



ARKANSAS STATE
UNIVERSITY

A-State Early College Program

Policy Handbook for:

Faculty Liaison

2025-2026

Arkansas State University — Jonesboro

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ARKANSAS STATE
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Introduction

Welcome to Arkansas State University (A-State) and A-State Early College Programs (ECP),

I am delighted to welcome you as a Faculty Liaison for Arkansas State University's Early College Programs (ECP). Your role is essential in fostering the success of concurrent enrollment students and ensuring the academic integrity of courses offered through our partnership with high schools across the region.

As a Faculty Liaison, you serve as a crucial bridge between A-State and high school instructors, providing guidance on curriculum alignment, instructional best practices, and assessment standards. Your expertise helps maintain the rigor and quality of our concurrent enrollment courses, ensuring they meet the expectations set by both the Arkansas Higher Education Coordinating Board and the Arkansas State Board of Education.

Your commitment to academic excellence and mentorship is invaluable in shaping students' early college experiences. By supporting high school instructors and facilitating student success, you are playing a vital role in preparing students for the challenges of higher education and beyond.

A-State deeply values your dedication to this program, and we appreciate your efforts in strengthening our collaborative partnerships with high schools.

Please do not hesitate to reach out with any questions, feedback, or concerns. I look forward to working with you and supporting your efforts throughout the academic year.

Sincerely,

Alex Dunn

Director of Early College Programs

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What is Early College Programs?

Arkansas State University (A-State), located in Jonesboro, stands as a beacon of higher education, dedicated to its mission of educating leaders, enhancing intellectual growth, and enriching lives. As a catalyst for progress in Arkansas, the Delta, and the Mid-South region, A-State continually strives to meet the evolving educational needs of its diverse student body and surrounding communities.

A-State and ECP Mission Alignment

Arkansas State University's mission to “educate leaders, enhance intellectual growth, and enrich lives” aligns directly with the objectives of its Early College Programs, which expand access to higher education for high school students. By providing rigorous, college-level coursework and awarding over 6,000 credit hours last year, the program strengthens students’ critical thinking and academic foundations, promoting intellectual growth and early collegiate success. Through partnerships with thirteen high schools and a commitment to affordable access—such as discounted course rates and waived application fees—the Early College Programs embody A-State's dedication to enriching lives and advancing educational opportunities for students across Arkansas.

The program’s standards for academic readiness, combined with strategic state initiatives like ACT 456 and ACT 1118, further reinforce the university’s mission to cultivate leaders. These initiatives ensure students from diverse backgrounds can gain college credits affordably, bridging the transition between high school and higher education. Through this approach, Early College Programs upholds A-State's mission of creating meaningful, inclusive educational pathways and developing a prepared, empowered student body equipped for future academic and professional challenges.

Concurrent Enrollment Definition

Concurrent Enrollment is the enrollment of a high school student in a college course taught on a high school campus (or in selected cases on the college campus) for high school credit and college-level credit. (Arkansas Code §6-18-223) Arkansas State University delivers its concurrent enrollment courses through its Concurrent Enrollment Program (CEP).

Memorandum of Understanding (MOU) and Course Oversight

As a Faculty Liaison for Arkansas State University’s Early College Programs (ECP), your role is essential in ensuring that concurrent enrollment courses maintain the same academic rigor and integrity as those taught on the A-State campus.

Each high school participating in A-State's Concurrent Enrollment Program (CEP) has signed a Memorandum of Understanding (MOU) outlining the agreement between the school and the university. This document, available in [Appendix B](#) of this Handbook, establishes the responsibilities and expectations for both institutions.

A-State's CEP exercises direct oversight of all concurrent courses, including faculty selection, orientation, and evaluation, as well as curriculum alignment, textbook selection, and assessment processes. As a Faculty Liaison, you are assigned to a specific discipline and serve as the primary university contact for concurrent instructors in that subject area. Your role includes:

- Providing guidance on course content, instructional methodologies, and assessment standards.
- Ensuring concurrent courses align with A-State's curriculum and uphold university-level expectations.
- Supporting high school instructors through professional development and regular communication.
- Conducting course evaluations and classroom observations to maintain academic quality.

