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UTAH CONCURRENT ENROLLMENT HANDBOOK



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State Superintendent of Public Instruction



UTAH SYSTEM OF
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2013 Utah State Board of Education

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2013 Utah State Board of Regents

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¹ State statute provides that the Chair of the State Board of Education appoint two non voting members, with no set term, to the Board.

² State statute provides that a non-voting Utah College of Applied Technology Board of Trustees member shall serve on the board, with no set term, until the member is replaced by the chair of the UCAT Board of Trustees.

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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 towards 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 technology delivered on systems like EDNET and the Internet.

During the five years from 2008 to 2013, over 27,000 students annually earned nearly 200,000 credit hours by participating in the concurrent enrollment program. The majority of the students earned 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. Additional information on Utah's concurrent enrollment program can be found at <http://schools.utah.gov/curr/earlycollege/Concurrent-Enrollment.aspx>.

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 in their last two years of high school. 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 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 53A15 Section 101 (see Appendix 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 165, Concurrent Enrollment (see Appendix B); State Board of Education Policy R277-713, Concurrent Enrollment of High School Students in College Courses (see Appendix 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 277-713 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 necessary to graduate from high school, and at the students’ 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.

R165 further defines two types of concurrent enrollment:

Contractual Basis – a case where a LEA and USHE credit-granting higher education institution negotiate a concurrent enrollment annual agreement, specifying arrangements for courses and instruction.

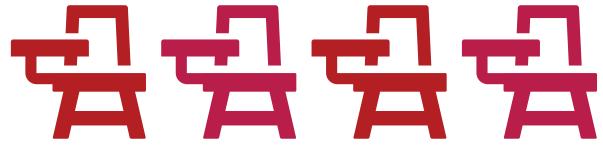
Non Contractual – a case where the student continues to enroll full-time in high school but elects at his/her own initiative to pursue

college coursework. An agreement is established between the student, parent(s)/guardian, high school administrator, and USHE institution. The student is responsible for all expenses associated with college enrollment.

Although both the Regents and Board policies speak to Contractual Basis concurrent enrollment, it is hoped that the best practices of the state program are 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 (see Appendix E).

ELIGIBILITY

The concurrent enrollment program is intended to provide qualified students with opportunities for a more challenging senior year. Eligibility criteria such as those listed below assure student success in a concurrent course:

- Junior or senior class standing; 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) which predicts a student's likelihood of achieving a B or better in the concurrent course.
- Parent or guardian approval to register for a concurrent enrollment course(s).
- 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.

STUDENT EDUCATION OCCUPATION PLAN (SEOP)

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

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 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 as the student is eligible to do so.

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

ADMISSIONS AND REGISTRATION

Admission

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

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.

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. The permission must be provided to the counselor or CE coordinator. Parent/guardian permission is documented using two forms: “Statement of Agreement for Student and Parent/Guardian” and “Concurrent Enrollment Disclosure.” Those two forms can be found in Appendix F and Appendix G.

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 at 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. Further, 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 fees.**

Transferability

Credit earned through the concurrent enrollment program are transferable from one USHE institution to another. However, how 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 from a college academic adviser to make course choices that will meet the student's educational goals.

Grades

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

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. 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.

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

TUITION AND FEES

Currently for the 2013–14 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, under the following circumstances, there is a limit on the fee they can charge:

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

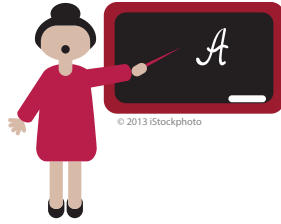
Fee Waivers

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. The agreement between the USHE credit-granting institution and the LEA may address the responsibility for fee 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 education records of their children once they 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 <http://www.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 related area is required for adjunct faculty status.

CRIMINAL BACKGROUND CHECKS

College or university adjunct faculty who are not K-12 teachers and who have significant unsupervised access to K-12 students 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 teachers who hold adjunct faculty 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 faculty. Adjunct faculty 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. See Appendix H for these guidelines and the parent/guardian consent form necessary for some course content.



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 offerings shall be limited to courses in English, mathematics, fine arts, humanities, science, social science, world languages, and career and technical education. There may be a greater variety of career and technical education courses. 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 credit-granting 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.

CONCURRENT ENROLLMENT MASTER LIST

The USHE and USOE will 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 taken from the master list shall be reimbursed from state concurrent enrollment funds.

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 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.

DUAL CREDIT

The concurrent enrollment program 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 is recorded on a college transcript and becomes part of the permanent college transcript.

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;
 - Must be part of a college certificate or degree program; and
 - 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 institution complete a Concurrent Enrollment Course Submission Proposal (see Appendix I), attach applicable curriculum documentation as described above, and submit the proposal to Cyd Grua at the Utah System of Higher Education (cgrua@ushe.edu) in electronic format.
4. USHE staff review the packet, then either send the packet back with questions to the institution and LEA, or send satisfactory proposals to the USOE Early College Specialist, Moya Kessig (moya.kessig@schools.utah.gov).
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 30.
- 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 an adjunct instructor or a USHE professor may teach the course.

FIRST RIGHT OF REFUSAL

The local USHE institution will be given the first opportunity to provide a concurrent enrollment course. Concurrent enrollment courses, with the exception of courses delivered through technology, may be offered to high school students only by USHE institutions in the corresponding geographic service region, as determined by the State Board of Regents. If a

USHE institution chooses not to offer the concurrent course, the LEA may choose to participate with another USHE institution to provide the course.

LEAs should contact a USHE institution in their corresponding geographic service area to provide a concurrent enrollment course(s); USHE institution will respond within 60 days. If that institution chooses not to offer the course(s), another USHE institution may choose to offer the requested course(s) following the First Right of Refusal process. Signed copies of the agreement should be kept on file by both USHE institutions and the LEA for five years. See Appendix J for a copy of the “First Right of Refusal Agreement” document that should be used.

Courses delivered with technology are not subject to the geographic service area requirement. 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 LEAs student population is too small to schedule a CE course; and/or
4. The LEA does not have educators qualified for adjunct faculty status at a USHE institution.

CURRICULUM CYCLE

Course Cancellation Practices

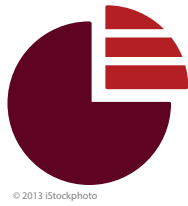
Both USHE institutions and LEAs will communicate, in a timely fashion, any staffing or administrative changes that could affect CE course offerings. When possible, impending cancellations are published one year in advance on the CE Master List (November 30).

Hiatus

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

- Low enrollment.
- The curriculum is being revised.
- There is a 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.



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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 the LEAs, and 40 percent of the funds will be allocated to USHE institutions.

For courses taught by college or university faculty, 60 percent of the funds will be allocated to the USHE institutions, and 40 percent of the funds will be allocated to the LEAs.

The USOE 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 Appendix K.

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 in the 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 USOE consistent with the law

USOE–USHE CONCURRENT ENROLLMENT DATA PROCEDURE

There is a two-tier data match procedure between the USOE and USHE each year. Funding appropriation is based on the data match. Student data and course data between the USOE and USHE must match for funds to be dispersed. For example, for the student data to match, a student cannot be enrolled under the first name of “Sue” for the USOE and under the first name of “Susan” for the USHE.

Required student data that must match between systems includes the following:

- First name
- Last name
- Date of birth
- District
- High school
- SSID

Required course information that must match between systems includes the following:

- USOE CACTUS code – alignment to master list CACTUS number
- USHE subject and number – alignment to master list CACTUS number
- All courses must be on the master list and both LEA and institutions must assign the same CACTUS number

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

ADDITIONAL RESOURCES

The resources below provide more information regarding concurrent enrollment:

- Career and College Building Blocks—Appendix L
- Concurrent Enrollment General Education Pathway—Appendix M

CONCURRENT
ENROLLMENT  APPENDICES

UTAH CODE 53A SECTION 101

53A-15-101. Higher education courses in the public schools—Cooperation between public and higher education—Partial tuition—Reporting.

- (1) The State Board of Education in collaboration with the State Board of Regents shall implement:
 - (a) a curriculum program and delivery system which allows students the option to complete high school graduation requirements and prepares them to meet college admission requirements at the conclusion of the eleventh grade, but does not preclude a student involved in accelerated learning programs from graduating at an earlier time;
 - (b) a program of selected college credit courses in general and career and technical education made available in cooperation with the State Board of Regents, as resources allow, through concurrent enrollment with one or more of the state's institutions of higher education;
 - (c) a course of study for a student who decides to continue on through the twelfth grade that would allow the student 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 complete selected college level courses corresponding to the first and second year of course work at a university, college, or community college in the state system of higher education; and
 - (d) a program for advanced placement which permits students to earn high school credits while qualifying to take advanced placement examinations for college credit.
- (2) The delivery system and curriculum program shall be designed and implemented to take full advantage of the most current available educational technology.
- (3) The State Board of Regents shall adopt rules to ensure the following:
 - (a) early high school graduates who are academically prepared and meet college admission requirements may be enrolled in one of the state's institutions of higher education;
 - (b) college credit courses are taught in high school concurrent enrollment programs by college or university faculty or public school educators under the following conditions:
 - (i) to ensure that students are prepared for college level work, an appropriate assessment is given:
 - (A) prior to participation in mathematics and English courses; and
 - (B) in meeting prerequisites previously established for the same campus-based course by the sponsoring institution;
 - (ii) public school educators in concurrent enrollment programs must first be approved as adjunct faculty and supervised by a state institution of higher education;

