

Revised Utah Concurrent Enrollment Handbook

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Utah State Board of Education

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

<https://www.schools.utah.gov/>



**UTAH SYSTEM OF
HIGHER EDUCATION**

60 South 400 West
Salt Lake City, UT 84101

<https://ushe.edu/>

Revised June 2025

Utah State Board of Education

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Utah System of Higher Education

60 South 400 West Salt Lake City, UT 84101
<https://ushe.edu/board/about-the-board/>

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FOREWORD

During the 1987 session, the Utah State Legislature passed Senate Bill 228, which authorized concurrent enrollment (CE) as a high school acceleration program. The concurrent enrollment program, which is funded under an annual state appropriation, makes college courses available to high school students for both high school and college credit. The high school credit counts toward graduation and becomes part of a student's high school transcript. The college credit must count toward a certificate or degree program and 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 a 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 sometimes facilitated through remote means.

Annually, over 50,000 students earn over 350,000 credit hours by participating in the concurrent enrollment program. The majority of the participating students take one to three courses during their high school career.

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

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

Additional information on Utah's concurrent enrollment program can be found at: <https://ushe.edu/concurrent-enrollment-resources/> and <https://www.schools.utah.gov/curr/earlycollege>.

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PURPOSE OF CONCURRENT ENROLLMENT

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

RELEVANT POLICY

The concurrent enrollment program was established by Utah Code 53E-10-301 (see Additional Resource A). Both the State Board of Education and the Utah Board of Higher Education subsequently established policies for the program. Concurrent enrollment programs are governed by UBHE Policy R765-165, Concurrent Enrollment (see Additional Resource B); State Board of Education Rule R277-701, Early College Programs (see Additional Resource C); and related policies.

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

Board Rule R277-701 defines concurrent enrollment as follows:

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

UBHE Policy R765-165 mirrors the Board definition:

Concurrent enrollment provides course options to prepared high school students that earn high school and college credit. Concurrent enrollment allows students to complete a high school diploma while concurrently earning credits for first- or second-year coursework at a USHE institution, which can accelerate college completion and reduce college costs.

R765-165 further defines two types of concurrent enrollment:

Contractual Basis: courses and instruction offered under an annual contract between a LEA and a USHE institution (see Additional Resource D). Contractual basis concurrent enrollment is eligible for state funding through the appropriation for concurrent enrollment authorized under Utah Code §53 E-10-303.

Non-contractual Basis: college credit courses public education students pursue on their own initiative. Such students must enter into an agreement between the student, parent(s)/guardian, high school administrator, and the USHE institution

for the student to take the course; the course is considered to be offered on a non-contractual basis. The student is responsible for all enrollment expenses. USHE institutions report non-contractual enrollments as regular enrollments. Non-contractual basis concurrent enrollment is not eligible for state funding. Higher education courses taken outside of a contractual basis (contract between LEA and USHE institution) or non-contractual basis (contract between student, parent(s)/guardian, high school administrator, and the USHE institution) are not automatically guaranteed high school credit.

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

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

STUDENT PARTICIPATION IN CONCURRENT ENROLLMENT



Local education agencies should assist students in understanding the eligibility requirements of the higher education courses that they wish to enroll in. Students should receive guidance so that they can efficiently choose CE courses that avoid duplication or excess credit hours. Responses to frequently asked questions by students and parents are available in FAQs section. The required USHE CE Program Parent Permission Form is found in Additional Resource E.

ELIGIBILITY

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

- Public school students in grades 9, 10, 11, or 12.
- A grade point average, ACT score, or a placement score (generally considered to be a B average or ACT score of 22 or higher) that predicts a student's success in the concurrent course.
- Parent or guardian approval to register for a concurrent enrollment course(s) (see Additional Resource E).
- High school and college officials approval to enroll in CE courses.
 - SOEP students can register without the consent of the primary school counselor, however, students are encouraged to speak with their high school counselor prior to registering for any CE course.
- The concurrent course(s) selected for enrollment for the student's Plan for College and Career Readiness; institutional prerequisites for courses have been met.
- Appropriate placement assessments for courses such as mathematics and English. Students must complete Secondary Math I, II, and III with a "C" average or better course grade in all three classes to enroll in a CE mathematics course.
- Specific eligibility criteria may vary by institution and by academic departments. (See institution CE Directors for details.)

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.

PARTICIPATION IN CE THROUGH THE STATEWIDE ONLINE EDUCATION PROGRAM (SOEP)

Students interested in participating in CE through the SOEP should follow the steps outlined in the concurrent enrollment tab of the SOEP webpage.

<https://www.schools.utah.gov/soep/>

STUDENT SUCCESS IN CE

Student success in CE courses exists at the intersection of student agency and system supports. It is the responsibility of the LEA/USHE institution partnership to put in place supports that will empower each high school student to be successful in CE coursework. This could include asset-based advising practices, invitations to participate, corequisite CE experiences, tutoring, office hours and/or study groups. As of 2018, the elimination of discriminatory prerequisites identified in USBE Board Rule 277-701 is mandatory. In return, it is the student's responsibility to seek out help when needed and to put forth their best effort to find success in their concurrent enrollment coursework.

