

# **Cayuga Community College**

## **Advantage Program Handbook**



**Fall 2008 – Spring 2009**

**[www.cayuga-cc.edu](http://www.cayuga-cc.edu)**

updated March 2008 Rev.5

## **THE CAYUGA ADVANTAGE PROGRAM**

Cayuga Advantage is a program that enables high school students to get a head start on their college career and be noticed by college admissions personnel. Courses offered through the program are Cayuga Community College courses and carry Cayuga Community College credit. The credit appears on an official college transcript and will transfer to most college and universities. (We encourage all students and parents to check with their college of interest to confirm each college's policy on credit transfer.)

This handbook is intended to provide the information you might need, whether you are a teacher, a counselor, or an administrator. While we invite you to refer to any and all sections of the handbook, it is organized with a section for teachers, counselors, administrators, parents and students to better tailor information to specific interests.

Your feedback on the content, organization, and usefulness of this handbook is important to us. Please let us know your thoughts—and thank you.

Jeffrey E. Rosenthal  
Cayuga Community College  
197 Franklin Street  
Auburn, NY 13021  
315.255.1743 ext.2499  
[rosenthal@cayuga-cc.edu](mailto:rosenthal@cayuga-cc.edu)

Earleen DeForest  
Cayuga Community College  
Fulton Campus  
806 West Broadway, Suite 2  
Fulton, NY 13069  
315.592.4143 ext.3071  
[deforest@cayuga-cc.edu](mailto:deforest@cayuga-cc.edu)

# Table of Contents

<b>Overview .....</b>	<b>4</b>
<b>Benefits .....</b>	<b>4-8</b>
<b>Program Overview .....</b>	<b>10</b>
<b>Library Support Services .....</b>	<b>17</b>
<b>Academic Support Services.....</b>	<b>18</b>
<b>Procedures &amp; Getting Started .....</b>	<b>20-25</b>
<b>Forms.....</b>	<b>28</b>

## **CAYUGA ADVANTAGE: AN OVERVIEW**

Cayuga Community College has a long-standing reputation for strong liberal arts programs that prepare our graduates for successful advanced study at public and private colleges and universities around the country. Cayuga also offers a variety of career-oriented and hands-on technology programs.

As a way to help high school students get a head start on higher education—whether at Cayuga or elsewhere—the College offers Cayuga Advantage, a dual enrollment program through which students earn college credit while in high school.

Cayuga Advantage offers young people a challenging, stimulating program of college courses at their local high schools. Through the program, students can earn college credit while completing their high school requirements.

Courses offered are Cayuga Community College courses. They carry Cayuga Community College credit. The credit appears on an official college transcript and will transfer to most college and universities. (We encourage all students and parents to check with their college of interest to confirm each college's policy on credit transfer.)

## **BENEFITS**

### **BENEFITS TO THE DISTRICT**

The benefits are many and varied, depending upon the point of view of an administrator, guidance counselor, parent, or student. Overall, the most consistent benefits are:

- a service to the community
- an opportunity to earn transferable college credit at a low cost
- a means of enhancing the high school student's future success in college, the military, or the job market
- a greater challenge for qualified students
- an introduction to the challenge of college-level study in a known environment
- a chance for students to explore potential college interests
- a way for students to demonstrate seriousness, ability, and commitment to their prospective colleges
- an opportunity to keep students academically motivated after a challenging junior year program

## **BENEFITS TO THE ADMINISTRATOR**

- Cayuga Advantage course offerings can demonstrate a district's commitment to students' academic progress and career success. Through dual enrollment offerings, districts can provide academic challenges to students. These experiences will benefit students when they take state exams or SATs, attend college, pursue jobs, or enter the military upon graduation.
- Enrollment in Cayuga Advantage courses can help overcome "senioritis" or the "senior slump." According to Kirst in "Overcoming the High School Senior Slump: New Education Policies" prepared for the National Commission on the Senior Year in High School (2001), "students who waste their senior year . . . are more likely to drop out" of college. In the study "Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment," Adelman (1999) indicated that "the strongest predictor of whether a student gains a bachelor's degree is the level of academic rigor of his or her secondary education." Therefore Cayuga Advantage course work during the senior year can help students better prepare for the rigors of the college work they will encounter—a contributing factor to future college success.
- In particular, dual enrollment course experience can expose traditionally non-college-bound and under-represented populations to the possibility of college success. This would be especially true for rural upstate students whose families may not have experienced college or engendered college aspirations.
- Cayuga Advantage is a service to the community. Course offerings can help students and their parents save money. By providing students with the opportunity to complete college courses through dual enrollment, the program may shorten the time a student is enrolled on a college campus, thereby cutting the overall cost of the college degree.
- There is little or no additional cost to the district. The arrangement for rental and other support results in virtually no extra commitment of district resources other than the instruction and instructional support the district provides as part of its normal program. Cayuga Advantage course offerings can allow a district to offer an expanded curriculum, (Advanced Math, History, Sciences, Business, etc.). The benefit, in effect, is an "off-the-shelf" enrichment program at a low cost as a service to students.
- A Cayuga Advantage dual enrollment experience can be valuable to non-college-bound students in future competition for jobs, by serving as a demonstration of both motivation and ability.