- (iii) teaching is done through live classroom instruction or telecommunications;
 - (iv) collaboration among institutions to provide opportunities for general education and high demand career and technical education concurrent enrollment courses to be offered statewide, including via technology;
 - (v) course content, procedures, and teaching materials in concurrent enrollment programs are approved by the appropriate department or program at an institution of higher education in order to ensure quality and comparability with courses offered on college and university campuses;
 - (vi) concurrent enrollment may not include high school courses that are typically offered in grades 9 or 10, except as provided under Subsection (3)(b)(viii);
 - (vii) students may only be charged fees or partial tuition in accordance with Subsections (9)(c) and (10); and
 - (viii) the provisions under Subsection (3)(b)(vi) do not apply to an early college high school; and
- (c) college credits obtained under this section shall be accepted for transfer of credit purposes as if they had been obtained at any public institution of higher education within the state system.
- (4) (a) Concurrent enrollment courses shall be introductory-level general education, career and technical education, or pre-major college-level courses at a state institution of higher education leading toward a certificate or degree.
- (b) The State Board of Regents shall develop technology-intensive concurrent enrollment courses, designed as:
- (i) hybrid courses, having a blend of different learning activities available both in classrooms and online; or
 - (ii) courses delivered exclusively online.
- (c) The courses described in Subsection (4)(b) shall facilitate articulation, transfer of credit, and when possible, use open source materials available to all state institutions of higher education in order to reduce costs.
- (5) Except as provided in Subsection (6)(b), concurrent enrollment courses may be offered to high school students only by the state institution of higher education in the corresponding geographic service region, as designated by the State Board of Regents.
- (6) (a) A local school board or charter school governing board shall contact the state institution of higher education in the corresponding geographical service region to provide a concurrent enrollment course, and the higher education institution shall respond to the request within 60 days after the day on which the board contacts the institution on whether the institution chooses to offer the requested course.
- (b) (i) If the state institution of higher education in the corresponding service region chooses not to offer the concurrent enrollment course, another state institution of higher education may offer the concurrent enrollment course.
- (ii) Courses delivered through technology are not subject to the corresponding geographic service region requirement in Subsection (5).
- (7) College-level courses taught in the high school carry the same credit hour value as when taught on a college or university campus and apply toward graduation on the

- same basis as courses taught at an institution of higher education to which the credits are submitted.
- (8) The State Board of Education shall provide students in the public schools with the option of accelerating their educational program and graduating at the conclusion of the eleventh grade.
- (9) (a) The State Board of Education and State Board of Regents shall work in close cooperation in developing, implementing, and evaluating the program established under this section, including working together to effectively advise high school students on registering for concurrent enrollment courses, as described in Section 53B-1-109.
- (b) (i) Each high school shall receive its proportional share of concurrent enrollment money appropriated or allocated pursuant to Section 53A-17a-120.5 based upon the hours of higher education course work undertaken by students at the school under Subsections (1)(b) and (1)(c) as compared to the state total.
- (ii) School districts shall contract with institutions of higher education to provide the higher education services required under this section.
- (c) Higher education tuition and fees may not be charged for participation in this program, except that each institution within the state's higher education system may charge:
- (i) a one-time per student per institution admissions application fee for concurrent enrollment course credit offered by the institution; and
- (ii) except as provided in Subsection (10), partial tuition of up to \$30 per credit hour for each concurrent enrollment course for which the student receives college credit, paid directly to the institution of higher education that offers the credit.
- (d) Payment of the fee under Subsection (9)(c)(i) 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 institution.
- (10) (a) A state institution of higher education may only charge a concurrent enrollment student who qualifies for free or reduced price school lunch partial tuition of up to \$5 per credit hour for each concurrent enrollment course for which the student receives college credit.
- (b) If a concurrent enrollment course is taught by a public school educator in a public school facility, a state institution of higher education may only charge up to \$10 per credit hour for the concurrent enrollment course for which the student receives college credit.
- (c) If a concurrent enrollment course is taught through video conferencing, a state institution of higher education may only charge up to \$15 per credit hour for the concurrent enrollment course for which the student receives credit.
- (11) The State Board of Regents shall annually report to the Legislature's Higher Education Appropriations Subcommittee on any partial tuition charged pursuant to Subsection (9)(c).



UTAH BOARD OF REGENTS POLICY R-165

PURPOSE: To establish the principles, guidelines, and processes which 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
- 2.8. Utah Code §53B-1-109, Coordination of Higher Education and Public Education Information Technology Systems – Use of Unique Student Identifier – Coordination of Concurrent Enrollment Advising
- 2.9. Utah Code §53A-1-603.5, Unique student identifier -- Coordination of higher education and public education information technology systems

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 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.

- 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
 - 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.
- 5.4. **Advising:** USHE institutions and high schools shall jointly coordinate advising to prospective or current high school students who participates in the concurrent enrollment program established in Utah Code 53A-15-101.
- 5.4.1. Advising shall include information on general education requirements at higher education institutions and how the students can efficiently choose concurrent enrollment courses to avoid duplication or excess credit hours.
 - 5.4.2. USHE institutions and districts shall jointly coordinate information technology systems to allow individual student's academic achievement to be tracked through both education systems in accordance with Utah Code 53B-1-109.

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, program monitoring, and approval to be taught at a high school 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 Approved 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 course, 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.

- 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 courses, 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.
- 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.²The 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 in collaboration with the state K-16 Alliance 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 annually regarding students served ; 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.
- 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. 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
 - 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: High school students may be sent to a UCAT campus to take USHE concurrent enrollment courses under the following conditions:

- 14.1. **Concurrent Enrollment Agreement:** A concurrent enrollment agreement (see R165-13 above) must be in place between the school district and the USHE credit-granting institution covering the instruction to be given at the UCAT campus.
- 14.2. **UCAT Instruction and Costs:** The credit-granting USHE institution enters into an agreement with the UCAT to provide the instruction. The agreement clearly establishes apportionment of cost and revenue that could be transferred to the UCAT, and the process for approval of ATC instructors as adjunct faculty (see R165-10).

RULE R277–713. CONCURRENT ENROLLMENT OF HIGH SCHOOL STUDENTS IN COLLEGE COURSES.

As in effect on September 1, 2013

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KEY

- Date of Enactment or Last Substantive Amendment
- Notice of Continuation
- Authorizing, Implemented, or Interpreted Law



R277-713-1. DEFINITIONS.

- A. "Adjunct/Concurrent faculty" means instructors approved by the cooperating USHE institution and approved by LEAs (as defined in R277-713-1F) receiving concurrent enrollment services from the instructor to teach concurrent enrollment classes on behalf of the USHE institution.
- B. "Annual Concurrent Enrollment Contract" means a written plan, negotiated by an LEA and a USHE institution, to provide college level courses to high school students.
- C. "Board" means the Utah State Board of Education.
- D. "Concurrent enrollment" for state funding and for the purposes of this rule means enrollment by public school students in one or more USHE institution course(s) under a contractual agreement between the USHE institution and an LEA. Students continue to be enrolled in public schools, counted in average daily membership, and receive credit toward graduation. They also receive college credit for courses.
- E. "Fees" for purposes of concurrent enrollment and this rule mean expenses to students directly related to enrollment and tuition. Fees do not include reasonable lab costs, expenses for textbooks and consumable curriculum materials that are required only for USHE credit or grades.
- F. "LEA" means a local education agency which includes school boards/public school districts and charter schools.
- G. "Technology-intensive concurrent enrollment courses (TICE)," means designed hybrid

courses, having a blend of different learning activities available both in classrooms and online, or courses delivered exclusively online.

- H. "USHE" means the Utah System of Higher Education.
- I. "USOE" means the Utah State Office of Education.

R277-713-2. AUTHORITY AND PURPOSE.

- A. This rule is authorized by Utah Constitution Article X, Section 3 which provides for the State Board to have general supervision and control over public schools and by Section 53A-17a-120.5 which directs the Board to adopt rules providing that a school participating in the concurrent enrollment programs offered under Section 53A-15-101 shall receive an allocation from the monies as provided in Section 53A-15-101, Section 53A-1-402(1)(c) which directs the Board to adopt minimum standards for curriculum, and Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities.
- B. The purpose of concurrent enrollment is to provide a 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.
- C. The purpose of this rule is to specify the standards and procedures for concurrent enrollment courses and criteria for funding appropriate concurrent enrollment expenditures.

R277-713-3. STUDENT ELIGIBILITY.

- A. LEAs and USHE institutions shall jointly establish student eligibility requirements which shall be sufficiently selective to predict a successful experience for students.
- B. LEAs have the primary responsibility for identifying students who are eligible to participate in concurrent enrollment classes.
- C. To ensure that a student is prepared for college level work, an appropriate assessment shall be administered to the student prior to participation in all concurrent mathematics and English courses, and to determine that the student meets prerequisites previously established for the same campus-based course by the sponsoring USHE institutions.
- D. Each student participating in the concurrent enrollment program shall have a current student education/occupation plan (SEOP) on file at the participating school, as required under Section 53A-1a-106(2)(b).
- E. LEAs and USHE institutions shall jointly coordinate advice and information provided to a prospective or current high school student who participates in the concurrent enrollment program consistent with Section 53A-15-101. Advising shall include providing information on general education requirements at USHE institutions and assisting students or parents to efficiently choose concurrent enrollment courses to avoid duplication and excess credit hours.

R277-713-4. COURSES AND STUDENT PARTICIPATION.

- A. Concurrent enrollment allows students the option to complete high school graduation requirements and prepares students to meet college admission requirements at the conclusion of the eleventh grade, but does not preclude a student involved in accelerated learning programs from graduating by the eleventh grade.
- B. USHE institutions have the responsibility to determine the USHE institution credit for

concurrent enrollment courses, consistent with USHE policies.

