

UTAH

# CONCURRENT ENROLLMENT

# HANDBOOK

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Utah State Board of Education 250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200  
Sydney Dickson, Ed.D., State Superintendent of Public Instruction



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CONCURRENT  
ENROLLMENT  
HANDBOOK



**Utah State Board of Education**

250 East 500 South  
P.O. Box 144200  
Salt Lake City, UT 84114-4200

[www.schools.utah.gov](http://www.schools.utah.gov)

Sydnee Dickson, Ed.D.  
State Superintendent of Public Instruction



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**Revised September 2017**



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## FOREWORD

During the 1987 session, the Utah State Legislature passed Senate Bill 228, which authorized concurrent enrollment as a high school acceleration program. The concurrent enrollment program, which is funded under an annual state appropriation, makes college courses available to high school students for both high school and college credit. The high school credit counts toward graduation and becomes part of a student's high school transcript. The college credit must count toward a certificate or degree program. The credit is recorded on the student's college transcript. Career and Technical Education, introductory general education courses, and introductory-level course work for a variety of majors may be offered.

Concurrent enrollment courses are taught either at the high school or at a college site. Teachers may be regular college faculty members or high school teachers who have been approved for adjunct faculty status at the college. In rural areas, concurrent enrollment courses are frequently technologically delivered on systems like EDNET and the Internet.

Annually, over 30,000 students earn over 200,000 credit hours by participating in the concurrent enrollment program. The majority of the students earn between one and six credits per year.

**This publication provides public and higher educators with the information needed to assist in initiating or improving the concurrent enrollment program.** It provides answers to the questions that college and local education agency (LEA) personnel may have regarding the concurrent enrollment program. It also illustrates best practices.

The topics addressed in this document were selected through conversations among staff in the public and higher education system offices, LEA and college administrators, and program practitioners. Each year this handbook will be revised to reflect changes in legislation, procedures, and practice.

Additional information on Utah's concurrent enrollment program can be found at [www.utahce.org](http://www.utahce.org)



## PURPOSE OF CONCURRENT ENROLLMENT



The purpose of concurrent enrollment (CE) is to provide prepared high school students with a challenging and rigorous college-level experience. Students in the program receive both college and high school credit. The program allows students to become better prepared for the world of work or to complete selected college courses corresponding to the first year of coursework at a Utah public college or university. Concurrent enrollment offerings in mathematics, science, social studies, language arts, fine arts, humanities, world languages, career and technical programs, and education have been offered in high schools throughout the state.

### RELEVANT POLICY

The concurrent enrollment program was established by Utah Code 53A-15-1701 (see Additional Resource A). Both the State Board of Education and the Board of Regents subsequently established policies for the program. Concurrent enrollment programs are governed by Regents Policy R165, Concurrent Enrollment (see Additional Resource B); State Board of Education Rule R277-713, Concurrent Enrollment of High School Students in College Courses (see Additional Resource C); and related policies.

The policies from both the State Board of Education and the Board of Regents reflect a similar purpose and goals for the program.

Board Rule R277-713 defines concurrent enrollment as follows:

The purpose of concurrent enrollment is to provide challenging college-level and productive secondary school experience, particularly in the senior year, and to provide transition courses that can be applied to post-secondary education.

Board of Regents Policy R165 mirrors the Board definition:

The intent of concurrent enrollment is to provide an option for prepared high school students to take courses that earn both high school and college credit. Concurrent enrollment courses facilitate completion of a high school diploma while concurrently meeting course requirements corresponding to the first or second year of coursework at a USHE institution, thus leading students toward completion of a post-secondary certificate or degree.

R165 further defines two types of concurrent enrollment:

**Contractual basis**—a case where a LEA and USHE institution negotiate a concurrent enrollment annual contract, specifying arrangements for courses and instruction. Every LEA is required to have a contract with the partnering USHE institution (see Additional Resource D). ). Contractual basis concurrent enrollment is eligible for state funding through the

appropriation for concurrent enrollment authorized under Utah Code 53A-15-1701.

**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 student, parent(s)/guardian, high school administrator, and USHE institution for the student to take the course; the course is considered to be offered on a non-contractual basis. [For a list of participating institutions, see Frequently Asked Questions (FAQs).] The student is responsible for all expenses associated with the enrollment. Non contractual enrollments are reported as regular enrollments by USHE institutions. Non-contractual basis concurrent enrollment is not eligible for state funding.

Although both the Regents and Board policies speak to contractual basis concurrent enrollment in public schools, it is hoped that the best practices of the state program will be emulated in concurrent programs with private schools and schools in other states, both of which are ineligible for appropriation funding.

Each policy document is updated as needed to reflect new legislation or changes in the implementation of the program. This handbook provides information on all aspects of the concurrent enrollment program addressed by the systems' policies.

## STUDENT PARTICIPATION IN CONCURRENT ENROLLMENT



Local education agencies have the primary responsibility for identifying students who are eligible to participate in CE. Students should receive guidance so that they can efficiently choose CE courses that avoid duplication or excess credit hours. Responses to frequently asked questions by students and parents are available in FAQs section. The required USHE CE Program Parent Permission Form is found in Additional Resource E.

