

3.10 CONCURRENT ENROLLMENT

3.10.1 Purpose

Concurrent enrollment provides qualified eligible high school students with an opportunity to earn college credit. Overall, concurrent enrollment is recognized as a valuable opportunity to advance the State System's commitment to expand access to higher education opportunities, produce favorable student achievement outcomes, and enhance educational efficiency.

This policy provides a framework for State System institutions to offer concurrent enrollment to eligible high school juniors and seniors. The policy specifies concurrent enrollment admission, course placement, and retention criteria; defines the environments and conditions in which concurrent enrollment is offered; details specific standards associated with offering concurrent enrollment; and sets annual reporting requirements.

3.10.2 Definitions

“Concurrent Enrollment” refers to eligible high school juniors and seniors who enroll in college courses and earn dual credit.

“Developmental Education” refers to courses or academic services that do not carry college credit and are designed to raise students’ competency in the subject area to the collegiate level.

“Dual Credit” is a college course taken by a high school student for which the student is awarded both high school and college credit. See the dual credit section below for more information.

“Entry Level Assessment and Course Placement” is an evaluation conducted to assist institutional faculty, advisors, and students in making decisions regarding course placement.

“Non-Academic High School Units” are high school units earned through participating in school sponsored activities or providing clerical support. These units may include, but need not be limited to, credit that is awarded by virtue of serving as an office or library aide or participating in school sponsored teams, clubs, or organizations.

3.10.3 Eligibility Requirements

A. Admission

A junior or senior high school student may be admitted provisionally to a college or university in the State System. Minimum standards for State System institutions are outlined in the tables below. The ACT score is the composite score without the writing component and the SAT score is the composite score without the essay component.

A State System institution that wishes to admit a junior or senior high school student, who does not meet one of the applicable criteria detailed below, may submit a request for an exception to allow the student to enroll in a specific course in which the student has demonstrated exceptional ability. An institution shall only grant admission to such a student if the request for an exception is approved by the Chancellor.

Comment [AD1]: Current policy: Separate admission requirements for juniors and seniors.

Proposed change: Admission requirements are the same for both classes.

1. Students from Accredited High Schools
Students from accredited high schools shall meet one of the criteria listed in the table below. Acceptable exams include:
- a. A national ACT or an acceptable national preparatory ACT instrument that is listed in the *Academic Affairs Procedures Handbook*;
 - b. One residual ACT per year (from November 1 to October 31), which is only valid at the institution at which it was administered; or
 - c. A national SAT or an acceptable national preparatory SAT instrument that is listed in the *Academic Affairs Procedures Handbook*.

Comment [AD2]: Current policy: Traditional national ACT or SAT exams are acceptable (and while it is not explicitly stated in policy, one residual ACT per year is acceptable).

Proposed change: In addition to the traditional national ACT/SAT exams that are detailed in the existing policy, we 1) explicitly stated one residual ACT per year and 2) added the use of an acceptable preparatory SAT or ACT instrument (this would allow the use of the Pre-ACT or PSAT, which are taken in 10th grade).

<u>Research Universities</u>	<u>ACT/SAT at 67th percentile</u>	<u>OR</u>	<u>Unweighted High School GPA 3.0 and Class Rank-top 33.3%</u>
<u>Regional Universities</u>	<u>ACT/SAT at 50th percentile</u>	<u>OR</u>	<u>Unweighted High School GPA 3.0 and Class Rank-top 50%</u>
<u>Community Colleges</u>	<u>ACT/SAT at 42nd percentile</u>	<u>OR</u>	<u>Unweighted High School GPA 3.0</u>

2. Home Schooled Students and Students from Unaccredited High Schools
Home schooled students and students from unaccredited high schools shall have completed enough high school coursework to be equivalent to an individual who is classified as a junior or senior at an accredited high school and meet the applicable criterion in the table below. Acceptable exams include:
- a. A national ACT or an acceptable national predictive model ACT instrument that is listed in the *Academic Affairs Procedures Handbook*;
 - b. One residual ACT per year (from November 1 to October 31), which is only valid at the institution at which it was administered; or
 - c. A national SAT or an acceptable national predictive model SAT instrument that is listed in the *Academic Affairs Procedures Handbook*.