- C. College-level courses taught in the high school have the same credit hour value as when taught on a college campus; they apply toward graduation on the same basis as courses taught at a USHE institution to which the credits are submitted.
- D. Concurrent enrollment offerings shall be limited to courses in English, mathematics, fine arts, humanities, science, social science, world languages, and career technical programs to allow a focus of energy and resources on quality instruction in these courses. There may be a variety of courses in the career technical education area. Concurrent Enrollment courses should assist students toward post-secondary degrees.
- E. (1) TICE concurrent enrollment courses are designed as hybrid courses, having a blend of different learning activities available both in classrooms and online, they may be delivered exclusively online.
(2) TICE courses shall facilitate articulation, transfer of credit, and, when possible, use open source materials available to all USHE institutions in order to reduce costs.
- F. All concurrent enrollment courses shall be approved or orchestrated by the high school or the USOE and shall provide for waiver of fees to eligible students.
- G. The USOE Teaching and Learning Section shall reimburse LEAs only for courses on the USOE master list.
- H. The Board of Regents, after consultation with LEAs, shall provide the USOE with proposed new course offerings, including syllabi and curriculum materials by November 30 of the year preceding the school year in which courses shall be offered.
- I. Concurrent enrollment funding shall be provided only for 1000 or 2000 level courses unless a student's SEOP identifies a student's readiness and preparation for a higher level course. This exception shall be individually approved by the student's counselor and the LEA's concurrent enrollment administrator. Concurrent enrollment funding shall not fund unilateral parent/student initiated college attendance or course-taking.
- J. Concurrent enrollment course offerings shall reflect the strengths and resources of the respective schools and USHE institutions and be based upon student needs. The number of courses selected shall be kept small enough to ensure coordinated statewide development and professional development activities for participating teachers.
- K. Appropriate USHE institutions shall take responsibility for course content, procedures, examinations, teaching materials, and program monitoring and all procedures and materials shall be consistent with Utah law, and shall ensure quality and comparability with courses offered on the college or university campus.
- L. Participation in concurrent enrollment generates higher education credit that becomes a part of a student's permanent college transcript.
- M. LEAs and USHE institutions shall jointly align information technology systems with all individual student academic achievement so that student information will be tracked through both education systems consistent with Section 53A-1-603.5.

R277-713-5. PROGRAM DELIVERY.

- A. USHE institutions that grant higher education/college credit may participate in the concurrent enrollment program, provided that such participation shall be consistent with

- the law and consistent with Board rules specific to the use of public education funds and rules for public education programs.
- B. Concurrent enrollment courses, with exception of courses delivered through technology, may be offered to high school students only by USHE institutions in the corresponding geographic service region, as determined by the State Board of Regents.
 - C. (1) An LEA may contact the USHE institution in the corresponding geographical service region to provide concurrent enrollment courses, and the higher education institution shall respond to the request within 60 days after the day on which the LEA contacts the institution on whether the institution will offer the requested courses.
 - (2) If the USHE institution in the corresponding service region denies the request for concurrent enrollment courses, another USHE institution may offer the concurrent enrollment course(s).
 - (3) Courses delivered through technology are not subject to the corresponding geographic service region requirement.
 - D. Concurrent enrollment courses shall be offered at the most appropriate location using the most appropriate methods for the course content, the faculty, and the students involved.
 - E. Concurrent enrollment curriculum may be provided through live classroom instruction or telecommunications. The concurrent enrollment program shall be designed and implemented to take full advantage of the most current available educational technology.
 - F. LEAs shall not be reimbursed for concurrent enrollment courses taken by students who have received a diploma, whose class has graduated or who have participated in graduation exercises. Senior students shall complete reimbursable concurrent enrollment courses prior to their graduation or participation in graduation exercises.
 - G. Concurrent enrollment is intended primarily for students in their last two years of high school.
 - (1) Concurrent enrollment offerings may not include high school courses that are typically offered in grades 9 or 10.
 - (2) The Early College High School Program, specifically initiated to encourage students to earn college credit beginning in the ninth grade leading to a college diploma earned concurrently with a high school diploma, may enroll student Program participants in grades 9 and 10 in concurrent enrollment courses.
 - H. The Board and State Board of Regents shall cooperate closely in developing, implementing and evaluating this program.
 - I. LEAs shall use USOE designated 11-digit course codes for concurrent enrollment courses.

R277-713-6. STUDENT TUITION, FEES AND CREDIT FOR CONCURRENT ENROLLMENT PROGRAMS.

- A. Secondary students may be assessed a one-time per institution admissions fee required for full- time or part-time students in concurrent enrollment courses. No additional application fee may be charged.
- B. 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.
- C. (1) A USHE institution may charge a concurrent enrollment student who qualifies for free

or reduced school lunch partial tuition of no more than \$5 per credit hour for each concurrent enrollment course for which the student receives college credit.

- (2) If a concurrent enrollment course is taught by a public school educator in a public school facility, a USHE institution may charge a concurrent enrollment student no more than \$10 per credit hour for the concurrent enrollment course for which the student receives college credit.
 - (3) If a concurrent enrollment course is taught through video conferencing, a USHE institution may charge a concurrent enrollment student no more than \$15 per credit hour for the concurrent enrollment course for which the student receives USHE credit.
- D. 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.
- E. All non-USHE related student costs or fees 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.
- F. LEAs shall be responsible for these waivers. The agreement between the USHE institution and the district may address the responsibility for fee waivers.
- G. Credit:
- (1) A student shall receive high school credit for a concurrent enrollment course that is consistent with the LEA policies for awarding credit for graduation.
 - (2) Concurrent enrollment course credit shall count toward high school graduation credit requirements and for college credit; college credit shall be determined by the USHE institution consistent with this rule.
 - (3) College level courses taught in the high school carry the same credit hour value as when taught on a college or university campus and apply toward college/university graduation on the same basis as courses taught at the USHE institution to which the credits are submitted.
 - (4) Credit earned through the concurrent enrollment program shall be transferable from one USHE institution to another.

R277-713-7. FACULTY REQUIREMENTS.

- A. Public school educators in concurrent enrollment programs shall be approved prior to teaching as adjunct faculty and supervised by a USHE institution. Public school educators shall have secondary endorsements in the subject area(s) in which they teach and meet highly qualified standards for their assignment(s) consistent with R277- 510.
- B. USHE institution faculty beginning their USHE employment after the 2004-05 school year who are not K-12 teachers and who have significant unsupervised access to K-12 students and instruct in the concurrent enrollment program defined under this rule shall complete a criminal background check consistent with Section 53A-3-410. 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.
- C. Adjunct faculty status of high school teachers:
 - (1) High school teachers who hold adjunct or part time faculty status with a USHE

institution for the purpose of teaching concurrent enrollment courses shall be included as fully as possible in the academic life of the supervising academic department.

- (2) LEAs and USHE institutions shall share expertise and professional development, as necessary, to adequately prepare teachers at all levels to teach concurrent enrollment students and content, including both federal and state laws specific to student privacy and student records.

R277-713-8. CONCURRENT ENROLLMENT FUNDING AND USE OF CONCURRENT ENROLLMENT FUNDS.

- A. LEAs shall receive a pro-rated amount of the funds appropriated for concurrent enrollment according to the number of semester hours successfully completed by students registered through the LEA in the prior year compared to the state total of completed concurrent enrollment hours. Successfully completed means that a student received USHE credit for the course. Concurrent enrollment funds may not reimburse LEAs for concurrent enrollment courses repeated by students. Appropriate reimbursement may be verified at any reasonable time by USOE audit.
- B. The funds shall first be allocated proportionally, based upon student credit hours delivered.
 - (1) Courses that are taught by public school educators: 60 percent of the funds shall be allocated to LEAs, and 40 percent of the funds shall be allocated to the State Board of Regents.
 - (2) Courses taught by college or university faculty: 60 percent of the funds shall be allocated to the State Board of Regents, and 40 percent of the funds shall be allocated to LEAs.
- C. Each LEA shall receive its proportional share of concurrent enrollment monies allocated to the LEA pursuant to Section 53A-17a-120.5 based upon the hours of concurrent enrollment course work successfully completed by students on the high school campus as compared to the state total of completed concurrent enrollment hours.
- D. The state shall not reimburse LEAs for concurrent enrollment in excess of 30 semester hours per student per year.
- E. Funds allocated to LEAs for concurrent enrollment shall not be used for any other program.
- F. LEA use of state funds for concurrent enrollment is limited to the following:
 - (1) aid in professional development of adjunct faculty in cooperation with the participating USHE institution;
 - (2) assistance with delivery costs for distance learning programs;
 - (3) participation in the costs of LEA personnel who work with the program;
 - (4) student textbooks and other instructional materials; and
 - (5) fee waivers for costs or expenses related to concurrent enrollment for fee waiver eligible students under R277-407.
 - (6) purchases by LEAs of classroom equipment required to conduct concurrent enrollment courses.
 - (7) other uses approved in writing by the USOE consistent with the law and purposes of this rule.

- G. LEAs shall provide the USOE with end-of-year expenditures reports itemized by the categories.

R277-713-9. ANNUAL CONTRACTS AND OTHER STUDENT INSTRUCTION ISSUES.

- A. Collaborating LEAs and USHE institutions shall negotiate annual contracts including:
- (1) the courses offered;
 - (2) the location of the instruction;
 - (3) the teacher;
 - (4) student eligibility requirements;
 - (5) course outlines;
 - (6) texts, and other materials needed; and
 - (7) the administrative and supervisory services, professional development, and reporting mechanisms to be provided by each party to the contract.
 - (a) each LEA shall provide an annual report to the USOE regarding supervisory services and professional development provided by a USHE institution.
 - (b) each LEA shall provide an annual report to the USOE indicating that all concurrent enrollment instructors are in compliance with R277-713-7.
- B. An LEA shall provide a copy of the annual contract entered into between an LEA and a USHE institution for the upcoming school year no later than May 30 annually.
- C. The annual concurrent enrollment agreement between a USHE institution and an LEA who has responsibility shall:
- (1) provide for parental permission for students to participate in concurrent enrollment classes, which includes notice to parents that participation in concurrent enrollment courses counts toward a student's college record/transcript,
 - (2) provide for the entity responsible for parent notification about concurrent enrollment purpose(s) and student and family privacy protections; and
 - (3) provide for discussion and training, as necessary, to all concurrent enrollment instructors about student information, student records laws, and student confidentiality.