## **BENEFITS TO THE PRINCIPAL**

- Offering dual enrollment options through Cayuga Advantage gives students more opportunities and can strengthen the high school program. Cayuga Advantage courses raise the level of school offerings and provide students with additional academically challenging courses.
- Cayuga is a fully accredited college of the State University of New York; its credit courses are complete and “real” college courses. While faculty may have flexibility in terms of approach and presentation, the rigor and value of the course are ensured.
- Teaching Cayuga Advantage courses makes a teacher more valuable. People in the community appreciate this program in their schools; it can protect jobs.
- Cayuga Advantage also serves the community by helping students and their parents save money. Taking college courses and gaining as much as a semester or more of college credit can provide significant savings by cutting the amount of time students need to spend enrolled on a college campus.
- For some students, enrollment in college courses during their senior year can be a cure for “senioritis.” Offering challenging, credit-bearing studies is one way to keep students interested and academically involved. The Cayuga Advantage program can be valuable in providing interesting options and enhancements to the senior year. Cayuga Advantage courses can give the school a chance to offer seniors more electives, more choices, and more variety.
- Moreover, taking college courses during the senior year can help students develop the maturity needed for college success. According to the National Commission on the High School Senior Year (2001), “the consequences of ‘senior slump’ are reflected in the rising number of students who must take remedial courses. Recent figures . . . show that nearly half of all four-year college students are required to complete at least one remedial course” (Adelman, 1999). It is estimated (Kirst, 2001) that “over half of the students entering community colleges directly from high school do not meet the placement exam standards.” Students and their families waste money and time when coursework must be repeated.
- Through involvement and collaboration with Cayuga Community College, high schools can learn more about the expectations of a college and better prepare students for college success.

## **BENEFITS TO THE GUIDANCE COUNSELOR**

- Cayuga Advantage courses can be a motivational tool to help students think about their college plans. It can be especially useful for encouraging able but unsure students to consider college.
- Offering Cayuga Advantage courses strengthens the high school program and enables guidance counselors to provide students, especially seniors, more opportunities and variety. The courses can be a valuable means of enriching curricula and overcoming “senior slump.” Interesting and challenging coursework helps prepare students for success in college, the job market, or the military.
- The AP student only gets one chance at credit by taking an exam. Depending on his or her score, the results may or may not translate into college credit. With Cayuga Advantage courses, students will get official Cayuga Community College credit that will transfer to most colleges. Cayuga is a fully accredited college of the State University of New York; all courses are actual college courses. While the teachers have flexibility in terms of approach and presentation, the value of the course is ensured and highly transferable (see “Credit Transfer to Other Colleges”).
- College placement exams often put a strong emphasis on writing and math skills. Even capable students may have trouble with their scores and class placements, especially after a non-rigorous senior year. By participating in Cayuga Advantage courses, students can not only keep a high level of skill but can complete freshman English and math courses. Taking a college math course in high school can be especially valuable since a student can complete the minimal college math requirement, gain added background for future college math coursework, or develop a stronger admissions profile.

## **BENEFITS TO THE HIGH SCHOOL TEACHER**

- Cayuga Advantage courses allow teachers to present challenging collegiate curricula to some of the best students in their district. Few things are more rewarding to a teacher than a stimulating course explored with able and engaged students.
- Participation in the Cayuga Advantage program allows a teacher to work on a higher, analytical level. A college-level course can let a teacher use a seminar format and advanced discussion. Teachers can use an expanded curriculum with higher level content and more advanced materials.
- Through Cayuga Advantage courses, teachers may work with able students who might otherwise not pursue a college career. It’s possible to encourage these students to attend college.
- Collaboration with college faculty increases a teacher’s professional reputation and helps keep them abreast of trends in their subject area.

Comments from Cayuga Advantage teachers:

“It is rewarding to have motivated students who are interested in the course. The college-level courses are a treat to teach. While it can take more time, the challenge is better than regular preps.”

“I have had former Cayuga Advantage students report back that they can ‘read better and write better in other classes than just English’ and that the critical reading skills even helped in their other courses like chemistry.”

### **BENEFITS TO STUDENTS AND THEIR FAMILIES**

- Students can avoid the pitfalls of “senior slump,” because Cayuga Advantage courses offer an academic challenge that helps keep them engaged in coursework. Students can prepare for the demands of college-level work and enjoy a smoother transition to full-time college study.
- Participation in Cayuga Advantage shows college admission personnel, employers, and military recruiters a student’s seriousness, ability, and commitment.
- For students uncertain about the idea of college, Cayuga Advantage courses allows the chance to explore college study in a familiar environment.
- The program offers students and their families an economic benefit, with the opportunity to take courses for college credit at a reasonable cost. It is possible for students to complete at least a semester of college credit before actually attending college.
- Courses taken at low cost for college credit while in high school can help a student to complete their baccalaureate or associate’s degree in less time—affording further savings on room, board, and other college expenses.
- Cayuga Advantage offers an inexpensive way to get college basics (general education courses) out of the way, so the student can later pursue enriched coursework for improved employment or graduate study opportunities.
- Some students who complete college coursework early through Cayuga Advantage may choose not to shorten their college time, but instead adjust their academic load to meet the demands of a job or enroll in courses that enrich their intellectual exploration.

Will every student get every benefit? Of course not, but every student will get benefit in some way through this low-cost introduction to collegiate study.

## WHAT CAYUGA ADVANTAGE STUDENTS SAY

Some comments from Cayuga Advantage alumni:

“I found that the level and difficulty of the work better prepared me for the academic challenges I face at college.”

“I think the program is a great idea. It really prepared me for the classes I would be taking in the future. It was nice to receive college credit without the cost or commute.”

“Even though my university would not accept the transfer credit, it still shows the admissions committee that you are striving beyond high school standards. . . . I feel that the dual credits helped my admission to school.”

“Even if the courses don’t transfer, [you] will be much more prepared for university.”

“Cayuga Advantage courses provide challenge in an otherwise dull high school academic environment. Along with APs, these courses are one way in which students can get a taste of college-level classes before leaving home. This was a great opportunity. . . . I didn’t even know how great until I went to college and was a semester ahead.”

“It’s a very smart choice to take the college courses while still in high school. Now that I’m a junior, finishing my bachelor’s degree . . . being that much ahead helps.”

“I thought it was the best program ever. . . . I have many friends who had AP credit and it didn’t transfer; yet my Virginia school accepted a New York community college.”

