



BUFFALO STATE
The State University of New York

CAP Administrator and Instructor Handbook

COLLEGE ACCESS PROGRAM

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Dear College Access Program Administrators and Instructors,

Welcome to the Buffalo State University College Access Program (CAP)! CAP allows qualified high school students to earn college credits at reduced tuition for college-level courses taught right in their high schools. The continued success of our program relies on the collaborative efforts between the CAP Office, high school instructors, principals, school counselors, and BSU academic departments.

CAP has grown consistently over the years, with active partnerships across 45 high schools in New York State. In the 2025-26 academic year, over 1,500 students received Buffalo State credit across more than 2,600 course enrollments.

Whether you are returning to the program or joining us for the first time, we appreciate your leadership, time, and commitment to bridging high school and higher education. CAP Administrators and Instructors maintain academic rigor and integrity of dual credit courses. By adhering to course guidelines, implementing approved syllabi, and engaging in annual professional development, you ensure that high school students experience the exact same rigor, quality and learning outcomes as BSU on-campus students. Beyond maintaining standards, your work creates meaningful, lasting educational pathways for students.

This handbook is designed to be a practical guide for program participation. Inside, you will find timelines, application requirements, and administrative guidelines. If you have questions that are not addressed in this guide, please contact the CAP Office at cps@buffalostate.edu or call 716-878-5907.

We look forward to working with you this year!

Sincerely,

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College Access Program Description

The College Access Program (CAP) is BSU's dual credit program. CAP allows qualified high school students to take Buffalo State University courses right in their high school classrooms, taught by university-approved teachers. Students who complete the course with a final grade of C or above earn college credit. Credits will be recorded on an official Buffalo State University transcript and can be used to pursue a degree at Buffalo State University or transferred to another institution. Every CAP offering is an official course from the BSU Course Catalog.

CAP is designed as a hybrid bridge between high school and higher education. Enrolled students complete college-level coursework within a familiar high school environment, allowing them to experience academic rigor with the structured support of high school educators.

The CAP Office is housed in the Continuing Professional Studies office at Buffalo State University and serves as the primary connection between high school and university. The CAP Program Coordinator maintains contact throughout the academic year with CAP Primary Contacts and CAP Instructors. CAP Primary Contacts are high school administrators, guidance counselors, or instructors who serve as the primary liaison to the CAP office. CAP Instructors are BSU-approved high school teachers who teach CAP courses. CAP Faculty Liaisons are BSU faculty who are subject matter experts who provide mentorship and support to high school teachers while ensuring that course learning objectives are met.

CAP Primary Contact Roles and Responsibilities

The CAP Primary Contact serves as the primary liaison between the CAP Office and approved high school instructors. The Primary Contact is responsible for maintaining timely communication, ensuring application and grade submission deadlines are met, and communicating any staffing or course updates to the CAP Office. Primary Contacts:

- Monitor email for communications from CAP Office and, if necessary, respond in a timely manner.
- Verify and submit accurate course and instructor assignments by the posted deadline within the Course Confirmation email sent by the CAP Office at the beginning of each academic year.
- Inform CAP Office of any instructor changes, whether permanent or extended leave, and send the resume of the replacement instructors as soon as possible (replacement instructors are not guaranteed to be approved).
- Attend CAP Partner meetings, events, and/or review recordings and published documents to keep apprised of CAP procedures, deadlines, upcoming changes, and/or opportunities.
- Forward relevant communications/materials (including application links, grading requests, survey links, professional development opportunities, etc.) to the instructors.
- Reinforce deadlines with instructors and students (i.e., application and grading deadlines).
- Help ensure instructors attend professional development meetings and new instructor orientations.
- Collect and forward syllabi to CAP Office when requested.
- Facilitate prompt signing and return of Memorandum of Understanding (MOU) when necessary.