### ELIGIBILITY

The concurrent enrollment program is intended to provide qualified students with opportunities to take courses that earn both high school and college credit. Eligibility criteria such as those listed below assure student success in a concurrent course:

- Junior or senior class standing; freshmen and sophomores by exception with LEA and USHE department approval.
- A grade point average, ACT score, or a placement score (generally considered to be a B average or ACT score of 22 or higher) that predicts a student's success in the concurrent course.
- Parent or guardian approval to register for a concurrent enrollment course(s) (see Additional Resource E).
- Counselor or principal and college approval to register for concurrent enrollment course(s). Teachers may recommend students to either a counselor or principal.

- Student interest in a concurrent course(s) that is appropriate for the student's SEOP/Plan for College and Career Readiness.
- Appropriate placement assessments for courses such as mathematics and English. Students must complete Secondary Math I, II, and III with a "C" average or better course grade in all three classes to enroll in a CE mathematics course.
- Specific eligibility criteria may vary by institution and by academic departments. Some institutions require additional indicators of success for freshmen and sophomore students. (See institution CE Directors for details.)

### SPECIAL ELIGIBILITY CONSIDERATIONS

► **Home-schooled students** are eligible for concurrent courses with principal permission from the high school they would attend. They are subject to the same rules and requirements that apply to a full-time student's participation in public education, such that they are counted in the Average Daily Membership (53A-11-102.5).

A home-schooled student is officially excused from compulsory public school attendance (R277-438; Utah Code 53A-11-102). However, to comply with the rules governing the state concurrent enrollment program, a home-schooled student must affiliate with a high school to be counted in the Average Daily Membership and to ensure that the concurrent grade appears on both a high school and

college transcript. These are both requirements for state funding.

► **Undocumented students** who have been admitted to a public high school may participate in the concurrent enrollment program, and shall pay the fees and partial tuition applicable to all students in the program. Undocumented students who meet four basic requirements may qualify, upon high school graduation, for resident (in-state) tuition rates at Utah's public colleges and universities. To qualify, an undocumented student must:

1. Have attended a Utah high school for three or more years;
2. Have graduated from a Utah high school or received the equivalent of a Utah high school diploma;
3. Register as an entering student at an institution of higher education; and
4. File an affidavit with the institution of higher education stating that the student has filed an application to legalize his/her immigration status, or will file an application as soon the student is eligible to do so.

Students declare residency status as part of the college admissions process.

## ACCOMMODATION FOR CE STUDENTS

There are two fundamental distinctions between academic accommodations in public education and postsecondary education:

1. A public education IEP or Section 504 plan is designed to facilitate a student's success in school, while postsecondary accommodation(s) is designed to ensure access to postsecondary education; and
2. Public education looks to its students and makes an assessment of their physical and academic needs, while

postsecondary education expects students to declare a need and request accommodation.

Enrolling in a Concurrent Enrollment (CE) course constitutes attendance at college. As soon as students start attending a USHE institution, they are subject to the provisions for requesting accommodations established by the institution they are attending. The institution, upon request of the student, will evaluate the student's request for accommodation in accordance with its disability resource center (DRC) processes. An IEP or Section 504 Plan may be used as supporting documentation for requesting an accommodation in a postsecondary setting. There is no guarantee that a student with an IEP or Section 504 plan will be eligible for an accommodation at a postsecondary institution.

Accommodations related to physical access for CE students will vary depending on where they receive CE instruction:

1. If instruction takes place on a high school campus, ensuring physical access is the responsibility of the high school.
2. If instruction takes place on an institution campus, the institution is responsible for ensuring physical access.

To request accommodation, CE students should contact the CE administrator at the USHE institution in which they are enrolled. The CE administrator will provide contact information for the campus student disability office. The CE student is also free to work directly with the USHE institution's disability services office.

## ADVISING

USHE institutions and LEAs jointly coordinate advising to prospective or current high school students in the concurrent enrollment program. Advising shall include information on general education requirements at USHE

institutions and how the students can efficiently choose concurrent enrollment courses to avoid duplication or excess credit hours, as well as how course credit transfers among USHE institutions and to institutions outside the state system. Academic advising also ensures that students register for CE courses that fit their Student Education Occupation Plan (SEOP) for College and Career Readiness and create a foundation for a post-secondary path.

### **Student Education Occupation Plan**

Individual student planning in Utah is recognized as the Student Education Occupation Plan (SEOP) process, which consists of school counselors coordinating ongoing systemic activities designed to help individual students establish personal education and career goals and develop future plans. School counselors coordinate activities that help all students plan, monitor, and manage their own learning. The SEOP Plan for College and Career Readiness is a primary strategy for recognizing student accomplishments and strengths and for planning, monitoring, and managing education and career development in grades 7–12. Students' SEOP Plans for College and Career Readiness should reflect their interest in pursuing CE coursework. Student advising should include information on general education requirements at higher education institutions and assist students or parents to efficiently choose concurrent enrollment courses that best fit their education and career goals.

