

Excerpts from the Kansas Board of Regents Policy Manual: Concurrent Enrollment (Chapter IV, Section 8). The Policy Manual can be found on the KBOR website: [www.kansasregents.org](http://www.kansasregents.org) under Quick Links. Use the scroll bar to find page 127.

## **8. CONCURRENT ENROLLMENT OF HIGH SCHOOL STUDENTS IN ELIGIBLE PUBLIC POSTSECONDARY INSTITUTIONS (6-11-08)**

It is the policy of the Kansas Board of Regents (KBOR) to encourage high school students to take advantage of postsecondary education opportunities by enrolling in postsecondary courses while still in high school or participating in home schooling. K.S.A. 2008 Supp. 72-11a01 through 72-11a05 provide for these opportunities through the Kansas Challenge to Secondary School Pupils Act. The act commonly is known as concurrent enrollment of high school students in eligible postsecondary institutions.

Different types of concurrent enrollment can be included under the statute. In one type, a high school student may enroll at a postsecondary institution at any time without any formal agreement between the high school and the postsecondary institution. (This type of concurrent enrollment would include 10th, 11th, and 12th grade students enrolling pursuant to K.A.R. 88-26-3, as amended, and any non-degree-seeking student.) In another type, a high school teacher teaches a college-level course to high school students at the high school during the regular high school day. The latter must conform to section b. of this policy.

### **a. Purposes of Concurrent Enrollment**

As established by KBOR, the system-wide purposes of concurrent enrollment are fourfold:

#### **(1) To Develop Seamlessness in the Regents' System**

Seamlessness is defined as in Chapter IV section 22a of this policy manual.

#### **(2) To Enhance Efficiency**

Efficiency is enhanced by exposing as many qualified students as possible to a college-level experience, allowing students to get a "jump" on their college education by reducing the time required to complete a degree and lowering the costs borne by parents, students and taxpayers.

#### **(3) To Challenge High School Students and Promote College-Level Success**

This goal is aimed at providing a college-level learning experience for qualified students by enhancing the amount, level and diversity of learning in high school beyond the traditional secondary curriculum. First year experience courses, performing and visual arts courses and advanced science, mathematics and language offerings not available in high school are especially encouraged.

#### **(4) To Foster Improved Relationships Between the Regents' System and Kansas Secondary Schools**

The Concurrent Enrollment Partnerships (CEP) will foster improved relationships among stakeholders by clarifying expectations, roles, and responsibilities.

Statutory language provides conditions under which secondary school districts and eligible postsecondary institutions may establish cooperative agreements, or what has been defined as a CEP.

### **b. Procedures and Standards of Quality for Cooperative Agreements and Delivery of Concurrent Enrollment Partnership Course Work**

#### **(1) Definition of Concurrent Enrollment**

For purposes of this policy:

- i. Concurrent enrollment partnership pupil means a person who is enrolled in classes at a high school at which approved high school teachers teach college credit classes during the normal school day, who is in grades 10, 11, or 12, or who is gifted and is in grade 9 (see section b.(5) iii), and is acceptable or has been accepted for enrollment at an eligible postsecondary education institution.
- ii. "Eligible postsecondary education institution" means any state educational institution, community college, municipal university or technical college.
- iii. "State educational institution" has the meaning ascribed thereto in K.S.A. 76-711, and amendments thereto.
- iv. "Community college" means any community college organized and operating under the laws of this state.
- v. "Municipal university" means a municipal university established under the provisions of article 13a of chapter 13 of Kansas Statutes Annotated.
- vi. "Technical college" means any technical college established under the laws of this state as described in K.S.A. 74-3201b.
- vii. "Concurrent Enrollment Partnership (CEP)" agreement means a written memorandum of understanding between an eligible postsecondary institution and a school district for the purpose of offering college-level learning to students who have been accepted for concurrent enrollment partnership in off-campus classes at a high school at which approved high school teachers teach college credit classes during the normal school day.

The CEP agreement must contain, at a minimum, the names and contact information of the liaisons for both parties, term and termination of the agreement, an overview of the partnership's purpose and benefits, the individual and joint responsibilities of both parties, information, guidelines and necessary directions for curriculum, faculty, students, assessment, professional development activities and a listing of principles for assuring quality in programming. CEPs must include attachments that address issues of compensation, awarding of credit and course listings for each party.

CEP arrangements will include collaborative faculty development programming such as pedagogy, instructional design, course management, instructional delivery skill improvement, curricular reform initiatives, qualified admissions considerations (if applicable), and student success assessment strategies.

- Note...Although courses in some CEPs may have some elements or characteristics of the programs stated below, CEPs do not include the following programs:
  - Programs in which the high school student travels to the college campus to take courses prior to graduation during the academic year or during the summer.
  - Programs in which college faculty travel to the high school to teach separate courses to the high school students.

- The College Board Advanced Placement Program and the International Baccalaureate Program where standardized tests are used to assess students' knowledge of a curriculum developed by a committee consisting of both college and high school faculty.

## (2) Agreement between Eligible Postsecondary Institutions and School Districts

A CEP agreement must be established between the eligible postsecondary institution and the school district. Such agreement must minimally satisfy the requirements of statute 72-11a04 and contain the essential elements provided in this policy.