Comment [AD3]: Current policy: Separate admission requirements for 16 year old and 17 year old home school/unaccredited high school students.

Proposed change: Home schooled students and students from unaccredited high schools shall have completed enough high school coursework to be equivalent to an individual who is classified as a junior or senior at an accredited high school.

Research Universities	ACT/SAT at 67th percentile
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Regional Universities	ACT/SAT at 50th percentile
Community Colleges	ACT/SAT at 42nd percentile

3. All students must have a signed form from the high school principal or counselor stating that he/she is eligible to satisfy requirements for graduation from high school (including curricular requirements for college admission) no later than the spring of the senior year. Students must also have written permission from a parent or legal guardian.

B. Course Placement and Enrollment

1. Curricular Requirements

Concurrent students that demonstrate college readiness in a particular subject area are eligible to enroll in a college level course in the corresponding subject area. A high school student not demonstrating college readiness in science reasoning, mathematics, and English will not be permitted enrollment in the corresponding college subject area. A student that is unable to demonstrate college readiness in reading will not be permitted enrollment in any other collegiate course (outside the subjects of science, mathematics, and English). Concurrent enrollment students are prohibited from enrolling in any form of developmental education. A concurrent student shall demonstrate college readiness by:

- a. Attaining the requisite subject score on an acceptable ACT exam; or
- b. Satisfying an entry level assessment and course placement measure that is in accordance with the institution's State Regents' approved assessment plan.

2. Workload

A high school student admitted under the provision set forth below may enroll in a combined number of high school and college courses per semester not to exceed a full-time college workload of 19 semester-credit-hours. A student may enroll in a maximum of nine semester-credit-hours during a summer session or term at a college or university of the State System without the necessity of being concurrently enrolled in high school classes during the summer term. For purposes of calculating workload, one-half high school unit shall be equivalent to three semester-credit-hours of college work. Non-academic high school units are excluded

Comment [AD4]: Current policy: Only the traditional national ACT (and one residual ACT per year) is acceptable for course placement.

Proposed change: Allow the use of 1) ACT exams that are acceptable under the proposed admission criteria and 2) course placement measures that are in the institution's State Regents' approved assessment plan (which could potentially be ACCUPLACER scores, grades in certain high school classes, etc.).

from the workload calculation. Students wishing to exceed these limits may petition the selected higher education institution. The appropriate higher education officials will evaluate the student's academic performance and potential for success in determining the student's load, which may not exceed the number of semester-credit-hours 50 percent greater than the number of weeks in the applicable semester/term. The college should provide appropriate academic advising prior to and continuing throughout the student's enrollment.

3. Academic Calendar

Concurrent enrollment students shall be subject to the higher education institution's academic calendar.

4. Continuing Enrollment

High school students concurrently enrolled in college courses may continue concurrent enrollment in subsequent semesters if they achieve a college grade point average (GPA) of 2.0 or above on a 4.0 scale. Therefore, a concurrent student that fails to achieve the requisite 2.0 college GPA shall not be eligible for concurrent enrollment at any State System institution. Additionally, congruous with the State Regents' Grading policy, if a concurrent enrollment student's college GPA falls within a range that requires one to be placed on academic probation, the academic probationary status shall be notated on the academic transcript. Following high school graduation, a student who has been concurrently enrolled as a high school student may be admitted to the original institution of concurrent enrollment or another institution in the State System if the student meets the college or university's entrance requirements, including the high school curriculum requirements, and subject to the State Regents' retention standards.

3.10.4 Dual Credit

Pursuant to 70 O.S. §628.13, when a student earns college credit through concurrent enrollment, school districts shall provide academic credit for any concurrently enrolled higher education courses that are correlated with the academic credit awarded by the institution of higher education. Academic credit shall only be transcribed as elective credit if there is no correlation between the concurrent enrollment higher education course and a course provided by the school district.

3.10.5 Collegiate Experience

Concurrent enrollment must include opportunities for high school students to achieve college credit through a collegiate experience. The collegiate experience is evidenced by the rigor and learning outcomes of

the course, the qualifications of the faculty delivering the course, and the student's readiness for college. The collegiate experience can be present on- and off-campus and may include:

- A. High school students enrolled in a course on a college or university campus with collegiate students including online delivery off-campus.
- B. High School students enrolled in an off-campus college or university course, which does not include collegiate students, and offered under the parameters prescribed within the off-campus concurrent enrollment section of this policy.