CAP Instructor Roles and Responsibilities

CAP Instructors are responsible for maintaining the academic integrity and success of CAP by delivering college-level coursework within high school classrooms. CAP Instructors must communicate with CAP Primary Contacts, Faculty Liaisons, and the CAP Office. CAP Instructors:

- Submit updated syllabus to CAP Office when requested
- Follow the syllabus as approved by the BSU academic department, including: student learning outcomes, content and rigor requirements, grading/assessment criteria, etc.
- Review the syllabus (including course requirements) with students.
- Forward relevant communications/materials (including application links and survey links, etc.) to students and/or parents/guardians.
- Submit grades by the posted deadline.
- Attend one annual discipline-specific professional development (PD) event, hosted or approved by BSU Faculty Liaisons.
- Attend a mandatory New Instructor Course Content Orientation hosted by BSU Faculty Liaisons, as applicable
- Attend a mandatory New Instructor Administrative Orientation hosted by the CAP Office, as applicable
- Invite and host BSU Faculty Liaisons for site visits as desired.
- Provide Faculty Liaisons with course-related materials at their request, including syllabi and assessment instruments (tests/quizzes), etc.

Partnering with BSU

All partner high schools have a signed Memorandum of Understanding (MOU) with BSU, outlining the terms of agreement, responsibilities of stakeholders, courses offered, and program fees.

To establish a partnership or expand a partnership, the following steps must occur:

1. The high school primary contact or instructor must submit a New Course Proposal application, specifying which course(s) they seek to offer through CAP, along with the resume(s) of the instructor(s) who will teach the course(s). The deadline to submit a New Course Proposal application for courses that will run the following academic year is January 15. Resumes must show that instructors meet the minimum qualifications as determined by each academic department. Instructor minimum qualifications can be found in Appendix A and on the CAP website.
2. The high school will be notified about course/instructor approvals by CAP Office in a written Approval Letter.
3. All instructors must be onboarded by attending course-specific training with BSU faculty and administrative orientation with the CAP Office.
4. The CAP Office will send an MOU or MOU Amendment to the CAP Primary Contact for signatures, inclusive of the new courses.

5. For partnering high schools within Erie County, and in accordance with SUNY policy, SUNY Erie has the right of first refusal for dual credit courses. If SUNY Erie offers a similar course, the high school partner will be notified in a notice inclusive of SUNY Erie. For high schools outside of Erie County, BSU will communicate with the SUNY Community College within its respective county. If the High School is in a county that does not have a SUNY Community College, this process does not apply. Also, if the Community College does not offer a similar course, this process does not apply.

Course Alignment & Approval Process

Prospective instructors complete a Course Proposal application during the designated submission window. The designated submission window will run between September and January, with exact opening and closing dates posted in the Annual Timeline, which is shared at the beginning of each academic year. Proposals submitted outside of this timeframe will not be considered.

Instructors must meet the minimum teaching qualifications for each course as outlined in the application and on the CAP webpage. Applicants must also demonstrate how the high school course aligns with the university course learning objectives by submitting a Course Equivalency Table (Appendix B) with their application. The instructor's syllabus and resume require written approval from the academic department chairperson; a course is not authorized to be offered for dual credit until a formal Letter of Approval has been issued.

Approved CAP courses may require revision when curricular modifications are made to the equivalent BSU course. Additionally, changes in department leadership or university approving entities may impact course availability or minimum instructor qualifications.

Instructor Onboarding

Prior to the start of the course, all new CAP Instructors must complete:

1. New CAP Instructor Administrative Orientation, hosted by CAP Office Staff.
2. New Instructor Course Content Orientation, hosted by a Faculty Liaison.

Veteran instructors approved to teach additional new courses are also required to attend a Course Content Orientation for the new course. Administrative and Course Content Orientations take place the Spring prior to the academic year the course is offered. The CAP Office notifies instructors of these requirements in their initial approval email and provides a subsequent invitation for the Administrative Orientation. Faculty Liaisons will email instructors directly to schedule the Course Content Orientation. Any missed orientation must be made up in a format determined by the CAP Office or Faculty Liaison. Instructors should contact the CAP Office immediately to arrange a make-up Orientation.

