Memorandum to Presidents

Date: July 30, 1996

From: William F. Messner, Vice Provost

Subject: Guidelines Regarding Credit Courses in High Schools

To: Presidents, State University of New York

Many State University campuses have developed College Credit in the High School programs to increase access to college-level learning for high school students and to enhance learning productivity by shortening time to degree.

Presidents and other SUNY officials have requested the development of guidelines for such programs which provide a reasonable process through which campuses may work together to ensure quality instruction to many of the State’s high school students.

The attached policy statement of academic good practices and geographic/service area guidelines on offering credit courses in the high schools was developed by a work group of campus representatives and System Administration staff and has been endorsed by the SUNY Association of Chief Academic Officers.

I appreciate your comments on a draft of the guidelines. The only revision from the draft was made on page 2, the second process/procedure under "Academic Good Practice," in which we removed a reference to the designation of "temporary adjunct instructor." The extent to which campuses have established this term as implying compensation or rights to other employee benefits differs enough to create confusion. The remaining reference, to comparable qualifications, should suffice.

The policy statement takes effect immediately. Should you have any questions, please contact Assistant Provost Charles Burns or me.

Enclosure

This memorandum addressed to:
- Presidents, State-operated Campuses
- Presidents, Community Colleges
- Deans, Statutory Colleges

Copies for information sent to:
- President Coll
- Provost Randel
State University of New York

Guidelines on
Offering College Credit Courses
in the High Schools

Introduction

The State University of New York encourages SUNY campuses to collaborate with high schools to deliver quality collegiate courses to interested and qualified secondary students. The University is committed to meeting this need as an integral part of its Public Education Agenda, which is intended to help raise academic standards and make it possible for more students to meet those standards.

There are three basic methods for delivering college courses to high school students:

1) A SUNY institution approves a high school teacher to offer college credit-bearing coursework to secondary students in a high school.

2) A SUNY faculty member offers a college course to high school students at a high school.

3) High school students come to a SUNY campus to take a college course.

The following guidelines are divided into two sections, one on academic good practice and one on geographic/service area considerations. The section on academic good practice is intended to apply to method 1 only. The section on geographic/service area considerations applies to methods 1 and 2. None of these guidelines is intended to apply to the situation in which secondary students are enrolled in courses on campus.

These guidelines are intended to help assure SUNY institutions, other colleges to which students may want to transfer credits, the schools, students, and parents of the academic quality of SUNY credit courses completed in high school. Their other purpose is to minimize the tension among SUNY institutions over academic quality and geographic/service area issues.
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:

- 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.

- 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.

- The quality of the teaching in the course is reviewed at each offering by means such as the following, all of which are especially important in the initial offering of the course and whenever the course is taught by a new instructor:
  - review of course materials, assignments, and expectations of students, by full-time college faculty/chair
  - peer observations/mentoring by full-time college faculty/chair
  - review of student work samples by full-time college faculty/chair
  - student evaluations of the course and the instructor
  - end-of-term evaluation by the chair.

- The appointing institution has a commitment to support the professional development of the high school instructor.

- Assessment of student learning in the course is comparable to that in its campus counterpart. Such comparability might be ensured by faculty’s/chair’s reviewing the exams or other assessments of student learning used in the course taught in the high school, by using the same assessment instruments in the course delivered in the school and the campus course, and by review of student work.
The course is recorded on the college transcript in the same manner as all other college courses.

Geographic/Service Area Considerations

This section is based upon "Guidelines for the Administration of Credit-Bearing Off-Campus Instructional Activities" issued as part of SUNY Memorandum to Presidents 88-9 of December 12, 1988. The procedure outlined below is drawn from guideline 11 in that document. It is intended both to respect longstanding partnerships between SUNY institutions and high schools, and to recognize that such partnerships may need to change over time.

Although there is no University restriction on the amount of credit a student can take in any year, college credit coursework offered in high school is essentially a program designed for part-time students. While state-operated campuses have a statewide service area for full-time students, no SUNY unit has a statewide service area for high school students taking college courses in the high schools. The mission of SUNY campuses, both state-operated and community colleges, to deliver part-time instruction within their immediate geographic/service area should be respected.

Should a SUNY unit be approached to offer college credit coursework in a high school outside its own geographic/service area and within a geographic/service area where another SUNY unit or units are located, or where a community college has a sponsored service area agreement (Section 6015 of NYS Code), the President of the campus that has been approached notifies the Presidents of all other SUNY units within the area to inform them of the request.

This written notification is copied to the SUNY Provost, and occurs whether or not the other SUNY unit or units in the area presently offer the courses the high school has requested.

The notification includes a letter from the high school confirming its wish to make the proposed college credit coursework available to its students, and describing any other arrangements within the last five years whereby SUNY campuses have offered college credit coursework in that school.

A SUNY unit in its home county, or in a county with which it has a service area agreement, has a priority claim on offering college credit coursework in its area high schools.
If the home campus has the capacity to offer and is willing to offer the requested coursework, the outside campus should not proceed unless it can develop a mutually acceptable arrangement with the home campus for the delivery of courses.

If the home campus is unable for whatever reason to offer the courses requested by the high school, however, the outside campus may offer the courses.

Cooperative efforts between SUNY campuses to provide better service to the schools and their students are encouraged.

The dialogue between SUNY units on this subject includes the high school.

If an agreement cannot be reached between two SUNY institutions about the offering of college credit courses in a high school, the conflict is submitted to the Provost for final resolution.