

## **CONCURRENT ENROLLMENT POLICY (REVISED)**

---

Arkansas law allows the enrollment of high school students in college-level courses under certain conditions. Concurrent enrollment allows students to obtain credit toward a high school diploma at the same time they earn college credit. Over the past eighteen years, large numbers of high school students have taken advantage of this opportunity at many public colleges and universities. The concept of concurrent enrollment and credit is common across the country. Concurrent enrollment first appeared in the United States in 1892 when William Harper, the president of the University of Chicago, restructured the university to allow high school students to get concurrent college credit. In 1901, Joliet Junior College expanded on the concept of high school concurrent enrollment.

The concurrent enrollment policy was first approved by the Arkansas Higher Education Coordinating Board (AHECB) in October 1998 and revised in July 1999. During the past several years, greater emphasis has been placed upon concurrent enrollment as a means of providing curricular options to high school students and the opportunity for students to begin earning college credit while still attending high school. Act 102 of the Second Extraordinary Session of 2003 raised the issue of high schools offering both Advanced Placement and concurrent enrollment classes to their students. Act 936 of 2007 has set in place a pilot program of endorsed concurrent enrollment courses at Rich Mountain Community College during the 2007-09 biennium. As a result of the interest raised by these legislative acts, concurrent enrollment courses have come under heightened review concerning the quality and efficacy of these courses. The following revisions of the concurrent enrollment policy have been developed in response to these issues and to demonstrate the confidence that the AHECB has in concurrent enrollment as a viable and valuable strategy to prepare students for postsecondary experiences.

On April 27, 2007(Agenda Item No. 12), the Higher Education Coordinating Board approved the following resolution:

The following resolution is submitted for Board consideration:

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the policy contained in this agenda item concerning concurrent enrollment, effective July 2007.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to provide a copy of the policy to each president and chancellor.

## **CONCURRENT ENROLLMENT POLICY**

---

In developing the concurrent enrollment policy, two related terms need to be defined. Dual enrollment is the enrollment of a high school student in postsecondary education for college-level credit exclusively. Concurrent enrollment is the enrollment of a high school student in postsecondary education for high school credit and college-level credit. Arkansas statute §6-18-223 concerns concurrent enrollment, while statute §6-60-202 refers to dual enrollment. Over the past eighteen years, large numbers of high school students have taken advantage of this opportunity to enroll at public colleges and universities, and as enrollment has grown, it has become necessary to clarify the terms and conditions under which the Department of Higher Education recognizes course credits awarded to high school students for enrollment and funding purposes. In order for colleges and universities to report students for FTE funding purposes, the following conditions must be met:

1. If an institution of higher education offers a concurrent enrollment course(s) on a high school campus taught by a high school teacher, the institution must hold provisional membership in the National Alliance of Concurrent Enrollment Partnerships (NACEP) by January 31, 2008. Institutions that have offered concurrent enrollment courses on high school campuses taught by high school teachers for at least five years must become accredited members of NACEP by July 1, 2009. Those that have offered concurrent enrollment courses taught by high school instructors for less than five years must become accredited members as soon after July 1, 2009 as the five-year criteria is met. Provisional and accreditation reports must be forwarded to ADHE upon receipt. If NACEP broadens its scope of accreditation, institutions that fall within that scope will be required to hold provisional membership and gain accreditation.
2. Concurrent credit courses must be college or university courses that are approved through the normal process of an institution and included in the catalog. The course must be listed in the Arkansas Course Transfer System. A course will be required to meet the same standards as college courses taught on the campus. The faculty will use the same syllabus, same textbook as approved by the college or university and adopt the same learning outcomes as those developed for the course on the campus. An equivalent textbook may be used under the following conditions:
  - the textbook has been recently used for the course,
  - the textbook is aligned with the course learning outcomes, and
  - the textbook has been approved by the college or university.

If departmental exams are used in campus courses, then those exams will be used at the high school site.

