Mohawk Valley Dual Credit Instructor/Administrator Handbook

Part One: Introduction

The Mohawk Valley Community College's Dual Credit Program is a community service offered to area high school students enabling them to earn college credit and advanced standing for college classes attended in their own high school. Courses are taught by high school teachers who have been pre-approved as MVCC adjunct faculty. All courses cover the identical content as those offered on the college campus because they follow the MVCC course outline, which includes a detailed course description and prescribed learning outcomes. Students who take courses through the Dual Credit Program receive both college and high school credit simultaneously.

Dual Credit Program students typically enroll in 100-level college courses that are highly transferable to most colleges and universities. All instruction is delivered in the high school setting during the routine school day.

Part Two: Mohawk Valley Dual Credit Overview

Rationale

Dual credit courses have proliferated in recent years because they are associated with positive outcomes and greater academic achievement. Data from a study by researchers at Columbia University's Community College Research Center indicate that students who participate in dual credit courses are more likely to graduate from high school, to enroll and persist in college, and to achieve higher college grade point averages than their non-dual credit counterparts. The authors of the study suggest that dual enrollment coursework benefits a wide range of students and recommend the expansion of dual credit offerings to allow a wider audience of students to reap the substantial benefits. They cite "real evidence...that this is an effective strategy for helping students make a better transition to college and persist in college once they're there" (Karp, Calcagno, Hughes, Jeong, & Bailey, 2007).

Dual Credit as an Extension of the Mohawk Valley Community College Mission

Mohawk Valley Community College's commitment to offer courses at our area high schools with the same content and level of rigor as on—campus classes reflects the College' mission, which is encapsulated in the following mission statement:

"Mohawk Valley Community College offers choice, opportunity and hope by providing accessible and affordable higher education, training, and services that emphasize academic excellence, diversity and a global view. The College is committed to excellence in career and transfer preparation, business, economic and community development, and personal and cultural enrichment."

Dual Credit Advantages

There are many advantages to offering dual credit courses in the high school:

- ❖ Dual credit courses provide the high schools the opportunity to expand their offerings, thereby affording both high school teachers and their students a more varied, stimulating and scholarly learning experience.
- ❖ Teaching in the Dual Credit Program gives high school teachers the chance to interact with their college counterparts and to form a network of colleagues with whom to share teaching methodologies and information on trends in the discipline.
- Closer interaction between high school and college instructors provides the opportunity for collaboration and better alignment of high school and college curricula.
- ❖ Since the classes cover the same content as those that are offered on the college campus, they help students to become more familiar with college requirements, to form realistic expectations of college-level work, and to learn what it takes to achieve success in college.
- ❖ Dual credit classes provide students a head start when they eventually enter college as full-time students because MVCC credits are highly transferable to most colleges and universities. By starting the full-time college career with credits already earned, students have more confidence in their ability to cope with the rigors of college work, less pressure to take on a heavy load of coursework and, by extension, a more stress-free college experience.
- ❖ In the past, students frequently studied material in college that they had already encountered in high school classes. Dual credit courses avoid the repetition of basic instruction and make space in the college schedule for higher level, more intensive study of selected subjects.
- ❖ By acquiring college credits while in high school, students may also be able to finish college earlier. Alternatively, they may choose to fill the college schedule by taking on a dual major, studying abroad or participating in internship opportunities.
- ❖ Taking college courses while in high school helps students to gain admission to more selective colleges because the successful completion of college courses demonstrates a serious attitude toward scholarship and a proven ability for college-level work. In fact, many colleges are now seeking students who have earned college credit while in high school and are using completion of dual credit courses as a criterion for admission.

- Students will save money by reducing future college costs because MVCC courses are offered in the high school at no cost to Oneida and Madison County students.
- ❖ Dual credit courses also offer a more viable option to Advanced Placement (AP) since transfer of AP credits is dependent on the final test score. Significant variations exist in college admissions' policies with regard to the level of AP score accepted for credit.
- ❖ Because students are registered at MVCC in the same manner as are traditional on-campus students, they have access to the college campus, including complete library privileges and exposure to a wealth of cultural events, such as plays, lectures, movies and exhibits.
- ❖ Finally, and most importantly, dual credit students are more likely to remain college students and eventually graduate from college than high school students who enter college without participating in dual credit courses.

Dual Credit Program Accreditation

In an effort to instill the Dual Credit Program with the degree of rigor and quality for which the College is known, Mohawk Valley Community College is accredited through the National Alliance of Concurrent Enrollment Partnerships (NACEP). The accreditation strengthens the programs credibility and enhances course transferability. As a requirement for accreditation, the Dual Credit Program demonstrated compliance with a number of NACEP standards (see Appendix F).

Participating Dual Credit High Schools

Brookfield High School Clinton High School Camden High School Holland Patent High School Madison-Oneida BOCES New Hartford High School New York Mills High School Notre Dame High School Oneida-Herkimer-Madison BOCES Oneida High School Oriskany High School Proctor High School Rome Catholic High School Rome Free Academy Sauquoit High School Stockbridge High School Vernon-Verona-Sherrill High School Waterville High School Westmoreland High School Whitesboro High School

Part Three: The Approval Process--Bringing Dual Credit Classes to the High School

The approval process begins with a discussion among high school administrators, counselors and teachers and between the high school and the College. These discussions may involve consideration of the following questions:

- ❖ What college-level courses might interest students?
- ❖ What college-level classes might have overlapping content with those offered in the high school?
- Which high school faculty members have both the qualifications and interest to teach dual credit courses?
- ❖ What college-level courses are most likely to transfer to the variety of colleges to which the high school students apply?
- What pre-testing or prerequisite courses might be appropriate before placing students in college classes?
- ❖ What other stakeholders might be consulted (such as Board of Education members, parents, community members)?
- ❖ What support services can the College provide to facilitate the process of offering dual credit courses to your high school students?