“Looks good on a college application.”

“I felt that I gained a lot from my experience and it prepared me for college teaching styles and course material.”

“I would always suggest taking advantage of any opportunity that will challenge the student. Go into it knowing the credit . . . may not be guaranteed, but the experience gained through challenging oneself is half the reason.”

“Go for it. You will benefit so much from it. Trust me.”

## **CAYUGA ADVANTAGE PROGRAM OVERVIEW**

### **WHAT TYPES OF COURSES DOES CAYUGA ADVANTAGE OFFER?**

Cayuga Advantage courses comprise three general types. The first is basic college liberal arts and science classroom courses, which fulfill general education requirements at most colleges and universities. These courses include social sciences, natural sciences, mathematics, English, and humanities. The second type includes business and technical courses, for which Cayuga Community College transcript credit is granted. These courses are sometimes co-sponsored by the Central New York Tech Prep Consortium. The third type, an online option, allows high school students to register for Cayuga Community College online courses and receive the benefits of the Cayuga Advantage program.

### **HOW DO THESE COURSES DIFFER FROM HIGH SCHOOL COURSES?**

While high school teachers teach most of the courses, these are not high school offerings. On line courses are part of regular Cayuga offerings and are not part of the Advantage Program. Advantage courses are college courses. The credentials of each instructor are reviewed by Cayuga faculty and approved (or disapproved) to teach a Cayuga Advantage course based on the criteria used in hiring Cayuga Community College adjunct faculty.

For these college-level courses, we expect that the instructor will require more work, demand greater independence of thought and action, and challenge the student more than would be done in a regular high school course. This rigor is at the heart of the program. All Cayuga Advantage courses must meet the Off-Campus Instructional Polices criteria outlined in Appendix A.

### **WHO CAN TAKE THE COURSES?**

The following factors determine a student's eligibility for Cayuga Advantage:

- Students must be at least 16 years of age (by October 1<sup>st</sup>) and either a junior or a senior in high school.
- Students must demonstrate the ability to produce work at a college level.
- Students must be recommended for the class by one of their teachers or their guidance counselor.
- Students must meet any prerequisites on the same basis as students who enroll for the course on campus.

The program is not for everyone. The breadth, depth, and time required for the coursework means that the program is for better-prepared students. Schools deciding to offer English or math classes may wish to have their students take Cayuga's placement exam for use in placing their students or wish to determine if their students meet the College-wide placement standards.

## **HOW DO STUDENTS ENROLL IN ADVANTAGE COURSES?**

Ordinarily students sign up for Cayuga Advantage classes with their high school guidance counselor or instructor. Each high school then submits the registration forms to Cayuga's registrar. Students who live outside Cayuga County must also complete a Certificate of Residence (available from the Business Office). Assistance with the registration process is available for schools new to the program.

Ordinarily, courses offered through Cayuga Advantage enroll a minimum of 10 students per class. Cayuga tries to work with high schools to accommodate special enrollment needs, as long as the school keeps the College posted about changes. Our central concern is always to ensure the academic credibility of the course. Participating high schools should contact Cayuga's Advantage Coordinator if a special need arises.

## **CAN STUDENTS SIT IN WITHOUT REGISTERING?**

No. While the courses are taught in the high school by district teachers, these are Cayuga Community College courses and have the same advantages and limitations as all Cayuga offerings. One of these requirements is that anyone in a course taught by the College must be registered.

Colleges which accept Cayuga Advantage credit assume that the course is equivalent in every way to a course taught on a college campus, with each student in the course enrolled for credit. Therefore, it is important that every student in a Cayuga Advantage course be registered.

## **DOES CAYUGA ADVANTAGE CREDIT TRANSFER TO OTHER COLLEGES AND UNIVERSITIES?**

While any college in which students enroll will make the final determination as to which credits will be accepted and how those credits will count toward a degree, Cayuga enjoys excellent transfer success. Students and parents are encouraged to check with the Cayuga Advantage staff to answer any questions on transferring course credits.

In 2003, at the suggestion of the Cayuga Advantage Advisory Committee (a committee composed of high school principals, teachers, and guidance counselors), the College surveyed recent high school graduates (n=155) who had participated in the Cayuga Advantage program. <sup>1</sup>

The results for Cayuga Advantage students:

- 88% of credits transferred: 84% for course credit; 4% to meet prerequisites.
- 73% of private schools accepted the courses, either for credit or to meet a prerequisite.
- Only 16% of private schools declined to accept the courses either for credit or to meet prerequisite requirements

The results for AP exam credit among the same group of students:

- 56% of credits transferred: 50% for course credit; 6% to meet prerequisites.

1. Respondents at 11% of the colleges in which Cayuga Advantage alumni enrolled either indicated that they did not attempt to transfer credits or provided no information on transfer of credits.

While not every school takes every credit, Cayuga Advantage students routinely experience great success in transferring credit. Moreover, they can boost their chances of selection by admissions officers. In general, all students who apply to selective colleges have excellent SAT scores, class standing, and skills. Besides these, one of the criteria used by selective schools is the level of challenge in the student's schedule. Enrollment in Cayuga Advantage courses clearly shows a student's commitment to a challenging schedule.

### **HOW DO ADVANTAGE COURSES FIT INTO CAYUGA'S FAST FORWARD PROGRAM?**

Cayuga's Fast Forward program is an excellent opportunity for students to use all of their dual enrollment credits towards one degree. All Advantage courses are official CCC courses and readily fit into the liberal arts degree program of study. Through the Fast Forward option students can combine their high school dual enrollment coursework to get a jump ahead on obtaining an Associate's degree as well as being able to transfer coursework to a four year institution to begin their bachelor's program of study at the junior year level.