ACCOMMODATION FOR CE STUDENTS

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

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

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

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

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

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

PLAN FOR COLLEGE AND CAREER READINESS

USHE institutions and LEAs jointly coordinate the Plan for College and Career Readiness (PCCR) to prospective or current high school students in the concurrent enrollment program. The PCCR shall include information on general education requirements at USHE institutions and how the students can efficiently choose concurrent enrollment courses to avoid duplication or excess credit hours, as well as how course credit transfers among USHE institutions and to institutions outside the state system. The PCCR process also ensures that students register for CE courses that fit the personal goals of their PCCR—formerly known as the Student Education Occupation Plan (SEOP) for College and Career Readiness—and creates a foundation for a post-secondary path.

College and Career Ready Planning

Individual student planning in Utah is recognized as the PCCR process, which consists of school counselors coordinating ongoing systemic activities designed to help individual students establish personal education and career goals and develop future plans. School counselors coordinate activities that help all students plan, monitor, and manage their own learning. The PCCR is a primary strategy for recognizing student accomplishments and strengths and for planning, monitoring, and managing education and career development in grades seven through 12. Students' PCCRs should reflect their interest in pursuing CE coursework. The PCCR should assist students or parents to efficiently choose concurrent enrollment courses that best fit their education and career goals.

College PCCR Resources

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

- Career and College Building Blocks—see Additional Resources section for this illustration of the components of a college certificate and associate's degree.
- Concurrent Enrollment General Education Navigator—see Additional Resource F for an explanation of the general education requirements for a letter or certificate of completion in general studies, or for an associate's or bachelor's degree.
- Concurrent Enrollment Exploratory Tracks—see Additional Resource G for a pathway document that recommends different CE courses, including the appropriate college math course, based on students' careers personality and on

interest working with data versus ideas and with people versus things. This pathway builds upon activities students complete in College and Career Ready classes in middle school.

- **USHE Advising Report**—USHE institutions may request that the system office generate a report of students who have taken at least 12 CE credit hours during a given academic year from among all USHE institutions. An institution report returns records for students who took at least six credits from that institution. The report allows institutions to identify students who, because they have completed a number of CE courses, may benefit from academic advising by a USHE institution advisor.

ADMISSION AND REGISTRATION

Admission

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

When CE students graduate from high school, even though they have applied and been admitted, they must complete additional steps which allow institutions to gather high school transcripts and ACT and/or SAT scores and change student status from high school senior to college freshman.

Report Religious Service

1. A student going on a religious mission immediately after high school graduation may apply to be admitted as a freshman in August after graduation, then request permission to defer enrollment for two years. Students who don't apply for August enrollment and/or do not ask for a deferment will have to reapply for admission and follow necessary institutional steps.
2. Students who apply for August enrollment immediately after high school graduation and who attend several semesters, then elect to go on a religious mission, must ask the registrar for a leave of absence. As with the deferment, students granted a leave of absence may return to active enrollment status without reapplying.

Students leaving on missions without asking for a deferment or leave of absence will have to apply for readmission.

Registration

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

Most institutions have online registration for CE courses. Registration deadlines

vary by institution. Institutions provide LEAs with all deadlines that pertain to admissions and registration, and will collect all CE course fees and partial tuition.

PARENT/GUARDIAN PERMISSION

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

WITHDRAWAL FROM A CE COURSE

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

TRANSCRIPTS

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

Credit Hours Permitted

Individual students will be permitted to earn up to 30 semester hours of college credits per year through contractual concurrent enrollment. **Credits in excess of 30 must be on a non-contractual basis, and the student is responsible for tuition and fees.**

Transferability

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

Grades

CE credits and grades will be posted on a student's high school transcript and count toward the high school GPA. The final grade posted on the high school transcript and the college transcript must be the same. An E on the college transcript and an F on an LEA transcript meet the criteria for being the same grade.

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

- If a course is failed, it may not be re-taken as a CE course. Board Rule and Board of Higher Education policy state that LEAs and institutions may not be funded for CE courses repeated for CE credit.
- If a student withdraws from a CE class and receives a "W" grade on a college transcript, which is neither earned credit nor a failing grade, the student may request approval to reenroll in the CE class. Such requests are subject to institution and LEA approval. The institution and LEA shall establish a process to maximize the student's likelihood of success if granted permission to re-enroll in a withdrawn course.
- If an instructor assigns an unofficial withdrawal or "UW" grade, which means the instructor withdrew the student from the CE course, the student may not re-enroll in a withdrawn course the course for CE credit. Even though a "UW" is neither earned credit nor a failing grade, an instructor withdrawal infers the student is not prepared to be successful in the course.
- A cumulative GPA of a C- or lower may place a student on academic probation with the college and affect financial aid eligibility.
- When a CE class serves as a prerequisite for another college course (e.g., ENGL 1010 is a prerequisite for ENGL 2010), the grade is good for a specific time frame, and students may have to retake a placement test for placement into a higher class. In particular, math placement test scores and grades in prerequisite math classes are only valid for one to two years. Students who are absent for long periods of time may also have to take additional classes to meet new graduation requirements for their chosen certificate or degree program.

