examination of past and present cultures
5. Develop a working knowledge of the theoretical perspectives and research methods used by anthropologists in their quest to understand human behavior
6. Develop an understanding of the ethical issues facing anthropologists in their study of humans and their culture
7. Apply and further develop competencies/skills such as writing, researching, revising, oral communication, information management, reasoning critically, and using mathematical methods where appropriate
8. Demonstrate knowledge of the major concepts, models and issues of cultural anthropology (*Social Sciences ~ Gen Ed SILO #2*)

COURSE CONTENT

A. Introduction to American Anthropology

1. Franz Boas and the Birth of American Anthropology
2. The 4-Field Approach
3. Core Anthropological Concepts
 - a. culture
 - b. ethnocentrism
 - c. human diversity (biological)
4. Anthropological Approaches to Culture
 - a. cultural relativism
 - b. emic vs etic

B. Anthropological Methods ~ “Doing Anthropology”

1. Ethnography and Fieldwork
 - a. Participant observation
 - b. Role of informants
2. Ethnology
3. Ethnohistory
4. Ethical Issues in Fieldwork
5. Historical and Contemporary Approaches

C. Towards an Understanding of Culture

1. Historical Approaches
2. Characteristics of Culture
3. Culture as Adaptation
4. Culture as Ideas (Mental Templates)
5. Culture as Shared Meanings
6. Culture as Norms

D. Language and Linguistic Anthropology

1. Language and Field Work
2. Origins of Human Language
3. Linguistic Subfields
 - a. Structural/descriptive
 - b. Historical
 - c. Language and Culture (Ethnolinguistics)
 - d. Sociolinguistics

E. Culture and Human Development

1. The Enculturation Process
 - a. Cross-cultural practices in child-rearing
 - b. Rites of Passage
2. Psychological Anthropology
 - a. National Character Studies
 - b. Mental Illness in Cross-Cultural Comparison

F. Subsistence Strategies

1. Foraging
2. Pastoralism
3. Horticulturalism
4. Intensive Agriculture
5. Peasants

G. Economic Anthropology

1. Economic Systems
2. Organization of Labor
 - a. Sexual Division of Labor
 - b. Specialization
3. Systems of Exchange (Distribution of Resources)
 - a. Reciprocity
 - b. Redistribution (Potlatch)
 - 1) Leveling Mechanisms (cargo systems)
 - c. Market exchange (capitalism)

H. Marriage and Family

1. Functions of Marriage
2. Marriage Rules
 - a. Exogamy/Endogamy/Number of Spouses
 - c. Potential Mates/Mate Selection
3. Marriage as Economic Exchange
 - a. Bridewealth/Bride Service/Dowry
4. Family Types and Residence Rules

I. Kinship

1. Defining Kin
2. Rules of Decent
3. Types of Descent Groups
4. Kinship Classification

J. Gender and Sexuality

1. Gender vs. Sex
2. Gender as Cultural Construction
 - a. Alternative Gender Roles
3. Culture and Sexual Expression
4. Gender Roles and Gender Relations

K. Political Anthropology

1. Politics and Power
2. Types of Political Organization

L. Social Stratification

1. Examining Social Stratification
2. Stratification Criteria
3. Systems of Stratification

M. Ethnicity

1. Perspectives on Ethnicity
2. Ethnicity and the Nation-State

N. Religion

1. Functions of Religion
2. Characteristics of Religion
3. Religion, Magic, Witchcraft
4. Religious Practitioners

O. The Arts

1. Art and Culture
2. Functions of Art

GRADING/COURSE EVALUATION**Examinations/Assignments:**

Grades will be upon your performance on three-four examinations (including a final), quizzes and out-of-class assignments (papers/reports). You can expect an exam every three-four weeks and will receive adequate notice prior to all assignments. Late assignments will not be accepted. Students who miss a quiz, exam or assignment will receive a grade of zero.

Exams are typically 100 points unless otherwise noted. The final exam will also be worth 100 points unless otherwise noted. Exams are typically a combination of objective (multiple choice, true-false, matching) and subjective (short-answers, essays) questions with each comprising about 50% of the exam.

Assignments will vary this semester from shorter (due next class period) to longer (due within a week or two of the assignment given). As anthropology is a course that allows for a lot of “doing” you can expect to receive a number of out of class assignments that help you with in-class concepts. Some anticipated assignments include:

- a mini-ethnography
- classroom presentation on a culture
- others specific to a topical area (language, kinship)

Grading

Your final grade will be determined by your performance on quizzes, exams and assignments.

The following is a rough estimate of how grades will be assessed:

- ❖ 1. Unit exams and finals 50-60%
- ❖ 2. Assignments 30-35%
- ❖ 3. Quizzes 10-20%

Each assignment and exam will have a point total that you will be apprised of. Grades are assigned and recorded and you will be made aware of your grade on each assignment. At the conclusion of the class, I will take the number of points earned by you during the semester and compare them to the total possible number of points and calculate your final average. In fact, I keep an ongoing record of your average throughout the semester and you are welcome to that information at any time.

Late Assignments and Make-ups

As a rule, late assignments will not be accepted. Any changes to that rule will need be reviewed with me prior to the time that the assignment is due. In the case of extenuating circumstances, accompanied by an excused absence and with prior instructor approval, a make-up exam may be given. However, the student needs to have this confirmed by the instructor prior to the examination. In the case of missed exams, quizzes and assignments the student will receive a grade of zero.

Academic Integrity

Doing your own work is an essential component of education. Thus students are expected to submit the fruits of their personal efforts only. Cheating and/or plagiarism is not tolerated and will result in an automatic failure for the course.

Final Exam Policy

In order to pass the course, students must complete the final exam.

OTHER COURSE REQUIREMENTS

Writing, Grading and Quality of Material Submitted ~

Writing is a critical competency in anthropology and any individual aspiring to be a professional is wise to be literate. Learning to write, write well or improve your writing are all worthwhile goals that pay handsomely. As a result, I hold you to high standards regarding writing. Materials that you submit to me, unless otherwise noted, need to be typed (word-processed). They will also need to be presentable – that is, clean, neat, attended to, stapled, identified (your name, this class) and so forth. If you are not a good speller this is an opportunity for you to learn to become a better one, to learn spell-check and/or to reach out and ask someone to proofread your material. ***Written work that is not***

up to the basic standards expected in the field will result in a loss of points, and in some cases will not be accepted and returned to you without a grade. Take pride in your work and express it through the quality of what you submit.

Students may receive additional support with developing/fine-tuning their writing skills by visiting the Learning Assistance Center (LAC). The LAC is open Monday-Friday with student-friendly hours and their services are free-of-charge.

Attendance Policy ~

Students are expected to attend all scheduled classes. To be successful in class, regular attendance and participation is critical. Students are responsible for all information presented and discussed as well as assignments given at each class meeting. **More than two unexcused absences** can result in loss of a letter grade for the final grade.

Additionally, **more than four absences can result in dismissal from the class.** Students are responsible for keeping track of their absences as well as notifying the instructor if absences are excused.

Late Policy ~

Attendance will be taken at the start of each class period. Students are expected to be on time for class. If you know you are going to be legitimately late, alert me quick call or email where possible. Tardiness is disruptive to the class and the education process. Excessive tardiness (> 3 class periods late) can negatively impact the student's overall grade and may result in the student's forfeiting their right to participate in that class.

Ethical Conduct ~

It is expected that students will conduct themselves in a manner that is respectful of the class as a whole. Behavior that is considered to be disruptive/disrespectful will result in the student being removed from the class. I request that ***all cell phones be turned off/disabled during class***, along with other electronic paging devices. Additionally, ***drinking beverages in class is welcomed, however eating is not.***

Course Changes ~

The instructor reserves the right to modify the policies and the outline of the course in the event that the course goals are deemed to be better served by such alterations.

Student Portal ~

Throughout the semester we will be using the Student Portal for posting of assignments, information and grades. Please check your portal frequently.

