

BUFFALO STATE COLLEGE 1871–2021



**BUFFALO STATE  
THE STATE UNIVERSITY OF NEW YORK**

**COLLEGE ACCESS PROGRAM  
(DUAL CREDIT)  
REFERENCE GUIDE FOR PARTICIPATING SCHOOLS  
2/2/2022**

## **A Note to our High School Partners**

Buffalo State College welcomes you to the Dual Credit Program and wishes you great success in your instructional experiences.

This brief Faculty Handbook provides you with a few pointers to consider as you acquaint yourself with Buffalo State and prepare to teach a Buffalo State course to high school students for college credit. You will be matched with a cooperating faculty member who will provide you with collaborative professional support to help ensure that you are able to provide your students in your school setting with an experience comparable to that delivered on campus. In addition, your Buffalo State department chair and department administrative assistant can be helpful in answering questions and assisting with any instructional concerns. You will have access to Buffalo State's Blackboard online course management system, the online and onsite resources of Butler Library, and other support materials available through the academic department.

Feel free to ask your cooperating faculty member, or a representative from Continuing and Professional Studies, for any assistance and to make face-to-face or virtual arrangements to bring your students to campus for an event, a tour, or to sit in on a live class. We want this to be a rewarding opportunity for all.

Enjoy your instructional adventure!

Happy Teaching,

Dr. James Mayrose  
Provost and VP for Academic Affairs

## CONTINUING PROFESSIONAL STUDIES DIRECTOR'S WELCOME

We are excited to welcome you to, or back to, our College Access Program!

Your students have a wonderful opportunity to be introduced to college level coursework that provides dual credit – credit towards their graduation from high school, and ultimately, credits toward their future college degree, at substantially reduced cost.

We are here to help you. This handbook covers the basics of our program management and is a good reference for how things are done. Continuing Professional Studies also maintains a robust website, where you will be able to find information more directly aimed at students, and families, as well as additional resources for schools and instructors. In addition, we have a dedicated program email address, [cap@buffalostate.edu](mailto:cap@buffalostate.edu), to ensure that your contacts are directed for quick attention.

We will also be reaching out to you at various points in the semester, with brief surveys you can complete to let us know how things are going, and to provide feedback on how we can more immediately best support you.

You will also have a faculty mentor who will provide guidance and support with the curriculum, and the best way to present it to your students for maximum learning and positive outcomes. They may also be able to offer you enrichment opportunities, such as guest speakers from the campus or community, tours of their department/facilities, or even the chance for your students to sit in on an actual class.

Please be sure to contact our office as your first resource for any questions or concerns that you may have.

Sincerely,

Kristin E. Fields, M.S.  
Director, Continuing Professional Studies  
[fieldske@buffalostate.edu](mailto:fieldske@buffalostate.edu)  
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## PROGRAM OVERVIEW AND BENEFITS

The College Access Program is designed to facilitate a seamless educational pipeline aligning secondary and postsecondary curriculum to increase the high school graduation rate, increase the number of high school graduates attending college, and decrease the time required to complete a college degree while offering initial college courses at a reduced tuition rate to encourage participation.

The dual credit program, offered on-site at the high school by the school's own faculty, facilitates the enrollment of high school students into selected SUNY Buffalo State courses to fulfill high school graduation requirements and simultaneously earn college academic credit. Students entering their senior year are eligible to enroll in this cooperative program with faculty recommendation. In exceptional circumstances, students entering their junior year of high school may participate.

The dual credit courses are the same as the courses offered on-campus at Buffalo State. Students are held to the same standards of achievement as students enrolled in on-campus courses. The instructors teaching dual credit courses meet the academic requirements for adjunct faculty teaching at Buffalo State and are approved by Buffalo State department chairs by the same process utilized for engaging adjunct faculty.