KEY

students, curricula, higher education

Date of Enactment or Last Substantive Amendment

August 26, 2013

Notice of Continuation

August 14, 2012

Authorizing, Implemented, or Interpreted Law

Art X Sec 3; 53A-17a-120.5; 53A-1-402(1)(c); 53A-1-401(3)



Concurrent Enrollment PARTICIPATING HIGHER EDUCATION INSTITUTIONS

Dixie State College: www.dixie.edu/reg/conc.html

Salt Lake Community College: www.slcc.edu/concurrentenrollment/

Southern Utah University: www.suu.edu/scps/distance/ccf.html

Snow College: www.snow.edu

University of Utah: www.utah.edu

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

Utah State University Eastern: <http://eastern.usu.edu/>

Utah Valley State University: <http://www.uvsc.edu/conted/concurr/>

Weber State University: www.weber.edu

Concurrent Enrollment (CE)

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 in their junior and senior years of high school. Credits are earned in the course toward both high school graduation and college credit.
- 2. What are the qualifications to participate in concurrent enrollment?**

 - A student must be in 11th or 12th grade.
 - A student must have a 3.0 GPA and maintain upper-level academic standing (earning an A or B from the CE course) and have good attendance.
 - 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 (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 be posted to their high school transcript.
- 6. How will CE affect a student's high school and/or college GPA?**

 - CE credits and grades will be posted on a student's high school transcript and count towards the high school GPA.
 - 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. However, credits may or may not articulate directly. Credits that do not articulate directly will transfer in as elective credit for USHE institutions. If the student transfers to a private or out of state institution, credit awarded would be up to 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 out 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 happens 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 their 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 degree while still in high school?

Yes. A student can earn an associate 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 9th grade.

19. What is the New Century Scholarship?

An eligible student must complete the requirements of an associate's degree or its equivalent at a state institution of higher education by the date of high school graduation. A student must make application at least a year in advance.

Scholarship details can be found on the web at <http://higheredutah.org/new-century-scholarship/>.

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://higheredutah.org/regents-scholarship/>.

21. Can I 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 do I receive my 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 that institution to request a transcript.

PARENT PERMISSION LETTER

 School District:

 Address:

 Concurrent Enrollment Supervisor:

 Phone:

Dear Parent/Guardian,

Your student has registered for a concurrent enrollment course offered at _____ high school. Information regarding concurrent enrollment policies is included in this letter. We encourage you to carefully read the concurrent enrollment materials including the program guidelines. If you desire your student to enroll for the concurrent credit portion of the high school class, sign the form attached to this letter indicating your agreement to the terms therein and return it to the high school by the deadline noted in the registration materials.

Generally it has been found that students who have at least a 3.0 GPA are ready for and are usually more successful in concurrent enrollment classes. If your student's GPA is less than a 3.0, a form must be signed by your student's counselor allowing registration for the concurrent enrollment course. Please contact your student's counselor as soon as possible to further discuss enrollment in a concurrent class.

_____ School District currently partners with higher education institutions for concurrent enrollment courses. Your student will need to be admitted to the university offering the concurrent enrollment course. This admission process includes paying any admission fees and partial tuition that the college or university charges. Specific information regarding admission can be found on the partnering institution's concurrent enrollment web page or from your high school _____.

It is important for you and your student to realize that **he/she is beginning his/her permanent college transcript** when they enroll in a concurrent enrollment course. There are many implications for your student as he/she begins this transcript. Also, there are implications for the _____ School District transcript related to the student's grade point average, class rank, and total credits earned. These implications stem from the Utah State Board of Education Rule on Concurrent Enrollment, R277-713-6-F. This rule reads as follows:

1. A student shall receive high school credit for concurrent enrollment courses that is consistent with the district policies for awarding credit for graduation.
2. College level courses taught in the high school carry the same credit hour value as when taught on a college or university campus and apply toward college/university graduation

on the same basis as courses taught at the USHE (Utah System of Higher Education) institution to which the credits are submitted.

3. Credit earned through the concurrent enrollment program shall be transferable from one USHE institution to another.
4. Concurrent enrollment course credit shall count toward high school graduation requirements as well as for college credit.

Students and parents should be mindful of the following:

- Admission and enrollment policies and deadlines are established by the postsecondary schools and the Utah System of Higher Education (USHE). **Should a student miss the deadline for admission or enrollment, there is no opportunity for late enrollment.**
- Should withdrawal from a concurrent course be necessary, **it is the student's responsibility to follow all University/College guidelines for withdrawal.** The student must understand that **withdrawal from the high school class does not automatically withdraw them from the university/college course.** University/college withdrawal grades, according to policy, will be reflected on the University and high school transcript.
- Students and parents should also be mindful that R277-713-5-F allows a student to earn no more than 30 semester hours of concurrent enrollment credit per school year. The year begins the first day of summer vacation and ends the last day of the high school spring semester. Should a student earn more than 30 hours of concurrent credit in the school year, the student must reimburse _____ School District for incurred tuition costs. Some universities have additional limitations regarding the amount of credit a student can earn during a semester and/or school year.
- Due to postsecondary guidelines regarding college transcripts, students should review their concurrent enrollment transcripts and address any needed corrections within six months of completing the concurrent enrollment course.
- It is the student's responsibility to obtain copies of university/college transcripts to transfer credit from one higher education institution to another.

Students and parents are encouraged to work with Early College Advisors at the university to answer questions regarding concurrent credit and how it works with college eligibility, college majors, and college scholarships and loans.

If you have any questions regarding the information in this letter or the concurrent enrollment program, please call:

Name

Concurrent Enrollment Supervisor

Concurrent Enrollment Statement of Agreement for Student and Parent/Guardian

Name of school district:

Name of student:

Name of college course for which you are registering:

Name of sponsoring higher education institution:

High school concurrent enrollment instructor:

My signature as the student indicates that:

1. I acknowledge that enrollment in this concurrent course will be of benefit to me in my chosen career pathway. My parent(s) and counselor concurred.
2. I understand that my teacher is sponsoring me for enrollment in a college-level course.
3. I accept the responsibility for completing the admission and enrollment process, paying applicable admission fees and returning all required signed materials with all the appropriate signatures by the stated deadlines. I agree to abide by all conditions presented on the forms.
4. I understand that the university/college has attendance guidelines for concurrent enrollment courses that I must follow.
5. I understand that the university/college grade will be posted on my high school transcript and if I am eligible for additional high school credit, that credit will also be posted on my high school transcript.
6. I understand that the university/college grade will be posted on the university/college transcript.
7. I understand that enrolling for a concurrent class may affect my high school GPA, class rank, and total credits earned.
8. I understand that should withdrawal from a concurrent course be necessary, it is my responsibility to follow all university/college guidelines for withdrawal. I understand that withdrawal from the high school class does not automatically withdraw me from the university/college course. I understand I must withdraw from the university/college following their policy and deadlines and withdrawal grades will be reflected on my university/college transcript.
9. I understand that I may earn no more than 30 hours of concurrent course credit in a school year. The school year begins the first day of summer vacation and ends with the last day of the high school spring semester. Should I earn more than 30 hours of concurrent credit in the school year, I understand that it is my responsibility to reimburse my school district for incurred tuition costs.

Student Signature

Date

My signature as parent/guardian indicates that I support the decision of this student to enroll in a college-level course with the expectations and responsibilities outlined above in respect to the university/college and _____ School District.

Parent/Guardian Signature

Date

SCHOOL DISTRICT

CONCURRENT ENROLLMENT CHECKLIST

Signed Student Acknowledgement and Parent Permission

Following are the guidelines for participation in concurrent enrollment courses:

- THE STUDENT MUST HAVE APPROVAL FOR CONCURRENT ENROLLMENT COURSES PRIOR TO ENROLLING AND WITHDRAWAL.
- The student must have a cumulative GPA of 3.0 or higher. Some CTE courses are subject to administrative approval if the GPA is less than 3.0.
- The student has completed the 10th grade year of high school.
- The student must:
 - Complete the college application.
 - Pay the one-time college admission fee.
 - Pay partial tuition.
 - Purchase textbooks or other materials, if required.
- A student NOT completing the concurrent enrollment application process will not receive college credit or additional high school credit that a concurrent class may be eligible for.
- A student enrolled in concurrent enrollment courses does pay partial tuition up through the first 30 credit hours per school year.
- Once a student graduates, he/she is no longer eligible for concurrent enrollment.
- A student enrolling in concurrent enrollment must realize that these are college level courses. A student wishing to take a course must be fully aware of the rigor of the material, the fast pace of the class work, and the additional time required outside of class.
- A placement test or ACT scores may be required for English and math courses. See institution for requirements.
- Concurrent enrollment grades are permanent on the high school and college transcript.
- Colleges and universities have strict guidelines that each student is expected to follow. A student should refer to the college/university handbook.
- A student who receives a "D" or "F" grade in a concurrent enrollment course will not be approved for additional enrollment in concurrent courses.
- A student who has a school district IEP or 504 accommodation will need to go to the college disability services for accommodations for college courses (must be college specific).
- A student enrolled in concurrent courses needs to be self-disciplined in his/her behavior management, as this is a college course and many are taught through IVC (interactive video conferencing)/EDNET.
- Courses may finish before the end of the semester. A student enrolled in concurrent courses completed before the end of the local school district's semester will be released to the parent's responsibility.

- Colleges do not accept late forms. Meeting the deadline is the first college test a student MUST pass.
- Discussions, lectures, and research may contain subject matter and language that is on a more mature level than public education standards. The content may include controversial cultural, political, religious, aesthetic, and human sexuality issues.

I have read and accept the conditions outlined above for enrolling in concurrent enrollment courses, and i agree to conduct myself accordingly. In addition:

- I understand that the teaching methodology and content of this course(s) is designed for college students.
- I am responsible to obtain and fill out appropriate drop forms with my high school in the event that I choose to officially drop or withdraw from any of the courses for which I am registered. I understand that I will not be allowed to drop the course after the 10th day from which the trimester/semester begins. Failure to properly withdraw from a college course will result in a failing grade.
- Enrolling in a concurrent enrollment course is a one-time opportunity. In order to repeat a college course, I am responsible for tuition and fees and must enroll in an on-campus section.
- I understand that college-level grading standards will be used, and I will comply with the standards set forth in the course syllabus.
- I understand that the grade(s) I receive for courses will become a permanent record on my college transcript, regardless of the results. The final grade that appears on my high school transcript must and will be identical to the final grade that appears on the college transcript.
- If a course is offered over two trimesters, the grade at the end of the first trimester will be considered by the university to be an interim grade. The grade at the end of the second trimester will match the grade on the college transcript.

