



DUAL CREDIT HANDBOOK

2011-2012

Division of Interdisciplinary Programs
School to College Alliances Office

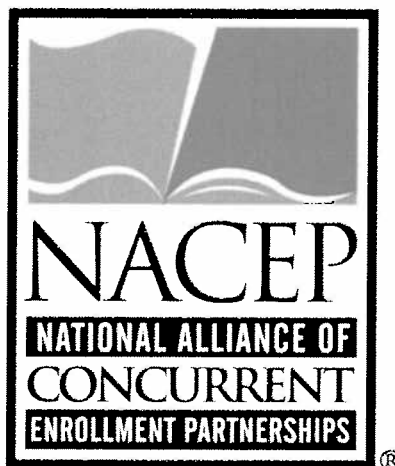


Table of Contents

Topic	Page
Welcome and Introduction	3
About MCC	4
About the Dual Credit Program	4-5
Your Responsibilities as a Dual Credit Teacher	5
MCC Faculty Liaison Responsibilities	6
The NACEP Standards	6-7
MCC Standards and Policies	8-9
Participating MCC Academic Departments	10
Dual Credit and other MCC Administrative Offices	11
Dual Credit Curriculum Checklist	12
2010-11 Dual Credit Partner School Districts and courses offered	13



Dear Dual Credit Teacher:

Thank you for being an integral part of the Monroe Community College Dual Credit Program. We hope that you find the experience to be rewarding and that you take pride in knowing that through your efforts, your students are getting the opportunity to gain college credit and a “head start” on their postsecondary education.

Monroe Community College’s Dual Credit Program has received accreditation from the National Alliance of Concurrent Enrollment Partnerships (NACEP). NACEP is a national organization with an established set of programmatic standards indicative of quality concurrent enrollment programs. To become accredited, we had to submit evidence that we are in compliance with the rigorous standards. It is NACEP’s expectation – and MCC’s – that the work completed in Dual Credit classes is synonymous to work completed through traditional on-campus class instruction.

Through this handbook, we hope that you will become more familiar with the College’s philosophies, standards and procedures as they relate to the Dual Credit Program. Again, we thank you for your participation and look forward to working with you.

Sincerely,

Kate Smith, Interim Dean
Division of Interdisciplinary Programs

ABOUT MCC

History

Established in 1961 as a unit of the State University of New York, Monroe Community College was a vision shared by a handful of industrious and determined business people, community leaders, and government officials.

Through the years, MCC has continually grown in degree programs, educational initiatives, and facilities to meet the community's diverse needs. The College offers classes in extension sites at area high schools, serves seventh through 12th graders in pre-collegiate programs, and incorporates service-learning into its courses. Embedded in its history, MCC embraces diversity and inclusion, offering activities and programs to enhance the personal and professional development of faculty, staff, students, and community members.

Mission

The mission of Monroe Community College is to provide access to high quality education and training programs to a diverse community. Student success is the College's highest priority.

In fulfilling its mission, the College is committed to excellence in teaching, comprehensiveness, lifelong learning, and citizenship. The College embraces its role as a stimulus for economic development and values partnerships, innovation, and educational leadership.

Accreditation

MCC is accredited by the Middle States Commission on Higher Education, the unit of the Middle States Association of Colleges and Schools that accredits degree-granting colleges and universities in the Middle States region, which includes Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and U.S. Virgin Islands.

Curricula are approved and registered by the New York State Department of Education and the State University of New York.

MCC is a member of the League for Innovation in the Community College. The League provides direction and leadership for experimentation and innovation in two-year colleges. Its members are recognized as the best community colleges in the United States and Canada.

ABOUT THE DUAL CREDIT PROGRAM AT MCC

History

The Dual Credit program began in the fall of 1995 as part of MCC's Tech Prep Program. That semester, a total of 7 courses were offered at 4 school districts.

During the 2010-11 academic year, 31 school/BOCES districts provided Dual Credit courses at 52 locations. A total of 73 MCC courses were offered. A list of participating districts and the courses offered are listed in a separate section of the handbook.