TUITION AND FEES

Currently for the 2025–26 school year, colleges and universities are charging five dollars (\$5) per credit hour for each concurrent enrollment course for which students receive college credit. However, the law states that a secondary student may be charged partial tuition up to \$30 per credit hour for each concurrent enrollment

course for which the student receives college credit. Even if colleges begin charging \$30 per credit hour, the following circumstances limit the fee they can charge:

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

Concurrent Enrollment Fees

As of the 2022/23 school year, LEAs must pay CE fees for students who are experiencing socioeconomic disadvantage related to their participation in a CE course (excluding fees for textbooks; see next section). This includes college and university CE tuition fees.

LEAs will have CE funding awarded to them each year based on the rate of participation (minus courses with a C- or lower) in CE the prior year. Amounts will be determined yearly based on the amount of the appropriation and how many students took CE courses across the state.

Fee Waivers

Concurrent enrollment program costs attributable only to USHE credit – and CE tuition fees – are not subject to fee waiver. However, the CE funding received each year must first be used to pay student fees related to participation in a concurrent enrollment course before any remaining program funds are allocated elsewhere. Student costs related to concurrent enrollment courses required to earn secondary credit – 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.

Note: Fees that cover multiple costs while including textbooks in any way should be dealt with in their entirety through the fee waiver process, as directed in 53G-7-601(5)(a)

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—at any age—attends a postsecondary institution. Parents and guardians can no longer request access to the education records of their children once the children have left secondary school.

In concurrent enrollment situations, where the student is enrolled in both public education and college, while the rights under FERPA have transferred to the student:

1. the two schools may exchange information on that student; and
2. if the student is under 18, the parents still retain the rights under FERPA at the high school and may inspect and review any records sent by the postsecondary institution to the high school.

Thus, for CE enrollments, parents may request the high school provide them information on their students' academic progress in the CE class.

Additionally, the postsecondary institution may disclose personally identifiable information from the student's education records to the parents, without the consent of the eligible student, if the student is a dependent for tax purposes under the IRS rules.

For details see:

<https://studentprivacy.ed.gov/ferpa>

<https://studentprivacy.ed.gov/frequently-asked-questions>



SELECTION OF ADJUNCT FACULTY

Identification of qualified CE instructors/adjunct faculty is the joint responsibility of the participating LEA and the sponsoring institution. 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 are the same as those criteria applied to other adjunct faculty appointments in specific departments. LEA employee instructor qualifications are defined in UBHE Policy R765-165 0.4:

For a career and technical education concurrent enrollment course:

- a degree, certificate, or industry certification in the concurrent enrollment course's academic field; or
- qualifying experience, as determined by the institution of higher education.

For a concurrent enrollment course other than a career and technical education course, if the LEA employee has:

- a master's degree or higher in the concurrent enrollment course's academic field;
- a master's degree or higher in any academic field and at least 18 completed credit hours of graduate course work in an academic field that is relevant to the concurrent enrollment course; or
- qualifying experience, as determined by the institution of higher education.

Mathematics CE Instructors

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

LEAs may appeal an institution's decision to deny an educator adjunct status to teach CE courses. See Additional Resources K on page 32.

CRIMINAL BACKGROUND CHECKS

College or university faculty who are not K-12 teachers and who teach CE courses in a high school classroom must complete a criminal background check. The adjunct faculty employer has responsibility for determining the need for criminal background

checks consistent with the law and for satisfying this requirement, and shall maintain appropriate documentation.

LICENSURE

Utah educators are expected to engage in continuous self-assessment and professional learning to ensure that their instructional skills are at the highest level possible. A CE public educator must meet licensure requirements and have a current Utah license. A CE public educator must also meet the college or university requirements for adjunct faculty in the department in which he/she will be teaching.

PROFESSIONAL DEVELOPMENT

High school educators who hold adjunct instructor status with a college or university for the purpose of teaching concurrent enrollment courses should be included as fully as possible in the academic life of the supervising academic department. USHE institutions, jointly with secondary schools, shall initiate faculty development and share expertise in providing in-service training, including appropriate workshop experiences, prior to offering CE courses, on-site monitoring, and continuing education in the content area. Professional development may also include curriculum design, assessment criteria, course philosophy, and administrative requirements for adjunct instructors. Adjunct instructors should be prepared with knowledge of federal and state laws specific to student privacy and student records.

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

SEX EDUCATION GUIDELINES

Utah State Law requires that all teachers, regardless of content area, follow specific guidelines in teaching any aspect of human sexuality. For these guidelines and the parent/guardian consent form necessary for some course content, see Additional Resources I and J on page 31.