Collaborative implementation of the dual credit program through intentional faculty interaction can enhance the educational experience of students and faculty of both institutions. Together, the high school and Buffalo State faculty can define and initiate actions that will result in the outcomes they deem important. Benefits that might be determined and implemented through faculty interaction include the following:

### For Students:

- Encouragement to graduate from high school and enter college
- Confidence through earning college credit in an academically rigorous course
- Evidence of academic seriousness for high school students as they apply to college
- Taking initial college courses at a reduced tuition rate
- Reduced time to college graduation
- Providing more time for other electives or minors when in college
- Positive experience interacting with college students, including joint research
- Feeling comfortable on a college campus
- Access to university resources (library, lectures, performances, other events)
- Side-by-side presentations/performances with college students
- Experiencing events relative to the discipline and the Spring Research/Creativity Celebration

### For High School Faculty:

- Opportunities to encourage students to attend college
- Collaborative teaching and teamwork with university colleagues
- Collegial professional development, exchanging pedagogies and assessments
- Reassessing high school academic rigor and potential curricular changes
- Understanding college admissions expectations and strengthen preparation
- Collaborative development of grading rubrics and other measures of assessing student learning outcomes

- Sharing visiting artists/scholars from Buffalo State
- Potential conference presentations and publications

For Buffalo State Faculty

- Leadership in developing seamless education from high school to college
- Opportunity to structure leadership, teaching and mentoring occasions for Buffalo State students with high school students
- Collegial professional development, exchanging pedagogies and assessments

## **PREPARATION OF THE MEMORANDUM OF UNDERSTANDING**

In order to begin the process of your district's entrance to CAP, we will meet with you to discuss the plans, goals, and local infrastructure available to support the program, as outlined here:

- Section I      Summary – overview of the proposed course(s) to be offered by your institution, the proposed student group, and services to be provided by both parties.
- Section II     Identifying Potential Students – requirements for a student to be accepted to the program, with a particular emphasis on their ability to succeed.
- Section III    Application Requirements – complete application during the designated window; parental consent.
- Section IV    Student and Parent/Guardian Responsibility – tuition payment and liability, and course withdrawal policies and procedures.
- Section V     Course/Faculty Criteria – faculty approval requirements, syllabi, texts, materials, and honorarium.
- Section VI    Grading – the differences between local and college level grading structures.
- Section VII   Time Frame and Provisions for Program Review – to be performed annually.
- Section VIII   Financial and Administrative Provisions – student tuition fee; program discontinuance.
- Section IX    Signatures
- Section X     List of Approved courses

## **COURSE SELECTION AND APPROVAL**

Course selection and approval will be made based on the needs of the partner high school, qualified and interested instructors able to teach the material, and the availability of a Buffalo State faculty mentor.

The material is to be taught in a manner sufficient to achieve the learning outcomes noted in the Buffalo State approved syllabus for the course in question.

High school faculty will discuss textbook and instructional materials with their Buffalo State cooperating faculty member and communicate textbook and other course requirements to students during the first week of class. All students are expected to obtain the required materials. Students should be provided with the syllabus being used, as a part of the introduction to the college experience, and to clearly outline the scope of the work they will be completing.

The Buffalo State faculty mentor can usually share syllabi, assignments, and examinations from previous faculty offerings of the selected dual credit course; this will help ensure that academic rigor is met and that assessment methods are adequate measures of learning.

## **TUITION, APPLICATION, AND ENROLLMENT PROCEDURES**

The current tuition for a CAP course is \$250; this reflects a substantial savings to students and families over the per course cost of \$1030.50 (including fees). Payment is required to be made online, at the time of application, and may be made by credit or debit card. Applications received without payment will not be processed through to course registration. At this time, we are not able to waive tuition, or provide any type of tuition support.

Recently, some schools/districts have received grants, or have in some way subsidized the cost of the program for their student participants. If so, we will invoice you directly based on the number of students that are enrolled into the course after the registration period closes.

It is imperative that students and families are fully apprised of the cost of the course and application procedures as soon as the course is approved to be offered. Students are required to complete the application and payment process during our designated window, which will open in December and close on January 31<sup>st</sup> of any year (for spring courses).