Benefits of Dual Credit to the Student

In order to obtain MCC credit, the student completes the online registration process, through the MCC website and pays MCC directly the cost of the tuition and a pro-rated (by total credit hours taken) technology fee. The tuition rate for Dual Credit courses is 1/3 of the regular MCC rate.

Because the student is evaluated over the entire length of the course, Dual Credit provides an option to the high stakes testing of the AP and IB Programs. If the student successfully completes the course, he/she will have college credit that can be used at MCC or transferred to many other colleges and universities. Depending on the student's program and the college he/she attends after high school, credits gained through the Dual Credit Program may be applied in several ways:

- The credits may be directly transferred toward the student's chosen degree.
- They may be accepted as elective credits.
- They may exempt the student from taking a required course, or the student may be eligible for placement into a higher level of course sequence.

In addition, Dual Credit courses provide these benefits:

- Build student motivation and confidence for continued study
- Enhance a student's college admissions profile
- Ease a student's transition to post-secondary learning
- May lead to time-shortened degrees, dual majors, minors, studying abroad, and internships.

YOUR RESPONSIBILITIES AS A DUAL CREDIT TEACHER

As you know, your credentials were reviewed and approved by one or more MCC faculty liaisons, using his/her departmental guidelines. Departments use the same criteria to approve Dual Credit teachers as they do for adjunct faculty. ***Your primary responsibility is to provide students with the agreed upon curriculum and assess their performance according to MCC approved criteria.*** Your other responsibilities are as follows:

- Promote the Dual Credit Program to students and parents by distributing Dual Credit information along with the registration and residency instructions. These are provided to you by MCC.
- Encourage student registration by the registration deadline provided.
- Notify your MCC faculty liaison of any student(s) who need to be withdrawn from the class by the deadline date provided.
- Participate in professional development activities.
- Review the draft and final class lists for accuracy and notify your faculty liaison of any errors.
- Provide the final grades to your MCC faculty liaison by the deadline provided.
- Allow your MCC faculty liaison to administer the student survey as required by NACEP.
- Notify your MCC faculty liaison if you will be out of class for a prolonged period of time (maternity, illness, etc.) and/or have a change in name or contact information.

NOTE: Additional responsibilities may be required by the MCC academic department.

MCC FACULTY LIAISON RESPONSIBILITIES

Every Dual Credit course section has an MCC faculty member assigned to be your liaison. The responsibilities of the faculty liaison are to:

- Initially approve the course curriculum, high school teacher's credentials (according to departmental guidelines) and submit the signed Dual Credit Curriculum Checklist* to the Dean of Interdisciplinary Programs.
- On an annual basis, review and approve curriculum, instructional materials, course outline and assessment methods such as exams, college projects, etc.
- Provide orientation and training to the high school teacher.
- Visit each Dual Credit section at least once per year.
- Administer the student survey as required by NACEP.
- Withdraw students as requested by the high school teacher.
- Obtain the final grades from the high school teacher and enter them electronically in the College's system by the specified deadline.
- Maintain regular contact with the high school teacher throughout the course to collaborate on curriculum and pedagogy, and to provide support for the high school teacher.
- Provide professional development opportunities.
- Notify the Dean of Interdisciplinary Programs and other appropriate MCC administrative offices of any issues affecting a Dual Credit course, as they arise.

* A copy of the Dual Credit Curriculum Checklist is on page 12 of this Handbook.

It is our hope that you and your MCC faculty liaison(s) will develop a strong collegial relationship with the joint goal of helping students succeed in the Dual Credit Program. If you do encounter any problems with an MCC liaison, please notify the Dean of Interdisciplinary Programs and the academic department chair **immediately**. We have included a list of the current chairs (and the course prefixes under the department) later in the handbook.

The NACEP STANDARDS

The Dual Credit Program at MCC received accreditation in October 2008 from the National Alliance of Concurrent Enrollment Partnerships (NACEP). NACEP was established in 1999 as an organization of education professionals who administer or participate in concurrent enrollment programs. The organization supports and promotes its constituent programs through quality initiatives, program development, national standards, research, and communication.