3.10.6 Off-Campus Concurrent Enrollment

A. Institutional Requirements.

A higher education institution offering an off-campus concurrent course shall have direct oversight of all aspects of such a course. Therefore, a higher education institution that wishes to engage in off-campus concurrent enrollment shall meet the following standards.

1. Course Offerings and Student Expectations

- a. Off-campus concurrent enrollment courses shall be the same catalogued courses offered on-campus at the sponsoring higher education institution. Additionally, the course syllabus and student learning outcomes in an off-campus concurrent enrollment course shall be identical to the course syllabus and student learning outcomes that are used when the same course is taught on the sponsoring higher education institution's campus.
- b. Off-campus concurrent enrollment courses shall be of the same content and rigor as the courses offered on-campus at the sponsoring higher education institution.
- c. Students enrolled in off-campus concurrent enrollment courses shall be held to the same standard of achievement as students in on-campus courses.

2. Faculty Qualifications

- a. Faculty teaching off-campus concurrent enrollment courses shall meet the academic requirements for faculty and instructors teaching in the sponsoring higher education institution as required by the Higher Learning Commission.
- b. The appropriate academic administrator at

Comment [AD5]: Current policy: Requires a policy exception for an adjunct faculty member to teach an off-campus concurrent enrollment course (which is often a high school instructor teaching a college course to high school students at a high school site).

Proposed change:
All off-campus concurrent course offerings would be subject to the new requirements in 3.10.6 (but using an adjunct to teach an off-campus concurrent enrollment course would no longer require a policy exception).

the sponsoring higher education institution shall review credentials and recommend all faculty for approval prior to allowing such individuals to teach an off-campus concurrent enrollment course.

3. Orientation and Professional Development

- a. Before teaching an off-campus concurrent enrollment course, faculty shall participate in an orientation provided by the sponsoring higher education institution.
- b. The sponsoring higher education institution shall provide the faculty teaching the off-campus concurrent enrollment course with professional development opportunities that may include, but need not be limited to: pedagogy, instructional design, course management, and student engagement strategies.

4. Evaluation

- a. A faculty member teaching an off-campus concurrent course shall be evaluated in a manner consistent with the sponsoring higher education institution's guidelines for student evaluation of faculty.
- b. A faculty member teaching an off-campus concurrent enrollment course shall be evaluated in accordance with the sponsoring higher education institution's policy for evaluation of instruction.

5. Memorandum of Understanding

A state system institution shall create a memorandum of understanding (MOU) with each off-campus location it utilizes to offer a concurrent enrollment course. The MOU shall detail the various expectations, obligations, and responsibilities of both the off-campus entity and the sponsoring higher education institution. A senior level administrator from the off-campus entity and sponsoring higher education shall sign the MOU and each entity shall retain a copy of it for record keeping purposes.

B. Geographic Service Area

A State System institution offering concurrent enrollment should primarily aim to provide such

opportunities within its designated geographic service area. If an institution wishes to offer a concurrent enrollment course at an off-campus location outside of its geographic service area or at an off-campus location that is closer to another State System institution (“home rule”), the institution shall adhere to any applicable requirements that are specified in the State Regents’ Distance Education and Traditional Off-Campus Courses and Programs policy.

3.10.7 Reporting

- A. State Regents’ staff will use the Unitized Data System (UDS) to annually report the following to the State Regents:
 - 1. Number of all concurrent enrollment credit hours attempted and completed;
 - 2. Average grade point average of all concurrent enrollment students;
 - 3. Number of concurrent enrollment credit hours attempted and completed by students who specifically participated in off-campus concurrent enrollment courses; and
 - 4. Average grade point average of concurrent enrollments students who specifically participated in off-campus concurrent enrollment courses.

- B. To ensure a commitment to meeting the requirements in the off-campus concurrent enrollment section of this policy, institutions that conduct off-campus concurrent enrollment shall annually submit:
 - 1. A copy of each signed off-campus concurrent enrollment MOU; and
 - 2. A list of all faculty teaching off-campus concurrent enrollment, including the courses taught as well as his/her academic qualifications.