Students may combine Advantage courses with AP credit or courses from OCC Tech Prep, Syracuse University Project Advance, TC3, JCC or any other institution's dual enrollment program as part of fulfilling the requirements for Cayuga's liberal arts degree.

Cayuga Community College admissions counselors will assist students to plan their coursework so that they will be able to complete their Associate's degree and be ready to progress to their junior year in a bachelor's program of study. More information may be obtained by calling the admissions office at 315-255-1743 x2241.

High schools can assist their students to get the most out of the Fast Forward option by planning their Advantage offerings to facilitate a student's completion of the liberal arts degree. Advantage staff are available for consultation concerning appropriate course offerings.

### **HOW OFTEN DO THE CLASSES MEET? IS THERE AN ATTENDANCE POLICY?**

It is assumed that regular class attendance is required. Cayuga Community College has adopted the following college-wide attendance policy for a 15-week course. Generally, an instructor withdraws a student when he or she exceeds the number of absences permitted.

<u>Class Meetings Per Week</u>	<u>Absences Permitted</u>
1	3
2	6
3	9
4	12
5	15

A student enrolled in a course that meets for other than 15 weeks may be withdrawn when he or she has been absent for 20% of the class meetings.

Should a student leave a Cayuga Advantage course in mid-semester (for example, because the family has moved or because of illness), that student ordinarily will not meet the attendance requirement and will not be granted Cayuga Community College credit for the class. If an

instructor feels that an individual exception should be made for extraordinary reasons, that instructor should contact Advantage Personnel. If a student has withdrawn at mid-semester, the instructor's final grade sheet should report the last date of attendance. For assistance with the withdrawal process and to obtain the necessary forms, please contact either Jeffrey Rosenthal at the Auburn Campus or Earleen DeForest at the Fulton Campus.

### **WHO TEACHES CAYUGA ADVANTAGE COURSES? HOW ARE THE TEACHERS CHOSEN? WHAT ARE THE REQUIREMENTS FOR TEACHING A CAYUGA ADVANTAGE CLASS?**

In most cases, Cayuga Advantage courses are taught by teachers within the high school. The credentials of teachers in the Cayuga Advantage Program conform to standards set by the Middle States Association for college-level instruction and are comparable to those of Cayuga's other adjunct faculty.

The district nominates its faculty for dual enrollment course(s) and submits a letter of interest in offering courses. Those teachers nominated by a district must submit a résumé and copies of their graduate and undergraduate transcripts. Initially transcripts may be unofficial; however, official transcripts **MUST** be submitted before a teacher is given final approval.

Credential review is conducted by faculty at Cayuga and is course-specific, i.e., an instructor is approved or disapproved to teach a specific course. In general, instructors must have a master's degree in the course discipline or in a closely allied area with substantial coursework, preferably graduate level, in the discipline. Experience is sometimes considered along with coursework. However, virtually without exception, a master's degree is required. The decision to approve the faculty member rests with the appropriate College division chair.

Upon appointment by the division chair, the teacher becomes a Cayuga Community College adjunct instructor for the purpose of teaching the course. Once approved, the teacher will meet with a faculty member at Cayuga to discuss the course, review the syllabus, discuss text, and review other aspects of the course offering.

High schools should contact Jeffrey Rosenthal at 315-255-1743 x2499 or Earleen DeForest at 315-592-4143 x3071 (for Oswego County High Schools) to discuss their needs and begin the process of submitting teacher credentials. If a high school wishes to offer a course but has no available instructor with suitable credentials, Cayuga Community College may be able to provide an instructor.

### **WHY DO STATE CERTIFICATION, EXPERIENCE, AND THE RECOMMENDATION OF THE DISTRICT NOT SUFFICE FOR APPROVAL OF A TEACHER?**

Credential review is not review of ability or knowledge but a formal review of specific coursework and experience. Since K-12 and higher education credentialing are inherently different, it is not unusual for an outstanding high school instructor to be denied approval to teach a Cayuga course, just as an outstanding Cayuga faculty member may not meet the credential requirements to teach a course at the secondary level.

## HOW ARE INSTRUCTORS SUPPORTED? WHAT IS EXPECTED OF THEM?

Once a faculty member is approved, he or she will meet with a faculty member at Cayuga to discuss the course, review the syllabus, discuss the textbook, and review other aspects of the offering. This may be done in person or electronically.

The instructor must follow all requirements of adjunct faculty at Cayuga. These vary by discipline. Some courses have division-wide final exams, some have mandated tests, some have other requirements. However, all adjuncts are required to follow the approved College course outline, conduct student evaluations, submit their course syllabi and final examinations, and cooperate in the submission of a variety of documents to the College. In addition, in most cases the instructor is responsible for registering the students.

## DO TEACHERS RECEIVE COMPENSATION OR BENEFITS FROM THE COLLEGE?

As an adjunct faculty member, a teacher may enroll in credit courses at the College free of charge on a space-available basis, or may use this benefit for a family member, as outlined below. Teachers often use this benefit to upgrade their knowledge of the subject area they are teaching or expand their expertise in other subject areas.

- Faculty teaching three or four credit hours in a given semester may take up to four credit hours in the same semester.
- Faculty teaching five or six credit hours in a given semester may take up to six credit hours or transfer up to four credit hours to members of their immediate family (spouses or dependent children) during the same semester.

Note: No carryover of unused credit hours is allowed beyond the applicable semester or fiscal year.

## WHO DEFINES THE COURSE CONTENT?

The content of each credit-bearing course is specified in a syllabus and developed and approved by the appropriate academic division at Cayuga. **Cayuga Advantage instructors must adhere to this course syllabus.** Each instructor is, however, responsible for determining the specific application of the general syllabus to each course and developing a course outline according to the syllabus guidelines. In both substance and mode, the course should provide a distinctly post-secondary experience.