A Final Note - Keys to Success:

Here are some suggestions I would like to make to you about how to be successful, at least in this class. The following list identifies some of the key behaviors you can take to gain all you can from the material and demonstrate that on exams.


- ◆ **Regular attendance and being prepared for class.** This includes asking questions about material that is not clear, commenting on material and ideas that are presented, reading/completing assigned material in a timely fashion. Not knowing is the starting point of learning. To admit that you don't understand something, don't know something or aren't clear about something is not an admission of failure. It is in fact an awareness of self that can lead to greater understanding, knowledge and liberation. If you don't know, please ask!

- ◆ **Regular study habits** – The old rule of college success is the 1:3 rule. For every one-hour in class you are studying three hours outside. Students who apply this guideline perform better than those who don't. Studying the material regularly, rather than just before the exam commits the material to long-term memory and is known to be more effective than cramming, where you store the information in a more short-term compartment.
- ◆ **Active note-taking in class and active reading of the text.** When reading your text, do so to answer your objectives. Ask questions of the material you are reading and the material presented in class. Become an active participant of it.
- ◆ **Answer the objectives using both the material from your reading as well as from class notes.** I would recommend a section of your notebook devoted to answering the objectives. Combine both your reading and your notes to fully answer the objectives. Once you have done this, use those answers to guide your studying

Grading Method

Student achievement is reported according to letter grades. The quality of work indicated by each grade is as follows:

A	(93+)	4.0	Superior work indicating exceptional ability and application
A-	(90-92)	3.7	
B+	(87-89)	3.3	
B	(83-86)	3.0	
B-	(80-82)	2.7	Better than average work indicating excellent ability and application
C+	(77-79)	2.3	
C	(73-76)	2.0	
C-	(70-72)	1.7	
D+	(67-69)	1.3	Average college work indicating average ability and application
D	(63-66)	1.0	
D-	(60-62)	0.7	
F	(<60)	0.0	

		ANT100A Cultural Anthropology Course Outline Fall 08	
Class	Date	Topic	Assignment
1	Weds Sept 3rd	Review Syllabus & Course Overview Introduction to Anthropology <ul style="list-style-type: none"> - 4-field approach - Hallmarks of Field - Anthropological Perspective 	Reading <ul style="list-style-type: none"> - Nanda & Warms (Ch 1) - Ferraro <ul style="list-style-type: none"> • Ch 1 (Nacerima)
2	Mon Sept 8th	Development of modern Anthropology <ul style="list-style-type: none"> - Offspring of Colonialism - 19th Century anthropology - Franz Boas (Pt 1) - Emic vs Etic approaches 	Reading <ul style="list-style-type: none"> - Complete Ch 1 Nanda...
3	Weds Sept 10th	Anthropology Methods <ul style="list-style-type: none"> - Ethnography and Ethnohistory - Ethnographic Method - Ethnography and Fieldwork 	Reading <ul style="list-style-type: none"> - Nanda (Ch 3) - Introduction & Ch 1 (Weiner) - Lessons in Intro Fldwk
4	Mon Sept 15th	Ethnography in Historical Perspective <ul style="list-style-type: none"> - Boasian Influence - Malinowski's contributions - Positivism vs post-modernism - Contemporary issues 	Reading <ul style="list-style-type: none"> - Complete Ch 3 (Nanda) - "From the Verandah"
5	Weds Sept 17th	Human Origins (Pt 1) <ul style="list-style-type: none"> - Biological vs Cultural Evol - Theory of Natural Selection - Humans as Primates 	Reading <ul style="list-style-type: none"> - Nanda (Ch 2) Assign Mini-ethnography
6	Mon Sept 22nd	Human Evolution – (Pt 2) Overview of Human Ancestors <ul style="list-style-type: none"> - Australopithecines - Homo 	Reading <ul style="list-style-type: none"> - Complete Ch 2 (Nanda)
7	Weds Sept 24th	Exam #1	
8	Mon Sept 29th	Exploring Culture (Pt 1) <ul style="list-style-type: none"> - Characteristics - Conceptualizations of culture 	Reading <ul style="list-style-type: none"> - Nanda (Ch 4) - Ferraro (Ch 2 <i>Queer Customs</i>)
9	Weds Oct 1st	Exploring Culture (Pt 2) <ul style="list-style-type: none"> - Cultural universals and particulars Modes of Cultural Change	Mini-ethnography Due Reading (hand-outs) ~ "Not a Real Fish..." ~ "Eskimo Science"
10	Mon Oct 6th	Language, Culture and Human Behavior <ul style="list-style-type: none"> - Origins of Language - Language Acquisition - Anthropological Linguistics <ul style="list-style-type: none"> • Structural/Descriptive/Historical 	Reading <ul style="list-style-type: none"> - Nanda (Ch 5) - Ferraro <ul style="list-style-type: none"> • Ch 3 (<i>Rapport Talk...</i>) • Ch 4 (<i>Sounds of Silence</i>) Assign

			- Compliment analysis
11	Weds Oct 8th	Language (Pt 2) Sociolinguistics - Language and Gender Ethnolinguistics ➤ Sapir-Whorf Hypothesis	Reading - Complete Ch 5 (Nanda)
12	Mon Oct 13th	College Closed Columbus Day	
13	Weds Oct 15th	Enculturation - Psych Anthro - Cross-cultural look at Child-rearing • Dependent vs Independent - Rites of Passage	Reading HO
14	Mon Oct 20th	Psychological Anthropology - Development • Erikson vs Amish - Mental Illness (Scheper-Hughes)	Reading - Ferraro • Ch 8 (<i>Death without weeping</i>)
15	Weds Oct 22nd	Exam #2	
16	Mon Oct 27th	Subsistence – Making a Living - White’s Layercake Model of Culture - Subsistence Strategies - Foraging Exercise	Reading - Nanda (Ch 6) - Hand-out • <i>Trekking w/ Yanomami</i> - Ferraro • Ch 5 (<i>Eating Xmas...</i>) Compliment Analysis Due
17	Weds Oct 29th	Social and Political Char’s of - Foraging societies - Horticultural societies - Agricultural societies	Reading - Nanda ~ complete Ch 6 and read Ch 11 - Hand-out (<i>Worst Mistake in History</i>)
18	Mon Nov 3rd	Economic Anthropology (Pt 1) - Economics - Mauss’ “Gift” & American “gift-giving” - Production and Distribution Patterns Potlatch & Leveling Mechanisms	Reading - Ch 7 (Nanda) - Hand-out (<i>Potlatch</i>) Assign Gift assignment
19	Weds Nov 5th	Econ Ant (Pt 2) Reciprocity Systems - The Kula - Functions Market Systems	“Kula” Reading - Nanda (Ch 7)
20	Mon Nov 10th	Marriage and Family (Pt 1) - Marriage - Functions/Types/Customs - Family (Types and Functions)	Reading - Nanda (Ch 8) - Ferraro • Ch 7 (<i>When Brothers..</i>)
21	Weds Nov 12th	Marriage and Family (Pt 2) - Reckoning Kin Kinship – (Pt 1) - Residence Patterns	Reading - Nanda (Ch 9) Gift Assignment Due

22	Mon Nov 17 th	Kinship – (Pt 2) - Descent Groups - Kinship Patterns	Reading - Complete Nanda (Ch 9)
23	Weds Nov 19 th	Exam #3	
24	Mon Nov 24 th	Sex and Gender - Anthropology tx of Gender - Mead “Sex and Temperament” - Berdache & Hijras	Reading - Nanda (Ch 10) - Ferraro • Ch 9 (<i>Society Sex Roles</i>) • Ch 10 (<i>Women & Men</i>)
25	Weds Nov 26 th	Thanksgiving Break (Weds Nov 26 th – Fri Nov 28 th)	
26	Mon Dec 1 st	Religion - Anthropology of Religion - Religious Rituals and Practitioners	Reading - Nanda (Ch 14)
27	Weds Dec 3 rd	Revitalization Movements - Handsome Lake - Ghost Dance	Reading - Nanda (Ch 14) - Ghost Dance
28	Mon Dec 8 th	Magic, Witchcraft and Religion	Reading - Ferraro • Ch 13 (<i>The Notion of Witchcraft to Explain Unfortunate Events</i>) • Ch 14 (<i>Baseball Magic</i>)
	Weds Dec 10 th	Art and Culture	Reading - Nanda (Ch 15)
30	Mon Dec 15 th	Final Exam	
31	Weds Dec 17 th	Review Final Exam	

APPENDIX D: LINK TO CODE OF CONDUCT

The NCCC Code of Conduct can be found on the college website under Student Support < Campus Safety.. [Code of Conduct](#)

APPENDIX E: SETTING UP GRADE PARAMETERS IN THE FACULTY PORTAL

Each course you are teaching will have a separate “Course Options” page on the Faculty Portal. You will need to “set up” several options before the semester begins. During Adjunct Orientation you will be shown the basics of using the Faculty Portal, but be sure to do the following tasks that are minimum requirements for using the system to track students and record grades.