### **College Advising Resources**

Students should be advised on how to select college courses that will transfer to the college they plan to attend, avoid duplication or excess credit hours, and arrange placement testing for math and English classes. The USBE and USHE

publish resources for counselors, including:

- **Career and College Building Blocks**—see Additional Resources section for this illustration of the components of a college certificate and associate's degree.
- **Concurrent Enrollment General Education Pathway**—see Additional Resource F for an explanation of the general education requirements for a letter or certificate of completion in general studies, or for an associate's or bachelor's degree.
- **Concurrent Enrollment Exploratory Majors Pathway**—see Additional Resource G for a pathway document that recommends different CE courses, including the appropriate college math course, based on students' careers personality and on interest working with data versus ideas and with people versus things. This pathway builds upon activities students complete in College and Career Ready classes in middle school.
- **USHE Advising Report**—USHE institutions may request that the system office generate a report of students who have taken at least 12 CE credit hours during a given academic year from among all USHE institutions. An institution report returns records for students who took at least six credits from that institution. The report allows institutions to identify students who, because they have completed a number of CE courses, may benefit from academic advising.

## **ADMISSION AND REGISTRATION**

### **Admission**

Students are required to complete an application for the institution(s) of higher education offering the CE course. The counselor or CE coordinator at each high school will have information on how students can

complete an online application and pay the application fee.

### **One-Time Admissions Fee**

Students may be assessed a one-time admissions application fee per 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. No additional admissions application fee may be charged by the institution for continuous enrollment at that institution following high school graduation.

When CE students graduate from high school, even though they have applied and been admitted, they must complete additional steps which allow institutions to gather high school transcripts and ACT and/or SAT scores and change student status from high school senior to college freshman. This process does not require students to pay the application fee again, as long as it is done in a timely manner.

### **Report Religious Service**

1. A student going on a religious mission immediately after high school graduation may apply to be admitted as a freshman in August after graduation, then request permission to defer enrollment for two years. Students who don't apply for August enrollment and/or do not ask for a deferment will have to reapply for admission and pay the admission fee again.
2. Students who apply for August enrollment immediately after high school graduation and who attend several semesters, then elect to go on a religious mission, must ask the registrar for a leave of absence. As with the deferment, students granted a leave of absence may return to active

enrollment status without reapplying and without paying the application fee again.

Students leaving on missions without asking for a deferment or leave of absence will have to apply for readmission, and will have to pay the application fee again.

### **Registration**

To be allowed to register for concurrent enrollment courses, students must meet the eligibility criteria listed above in the section "Student Participation in Concurrent Enrollment—Eligibility." A student is required to obtain written parental permission to register for a CE course (see Additional Resource E).

Most institutions have online registration for CE courses. Registration deadlines vary by institution. Institutions provide LEAs with all deadlines that pertain to admissions and registration, and will collect all CE course fees and partial tuition.

### **PARENT/GUARDIAN PERMISSION**

A student needs parental permission to register for a CE course. Parent/guardian permission is valid for one year and covers all CE courses sponsored by any USHE institution. Permission is documented using the Concurrent Enrollment Parent Permission Form (see Additional Resource E). The Board of Regents is required to keep this form on file until the student graduates.

### **WITHDRAWAL FROM A CE COURSE**

Withdrawal dates for a CE course are set by the college or university. A student must abide by these deadlines—no exceptions are allowed. Withdrawal deadlines vary for each college and university. For information on these deadlines, go to the college concurrent website or talk with a high school CE coordinator. Dropping a class at the high school does not withdraw a student from the college

course. To withdraw from a CE class, students must drop the course at both the high school and the college.

## TRANSCRIPTS

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. Furthermore, credit is earned by performance and participation throughout the course, rather than by an exit examination alone.

### 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, and the student is responsible for tuition and fees.**

### Transferability

Credits earned through the concurrent enrollment program are transferable from one USHE institution to another. However, the way in which credits transfer—as equivalent or elective credit—may vary from one college or university to another. Therefore, transferability should be considered when selecting courses. Students should be encouraged to seek advice on transferability of credit from a college academic adviser at the institution they plan to attend after high school graduation. (See Additional Resource H: "Common Questions About Transferring College Credits.")

## Grades

CE credits and grades will be posted on a student's high school transcript and count toward the high school GPA. The final grade posted on the high school transcript and the college transcript must be the same.

All CE grades are also posted to an official college transcript, and a college GPA is established. This transcript becomes part of a student's permanent college record. A grade of C- or lower **may not** be considered a passing grade at the college. Therefore, a student may have to retake the course. Also, low grades may not transfer from one college or university to another.

- If a course is failed, it may not be retaken as a CE course. Board Rule and Regents policy state that LEAs and institutions may not be funded for CE courses repeated for CE credit.
- A cumulative GPA of a C- or lower may place a student on academic probation with the college and affect financial aid eligibility.
- When a CE class serves as a prerequisite for another college course (e.g., ENGL 1010 is a prerequisite for ENGL 2010), the grade is good for a specific time frame, and students may have to retake a placement test for placement into a higher class. In particular, math placement test scores and grades in prerequisite math classes are only valid for one to two years. Students who are absent for long periods of time may also have to take additional classes to meet new graduation requirements for their chosen certificate or degree program.

*(Continued)*

## TUITION AND FEES

Currently for the 2017–18 school year, colleges and universities are charging \$5 per credit hour for each concurrent enrollment course for which students receive college credit. However, the law states that a secondary student may be charged partial tuition up to \$30 per credit hour for each concurrent enrollment course for which the student receives college credit. Even if colleges begin charging \$30 per credit hour, the following circumstances limit the fee they can charge:

- No more than \$5 per credit hour may be charged for students who qualify for free or reduced-price school lunch.
- No more than \$10 per credit hour may be charged if a CE course is taught by a high school teacher.
- No more than \$15 per credit hour may be charged for CE courses taught through video conferencing by a college faculty member.