To become an accredited member of NACEP, a college must demonstrate in its application that it meets all of the standards, divided into the following five separate categories: curriculum, faculty, students, assessment, and evaluation. The NACEP Standards are listed on the following page.

Curriculum 1 (C1)	Courses administered through a CEP are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.
Curriculum 2 (C2)	College/university courses administered through a CEP reflect the pedagogical, theoretical and philosophical orientation of the sponsoring college/university departments.
Curriculum 3 (C3)	Faculty site visits ensure that college/university courses offered through the CEP are the same as the courses offered on campus.
Faculty 1 (F1)	CEP instructors are approved by the respective college/university departments and meet academic department requirements for teaching the college/university course.
Faculty 2 (F2)	The college/university provides new CEP instructors with discipline-specific training and orientation regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy and administrative responsibilities and procedures prior to the instructor teaching the course.
Faculty 3 (F3)	The CEP provides annual discipline-specific professional development activities and ongoing collegial interaction to address course content, course delivery, assessment, evaluation, and/or research in the development in the field. The CEP ensures CEP instructor participation.
Faculty 4 (F4)	CEP procedures address instructor non-compliance with the college/university's expectations for courses offered through the CEP (for example, non-participation in CEP training and/or activities).
Students 1 (S1)	The college/university officially registers or admits CEP students as degree-seeking, non-degree seeking, or non-matriculated students of the college/university and records courses administered through a CEP on official college/university transcripts.
Students 2 (S2)	The CEP ensures its students meet the course prerequisites of the college/university.
Students 3 (S3)	The CEP provides students and schools with a comprehensive publication that outlines rights and responsibilities of enrolled college/university students.
Assessment 1 (A1)	CEP students are held to the same standards of achievement as those expected of students in on campus sections.
Assessment 2 (A2)	The college/university ensures that CEP students are held to the same grading standards as those expected of students in on campus sections.
Assessment 3 (A3)	CEP students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as students in on campus sections.
Evaluation 1 (E1)	The CEP conducts end-of-term student university/college course evaluations for each course section offered through the CEP.
Evaluation 2 (E2)	The CEP conducts an annual survey of CEP alumni who are one year out of high school. Survey includes NACEP essential questions (additional questions may be used). Methodology includes one follow-up contact with non-respondents. Qualified institutional evaluator/researcher collaborates with the CEP to develop the survey and analyze the data.
Evaluation 3 (E3)	The CEP conducts a survey of CEP alumni who are four years out of high school at least once every three years. Survey includes NACEP essential questions (additional questions may be used). Methodology includes one follow-up contact with non-respondents. Qualified institutional evaluator/researcher collaborates with the CEP to develop the survey and analyze the data.
Evaluation 4 (E4)	The CEP conducts surveys of participating high school instructors, principals, and guidance counselors at least once every three years. Survey includes NACEP essential questions (additional questions may be used). Methodology includes one follow-up contact with non-respondents. Qualified institutional evaluator/researcher collaborates with the CEP to develop the survey and analyze the data.

MCC STANDARDS AND POLICIES

Dual Credit students **are** MCC students. They are assigned an MCC ID number, often referred to as the “M” number, which allows them to access information online via the MCC website.

Grading System - Credit Courses

Grades are issued to students at the end of the semester. Students may obtain their grades through the MCC web page.

A +/- grading system for credit courses has been instituted by the College. The grading System is as follows:

Grade Interpretation	Numerical Value # of Grade
A Excellent	4.0
A-	3.7
B+	3.3
B Above Average	3.0
B-	2.7
C+	2.3
C Average.	2.0
C-	1.7
D+	1.3
D	1.0
D- Minimum Passing Grade.	0.7
F	0

As you will note, A is the highest grade awarded. There is no A+. For instructions on converting numerical grades, please contact your MCC faculty liaison directly.

Textbook Policy

Instructors must utilize MCC approved textbook(s). Department approval is required to use alternative textbooks.

