

R165-1. Purpose: To establish the principles, guidelines, and processes that govern Utah public higher education institutions when providing concurrent enrollment opportunities to Utah public education students. This policy does not necessarily apply when a USHE institution is contracting concurrent opportunities with public education students of other states or with private high schools located within Utah, but could be used as a general guide for establishing those types of agreements.

R165-2. References

- 2.1. Utah Code §53A-15-101, Higher Education Courses in the Public Schools—Cooperation between Public and Higher Education
- 2.2. Utah Code §53A-17A-120, Appropriation for Accelerated Learning Programs
- 2.3. Utah Code §53B-1-103, Establishment of State Board of Regents—Powers and Authority
- 2.4. Utah Code §53B-6-103, Cooperation with Nonmember Institutions Within the State
- 2.5. Utah State Board of Education Rule R277-713, Concurrent Enrollment of High School Students in College Courses
- 2.6. Utah State Board of Education Rule R277-407, School Fees
- 2.7. Utah System of Higher Education/Utah State System of Public Education Statement of Performance and Outcomes: Concurrent Enrollment

R165-3. Definitions

- 3.1. **“Concurrent Enrollment”:** enrollment by public school students in one or more USHE institution course(s) under a contractual agreement between the USHE institution and a school district/public school. Students continue to be enrolled in public schools, to be counted in average daily membership, and to receive credit toward graduation. They also receive college credit for courses. Concurrent enrollment is distinct from early college admission.
- 3.2. **“Contractual Basis”:** a case where a Utah school district and USHE credit-granting higher education institution negotiate a concurrent enrollment annual agreement, specifying arrangements for courses and instruction.
- 3.3. **“Early College Admission”:** enrollment by high school students in college courses for credit who have left high school prior to graduation and are no longer counted in average daily membership. Concurrent enrollment policies and funding mechanisms do not apply to early college admission enrollment. Early college admission enrollments are reported as regular enrollments by USHE credit-granting institutions.
- 3.4. **“Non Contractual Basis”:** a case where the student continues to enroll full-time in high school but elects at his/her own initiative to pursue college coursework. An agreement is established between the

¹ Approved January 22, 1988. Amended June 10, 2005 and July 28, 2006. Revisions approved by the Board of Regents on May 29, 2009.

student, parent(s)/guardian, high school administrator, and USHE institution. The student is responsible for all expenses associated with college enrollment. Non contractual enrollments are reported as regular enrollments by USHE credit-granting institutions.

3.5. "USHE": the Utah System of Higher Education, governed by the Utah State Board of Regents.

3.6. "USOE": the Utah State Office of Education, public education.

R165-4. Intent of Concurrent Enrollment: To provide an option for prepared high school students to take courses necessary to graduate from high school, and at the student's option, to become better prepared for the world of work or to complete college-level courses corresponding to the first or second year of coursework at a USHE institution leading toward completion of a certificate or a degree.²

4.1. **High Quality Opportunities:** Concurrent enrollment should provide high quality college-level academic and career and technical education opportunities to qualified high school students. This purpose must take precedence over such issues as economic expediency or acceleration of the high school or college experience.

4.2. **Qualitative Safeguards:** It is important that college instruction offered in the high school setting has qualitative safeguards to preserve the rigor and standards of college requirements. In harmony with Regents' policies, the responsibility for qualitative safeguards rests with the USHE institution granting the college credit for the course. The USHE /USOE Statement on Performance and Outcomes: Concurrent Enrollment will be adhered to in establishing qualitative safeguards.

4.3. **Advanced Placement (AP):** It is not the intent of the concurrent enrollment program to compete with or displace the Advanced Placement program.

R165-5. Students

5.1. **Student Status:** Students must be enrolled in a Utah public high school and have high school student status before and throughout enrollment in concurrent enrollment courses. Courses taken by students who have received a diploma, whose class has graduated from high school, or who have participated in graduation exercises are not eligible for concurrent enrollment. Students shall complete reimbursable concurrent enrollment courses prior to their graduation or participation in graduation exercises.

5.2. **Eligibility Requirements:** USHE institutions and local schools shall jointly establish student eligibility requirements. To predict a successful experience, these requirements may include, among others:

5.2.1. junior or senior standing, sophomores by exception;

5.2.2. a grade point average, ACT score, or a placement score which predicts success (generally considered to be a "B" average or ACT score of 22 or higher);

5.2.3. supportive letters of recommendation;

5.2.4. approval of high school and college officials;

5.2.5. appropriate placement assessments for courses such as mathematics and English; and

² See §53A-15-101.

5.2.6. completion of institutionally established prerequisites for a course.

5.3. **Identification of Eligible Students:** Local schools have the primary responsibility for identifying students who are eligible to participate.