### Fee Waivers

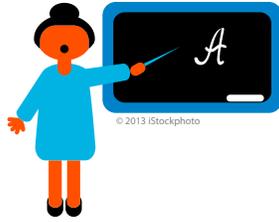
Concurrent enrollment program costs attributable only to USHE credit or enrollment are not subject to fee waiver. College admission fees cannot be waived. Student costs related to concurrent enrollment courses—which may include consumables, lab fees, copying, and material costs, as well as textbooks required for the course—are subject to fee waiver. The LEA shall be responsible for these waivers.

## FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

**Parents or guardians of minors in the public school system have a right to request and be given information on their students' academic progress.** Under the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), parents have a right to request and review a student's education records, request that the school correct records they believe are misleading or inaccurate, and request a hearing if the school does not comply. These rights transfer to the student when he or she reaches the age of 18 and attends a school beyond the high school level; parents and guardians can no longer request access to the education records of their children once the children have left secondary school. That is why college faculty members are used to communicating academic progress only with students. However, in concurrent enrollment situations, because the student is enrolled in public education while completing the college course, this protection has not yet been transferred from parent to child. Thus, for CE enrollments, parents may request and must be given information on their students' academic progress in the CE class. For details see:

<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

## FACULTY



### SELECTION OF ADJUNCT FACULTY

Identification of qualified adjunct faculty is the responsibility of the participating LEA. Final approval of adjunct faculty will be determined by the appropriate department at the college or university offering the course. 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. These criteria may vary from one institution to another. Generally, a minimum of a master's degree in the subject or a related area is required for adjunct faculty status.

#### Mathematics CE Instructors

Effective July 1, 2016, educators who hold an upper level math endorsement, authorized by the State Board of Education and appended to a license, that qualifies the educator to teach calculus shall be qualified to teach entry level CE mathematics courses.

### CRIMINAL BACKGROUND CHECKS

College or university faculty who are not K–12 teachers and who teach CE courses in a high school classroom must complete a criminal background check. The adjunct faculty employer has responsibility for determining the need for criminal background checks consistent with the law and for satisfying this requirement, and shall maintain appropriate documentation.

### LICENSURE

Utah educators are expected to engage in continuous self-assessment and professional learning to ensure that their instructional skills are at the highest level possible. A CE public educator must meet licensure

requirements and have a current Utah license. A CE public educator must also meet the college or university requirements for adjunct faculty in the department in which he/she will be teaching.

### PROFESSIONAL DEVELOPMENT

High school educators who hold adjunct instructor status with a college or university 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 CE courses, on-site monitoring, and continuing education in the content area. Professional development may also include curriculum design, assessment criteria, course philosophy, and administrative requirements for adjunct instructors. Adjunct instructors should be prepared with knowledge of federal and state laws specific to student privacy and student records.

Site visits by department representatives are held throughout the year. Student course evaluations should be conducted for all CE courses.

### SEX EDUCATION GUIDELINES

Utah State Law requires that all teachers, regardless of content area, follow specific guidelines in teaching any aspect of human sexuality. For these guidelines and the parent/guardian consent form necessary for some course content, see Appendices I and J.



## CONCURRENT ENROLLMENT COURSES

### CHOICE OF COURSES

The courses chosen for concurrent enrollment should provide introductory-level coursework in general education, career and technical education, or pre-major courses. Concurrent enrollment program offerings shall be limited to courses in English, mathematics, fine arts, humanities, science, social science, world languages, and career and technical education. Concurrent enrollment courses must be part of post-secondary certificates or degree programs. Curriculum taught in a core credit course must align to the public education standards and objectives at 90%. 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 institutions and be based on student need.

### COURSE DELIVERY

The delivery system and curriculum program shall be designed and implemented to take full advantage of the most current educational technology.

CE courses are primarily offered face to face on high school campuses. There are also CE courses taught over interactive video conferencing (IVC), and a small number are taught online.

### CONCURRENT ENROLLMENT MASTER LIST

The USHE and USBE jointly approve courses that are added to a master list. CE courses **must align to the designated 11-digit CACTUS course codes** as they appear on the master list. Approved courses and 11-digit CACTUS codes are subject to change each academic year. Only courses and alignments taken from the master list shall be reimbursed from state concurrent enrollment funds.

Variation from the approved code, such as offering a public education science lab with high school/college science lecture courses, will not be funded.

### NUMBER OF COURSES

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

### INSTITUTION RESPONSIBILITY

Course content, procedures, examinations, teaching materials, program monitoring, and approval to be taught at a high school are the responsibility of the appropriate USHE credit-granting institution.