Every semester, each Cayuga Advantage instructor must submit to the appropriate division chair or designee a copy of his or her specific course outline. This outline should include an overview of the class, a course schedule, and a description of course policies. Course outlines are reviewed and kept on file by the division chair or designee who has responsibility for overseeing the class. Course outlines are available from the Community Education office, and from the vice president of Academic and Student Affairs at Cayuga Community College.

## **WHO DECIDES ON FINAL EXAMS AND GRADES? HOW ARE GRADES ASSIGNED?**

Assignment of final grades is a primary responsibility of the instructor. Rigorous standards of professionalism and accountability apply to assignment of grades. Unless the course syllabus specifies another method of final evaluation, a final examination must be administered. In some disciplines, Cayuga faculty require the administration of a standard final exam. If an Advantage course fits in this category then any such requirement would apply and the school would be notified of such a requirement.

In order to process grades and provide them to students in a timely fashion, grades generally are due in the registrar's office by the end of the third week in January for the fall term, and by the end of the third week in June for the spring semester. Grades received after these deadlines may result in a delay in reporting grades to students.

Two blank copies of the final evaluation and all graded student copies must be submitted to the College registrar's office when final grades are turned in. Completed final exams must be retained for one year.

## **HOW ARE TEXTBOOKS CHOSEN?**

All textbooks are expected to support the aims and outline of the class as reflected in the department syllabus and to reflect the distinctly college-level experience of the class. Selection of textbooks is subject to review and approval by the appropriate College division chair. In some cases, where a standard department-wide textbook has been adopted for the course on campus, Cayuga Advantage instructors are expected to use that textbook. Requests for any exceptions must be submitted to the division chair. Ordinarily, book orders are processed (and books purchased) by the individual school districts. If instructors want students to purchase books or supplies, the College bookstore will be glad to assist with arrangements.

## **ARE TEACHERS EVALUATED? HOW?**

All faculty who teach in the Cayuga Advantage program are required to have their classes complete student evaluations each year. The division chair will send forms for student to use. Completed forms are to be returned to the division chair. In addition, classroom evaluations may be conducted.

## **WHAT ARE THE RESPONSIBILITIES OF FACULTY IN THE CAYUGA ADVANTAGE PROGRAM?**

### ***Summary of Faculty Responsibilities***

- Submit registration forms to Cayuga Community College for all students enrolled in the class.
- Provide one course outline to each student and submit one to the appropriate College division chair.
- Meet regularly with the class and record attendance.
- Maintain a grade/attendance record and report any withdrawals (with the date) when submitting the final grade sheet.

- If asked to do so, submit copies of the textbook(s) being used.
- Submit completed, graded final examinations for all students with the final grade report.
- Provide other information and material relating to the course as requested by the appropriate Cayuga Community College personnel.
- Cooperate in classroom observations as requested by the division chair or Advantage Coordinator.

### ***Program Supervision***

Cayuga Advantage faculty are supervised by the Advantage Coordinator and the College's academic division chairs. The Advantage Coordinator's staff is responsible for such administrative matters as registration and attendance, while division chairs are responsible for academic matters including instruction, curriculum, course content, and exams. Division chairs approve textbooks, course outlines, final exams, and the credentials of faculty teaching in the program.

Cayuga Advantage instructors, like all adjunct faculty, are subject to formal evaluation. This may include, at the discretion of the division chair, classroom observation, review of examinations, review of student portfolios, or other methods.

### ***Meetings***

Each year a meeting of the Cayuga Advantage faculty is scheduled at the Auburn and Fulton Campuses. This is an opportunity for program instructors to meet together as a faculty to discuss common issues and problems. It is, therefore, extremely important the every Cayuga Advantage faculty member attend. The annual meeting also provides an opportunity for Cayuga Advantage faculty to meet with their counterparts from other schools and share in productive discussion about Cayuga Advantage classes.

## **WHAT COLLEGE SERVICES AND FACILITIES ARE AVAILABLE TO STUDENTS AND FACULTY?**

All Cayuga Community College students and faculty, including adjunct faculty and students enrolled in courses through Cayuga Advantage, are entitled to use campus services such as the library, Academic Support Center, athletic facilities, and (by arrangement) science labs. Cayuga Advantage registered students may choose to obtain a College picture identification card which allows them access to most College services. This costs \$5\* and a student must bring ID and their registration. Non photo ID cards will be sent to the schools after all registrations are completed. (\*The fee is set each term by the College's Board of Trustees and is subject to change.)

Cayuga Advantage faculty are encouraged to bring their classes to campus to use College facilities. Visits to the campus promote the collegiate ethos of the class and helps us stay in touch.

The Academic Support Center features an array of services to help students increase their learning effectiveness. Among the resources of special interest to Cayuga Advantage faculty and students are computers and word processing software for extra practice in certain subject areas.

For more information, please call the Auburn Academic Support Center at 315-255-1743, x2293, the Fulton Learning Commons at 315-592-4143, x3028, or Jeffrey Rosenthal at 315-255-1743, x2499.

Assistance is also available through the Fulton Learning Commons. Call 315-592-4143, x3028, for academic support information, and x3019 for the library.

### **LIBRARY SUPPORT SERVICES**

Cayuga Advantage faculty are encouraged to bring their classes to campus to use College facilities, particularly (but not exclusively) the College Library. Students have the opportunity to practice using a college library organized according to the Library of Congress Classification System, a wide variety of computerized services including bibliographic and full-text databases, the Internet and multimedia resources. Information Literacy instruction sessions may be scheduled with a Librarian at either the Auburn or Fulton campus.

A list of holdings of Cayuga's library is available online using the CAYLIB system. Books, videotapes, computer disks, and compact discs are catalogued in CAYLIB and shelved in the library. CAYLIB may be accessed off-campus through the Cayuga Community College website ([www.cayuga-cc.edu](http://www.cayuga-cc.edu)). Other SUNY library catalogs may be accessed through terminals in the Cayuga Community College library. Library patrons are required to have an ID card, available from circulation desk, to sign out library materials.