Withdrawal Policy

In order to receive a grade of “W”, a student must be **officially** withdrawn from the MCC course. If you and the student agree that withdrawing from the MCC course is in the student’s best interest, i.e., the student is doing poorly and will likely receive a failing grade, *you need to contact your MCC faculty liaison and ask that he/she complete the official withdrawal form on the student’s behalf.*

Per College policy, a student may withdraw from an individual course as long as no more than 80% of the course has been completed based on the MCC academic calendar. Withdrawal deadlines are listed on provided materials. Please note that there is NO tuition refund if a student is officially withdrawn from the MCC course. ***It is your responsibility to contact your MCC faculty liaison.*** If you do not request the official withdrawal by the date provided, the student must be given the grade he/she earned and that is the grade that will appear on the student’s MCC transcript.

Academic Honesty

In the academic process, it is generally assumed that intellectual honesty and integrity are basic responsibilities of the student. However, faculty members should accept their correlative responsibility to regulate academic work and to conduct examination procedures in such manner as not to invite violations of academic honesty. Such violations consist mainly of cheating and plagiarism.

1.8.1 Definition

Cheating is defined as the unauthorized use or exchange of information by students or others for the purpose of achieving unfair advantage in the classroom or examining process.

Plagiarism is defined as offering the work of someone else as one's own. The language or ideas thus taken from another person or source (e.g. Internet) may range from isolated formulas, sentences, or paragraphs, speeches, or the writings of other students. Any student who fails to give credit for ideas or materials consciously taken from another, verbatim or in paraphrase, is guilty of plagiarism. Any form of plagiarism is essentially an act of cheating. The academic honesty policy pertains to all instructional delivery methods offered at the college, including but not limited to classroom, television, Internet, RAITN, and self-study. Some examples of academic dishonesty include but are not limited to the following:

- a) Taking an exam for another student.
- b) Having another student take an exam for you.
- c) Paying someone to write a paper to submit as your own work.
- d) Arranging with other students to give or receive answers by use of signals.
- e) Arranging to sit next to someone who will let you copy from his or her exam.
- f) Copying from someone's exam without his or her knowledge.
- g) Writing a paper for another student.
- h) Allowing another student to copy from you during an exam.
- i) Obtaining answers, information, or material from a source (e.g. Internet) without appropriate citation.
- j) Getting questions or answers from someone who has already taken the same exam.
- k) Working on homework with other students when the instructor does not allow it.
- l) "Padding" a few items on a bibliography.
- m) Unauthorized use of information stored in the memory of an electronic device (i.e., Programmable calculator, cell phone) on a test or assignment. No information stored in any electronic devices can be used without explicit permission.
- n) Altering or forging an official university document.

1.8.2 Disciplinary Action

Cheating or plagiarism may be an individual transgression of one student unabated by anyone else, or it may involve the complicity of others. All students who are involved in a group action which makes cheating or plagiarism possible shall be considered equally guilty of the transgression and shall be subject to the same penalties as though they themselves had cheated or plagiarized.

A faculty member who has evidence that a student is guilty of cheating or plagiarism shall initiate the appropriate disciplinary action. However, no penalty shall be imposed until after the student has been informed of the charge of academic dishonesty and of the evidence upon which it is based, and been given opportunity to present whatever statement or evidence the student desired in his/her defense. Thereafter, if the student is found guilty, the faculty member shall assess a penalty within the course, consistent with the magnitude of the transgression. Such penalty may consist of a warning, reduction in

Passing grade for the course, or a grade of "F" for the course.

PARTICIPATING MCC ACADEMIC DEPARTMENTS

The following is a list of the departments at MCC that participate in the Dual Credit Program, the name and contact information for the current department chair and the course prefixes that are offered by that department.