*(Continued)*

## PROCESS FOR CREATING A CONCURRENT ENROLLMENT COURSE

1. The LEA and USHE institution identify courses that might be, from both a public and higher education perspective, appropriate concurrent enrollment courses. An appropriate course:
  - Is an introductory 1000- or 2000-level college course that aligns to a junior- or senior-level secondary course. Institutions may offer 3000 level foreign language courses to accelerated foreign language students, including dual language immersion students.
  - Must be part of a college certificate or degree program.
  - Should be highly transferrable among USHE institutions.
2. The LEA administrator gathers and reviews documentation on the higher education courses, such as descriptive text, syllabus, and tests. A comparison of the course and the public education standards and objectives should take place before submitting the class. The new course should identify the public education class, including the 11-digit course code, course title, number of units, and credit type the LEA anticipates assigning the course.
3. The LEA and USHE institution complete a Concurrent Enrollment Course Submission Proposal and District Data Form (see Additional Resource K). Attach applicable curriculum documentation as described above, and submit the proposal to to the USHE Office of the Commissioner in electronic format.
4. USHE staff members review the packet, then either send the packet back with questions to the institution and LEA, or send satisfactory proposals to the Utah State Board of Education (USB E) Early College Specialist.
5. After review, the early college specialist forwards the packet to the content area specialist, who confirms or denies the LEA alignment decision. The content area specialist also identifies any potential enrollment conditions.
6. The specialist's decision is recorded on the CE Master List. A new list for the upcoming year is published in early December.

### NOTE:

- A. The course submission must be submitted annually to Cyd Grua (cgrua@ushe.edu) on or before November 15.
- B. In addition to approving the alignment of a college course to a secondary curriculum, participating high school instructors must be approved by a USHE institution as adjunct instructors, or a USHE professor may teach the course.

## RIGHT OF FIRST REFUSAL

Each USHE institution has the responsibility to offer concurrent courses to LEAs within its designated service region. The designated service areas are listed on the next page:

Institution	Concurrent Enrollment Contact	LEAs in Service Area
<b>USU</b>	Darrell Harris 435-797-1698 <a href="mailto:Darrell.harris@usu.edu">Darrell.harris@usu.edu</a>	Box Elder, Cache, Carbon, Daggett, Duchesne, Emery, Grand, Logan, Rich, San Juan, Tooele (shared with SLCC), Uintah, <b>Charters:</b> Fast Forward, InTech, Pinnacle Canyon, Terra Academy, Uintah River
<b>WSU</b>	Beth Rhoades 801-626-7297 <a href="mailto:bethrhoades@weber.edu">bethrhoades@weber.edu</a>	Davis, Morgan, Ogden, Weber <b>Charters:</b> Legacy Prep, NUAMES, Utah Connections Academy*, Utah Military Academy
<b>SUU</b>	Brodee Nelson 435-865-8035 <a href="mailto:concurrentenrollment@suu.edu">concurrentenrollment@suu.edu</a>	Beaver, Garfield, Iron <b>Charter:</b> Success Academy/Cedar City
<b>Snow</b>	Doug Johnson 435-283-7320 <a href="mailto:doug.johnson@snow.edu">doug.johnson@snow.edu</a>	Juab, Millard, North Sanpete, Piute, Sevier, South Sanpete, Tintic, Wayne
<b>DSU</b>	Kevin Simmons 435-652-7671 <a href="mailto:kevin.simmons@dixie.edu">kevin.simmons@dixie.edu</a>	Kane, Washington <b>Charters:</b> Success Academy/St. George, Tuacahn
<b>UVU</b>	Memo Caldera 801-863-8939 <a href="mailto:gcaldera@uvu.edu">gcaldera@uvu.edu</a>	Alpine, Nebo, North Summit, Park City, Provo, South Summit, Wasatch <b>Charters:</b> American Leadership Academy, Athenian eAcademy*, Karl G. Maeser Prep, Liberty Academy, Lumen Scholar Institute*, Merit College Prep, Pioneer HS for Performing Arts, Rockwell, UCAS, Walden
<b>SLCC</b>	Brandon Kowallis 801-957-6342 <a href="mailto:brandonkowallis@slcc.edu">brandonkowallis@slcc.edu</a>	Canyons, Granite, Jordan, Murray, Salt Lake, Tooele (with USU) <b>Charters:</b> American Academy of Innovation, American International School of Utah (AISU), AMES, Beehive, City Academy, East Hollywood, Itineris, Mountain Heights Academy*, Paradigm, Providence Hall, Real Salt Lake Academy, Spectrum Academy, Summit Academy, Utah Virtual Academy*, Vanguard Academy

\* Mountain Heights Academy and Utah Virtual have administrative offices in SLCC's service area, but are statewide online charter schools. Athenian eAcademy has administrative offices in UVU's service area, but has multiple campuses across the state.

LEAs must contact their primary institution regarding offering all CE courses, regardless of the delivery method. The primary USHE institution will be given the first opportunity to provide all concurrent enrollment courses. If the primary USHE institution chooses not to offer the concurrent course, the LEA may choose to participate with another USHE institution to provide the course.

A primary institution must notify the LEA within 30 days if it chooses not to offer the course(s). Another USHE institution may choose to offer the requested course(s) following the right of first refusal (RFR) process. Signed copies of the RFR agreement should be kept on file by both USHE institutions and the LEA for five years.

See Additional Resource L for a copy of the “Right of First Refusal Agreement” document that should be used.

LEAs typically seek IVC, hybrid, and online CE classes outside their geographic service area for the following reasons:

1. The USHE institution in the geographic service area cannot provide CE services.
2. The LEA is located a significant distance from all other USHE institutions.
3. The LEA's student population is too small to schedule a CE course.
4. The LEA does not have educators qualified for adjunct faculty status at a USHE institution.