Course Confirmations

The CAP Office will send a Course Confirmation email to the Primary Contact at the beginning of each academic year. The Primary Contact must confirm courses and instructors for the year by the deadline (mid-September; exact date announced via email from CAP Office). Regardless of the time of year, a

change of instructor should be communicated to the CAP Office immediately. New CAP Instructors need to have their resume and syllabus approved by the BSU academic department before the course can be confirmed, and approval is not guaranteed.

Course confirmations are used to set up the CAP Application. Failure to provide accurate and timely information to the CAP Office negatively impacts the student application process.

Student CAP Application

Welcome Back Email

After the Primary Contact confirms courses, instructors, and terms, the CAP Office sends a Welcome Back email to CAP Instructors, which includes the following information:

- CAP Application link and deadlines.
- Updated CAP Materials for instructors and students/families.
- Information on virtual Instructor and Parent Orientations.
- Any program updates.

CAP Instructors and Primary Contacts are responsible for sharing any CAP Materials with parents/guardians as written by the CAP Office. While the CAP Office distributes the application link as early as late September, instructors and primary contacts should follow their school's specific application timeline and communicate these dates clearly to families to ensure applications are submitted within the appropriate window.

Student Selection

All juniors and seniors are eligible to be considered for CAP. Sophomore students can be considered on a case-by-case basis. Students selected for CAP must be in good academic standing, qualified to handle college-level coursework, and currently enrolled in a CAP course. Selection is at the discretion of the high school faculty and administration.

Application Process

Students enrolling in CAP must complete an electronic application and, when applicable, submit payment at the time of application. Students must apply within their school's specified application window, as late applications are not accepted. On the application, students select all CAP courses they wish to enroll in. Because students may only submit one application per window, they should ensure all desired CAP courses are selected before submitting.

If a student needs to add a course while the application window remains open, they must contact the CAP Office directly. The CAP Office will manually add the course to the student's application and send a PayPal link for the additional tuition to the email address on file. Payment for the added course must be completed within one business day of the application deadline.

Roster Verification

While the application window is open, the CAP Office sends weekly updates to the CAP Instructor and Primary Contact with the names of students who have applied. During this period, the CAP Instructor must review the weekly roster and confirm via email that each listed student meets the criteria listed in the Student Selection procedure. Once the application window closes, the CAP Office distributes a final roster of approved students along with their assigned Banner ID numbers.

CAP Program Fees

CAP program fee is \$270 per course, regardless of credit hours. Courses that come with a co-requisite, such as a lab, are bundled and count as one course. In some instances, a single high school course is equivalent to more than one college course; in these cases, students and families may choose how many college courses to enroll in based on their budget, with a program fee charged per individual college course.

A discounted rate of \$125 per course is available for students demonstrating economic need. To access this rate, students must upload documentation of household income on the CAP Application. Accepted documentation includes Free and Reduced-Price Lunch award letters, SNAP or TANF benefit letters, Medicaid eligibility letters, Supplemental Security Income (SSI) statements, or a prior-year tax return (Form 1040).

For school districts where families are responsible for CAP tuition, the application includes a payment section, and payment is due at the time of application. Alternatively, some school districts utilize grants or external funding to cover CAP tuition for their students. Under these arrangements, the Primary Contact receives an invoice within four weeks of the application closing. Primary Contacts are responsible for forwarding the invoice to the appropriate person for payment. Instructors who are unsure of their school's specific payment agreement should contact the CAP Office for clarification.

Banner IDs

CAP Instructors must provide students with their BSU identification number, known as a Banner ID. A Banner ID is assigned the first time a student applies for a CAP course or applies to the university. The CAP Office provides the list of assigned Banner IDs to instructors in the final Course Roster Verification email sent at the close of the application window. Students need their Banner ID to request official transcripts.

Midterm Check-In

The CAP Office sends a Midterm Check-In email to CAP Instructors about two-thirds of the way through the course; instructors should refer to the Annual Timeline for the specific dates for each academic year. The purpose of this check-in is to confirm that enrolled students are on track to earn a grade of 73% or higher.