Dual Credit Instructor Approval

High school teachers who wish to be considered for appointment as Dual Credit instructors must submit an adjunct information sheet (see Appendix G), a resume and an unofficial or official college transcript to the appropriate MVCC Dean, who will review the documents and arrange an interview with the candidate. Based on the review of credentials and the interview, the Dean will determine if candidates may be recommended to teach Dual Credit classes in the high school. Credentials are reviewed and decisions made by the Dean on a case-by-case basis, in accordance with departmental policies. Official approval of instructors is completed by the Vice President for Learning and Academic Affairs. Dual Credit instructors must be approved *before* they may begin teaching a course for MVCC credit. The Director of Dual Credit Programs does <u>not</u> approve the appointment of instructors.

Current Dual Credit Course Offerings

MVCC has approved the offering of the following courses at the high school:

BM101	Survey of Economics
BM120	Principles of Marketing
CB101	Carpentry I
CB121	Masonry
CB126	Blue Print Reading
CH141	General Chemistry I
CH142	General Chemistry
EN110	Oral & Written Communication
ET181	Digital Electronics
FA101	General Drawing
FA 105Two D	imensional Design
FR201	Intermediate French I
FR202	Intermediate French II
FR301	Advanced French I
FR302	Advanced French II
IS101	Intro to Personal Computers
IT201	Intermediate Italian I
IT202	Intermediate Italian II
MA110	Elementary Statistics
MA115	Intermediate Math
MA125	College Algebra and Trigonometry
MA131	Finite Math
MA150	Pre-Calculus
MA151	Calculus I
MA152	Calculus II
MT140	Drafting and Design using AutoCAD
MT251	Advanced AutoCAD
PS101	American National Government
PY101	Intro to Psychology
SO101	Intro to Sociology
SP201	Intermediate Spanish I
SP202	Intermediate Spanish II
SP301	Advanced Spanish I
SP302	Advanced Spanish II

New Course Offerings

If a high school wishes to propose a new course offering (not included in the approved list of courses above), the high school principal should provide a rationale to the Director of Dual Credit Programs, who will forward the request and rationale to the appropriate MVCC Dean. New courses are approved at the discretion of the MVCC Dean in consultation with those who teach in the discipline. Unlike requests for articulation, high schools do *not* provide curricula; instead, they comply with the curriculum established for MVCC classes as represented on course outlines.

Course Scheduling and Duration

College courses offered at the high school meet according to the school district's instructional calendar. That is, they adhere to the vacation schedule, snow days, etc. of the high school, and they are offered in the traditional or block scheduling format adopted by their high school. However, regardless of the type of schedule followed in a particular high school, college courses must meet for the required number of contact hours specified on the course outline. Before a course is offered at the high school, the Dean will work with the Director of Dual Credit Programs to ensure that it meets the minimum number of contact hours specified.

College-High School Contract

By May of each year, high school principals wishing to continue present offerings or initiate new offerings must provide notification to the Director of Dual Credit Programs. Subsequently, the Director of Dual Credit Programs will generate a Mohawk Valley Dual Credit Contract, which outlines the responsibilities of the partners for the academic year.

The contract will be signed by the MVCC College President and the Vice President for Learning and Academic Affairs, after which it is delivered to the high school for the High School Principal's signature. Signed Dual Credit contracts must be returned to the Director of Dual Credit Programs by the first day of fall classes. Signed copies of the Dual Credit Contract should be retained at the College and the High School. Each year, the Dual Credit Contract will be updated for each school. (See Appendix B for an example of the Dual Credit Contract.)

Part Four: Instructor Preparation and Support

The MVCC Faculty Liaison

The MVCC Dean will recruit an on-campus faculty member to serve as a liaison to each Dual Credit instructor. The MVCC liaison will provide thorough preparation for new Dual Credit instructors in the form of one-on-one consultations, provision of materials such as course outlines, sample syllabi and textbook contact information, and on-site class visitations and feedback regarding the observation. Liaisons will also help instructors to develop a syllabus, will provide models for tests and assignments, and will

recommend evaluation methods. The liaison will continue to provide guidance, visit classes, and share best practices with Dual Credit instructors after the initial semester.

The Course Outline and Syllabus

The *course outline* is an official document that has been prepared by an MVCC full-time faculty member and approved by the department responsible for the course and by the State University of New York. It represents the official curriculum for the course and therefore lists the standard course description and delineates the learning outcomes to be achieved. It also specifies the number of college credits to be earned, as well as the number of contact hours, the actual hours the course meets. The Dual Credit instructor should receive from the faculty liaison or Dean a current course outline for each class s/he is scheduled to teach. Because the course outline is the official curriculum, it may not be altered by an individual instructor and should be shared with students in its original form.

The *syllabus* is an instructor-prepared document that uniquely explicates the ways that the instructor has interpreted the course outline and how s/he will approach the material. It is the instructor's contract with the students, in that it delineates course requirements, such as instructor grading policy, attendance policy, assignments and readings, tests, papers, and required textbooks. A carefully-prepared syllabus, therefore, clearly specifies course expectations. While dual credit instructors may (and *should*) consult model syllabi, the syllabus should be an originally-prepared document that is specific to the particular instructor and semester.

The following are important elements that should be included in an effective syllabus:

- College name
- ❖ Instructor name, office or classroom number, and contact information (email and phone)
- * MVCC course number and title
- Semester/year; time/day/location of class
- Course description (from course outline)
- Student learning outcomes (from course outline)
- Course pre-requisite(s)
- ❖ Course requirements and grading policy (work required, such as papers and assignments and the weight of each assignment in grade determination)
- **❖** Textbook(s)
- ❖ Attendance policy

- ❖ Due dates for assignments, tests, papers and projects
- ❖ Policy on academic integrity
- Special accommodations that might be made for students with disabilities
- Instructor availability outside of class

The syllabus may also include:

- Tutoring or study group support for the class
- Cell phone policy
- Other instructor-specific requirements (such as, all papers typed, etc.)
- ❖ Field trips, internship or observations components
- Assumption of risk statement (if appropriate)
- **❖** Lab safety (if appropriate)
- ❖ Disclaimer statement (such as "The above procedures and policies are subject to change in the event of extenuating circumstances or at the discretion of the instructor.")
- Policies dealing with lateness, participation in class, class cancellations

By the first day of classes, all Dual Credit instructors must submit one copy of their syllabi to the College, either to the faculty liaison or the Dean.

