
Procedure: Early Admissions – At Area High Schools	Reference No.: 4.7.2
Authority: College President	Cross Reference: Policy 1.2
Approved: February 1, 1995	
Revised:	

The following arrangements pertain to Early Admissions Program courses offered on-site at area high schools by SUNY Broome Community College.

1. **STUDENT ELIGIBILITY:** Student eligibility for Early Admissions courses will comply with the regulations of the Commissioner and Regents, State Education Department. The regulations of the Chancellor, State University of New York. High School and SUNY Broome Community College policies and procedures.
2. **ENROLLMENT REQUIREMENTS:** Enrollment requirements in the SUNY Broome Community College Early Admissions Program are normally 12 or more per course. Where prospective enrollees are fewer than 12, college and high school personnel may negotiate alternative arrangements.
3. **TUITION PAYMENT:** High school students are charged regular tuition. However, the actual cost to the student may be reduced through a scholarship subsidy. High school students enrolled in Early Admissions courses must pay all tuition and fees by the end of the first full week of classes.
4. **STAFFING:** Early Admissions instructors must meet the credential standards for Broome Community College faculty. The College will work with the school to employ substitute instructors whenever the need arises, or, alternatively to reschedule classes which the primary instructor is unable to meet.
5. **INSTRUCTIONAL COMPENSATION:** Instructors are paid the rates established in the SUNY Broome Community College Faculty Association contract. In instances where the high school provides the instructor, the College will pay the school equivalent instructional costs.
6. **TEACHING ENVIRONMENT:** Appropriate classroom space and audiovisual equipment will be provided by the high school for instructors conducting Early Admissions courses.

SUNY PROVOST'S GUIDELINES ON COLLEGE COURSES IN THE HIGH SCHOOLS (1994): reference PROVOST'S MEMORANDUM ON "OFF-CAMPUS INSTRUCTIONAL ACTIVITIES" (1988)

SUNY encourages the expanded offering of quality college-level coursework to qualified high school students in order to enhance student learning in high school and better prepare more students for the transition into the freshman year of college. Such an expansion is one way for SUNY to meet a genuine state need in public education--making the twelfth grade more rigorous and directed for more students.

ACADEMIC GOOD PRACTICE: A SUNY institution that offers college credit coursework in a high school maintains evidence that the following processes and procedures are in place:

1. The course syllabus is reviewed and approved by the College at each high school site as comparable to a course offered by the College. The College academic officer responsible for the course reaffirms this comparability annually.
2. The high school instructor's qualifications are judged by the College to be comparable to those of the College instructors teaching the course on the home campus, and the high school instructor is designated a temporary adjunct instructor at the College.
3. The quality of the teaching in the course is reviewed at each offering by:
review of course materials, assignments, and expectations for students by faculty and Chairpersons
peer observations/mentoring by full-time College faculty and Chairpersons
review of student work samples by full-time College faculty and Chairpersons
student evaluations of the course and the instructor
end-of-term evaluation by the Department or Division Chair.
4. The appointing institution has a commitment to support the professional development of the high school instructor.
5. Assessment of student learning in the course is comparable to that in its campus counterpart. Such comparability is ensured by faculty and Chairperson review of exams or other assessments of student learning used in the course taught in the high school, or by using the same assessment instruments in the course delivered in the school and the campus course. Both of these approaches include faculty and Chairperson review of student work.
6. The course is recorded on the College transcript in the same manner as all other College courses.

SED COMMISSIONER'S (1972) GUIDELINES (Summary)

There are two general types of Early Admissions Programs:

Non-matriculated, in which the student retains his high school status. This first type has two variations:

1. The high school student enrolls in college summer session courses between his junior and senior years, and
2. The high school student enrolls in college courses during the academic year concurrently with his senior year high school work.

In both cases, the student completes work for the diploma at the high school. When a college course parallels a high school course, high school credit toward the diploma may be granted.

Matriculated, in which the student studies full time under supervision at the college level before completing formal course work for the diploma at the high school.

Whether the student's work is performed in the high school or the College sponsoring the program, it must be supervised by the College and subject to regulation by the Commissioner of Education. This may be achieved, e.g., by the careful selection of regular College faculty members to serve as adjunct high school faculty, or by the careful selection of regular high school faculty members to serve as adjunct College faculty. In such circumstances, clear and appropriate lines of responsibility to the high school and to the College must exist, with provision for supervision by the academic and Early Admissions officers of the College.

Some requirements are common to both types of Early Admissions Programs:

1. Successful completion of the high school curriculum through the 11th grade level; in exceptional cases, completion of still less pre-college work with tangible checks, such as standardized tests, that indicate the student has reached an intellectual and emotional level from which he can advance with other college students.
2. High achievement in academic subjects that promises successful completion of college work undertaken (e.g., grade averages, standardized test scores).
3. Recommendation of a high school guidance counselor and/or principal; at least one recommendation of a teacher of an academic subject who can estimate the student's chance of success in college, and approval by the Early Admissions committee (or officer) at the college working in close cooperation with appropriate members of the high school guidance counseling staff.