ASSIGNING CE GRADES

CE credits and grades are posted on a student's high school (HS) transcript and counted toward the high school GPA. A final course grade is also posted on a permanent college transcript and counts toward a college GPA. The grade or grades posted on the high school transcript must align with the single course grade posted on the college transcript. There are two recommended practices for ensuring the HS grade(s) and college grade are the same:

1. Record term grades on the high school transcript throughout the semester or year. Each term grade reflects student level of performance for that term. At end of year, calculate a cumulative course grade, retain one final course grade on the high school transcript; report one course grade to institution. HS and IHE course grade matches.

2. Record term grades on the high school transcript throughout the semester or year. Each term grade reflects student level of performance for that term. At end of year, retain all term grades on the high school transcript, calculate a cumulative course grade to be recorded on the college transcript.

In both models above, the final course grade recorded by the institution on a permanent college or university transcript is the cumulative grade across all terms. These models ensure statutory requirement for high school and college or university grade to reflect “equivalent credit value.”

Sample Cumulative Grades for a Two-Term Course:

	Percentile Grade	Letter Grade
Term 1	89%	B+
Term 2	77%	C+

Cumulative Grade = sum of percentile grade/# of terms = $(89\% + 77\%) / 2 = 83\% = B-$

A third practice, rolling cumulative term grades—assign term 1 grade based on term 1 student performance, then assign term 2 grade as a cumulative grade between the term 1 grade and term 2 student performance—does not ensure the high school cumulative grade and the college or university course grade are the same. Rather, it ensures the final term grade and the college or university course grade are the same. This practice may “inflate” the course grade if, for example, a USHE institution uses multiple term grades on a high school transcript to calculate a final course grade required for scholarships or admission to specific academic programs. For this reason, rolling cumulative term grades is not a best practice.

COLLEGE AND UNIVERSITY TRANSCRIPTS

All CE grades are also posted to an official college transcript, and a college GPA is established. This transcript becomes part of a student’s permanent college record.

- A grade of C– or lower may not be considered a passing grade at the college. Therefore, a student may have to retake the course once the student officially enrolls at the college post-high school. Also, low grades may not transfer from one college or university to another.
- If a course is failed, it may not be retaken as a CE course. Board Rule and UBHE policy state that LEAs and institutions may not be funded for CE courses repeated for CE credit.
- If a student withdraws from a CE class and receives a “W” grade on a college transcript, which is neither earned credit nor a failing grade, the student may request approval to reenroll in the CE class. Such requests are subject to institution and LEA approval. The institution and LEA shall establish a process to maximize the student’s likelihood of success if granted permission to repeat a CE course.

- A cumulative GPA of a C- or lower may place a student on academic probation with the college and affect financial aid eligibility.
- When a CE class serves as a prerequisite for another college course (for example, ENGL 1010 is a prerequisite for ENGL 2010), the grade is good for a specific time frame, and students may have to retake a placement test for placement into a higher class. In particular, math placement test scores and grades in prerequisite math classes are only valid for one to two years. Students who are absent for long periods of time may also have to take additional classes to meet new graduation requirements for their chosen certificate or degree program.

HIGH SCHOOL TRANSCRIPTS

High school transcripts should reflect high school credit only—record the high school name for the course (example: 02010013020 Art History CE), not the college or university course title (ART 1010 *Intro to Art*); and list the number of high school credits earned, not the college/university semester hours earned.

- LEAs should keep course names as close to the USBE CACTUS code name as possible.
- Board Rules do not dictate how many high school units equate to a college/university semester credit hour or whether different numbers of high school credits are awarded when the CE course is taught for one semester or for the full school year. These determinations, based on how best to cover learning outcomes for the secondary curriculum, should be made by LEAs before offering a CE course. Conversely, USHE institutions should not rely on the high school transcript to award college/university credit hours.

In instances where some students in a CE course choose not to enroll for high school and college/university credit, ideally the LEA will create two sections, one using the “13” CE CACTUS code for students pursuing both high school and college/university credit, the other, the “00” CACTUS code for students choosing secondary credit only.

Note: Regardless of how such CE/secondary only courses are reported to the USBE, LEAs will receive CE appropriation funds ONLY for enrollments that match to an enrollment reported by a USHE institution.



CONCURRENT ENROLLMENT COURSES

CHOICE OF COURSES

The courses chosen for concurrent enrollment should provide introductory-level coursework in general education, career and technical education, or pre-major courses. Concurrent enrollment program offerings shall be limited to courses in English, mathematics, fine arts, humanities, science, social science, world languages, and career and technical education. Concurrent enrollment courses must be part of post-secondary certificates or degree programs. Curriculum taught in a **core** credit course must align to the public education standards and objectives at **90%**. Curriculum taught in an **elective** credit course must align to the public education standards and objectives at **80%**. Concurrent enrollment may not include high school courses that are typically offered in grades 9 or 10. Courses selected should reflect the strengths and resources of the respective schools and USHE institutions and be based on student need.