Textbooks

Faculty liaisons and/or Dean will discuss textbook selection with Dual Credit instructors to ensure that the same books are used at the high school as those used in courses taught on campus. In some cases, faculty liaisons may be able to share desk copies of texts; in other cases, high school instructors may have to request their own desk copies from the publisher. High school instructors should contact their school districts to ensure that textbooks are ordered in time for the start of classes.

Grading

All faculty members must maintain complete records of grades and attendance for each student. The attendance policy should be clearly communicated to students on the first day of class and should be stated in the course syllabus.

Each faculty member should determine his or her grading policy and state it clearly in the syllabus, including all assignments, tests, quizzes, papers and presentations that will be evaluated and the value each of these assignments will have in the computation of the

final grade. The instructor will submit a final letter grade for each student via the computerized SIRS system within one week after the last class of the semester.

Grades are interpreted as follows:

A	Excellent
В	Good
C	Satisfactory
D	Poor
F	Failure
W	Withdrawn prior to the last date established by the Registrar
I	Incomplete (temporary, awarded only under exceptional circumstances)
Q	Non-Attendance: Student attended class at least once, but ceased attending prior to census date

Plus and minus grades are not used at Mohawk Valley Community College.

The high school may require that number grades based on percentages are used for recording a grade in the class for high school credit. Therefore, a grade conversion chart may be helpful in computing the comparable college letter grade. Dual credit instructors may use a simple percentage to letter grade conversion, such as assigning a college grade of "A" for work that is 90-100% correct, "B" for work that is 80-89% correct, "C" for work that is 70-79% correct, "D" for work that is 60-69% correct, and "F" for work that is below 60% correct; however, instructors may wish to develop their own conversion scale. The table that follows allows instructors to determine the number range that they deem equivalent to the letter grade required by the college.

Letter Grade	Number Range Equivalent (Determined by Instructor)	Grade Points per Credit Hour
A		4
В		3
C		2
D		1
F		0

Incompletes

The grade "I" or Incomplete may be assigned when students have not completed a small portion of the course for reasons beyond their control. The instructor in consultation with the student will establish, in writing, a plan which will include how the outstanding work will be completed. It is the student's responsibility to meet with the instructor, who will establish a time limit to complete the work. The completion of the work will not be later than the end of the following regular semester. The instructor will submit a grade by the day before classes end for that semester. If no grade is submitted, the Registrar will automatically convert the "I" to an "F."

Entering Final Grades

Grades may be officially recorded via the MVCC SIRS system, using the College website, as follows:

- 1. Starting at the MVCC home page www.mvcc.edu
 - Click the Information and Registration "SIRS" icon (on the left hand side of the page)
- 2. You will now be directed to the SIRS main page:
 - Click the "Log-in to secured area" icon (the skeleton key)
- 3. You should now be on the Log-in screen:
 - Enter your user name (your user name will be your Employee Number, unless you have requested a different user name)
 - Enter your password (If you have been a Dual Credit instructor prior to fall 2006, your password will be the password you created last year)
 - If you are a new instructor you will receive a designated password
 - If you have forgotten your user name or password, please contact Shane McGovern at smcgovern@mvcc.edu.
- 4. Change password: If you have not changed your password in the past, or if you are new, you will be asked to change your password at this point
 - Enter old password
 - Choose new password
 - Verify new password
 - Click Submit
- 5. Security question and answer (for new teachers):
 - Create a security question
 - Enter an answer to your security question
 - Click Submit
- 6. Terms of use (for new teachers):
 - This section is an agreement for terms of use, very similar to most user agreements you see (choose I accept)

Click Submit

- 7. Current survey:
 - You may be asked to complete a survey related to using the on-line system
 - To bypass the survey page click the "Return to Main Menu" icon on the upper right hand corner of the survey page
- 8. Main Menu:
 - Click the Faculty and Advisor Menu option
- 9. Faculty and Advisor Services Page:
 - Click the "Final Grades" option to enter final grades
 - Click the "Roster" option to view a real time roster
- 10. Select term:
 - In the dropdown menu select the current term
 - Fall terms will end in 08, Spring terms will end in 01
 - For example: Fall 2010 will be 201008
 - Click submit
- 11. Select the Course Registration Number (CRN) for the class you would like to access
 - Click submit
- 12. To enter grades, use the dropdown menus, enter the grades for each student in your section
 - Click "Submit"

Once you click submit at the end of the grading screen, your grades will be sent directly to MVCC's Registrar. If you have multiple sections you will need to repeat this process for each section.

Withdrawing from Classes

Students may choose to withdraw from a class prior to the official last date established by the Registrar each semester. If a student is not maintaining a passing grade for the course and has exhausted opportunities for tutoring, one-on-one instructor mentoring and study support, s/he should be advised by the instructor to withdraw from the course. Failure to officially withdraw may result in a "D" or "F" grade on the student's permanent record and could affect college admission, financial aid and scholarship eligibility.

In order to officially withdraw from a Dual Credit class, the student must download the drop form from the College website, www.mvcc.edu (High School Programs link) and send it to the Director of Dual Credit Programs, at MVCC, Payne Hall Room 369, 1101 Sherman Dr., Utica, NY 13501. The Director will complete the appropriate paperwork

and ensure that the withdrawal is recorded on the student's official college record. (A copy of the downloadable form is also found in Appendix E.)

The student's original signature must be included in order for the request to be processed. No late withdrawals will be approved; students must adhere to the withdrawal date set by the Registrar.

Course Assessment

Assessment of Dual Credit courses is a three-pronged process. First, students evaluate the dual credit course by completing surveys distributed during a class period within the final quarter of the semester. The Student Class Survey is the identical survey that is distributed to students in on-campus classes. Results are tabulated and later provided to Dual Credit instructors for their use in formative evaluation and course enhancement.

Second, each course in the Dual Credit Program will be observed by an MVCC faculty member/liaison or Dean at least once per semester. The liaison or Dean will subsequently meet with the instructor to provide constructive feedback.