1. Under “Course Options,” go to “Course Utilities” and click on “Set Student Access.” There are a number of options you can choose to give your students access to online files you post. Choose the ones appropriate for your class and hit “Save.”
2. Under “Course Options,” locate “Course Gradebook.” There is a section titled “Setup Gradebook” with three options: Setup Grade Standards, Setup Categories, and Setup Assignments.
 - A. Click on “Setup Grade Standards.” This is where you decide the numerical equivalent of letter grades. You will have the option to create your own definitions, use default standards, or copy standards from a different course. Make and save your choice. In most cases, the default standard is the best option.
 - B. Click on “Setup Categories,” then on “Add Category.” In this section you will define what kind of assignments and activities on which you will base each student’s grade. You will find multiple options (attendance, exams, papers, midterms, final exams, special projects, etc.) Choose the categories you will be using, and assign to each the percentage of the grade it will represent. The total must equal 100 percent. For example, attendance might equal 10%, papers 20%, midterm exam 20%, projects 20%, and final exam 30%.
 - C. Click on “Setup Assignments.” This is where you will define what assignments need to be completed within each category, and specify what percentage of the grade will apply to each. For example, if “papers” is worth 20% of a student’s grade, and you are assigning four papers during the semester, each paper might be worth 5%.

*****. In order to allow students to view what is available to them in the course portal you must give them access under the “Student Access” section. Click on “Student Access” and select the areas that you would like to have open to the students. You do not need to use all of them; most faculty do not.**

APPENDIX F: VERIFICATION OF GRADE SUBMISSION (E-GRADES)

Verification Grade Submission via the Faculty Portal (E-grades) Instructions Document

Verification grades are submitted three weeks into the Fall and Spring terms. At the 'Verification Point' in each Fall or Spring term, Faculty will report any student that has Never Attended Classes for the term by submitting a Final Grade of 'E' for the student.

Verification Grade Submission Process / Procedure:

To submit any grades for a course you must first setup your course gradebook(s) for the term within the Faculty Portal. If your course gradebook is already setup and at least one assignment has been graded go to Submitting Grades below.

Gradebook Setup Process:

- Select Setup Grade Standards and load the appropriate grade scale for your course.
- Select Setup Categories and establish categories based on your grading scheme for the course.
- Select Setup Assignment and establish at least one assignment that can be graded.

You must have your gradebook(s) setup for the term with at least one Category and one Assignment established to submit Verification Grades.

Recording Grades:

- Record a grade of '0' for at least one assignment for any students that have Never Attended Classes as of the Verification Point

Submitting Grades:

- **Select Calculate Final Grades – please make sure you submit as a final and not midterm**
- Select Submit Grades
- On Submit Grades step 1 of 3 ensure that Final Grades are checked and the select 'Continue to Submit Grades Step 2'.
- On Submit Grades step 2 of 3 change the 'Allowed Grade' to the letter grade 'E' using the available dropdown list for any student(s) that have Never Attended Your Class.
- Make sure you submit only grades of 'E'. Uncheck the Final Grade Submit box before any non 'E' grades before proceeding to submission. Once you have entered all 'E' grades for the course and have unchecked the Final Grade Submit option for all non 'E' grades select 'Continue to Submit Grades Step 3'.
- On Submit Grades step 3 of 3 you will see a confirmation message that states 'New Grades have been submitted to the Registrar's Office'. At this point you are finished with Verification Point Grade Submission.

If you have questions or need assistance submitting Verification Grades please contact:
(Academic Requests) Registrar's Office at 518.891.2915 ext. 1689 or records@nccc.edu

(Technical Requests) Computer Support at 518-891-2915 ext. 1246 or helpdesk@nccc.edu

APPENDIX G: RESPONSIBLE USE OF ELECTRONIC COMMUNICATION

RESPONSIBLE USE OF ELECTRONIC COMMUNICATIONS

Guidelines

North Country Community College is respectful of freedom of expression and reveres the diversity of perspectives, values, and beliefs of the individual members of the College community. NCCC owns and operates computing systems which are provided for the express use of registered students, faculty, and staff in support of the programs of the College and are to be used for educational purposes, academic research, and academic development only. PERSONAL, COMMERCIAL, SOCIAL, AND RECREATIONAL USES ARE PROHIBITED. All computer users, including special permission invitees, are expected to use the available hardware, software, and Internet access for permitted uses only and only in an effective, efficient, equitable, ethical, and lawful manner in accordance with College policies, the Code of Conduct - Individual Rights and Responsibilities, as well as Local, State, and Federal Laws.

Agreement

By using any of these computer systems the user agrees that they have read, understand, and will comply with these Guidelines.

Rights

The College does not censor or condone censorship. NCCC does, however, reserve the right to place appropriate restrictions on the use of its computers and systems in response to verified, valid complaints presenting evidence of violations of these Guidelines, applicable College policies, the Code of Conduct - Individual Rights and Responsibilities, as well as Local, State, and Federal Laws.

Responsibilities

Users of NCCC computers and computer systems are responsible for complying with the following conditions:

1. Equitable sharing of all computers, computer systems, software, and Internet access and instructional services.
2. An educationally sound environment conducive to teaching, research, and learning.
3. An environment free of illegal, unethical, malicious, harassing, or hostile acts.
4. An electronically safe and secure environment based on academic honesty and integrity.

Sanctions

The full range of sanctions is available for any and all violations. In the case of criminal acts, further legal action by law enforcement officials beyond the limits of the NCCC Code of Conduct - Individual Rights and Responsibilities may result.

In the event a violation of the Code of Conduct is established, the following types of sanctions can be imposed:

1. OFFICIAL REPRIMANDS AND WARNING LETTERS may be imposed outlining the consequences if the behavior continues.
2. RESTRICTIONS ON ACTIVITIES OR PRIVILEGES may be imposed, including social probation, by which students are prohibited from attending non-academic functions sponsored by the College or the Student Government Association. Social probation may be given for academic or disciplinary reasons, and shall be made for a specific time period.
3. RESTITUTION may be imposed, which may include direct payment for damages caused by the offender or indirect payment of the same through service to the College.
4. LOSS OF COURSE CREDIT may be imposed for academic offenses only. In such cases, no monetary refund of any College fees shall be allowed.

5. DENIAL OR REVOCATION OF A COLLEGE HONOR, DEGREE, OR CERTIFICATE may be imposed in cases where falsification of records or academic offenses are of such nature that the absence of entitlement to the honor, degree, or certificate is established. In such cases, the final decision is subject to review and final determination by the College President. In such cases, no monetary refund of any College fees shall be allowed.
6. WITHDRAWAL FROM A COURSE may be imposed and may be made for academic or non-academic reasons. No monetary refund of any College fees shall be allowed.
7. SUSPENSION FROM COLLEGE may be imposed, and shall mean that the student is not allowed to participate in any College activity in any form, including classes, for a specified length of time. No monetary refund of any College fees shall be allowed.
8. DISMISSAL FROM COLLEGE may be imposed, and shall mean that the student is prohibited from taking part in any College activity. No monetary refund of any College fees shall be allowed. In such cases, the final decision is subject to review and final determination by the College President.