During the check-in, instructors must identify any students who need to be withdrawn. Course withdrawals will not appear on the student's permanent transcript. Instructors must also report any

student who is currently at risk of falling below the 73% minimum requirement; registration for these students will be placed on hold until final grades are submitted and CAP Instructors can verify if the student has met the minimum grade standard.

BSU provides tuition refunds only in documented, highly extenuating circumstances.

Registration

Students who are on track to earn college credit will be officially registered by the CAP Office following the midterm check-in. Student registration aligns with the BSU semester that corresponds to the end of their high school course term. For Fall term courses, students are registered in BSU's Spring semester. For Spring term and full-year courses, students are registered in BSU's Early Summer semester, which coincides with the conclusion of the high school academic year.

Final Grades & Course Wrap-Up

Towards the end of the course, the CAP Office will send a Final Grades & Course Wrap-Up email to CAP Instructors, which includes the following information:

- Grade Submission Table
- CAP Instructor Year-End Program Review link
- Student CAP Course Reflection link
- Information for ordering transcripts

Submitting Grades

To submit final grades, CAP Instructors reply directly to the Final Grades email and enter each student's numerical grade into the table provided in the message body; attachments or PDF submissions are not accepted. Grades must be reported as a numerical score out of 100. If multiple high school courses must be completed for the equivalent of one BSU course (e.g. in a pathway), the instructor must submit the grade earned in each high school course along with the calculated average of those grades.

CAP Instructors may submit grades as soon as they become available, but submissions must be completed prior to the deadline outlined in the Annual Timeline. Late submissions delay grade entry and postpone student access to official transcripts. The CAP Office enters submitted grades into the BSU Banner system during the designated grading window for that semester. Students must earn a final grade of 73% or higher to receive college credit.

CAP Instructor Year-End Program Review

At the end of each academic year, CAP Instructors complete the CAP Instructor Year-End Program Review. This questionnaire collects feedback on the dual-credit teaching experience, updates contact details, and assists the CAP Office with planning for the upcoming school year.

It is essential that CAP Instructors notify the CAP Office through this review if they do not plan to return to their role for the next academic year. Early notification allows the CAP Office to work directly with

school administration to onboard and credential replacement instructors, ensuring continuous dual-credit opportunities for students.

Student End-of-Course Survey

Consistent with on-campus practice, students will be asked to complete an end-of-course survey via a link at the end of the course. Surveys are an instructor support tool designed to look at the student experience, with results being shared only between the CAP Instructor, Faculty Liaison, and CAP Office.

Ordering Transcripts

CAP Instructors should share the following information with students regarding official transcript requests:

Students wishing to order an Official Transcript can do so by following the instructions on the BSU Registrar's webpage (<https://registrar.buffalostate.edu/transcript-ordering>). Transcripts cost \$9 each, and students will need their Banner ID to complete the order. Official transcripts should be sent directly to the admissions office of the receiving higher education institution.

Transcripts containing Spring term or full-year courses are not available until the end of the BSU Summer semester in mid-August. Students may place an order prior to this date, but they must select the option to hold the transcript for summer grades to ensure all current coursework appears. Held orders will automatically process and send as soon as grades are finalized.

If students need documentation of their CAP courses prior to mid-August for Fall course scheduling, they may contact the CAP Office to request a course history letter, which will be emailed directly to them.

Annual Timeline

CAP uses two separate timelines based on whether partner high schools schedule dual credit courses on a semester or full-year basis. At semester schools, courses run during either the Fall or Spring term, or across the full academic year. At full-year schools, all offered courses run across the entire academic year. Instructors who are unsure of their school's designation should contact the CAP Office early in the academic year or consult the CAP website. An Annual Timeline containing specific deadlines for the upcoming academic year is sent to instructors in the annual Welcome Back email.

Semester Timeline

Early September: CAP Office sends Course Confirmation email to Primary Contacts.

Mid-September: CAP Office sends Welcome Back email with Annual Timeline, CAP Application link, informational materials for families.

October: Virtual Teacher and Parent Orientations

Mid-October to Mid-November: CAP Application period for full-year and Fall term courses. Students must apply during this time. Instructors verify rosters weekly.

Late November: Final course rosters available for instructors to review.