Third, the Dual Credit instructor will provide documentation to comply with the assessment standards provided by the National Alliance of Concurrent Enrollment Partnerships. These assessment standards are:

<u>Assessment 1(A1):</u> CEP (Concurrent Enrollment Program) students are held to the same standards of achievement as those expected of student in on-campus sections.

Assessment 2 (A2): Every section of a course offered through a CEP is annually reviewed by faculty from the discipline and CEP staff to assure that grading standards meet or exceed those in on-campus sections.

Assessment 3 (A3): CEP students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.

Thus, to fully comply with the above-stated standards, the Dual Credit instructor will maintain a folder in which s/he will place one copy of every assignment, quiz, or test that is used in assigning the final grade. S/he will also place in this folder some samples of students' graded work for review with the faculty liaison or Dean. This folder will be submitted to the MVCC faculty liaison at the time of the site visit.

Summary and Timeline of Instructor Responsibilities

As outlined above, Dual Credit instructors must maintain accurate and complete records for MVCC, must provide important documentation in compliance with NACEP accreditation, must comply with College policies and must be engaged in interaction with a faculty liaison during each semester that a class is taught according to the following schedule:

Fall Semester

May-July (If first-time Dual Credit instructor) attend interview with Dean

and submit resume and adjunct information sheet.

August-September Attend professional development session with liaison and other

MVDC instructors in the discipline.

September Submit one copy of course syllabus (in compliance with MVCC

official course outline and syllabi guidelines) to the faculty liaison

or Dean.

Provide syllabus to students on the first day of class

October-January Meet or communicate with MVCC faculty liaison and confirm date

of class observation

Administer student evaluations of classes and return these to the Director of Dual

Credit Programs

January Submit final grades to Registrar

Submit copies of assessment instruments and samples of students' graded work to

the faculty liaison

Spring Semester

November-January (If first-time Dual Credit instructor) attend interview with Dean

and submit resume and adjunct information sheet.

Attend professional development session with liaison and other MVDC

instructors in the discipline.

Submit one copy of course syllabus (in compliance with MVCC official course

outline and syllabi guidelines) to the faculty liaison or Dean

Provide syllabus to students on the first day of class

February-May Meet with MVCC faculty liaison and confirm date of class

observation

Administer student evaluations of classes and return these to the Director of Dual

Credit Programs

June Submit final grades to Registrar

Submit copies of assessment instruments and samples of students' graded work to

the faculty liaison

Part Five: Student Registration

Eligibility for Mohawk Valley Dual Credit Courses

Juniors and seniors are eligible to participate in the Mohawk Valley Dual Credit Program if they are recommended by their high school guidance counselors. Students who wish to participate should maintain an "80" grade point average and should have excellent high school attendance. Students should discuss their desire to take Dual Credit courses with their counselors, who will determine their readiness for college-level work and, if recommended, assist with scheduling. Students in grades nine and ten are not eligible for Dual Credit courses.

Dual Credit students generally take classes that are readily transferable to most colleges and universities, such as general education courses and introductory courses. Their coursework should be selected carefully in consultation with their guidance counselors. Careful advisement includes consideration of a student's intended college major and the specific college the student plans to attend, if known.

Dual Credit students are admitted as part-time students and therefore take a maximum of 11 credits per semester. Exceptions are rarely granted and should be approved by MVCC's Vice President for Learning and Academic Affairs.

Students who wish to take an English or math course must take the MVCC placement test to determine their readiness for the course. Students pursuing English will complete a writing sample that is scored by MVCC English faculty members according to the following scale:

Writing

Score: Interpretation:

- 3. EN099 required (no credit)
- 4. ESL—additional ESL testing needed for proper placement
- 5. EN101 or EN110

Students pursuing coursework in mathematics will take the math portion of the Compass placement exam and will be placed according to the scale below:

<u>Math</u>

Score: Interpretation:

No algebra score MA050 or MA045 required (no credit)

Algebra 26 + MA105

Algebra < 35 MA050 or MA045

Algebra 35 + MA108, MA110, MA115, or MA171

Algebra 60+ MA131

Coll Algebra 30+ MA121, MA125, or MA139

Coll Trig 30-44 MA150 Coll Trig 45+ MA151

Placement testing occurs regularly on both the Utica and Rome campuses. Interested students who wish to make an appointment for placement testing may do so via the College website at www.mvcc.edu, under "quick links—placement testing."

Registering for Dual Credit Courses

Students will register one to two weeks after the start of high school classes and will register right in the high school. Registration will be completed through an on line registration system that can be opened from any computer terminal that allows general internet access. The Director of Dual Credit Programs will provide registration instructions and answer any questions that counselors, instructors, and students may have.

To register for a course, students must:

- Complete the electronic or paper MVCC registration form, including personal and contact information, as well as the course "CRN." Each course has an official "CRN" or "Course Reference Number" that is assigned by the College and that must be selected on the electronic registration to ensure enrollment in the correct course and section.
- Starting in the summer of 2009 only Madison County students must complete, have notarized, and submit to the Madison County Clerk's office, an affidavit declaring residency in Madison County. The Madison County Clerk's office will submit an official Certificate of Residency to MVCC.

In order for students to receive college credit, registration *must* occur prior to the end of the designated registration deadline.

Tuition Information

There is <u>no</u> cost to students who attend school in Oneida or Madison Counties.

Part Six: Additional College Information

Official College policies are outlined in detail in the MVCC *College Catalog* and MVCC *Student Handbook & College Planner*. Of those, one that is most relevant to the instruction that takes place at the high schools is the following:

Policy on Academic Integrity

The College is committed to a spirit of intellectual inquiry rooted in the ethical behavior of its participants. This means that certain acts which affect the integrity of learning are not permissible. Engaging in dishonest or unethical behavior may result in disciplinary action taken against the student by the instructor, Dean or other appropriate College official. The following are examples, but not the full range of prohibited behavior in the classroom, studio, laboratory, library, computer labs, internship sites, or other College learning sites, including the dual enrollment high schools. Students are not permitted to:

- ❖ Ask for, give or receive help during tests, examinations or quizzes or other evaluations without permission of the instructor.
- Utilize books, papers, computer-based media or other materials and equipment during tests, examinations, quizzes or other evaluations without permission of the instructor.
- ❖ Engage in plagiarism by submitting or using as their own another person's research, oral, written or computer-based or creative work. All sources of material must be credited.
- ❖ Use another person's data, solutions, ideas, computer account or calculations without the appropriate authorized permission.
- ❖ Inappropriately use computers or the Internet.
- Steal, mutilate, alter or deface library materials, computer-based media or other academic materials.
- ❖ Illegally copy materials (print, audio-visual or computer-based media) that are protected under provisions of the copyright laws of the United States or foreign countries.