## CURRICULUM CYCLE

### Course Cancellation Practices

Both USHE institutions and LEAs will communicate, in a timely fashion, any staffing or administrative changes that could affect CE course offerings. When possible, impending cancellations are published one year in advance on the CE Master List (November 15).

### Hiatus

A CE course might be placed on hiatus for the following reasons:

- Low enrollment
- Revision of the curriculum
- New alignment in the standards and objectives

Courses on hiatus can move between hiatus, canceled, or active status. Courses may not stay on hiatus longer than three years.



## PROGRAM ADMINISTRATION

### FUNDING

Concurrent enrollment funds will be allocated proportionally, based on student credit hours successfully completed. For courses that are taught by public school educators, 60 percent of the funds will be allocated to public education, and 40 percent of the funds will be allocated to the Board of Regents.

For courses taught by college or university faculty, 60 percent of the funds will be allocated to the Board of Regents institutions, and 40 percent of the funds will be allocated to public education.

The USBE will not reimburse LEAs for CE courses in excess of 30 semester hours per student per year. Each year, LEAs will submit the Concurrent Enrollment Assurance Statement and the Annual Concurrent Enrollment Expenditure Report. Samples of these forms may be found in Additional Resources M and N.

### APPROPRIATE EXPENDITURES

Funds allocated to LEAs for concurrent enrollment cannot be used for any other programs. The use of state funds for concurrent enrollment is limited to the following:

1. Professional development for adjunct faculty in cooperation with the participating USHE institution
2. Assistance with delivery costs for distance learning programs
3. Participation costs of LEA personnel who work in CE programs
4. Student textbooks and other instructional materials
5. Fee waivers for costs or expenses related to CE for fee-waiver-eligible students
6. Purchase of classroom equipment required to conduct CE courses
7. Other uses approved in writing by the USBE, consistent with the law

## USBE-USHE CONCURRENT ENROLLMENT DATA MATCH PROCEDURE

Distribution of the state appropriation is based on the match of enrollment data between the USBE and USHE. The match is a two-tier process of student data and course code data.

### DATA POINTS

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**Tier One—Student Data.** This requires that both systems match on the following:

- First name
- Last name
- Date of birth
- Gender
- SSID

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**Tier Two—Course Data.** This requires that both systems match on the following:

- USBE CACTUS code aligned to USHE course subject and number (e.g., ART 1010) on the current year master list
- USHE course subject and number aligned to the USBE CACTUS code on the master list
- District and high school
- NOTE: All courses must be on the master list.

**Without an exact match of all of the above data points, funding will not be appropriated.**

### DATA MATCH PROCESS

- LEAs send missing SSIDs back to the USBE.
- LEAs correct fall and spring course code errors in UTREx by end of year.
- The USHE sends end-of-year data to the USBE in August.
- The USBE and USHE begin the annual match process in August.

### CHECK LIST FOR CE COORDINATORS

1. Make a check list for students when they register for a CE course.
2. Review course rosters from USHE partners for correct student name, SSID and course code.
3. Review rosters after drop deadlines to make sure your roster reflects any students who have dropped the course.
4. Double check all course codes to make sure all concurrent courses have a 13 in the 11-digit CACTUS code.
5. Find opportunities to work with information technology staff and USHE partners to improve your match rate.

**ADDITIONAL RESOURCES:**

Additional Resource	Name	Link
<b>A</b>	<b>Utah Code 53A-15-1701</b>	<a href="https://le.utah.gov/xcode/Title53A/Chapter15/53A-15-P17.html">https://le.utah.gov/xcode/Title53A/Chapter15/53A-15-P17.html</a>
<b>B</b>	<b>Utah System of Higher Education Policy R165</b>	<a href="https://higheredutah.org/policies/policyr165/">https://higheredutah.org/policies/policyr165/</a>
<b>C</b>	<b>Utah State Board of Education R277-713</b>	<a href="https://rules.utah.gov/publicat/code/r277/r277-713.htm">https://rules.utah.gov/publicat/code/r277/r277-713.htm</a>
<b>D</b>	<b>Concurrent Enrollment Contract</b>	<a href="http://www.utahce.org">www.utahce.org</a>
<b>E</b>	<b>Concurrent Enrollment Parent Permission Form</b>	<a href="http://www.utahce.org">www.utahce.org</a> (new section titled CE Administrator Resources)
<b>F</b>	<b>Concurrent Enrollment General Education Pathway</b>	<a href="http://www.utahce.org">www.utahce.org</a>
<b>G</b>	<b>Concurrent Enrollment Exploratory Major Pathways</b>	<a href="http://www.utahce.org">www.utahce.org</a>
<b>H</b>	<b>Common Questions About Transferring College Credit</b>	<a href="http://www.TransferUtah.org">www.TransferUtah.org</a>
<b>I</b>	<b>Rule 277-474. School Instruction and Human Sexuality</b>	<a href="https://rules.utah.gov/publicat/code/r277/r277-474.htm">https://rules.utah.gov/publicat/code/r277/r277-474.htm</a>
<b>J</b>	<b>Parent/Guardian Consent Form Human Sexuality Instruction</b>	<a href="https://schools.utah.gov/curr/earlycollege">https://schools.utah.gov/curr/earlycollege</a>
<b>K</b>	<b>Concurrent Enrollment Course Submission Proposal and District Data Form</b>	<a href="http://www.utahce.org">www.utahce.org</a>
<b>L</b>	<b>Right of First Refusal Agreement for Concurrent Enrollment</b>	<a href="http://www.utahce.org">www.utahce.org</a>
<b>M</b>	<b>Concurrent Enrollment Assurance Statement</b>	<a href="https://schools.utah.gov/curr/earlycollege">https://schools.utah.gov/curr/earlycollege</a>
<b>N</b>	<b>Annual Concurrent Enrollment Expenditure Report</b>	<a href="https://schools.utah.gov/curr/earlycollege">https://schools.utah.gov/curr/earlycollege</a>
<b>O</b>	<b>Comparison of Accelerated Learning Programs</b>	<a href="http://www.utahce.org">www.utahce.org</a>