The College reserves the right to update and amend this Electronic Communication Policy at any time without notice. Individuals wishing to submit relevant suggestions for improving and strengthening this policy are urged to contact the Vice President for Academic Affairs or the Vice President for Enrollment Management and Student Services.

Inappropriate Computer Usage

Prohibited and inappropriate use of NCCC computers and computer systems includes, but is not limited to, intentional behaviors which violate one or more of the following:

1. Any Federal, State, or Local Law.
2. The stated mission of the College.
3. The Family Educational Rights and Privacy Act of 1974 (The Buckley Act, P.L. 93-308), or in any way accessing, divulging, or transmitting any personally identifiable information of another individual.
4. The NCCC Code of Conduct - Individual Rights and Responsibilities.
5. Any College rule or regulation, particularly those found in the College Catalog and in Appendix A of the NCCC Code of Conduct - Individual Rights and Responsibilities.
6. NCCC sexual harassment policy. This includes, but is not limited to, creating, displaying, printing, downloading, or in any way transmitting sexually explicit, pornographic, graphically disturbing, or sexually harassing images to text.
7. Installing and/or playing computer games.
8. Use of chat rooms for social, rather than educational purposes.
9. Knowingly installing or running any program, virus or worm, or conducting any other activity that threatens or contaminates the integrity of the computers, computer systems, computer programs or software of the College.
10. Illegally accessing and/or using the intellectual property of another individual.
11. Installing, changing, or deleting software on any computer system, to include changing system defaults, personally customizing settings, deleting files belonging to others, and inappropriate storing of data files.

12. Using electronic messages to harass, intimidate, or in any manner that violates the personal and property rights of others.
13. Deliberately overloading computer resources and/or wasting or failing to conserve computer resources, including document printing, instruction, and time.
14. Using computer equipment for personal, financial, or commercial gain.
15. Violating copyright laws, usage policies, or violating network regulations or contracts.
16. Plagiarism, cheating, or any behavior that violates academic honesty standards.
17. Purchasing or ordering for trial use any goods or services without documented administrative approval.

Violations and Reporting Violations

Adhering to due process rights, all reports of alleged violations will be handled in accordance with the provisions set forth in the North Country Community College Code of Conduct - Individual Rights and Responsibilities. All such alleged violations will be administratively processed and determined by the Vice President for Enrollment Management and Student Services and should be immediately submitted using the "NCCC Incident Report Form". Incident Report Forms should be routed directly to the Vice President through class instructors, academic department chairs, academic coordinators, computer lab supervisors, and/or any computer service administrator. Under extreme circumstances, the Vice President may immediately and/or temporarily suspend an individual's computer access rights. Some violations may constitute criminal offenses requiring legal action referrals.

APPENDIX G: FIELD TRIP PLANNING FORM



FIELD TRIP PLANNING FORM

If you propose to conduct off-campus field trips in your course(s), please complete the following form, supplying the required information for each proposed field trip:

Course: _____

Instructor: _____

Date of Field Trip: _____

Destination: _____

Time of Departure: _____ Time of Return: _____

Please return this form to your Department Coordinator/Director. All proposed field trips must receive prior authorization by the Department Coordinator/Director. All sessions of all courses will meet in their assigned classrooms at the scheduled times unless exceptions are granted.

Instructor Signature

Date

Department Coordinator/Director Signature

Date

Vice President for Academic Affairs

Date

Academic Affairs North Country Community College Academic Integrity Policy Revision August 31, 2018

Background and Rationale

In Spring 2015, the College Senate and the Board of Trustees approved a revision of the Academic Integrity Policy proposed by the Academic Policy and Standards Committee. This revision removed the requirement for a faculty member to consult with the Vice President for Academic Affairs office to determine if there were prior academic integrity violations committed by the student in question, that had been reported to the VPAA's office prior to determining the sanction for a current violation in his/her course. Those changes have been helpful; however, in adjudicating students who have engaged in plagiarism, cheating and other forms of academic dishonesty, we found that the policy needed to be aligned with the current Student Code of Conduct in terms of process of administration of sanctions and an appeals process for students.

It is the intent of this document to: a) clarify and codify the policy and procedures for handling cases of academic integrity violations; b) link this policy to the Student Code of Conduct, including aligning the student appeals process to the Code; and, c) doing so in a way that maximizes input from the departmental and governance structure at the College. To this latter point, we have included departments in the review process prior to moving the proposal along to the Academic Policy and Standards Committee of the College Senate for their review.

Proposal

This new proposal addresses those gaps noted above and recommends changing portions of the current version of the Academic Integrity Policy found on pp 52-54 of the College Catalog (<http://www.nccc.edu/wp-content/uploads/2017/04/College-Catalog-2017-04-19.pdf>) to align the policy with the Student Code of Conduct (<http://www.nccc.edu/wp-content/uploads/2016/05/Student-Code-of-Conduct-approved-by-BOT3-11-16.pdf>), including the process of administration of the code and the student appeals process for those found to have violated the Academic Integrity Policy.

An earlier version proposed adding Departmental Chairs/Directors more explicitly into the disciplinary process. Concerns were raised that including the chairs in a more administrative capacity with the power to evaluate the merits of a student's appeal and alter the sanctions imposed, moved us in a different direction from our current practice and as we agreed, was not the intention of our office. While we envisioned a role for academic chairs, this was not it. Thus, we have amended the disciplinary section of this, whereby the first level of student appeals will be heard by the Associate Dean of Academic Affairs.

APPENDIX I: ACADEMIC/CLASSROOM CONDUCT POLICY

ACADEMIC/CLASSROOM CONDUCT POLICY

OVERVIEW

In support of the College's mission to provide "*an exceptional learning and community building experience for all who seek it*" and in line with the College's values of *intellectual curiosity, mutual respect for diversity and individuality and accountability and integrity*, the College community embraces and holds ourselves and others to a set of behavioral expectations, both in and outside the classroom. This document addresses those as they apply to academic/classroom conduct.

In accordance with the *Preamble* of the *NCCC Student Code of Conduct*, the College is committed to the well-being of all members of the College community – students, faculty and staff alike. *The Student Code of Conduct* identifies and supports those actions which are "*appropriate, reasonable, and considerate conduct as a member of the College community.*" Furthermore, the College "*affirms the right of freedom of expression within our community and also affirms our commitment to the highest standards of civility and decency toward all. We recognize the right of every individual to think and speak as dictated by personal belief, to express any idea, and to disagree with or counter another's point of view, limited only by College regulations governing time, place, and manner. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity, and respect.*"

We believe that all students have a right to learn and faculty have the right to teach. Freedom of speech and expression, cornerstones of our democracy, are protected unless they interfere with an instructor's ability to teach a course. To that end, we expect that all parties conduct themselves in a manner that does not interfere with this process. Behaviors perceived to be disruptive, disrespectful, offensive and/or threatening and which interfere with their fellow students' learning and/or a faculty member's teaching run counter to our values and will not be tolerated.