Concurrent courses offered through A-State are freshman- and sophomore-level courses approved by the university and listed in the A-State Catalog at www.AState.edu. Many of these courses are also included in the Arkansas Course Transfer System, ensuring transferability within Arkansas public colleges and universities. [Appendix C](#) contains a course crosswalk detailing this information.

Proper student placement is crucial for success in CEP courses. High school guidance counselors and concurrent enrollment faculty play a key role in evaluating students' readiness. Students must meet A-State's college placement score requirements in reading for general participation, and those enrolling in Composition I or College Algebra must also meet placement requirements in English/writing and mathematics. Additionally, schools should assess students' maturity level and motivation before recommending them for CEP.

In cases where students experience academic distress, it is important for CEP instructors and guidance counselors to work together to provide support. If a student is dropped from a concurrent course due to academic difficulties or withdrawal from the school district, the high school guidance counselor should notify the Early College Programs office to ensure proper record-keeping and follow-up.

Your expertise and oversight as a Faculty Liaison are critical in maintaining the high academic standards of A-State's CEP. Please do not hesitate to reach out if you have any questions regarding your role or course expectations.

Faculty Liaisons

Arkansas State University's Early College Programs (ECP) extends an opportunity for selected A-State faculty members to serve as liaisons between ECP and discipline-specific instructors who teach ECP-sponsored courses at partner high schools. These faculty liaisons fulfill essential responsibilities that support the integrity and accreditation of the program. In recognition of their service, faculty liaisons receive a stipend as compensation for their duties.

Appointment and Compensation

Concurrent courses are typically overseen by the department chair as part of their assigned duties when only a single section is offered. However, as course offerings expand or exceed the department chair's capacity, ECP may appoint a faculty member within the department to serve as a liaison. Compensation is determined per semester based on academic rank and course load:

- Instructor: \$2,000
- Assistant/Associate Professor: \$2,100
- Professor: \$2,200

Liaisons overseeing more than five instructors will receive an additional \$100 per instructor beyond the fifth.

Duties and Responsibilities

Faculty liaisons play a vital role in maintaining ECP's standards and accreditation requirements. Their key responsibilities include:

- Acting as the primary contact between discipline-specific instructors and the ECP office.
- Ensuring timely textbook adoptions in compliance with Textbook Brokers deadlines.
- Attending ECP's Concurrent PD and Faculty Liaison meeting annually.
- Reviewing and verifying course syllabi/assessment(s) for alignment with A-State and [ADHE standards](#).
- Uploading syllabi within eleven days of A-State's semester start date.
- Emailing aligned assessments within eleven days of A-State's semester start date.
- Notifying instructors of midterm grading deadlines in writing.
- Conducting site visits and submitting [site visit form](#) within fifteen days of semester completion.
- Providing written reminders for evaluations, assessments, withdrawal deadlines, and final grading.
- Assisting instructors with grading policies, discrepancies, and procedural requirements.
- Communicating updates on accreditation, institutional policies, and departmental changes.
- Adhering to directives from Enrollment Management and Global Outreach, including the ECP office.
- Completing additional tasks as assigned.

Professional Development Responsibilities

Annual Professional Development for all instructors:

- Organizing and leading a discipline-specific professional development session with the purpose of enhancing course content and delivery knowledge and/or addresses research and development in the field.
- Recording and submitting attendance within three days.
- Sending all PD materials to cep@astate.edu within a two-week time frame following this PD.
- Confirming all instructors complete required training before classes begin for the fall or spring semester.
- Addressing ECP/A-State standards and instructional expectations during training sessions including the following which should be aligned for both partnering high school and A-State:
 - Syllabus example
 - Assessment example (this assessment should be given by both A-State and high school instructor)

Site-Visit Guidelines

Faculty liaisons play a critical role in maintaining the quality and integrity of the program by conducting site visits and providing instructional oversight. These visits ensure that courses align with program standards and that instructors receive the necessary support. Faculty liaisons are responsible for completing site visits as outlined below and submitting the **site visit form within fifteen days of semester completion** to ensure timely documentation and review.