# Concurrent Enrollment

## FREQUENTLY ASKED QUESTIONS

### INFORMATION FOR STUDENTS AND PARENTS

#### 1. What is concurrent enrollment (CE)?

CE is a program offered between a public high school and a participating Utah System of Higher Education (USHE) institution. Challenging, college-level courses are offered to high school students. Credits are earned in the course toward both high school graduation and college credit.

#### 2. What are the qualifications to participate in concurrent enrollment?

**I** A student must be in eleventh or twelfth grade, or a freshman and sophomore by exception.

**I** A student must present indicators such as a 3.0 GPA, a B grade or better in academic classes, and good attendance, which indicates he/she is prepared for college-level instruction.

**I** A student must comply with special course qualifications (ACT scores, prerequisites, or placement tests).

#### 3. How will concurrent enrollment benefit a student?

CE allows a student to take courses and receive credit at the high school and university or college simultaneously. This allows a student to receive college credit for a minimal charge and also experience the academic rigor of college courses.

#### 4. What concurrent enrollment courses should a student take?

A student should only register for CE courses that align with his/her SEOP/Plan for College and Career Readiness (Student Education Occupation Plan). General education classes are appropriate for all qualified students.

#### 5. What is the difference between concurrent enrollment, Advanced Placement (AP), International Baccalaureate (IB), and Early College (EC)?

**CE** offers college credit to those students who complete the course. Students receive a grade and credit on both their high school and college transcripts.

**AP** requires that a student pass the AP Exam to earn college credit. The amount of credit awarded is dependent upon the student's score and the college or university acceptance requirement. A fee is charged to take the exam.

**IB** provides courses in a variety of subjects tied to an international curriculum. IB requires that a student pass an IB exam to earn college credit. The amount of credit awarded is dependent upon the student's score and the college or university acceptance requirement. A fee is charged to take the exam.

**EC** students pay tuition and fees to the institution they attend, and must provide their own transportation to the university campus. Credit is posted to a college

transcript. Students may request that credit also be posted to their high school transcript.

## 6. How will CE affect a student's high school and/or college GPA?

- I CE credits and grades will be posted on a student's high school transcript and count toward the high school GPA.

- I All CE grades are posted to an official college transcript, and a college GPA is established. This transcript becomes part of a student's permanent college record. A grade of C- or lower may not be considered a passing grade at the college. Therefore, a student may have to retake the course.

- I Courses may not be retaken as a CE course.

- I A cumulative GPA of a C- or lower may place a student on academic probation with the college and affect financial aid eligibility.

## 7. Is a home-schooled student eligible to take concurrent enrollment?

A home-schooled student may take CE courses as long as he/she meets the CE requirements. To participate, the student must enroll at the high school and pay any associated admission and registration fees.

## 8. Is an international student eligible to take concurrent enrollment?

An international student may participate in any academic activity in the public schools in which he/she is enrolled. Fees may apply.

## 9. How much will this cost?

A student may be assessed a one-time admission fee per college or university. A student may be charged partial tuition,

up to \$30 per credit hour, for each concurrent enrollment course for which the student receives college credit. Colleges or universities may charge a concurrent enrollment student who qualifies for free or reduced-price school lunch partial tuition of no more than \$5 per credit hour for each concurrent enrollment course for which the student receives college credit.

## 10. Are there deadlines for concurrent enrollment registration?

Yes. A student must be admitted and registered for CE prior to college deadlines. Failure to do this will result in a loss of opportunity to take the course.

## 11. How many courses can a student enroll in?

A student is limited to a total of 30 CE credits per school year. A student will be charged tuition at the college rate for any course placing the total over 30 credits.

## 12. When is the latest a student can add or drop/withdraw from a course without being penalized?

All entrance and course withdrawal dates are set by each college or university. A student must abide by these deadlines—no exceptions allowed. For information on these deadlines, go to the college concurrent website or talk with a high school CE coordinator.

## 13. Will CE credits transfer to other institutions?

All credits are accepted by all in-state public higher education institutions. How credit transfers is determined by the receiving institution's transfer credit policies and by academic departments. To be sure you know how your class(es) will transfer, speak to a transfer credit advisor on campus to which you will transfer credit. If the

student transfers to a private or out-of-state institution, credit awarded will be at the discretion of the institution.

**14. How would concurrent enrollment credit affect my ability to obtain a scholarship?**

Numerous scholarships are based on new student entry into higher education. If a student exceeds 60 credit hours on a college transcript, he/she may be viewed as a student of higher standing and not qualify for an entry scholarship to college. Talk to the college your student is planning to attend to find out about scholarship eligibility.