College Services Available to Dual Credit Students and Instructors

Dual Credit participants and their teachers may take advantage of many college services, including:

- ❖ Library Privileges—Dual Credit instructors and students have the same library privileges as do students who take classes on campus, including borrowing up to 25 books or other materials at one time. Each instructor and student will also be given a username and password that will allow access to Mohawk Valley Community College's full database collection, which is easily reached by logging into any computer, on- or off-campus.
- Cultural Events—Dual Credit instructors and students may enjoy the variety of cultural events that are available on the MVCC campus. A complete listing of MVCC's cultural events is found on the College website, www.mvcc.edu.

APPENDIX A: Directory of Key Campus Office

OfficeLocation/Contact InformationBookstoreUtica: ACC112; 315-735-2945

Rome: RA210; 315-339-1437

Business Office Utica: PH108; 315-792-5475

Rome: PC117; 315-334-7708

Dual Credit Utica only: PH 369; 315-731-5780

Library Utica: PH, 2nd floor, 315-792-5408

Rome: PC; 315-334-7728

Registrar Utica: PH, 1st floor; 315-792-5336

Rome: 315-334-7708

Student Activities Utica: ACC208; 315-792-5391

Rome: PCA30; 315-334-7709

Vice President for Instruction Utica only: PH395: 315-792-5301

Vice President for Student Service Utica only:PH347; 315-792-5456

APPENDIX B: Sample Dual Credit Contract

MOHAWK VALLEY COMMUNITY COLLEGE CONCURRENT ENROLLMENT CONTRACT 2010-2011

Mohawk Valley Community College and XXX High School mutually agree to a partnership that will allow selected students at the high school to take the following courses for MVCC credit on the high school campus during the 2010-2011 academic year:

Course A

Course B

Course C

General timeline: High school principals wishing to initiate new offerings or continue present offerings must provide a <u>written request</u> for participation to the Director of Dual Credit Programs by <u>August of each year</u>

To enable this collaboration, each of the institutions agrees to the conditions outlined below.

Mohawk Valley Community College agrees to:

- 1. Provide registration for selected students in one or more of the courses listed above at no cost to the student.
- 2. Provide registration forms, student guidebooks, and related materials to the high school to facilitate student registration.
- 3. Provide principals and instructors with the dual enrollment manual for administrators and teachers.
- 4. Provide opportunities for dual enrollment instructors to learn about curricular requirements, course evaluation instruments, textbooks, hardware, software, and other instructional materials, and provide ongoing support regarding development of syllabi, procedures, curricular issues, and pedagogy.
- 5. Provide opportunities for collegial interaction among dual enrollment instructors and on-campus faculty to allow for sharing of best practices.
- 6. Review courses recommended for offering at the high school by June of each year and respond with written confirmation, requested modifications or rejection.
- 7. Ensure review of credentials of high school dual enrollment instructor candidates, and respond within 30 days with approval or rejection.

PLEASE NOTE THAT MVCC RESERVES THE RIGHT TO RECIND APPROVAL OF A COURSE OFFERING IF THE APPROVED HIGH SCHOOL INSTRUCTOR IS REPLACED BY AN INSTRUCTOR WHOSE CREDENTIALS ARE NOT APPROVED BY THE MVCC ACADEMIC DEAN.

The high school agrees to:

- 1. Give MVCC the option of offering a course for college credit before extending such an offer to another college or university.
- 2. Maintain the integrity of the course by following the curriculum prescribed by MVCC and ensuring student compliance with learning outcomes.
- 3. Provide opportunities for student registration in MVCC courses and administrative assistance with registration.
- 4. Comply with pre-requisite and placement testing pre-conditions for registration.
- 5. Submit credentials of dual enrollment instructor candidates for review by the appropriate MVCC academic Dean, and ascertain approval *before* a course is taught by that instructor.
- 6. Adhere to College policies and regulations, with special emphasis on the policy on academic integrity.
- 7. Provide two copies of the instructor syllabus prior to the beginning of classes for a given semester.
- 8. Provide every enrolled student a copy of the appropriate syllabus.
- 9. Ensure that each instructor maintains a folder containing sample tests, quizzes, assignments, and other graded exercises or papers.
- 10. Encourage instructor participation with mentoring and other professional development activities provided by MVCC.
- 11. Provide textbooks, hardware, software and other necessary instructional materials, as well as facilities for MVCC classes.

Both parties agree that:

- 1. MVCC's contribution for tuition and provision of faculty mentoring and administrative support and the high schools' contribution of facility use and instructor services rendered constitute equal mutual consideration for this agreement.
- 2. The provisions of the respective collective bargaining agreements shall be the responsibility of each party and shall be satisfied.

School Superintendent	MVCC President, Dr. Randall VanWagoner
School Principal	MVCC Vice President Denise DiGiorgio
Date	Date

APPENDIX C: Dual Credit Course Listings and Course Descriptions

MVCC College Connection Course Offerings/Descriptions

Chemistry

■ CH 141 General Chemistry 1

This course serves as an introduction to the field of chemistry for science and engineering students. The topics emphasized are: dimensional analysis, stoichiometry, periodicity, atomic structure and bonding, the states of matter, solutions and acid and base concepts. The laboratory exercises have been selected to exemplify chemical principles, and develop individual problem solving abilities. The preparation of the laboratory report and the proper keeping of a laboratory notebook are essential elements of the laboratory experience. Prerequisite: Three years of college preparatory mathematics and high school chemistry, or permission of Department Head.