COURSE DELIVERY

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

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

To help ensure quality, the commonality of instruction, and the success of students, USHE institutions may set a minimum percentage of students in a course that must be officially enrolled as CE students in **both** the high school and the sponsoring institution. Historically, the recommendation was at least 50%; some institutions may require a higher percentage. Career and Technical Education courses or CE courses at smaller, rural high schools are known exceptions.

CONCURRENT ENROLLMENT MASTER LIST (CEML)

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

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

NUMBER OF COURSES

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

INSTITUTION RESPONSIBILITY

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

USHE INSTITUTION DESIGNATED SERVICE REGIONS AND RIGHT OF FIRST REFUSAL

Each USHE institution has the responsibility to offer concurrent courses to LEAs within its designated service region. The designated service areas are listed on the next page. The institution in whose designated service region an LEA is listed is often called the LEA's local institution or the primary institution. LEAs must contact their primary institution regarding offering all CE courses, regardless of the delivery method. The primary USHE institution will be given the first opportunity, also called the right of first refusal, or RFR, to provide all concurrent enrollment courses. If the primary USHE institution chooses not to offer the concurrent course, the LEA may choose to participate with another USHE institution to provide the course.

A primary institution must notify the LEA within 30 days if it chooses not to offer the course(s). Another USHE institution may choose to offer the requested course(s) following the right of first refusal (RFR) process.

While RFR decisions for most technology-delivered course RFR decisions are recorded internally by USHE institutions, RFR decisions for face-to-face CE courses use a "USHE Right of First Refusal" form which details the primary institution, the USHE institution that will offer a CE course, the reasons for the RFR request, and includes signature lines for both the USHE and LEA administrators. Signed copies of the USHE RFR agreement should be kept on file by both USHE institutions and the LEA for five years. See Additional Resource L for a copy of the "Right of First Refusal Agreement" document that should be used.

LEAs typically seek face-to-face CE classes from USHE institutions other than their primary institution for the following reasons:

1. The USHE primary institution does not offer the course.
2. The USHE primary institution does not offer the course for CE.
3. The academic department offering the course does not have the capacity to supervise public educator adjunct instructors teaching a CE section.

LEAs typically seek Interactive Video Conference (IVC), hybrid, and online CE classes from USHE institutions other than their primary institution for the following reasons:

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

CE CONTACTS FOR MAJOR INSTITUTIONS

Institution	CE Contact	Institution's Designated Service Region
Bridge Language Program	Jill Landes-Lee Phone: 801-585-2682 jill.landes-lee@utah.edu	Salt Lake County
SLCC	SLCC Concurrent Enrollment Phone: 801-957-6344 concurrent@slcc.edu	Canyons, Granite, Jordan, Murray, Salt Lake, Tooele (select CTE courses) Charters: American Academy of Innovation, American Preparatory Academy, AMES, Beehive, City Academy, East Hollywood, Itineris, Mana Academy, Mountain Heights Academy†, Paradigm, Providence Hall, Real Salt Lake Academy, Roots Charter, Spectrum Academy, Summit Academy, Utah International Charter School, Utah Virtual Academy†, Vanguard Academy
Snow	Petra Brittner Phone: 512-525-9285 petra.bittner@snow.edu	Juab, Millard, North Sanpete, Piute, Sevier, South Sanpete, Tintic, Wayne
SUU	SUU Concurrent Enrollment Phone: 435-865-8783 concurrentenrollment@suu.edu	Beaver, Garfield, Iron Charter: Success Academy/Cedar City
UofU	Nicole Butler n.butler@utah.edu	AMES and Language Bridge Program sites

(Continued)

Institution	CE Contact	Institution's Designated Service Region
USU	Toni Gibbons Phone: 435-797-0834 Toni.gibbons@usu.edu	Box Elder, Cache, Carbon, Daggett, Duchesne, Emery, Grand, Logan, Rich, San Juan, Tooele, Uintah, Charters: Fast Forward, InTech, Pinnacle Canyon, Terra Academy, Uintah River
UT	UT Concurrent Enrollment Phone: 435-652-7918 concurrent@utahtech.edu	Kane, Washington Charters: Success Academy/St. George, St. George Academy, Utah Arts Academy
UVU	UVU Concurrent Enrollment Phone: 801-863-8376 Concurrent@uvu.edu	Alpine, Nebo, North Summit, Park City, Provo, South Summit, Wasatch Charters: American Leadership Academy, Athenian eAcademy [†] , Canyon Grove Academy, Freedom Prep, Karl G. Maeser Prep, Liberty Academy, Lumen Scholar Institute [‡] , Merit College Prep, Rockwell, Roots, UCAS, Walden
WSU	WSU Concurrent Enrollment Phone: 801-395-3480 concurrent@weber.edu	Davis, Morgan, Ogden, Weber Charters: DaVinci Academy of Science and Arts, NUAMES, Utah Connections Academy [†] , Utah Military Academy, Venture Academy

[†]High school has administrative offices in one institution's service area, but are statewide online charter schools.