Department	Chair/Contact Info	Course Prefixes
Applied Technologies	Kevin French (585) 292-3739 kfrench@monroecc.edu	ATP, HVA, TAM
Business Administration/Economics	John Striebich (585) 292-3267 jstriebich@monroecc.edu	ACC, BUS, ECO
Chemistry/Geosciences	Dan Robertson (585) 292-2422 drobertson@monroecc.edu	GEG, GEO
Education	Rick Costanza (585) 262-1462 rcostanza@monroecc.edu	ECE, SVL
Engineering Technologies	William Yanklowski (585) 292-2692 wyanklowski@monroecc.edu	ELT, MET
ESOL/Foreign Languages	Louis Silvers (585) 292-3305 lsilvers@monroecc.edu	ASL, FRE, GER, ITA, SPA
Health/Physical Education	Anne Flatley (585) 292-2849 aflatley@monroecc.edu	HED, LDS, PEC
Hospitality	Michelle Bartell (585) 292-2579 mbartell@monroecc.edu	FSA
Law and Criminal Justice	Bob Kennedy (585) 262-1773 rkennedy@monroecc.edu	CRJ, LAW
Mathematics	Annette Leopard (585) 292-2955 aleopard@monroecc.edu	MTH
Office and Computer Programs	Rory Butler (585) 292-3217 rbutler@monroecc.edu	CRC, ITG, OFT
Public Safety Training Center	Michael Karnes, Dean (585) 753-3700 mkarnes@monroecc.edu	EMS, FPT
Visual and Performing Arts	Lori Moses (585) 292-3122 lmoses@monroecc.edu	ART, COM, PHO

DUAL CREDIT ADMINISTRATIVE OFFICES AT MCC

Dual Credit Secretary:

Colleen McCarthy, Secretary
(585) 292-2351
cmccarthy@monroecc.edu

Registration and Records:

Elizabeth Ripton, Director
(585) 292-2243
eripton@monroecc.edu

Division of Interdisciplinary Programs:

Linda Hickey, Management Assistant
(585) 292-3197
lhickey@monroecc.edu

Kate Smith, Interim Dean
(585) 292-2341
ksmith@monroecc.edu

WHO DO I CONTACT IF.....

I need more Dual Credit brochures, registration and/or residency instruction sheets?

- Check with your building/district contact person to see if he/she has any additional forms. If not, contact your MCC administrative contact.

I want to explore offering a new Dual Credit course?

- Contact your building/district contact person.

I need to have one of my students withdrawn?

- Contact your MCC faculty liaison.

I'm going to be out of the classroom for a prolonged period of time?

- Contact your MCC faculty liaison ASAP.

I don't know who my MCC faculty liaison is?

- Contact the Division of Interdisciplinary Programs AND the appropriate MCC academic department chairperson.

I have not been contacted by my MCC faculty liaison this year?

- Contact the Division of Interdisciplinary Programs AND the appropriate MCC academic department chairperson.

For general information about the Dual Credit Program at MCC, view our website at:

<http://www.monroecc.edu> Click A-Z index; Click D; scroll down and click Dual Credit.

Dual Credit Curriculum Checklist



MCC Department: _____

School District: _____

Name of MCC Faculty: _____

Bldg. Name, if applicable: _____

MCC Course Name/Number: _____

Name of HS Faculty: _____

HS Course Name: _____

E-Mail Address: _____

Tentative MCC Semester that course will begin: ___ Fall ___ Spring of _____ (please check and enter year)

Term Length for High School: ___ Full Year ___ Fall Only ___ Spring Only ___ Both Fall and Spring (separate sections)

The MCC faculty and the High School faculty verify that they have discussed and agreed on the following by initialing each item and signing below:

MCC Faculty

HS Faculty

_____ The high school faculty member's qualifications are comparable to those of the MCC faculty teaching the course on campus. _____

_____ The high school syllabus and course information sheet has been aligned to the MCC curriculum. _____

_____ The course requirements and grading procedures have been reviewed. _____

_____ The following textbook(s) has/have been approved: _____

Name of Textbook(s) _____

Author(s) _____

Publisher(s) _____ Edition(s): _____

ISBN(s): _____ Year(s) Published: _____

_____ The MCC faculty has provided samples of instructional materials and assessment instruments. _____

_____ The final evaluation (final exam or College project) has been reviewed. _____

_____ MCC faculty visitation plan has been discussed. Anticipated date of visit: _____

_____ The date for the delivery of final written grades has been agreed upon. _____

_____ Professional Development plan discussed. Anticipated date for implementation: _____

(Signature, MCC Faculty Member)