Student Signature:

Date:

I have read and understand the information above and give permission for my student to enroll in concurrent enrollment courses, and accept the conditions outlined.

Parent/Guardian Signature:

Date:

RULE R277. EDUCATION, ADMINISTRATION.

R277-474. SCHOOL INSTRUCTION AND HUMAN SEXUALITY.

R277-474-1. DEFINITIONS.

- A. **“Board”** means the Utah State Board of Education.
- B. **“Curriculum materials review committee (committee)”** means a committee formed at the district or school level, as determined by the local board of education or local charter board, that includes parents, health professionals, school health educators, and administrators, with at least as many parents as school employees. The membership of the committee shall be appointed and reviewed annually by August 1 of each year by the local board, shall meet on a regular basis as determined by the membership, shall select its own officers and shall be subject to Sections 52-4-1 through 52-4-10.
- C. **“Family Educational Rights and Privacy Act”** is a state statute, Sections 53A-13-301 and 53A-13-302, that protects the privacy of students, their parents, and their families, and supports parental involvement in the public education of their children.
- D. **“Human sexuality instruction or instructional programs”** means any course, unit, class, activity or presentation that provides instruction or information to students about sexual abstinence, human reproduction, reproductive anatomy, physiology, pregnancy, marriage, childbirth, parenthood, contraception, or HIV/AIDS and other sexually transmitted diseases. While these topics are most likely discussed in such courses as health education, health occupations, human biology, physiology, parenting, adult roles, psychology, sociology, child development, and biology, this rule applies to any course or class in which these topics are the focus of discussion.
- E. **“Instructional Materials Commission”** means an advisory commission authorized under Section 53A-14-101.
- F. **“Maturation education”** means instruction and materials used to provide fifth or sixth grade students with age appropriate, accurate information regarding the physical and emotional changes associated with puberty, to assist in protecting students from abuse and to promote hygiene and good health practices.
- G. **“Medically accurate”** means verified or supported by a body of research conducted in compliance with scientific methods and published in journals that have received peer-review, where appropriate, and recognized as accurate and objective by professional organizations and agencies with expertise in the relevant field, such as the American Medical Association.
- H. **“Parental notification form”** means a form developed by the USOE and used exclusively by Utah public school districts or Utah public schools for parental notification of subject matter identified in this rule. Students may not participate in human sexuality instruction, maturation education, or instructional programs as identified in R277-474-1D without prior affirmative parent/guardian response on file. The form:
 - (1) shall explain a parent’s right to review proposed curriculum materials in a timely manner;

- (2) shall request the parent's permission to instruct the parent's student in identified course material related to human sexuality or maturation education;
 - (3) shall allow the parent to exempt the parent's student from attendance for class period(s) while identified course material related to human sexuality or maturation education is presented and discussed;
 - (4) shall be specific enough to give parents fair notice of topics to be covered;
 - (5) shall include a brief explanation of the topics and materials to be presented and provide a time, place and contact person for review of the identified curricular materials;
 - (6) shall be on file with affirmative parent/guardian response for each student prior to the student's participation in discussion of issues protected under Section 53A-13-101; and
 - (7) shall be maintained at the school for a reasonable period of time.
- I. **"Professional development"** means training in which Utah educators may participate to renew a license, receive information or training in a specific subject area, teach in another subject area or teach at another grade level.
 - J. **"Utah educator"** means an individual such as an administrator, teacher, counselor, teacher's assistant, or coach, who is employed by a unit of the Utah public education system and who provides teaching or counseling to students.
 - K. **"Utah Professional Practices Advisory Commission (Commission)"** means a Commission authorized under 53A-6-301 and designated to review allegations against educators and recommend action against educators' licenses to the Board.
 - L. **"USOE"** means the Utah State Office of Education.

R277-474-2. AUTHORITY AND PURPOSE.

- A. This rule is authorized by Utah Constitution, Article X, Section 3 which vests general control and supervision of public education in the Board, Section 53A-13-101(1)(c)(ii)(B) which directs the Board to develop a rule to allow local boards to adopt human sexuality education materials or programs under Board rules and Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities.
- B. The purposes of this rule are:
 - (1) to provide requirements for the Board, school districts, charter schools, and individual educators to select instructional materials about human sexuality and maturation;
 - (2) to provide notice to parents/guardians of proposed human sexuality and maturation discussions and instruction; and
 - (3) to provide direction to public education employees regarding instruction and discussion of maturation and human sexuality with students.

R277-474-3. GENERAL PROVISIONS.

- A. The following may not be taught in Utah public schools through the use of instructional materials, direct instruction, or online instruction:
 - (1) the intricacies of intercourse, sexual stimulation or erotic behavior;
 - (2) the advocacy of homosexuality;
 - (3) the advocacy or encouragement of the use of contraceptive methods or devices; or

- (4) the advocacy of sexual activity outside of marriage.
- B. Educators are responsible to teach the values and information identified under Section 53A-13-101(4).
- C. Utah educators shall follow all provisions of state law including parent/guardian notification and prior written parental consent requirements under Sections 76-7-322 and 76-7-323 in teaching any aspect of human sexuality.
- D. Course materials and instruction shall be free from religious, racial, ethnic, and gender bias.

R277-474-4. STATE BOARD OF EDUCATION RESPONSIBILITIES.

The Board shall:

- A. develop and provide professional development and assistance with training for educators on law and rules specific to human sexuality instruction and related issues.
- B. develop and provide a parental notification form and timelines for use by school districts and charter schools.
- C. establish a review process for human sexuality instructional materials and programs using the Instructional Materials Commission and requiring final Board approval of the Instructional Materials Commission's recommendations.
- D. approve only medically accurate human sexuality instruction programs.
- E. receive and track parent and community complaints and comments received from school districts and charter schools related to human sexuality instructional materials and programs.

R277-474-5. SCHOOL DISTRICT AND CHARTER SCHOOL RESPONSIBILITIES.

- A. Annually each school district and charter school shall require all newly hired or newly assigned Utah educators with responsibility for any aspect of human sexuality instruction to attend state-sponsored professional development outlining the human sexuality curriculum and the criteria for human sexuality instruction in any courses offered in the public education system.
- B. Each school district and charter school shall provide training consistent with R277-474-5A at least once during every three years of employment for Utah educators.
- C. Local school boards and local charter boards shall form curriculum materials review committees (committee) at the district or school level as follows:
 - (1) The committee shall be organized consistent with R277-474-1B.
 - (2) Each committee shall designate a chair and procedures.
 - (3) The committee shall review and approve all guest speakers and guest presenters and their respective materials relating to human sexuality instruction in any course and maturation education prior to their presentations.
 - (4) The committee shall not authorize the use of any human sexuality instructional program or maturation education program not previously approved by the Board, approved consistent with R277-474-6, or approved under Section 53A-13-101(1)(c)(ii).
 - (5) The district superintendent or charter school administrator shall report educators

who willfully violate the provisions of this rule to the Commission for investigation and possible discipline.

- (6) The district or charter school shall use the common parental notification form or a form that satisfies all criteria of the law and Board rules, and comply with timelines approved by the Board.
 - (7) Each district or charter school shall develop a logging and tracking system of parental and community complaints and comments resulting from student participation in human sexuality instruction, to include the disposition of the complaints, and provide that information to the USOE upon request.
- D. If a student is exempted from course material required by the Board-approved Core Curriculum, the parent shall take responsibility, in cooperation with the teacher and the school, for the student learning the required course material consistent with Sections 53A-13-101.2(1), (2) and (3).

R277-474-6. LOCAL BOARD OR LOCAL CHARTER BOARD ADOPTION OF HUMAN SEXUALITY EDUCATION AND MATURATION EDUCATION INSTRUCTIONAL MATERIALS.

- A. A local board may adopt instructional materials under Section 53A-13-101(1)(c)(iii).
- B. Materials that are adopted shall comply with the criteria of Section 53A-13-101(1)(c)(iii) and:
 - (1) shall be medically accurate as defined in R277-474-1G.
 - (2) shall be approved by a majority vote of the local board members or local charter board members present at a public meeting of the board.
 - (3) shall be available for reasonable review opportunities to residents of the district or parents/guardians of charter school students prior to consideration for adoption.
- C. The local board or local charter board shall comply with the reporting requirement of Section 53A-13-101(1)(c)(iii)(D). The report to the Board shall include:
 - (1) a copy of the human sexuality instructional materials and maturation education materials not approved by the Instructional Materials Commission that the local board or local charter board seeks to adopt;
 - (2) documentation of the materials' adoption in a public board meeting;
 - (3) documentation that the materials or program meets the medically accurate criteria of R277-474-1G;
 - (4) documentation of the recommendation of the materials by the committee; and
 - (5) a statement of the local board's or local charter board's rationale for selecting materials not approved by the Instructional Materials Commission.
- D. The local board's or local charter board's adoption process for human sexuality instructional materials and maturation education materials shall include a process for annual review of the board's decision.

R277-474-7. UTAH EDUCATOR RESPONSIBILITIES.

- A. Utah educators shall participate in training provided under R277-474-5A.
- B. Utah educators shall use the common parental notification form or a form approved by their employing school district or charter school, and timelines approved by the Board.

- C. Utah educators shall individually record parent and community complaints, comments, and the educators' responses regarding human sexuality instructional programs.
- D. Utah educators may respond to spontaneous student questions for the purposes of providing accurate data or correcting inaccurate or misleading information or comments made by students in class regarding human sexuality.