[‡]High school has administrative offices in one institution's service area, but has multiple physical locations across the state.

PROCESS FOR CREATING A CONCURRENT ENROLLMENT COURSE

1. An LEA and/or a USHE institution identify a course that is, from both a public and higher education perspective, an appropriate concurrent enrollment course. This discussion includes what high school course covers the same or similar content as the college course:
 - If the high school course is core credit, there must be a 90% match of content covered; or
 - the high school course is elective credit, there should be an 80% match.
2. The partners confirm the course meets all public and higher education requirements for CE.

- USHE institution confirms the course is highly transferrable GenEd, CTE, and/or select gateway courses (ex. Intro to Education); assists students in earning post-secondary certificate or degrees (prereq, required, or elective); introductory level (1000 and 2000 level); and corresponds to a HS course typically taught to 11 and 12 grade students.
 - LEA confirms course contributes toward HS graduation and fits within one of the following disciplines: English, Mathematics, Arts, Humanities, Social Science, World Languages, or CTE.
3. If there is agreement, the course should be proposed for CE; the USHE institution gathers documentation on its curriculum: course description, syllabus, learning outcomes, textbooks, assessments, and lecture schedule that illustrate the curriculum covered.
 4. The LEA provides the USBE 11-digit cactus code, course title, credit type for the high school course.
 5. Once all the details are entered online into the Concurrent Enrollment Course Submission Proposal, the institution and LEA fill out a table that compares the public education strands and standards to the higher education learning outcomes.
 6. The USHE institution submits the completed electronic alignment proposal to the USHE Office of the Commissioner.
 7. USHE staff members review the proposal, then either send the proposal back with questions to the institution and LEA or submit satisfactory proposals to USBE content area specialists.
 8. After review, the USBE content area specialist renders a CE alignment decision in one of the following ways:
 - Approve the alignment proposed by the LEA and institution;
 - Deny the proposed alignment;
 - Defer the alignment decision to a future date; or
 - Suggest and approved alignment to a different high school curriculum.
 (The content area specialist also identifies any enrollment conditions.)
 9. The specialist's decision is recorded on the CE Master List (CEML).
 - Specialists provide comments for denials or enrollment conditions.
 - Alignments are approved for one year or until the next major USBE review of that course. Alignments may be deferred for one year when the USBE is revising the proposed curriculum the college courses would align with.

10. A new list for the upcoming year is published in December.

NOTE:

- A. CE course alignment proposals must be submitted annually on or before November 15 for the next school year.
- B. The process described above approves a course for CE; approval of teachers as adjunct instructors is a separate process.

CURRICULUM CYCLE

Course Cancellation Practices

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

Hiatus

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

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

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



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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 public education, and 40 percent of the funds will be allocated to the Utah Board of Higher Education.

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

The Utah State Board of Education (USBE) will not reimburse local education agencies (LEAs) for CE courses in excess of 30 semester hours per student per year. Each year, LEAs will submit the Concurrent Enrollment Assurance Statement and the Annual Concurrent Enrollment Expenditure Report. Samples of these forms may be found in Additional Resources M and N on page 33.

EARLY COLLEGE PROCESS FOR CONTINUOUS IMPROVEMENT

LEAs are required to submit reporting and application documentation each year as part of a cycle of continuous improvement for the students they serve. Completion of both the reporting and application documents (administered through Qualtrics) is mandatory in order for the LEA to receive their funding for a particular fiscal Year. LEAs will be aided by a support frequently asked questions (FAQ) updated yearly (see Additional Resource P) along with the early college dashboard.

The reporting period will open each year in August and provide an opportunity for LEAs to demonstrate the progress that they have experienced in growing their CE ecosystems, improving services for all students and increasing access for their underrepresented student groups. LEAs will also have an opportunity to define which strategies were effective and which weren't to inform their application for funds for the subsequent school year.

The application will be made available once an LEA has completed their reporting and will empower the LEA to set goals related to their overall program, while also identifying goals for reducing gaps in

participation for their underrepresented student group of focus. In order to accomplish this, LEAs are also asked to identify both assets that that student group brings and barriers that they face.

APPROPRIATE EXPENDITURES

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

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

USBE-USHE CONCURRENT ENROLLMENT DATA MATCH PROCEDURE

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

DATA POINTS

Tier One—Student Data. The USBE and USHE match a student based on:

- First name
- Last name
- Date of birth
- Legal sex (Student's legal sex must match what is currently on their official school record.)
- SSID (State Student Identifier)
- District and high school

Tier Two—Course Data. Once a student is matched, the USBE and USHE match a course enrollment:

- The USBE CACTUS code is aligned to the USHE course subject and number (e.g., ART 1010).
- The course must be on the current year master list (CEML).