Early December: Midterm Check-In for Fall term courses only. Instructors indicate any students who need to be withdrawn from the course or are at risk of falling below the grade minimum.

Mid-January: CAP Office sends Final Grades & Course Wrap-Up email for Fall term courses only.

Mid-March to Mid-April: CAP Application period for Spring term courses only. Students must apply during this time. Instructors verify rosters weekly.

Late April: Final course rosters available for instructors to review.

Early May: Midterm Check-In for Spring term courses only. Instructors indicate any students who need to be withdrawn from the course and/or are at risk of falling below the grade minimum.

May: CAP Office sends Final Grades & Course Wrap-Up email for full-year courses only.

Early June: CAP Office sends Final Grades & Course Wrap-Up email for Spring term courses only.

Late June: Final grades for full-year and Spring term courses must be submitted.

Full-Year Timeline

Early September: CAP Office sends Course Confirmation email to Primary Contacts.

Mid-September: CAP Office sends Welcome Back email with Annual Timeline, CAP Application link, informational materials for families.

Early December: Virtual Teacher and Parent Orientations

Mid-December to Mid-January: CAP Application period. Students must apply during this time. Instructors verify course rosters weekly.

Late January: New Course Proposal submission deadline.

Early February: Final course rosters available for instructors to review.

Early March: Midterm Check-In. Instructors indicate any students who need to be withdrawn from the course and/or are at risk of falling below the grade minimum.

Early May: CAP Office sends Final Grades & Course Wrap-Up email.

Late June: Final grades must be submitted.

Faculty Liaisons

Each CAP course is assigned a BSU Faculty Liaison who is familiar with the specific course content. Liaisons collaborate with high school instructors to ensure that dual credit courses maintain the same rigor, learning outcomes, and academic standards as the equivalent courses taught on the university campus. Throughout the academic year, Faculty Liaisons provide ongoing instructional support and share discipline-specific resources, including departmental events, programs, and special opportunities on campus that may be of interest to high school students. Faculty Liaisons also facilitate required annual

professional development, welcome invitations from the CAP Instructor to visit the classroom and connect with students, and help coordinate campus visits. Because liaisons are assigned by course, CAP Instructors who teach multiple dual credit courses may be assigned more than one liaison.

Annual Outreach Email

At the beginning of each academic year, CAP Instructors will receive an Annual Outreach Email from their assigned BSU Faculty Liaison(s). This initial message establishes open communication for the school year, provides relevant campus updates, outlines opportunities for collaboration, and sets a timeline for the required annual professional development. Instructors should review this communication promptly and keep it on file as a primary point of contact for discipline-specific support and collaboration throughout the year.

Professional Development

All CAP Instructors must participate in annual discipline-specific professional development (PD) to support ongoing collegial interaction and stay current with pedagogy and course content. BSU Faculty Liaisons facilitate PD sessions and determine the format, such as on-campus events, webinars, or small group meetings. Occasionally, regional professional meetings or other events not sponsored by BSU may qualify but must receive prior approval by the BSU academic department. The CAP Office tracks PD participation and sends regular updates to CAP Primary Contacts. Instructors who do not complete their annual PD will be subject to the process outlined in the Compliance Procedures section.

Site Visits

CAP Instructors may invite Faculty Liaisons to visit their classroom during the school year. Site visits are a great way to connect, give students direct access to university faculty, and highlight BSU programs. Instructors can invite a liaison to guest lecture, observe a lesson, or speak directly with students.

For schools located outside the Western New York region, site visits may be conducted virtually, though in-person visits remain an option. Faculty Liaisons participate in site visits as their schedule allows.

Campus Visits

Campus visits offer CAP students a welcoming introduction to BSU, giving them a taste of campus life and academic expectations. If a CAP Instructor wishes to plan a visit, they must complete the CAP Campus Visit Request Form at least six weeks prior to the requested date. A Campus Visit Request Form link will be provided in the Welcome Back email by the CAP Office, and instructors can request one from their Faculty Liaison or the CAP Office at any time. Upon submission, the CAP Office notifies the Faculty Liaison, who will collaborate with the instructor and their academic department to design a tailored itinerary. Depending on class goals, visits can include lab exercises, live lectures, department tours, hands-on activities, or meet-and-greets with university faculty and undergraduates.