(Signature, High School Faculty Member)

(Date)

(Date)

(Signature, Dean, Interdisciplinary Programs)

Signed Copy Sent to:

Date Sent: _____

_____ MCC Faculty Member _____ HS Faculty Member _____ MCC Dept. Chair _____ MCC Dean _____ MCC Administrative Contact

**Monroe Community College's Dual Credit Partner School Districts and Courses
Offered in Fall 2010-Spring 2011**

School/District	Courses offered
Aquinas Institute	ACC 101, BUS 104, BUS 110, CRC 101, CRJ 101, ECO 101, HED 130, LAW 101, SPA 102, SPA 112
Bishop Kearney	ECO 103
Brighton	LDS 101, MET 101, MTH 212, PHO 135, PHO 164
Brockport	ACC 101, BUS 104, BUS 110, BUS 135, CIS 121 –now ITG 102, CRJ 101, ELT 111, ELT 130, FRE 103, FRE 104, MET 101, OFT 110, SPA 103, SPA 104
Churchville-Chili	ACC 101, ART 101, BUS 104, CIS 121, COM 115, COM 164, COM 203, ELT 111, FRE 102, FRE 103, MAR 101, MAR 203*, MET 101, MTH 220, OFT 110, SPA 102, SPA 102
East Irondequoit (Eastridge HS)	ACC 101, BUS 104, CIS 121, ECO 101, ECO 103, GEG 104, ITA 102, MAR 101, MAR 203*, MET 101, MTH 175, OFT 110, SPA 102, TAM 121, TAM 131
Fairport	ECO 103, ELT 130, MAR 101, MET 101, MET 121
Fairport Minerva DeLand	
Gates Chili	ACC 101, ACC 110, ART 101, BUS 104, BUS 110, CIS 121-now ITG 102, ECO 101, ECO 103, ELT 111, ELT 130, FRE 102, FRE 103, FRE 112, FRE 113, HED 115, ITA 102, ITA 103, ITA 111, ITA 112, MET 101, MET 121, OFT 110, PHO 101, PHO 135, SPA 102, SPA 103, SPA 112, SPA 113, SVL 101
Genesee Valley Educational Partnership -Batavia	TAM 141
Genesee Valley Educational Partnership -Mt. Morris	ATP 151, ELT 111, ELT 130, TAM 141
Greece Arcadia High School	ACC 110, ASL 102, ASL 103, BUS 104, BUS 110, ECE 150, ECE 151, ECO 101, ECO 103, EDU 100, GEO 137, ITA 102, LAW 101, LDS 101, MET 101, MTH 175, OFT 110, SPA 102
Greece Athena High School	ASL 102, BUS 110, CIS 121-now ITG 102, ECE 150, ECE 151, FRE 102, ITA 102, ITA 103, LAW 101, LDS 101, MET 101, MTH 175, OFT 110, SPA 102,
Greece Odyssey Academy	ART 101, LAW 101, LDS 101, MET 101, SPA 102, SPA 112
Greece Olympia High School	ASL 102, ASL 103, BUS 110, CIS 121-now ITG 102, ECE 150, ECE 151, ECO 101, ECO 110, EDU 100, ITA 102, LAW 101, LDS 101, MET 101, MTH 175, OFT 110, SPA 102, SPA 103, SPA 112, SPA 113
Hilton	ACC 101, ECE 150, ECE 151, ECO 101, ELT 111, ELT 130, EMS 110, FRE 102, FRE 103, LAW 101, OFT 110, PHO 101, SPA 102, SPA 103
Honeoye Falls-Lima	ACC 101, BUS 104, ECO 101, ECO 103, ELT 130, LAW 101, LDS 101, MTH 160, OFT 110, SPA 102, SPA 103, SPA 112, SPA 113
James A. Beneway HS (Wayne Central District)	ELT 111, MET 101
Midlakes High School (Phelps-Clifton Springs District)	MET 101
Monroe #1 BOCES	ATP 151, CRJ 101, CRJ 121, ECE 150, ECE 151, ECO 101, EMS 101, EMS 110, FPT 101, FSA 103, FSA 107, HED 115, HED 130, LAW 101, LDS 101, PHO 101, PHO 135, SVL 101, TAM 141
Monroe #1 BOCES @ St. Ann's	ECO 101, SVL 101
Monroe #1 BOCES @ Rochester General Hospital	ECO 101, SVL 101
Monroe 2-Orleans BOCES	CRJ 101, CRJ 121, ECE 150, ECE 151, ELT 111, ELT 130, FSA 103, FSA 107, HED 130, HVA 101, SVL 101, TAM 131, TAM 141
Monroe 2-Orleans BOCES@ Monroe County Sheriff	ECO 101
Monroe 2-Orleans BOCES @ Monroe Community Hospital	ECO 101
Monroe 2-Orleans BOCES @ SUNY Brockport	ECO 101
Northstar Christian	ECO 103, SPA 102
Orleans/Niagara BOCES	TAM 131, TAM 141
Our Lady of Mercy	ACC 101, BUS 110, CIS 121-now ITG 102, ECO 103, MTH 210
Palmyra-Macedon	ACC 101, MET 101