EXPECTATIONS AND PROCEDURES

We trust that our students are committed to partnering with their faculty member(s) and fellow students to establish a positive and productive learning environment for the entire College community and expect that they will do so. There are times when students violate these standards, and in those cases there are a range of sanctions that may be imposed by the instructor or a College official. This misconduct is referenced in the Student Code of Conduct under 3.1b Maintenance of Public Order which defines academic misconduct as "*where the student's conduct interferes with the College's exercise of its educational objectives or responsibilities to its members whether on College premises or off campus.*"

Listed below are examples of behaviors and/or situations that the College deems disruptive, disrespectful or inappropriate for the learning environment, including but not limited to classrooms, video classrooms, computer labs, online learning forums, and field trips. The list is not inclusive of all disruptive or inappropriate behavior:

- Continual tardiness
- Continual exiting from class
- Persistent side conversations
- Inappropriate monopolizing of class time or discussion
- Eating meals in class
- Bringing children to class (refer to "Children on Campus" policy)

Included in the expectations of appropriate academic conduct is the proper use of technology in a course/class. The following are deemed inappropriate use of technology in those settings:

- Texting or other electronic messaging during class
- Using electronic devices in a non-class related manner
- Allowing audible noises from electronic devices to disrupt the class

When a student's behavior violates these expectations and the incident rises to the level beyond an informal warning, an Incident Report is to be filed identifying the misconduct and the steps taken to correct it. These are formally addressed by College Officers and a redacted copy is shared with the student during their Initial Conference regarding their alleged behavior. The process and procedures for handling classroom misconduct are found below.

DISCIPLINARY PROCESS FOR ACADEMIC/CLASSROOM CONDUCT VIOLATIONS

The following section outlines the disciplinary process for violations of the classroom conduct expectations and a student's rights to due process. These procedures and the administration of the code violation supplement those outlined in the NCCC Student Code of Conduct in both *Section 3 – Disorderly Conduct (pp 13-16)* and in the section on *Administration of the Code: “Range of Sanctions and Special Conditions for Students Accused of Violating College Regulations” (pp 34-38)*. The administration of classroom conduct violations differs from the Student Code of Conduct procedures in that the first Administrative Hearing is held with the Dean of Student Life (or designee).

Students found to be in violation of the classroom conduct standards of the College are subject to a range of sanctions that may be imposed either by the faculty member or the appropriate College administrator. Those sanctions include:

- Formal Disciplinary Warning/repair
- Dismissal from the class for the remainder of the period
- Removal from the class for the remainder of the semester (which includes forfeiture of tuition, fees and other costs associated with the course)
- Formal Disciplinary Probation

Additionally, the Vice President for Academic Affairs may impose another level of sanctions which can include Suspension/Expulsion from the College (which includes forfeiture of tuition, fees and other costs associated with the course). This is generally reserved for those students who have repeated violations of the classroom conduct standards of the College.

The Process

Step 1: The instructor will address the concern quickly and directly with the student to determine if the action was knowing and intentional. The instructor will also establish the behavioral expectations and guidelines the student must follow to remain in the class and communicate those to the student. At this point, the instructor is strongly encouraged to file an academic incident report documenting the student behavior and action taken by the instructor and copy the Department Chair/Director, the Associate Dean of Academic Affairs, the Vice President for Academic Affairs and the Dean of Student Life. The student will also receive a redacted copy of that incident report. Informal reprimands, which occur as part of classroom management, typically do not rise to the level of an “incident.”

Step 2: In the event that the behavior is so egregious that it warrants dismissal from the class or where students who have received prior warnings and requests to cease the behavior yet continue to disrupt the classroom, the instructor may *remove the student for that class session* and follow-up with an incident report documenting the student behavior and action taken by the instructor and copy the Department Chair/Director, the Associate Dean of Academic Affairs, the Vice President for Academic Affairs and the Dean of Student Life. The student will receive a redacted copy of that incident report.

In the event that the student is unwilling to leave the class, the instructor should contact either Campus Security, the Administrator-on-Call or an available College official (Campus Coordinator, Student Life representative, Associate Dean of Academic Affairs, Vice

President for Academic Affairs) to assist with the removal of the student. In rare occasions where no administrator is present and there is a need to either protect students and/or the integrity of the lesson, the instructor may need to end the class early.

The instructor will require the student to meet with them prior to the next class period where the instructor discusses the incident and the behavioral expectations and guidelines the student must follow to remain in and return to the course. In the Code of Conduct, this is referred to as an “Initial Conference.” At this time, the instructor is to offer the student the opportunity to accept or to deny responsibility for their behavior and to explain the student’s right to dispute the charges. If disputing the charges, the student would next meet with the Dean of Student Life (or designee) for an Administrative Hearing, procedures for which are outlined in the Student Code of Conduct, page 39. If the student fails to appear at this meeting, all charges will be considered true and accurate, and the student will be unable to return to the course until the meeting occurs. It is within the instructor’s rights to not allow for make-ups of missed classes and associated course work (i.e. assignments, exams) resulting from the student’s decision not to meet with the instructor.

Step 3: In cases where the behavior is so egregious that it warrants *removal from the course* and/or a documented pattern of student misconduct has continued despite earlier interventions, the instructor may request that the student be *removed from the course*. The instructor may issue a failing grade (F) for the course and the student will be fully liable for any costs and unable to withdraw from the course.

Prior to removal from the course, the instructor will file an incident report detailing the behavior and/or outlining the pattern of misconduct, and earlier attempts at intervening with the student. A copy of this will be distributed to the Department Chair/Director, the Associate Dean of Academic Affairs, the Vice President for Academic Affairs and the Dean of Student Life. A copy will also be provided to the student.

Before being removed from the course, the student is to meet with the instructor to discuss the charges against them, the reason for removal, the student’s rights and the process, and be given the opportunity to accept responsibility for their actions. A faculty member may request a colleague to sit in the session with them to bear witness, but not participate in the session. If disputing the charges, the student would meet with the Dean of Student Life (or designee) for an Administrative Hearing. If the student fails to appear at this meeting, all charges will be considered true and accurate and appropriate administrative action shall be taken by the Dean of Student Life or designee.

Step 4: If the student receives two (2) academic misconduct reports, the Vice President for Academic Affairs (VPAA) will arrange an appointment with the student to discuss next possible sanctions as outlined above. If the behavior was egregious enough to warrant removal after a singular incident, the VPAA will meet with the student after a singular misconduct report. If the student fails to appear at this meeting, all charges will be considered true and accurate and appropriate administrative action shall be taken by the Vice President of Academic Affairs or designee.

Student Rights and the Appeals Process

In addition to the rights afforded students under the Student Code of Conduct, the student accused of violating the academic/classroom conduct standards of the College will receive a copy of the incident report filed by the instructor and has the right to request a hearing on the decision with the Dean of Student Life (or designee), ideally within three (3) business days after request. Students are also entitled to appeal that decision to the Dean of Admissions (or designee) and have up to four (4)

business days to appeal after receipt of the decision by the hearing officer. Their decision will be final and is not subject to further appeal.

Students who are *removed* from the course by the instructor due to a violation of the academic/classroom conduct standards have the right to request a hearing on the decision with the Dean of Student Life (or designee), ideally within three (3) business days after request. The student will not be allowed to attend the class during that time. Permanent removal will be determined after the hearing process and appeal process has been completed. Students are also entitled to appeal that decision to the College's Appellate Officer, the Dean of Admissions (or designee), and have up to four (4) business days to appeal after receipt of the decision by the hearing officer. Their decision will be final and is not subject to further appeal.

Suspension/Expulsion from the College:

Students who are suspended or expelled from the College by the Vice President for Academic Affairs due to academic/classroom conduct violations have the right to a hearing with the Dean of Student Life (or designee) ideally within three (3) business days after request. The student will not be allowed to attend any classes during that time. *Permanent removal* from the College will be determined after the hearing process and the appeals process has been completed. Students are also entitled to appeal that decision to the College's Appellate Officer, the Dean of Admissions (or designee) and have up to four (4) business days to appeal. Their decision will be final and is not subject to further appeal. Should students be permanently removed from the College during a semester due to violation of the policy, they will be fully liable for all costs and unable to academically withdraw from courses.

For more on the appeals process, see pg. 44 of the [Student Code of Conduct](#).

Updated: May 10, 2018 jk/slm

Approved by Academic Policy and Standards Committee: May 11, 2018

Approved by College Senate: May 14, 2018

Approved by VPAA: August 10, 2018

Approved by President:

Approved by Board of Trustees

INCIDENT REPORT FORMS

Both students and faculty can submit incident report forms whenever there is a concern about behavior, safety, academic integrity, student well-being, or any other event that warrants documentation. If you have questions around whether you should submit an incident report, please contact your academic department chair or the vice president for academic affairs.