KEY: schools, sex education

Date of Enactment or Last Substantive Amendment: August 8, 2011

Notice of Continuation: July 1, 2010

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-13-101(1)(c)(ii)(B); 53A-1-401(3)



**UTAH STATE OFFICE OF EDUCATION
Parent/Guardian Consent Form
HUMAN SEXUALITY INSTRUCTION**

Name of Student: _____

Parents must receive this form no later than two weeks prior to the beginning of instruction.

Course: _____

Teacher(s): _____

School: _____

Telephone Number: _____

Dear Parent/Guardian:

As part of your child's education, he/she has enrolled in a course that includes instruction on topics related to human sexuality. You are receiving this consent form because instruction and/or discussion of human sexuality topics are controlled by state law and/or Utah State Board of Education rule. Please read the form carefully, select one option, sign, and return to the teacher identified above. Your student will not be allowed to participate in class activities without this completed and signed form on file. Thank you.

INFORMATION

All instruction related to human sexuality and/or sexual activity will take place within the context of Utah State Law (53A-13-101) and Utah State Board of Education rule (R277-474) as follows:

- The public schools will teach sexual abstinence before marriage and fidelity after marriage.
- There will be prior parental consent before teaching any aspect of contraception and/or condoms.
- Students will learn about communicable diseases, including those transmitted sexually, and HIV/AIDS.

Program materials and guest speakers supporting instruction on these topics have been reviewed and approved by the local district review committee.

The following are NOT approved by the State Board of Education for instruction and may not be taught:

- The intricacies of intercourse, sexual stimulation or erotic behavior;
- The advocacy of homosexuality;
- The advocacy or encouragement of the use of contraceptive methods or devices;
- The advocacy of sexual activity outside of marriage.

In accordance with Utah State Board of Education Rule R277-474-6-D, teachers may respond to spontaneous student questions for the purposes of providing accurate data or correcting inaccurate or misleading information or comments made by students in class regarding human sexuality.

Please choose **one** option for instruction listed below:

DISCLOSURE:

The curriculum for this course includes instructions and/or discussions about the topics checked in this box: **Teacher Use Only**

- reproductive anatomy and health contraception, including condoms*
- human reproduction
- HIV and AIDS (including modes of transmission)
- information on self-exams
- sexually transmitted diseases
- date rape

(terms of a sensitive/explicit nature may be defined)

*Factual, unbiased information about contraception and condoms may be presented as part of this course (only if the box above is checked). Demonstrations on how to use condoms or any contraceptive means, methods, or devices are **prohibited** and are **NOT** authorized.

Name of Student: _____

OPTIONS: Please read and check only one of the following:

.....
Option 1

- I GRANT permission for my child to participate in the scheduled activities/discussions as described above.

.....
Option 2

- I GRANT permission for my child to participate in the scheduled activities/discussions as described above, *with the exception of* _____
_____. I understand that my child will receive an alternative assignment of equal value and will not attend the regularly scheduled class on the day of this instruction.

My child will be provided a safe, supervised place within the school during the class period(s). It will be his/her responsibility to report to the pre-arranged location, check in with the teacher or supervisor, and submit the completed assignment to the appropriate person.

.....
Option 3

- Prior to making a decision, I will contact you at the school within the next two weeks to arrange a time to discuss the planned curriculum and/or review the materials.

.....
Option 4

- I DENY permission for my child to participate in any of the scheduled activities/discussions as checked in the above box.

(continued)

I understand that while my child is not involved in the exempted portion of the curriculum, he/she will be provided a safe, supervised place within the school during the class periods and will receive an alternative assignment related to other elements of the course. I shall take responsibility, in cooperation with the teacher and the school, for the student learning the required course material identified on this form (State Board of Education Rule 277-474-5-D).

*This consent form may be sent to parents within 2 weeks after the beginning of the course, **but not less than 2 weeks prior to instruction of the identified topics.** Under state law, your child cannot participate in the scheduled instructional activity specified above unless and until this signed letter of permission is returned to the teacher identified on this form. Signed forms will be kept on file at the school for a minimum of one year.*

PLEASE SIGN AND RETURN

<i>I have read this form and have chosen one option from the preceding list.</i>	
_____ Parent/Guardian Signature:	_____ Date:
_____ Telephone Number:	

Curriculum or Board Rules may be read at, or printed from, the Internet at: www.usoe.org

CONCURRENT ENROLLMENT COURSE SUBMISSION APPROVAL

Utah State Office of Education — Utah System of Higher Education

FY2014–15 CONCURRENT ENROLLMENT CURRICULUM REVIEW DATA FORM

DEADLINE: November 30, 2013

First term class will be offered: Summer 2014 Fall 2014 Spring 2015

HIGHER EDUCATION COURSE INFORMATION	
Sponsoring Institution:	Institution Contact:
Contact Phone:	Contact E-mail:
Course Prefix/No.	Course Title:
Sem. Credit Hours	General Ed Status* <input type="checkbox"/> C <input type="checkbox"/> QR <input type="checkbox"/> AI <input type="checkbox"/> FA <input type="checkbox"/> H <input type="checkbox"/> PS <input type="checkbox"/> LS <input type="checkbox"/> SS <input type="checkbox"/> IR
*C Composition QR Quantitative Reasoning AI American Institutions FA Fine Arts H Humanities PS Physical Science LS Life Science SS Social Science IR Unique Institutional Requirement	
Prereq Prefix/No.:	Coreq Prefix/No.:
Class is part of a program: (List additional programs that use this class on a separate document.)	Name of program: Program Type: <input type="checkbox"/> BS/BA <input type="checkbox"/> AS/AA <input type="checkbox"/> AAS <input type="checkbox"/> Certificate (completion or proficiency) Course is: <input type="checkbox"/> Required <input type="checkbox"/> Elective <input type="checkbox"/> Prerequisite
Short Course Description:	
Textbook(s):	
Other Materials:	
Delivery Method(s) (check all that apply): <input type="checkbox"/> Live High School Classroom <input type="checkbox"/> Live Campus Classroom <input type="checkbox"/> EDNET <input type="checkbox"/> Online <input type="checkbox"/> Hybrid	
Teaching Style (check all that apply): <input type="checkbox"/> Lecture <input type="checkbox"/> Small Group <input type="checkbox"/> Lab Experience <input type="checkbox"/> Other:	
PUBLIC EDUCATION COURSE MATCH INFORMATION	
11-Digit Code:	Code Title:
HS Units Awarded:	Unit Type Proposed: <input type="checkbox"/> Core <input type="checkbox"/> Elective <input type="checkbox"/> CTE/CIP: <input type="checkbox"/> Other:
For Core credit ONLY: Estimate % alignment at objective level AND list standards/objectives NOT covered by curriculum (ex. 3.2, 5.6–8)	
<input type="text"/> % match	Grades approved on Cactus code list: <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Objectives not covered:	
Class supports the following SEOPs:	
Curriculum reviewed by:	Name: District: E-mail :

CONCURRENT CURRICULUM REVIEW	
Reason for Review: <input type="checkbox"/> New Class <input type="checkbox"/> Updated Curriculum <input type="checkbox"/> New Textbook <input type="checkbox"/> Change in Core <input type="checkbox"/> Other:	
Specialist's Decision Concurrent Credit Type: <input type="checkbox"/> Approved for core concurrent credit <input type="checkbox"/> Approved for elective concurrent credit <input type="checkbox"/> Not approved for concurrent credit <input type="checkbox"/> Request additional information (see comments below) <input type="checkbox"/> Grade(s) typically taught: <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	
Specialist's Decision Code Assignment: <input type="checkbox"/> Approve Code listed above <input type="checkbox"/> Approve alternative Code: <input type="checkbox"/> Approve CIP listed above (if applicable) <input type="checkbox"/> Approve alternative CIP:	
Decision valid for: <input type="checkbox"/> One academic year <input type="checkbox"/> Until the next core review <input type="checkbox"/> Other:	
Conditions of Approval:	
Specialist's Name:	Phone:
Specialist Signature:	E-mail:
OFFICE USE ONLY	
Proposal received by USHE / / initial:	Specialist decision returned / / initial:
Packet delivered to USOE / / initial:	Decision sent to institution / / initial:
Addtl material sent to USOE / / initial:	Final decision to institution / / initial:

Utah State Office of Education

FY 2014–15 CONCURRENT ENROLLMENT DISTRICT DATA FORM

For each high school planning to offer this class, complete the following information to the best of your ability:

SCHOOL 1 INFORMATION

District:	High School:	District Curr/CTE Director:
Dist Contact Phone:		District Contact E-mail:
Principal:		Principal E-mail:
CE Counselor:		Counselor E-mail:
Secondary Instructor (if taught by public educ. Instructor):		Instructor E-mail:
Qualifying Endorsement(s):		
<input type="checkbox"/> Instructor has required endorsements to teach this course. Endorsements include:		
<input type="checkbox"/> NA. Taught by higher education instructor.		

SCHOOL 2 INFORMATION

District:	High School:	District Curr/CTE Director:
Dist Contact Phone:		District Contact E-mail:
Principal:		Principal E-mail:
CE Counselor:		Counselor E-mail:
Secondary Instructor (if taught by public educ. Instructor):		Instructor E-mail:
Qualifying Endorsement(s):		
<input type="checkbox"/> Instructor has required endorsements to teach this course. Endorsements include:		
<input type="checkbox"/> NA. Taught by higher education instructor.		

SCHOOL 3 INFORMATION

District:	High School:	District Curr/CTE Director:
Dist Contact Phone:		District Contact E-mail:
Principal:		Principal E-mail:
CE Counselor:		Counselor E-mail:
Secondary Instructor (if taught by public educ. Instructor):		Instructor E-mail:
Qualifying Endorsement(s):		
<input type="checkbox"/> Instructor has required endorsements to teach this course. Endorsements include:		
<input type="checkbox"/> NA. Taught by higher education instructor.		