■ CH 142 General Chemistry 2

A continuation of General Chemistry 1 developing the topics of : chemical thermodynamics, electrochemistry, chemical kinetics, chemical and solution equilibrium, descriptive organic chemistry, nuclear chemistry and descriptive chemistry of elements. The laboratory exercises will initially continue in the format of General Chemistry 1. However two-thirds of the laboratory schedule will be devoted to the study of qualitative analysis. Prerequisite: CH141 General Chemistry 1.

Art

■ FA105- Two Dimensional Design

This course explores the basic principles of two dimensional design: unity, variety, contrast, movement, rhythm, visual emphasis and subordination. Studio projects approach these principles through the study and practice of shape relationships, proportion, scale, value relationships, pattern, texture and color. Slide lectures are given periodically in association with various studio projects.

■ FA 101 General Drawing

Emphasis is on perceptual and technical experience. By observing and drawing objects, the student works with basic elements of time, form, value, pattern, space and composition, and gains technical control over a variety of media.

Psychology

■ PY 101 Introduction to General Psychology

This course is designed to introduce students to the many and varied facets of psychology. Emphasis throughout the course will be on interactions of individuals in their cultural, social and economic environments as determined by their cognitive, behavioral and emotional experiences and training.

Engineering Tech and Trades

■ CB 101 Carpentry 1

This is an introductory course designed to instruct the student in the proper use and selection of hand and power tools and shop safety. Other topics include the selection of materials, planning a project and completing a project. The course will be taught by lecture/laboratory sessions.

■ CB 121 Masonry

This course introduces the student to the fundamental concepts of masonry and concrete construction. The instruction will include theory and emphasize hands-on experience. This course includes, but will not be limited to, the following: concrete design, construction methods and materials, tools, foundations, walls and flat work.

■ CB 126 Blueprint Reading

The student studies types of plans that make up a set of architectural working drawings. Construction details are reviewed. Specifications are studied which accompany plans and are a legal part of the contract document. Their purpose and how they relate to plans, information and interpretation is discussed.

■ ET 181 Digital Electronics 1

In this introductory course SSI devices are introduced at a functional level. A variety of techniques that evolve from a study of Boolean Algebra and Karnaugh Mapping are applied to the design and analysis of combinational logic circuits. Numbering systems, codes and basic arithmetic operations are thoroughly explored. The characteristics of, and typical applications of, MSI circuits and devices such as decoders, encoders, multiplexers and demultiplexers are covered. The course ends with an introduction to latches and flip-flops to, but not including, master/slave flip flops. Periodic exams, laboratory reports and a final exam will be the basis of grading.

■ MT 140 Draft and Design using AutoCAD

Develop understanding and problem-solving skills necessary to develop and interpret engineering drawings using computer-aided drafting software (AutoCAD). Topics include: assembly and detail drawing composition, design for assembly/manufacturing (DFA/DFM), geometric dimensioning and tolerancing, tolerance control and standard fits, fasteners, gearing, sheet metal developments, weldments and functional drafting techniques. Additional instruction will be given in the development of 2-D and 3-D CAD generated drawings and system operations.

■ MT 251 Advanced AutoCAD

This course presents advanced AutoCAD software and concepts. The basics of menu customization, system setup and 3D techniques, presentation graphics, rendering and solids modeling are stressed. Also included are selected concepts and techniques which become available during the course as a result of new software releases and/or refinements.

English

■ EN 110 Oral & Written Communication

This course prepares the student to perform effectively in both the oral and written contexts of occupational communications. A blend of formal lectures and student participation, the course includes practice in giving oral presentations, writing business letters, resumes, memos, instructional materials and reports, and using visual aids. This is a highly practical course specifically designed for students in A.O.S. degree programs.

Foreign Language

■ FR 201 Intermediate French 1/FR 202 Intermediate French 2

The intermediate sequence is designed to continue the development of the students' ability to communicate in the language through the language skills of listening, speaking, reading, and writing. The sequence includes a review and further study of pronunciation, grammar, and vocabulary. Civilization, literature, contemporary issues, and everyday situations constitute the subject matter for communication. The second semester is the continuation of the first. The use of the language lab may be required in certain courses.

■ FR 301 Advanced French 1/FR 302 Advanced French 2

The advanced sequence is designed to develop the student's precision and fluency in the language. Subject matter for the various language skills is drawn from periodicals, newspapers, texts, and other media dealing with culture, literature, folklore, linguistics, and contemporary issues. The study of advanced grammar is incorporated into the courses.

■ IT 201 Intermediate Italian 1/IT 202 Intermediate Italian 2

The intermediate sequence is designed to continue the development of the students' ability to communicate in the language through the language skills of listening, speaking, reading, and writing. The sequence includes a review and further study of pronunciation, grammar, and vocabulary. Materials concerned with culture, civilization, literature, contemporary issues, and everyday situations constitute the subject matter for communication. The second semester is the continuation of the first. The use of the language lab may be required in certain courses.

■ SP 201 Intermediate Spanish 1/SP 202 Intermediate Spanish 2

The intermediate sequence is designed to continue the development of the students' ability to communicate in the language through the language skills of listening, speaking, reading, and writing. The sequence includes a review and further study of pronunciation, grammar, and vocabulary. Materials concerned with culture, civilization, literature, contemporary issues, and everyday situations constitute the subject matter for communication. The second semester is the continuation of the first. The use of the language lab may be required in certain courses.

■ SP 301 Advanced Spanish 1/SP 302 Advanced Spanish 2

The advanced sequence is designed to develop the student's precision and fluency in the language. Subject matter for the various language skills is drawn from periodicals, newspapers, texts, and other media dealing with culture, civilization, literature, folklore, linguistics, and contemporary issues. The study of advanced grammar is incorporated into the courses. The second semester is a continuation of the first

Social Sciences

■ PS 101 American National Government

This course introduces the discipline of political science through the study of American government. Topics include the concept of the political system, democracy in theory and practice, the historical background and content of the Constitution, Federalism, and the role of the Supreme Court in civil rights. It stresses these aspects of the American political system: public opinion, voting behavior, the electoral system, political parties, and modern campaigning techniques.