To maximize the impact of the experience, all visits should be scheduled while BSU classes are in session. This will ensure that students experience campus life and that resources are available to promote an

interactive visit. When submitting the request form, the instructor can also opt to include a general campus tour, an admissions presentation, or lunch in the Bengal Kitchen, which will be provided by the CAP Office. Once visit details are finalized, the CAP Office will provide a registration link for attending students.

CAP Instructor's Extended Absence

If a CAP Instructor needs extended leave, the Primary Contact must notify the CAP Office immediately. The CAP Office will share the substitute teacher's resume with the academic department chair and liaison. The substitute teacher must complete both the Administrative Orientation with the CAP Office and the Course Content Orientation with the Faculty Liaison as quickly as possible. The course must be taught using the approved syllabus and the Faculty Liaison will serve as a mentor during the substitute's time teaching the course.

Advisory Board

The purpose of the Advisory Board is to collaborate with CAP leadership to

- Identify current and emerging program needs.
- Provide feedback for continuous quality improvement.
- Review and discuss program initiatives.
- Ensure program standards and reporting meet accreditation standards.

Contact the CAP Office if you are interested in volunteering to serve on the Advisory Board.

Compliance Procedures

CAP Instructors are expected to remain in compliance with all program training requirements and material submissions. Instructors must submit all requested course materials – such as syllabi, resumes, assessments, or grades – to their Faculty Liaison or the CAP Office in a timely manner. If a CAP Instructor fails to submit these required materials, or is unable to attend the scheduled professional development, they must coordinate with their liaison to complete an approved alternative training by April 30th or resolve material submission by the end of the academic year.

If an instructor fails to complete an approved alternative or submit requested materials by the end of the academic year, they will be officially notified of their non-compliance and placed on probation for the following academic year. The CAP Primary Contact will also be notified of this status change. During the probationary year, the instructor must successfully submit all outstanding materials and attend the annual professional development or complete an approved alternative to return to good standing.

If the instructor remains non-compliant at the end of the probationary year, their CAP course will be canceled, and they will no longer be considered a CAP Instructor for that course. For instructors approved to teach multiple CAP Courses, the cancellation of one CAP course due to non-compliance does not automatically cancel other CAP courses.

Appendix A

Minimum Instructor Qualifications

Art & Design

CAP Course	Minimum Instructor Qualifications
AAD102 - Introduction to Two-Dimensional Design AAD103 - Introduction to Three-Dimensional Design AED200 - Fundamentals of Art Inquiry FAR220 - Introductory Photography FAR240 - Introductory Sculpture FAR323 - Advanced Photography	3 years of art teaching, undergraduate degree in art education or visual arts and a Master's in art education or visual arts related degree. Evidence of experience with a particular medium focus of the course, if there is one, such as photography.

Biology

CAP Course	Minimum Instructor Qualifications
BIO100 - Principles of Biology BIO101 - Human Biology BIO104 - Environmental Biology	Master's Degree in Biology and some teaching experience, or an undergraduate degree in Biology and a Master's in a related area.

Business, Economics, and Public Administration

CAP Course	Minimum Instructor Qualifications
BUS116 - Introduction to Business BUS201 - Foundations of Leadership BUS212 - Accounting Principles	Master of Science in Business or an MBA in a Business Administration discipline.
ECO101 - The Economic System FIN 110 - Personal Finance	Master's degree in Economics or Finance.