The holding of Cayuga's libraries may be searched using CAYLIB, the online catalog. Books, DVDs, videotapes, CDs, and audio books are catalogued in CAYLIB and shelved in both the Auburn and Fulton Libraries. CAYLIB may be accessed off campus through the Cayuga Community College website ([www.cayuga-cc.edu/library](http://www.cayuga-cc.edu/library)). All bibliographic and full-text library databases are available to students on campus and also off-campus after applying for a username and password. Library patrons are required to have a library card which is available from the circulation desk to sign out library materials.

**LIBRARY HOURS** - Fall and Spring semesters (Summer hours will be posted)

#### **Auburn and Fulton Libraries**

Monday – Thursday .....	8:00 a.m. – 8:30 p.m.
Friday .....	8:00 a.m. – 4:30 p.m.
Saturday .....	Closed
Sunday .....	Auburn Library: 12:30 p.m. – 7:00 p.m. Fulton Library: 12:00 p.m. – 4:00 p.m.

Instructors: please contact the library to register students for library cards.  
Auburn Circulation Desk phone# 315-255-1743, x2296  
Fulton Circulation Desk phone# 315-592-4143, x3019

For **Information Literacy Instruction** and any other questions please contact:  
Margaret Devereaux, Instruction Librarian at the Auburn Campus Library  
Phone# 315-255-1743, x2291  
Judy Campanella, Fulton Librarian at the Fulton Campus Library  
Phone# 315-592-4143, x3018

**ACADEMIC SUPPORT CENTER SERVICES**

The Academic Support Center features a wide variety of services to help students increase their learning effectiveness. Among the resources of special interest to Cayuga Advantage faculty and students are computers for word processing and software for extra practice in certain subject areas. For more information please call the Academic Support Center at 315-255-1743, x2293.

**ACADEMIC SUPPORT CENTER HOURS**

Monday-Thursday..... 8:00 a.m.-8:30 p.m.

Friday..... 8:00 a.m.-4:30 p.m.

Campus athletic facilities include a gym, racquetball courts and a weight room. Students and faculty may use these facilities whenever there is not a previously scheduled class.

## **HOW ARE COURSES CHOSEN?**

Each district assesses the needs of its students and programs to see where dual enrollment would be of best benefit to its program. Based on this needs assessment, the district can see if any Cayuga Community College courses would meet their needs. They would then discuss with their administrators, guidance personnel, or faculty which course(s) would be the best choice and if qualified teachers are available. Districts may also request assistance from the Cayuga Advantage program in making their choices. Once a choice is made, the district would then initiate the process for participating in the Cayuga Advantage program.

## **WHAT ARE THE FINANCIAL ARRANGEMENTS FOR THE CAYUGA ADVANTAGE PROGRAM? HOW ARE THE COSTS DETERMINED?**

Cayuga enters into an agreement with each District. We treat the Cayuga Advantage program as a partnership between the College and the school system. We bill the district for all student registrations and look to the district to collect and transmit forms and to help us resolve student problems and issues. In exchange for the use of facilities and the support provided, we pay rental to the district for its facilities.

While it is strictly up to the district to decide how it will use the money we provide in rent, most districts use these funds to off set the tuition charge. This allows the district to offer the college courses at either no cost or at a greatly reduced tuition cost to the student. Since high school students are not eligible for financial aid, this can make the difference for many students between enrolling and not being able to take advantage of the program.

## **WHAT IS THE PAYMENT AND BILLING PROCESS?**

Cayuga Advantage staff work with each District to create a structure of tuition and rental payment to ensure a cost structure that allows eligible students to participate. Unlike some programs, Cayuga's financial arrangement is with the district. The College does not bill students directly.

## **HOW CAN I FIND OUT MORE?**

Contact the Cayuga Advantage Director at 315-255-1743, x2499. Or, you may contact the assistant director of the Cayuga Advantage program at the Fulton Campus at 315-592-4143, x3071.

# **CAYUGA ADVANTAGE ADMINISTRATIVE PROCEDURES**

## **ADMINISTRATIVE CONTACTS**

Jeffrey Rosenthal, Advantage Coordinator – (315)255-1743 x2499

Bill Lovell, Division of College Studies, Fulton Campus – (315)592-4143 x3016

Steve Keeler, Division of Humanities (315)255-1743 x2282

George Smrtic, Division of Social Sciences, Business and HPER – (315)255-1743 x2372

Christie Waters, Division of Natural and Health Sciences, Mathematics and Technology  
(315)255-1743 x2421

Earleen DeForest, Advantage Assistant Director Fulton Campus – (315)592-4143 x3071

Linda D’Amato, Secretary, Community Education – (315)255-1743 x2229

## **HOW DISTRICTS BECOME PART OF THE CAYUGA ADVANTAGE PROGRAM**

Once the decision is made to offer dual enrollment Cayuga Advantage courses, a district administrator submits a letter of interest to offer a course or courses, along with the names and credentials (résumé and copies of undergraduate and graduate transcripts) of the teacher(s) nominated to teach. This request should come from a department chair, a principal, or another in a position to commit the district to offering the course(s). More than one person may be approved to teach a given course. The fact that a person has been approved does not mean that the district is in any way committing to having that person teach. Without approval, however, a person may not teach the course even if others in the school have been approved to teach for the Cayuga Advantage Program.

Once the course is chosen and the instructor is approved, the high school decides when to offer the course. Cayuga then sends an Academic Offering Form to the school. The high school returns the form with information on course(s), time(s), and enrollment numbers. Cayuga’s registrar then sends a registration packet to the school contact person with necessary forms and instructions. Each instructor handles the registration process for his or her class and sends the packet back to Cayuga’s registrar. After the registrations are processed, a class list is generated and sent to the school. At this time the Business Office will send a bill for the class and Cayuga will complete rental payment arrangements with the district.