Incident Reports are submitted online and can be found on the NCCC webpage at [Incident Report Form](#).

Alternatively you can go to: **STUDENT SUPPORT<CAMPUS SAFETY** for a link to the Incident Report Form.

APPENDIX K: FACULTY OBSERVATION FORM



FACULTY OBSERVATION FORM

**** POLICY AND INSTRUCTIONS FOR FACULTY & OBSERVERS ****

POLICY

Faculty are essential in creating an atmosphere that is conducive to learning, as well as promoting good will at the institution. To this end, faculty observations, by peer or supervisor, help to inform and support positive faculty growth.

This procedure shall serve to:

1. Provide the faculty member with an overview of the class dynamics;
2. Provide the faculty member with a detailed account of areas of sound teaching pedagogy and areas for improvement; and
3. Provide the immediate supervisor with pertinent information in completing annual evaluations.

INSTRUCTIONS

Utilizing the observations recorded on the first page of the form, observers are to write a narrative of the experience for the faculty member being observed. Recall that observations, at their best, are honest assessments of relative strengths and weakness and, in the end, should help foster the development of the individual's instructional ability.

Ultimately, what is being observed and evaluated is one's ability to instruct at the college-level effectively. This involves a number of factors that should be considered in the assessment of the experience. Mastery of the material/content that is being covered coupled with effective methods of delivery/teaching are essential components of effective instruction. These are necessary but not sufficient. Other factors to be included are more material in nature, such as the physical space and whether or not it supports learning, while others still are more temperamental, such as the individual's ability to connect, read and respond to the class. When all is said and done, the narrative ought to address these issues and more. It should support and praise what is working, identify what is not and suggest steps to take to improve one's abilities and skills.

The narrative should include the following subheadings and address the questions covered within:

- A. Introduction** – Background information to set the stage:
 1. Brief description of teaching space.
 2. Outline of class presentation including topics/material covered.
 3. Student information/composition of class.
- B. Observations of Instructor/Instruction**
 1. Does the method of instruction observed support student learning of the material presented? Why or why not?
 2. What strong points characterize this instructor's teaching? Content? Methods? Give examples to illustrate.
 3. What did you find wanting in the instructor's teaching? Give examples to illustrate.
- C. Summary and Suggestions**
- D. Overall Rating of Observation**

**** Please use a separate page to keep informal notes/observations to cite for the narrative section. ****

NOTE: This page is not to be submitted with the completed Faculty Observation Form.

FACULTY OBSERVATION FORM 2023-2024

Faculty Name: [Click here to enter text](#)

Date of Observation: [Select a date](#)

Course Observed: [Click here to enter text](#)

Observer's Name: [Click here to enter text](#)

Location: [Choose a location](#)

Modality: ☐ on-site ☐ hybrid ☐ online

RATINGS:

EE = Exceeds Expectations
Expectations

ME = Meets Expectations

AE = Approaches Expectations

NM = Does Not Meet

Part I:

INSTRUCTIONAL/TEACHING PRESENTATION	EE	ME	AE	NM
Mastery of material (<i>lesson illustrates individual's depth of knowledge and understanding of material</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dynamic (<i>confident, enthusiastic</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Innovative/resourceful (<i>able to think on his/her feet</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presence (<i>eye contact, voice quality</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

LESSON DESIGN	EE	ME	AE	NM
Organization (<i>lesson was easy to follow and organized in a logical manner</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarity (<i>lesson objectives, assignments, activities, due dates clearly explained</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching methods appeal to various learning styles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stimulates student engagement and intellectual efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentation – <u>online courses only</u> (<i>text color, shading, font size and type throughout lesson documents are easy to read and follow</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

LEARNING ENVIRONMENT	EE	ME	AE	NM
Classroom management (<i>instructor creates conditions to support student learning including student behavior</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty-student rapport (<i>interaction is respectful, welcoming, and supportive</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructor regularly evaluates student learning throughout lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part II: Narrative

A. Introduction

1. Brief description of teaching space:

[Click here to enter text.](#)

2. Outline of class presentation including topics/material covered:

[Click here to enter text.](#)

3. Student information/composition of class:

[Click here to enter text.](#)

B. Observations of Faculty/Instruction

1. Does the method of instruction observed support student learning of the material presented? Why or why not?

[Click here to enter text.](#)

2. What strong points characterize this instructor's teaching? Content? Methods? Give examples to illustrate.

[Click here to enter text.](#)

3. What did you find wanting in the instructor's teaching? Give examples to illustrate.

[Click here to enter text.](#)

C. Summary and Suggestions

[Click here to enter text.](#)

D. Overall Rating of Observation (check one).

- ☐ Exceeds Expectations
☐ Meets Expectations
☐ Approaches Expectations
☐ Does Not Meet Expectations

SIGNATURE OF FACULTY

[Click to select a date.](#)

DATE

SIGNATURE OF OBSERVER

[Click to select a date.](#)

DATE

.....

DISTRIBUTION:

ORIGINAL:

OFFICIAL PERSONNEL FILE (HUMAN RESOURCES)

COPIES:

FACULTY MEMBER

PEER OBSERVER/IMMEDIATE SUPERVISOR

AREA SUPERVISOR (AS APPROPRIATE)



Student Evaluation of Faculty

Instructor Name: _____

Date: _____

Course #: _____

Course Title: _____

INSTRUCTIONS:*Please evaluate questions 1 – 12 using the given rating scale:*

	Strongly agree	Agree	Somewhat Agree	Disagree
Instruction/Teaching				
1. The instructor was knowledgeable about the course content, and where applicable, its relationship to other courses and careers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The instructor used effective teaching methods; was organized and prepared.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The instructor was available to discuss my performance in the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course Design				
4. The course was intellectually stimulating and engaging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The course lessons were well-designed and had a logical flow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The course/lesson objectives, assignments, and due dates were clearly explained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Environment				
7. The instructor was effective in managing the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The instructor promoted a positive learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The instructor was respectful, welcoming, and supportive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The instructor was fair in grading my performance in the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The instructor returned and posted grades on assignments and quizzes/exams in a reasonable timeframe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2025-2026 COLLEGE CALENDAR

August 18	Faculty return to campus - New Student Registration week for Fall 2025
August 19	Orientation – Ticonderoga Campus
August 20	Department Meetings
August 21	Orientation – Malone Campus
August 22	Orientation – Saranac Lake Campus
August 25	Fall 2025 Semester begins
August 25 – 29	Add/Drop Period – Full Semester Courses If a student drops a course before or during this period, there is no record on the transcript.
August 25-27	Add Period for 1st Quarter Courses
August 25-29	Drop Period for 1st Quarter Courses If a student drops a course before or during this period, there is no record on the transcript.
September 1	Labor Day – College Closed
September 2 - November 14	Official Withdrawal Period for Fall 2025 Full-semester courses: If a student officially withdraws from a course(s), he/she will receive a “W” grade on his/her transcript. The “W” will not affect his/her GPA but will impact the student’s SAP. No withdrawals for full semester courses will be accepted after November 14th without the signature of the Vice President of Academic Affairs.
September 2 – October 3	Official Withdrawal Period for 1st Quarter Courses: If a student officially withdraws from a course(s), he/she will receive a “W” grade on his/her transcript. The “W” will not affect his/her GPA but will impact the student’s SAP. No withdrawals for 1 st Quarter courses will be accepted after October 3rd without the signature of the Vice President of Academic Affairs.
September 3	E grades due for 1st Quarter courses
September 12	E grades due for full semester courses
October 6	Progress Reports Due by noon
October 6-10	Midterm Exam Period for full semester courses
October 13	Fall Break - No Classes, College closed
October 15	End of 1st Quarter Courses
October 17	1st Quarter course grades due by noon
October 20	Beginning of 2nd Quarter Courses
October 20-22	Add Period – 2nd Quarter Courses If a student drops a course before or during this period, there is no record on the transcript.
October 20-24	Drop Period – 2nd Quarter Courses If a student drops a course before or during this period, there is no record on the transcript.
October 27 – December 1	Official Withdrawal Period for 2nd Quarter Courses: If a student officially withdraws from a course(s), he/she will receive a “W” grade on his/her transcript. The “W” will not affect his/her GPA but will impact the student’s SAP. No withdrawals for 2 nd Quarter courses will be accepted after December 1st without the signature of the Vice President of Academic Affairs.
October 29	E grades due for 2nd Quarter courses
November 3	Deadline for filing for December 2025 Graduation
October 27 – November 7	Preregistration for Spring 2026 courses
November 10	New Student Registration Events start
November 26-28	Thanksgiving Break - No Classes, College closed