R165-6. Courses

6.1. **Choice of Courses:** The courses chosen should provide introductory-level coursework in general education, career and technical education, or pre-major courses. Concurrent enrollment courses must assist students toward post-secondary certificates or degrees. Concurrent enrollment may not include high school courses that are typically offered in grades 9 or 10. Courses selected should reflect the strengths and resources of the respective schools and USHE credit-granting institutions and be based on student need. Concurrent enrollment offerings shall be limited to courses in English, mathematics, fine arts, humanities, science, social science, world languages, health, and career and technical education. There may be a greater variety of career and technical education courses.

6.2. **Master List:** The Office of the Commissioner of Higher Education (OCHE) and the USOE will jointly approve courses that are added to a master list. Only courses taken from the master list shall be reimbursed from state concurrent enrollment funds.

6.3. **Number of Courses:** In general, concurrent enrollment courses should be limited to a manageable number which allow a focus of energy and resources on quality instruction. The number of courses will be kept small enough to assure coordinated statewide development and training activities for participating teachers and transferability of credit from institution to institution.

6.4. **Institution Responsibility:** Course content, procedures, examinations, teaching materials, and program monitoring shall be the responsibility of the appropriate USHE credit-granting institution, shall be consistent with Utah law, and shall ensure quality and comparability with courses offered on the USHE credit-granting institution campus.

R165-7. Credit

7.1. **Permanent College Transcript:** Participation in concurrent enrollment begins a student's college experience and a permanent college transcript. In contrast to the AP program, where college credit is granted upon successful completion of a national examination and no record is kept on the student's college transcript if the exam is not passed, registration for concurrent enrollment constitutes a commitment to enter the final course grade on the student's permanent college record, regardless of the results. Further, credit is earned by performance and participation throughout the class, rather than by an exit examination alone.

7.2. **Credit Hours Permitted:** Individual students will be permitted to earn up to 30 semester hours of college credits per year through contractual concurrent enrollment. Credits in excess of 30 must be on a non contractual basis.

7.3. **USHE Credit:** Course registration and the awarding of USHE institution credit for concurrent enrollment courses are the province of USHE credit-granting institutions. Private institutions are not governed by geographic locations but are encouraged to consult with USHE institutions when sponsoring off campus concurrent enrollment programs.

7.4. **Transferability:** Credit earned through the concurrent enrollment program shall be transferable from one USHE credit-granting institution to another. Therefore, transferability should be considered when

selecting courses. Students should be encouraged to seek advice from a college academic adviser to make course choices that will meet the student's educational goals.

R165-8. Tuition, Fees, and Other Charges: Regular tuition or campus fees may not be charged to high school students for participation in this program.³

8.1. Admissions Fee: Students may be assessed a one-time admissions application fee per credit-granting institution. Payment of the admissions fee to enroll in concurrent enrollment satisfies the general admissions application fee requirement for a full-time or part-time student at an institution so that no additional admissions application fee may be charged by the credit-granting institution for continuous enrollment at that institution following high school graduation.

8.2. Fee Waivers: Concurrent enrollment program costs attributable only to USHE credit or enrollment are not fees and as such are not subject to fee waiver under R277-407. All students' costs related to concurrent enrollment classes, which may include consumables, lab fees, copying, and material costs, as well as textbooks required for the course, are subject to fee waiver consistent with R277-407. The school district/school shall be responsible for these waivers. The agreement between the USHE credit-granting institution and the district may address the responsibility for fee waivers.

R165-9. Location and Delivery: Concurrent enrollment courses shall be offered at the most appropriate location using the most appropriate delivery method for the course content, the faculty, and the students involved. Instruction normally occurs during the school day with students released from regular high school coursework to participate in concurrent enrollment.

9.1. Students within Commuting Distance: Qualified students residing within commuting distance of a USHE credit-granting institution are encouraged to pursue their concurrent enrollment study on the institution campus. However, this does not preclude high school programs within that area.

9.2. Students Not within Commuting Distance: Qualified students not residing near a USHE credit-granting institution may be provided college instruction in their local high school or other appropriate sites using the most current available education technology, visiting regular college faculty, or approved adjunct college faculty.

9.3. First Right of Refusal: The local USHE institution will be given the first opportunity to provide the concurrent enrollment course. If the local institution chooses not to offer the approved concurrent enrollment course, another USHE institution may be invited to provide the course. The local USHE institution should respond to requests in a reasonable time frame.

9.4. Exceptions to Geographic Service Delivery: Courses delivered through technology are exceptions to the geographic service area concept.

R165-10. Faculty

10.1. Selection of Adjunct Faculty: Nomination of adjunct faculty is the joint responsibility of the participating local school district(s) and the participating USHE credit-granting institution. Final approval of the adjunct faculty will be determined by the appropriate department at the college or university at the USHE credit-granting institution. Selection criteria for adjunct faculty teaching concurrent enrollment courses should be the same as those criteria applied to other adjunct faculty appointments in specific departments.