Pembroke	GER 102, GER 103
Penfield	BUS 104, ECO 103, ELT 111, LDS 101, MET 101, MTH 160, MTH 175, MTH 212
Pittsford Mendon	ACC 101, BUS 104, BUS 110, BUS 135, CIS 121-now ITG 102, CRC 110, ECO 101, ECO 110, LAW 101, LAW 110, LDS 101, PHO 101
Pittsford Sutherland	ACC 101, BUS 104, BUS 110, BUS 135, CIS 121-now ITG 102, CRC 110, ECO 110, LAW 101, LAW 110, LDS 101
Rochester City Schools District	ACC 101, ACC 110, BUS 104, CIS 121, COM 106, COM 164, ECO 101, LAW 101, LDS 101, MTH 160, MTH 210, OFT 110, SPA 102, TAM 141
RCSD-East	CIS 121-now ITG 102
RCSD-Edison	ACC 110, MTH 210, PHO 101, PHO 135, TAM 141
RCSD-Young Adult Evening HS	BIO 117
RCSD-Franklin	ACC 110, BUS 104, CIS 121-now ITG 102
RCSD-Jefferson	SPA 102
RCSD-Monroe	MTH 175, SPA 102
RCSD-Rochester Early College International HS (RECIHS)	CIS 121-now ITG 102
RCSD-Wilson	SPA 102
Rush-Henrietta	ACC 110, ACC 111, BUS 110, ECO 101, ELT 111, FRE 102, FRE 103, HED 115, HED 212, MTH 210, SPA 102, SPA 103
Spencerport	ACC 110, ACC 111, CIS 121-now ITG 102, CRC 110, CRC 119, CRC 121, ECE 150, ECE 151, ECO 101, MET 101, MTH 175, OFT 110, SVL 101
Wayne-Finger Lakes BOCES - Stanley	TAM 131, TAM 141
Wayne-Finger Lakes BOCES - Williamson	TAM 131, TAM 141
Webster Schroeder HS	ACC 101, CIS 121-now ITG 102, ELT 111, ELT 130, LAW 101, MET 101, MET 121, MTH 175, MTH 210, PHO 101
Webster Thomas HS	ACC 101, BUS 110, CIS 121-now ITG 102, ELT 111, ELT 130, LAW 101, MET 101, MET 121, MTH 175, MTH 210, PHO 101
Webster Christian	BUS 104, ECO 101, MTH 160
West Irondequoit (Irondequoit HS)	ACC 101, ACC 102, ECO 103, ELT 111, ELT 130, ITA 102, LAW 101, MET 101
Wheatland-Chili	CIS 121-now ITG 102,, ECO 101, ECO 103, ELT 111, FRE 102, FRE 112, PHO 101, SPA 102, SPA 112