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

DATA MATCH PROCESS

- LEAs submit student data and course enrollments to the USBE; USHE submits student data and course enrollments to USHE system office.
- The system offices compare data mid-year and issue a report of records to be corrected to both institution and LEA.
- LEAs and institutions submit student data and course enrollments to their system offices in June with final corrections in July.
- The USBE and USHE begin the annual match process in August.

CHECK LIST FOR CE COORDINATORS

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

ADDITIONAL RESOURCES

Additional Resource	Name	Link
A	Utah Code 53E-10-301	https://le.utah.gov/xcode/Title53E/Chapter10/53E-10-S301.html
B	Utah System of Higher Education Policy R165	https://public.powerdms.com/Uta7295/tree/documents/1826130
C	Utah State Board of Education R277-701	https://schools.utah.gov/adminrules/R277-701
D	Concurrent Enrollment Contract	https://ushe.edu/concurrent-enrollment-resources/ (see Administrator Forms)
E	Concurrent Enrollment Parent Permission Form	https://ushece.service-now.com/concurrent_enrollment
F	Concurrent Enrollment General Education Navigators	https://ushe.edu/concurrent-enrollment-resources/ (see CE Advising Tools)
G	Concurrent Enrollment Exploratory Tracks Pathway	https://ushe.edu/concurrent-enrollment-resources/ (see CE Advising Tools)
H	Common Questions About Transferring College Credit	https://utahtransferguide.org/
I	Rule 277-474. School Instruction and Human Sexuality	https://schools.utah.gov/adminrules/R277-474
J	Parent/Guardian Consent Form Human Sexuality Instruction	https://schools.utah.gov/cte/health/consentforms
K	Concurrent Enrollment Adjunct Instructor Eligibility Appeal Process	https://ushe.edu/concurrent-enrollment-resources/ (see Administrator Forms)

Additional Resource	Name	Link
L	Right of First Refusal Agreement for Concurrent Enrollment	https://ushe.edu/concurrent-enrollment-resources/ (see Administrator Forms)
M	USB E Early College webpage: Concurrent Enrollment	https://www.schools.utah.gov/curr/earlycollege?mid=1354&tid=2
N	Early College dashboard: Public Version	https://datagateway.schools.utah.gov/Assessment/EarlyCollege?action=Index
O	Comparison of Accelerated Learning Programs	https://ushe.edu/concurrent-enrollment-resources/ (see CE Advising Tools)
P	Early College Process for Continuous Improvement FAQs	https://docs.google.com/document/d/1tOg-KkDbNxRtjsILf8dNSm6K1MjsqAa90YQtg6CWH4I/edit



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. 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 grades 9, 10, 11, or 12.
- Higher education institutions may ask that a student present indicators such as a 3.0 GPA, a B grade or better in academic classes, and good attendance, which indicates he/she is prepared for college-level instruction.
- Higher education institutions will require that a student 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 College and Career Readiness Plan. General education classes are appropriate for all prepared students.

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

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.

NOTE: The USBE and USHE use the term, Early College (EC), to mean different things.

USBE uses Early College to encompass all programs where a high school student can earn college credit—AP, IB, and CE.

USHE institutions use Early College for programs where high school students pay regular tuition and fees to the institution they attend and provide their own transportation to the institution campus, as needed, to attend class. USHE EC credit is posted to a college transcript only.

Unlike CE, where an annual curriculum alignment process determines the secondary credit awarded for college courses, students must request that Early College credit be evaluated by the high school and, if approved for secondary credit, 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 toward 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.
- Students who withdraw from a CE course receive a "W" grade. The "W" grade indicates no credit was earned. "W" grades do not impact GPA; however, they may affect financial aid eligibility.
- A cumulative GPA of a C- or lower may place a student on academic probation with the college and affect financial aid eligibility.

7. Can students repeat a CE course at the state-subsidized rate?

Students may not repeat a CE if they earned credit, if they earned a failing grade, or if they were administratively withdrawn from the class. Students who withdraw from a CE class are eligible to re-enroll in the course subject to institution and LEA approval. The institution and LEA shall establish a process to maximize the student's likelihood of success if granted permission to repeat a CE course.

8. Can students choose to earn pass/fail in a CE course?

Students will receive P/F for CE courses when the only grade option for the class on a USHE campus is P/F. For all classes with a letter grade as an option, students may not elect P/F.

Money is appropriated to the USBE for concurrent enrollment based upon completed student credit hours. Completed means that a student earned credit for the course. Letter grades of A through D- indicate credit is earned. Letter grades of E or F and UW or W for withdrawal indicate credit was not earned.

- Although “P” in a P/F situation indicates the student passed the class, the letter grade provides feedback to USHE, the USBE, and the student on rigor of instruction and program integrity where the “P” does not.
- Letter grades may be required for scholarship or financial aid opportunities.
- Also a letter grade is required if the course functions as a prereq for additional courses.

9. Is a home-schooled student allowed to enroll in concurrent enrollment?

No, but a home-schooled student can become eligible by enrolling in a public high school and be counted in the daily membership to meet the requirements of CE.