³ See §53A-15-101(6)(b).

10.2. Criminal Background Checks: USHE adjunct faculty who are not K-12 teachers and who have significant unsupervised access to K-12 students shall complete a criminal background check.⁴ The adjunct faculty employer shall have responsibility for determining the need for criminal background checks consistent with the law and for satisfying this requirement and shall maintain appropriate documentation.

10.3. Faculty Development: High school teachers who hold adjunct faculty status with a USHE institution for the purpose of teaching concurrent enrollment courses should be included as fully as possible in the academic life of the supervising academic department. USHE institutions jointly with secondary schools shall initiate faculty development and share expertise in providing in-service training, including appropriate workshop experiences prior to offering of concurrent enrollment courses, on-site monitoring, and continuing education in the content area. Adjunct faculty should be prepared with knowledge of federal and state laws specific to student privacy and student records.

R165-11. Concurrent Enrollment Coordinating Committee

11.1. Committee Membership: The Commissioner of Higher Education and the State Superintendent shall appoint a Concurrent Enrollment Coordinating Committee composed of an equal number of higher education and public education administrators to coordinate concurrent enrollment activities.

11.2. Committee Responsibilities: The committee shall:

11.2.1. develop a list of approved courses for concurrent enrollment in consultation with college/university academic departments;

11.2.2. advise the two governing boards regarding in-service training and professional development programs; and

11.2.3. oversee the research and evaluation of concurrent enrollment practices in Utah. Research studies should be designed to assess student selection procedures, student success and rate of progress, quality of instruction and academic preparation of instructors, and relative costs and benefits of concurrent enrollment programs.

R165-12. Funding

12.1. Source of Funds: Each year, the Utah Legislature will appropriate funds for accelerated learning programs. A portion of those accelerated learning funds shall be allocated to the concurrent enrollment program.⁵

12.2. Allocation of Funds: The Board of Regents shall make rules regarding the allocation of funds pertaining to USHE institutions participating in contractual basis concurrent enrollment.⁶ Each institution shall receive a pro-rated amount according to the number of semester credit hours completed. Completed means that a student received a grade for the course. Funds shall be allocated as follows:

12.2.1. for courses that are taught by public school educators—

12.2.1.1. 60 percent shall be allocated to local school boards and charter schools; and

⁴ See §53A-3-410.

⁵ See §53A-17a-120.5.

⁶ See §53A-15-101 and §53B-8-112.

12.2.1.2. 40 percent shall be allocated to the Board of Regents; and

12.2.2. for courses that are taught by college or university faculty—

12.2.2.1. 40 percent shall be allocated to local school boards and charter schools; and

12.2.2.2. 60 percent shall be allocated to the Board of Regents.

12.3. **Shared Costs:** Some portion of program costs will be borne by each of the participating parties: the school district, the USHE credit-granting institution, and the student.

R165-13. Annual Concurrent Enrollment Agreement: Collaborating school districts and USHE credit-granting institutions will negotiate annual agreements for administrative and instructional support of concurrent enrollment courses. The agreements should include:

13.1. instructor eligibility requirements;

13.2. student eligibility requirements;

13.3. the administrative supervisory services, in-service education, and reporting mechanisms to be provided by each party to the agreement;

13.4. a provision regarding parental permission for students to participate in concurrent enrollment classes, which includes notice to parents that participation in concurrent enrollment courses count toward a student's college record/transcript;

13.5. the individual and joint responsibilities of USHE institutions and public education with regard to administering the concurrent enrollment program;

13.6. a provision regarding the entity responsible for parent notification about concurrent enrollment purpose(s) and student and family protections; and

13.7. a provision for discussion and training, as necessary, to all concurrent enrollment instructors about student information, student records laws, and student confidentiality.

13.8. **Addendum:** a list of specific courses taught will be submitted by the third week of each term as an addendum to the agreement.

R165-14. UCAT Agreements: The Utah College of Applied Technology (UCAT) is often in the position of providing instruction for high school students. Students may be sent to a UCAT location from the various school districts in the region for "typical" concurrent enrollment courses. Under the following conditions, the UCAT could be a participant in the concurrent enrollment agreement between the school district and the college.

14.1. **Concurrent Enrollment Agreement:** A concurrent enrollment agreement (refer to R165-12) must be in place between the school district and the USHE credit-granting institution covering the instruction being given at the UCAT campus.

14.2. **UCAT Instruction and Costs:** The credit-granting USHE institution agrees with the UCAT to provide the instruction. The instructional costs, or a portion thereof which could be transferred to the UCAT, should be clearly established in the concurrent enrollment agreement.