**15. How can a student find more information about a course?**

A student should speak with a high school counselor or CE coordinator, or go to the college concurrent website for more information.

**16. What if the course is too difficult?**

At the first sign of difficulty, a student should communicate with the teacher, counselor and/or CE coordinator about obtaining extra help. CE withdrawals or drops must take place in accordance with the college deadlines, or the student will receive the grade earned.

**17. What if a student does not want to attend the college where the concurrent credit is being offered?**

CE credit is transferable to all in-state public institutions, and to some private schools and out-of-state institutions on a case-by-case basis. A student should check with the college or university of his/her choice to see if elective CE credit will align with his/her degree programs. A student who wants concurrent credit

transferred to another USHE institution must initiate that process by contacting the registrar's office of the college or university where the credit was earned and request a transcript.

**18. Can a student get an associate's degree while still in high school?**

Yes. A student can earn an associate's degree by earning AP, CE, IB and Early College credit. The high school counseling staff should work closely with a student to chart a sequence of courses. This planning should begin as early as ninth grade.

**19. What is the New Century Scholarship?**

An eligible student must complete the requirements for an associate's degree or its equivalent at a state institution of higher education by the date of high school graduation. The student must make application at least a year in advance. Scholarship details can be found on the web at <http://newcenturyscholarship.org>.

**20. Can a student use concurrent courses to fulfill the requirements for the Regents' Scholarship?**

Concurrent courses must have prior approval to qualify for the scholarship. Not all CE courses are acceptable. Visit the Regents' Scholarship website for more information and to see which CE courses count: <http://regentsscholarship.org>.

**21. Can a student use concurrent enrollment courses to fulfill the NCAA requirements?**

NCAA requirements change on a yearly basis. A student should work closely with his/her high school counselor to make sure his/her CE courses are approved.

**22. How does the student receive his/her final grades?**

Grades are posted at the end of the course on both high school and college transcripts. To obtain a college transcript, a student must contact the institution to request a transcript.

**23. What are the higher education institutions that participate in Concurrent Enrollment?**

Dixie State University: <http://concurrent.dixie.edu>

Salt Lake Community College: <https://www.slcc.edu/concurrentenrollment/>

Southern Utah University: <https://suu.edu/siel/cae/concurrent>

Snow College: <http://www.snow.edu/ce/> University of Utah: <http://ugs.utah.edu/ames>

Utah State University: <http://concurrent.usu.edu/>

Utah Valley University: <http://www.uvu.edu/concurrent/>

Weber State University: <http://continue.weber.edu/concurrentenrollment>



**TRANSFER ASSOCIATE'S DEGREE**  
TOTAL CREDITS: 60-63

**ELECTIVES**

STUDENTS have opportunities to take classes for fun (e.g., drama, tennis, outdoor/recreational) or non-degree research.

**ASSOCIATE OF ARTS (AA) and ASSOCIATE OF SCIENCE (AS)** degrees are designed for students who plan to complete their first two years of college work at a community college, then transfer to a four-year institution to pursue a bachelor's degree.

**ASSOCIATE OF APPLIED SCIENCE (AAS)** degrees are two-year degrees in a specific subject that prepare students for employment.

**CERTIFICATES OF COMPLETION** are awarded for one- to two-year programs, where no associate's degree is awarded. Certificate programs usually consist of a group of specialized courses.

**GENERAL EDUCATION** lays the foundation for all AAS and certificate programs. Students who earn an AAS at a USHE institution complete core requirements; however, student exploration is focused within a chosen technical specialty that will prepare students for employment rather than transfer to a four-year institution.

**TECHNICAL SPECIALITY FOCUS** (51-54 credits) **ADVANCED TECHNICAL TRAINING** gives the student the necessary skills to master specific technical specialties and provides a basis for advancement.

**BASIC TECHNICAL TRAINING** prepares students with job entry skills related to specific labor market needs. **NOTE:** Some CTE courses fulfill general education requirements.

**FOUNDATION GENERAL EDUCATION CLASSES** (minimum of 9 credits) are required for all AAS and Certificate of Completion programs.

- **Composition** (3 credits): English 1010
- **Computation** (3 credits): Math 1010, 1030, 1040, or 1050
- **Human Relations** (3 credits): approved classes such as Psychology 1500 or Comm 1020

**PROGRAM OF STUDY** (21-33 credits) **PROGRAMS OF STUDY** have specific, required courses and breadth or elective courses. Math programs require math classes; psychology programs require psychology classes.

**EXPLORATION** (18-27 credits) **STUDENTS** choose courses in five areas: fine arts, humanities, life science, physical science, and social science.

**FOUNDATION GENERAL EDUCATION CORE** is required for all AA/AS and AAS programs.

- **Composition** (6 credits): English 1010 and English 2010
- **Quantitative Literacy** (3 credits): Math 1030, 1040, or 1050
- **American Institutions** (3 credits): Economics 1740, History 1700, or PolS 1100

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**CAREER & COLLEGE BUILDING BLOCKS**

Build the foundation for college success today. High school students can take college classes through early college and concurrent enrollment. The concurrent enrollment program offers numerous general education core classes, as well as courses that fulfill exploratory general education and basic technical course requirements. Check with your counselor for availability of courses at your high school.



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**INSIDE OF BACK COVER**



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