10. 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.

11. Is a foreign exchange student eligible to take concurrent enrollment?

Foreign exchange students are not eligible to take CE courses because they are not counted in the average daily membership (ADM) of the high school.

12. Can students retained for a fifth year of HS to take CE courses?

Fifth year students are not eligible to participate in CE. Fifth year students do not receive WPU funding and, therefore, do not meet the requirement for eligibility under R277-701.

13. How much will this cost?

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.

14. 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.

15. 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.

16. 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.

17. Will CE credits transfer to other institutions?

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

18. 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.

19. How can a student find more information about a course?

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

20. What role do LEAs and USHE institutions have regarding supporting students in CE participation?

- All students should be informed about the CE opportunities in their high school. Whenever possible, both high schools and higher education institutions should provide students and parents with information about the CE program.
- While certain CE courses have prerequisite conditions set by the institution, LEAs and USHE institutions should evaluate all CE offerings to ensure there are

no unnecessary or discriminatory enrollment conditions (Board Rule 277-701 states that, “a high school shall provide all course registration opportunities to each student...may consider academic readiness but may not require prerequisites” that prevent students from accessing CE course enrollment).

- LEAs and USHE institutions should also work together to provide academic and student services supports to all students enrolled in CE courses necessary for student success.

21. What if the course is too difficult?

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

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

CE credit is transferable to all in-state public institutions, and to some private schools and out-of-state institutions on a case-by-case basis. A student should check with the college or university of his/her choice to see if elective CE credit will align with his/her degree programs. A student who wants concurrent credit transferred to another USHE institution must initiate that process by contacting the registrar’s office of the college or university where the credit was earned and request a transcript.

23. Can a student get an associate’s degree while still in high school?

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

24. Can a student use concurrent courses to fulfill the requirements for the Opportunity Scholarship?

Yes. The requirements for this state scholarship include completion of 1 Math, 1 Science, and 1 Language Arts CE, AP, or IB course. Ask your counselor to confirm the CE courses you select fit one of these categories. See details at <https://ushe.edu/state-scholarships-aid/opportunity-scholarship/>.

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

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

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

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

27. Can a private school participate in the state concurrent enrollment program by purchasing seats from a public high school?

Funds appropriated to the USBE by the legislature for concurrent enrollment are allocated to LEAs and USHE institutions only. Private schools are not eligible for these funds nor are private school students. A private school cannot purchase seats from LEAs for their private school students. Private schools can enter into a contract with USHE institutions to provide concurrent enrollment services to their private school students.

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

Utah Tech University: <https://concurrent.utahtech.edu/>

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

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

Snow College: <https://www.snow.edu/academics/concurrent/>

University of Utah: <https://us.utah.edu/ames>

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

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

Weber State University: <http://weber.edu/concurrent>

TRANSFER ASSOCIATE'S DEGREE

TOTAL CREDITS: 60–63

- **ASSOCIATE OF ARTS (AA) and ASSOCIATE OF SCIENCE (AS)** degrees are designed for students who plan to complete their first two years of college work at a community college, then transfer to a four-year institution to pursue a bachelor's degree.
- **GENERAL EDUCATION** is an integral part of AA/AS programs. Students who earn an AA or AS at a USHE institution have fulfilled the lower division* general education requirements at all Utah public colleges and universities. Transfer associate degree programs also allow students to explore a range of subjects for possible majors.

ELECTIVES

STUDENTS have opportunities to take classes for fun, (e.g., drama, tennis, outdoor recreation) or undergraduate research.

PROGRAM OF STUDY (21–33 credits) PROGRAMS OF STUDY

have specific, required courses and breadth or elective courses. Math programs require math classes; psychology programs require psychology classes.

EXPLORATION (18–27 credits) STUDENTS

choose courses in five areas: fine arts, humanities, life science, physical science, and social science.

FOUNDATION (12 credits) GENERAL

EDUCATION CORE is required for all AA/AS and BA/BS programs.

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

ELECTIVES

TWO-YEAR ASSOCIATE'S DEGREE

TOTAL CREDITS: 60–69

- **ASSOCIATE OF APPLIED SCIENCE (AAS)** degrees are two-year degrees in a specific subject that prepare students for employment.
- **CERTIFICATES OF COMPLETION** are awarded for one- to two-year programs, where no associate's degree is awarded. Certificate programs usually consist of a group of specialized courses.

GENERAL EDUCATION

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

FOUNDATION GENERAL EDUCATION


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

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

CAREER & COLLEGE BUILDING BLOCKS

Build the foundation for college success today. High school students can take college classes through early college and concurrent enrollment. The concurrent enrollment program offers numerous general education core classes, as well as

courses that fulfill exploratory general education and basic technical course requirements. Check with your counselor for availability of courses at your high school.

 **Utah State Board of Education**
250 East 500 South/PO Box 144200
Salt Lake City, UT 84114-4200
www.schools.utah.gov

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