Chemistry

CAP Course	Minimum Instructor Qualifications
CHE111/113 - Fundamentals of Chemistry I/Lab	Master's degree in chemistry, chemical education, or a closely related scientific discipline. Individuals with a master's degree in another field may be considered if they demonstrate sufficient graduate-level preparation and subject-matter expertise in chemistry.
FOR122 - Forensic Science	Master's degree in forensic science, chemistry, biology, or a closely related discipline. Individuals with a master's degree in

	another field may be considered if they demonstrate sufficient graduate-level preparation and subject-matter expertise relevant to forensic science.
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Communications

CAP Course	Minimum Instructor Qualifications
COM210 - Intro to Media Writing and Journalism COM212 - Introduction to Digital Storytelling COM303 - Writing for Print & Online Journalism COM312 - Basic Media Production COM322 - Communication Graphics	Master's degree in Communication, English, or a related area.
SPC205 - Introduction to Oral Communication	Master's degree in Communication, Media, English, or in Education with a related focus (e.g., MEd in English Education).

Computer Information Systems

CAP Course	Minimum Instructor Qualifications
CIS101 - Computer Fundamentals CIS121 - Introduction to Coding	Bachelor's degree in Computer Science, Engineering, or a Science, or a Bachelor's in other areas with relevant coursework.
CIS375 - Web Design & Programming	Bachelor's degree in Computer Science, Engineering, or a Science, or a Bachelor's in other areas with relevant coursework or certifications. Master's degree in a technical field or in Education.

Education

CAP Course	Minimum Instructor Qualifications
EDU103 - Child & Adolescent Development and Education EDU201 - Introduction to Education	Master's degree and teacher certification.
EXE 100 - Nature and Needs of Individuals with Special Needs	Master's degree in Special Education and a NYS Students with Disabilities Certification.
SPF203 - School and Society	Master's degree.

Engineering Technology

CAP Course	Minimum Instructor Qualifications
ENT104 – Essentials of Electrical Engineering Technology TEC302 – CAD/CAM	Master's degree in Engineering or in Education with a related focus (Technology Education).
TEC101 – Technical Drawing I TEC201 – Materials Processing	Master's degree from an accredited higher education institution; experience in the technology field that helps apply/teach crucial skills such as blueprint reading and software to create solid models for students to

	understand what skills are useful in the engineering discipline.
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English

CAP Course	Minimum Instructor Qualifications
CWP101 – College Writing I	Master's degree in Education, English, Literacy, Rhetoric and Composition, or a related field preferred. Extensive and successful writing-intensive classroom experience required. Sustained professional development in writing pedagogies required (a focus on post-K-12 pedagogies preferred).
HUM100 – Introduction to Humanities	Master's degree in English or a related field.

Fashion and Textile Technology

CAP Course	Minimum Instructor Qualifications
FTT109 - Garment Construction I FTT110 - Fashion and Creativity	Related Master's degree or related experience.

Geosciences

CAP Course	Minimum Instructor Qualifications
GES123 - Environmental Biology GES124 - Natural Hazards	Master's degree in Geoscience or related discipline, or Master's degree in Education + NY State Certified to teach the subject area, or closely related Master's degree + experience in teaching the subject.

Health, Hospitality, Nutrition & Dietetics

CAP Course	Minimum Instructor Qualifications
HEW330 - Principles of Personal Training	Bachelor's degree; personal training certification (NASM, ACE, NSCA, ISSA).
HTR100 - Multicultural Foods HTR110 - Introduction to Hospitality and Tourism HTR200 - Sanitation and Safety in Food Service HTR368 - Hotel Operations HTR375 - Events Management	Related bachelor's degree.

History and Social Studies Education

CAP Course	Minimum Instructor Qualifications
HIS106/HIS107 - History of American Life HIS230/HIS231 - World Civilizations	Master's degree in course area, i.e., History for history courses or Politics for politics courses, or Master's degree in Education + NY State Certified to teach the subject area, or closely related Master's degree + experience in teaching the subject.

Mathematics

CAP Course	Minimum Instructor Qualifications
MAT124 - Functions and Modelling II MAT126 - Applied Calculus I MAT161 - Calculus I MAT162 - Calculus II MAT263 - Calculus III MAT311 - Introductory Probability & Statistics	NYS Permanent Certification Math 7-12 or NYS Professional Certification Math 7-12.