General provisions of the statute relative to CEP agreements are as follows:

- The academic credit is to be granted for course work successfully completed by the pupil at the eligible postsecondary institution, which shall qualify as college credit and may qualify as both high school and college credit;
- Such course work must qualify as credit applicable toward the award of a degree or certificate at the eligible postsecondary institution;
- The pupil shall pay to the institution the negotiated amount of tuition, fees and related costs charged by the institution for enrollment of the pupil.

## (3) Curriculum Standards and Content of Courses in which Concurrent Enrollment Partnership Students are Enrolled

- Courses must have been approved through the curriculum approval process of the postsecondary institution.
- The high school and college-level prerequisites, the content of courses, course goals and objectives, must be the same as those for the same courses offered to students at any location or by any delivery method.
- Materials such as textbooks used must be comparable to those used in the same course throughout the institution. Procedures for selection of textbooks and related material by faculty who teach concurrently enrolled students must follow adopted postsecondary institutional policies.
- If a course has been approved by the KBOR staff as competency-based, the competencies for the courses must be the same as those for courses not taught to concurrently enrolled students.
- Remedial/developmental course work or course work that does not apply to a Regents' approved degree program at the postsecondary partner institution in a CEP agreement is not considered appropriate for college level credit or eligible for financial reimbursement.

## (4) Faculty/Instructors

- Faculty teaching college-level concurrent enrollment partnership (CEP) courses must attain instructional eligibility by meeting one of the following standards: (1) demonstrate possession of a masters degree with 18 credit hours in the assigned course content; or (2) demonstrate possession of a bachelors degree, with at least 24 credit hours in the assigned course content and utilize the same final

examination as given in a representative section of the course taught at the institution awarding the course credit and apply the same scoring rubric for the assigned course as that used in the on-campus class. Institutions may set higher standards. Teaching evaluations must be conducted. The postsecondary institution will provide instructors with orientation and ongoing professional development.

ii. Before approving the instructors to teach college-level CEP courses, the postsecondary institution must provide high school instructors with orientation and training in course curriculum, assessment criteria, course philosophy, and CEP administrative requirements.

iii. Each CEP must include an implementation plan for ensuring that instructors teaching concurrently enrolled partnership students are part of a continuing collegial interaction through professional development, seminars, site visits, and ongoing communication with the postsecondary institution's faculty and administration of the partnership.

#### (5) Student Eligibility for Enrollment

i. Concurrently enrolled students must meet institutional enrollment requirements, follow institutional procedures regarding assessment/placement, and satisfy course prerequisites. High school students enrolled in courses administered through a CEP may be enrolled as non-degree or non-matriculated students of the sponsoring postsecondary institution. To meet the "academic challenge" purpose of this policy, CEP students must have an acceptable score or subscore on a standardized placement test in order to enroll in a CEP course. Institutions may establish higher standards.

ii. Students must be provided with a student guide created as part of the CEP that outlines their responsibilities in the learning experience as well as a description of how courses may be transferred in the Regents system. Advising of students who desire to enroll in CEP classes must be carried out by both the high school and postsecondary institution.

iii. Students who are enrolled in grade 9 and are classified by a school district as "gifted" according to the State Department of Education's definition, K.A.R.91-40-1(cc), as amended, may be admitted as concurrently enrolled students provided all other applicable requirements as outlined above are satisfied.

iv. The student must be authorized by the school principal to apply for enrollment.

#### (6) CEP Courses which Include Students Enrolled for Secondary and/or Postsecondary Credit

A course may include students enrolled for postsecondary and/or secondary credit. The postsecondary institution is responsible for ensuring that academic standards (course requirements and grading criteria) are not compromised.

#### (7) Accountability/Assessment Standards

i. Courses offered through a concurrent enrollment partnership must be reviewed annually by faculty in the discipline at the postsecondary partner to assure that grading standards (i.e., papers, portfolios, quizzes, labs), course management, instructional delivery and content meet or exceed those in regular on-campus sections.

ii. Each CEP must be reviewed at least every five years by the eligible postsecondary institution to assure compliance and quality considerations as outlined in this policy.

iii. The Regents System will track students who have participated in concurrent enrollment partnerships and other forms of concurrent enrollment.

#### (8) Collegiate Learning

CEP classes are not intended to replace a substantial portion of the academic experience on a college/university campus. Up to 24 semester credit hours may be earned in concurrent enrollment partnership classes.

### **c. Reporting of Concurrent Courses**

(1) Institutions will report the following as a part of the Kansas Postsecondary Database:

- Directory information for each high school student enrolled
- Credit hours generated by each high school student
- Credentials of faculty teaching CEP courses
- CEP credit hours generated by each high school student

(2) By January 31 of odd-numbered years, each public postsecondary institution will provide a list of high schools involved in formal CEP agreements. For each institution, KBOR will select no more than two high schools for reporting. For each high school selected, each institution will submit the following to KBOR:

- Copy of the CEP agreement including (but not limited to)
  - Implementation plan for professional development of instructors of CEP students (as described in b(1)vii and b(4)iii)
  - Student Guide for CEP students (as described in b(5)ii)
- Report resulting from the review of CEP courses by postsecondary faculty and dates of most recent review of all CEP courses, aggregated by discipline (as described in section b(7)i).

(3) Each institution will forward to KBOR a copy of the report resulting from the institutional review of CEPs (as described in b(7)ii).

(4) All reports will be reviewed for compliance and the results will be reported by 2010.

### **d. Implementation**

This policy shall become effective at the beginning of the fall semester one calendar year after approval.

(5-18-05)