SCHOOL 4 INFORMATION

District:	High School:	District Curr/CTE Director:
Dist Contact Phone:		District Contact E-mail:
Principal:		Principal E-mail:
CE Counselor:		Counselor E-mail:

Secondary Instructor (if taught by public educ. Instructor): Instructor E-mail:

Qualifying Endorsement(s):

- Instructor has required endorsements to teach this course. Endorsements include:
- NA. Taught by higher education instructor.

SCHOOL 9 INFORMATION

District: High School: District Curr/CTE Director:

Dist Contact Phone: District Contact E-mail:

Principal: Principal E-mail:

CE Counselor: Counselor E-mail

Secondary Instructor (if taught by public educ. Instructor): Instructor E-mail:

Qualifying Endorsement(s):

- Instructor has required endorsements to teach this course. Endorsements include:
- NA. Taught by higher education instructor.

SCHOOL 10 INFORMATION

District: High School: District Curr/CTE Director:

Dist Contact Phone: District Contact E-mail:

Principal: Principal E-mail:

CE Counselor: Counselor E-mail

Secondary Instructor (if taught by public educ. Instructor): Instructor E-mail:

Qualifying Endorsement(s):

- Instructor has required endorsements to teach this course. Endorsements include:
- NA. Taught by higher education instructor.

ADDITIONAL ONLINE FORMS available at http://departments.weber.edu/ce/concurrent/1011CE_CurriculumReviewForm.doc. Examples of information forms are shown below.

Utah State Office of Education — Utah System of Higher Education
FY 2014–15 Concurrent Enrollment Curriculum Review Supporting Documents

Attach concurrent and/or higher education syllabi, textbook table of contents, and other course materials to enable a curriculum comparison between higher education curriculum and public education Core Curriculum to assign concurrent credit for public education.

Higher Ed Syllabus

Copy and paste the higher education syllabus into the text field below. This field will expand to accommodate multiple pages of content.

Textbook Table of Contents

Publisher websites generally include textbook information. *Copy and paste the web address and the Table of Contents into the text field.*

Concurrent Syllabus

Copy and paste the concurrent syllabus into the text field below. This field will expand to accommodate multiple pages of content.

INSTRUCTIONS FOR INITIATING A FIRST RIGHT OF REFUSAL

Utah System of Higher Education (USHE) institutions primarily serve a specific geographic service area. A part of an institution's responsibilities is to provide concurrent enrollment opportunities to districts within this service area. For example, Weber State University works primarily with Ogden, Weber, and Davis Districts, while Dixie State College works with Washington District.

For various reasons, a district may want to offer concurrent enrollment courses that its primary USHE partner will not offer. In such situations, the primary USHE partner evokes the "first refusal" to offer the class and the district may approach other USHE institutions to partner to offer the class. This process is called First Right of Refusal (FRR). The FRR form documents the initial refusal and notifies the primary and secondary USHE partners of the conditions under which another USHE institution will partner to offer the concurrent enrollment class.

FRR agreements are initiated by school districts. Signed copies of the agreement should be kept on file by both USHE institutions and the district for five years.

COMMENTS ON THE PROCESS

1. A USHE primary partner cannot refuse to grant permission for a district to seek other USHE partners to offer a class: the primary partner can only indicate it refuses to offer a class and indicate how long, in academic years, it is sure it will not offer the class.
2. The secondary or proposed institution is not obligated to offer a class. Districts may have to contact more than one institution to find a secondary partner.
3. Districts do not have to secure an FRR from their primary partner for classes offered through distance education; however, many districts speak with their primary USHE partner first to ensure that institution is aware of the partnership with another college.
4. It is common for an institution to sign a FRR for a single year; however, if the institution is confident it will not offer a class for a number of years, that institution should approve an FRR for three to five years. This consideration cuts down on time spent to secure the FRR. It is also highly valuable in instances where a district must purchase textbooks for a class, ensuring that investment will be used for more than one year.
5. One FRR covers the course(s) listed for an entire district even though a specific high school is listed on the form. The district may choose to list additional high schools on an attached sheet of paper.
6. For First Right of Refusal situations where the FRR is deemed not necessary because (a) the primary institution will offer the course, (b) the primary institution does not offer the course to begin with, or (c) the district seeks distance education delivery of the course, the concurrent enrollment program administrator is typically the only person signing for the USHE institution.

If the primary college waives offering the class for one, three, or five years, the CE administrator, department chair, dean, and chief academic officer generally sign the agreement. If a proposed institution declines offering a class, there may be one (CE administrator) to four signatures.

Historically, a principal or assistant principal signs for a high school; teachers do not sign FRR agreements. The superintendent, associate superintendent, or curriculum director sign for the district. One district signature alone will suffice as approval for the FRR.

CONCURRENT ENROLLMENT ASSURANCE STATEMENT

2013–2014 School Year

District/Charter School:		Date:
Contact Person:	Phone:	
E-mail:	Fax:	
Address:	City:	Zip:

DIRECTIONS: Each year LEAs are responsible to comply with the requirements in Board Rule R-277-713 and Utah Code 53A-15-101 list below. This assurance statement covers all schools participating in the program.

- CE courses are 1000-2000 level courses.
- Participating high school instructors are approved by the USHE institution.
- A written annual contract exists between the district and each USHE institution used and has been submitted to USHE.
- Use of funding complies with Utah State Board of Education (USBE):
 1. CE funds can only be used for the CE program.
 2. Professional development of adjunct faculty.
 3. Assistance with delivery costs for distance learning.
 4. Student instructional materials.
 5. Fee waiver for costs or expenses related to concurrent enrollment.
 6. Classroom equipment for concurrent enrollment sources.
- Participating students have not graduated from high school, as per USBE board rule definition.
- Written guidelines outlining student eligibility requirements are available at school and district level.
- Participating students are scheduled through the SEOP process, and an individual student record of agreements with parental permission is documented.
- Only courses on the USOE master list are available for concurrent enrollment.
- Instructor training on information, records, confidentiality, and law and policy for human sexuality instruction is provided through LEA and/or USHE institutions.
- Fee waivers for consumables are available to eligible students.
- The district has a written policy for awarding credit. Concurrent enrollment credit is consistent with this policy.
- Parental permission for student participation is documented.
- Parent and student notification is completed and recorded regarding student participation and privacy protection (FERPA).
- Instructor content training/orientation is provided by USHE institutions.
- Providers are USHE institutions.
- USHE grades for courses are assigned and reported in an expedient manner.
- Background checks are completed and documentation is available for faculty entering the program in the 2006–07 school year and thereafter. This does not include practicing K-12 teachers.
- Concurrent credit awarded is consistent and uniform per partnership agreement. CTE can be taught concurrent/ non concurrent.
- Per student credit does not exceed 30 semester hours of USHE concurrent enrollment credit per year.
- Concurrent enrollment titles and course codes are used for all concurrent enrollment data reports.
- The concurrent enrollment program is in compliance with Board Rule R-277-713.

The report contains an accurate representation of the concurrent enrollment program for the 2013–2014 school year.

District Official (Please type or print name):

Signature:

Please return this form by September 27, 2013 to:

Teaching and Learning
Utah State Office of Education
ATTN: Moya Kessig
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200

ANNUAL CONCURRENT ENROLLMENT EXPENDITURE REPORT 2012–2013

LEA:

Contact:

Total CE Allocation:

Budget Expenditures 2012–13	Cost	Additional Information/Comment
<i>Professional development</i>	_____	_____
<i>Assistance with delivering costs for distance learning</i>	_____	_____
<i>Staff costs</i>	_____	_____
<i>Textbooks and instructional materials</i>	_____	_____
<i>Fee waiver</i>	_____	_____
<i>Equipment</i>	_____	_____
<i>Indirect Costs</i>	_____	_____
GRAND TOTAL	_____	_____

PROFESSIONAL DEVELOPMENT & SUPERVISORY SERVICES 2012–2013

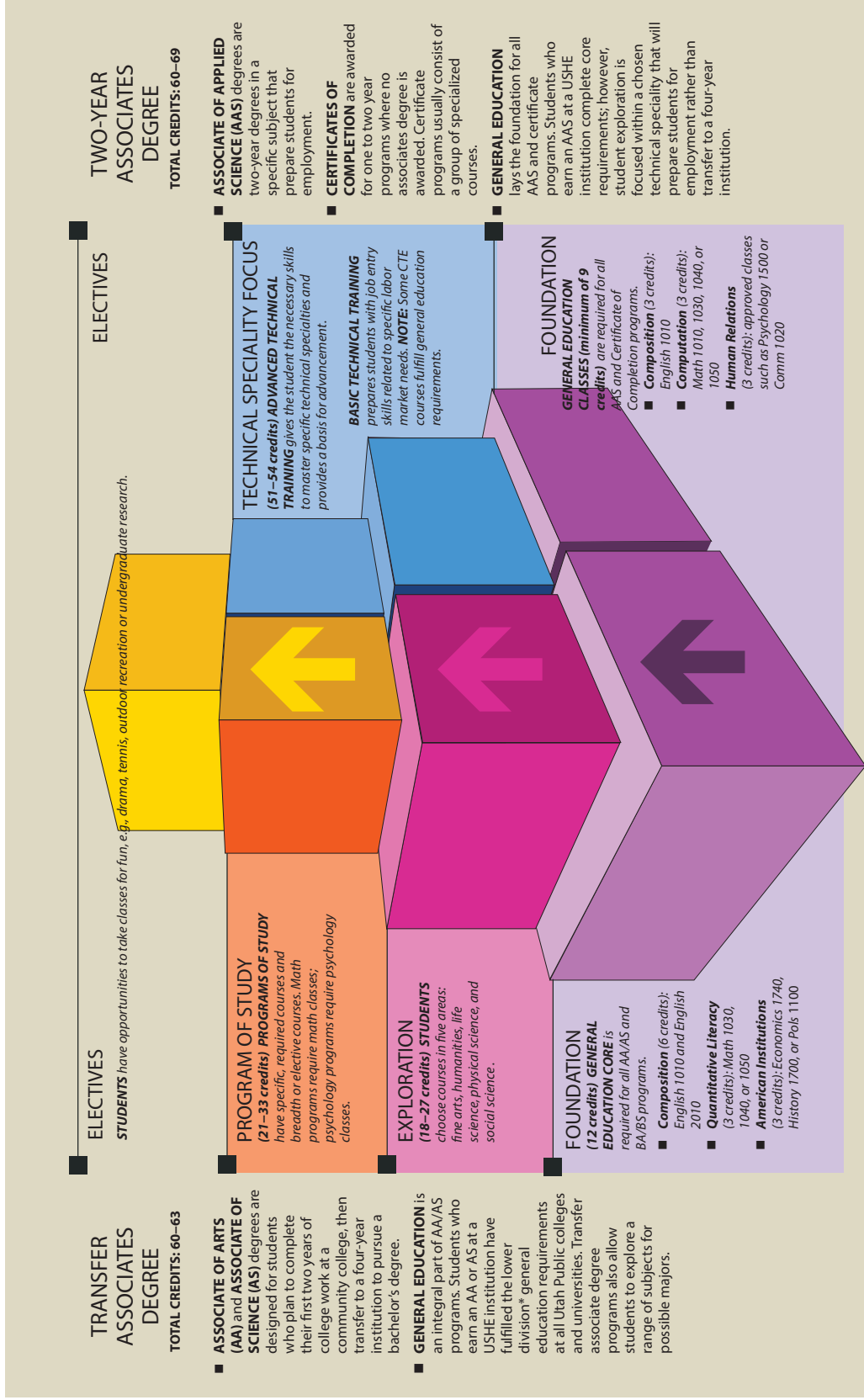
1. Did educators participating in CE receive professional development training from your USHE partners? Yes No