## **ADVANTAGE PROGRAM SET UP PROCESS**

A. School officials request a meeting with Advantage personnel. The College sends a copy of the most recent Handbook. School then submits letter of interest in offering courses along with names and credentials of the faculty nominated to teach (see B. below). This request should come from the Advantage contact person at the school, a department chair, principal or another in a position to commit the District to the offering. More than one person can be approved to teach a given course. Approved does not mean that the District is in any way committing to having that person teach. Given this, if a change in instructors needs to take place as a result of scheduling, load or other factors, it makes sense to begin the approval process for anyone who might teach.

B. We need résumé and copies of the undergraduate and graduate transcripts for each faculty member interested in teaching a Cayuga course. Initially, transcripts can be unofficial. Credential review is conducted by disciplinary faculty at Cayuga and is course specific (i.e., an instructor is approved or disapproved to teach a specific course).

In general, instructors should have a master's degree in the discipline to be taught or in a closely allied area with substantial course work in the discipline.

Occasionally in physics, experience is sometimes considered in addition to formal disciplinary course work at the master's level. However, virtually without exception, a master's degree is required.

C. Faculty should remember that credential review is not review of ability or knowledge, but a formal review of specific course work and experience. It is not unusual for an outstanding high school instructor to be denied approval to teach a Cayuga course, just as an outstanding Cayuga faculty member may not meet the credential requirements to teach a course at the secondary level. K-12 and higher education credentialing is different, neither better nor worse, but different. Credential review is not pro forma and must be completed prior to the offering of a course.

D. Once a faculty member is approved, he/she should meet with a faculty member at Cayuga to discuss the course, review the syllabus, discuss text and discuss and review other aspects of the offering. If the instructor is new and wishes to discuss administrative processes, he/she can contact Cayuga's Advantage Staff. These meetings may be in person or electronic.

E. Concurrent with or subsequent to faculty review and approval, for laboratory science courses, the laboratory facilities are reviewed to ensure that the hardware, software and other materials needed for the labs are sufficient.

### **ELIGIBILITY FOR CAYUGA ADVANTAGE**

- Students in Cayuga Advantage should be at least 16 years of age (by October 1st of the current school year) and either a junior or a senior in high school.
- Students must be recommended for the class by one of their teachers, guidance counselor or other school official.
- Students must meet any prerequisite requirements on the same basis as students who enroll for the course on campus.

### **GETTING STARTED**

#### **1. Textbook Adoptions and Book Orders**

Selection of textbooks and required course materials is subject to the approval of the Division Chair. If the Division requires a particular text, this must be used.

## **2. The Course Outline and Content**

All adjunct faculty, including those teaching in the Cayuga Advantage program, are required to provide a course outline at the beginning of each semester **to each student and to the Advantage Coordinator**. The course outline will be based on the college-approved course syllabus available from the appropriate division chair.

### *Minimum Requirements*

1. Instructor Information – how, when, where students may contact the instructor
2. Course Description – overview of the class
3. Course Objectives – observable, assessable outcomes
4. Required Text and Materials
5. Criteria for Grading – including all factors that could affect a student’s grade
6. Course Policies – i.e., attendance, plagiarism, etc.
7. Course Schedule

The content of each credit-bearing course is specified in a syllabus developed and approved by the College’s appropriate Academic Division. These are provided to the Advantage Instructor. Instructors are expected to adhere to the course syllabus; approval for any significant departure from the syllabus must be obtained from the division chair.

## **3. Attendance Policy**

The College attendance policy requires that students be withdrawn from a course in which the student has been absent a total of 20% of scheduled classes. For example, if a class meets 5 days a week for 20 weeks, a student may miss up to 20 classes. A class that meets 3 days a week for 20 weeks requires withdrawal after 12 absences. Faculty may, after discussion with the appropriate division chair or Advantage Program staff, establish more rigorous attendance expectations. Whatever the attendance expectation, it is essential that it is included in the course outline as distributed to students, (see above “The Course Outline.”)

A student, who is withdrawn involuntarily for absences or other reasons, may receive a grade of W or F at the discretion of the faculty member. Forms to be used to assign a “W” can be requested from the Advantage Administrator or registrar.

## **4. Student Evaluation**

Evaluation is the primary responsibility of the instructor. Some divisions require specific courses to administer college-wide examinations. In these cases, Advantage faculty, like all Cayuga faculty, must use the departmental examinations. See the division chair or your Cayuga faculty liaison for information regarding divisional requirements.

Beyond divisional examination requirements, faculty generally use a variety of student assessment tools: quizzes and other exams, papers, projects, class participation are all examples of assessment tools used by faculty. The “How students will be evaluated” section is an important part of the course outline (see above) shared with students at the start of the course.

Grades will be: A, B+, C, C+, D, D+ and F, with special grades for incomplete or withdrawal. Students, by Cayuga policy, may withdraw from a course any time prior to the administration of the final exam and receive a grade of W. Incompletes are reserved for situations in which a student has met the majority of course expectations but needs additional time to complete an outstanding assignment, to take a rescheduled final exam or similar situation.

Questions regarding student evaluation should be directed to the division chair, faculty liaison or Advantage Program staff.

## **5. Course Assessment**

Assessment of Cayuga courses is undertaken in a number of ways.

### *A. Student evaluations*

Students complete course evaluations each term. Faculty will receive these from Cayuga and should administer them by whatever means their school has established. If no special procedure has been developed, faculty should distribute in class, ask a student to collect, place in the envelope provided, seal and return to the faculty member for return to Cayuga. The Cayuga-Onondaga BOCES mail can be used with that BOCES district. Others must use U.S. mail. A postage paid envelop will be provided to facilitate return. These course evaluations will not be shared with district personnel without the permission of the instructor. (see Appendix E )

### *B. Review of Examinations*

Most division chairs ask faculty to submit examples of student work. If your division requires such submission, you will be contacted.