December 11	Last Day of classes for Fall 2025 Semester
December 16	Final grades for full semester and 2nd quarter due by noon
December 16	Last Faculty workday
December 24 – January 2	Winter Break – No Classes, College closed
January 5	Winterim 2026 classes begin
January 5-6	Add/Drop Period – WI-26 If a student drops a course before or during this period, there is no record on the transcript.
January 7-13	Official Withdrawal Period for WI-26: If a student officially withdraws from a course(s), he/she will receive a “W” grade on his/her transcript. The “W” will not affect his/her GPA but will impact the student’s SAP. No withdrawals for Winterim courses will be accepted after January 13 th without the signature of the Vice President of Academic Affairs.
January 19	Martin Luther King Day - No Classes, College closed
January 20	Faculty return
January 22	Orientation – Malone Campus
January 23	Orientation – Saranac Lake Campus
January 23	WI-26 classes end
January 26	WI-26 grades due
January 26	Full Semester classes begin Spring 2026
January 26-30	Add/Drop Period – Full Semester Courses If a student drops a course before or during this period, there is no record on the transcript.
January 26-28	Add Period - 1st Quarter courses
January 26-30	Drop Period – 1st Quarter courses If a student drops a course before or during this period, there is no record on the transcript.
February 2 – April 17	Official Withdrawal Period for Full Semester courses: If a student officially withdraws from a course(s), he/she will receive a “W” grade on his/her transcript. The “W” will not affect his/her GPA but will impact the student’s SAP. No withdrawals for full semester courses will be accepted after April 17 th without the signature of the Vice President of Academic Affairs.
February 2 - March 5	Official Withdrawal Period for 1st Quarter courses: If a student officially withdraws from a course(s), he/she will receive a “W” grade on his/her transcript. The “W” will not affect his/her GPA. No withdrawals for full semester courses will be accepted after March 5 th without the signature of the Vice President of Academic Affairs.
February 4	E grades due for 1st Quarter courses
February 13	E grades due for full semester
February 16	President’s Day - No Classes, College closed
March 9	Progress Reports Due by noon
March 9-13	Midterm Exam Period for full semester courses
March 13	1st Quarter courses end
March 16-20	Spring Break – No Classes. College Open
March 23	1st Quarter grades due by noon
March 23	2nd Quarter courses begin
March 23 –25	Add Period – 2nd Quarter courses If a student drops a course before or during this period, there is no record on the transcript.
March 23-27	Drop Period – 2nd Quarter courses If a student drops a course before or during this period, there is no record on the transcript.

March 30 – April 27	Official Withdrawal Period for 2nd Quarter courses: If a student officially withdraws from a course(s), he/she will receive a “W” grade on his/her transcript. The “W” will not affect his/her GPA but will impact the student’s SAP. No withdrawals for full semester courses will be accepted after April 27th without the signature of the Vice President of Academic Affairs.
March 30 April 10	Preregistration for Fall 2026 - Watch for more information.
April - August	FA-26 Registration Events TBD - Watch for more information.
April 1	E grades due for 2nd Quarter classes
April 2	Deadline for filing for May 2026 Graduation
April 3	Good Friday – No classes. College Closed
May 14	Last Day of classes for Spring Semester
May 16	Commencement
May 21	Final grades for full semester and 2nd quarter due by noon
May 21	Last Faculty workday
May 25	Memorial Day – No Classes, College Closed
May 26	1st Summer Session (6wks) and 10wk Summer Session Begin
May 26 - 28	Add/Drop Period – 1st (6wk) Summer Session/10wk Summer Session If a student drops a course before or during this period, there is no record on the transcript.
May 29 – June 18	Official Withdrawal Period for 1st (6wk) Summer Session courses: If a student officially withdraws from a course(s), he/she will receive a “W” grade on his/her transcript. The “W” will not affect his/her GPA but will impact the student’s SAP. No withdrawals for full semester courses will be accepted after June 18th without the signature of the Vice President of Academic Affairs.
May 29 – July 16	Official Withdrawal Period for 10wk Summer Session courses: If a student officially withdraws from a course(s), he/she will receive a “W” grade on his/her transcript. The “W” will not affect his/her GPA but will impact the student’s SAP. No withdrawals for full semester courses will be accepted after July 16th without the signature of the Vice President of Academic Affairs.
July 3	End of 1st Summer Session
July 6	Independence Day Observed – No Classes, College Closed
July 7	Final grades for 1st Summer Session due
July 7	2nd Summer Session Begins (6wks)
July 7-9	Add/Drop Period – 2nd (6wk) Summer Session If a student drops a course before or during this period, there is no record on the transcript.
July 10 – 30	Official Withdrawal Period for 2nd (6wk) Summer Session courses: If a student officially withdraws from a course(s), he/she will receive a “W” grade on his/her transcript. The “W” will not affect his/her GPA but will impact the student’s SAP. No withdrawals for full semester courses will be accepted after July 30 without the signature of the Vice President of Academic Affairs.
July 31	End of 10wk Summer Session
August 3	Final grades for 10wk Summer Session due
August 14	End of 2nd Summer Session
August 17	Final grades for 2nd Summer Session due

(This calendar is subject to change without notice.)

Questions? Contact the Records office (518) 891-2915 ext. 1278

APPENDIX N: COMMUNITY RESOURCES

Community Resources

Emergency	911
CRISIS HELPLINE 24 Hr:	800-342-5767
North Star, Saranac Lake:	518-891-5535
North Star, Malone:	518-483-3261
New York State Police:	518-897-2000
Saranac Lake Fire Dept:	518-891-2211
Malone Fire Dept:	518-483-0386
Ticonderoga Fire Dept:	518-585-3456
National Suicide Prevention:	800-273-8255
Sexual Assault Hotline:	877-212-2323
Malone Police Dept:	518-483-2424
Saranac Lake Police Dept:	518-891-4422
Ticonderoga Police Dept.:	518-585-3456

*****The President's Office should be notified immediately if emergency medical services, or the police or fire department are called to any campus or college event. *****