Comments:

2. Were your CE educators supervised by your USHE partners? Yes No

Comments:

3. How often did this supervision occur during the school year?



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 courses 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.

Utah STATE SYSTEM of Education
250 East 500 South
P.O. Box 14420
Salt Lake City, UT 84114-4200
www.schools.utah.gov

UTAH SYSTEM OF HIGHER EDUCATION
Building a Stronger State of Minds

Academic Year 2013–14

CONCURRENT ENROLLMENT GENERAL EDUCATION PATHWAY

Concurrent enrollment provides an opportunity for prepared high school students to take selected college courses while still in high school. Students earn both high school credit for graduation and college credit corresponding to the first year at a USHE institution. Concurrent enrollment begins a student’s college experience: the grade(s) earned create a permanent college transcript.

General education courses are highly advisable for concurrent enrollment because they are required for college graduation and are transferable from one USHE institution to another. The grid below shows the general education requirements outlined in Board of Regents policy R470. Individual institutions may have additional unique requirements.

1. **Select one class from each general education category*.** Classes listed here are offered by the institution indicated in partnership with local districts and/or by distance delivery.

Core courses make up the general education foundation. Breadth courses give an opportunity to explore various subjects. NOTE: There are many classes in each breadth category which may be substituted for those listed here. Before registering, ask a campus advisor if the class will “transfer as equivalent” credit to the institution you wish to attend. *Factor in all the credit you earn while still in high school – concurrent, early college, IB, and AP.

2. **Speak with an expert about classes.** You are highly encouraged to meet with an academic adviser, preferably from the campus you intend to enroll after high school, before registering. An advisor can help you select classes that fit your educational goals and ensure the classes you take are part of a pre-major pathway. Campus advisor contact information is listed on the flip side.
3. **Register.** Good luck, and welcome to the Utah System of Higher Education.

Credits Required for USHE Graduation		Education Courses	Institutions Offering Concurrent Course						
General Education Core	Composition ¹(6 credits*)	ENGL 1010 (3 credits) (available in TICE format) Intro to Writing	USU	WSU	SUU	Snow	DSU	UVU	SLCC
	Preparatory Course for QL²	MATH 1010 (4 or 5 credits) (available in TICE format) Intermediate Algebra			SUU		DSU	UVU	SLCC
	Quantitative Literacy (3 credits) Select ONE of these courses	MATH 1030 (3 credits) (available in TICE format) Quantitative Reasoning (non-science majors)	USU-E		SUU				
		MATH 1040 (3 credits) Statistics			3		DSU		SLCC
		MATH 1050 (3-4 credits) College Algebra	USU		SUU	Snow	DSU	UVU	SLCC
	American Institutions (3 credits) Select ONE of these courses	HIST 1700 (3 credits) American Civilization	USU	WSU	SUU	Snow	DSU	UVU	SLCC
ECON 1740 (3 credits) Economic History of the U. S.								SLCC	
POLS 1100 (3 credits) American Government		USU		SUU	Snow	DSU	UVU		
General Education Breadth	Fine Arts Select ONE of these courses	ART 1010 (3 credits) (available in TICE format) Intro to Visual Arts	USU	WSU	SUU	Snow	DSU	UVU	SLCC
		MUSC 1010 (3 credits) Intro to Music	USU	WSU	SUU	Snow	DSU	UVU	SLCC
		THEA 1013 (3 credits) Intro to Theater/Exploring Theater	USU	WSU	SUU	Snow	DSU	UVU	
	Humanities Select ONE of these courses	HU/HUM/HUMA 1010/1100 (3 credits) Intro to the Humanities	4		SUU	Snow	DSU	UVU	SLCC
		ENGL 2200 (3 credits) Intro to Literature	USU		SUU		DSU	UVU	
		COMM/CMST 2110 (3 credits) Interpersonal Communication	USU	WSU			DSU	UVU	
	Social & Behavioral Science Select ONE of these courses	PSY 1010 (3 credits) (available in TICE format) Intro to Psychology	USU	WSU	SUU	Snow	DSU	UVU	SLCC
		CHF/FAML/FCHD/FCS/FHS(T) 1500 or PSY 1100 (3 credits) Human Development	USU	WSU		Snow	DSU	UVU	SLCC
	Life Science Select ONE of these courses	BIOL 1010 (3 credits) General Biology	USU		SUU	Snow	DSU	UVU	SLCC
		NUTR/NFS/HLTH 1020 (3 credits) Intro to Nutrition		WSU	SUU		DSU	5	SLCC
	Physical Science Select ONE of these courses	CHEM 1010 (3 credits) Intro to Chemistry	USU		SUU	Snow	DSU	UVU	SLCC
		CHEM 1110 (3-5 credits) Elementary Chemistry		WSU	SUU		DSU		SLCC

1 Students take ENGL 2010 second year. ENGL 1010 and 2010 fulfill the 6 Composition credits. 2 MATH 1010 is not a general education course; however, many students must take this course to be prepared to complete the QL requirement. 3 Available upon request; student registration requests will be reviewed on an individual basis. 4 Students planning to attend USU may complete USU 1320 (Civilization: Humanities). This class does not transfer as general education except to SLCC. USU-bound students are encouraged to take two USU-prefix courses: USU 1320, USU 1300 in place of HIST 1700, and/or USU 1330 for Fine Arts. 5 This class is not a general education course at this institution. Students planning to attend UVU should take the other class in the category.



State Board of Regents
 Board of Regents Building, The Gateway
 60 South 400 West
 Salt Lake City, Utah 84101-1284

Phone 801.321.7101
 Fax 801.321.7199
 TDD 801.321.7130
 www.utahsbr.edu

USHE Academic Advisors

USHE Institution	Academic Advisor(s)	Email	Phone	Website
University of Utah	Carolyn Bliss	c.bliss@leap.utah.edu	801-581-3283	NOTE: The U of U works solely with the Academy of Engineering, Mathematics, and Science (AMES) charter school.
Utah State University	Lauri Merrill (Box Elder) Pete Campbell (Cache & Logan) Gayle Mahler (Davis, Morgan, Ogden & Weber) Joyce Allen (Tooele) Josh Hunter (Duchesne & Uintah, all IVC courses)	lauri.merrill@usu.edu Pete.campbell@usu.edu Gayle.mahler@usu.edu joyce.allen@usu.edu josh.hunter@usu.edu	435-734-3373 435-797-7149 801-499-5120 435-882-6611 435-722-2294	http://concurrent.usu.edu/
USU Eastern	Shanny Wilson	shanny.wilson@usu.edu	435-613-5623	
Weber State University	Susan Smith	ssmith@weber.edu	801-626-7460	http://www.weber.edu/concurrent
Southern Utah University	Jeb Branin	branin@suu.edu	435-865-5424	http://www.suu.edu/scps/distance/hss.html
Snow College	Susan Larsen	susan.larsen@snow.edu	435-283-7317	http://www.snow.edu/ce/
Dixie State College	Rick Palmer	palmer_r@dixie.edu	435-652-4267	http://new.dixie.edu/concurrent/
Utah Valley University	Annette Pukahi Brittani Pugmire	apukahi@uvu.edu brittani.pugmire@uvu.edu	801-863-6931 801-863-6713	http://www.uvsc.edu/conted/concurr/
Salt Lake Community College	Holly Perry	holly.perry@slcc.edu	801-957-6144	http://www.slcc.edu/concurrentenrollment

CHECKLIST: ADDITIONAL QUESTIONS TO ASK AN ADVISOR

When meeting with a campus academic advisor, remember to ask:

1. What are the residency requirements for earning a degree from this institution? (Residency is about credits, not the state you live in.)
2. How many credits may I transfer from other institutions?
3. What is the maximum number of credits I can complete in a semester? A year?
4. Will the credits earned at other USHE institutions transfer as equivalent credit?
5. Can current enrollment, AP, IB, and early college classes help me work toward a scholarship?

ABOUT TECHNOLOGY-INTENSIVE CONCURRENT ENROLLMENT (TICE) COURSES

TICE courses are developed by teams of college faculty with high school teachers. Each class is designed as a hybrid course, blending learning activities that take place in class and online. If this type of delivery method is attractive to you, ask your advisor if TICE classes are available in your high school.

CONCURRENT ENROLLMENT STATE CONTACTS

Moya Kessig

Early College and Gifted and Talented Specialist
 State Office of Education
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