Following the close of the application window, high school instructors will be asked to submit their list of participating students, which we will check against applications received. However, please note that ONLY students who submitted applications AND paid will be registered for the course.

Please be advised that no refunds will be made after the application window closes, except in highly extenuating circumstances.

## EVALUATION, GRADING, and TRANSCRIPTS

It is critically important that grading be assessed at the college defined level of learning, and that all instructional parties, particularly students and families, understand that grades awarded may differ between the high school standards and the college defined grading structure.

Each high school instructor is fully responsible for evaluating the achievement of their students and is expected to utilize the best professional techniques and procedures for such evaluation. Grading policies must be included in the syllabus and distributed within the first week of each class informing the students in writing of the academic requirements necessary for completion of the course and criteria used for assigning grades. The statement should be clear, concise, and appropriate to the specific course for which it is intended. Grades awarded to a student must reflect the high school instructor's best judgment of the student's performance in course work without regard for other considerations.

The grading system in dual credit courses must reflect student achievement at the college level. Students will be assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in on campus sections. To ensure that academic rigor in dual credit courses is comparable to Buffalo State courses taught on campus, the high school faculty and Buffalo State faculty will match student learning outcomes and may collaboratively develop course assignments and common testing and grading rubrics to meet Buffalo State academic criteria.

Grades will be awarded using the approximate values assigned to each letter grade:

92-100	A = Superior
89-91	A-
86-88	B+
83-85	B = Above average
79-82	B-
76-88	C+
73-75	C = Average
69-72	C-
66-68	D+
60-65	D = Below average, but passing
<60	E = Failure

Grades will be submitted by the high school instructor to the Continuing Studies office as soon as practicable at the end of the semester, but not later than July 1<sup>st</sup>, so that we may process them in timely fashion.

Transcripts need to be available by mid-July. It's important that students, graduating seniors in particular, are able to request and provide them to their college of choice early enough to prevent possible duplicate registration, and to ensure that they are able to register for the next level course, if there is one. (Ex.: Student takes FTT 109 in high school; they are then eligible to register for FTT 110 as a college freshman.)

## **SPECIAL NOTE TO OUR CAP INSTRUCTORS**

Thank you for taking on the challenge of teaching a college level course to your students. Your willingness to offer this higher level of education is an experience that we hope you find as personally rewarding as it is enlightening for your class.

You have been partnered with a SUNY BSC faculty member who is not only a subject matter expert in the field, is someone well versed in what it takes for students to succeed at the collegiate level. We believe that your coordinated effort will produce students more cognizant of what will be expected in their future endeavors in higher education. Your partner faculty member will be assisting you with a syllabus, course outline, direction on supportive texts and teaching materials; some may also provide resources such as visiting, personally or virtually, your class, or arranging for your students to sit in on a class on campus.

In addition, you will –

- Have adjunct faculty status at Buffalo State
- Be the teacher of record who submits final grades
- Be able to participate in Buffalo State professional development activities
- Have collegial interaction with their Buffalo State cooperating faculty member to address course content, course delivery, assessment, evaluation, and/or research and development in the field
- Receive discipline-specific training and orientation regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy, and administrative responsibilities and procedures.

Over the course of the semester, we will be checking in with you via a survey link; we will also ask you to complete a semester end survey regarding your personal experiences with the CAP course. However, please know that you can reach out to us at any time, about any issue. We have a dedicated email account – [cap@buffalostate.edu](mailto:cap@buffalostate.edu) – and we are here to help in any way that we can.

For your participation in CAP, you will receive an honorarium of \$100. At the end of the semester, you will also receive a letter thanking you, and documenting your CAP service to your district and SUNY Buffalo State.

## RESOURCES

For CAP Administrators, Guidance Counselors, and Instructors:

[CPS website](#)

[SUNY Buffalo State website](#)

[BSC Undergraduate catalog](#)

[BSC Admissions office](#)

For Students and Families:

[CPS website](#)

[BSC Registrar Transcripts](#)

[SUNY Buffalo State website](#)

[BSC Undergraduate catalog](#)

[BSC Admissions office](#)