### *C. Review of Final Examinations*

Unless otherwise arranged with the division chair, all Cayuga faculty are expected to administer a final examination. Two blank copies of the exam must be submitted with final course grades to the registrar. In addition, completed examinations must be forwarded to the division chair for review. These are kept for 12 months as required by NYS Education Department regulations.

### *D. Classroom Observations*

Classroom observations may be made by Cayuga faculty. These will be arranged in advance in consultation with you and your administration.

### *E. Other Assessment Procedures*

You may be asked by Cayuga administration or faculty, from time to time, to participate in other assessment processes. Every attempt will be made to minimize the impact on your class.

## **6. Non-Registered Students**

Cayuga does not allow non-registered students to attend a Cayuga class. All students must be registered for the Cayuga course. If a particular situation requires an exception, faculty or school

liaison must contact and discuss the situation with Cayuga Advantage staff at Cayuga Community College.

## **ADMINISTRATIVE PROCESSES**

As a Cayuga faculty member in the Advantage program, you are asked to conduct a number of administrative processes. In some cases, your school has made arrangements to handle registrations in other ways, in most cases, the procedures fall to you to complete.

### **1. Registration Procedures**

You will receive within a few weeks of the beginning of the fall term, a number of forms (see Appendices) including an “Application for Admission,” a registration form for your course, and a certificate of residence form (only for residents of counties other than Cayuga). These are all forms that we must have to process a registration.

A. Application for Admission - This often causes confusion since most students in the Advantage Program will not attend Cayuga after high school. The admissions application is a form required of all Cayuga students, full time or part time, taking courses at any location. Cayuga Advantage students should fill in the designated gray areas of the Advantage Admission Application. (See Appendix A.)

B. Certificate of Residence - This must be completed and notarized if the student lives outside of Cayuga County or has done so for any portion of the 12 months preceding the completion of the form. See your school contact for arrangements to get the form notarized. (see Appendix B) It is important to note that some counties (i.e., Onondaga) require 2 forms of ID. Usually a copy of a driver’s license or permit along with the past year’s school report will do.

C. Registration Form (Appendix C) - This is the form that actually registers your students in the class. If a student is registered and withdraws within a short time, call the Advantage Counselor and let him know. If the registration and billing is not complete, the registration will be pulled. Once registration and billing are underway, students who withdraw should be given a W. Teachers must contact the college to obtain a withdrawal form.

### **2. Class Rosters**

You will receive several class rosters during each term. Please review these carefully. If a student is on the roster, (s)he is officially registered in your Cayuga class. If a student is not on the roster, (s)he is not registered. Keep in mind that it is difficult to correct a registration error after the term ends. You will be asked to review, sign and return the roster. If there is any error, correct it on the roster when you return it. We will contact the school, you and/or the student, if we need additional information.

### **3. Final Grade Reports**

You will receive a final grade report from our registrar’s office. These are due within 48 hours of the term’s end, generally defined as the start of Regents exams. Because of Cayuga’s system, your students will receive a grade report in December and late May that lists their courses with a

grade of “OG.” OG is an administrative code standing for On-Going and simply holds a course in our system as one that crosses our traditional academic calendar lines. You may want to share this with your students in advance since it sometimes causes confusion.

Do not add students to the final grade report. (See above “Class Rosters”)

### **FACULTY MEETINGS**

Each year meetings of the Cayuga Advantage faculty are scheduled on the Auburn and Fulton campuses. This is one opportunity for program instructors to meet together as a faculty to discuss common issues and problems. It is, therefore, extremely important that every Cayuga Advantage faculty member attend this meeting. The annual meeting also provides an opportunity for all Cayuga Advantage faculty to meet with their counterparts from other schools and enjoy some productive discussion about Cayuga Advantage classes. Advantage teachers may be invited to attend other CCC faculty forums.

## Works Cited:

- Adelman, Clifford. "Answers in the Tool Box." (1999): v-84, ERIC. Inst. of Education Sciences, Dept. of Education, Washington. ED431363, <http://www.eric.ed.gov/>
- Bailey, Thomas R., Katherine L. Hughes and Melinda Mechur Karp. "Dual Enrollment Programs: Easing Transitions from High School to College". (2003): 3-6, ERIC. Inst. of Education Sciences, Dept. of Education, Washington. ED475805. <http://www.eric.ed.gov/>
- Bailey, Thomas R., and Melinda Mechur Karp. "Promoting College Access and Success: A Review of Credit-Based Transition Programs". (2003): 2-46, ERIC Inst. of Education Sciences, Dept. of Education, Washington. ED482497. <http://www.eric.ed.gov/>
- Kirst, Michael W. "Overcoming the High School Senior Slump". (2001): vi-12, ERIC Inst. of Education Sciences, Dept. of Education, Washington. ED455720. <http://www.eric.ed.gov/>
- "The Lost Opportunity of Senior Year: Finding a Better Way". (2001): vi-12, ERIC Inst. of Education Sciences, Dept. of Education, Washington. ED453604. <http://www.eric.ed.gov/>
- "The Open Door: Assessing the Promise and Problems of dual enrollment."(2002): 1-10. ERIC Inst. of Education Sciences, Dept. of Education, Washington. ED481781. <http://www.eric.ed.gov/>

## **APPENDICES**

- A Cayuga Community College Advantage Program Application
- B<sub>1</sub> Certificate of Residence – any County
- B<sub>2</sub> Certificate of Residence – Oswego County
- C Registration Form
- D Transcript Request Form
- E Student Opinion Survey

*Note: These forms may be duplicated by teachers if needed.*