■ SO 101 Introduction to Sociology

SO101 is an introductory sociology course. Its main objective is not to make sociologists, but rather to give an understanding of and a feeling for the society in which we live. The concepts and theories discussed in this course relate to humanity, its culture and society, to those forces which contribute to the smooth operation of this society as well as those forces which contribute to conflict and social problems. Key topics include culture, socialization, stratification, population and patterns of social organization. Various forms of media will be used to present the topics of this course.

Business Information Technology

■ BM 101 Survey of Economics

This course introduces economic theory and its relevance to daily life in a market economy. Topics include scarcity, supply and demand, choice, economic growth, taxation, and the role of government in the economy. Attention is given to current economic issues and their impact upon everyday life.

■ BM 120 Principals of Marketing

This course emphasizes the basic practices, concepts, and activities involved in developing a successful marketing program. Topics include buyer behavior, market identification, product development, distribution, promotion, pricing, and the uncontrollable factors (economic, social, political, legal and technological) involved in the changing marketing environment of today.

■ IS 101 Introduction to Personal Computers

This course provides knowledge of relevant computer skills and a solid foundation in the terminology and concepts of computer technology. Experience is provided with a variety of microcomputer software applications, including word processing, electronic spreadsheets, graphics, file management, and integrated software. Concepts and terms focus on preparing for a technologically oriented society and using the computer as a tool for productivity, research, and communication.

Mathematics

■ MA 110 Elementary Statistics

This course introduces probability and statistics. Topics include graphs, tables, frequency distributions, measures of central tendency and dispersion, normal distribution, correlation and regression, probability, and inferential statistics. This course is available in two formats: lecture only, or lecture plus laboratory using technology. Prerequisite: An appropriate placement test result or MA045 Basic Math Skills or MA050 Introductory Mathematics

■ MA 115 Intermediate Math 1

This course introduces intermediate algebra-level knowledge and skills. Topics include exponents and radicals, polynomial and rational expressions, functions and relations and their graphs, inequalities, and systems of linear equations. Linear, quadratic, rational, and radical equations are solved. Applications are included. Prerequisite: An appropriate placement test result or MA045 Basic Math Skills or MA050 Introductory Mathematics.

■ MA 125

This course prepares students for MA150 Precalculus. Topics include linear and quadratic equations; inequalities; rational expressions; trigonometric functions; graphs of linear, quadratic, piecewise, and trigonometric functions; and, systems of equations. Algebraic and trigonometric manipulations and problem-solving are emphasized. Prerequisite: An appropriate placement test result or MA115 Intermediate Mathematics.

■ MA 150 Pre-Calculus

This course prepares students for calculus through a study of the properties and graphs of polynomial, rational, trigonometric, inverse trigonometric, exponential, and logarithmic functions. Topics include an introduction to mathematical argument and conic sections. Emphasis is placed on the function concept and the appropriate use of the language of mathematics. Prerequisite: An appropriate placement test result or MA125 College Algebra & Trigonometry.

MA 151 Analytical Geometry and Calculus 1

This is the first in a sequence of three courses in analytic geometry and calculus for students intending to transfer to programs requiring a thorough background in calculus. Topics include limits and continuity, differentiation of algebraic and trigonometric functions, and indefinite and definite integration. Applications are included. Prerequisite: An appropriate placement test result or MA150 Precalculus.

■ MA 152 Calculus II

This is the second in a sequence of three courses in calculus for students intending to transfer to programs requiring a thorough background in calculus. Topics include the integration of trigonometric functions, the differentiation and integration of the logarithmic, exponential, and inverse trigonometric functions, further techniques in integration, L'Hopital's Rule, improper integrals, and infi nite series. Applications are included. Prerequisite: MA151 Calculus 1.

APPENDIX D: MVCC Programs of Study

- Accounting (AAS)
- Administrative Assistant (AAS)
- Air Conditioning Technology: Refrigerator Option (AOS)
- Building Management and Maintenance (AAS)
- Business Administration (AS)
- Business Management (AAS)
- Chemical Dependency Practitioner (AAS)
- Chemical Technology (AAS)
- Chemistry (AS)
- Civil Engineering Technology (AAS)
- Computer Aided Drafting (AOS)
- Computer Information Systems (AAS)
- Computer Science (AS)
- Criminal Justice (AAS)
- Culinary Arts Management (AOS)
- Data Processing, Programming and Systems (AAS)
- Digital Animation (AAS)
- Education Programs & Agreements
- Electrical Engineering Technology (AAS)

- Electrical Service Technician: Maintenance Option (AOS)
- Electrical Service Technician: Fiber Optics Option (AOS)
- Electrical Service Technician: Robotics Option (AOS)
- EMS Emergency Medical Services/Paramedic (AAS)
- Engineering Science (AS)
- Environmental Analysis/Chemical Technology (AS)
- Financial Services Management (AAS)
- Fine Arts (AS)
- Fire Protection Technology (AAS)
- Food Service Administration: Restaurant Management (AAS)
- Geology (AS)
- Graphic Communication: Graphic Arts Technology (AAS)
- Graphic Communication: Graphic Design (AAS)
- Health Information Technology (AAS)
- Health Science (AS)
- Health Studies: Radiological Technology (AS)
- Hotel Technology: Meeting Services Management (AAS)
- Human Services (AAS)
- Illustration (AAS)
- Liberal Arts and Sciences: Biology (AS)
- Liberal Arts and Sciences: General Studies (AS)
- Liberal Arts and Sciences: Humanities and Social Science (AA)
- Liberal Arts and Sciences: International Studies (AA)
- Liberal Arts and Sciences: Physical Education Transfer Option (AS)
- Liberal Arts and Sciences: Psychology (AS)
- Liberal Arts and Sciences: Public Policy (AS)
- Liberal Arts and Sciences: Sports Medicine Transfer Option (AS)
- Liberal Arts and Sciences: Theater (AS)
- Mathematics (AS)
- Physics (AS)
- Pre-Environmental Science and Forestry (AS)
- Manufacturing Production Technology (AOS)
- Mechanical Engineering Technology (AAS)
- Mechanical Technology: Aircraft Maintenance (AAS)