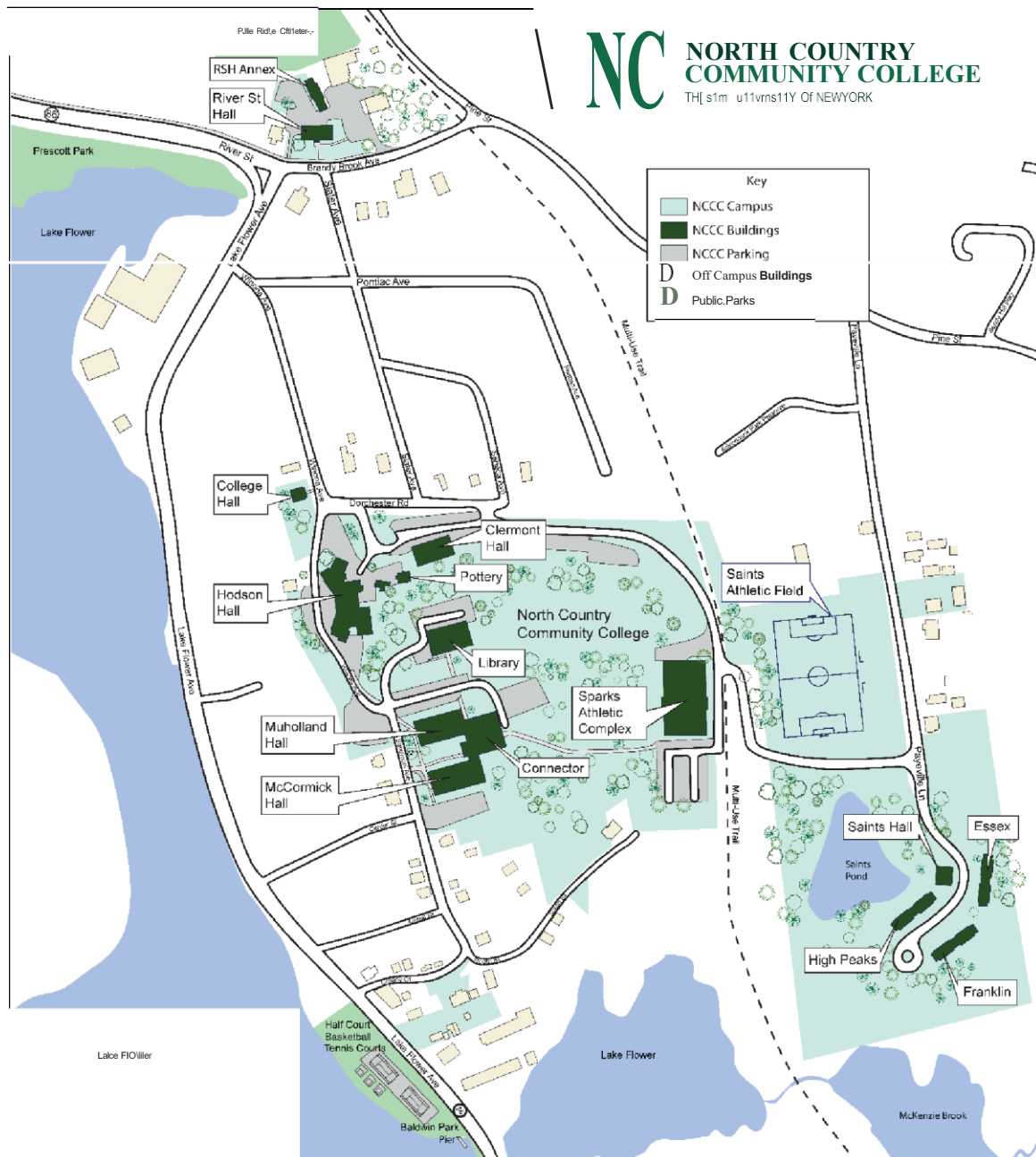
(518) 891-2915, ext. 1201

*****The Office of Campus and Student Life should be notified immediately if any of the Crisis, Sexual-Assault Hotline, or National Suicide Prevention numbers are called.**

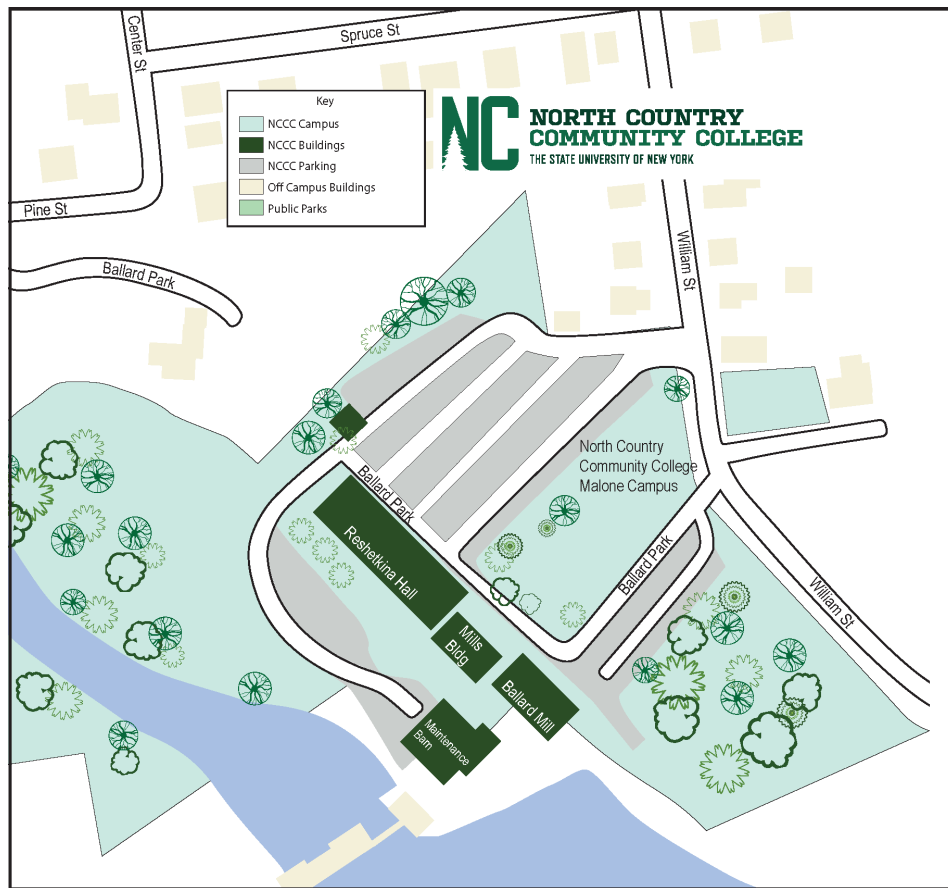
(518) 891-2915, ext. 1204

APENDIX O : CAMPUS MAPS

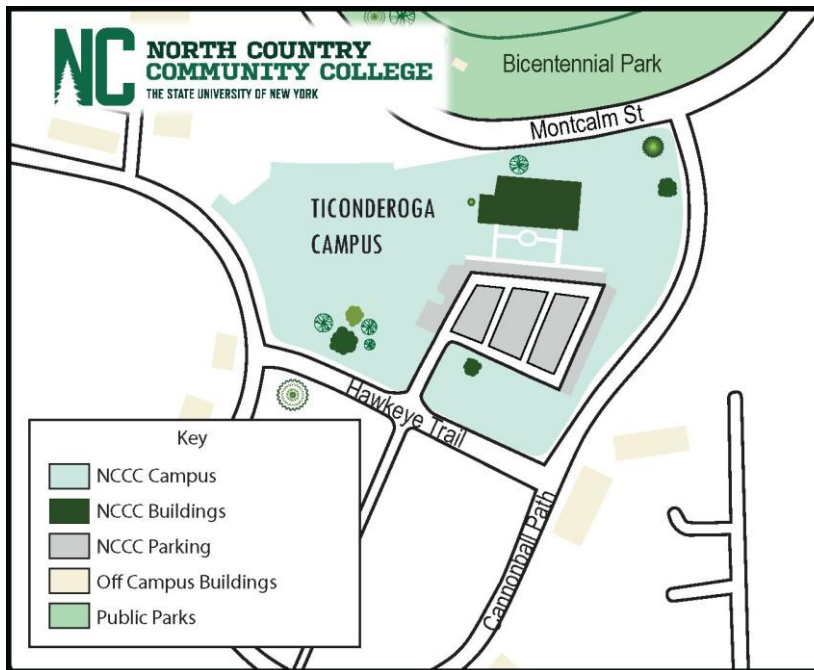
Campus Map ~ Saranac Lake



Campus Map ~Malone



Campus Map ~Ticonderoga



APPENDIX P: CONFLICT OF INTEREST POLICY

Conflict of Interest Policy

The NCCC Conflict of Interest Policy can be found at:

https://www.nccc.edu/pdfs/hr_policies/Conflict%20of%20Interest.pdf

APPENDIX Q : VIDEO SURVEILLANCE POLICY

[Video Surveillance Policy](#)