Modern and Classical Languages

CAP Course	Minimum Instructor Qualifications
SPA201 - Intermediate Spanish I SPA202 - Intermediate Spanish II	Bachelor's degree in Spanish is required, though a Master's degree is preferred. Candidates must possess native or near-native fluency in Spanish and hold NYS Foreign Language Certification. Prior experience in the field is also an important factor when considering qualifications

Music

CAP Course	Minimum Instructor Qualifications
DMP221 - Introduction to Sound Recording and Reinforcement	Bachelor's degree in any form of music and preferred 3-5 years' experience in industry
MUS210 - Music Theory for Non Majors	Bachelor's degree in any form of music.

Physics

CAP Course	Minimum Instructor Qualifications
PHY107 - General Physics I PHY108 - General Physics II PHY111 - University Physics I	Bachelor's degree in Physics or Physics Education plus Master's degree in Physics or Physics Education.

Psychology

CAP Course	Minimum Instructor Qualifications
PSY101 - Introduction to Psychology	Master's degree and a minimum of 5 courses in psychology. Typically, this would be PSY 101, child development, educational psychology, and at least two additional courses in psychology at either the undergraduate or graduate level.

Sociology

CAP Course	Minimum Instructor Qualifications
SOC100 - Introduction to Sociology	Related Master's degree, along with a minimum of an undergraduate credential (such as a Major or Minor) in Sociology or a related discipline.

Theater

CAP Course	Minimum Instructor Qualifications
DAN200 - Modern Dance Technique I DAN220 - Ballet Technique I DAN224 - Dance Appreciation	BA (or BFA, MA, MFA) in Dance or any Bachelor's degree with requisite dance technique experience and proven teaching success.
THA106 - Introduction to Theatre Arts	BA (or BFA, MA, MFA) in Theater or any Bachelor's degree with requisite experience in theater history and proven teaching success

University College

CAP Course	Minimum Instructor Qualifications
UNC100 - Mastering the Academic Environment	Master's degree in a relevant discipline. Demonstrate professional experience or a combination of education and experience that ensures expertise in academic success strategies

Appendix B

This example is provided for reference only. The CAP Office will email each CAP Instructor a template for their specific CAP Courses. The Buffalo State Learning Objectives column will be prepopulated on the template.

College Access Program Course Alignment

High School:

Teacher:

High School Course Name:

Buffalo State Course Name: CRJ101: Introduction to Criminal Justice

Instructions:

1. Identify your high school course learning objectives.
2. Align each of your high school learning objectives with each of the BSU learning objectives listed in the first column.
3. Select each aligned learning objective and explain how you assess it in the Assessment column below.
4. Repeat for each aligned learning objective.
5. Update your course syllabus so that the High School Learning Objectives are clearly listed as they appear below
6. Return this form and your updated syllabus to cps@buffalostate.edu by June 30, 2027

Buffalo State Learning Objectives	High School Learning Objectives	Assessment
Identify the varieties of criminal behavior, the critical methods and institutions used to control that behavior, and current issues in criminal justice.	The ability to accurately describe the varieties of criminal behavior, the critical methods and institutions used to control that behavior, and current issues of criminal justice.	Justice System Flowchart & Analytical Case Study Report
Apply common terms and concepts in criminal justice.	The ability to define, understand, apply, and relate common terms and concepts in criminal justice.	Criminal Justice Terminology Quiz, Matching Scenarios (e.g. identifying probable cause vs. reasonable suspicion in traffic stop)
Compare the methods used to gather crime and criminal justice data/evidence and what constitutes acceptable and appropriate data/evidence.	A basic understanding of the methods used to gather crime and criminal justice data/evidence and what constitutes acceptable and appropriate data/evidence.	UCR vs. NCVRS Comparative Data Report Data & Evidence Analysis Project

Evaluate the implications of race and gender in the criminal justice system.	An ability to evaluate the implications of race and gender in the criminal justice system.	Racial Profiling & Bail Reform Case Study Race and Gender Impact Essay
Assess the major issues in criminal justice and positions taken on these issues.	The ability to analyze and critically evaluate the major issues in criminal justice and positions taken on these issues.	Policy Debate & Critical Analysis Essay Death Penalty & Solitary Confinement Policy Debate