3. Advanced Placement (AP) courses are high school courses in which students are required to take the AP Exam and make the requisite score in order to receive college credit from an Arkansas institution of higher education. Student-earned hours in AP courses will not generate FTEs for higher education.
4. The merging of concurrent enrollment and AP courses will be allowed on a trial basis for a two-year period for the academic years 2007-08 and 2008-09. The effectiveness of this model will be evaluated by the end of the two-year period.
  - Colleges and universities that offer such courses must ensure that these merged courses meet all the requirements of concurrent enrollment courses as set forth in this policy.
  - The AP course guidelines specified by the College Board in its published course description must be incorporated into the course syllabus.
  - The course syllabus must be submitted by the teacher for approval by the College Board AP Course Audit.
  - Students enrolled in these merged courses must meet all requirements included in #8.
  - Students in merged courses may be counted for FTE purposes.
  - Students will gain college credit by making the requisite score on the AP exam and/or by the semester grade earned in the course. Students in merged courses are required to take the AP exam.
  - The teacher of the merged course must have completed AP training in the subject area and meet the requirements as listed in #6.
5. Institutions of higher education must demonstrate “ownership” of any concurrent course for which students are reported for funding purposes. Ownership of courses means that the college or university will:
  - Provide the instructors with training and orientation in course curriculum, assessment criteria, course philosophy, and administrative requirements before certifying the instructors to teach the college/university’s courses.
  - Concurrent credit instructors will receive continuing collegial interaction with college faculty through annual professional development, required seminars and site visits. These interactions will address issues such as course content, course delivery, student learning assessment, in-class evaluation and professional development in the field of study.
  - Students will have the opportunity to utilize resources including the institution’s library, academic advising, and faculty counseling on the college campus.

Simply awarding credit to students who are in concurrent courses offered by a sponsoring institution will not meet the principle of “ownership” as described above.

6. Faculty in general education concurrent enrollment courses must have a master’s degree with a minimum of 18 college credit hours in the subject area being taught. Faculty who teach concurrent courses on a high school campus will be subject to a criminal background check as is required of public school teachers.
7. For the purpose of this policy, an individual under contract with the school district as a teacher will not be considered an adjunct faculty member.
8. High school students in general education concurrent courses for college credit will be those who are admitted to the college or university as non-degree/certificate-seeking students. Students must have scored 19 or better on the ACT Reading sub-test or have a score on the EXPLORE or PLAN assessments (see Table 1) that are projected to produce a 19 or better on the ACT Reading sub-test, or equivalent score on the SAT, ASSET or COMPASS, to enroll in any general education concurrent enrollment course.

Concurrent enrollment courses in English and mathematics require a 19 or better on the respective ACT sub-test or a score on the EXPLORE or PLAN assessments (see Table 1) that are projected to produce a 19 or better on the respective ACT sub-tests or an equivalent score on the SAT, ASSET or COMPASS.

Because discrete classes that totally separate concurrent credit students from non-concurrent credit students may be prohibitive to operate in some cases, those classes with a mixed population must have at least a majority of the students enrolled for concurrent credit. In addition, the college or university must show evidence of collegiate level expectations for all students in the courses. All high school students enrolled in a concurrent credit course must meet the same requirements for completion of the course, whether or not the student is simultaneously registered for college credit. Only students who are enrolled for college credit may be counted for FTE purposes by the college or university.

**Table 1**

**EXPLORE AND PLAN Scores That Project an ACT Score of 19**

<b>ACT sub-test</b>	<b>ACT</b>	<b>EXPLORE</b>	<b>PLAN</b>
Reading	19	14	15
Math	19	15	17
English	19	14	16

9. Institutions will establish tuition and fee rates for concurrent students. If tuition and fees are set at a lower rate than the regular full tuition rate on campus, the difference between the regular rate and the charged rate will be considered an academic scholarship for all purposes and must be reported. For formula recommendation purposes, ADHE will include the regular full tuition and fees for all concurrent courses in the funding recommendation.
10. Colleges and universities may not claim student semester credit hours or funding if (1) tuition is not received by the institution in any form.
11. Pursuant to A.C.A. §6-53-501, the intent of this policy is that the courses described above shall include but not be limited to articulated courses designed for instruction of secondary students qualifying for state aid from the public school fund. Nothing in this policy shall preclude money flowing under A.C.A. §6-51-305 to the secondary center.
12. Tech Prep courses are not considered a part of the concurrent enrollment program as defined in this policy. While students enrolled in tech prep courses that are a part of an articulated agreement of a tech prep consortium will be awarded college transfer credit as delineated in the articulation agreements, such students are not to be reported for FTE funding purposes.
13. A memorandum of understanding should exist to reflect the various expectations, obligations, and responsibilities of all parties. The college administration should execute the contract with the faculty member and/or the high school.
14. High school students who desire to enroll in a public college or university must first be recommended by their high school principal.
15. High school students enrolled in courses for concurrent enrollment purposes will be advised about the transferability of the courses and any restrictions concerning such transferability.

Adopted: Agenda Item No. 19  
October 23, 1998

Revised: Agenda Item No. 38  
July 23, 1999

Revised: Agenda Item No. 12  
April 27, 2007