- Media Marketing and Management (AAS)
- Medical Assisting (AAS)
- Nursing (AAS)
- Nutrition and Dietetics (AS)
- Photography (AAS)
- Recreation and Leisure Services (AAS)
- Respiratory Care (AAS)
- Semiconductor Manufacturing Technology (AAS)
- School Facilities Management (AAS)
- Surveying Technology (AAS)
- Telecommunications Technology (AAS)
- Telecommunications Technology Verizon (AAS)
- Web Site Design and Management (AAS)
- Welding Technology (AOS)

APPENDIX E: Dual Credit Withdrawal Form

DUAL CREDIT COURSE WITHDRAWAL FORM

Please use this form to withdraw from an MVDC-Mohawk Valley Dual Credit course. All requests to withdraw from classes must be sent to:
Director of Dual Credit Programs
Center for Language and Learning Design-PH 369
MVCC
1101 Sherman Drive
Utica, NY 13501

Please print clearly or type.

Information about the student dropping the course:			
Name of Student			
Name of High School			
Student's Social Security or Student Number			
Student's Home Address:			
Student's Phone Number Student's Email Address (if applicable)			
Information about the MVCC Course to be dropped:			
Course Name			
Course Number			
Course Reference Number (CRN)			
I wish to withdraw from the above Dual Credit Course:			
Student Signature (must be included)			

APPENDIX F: NATIONAL ALLIANCE OF CONCURRENT ENROLLMENT PARTNERSHIPS

STANDARDS

NACEP STATEMENT OF STANDARDS

Overview

Prologue

The National Alliance of Concurrent Enrollment Partnerships (NACEP) was established during the annual meeting in Utah in November 1999 as an organization of education professionals who administer or participate in Concurrent Enrollment Partnerships (CEP).

Mission

The National Alliance of Concurrent Enrollment Partnerships (NACEP) links college-school programs offering college courses in high schools. NACEP supports and promotes its constituent programs through quality initiatives, program development, national standards, research, and communication.

Definition

Through Concurrent Enrollment Partnerships, qualified students can earn college credit prior to high school graduation. CEPs differ from other pre-college credit programs because high school instructors teach the college courses during the normal school day. Such programs provide a direct connection between secondary and post-secondary institutions and an opportunity for collegial collaboration.

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

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

Standards

Purpose

NACEP Standards are measurable criteria of CEP elements that are the basis of quality programs. College or University NACEP members have met and submitted evidence of implementation of the NACEP standards. College or University Provisional Program Members are in the process of meeting the standards. Each standard included: (1) Standard Statement, (2) Categories of Evidence and (3) Illustrative Case Example.

Standards

Curriculum (C)

Categories

- Faculty (F)
- Students (S)
- Assessment (A)
- Program Evaluation (E)

NACEP STATEMENT OF STANDARDS

Curriculum

Curriculum 1 College or university courses administered through a CEP are catalogued courses

and approved through the regular course approval process of the college or university. These courses have the same departmental designation, number, title,

and credits; additionally, these courses adhere to the same course description.

Curriculum 2 College or university courses administered through a CEP are recorded on students'

official academic record of the college or university.

(C2)

(C1)

Curriculum 3 College or university courses administered through CEPs reflect the pedagogical,

theoretical and philosophical orientation of the colleges and universities sponsoring

(C3) faculty and/or academic department.

NACEP STATEMENT OF STANDARDS

Faculty

Faculty 1 Instructors teaching college or university courses through the CEP meet the

academic requirements for faculty and instructors teaching in post-secondary

(F1) institutions as stipulated by the respective academic departments.

Faculty 2 The post-secondary institution provide high school instructors with training and

orientation in course curriculum, assessment criteria, course philosophy, and CEP

(F2) administrative requirements before certifying the instructors to teach the

college/university's courses.

Faculty 3 Instructors teaching the CEP sections are part of a continuing collegial interaction,

through annual professional development, required seminars, site visits and

(F3) ongoing communication with the post-secondary institution's faculty and CEP

administration. This interaction addresses issues such as course content, course delivery, assessment, evaluation, and professional development in the field of study.

NACEP STATEMENT OF STANDARDS

Students

Students 1 High school students enrolled in courses

administered through a CEP are officially registered or admitted as degree-seeking, non-degree or non-matriculated students of the sponsoring post-

secondary institution.

Students 2 Post-secondary institutions outline specific course

requirements and prerequisites.

(S2)

(A2)

(E1)

(E2)

Students 3 High school students are provided with a student

guide that outlines their responsibilities as well as

(S3) guidelines for the transfer of credit.

NACEP STATEMENT OF STANDARDS

Assessment

Assessment 1 CEP students are held to the same standards of achievement as those expected of students in on-

(A1) campus sections.

Assessment 2 Every section of a course offered through a CEP is

annually reviewed by faculty from that discipline and CEP staff to assure that grading standards meet

or exceed those in on-campus sections.

Assessment 3 CEP students are assessed using the same methods

(e.g. papers, portfolios, quizzes, labs, etc.) as their

(A3) on-campus counterparts.

NACEP STATEMENT OF STANDARDS

Program Evaluation

Evaluation 1 The CEP conducts annual program assessment and

evaluation of its practices including at least course evaluations CEP students and follow-up of the CEP graduates who are college or university freshmen. Qualified evaluators/researchers and/or the college's or university's institutional research office conduct

and analyze evaluations and assessments.

Evaluation 2 The CEP conducts, every 5 years, an impact study

of the CEP on participating high school instructors, principals and guidance counselors. Qualified evaluators/researchers and/or college's institutional

research office conducts evaluations and

assessments.

Evaluation 3 The CEP conducts, every 5 years, a follow-up of

CEP graduates who are seniors in a college or

(E3)

university. Qualified evaluators/researchers and/or college's institutional research office conducts evaluations and assessments.

APPENDIX G: ADJUNCT INFORMATION SHEET