Frequency of Site Visits:

- Veteran Instructors: Conduct a site visit at least once every two years to ensure continued alignment with program standards.
- New Instructors: Conduct a site visit within the instructor's first year to provide early support and verify adherence to instructional standards.

Documentation and Record-Keeping:

- After each site visit, complete a detailed [site visit form](#), including observations, feedback, and any recommended actions.
- Submit all site visit reports to the ECP office for review.
- Maintain a [site visit tracking document](#) for each instructor, recording their name, visit dates, and key observations to ensure accurate and timely oversight.

Review and Accountability:

- The program director will review site visit reports to maintain consistency and oversight quality.
- An annual audit will verify that all required site visits have been completed within the designated timeframe and that records are complete and accessible.

By adhering to this structured process, faculty liaisons play a crucial role in ensuring instructional quality, program integrity, and accountability.

Failure to Fulfill Responsibilities

Failure to meet the outlined responsibilities may result in removal from the liaison role, with forfeiture of any remaining stipend payments. While ECP typically issues a written warning prior to removal, immediate action may be taken if non-compliance poses significant risks to program integrity.

Faculty/Student Information

This section outlines key expectations for concurrent instructors and students, including grading policies, assessment requirements, student support responsibilities, and professional development obligations. Faculty liaisons play a critical role in ensuring that these standards are upheld to maintain the integrity of A-State's concurrent enrollment program.

For complete details, faculty liaisons should review the Instructor/Counselor Handbook annually to stay informed of policy updates and procedural requirements.

Grading Policies

- High school and A-State course grading scales should be consistent.
- Midterm grades serve as a critical checkpoint for student success and should be closely monitored.
- Final grades for concurrent courses should align with high school transcripts, when possible, though semester variations may affect consistency.
- Faculty must adhere to A-State's grading deadlines as published in the [academic calendar](#), ensuring grades are posted in Banner Self-Service at least two hours before the university's official deadline.

Assessment and Evaluation

- All A-State courses require learning outcome assessments, with department-approved instruments utilized across all sections.
- Faculty liaisons must support concurrent instructors in administering and submitting required assessments.
- Each concurrent instructor must provide a representative quiz, test, or writing prompt that mirrors those used in equivalent on-campus courses.
- Student course evaluations, conducted each semester, are reviewed by department chairs and the ECP director, with results shared with instructors and high school administrators.

Early Alert and Student Academic Standing

A-State utilizes an Early Alert system to support struggling students. Faculty are encouraged to:

- Identify students facing academic challenges and provide appropriate interventions.
- Direct students to available tutoring resources.
- Communicate concerns with school counselors, administrators, and parents when necessary.
- Advise students to withdraw from courses if their performance threatens long-term academic success.

Poor performance in concurrent courses can impact a student's college GPA and eligibility for scholarships, honors programs, and extracurricular activities. Faculty should proactively inform students of the potential consequences of a low GPA.

A-State Resources and Services

Concurrent faculty and students have access to the Dean B. Ellis Library, A-State email accounts, Banner Self-Service, and Blackboard for academic support. The Interactive Teaching and Technology Center offers training for faculty wishing to integrate technology into their instruction.

Professional Development Requirements

Concurrent instructors must participate in annual professional development activities, including an A-State workshop and two meetings with the faculty liaison.

Instructors unable to attend must coordinate with the Faculty Liaison and ECP Director for alternative training options.

Faculty Non-Compliance

Adherence to A-State academic standards is essential for maintaining institutional accreditation and program credibility. Non-compliant instructors will be subject to a formal review process:

- Initial notification of policy violation, with a meeting required between the instructor, faculty liaison, and ECP Director.
- Continued monitoring for the remainder of the academic year.
- If no improvement is made, the instructor will not be approved to teach concurrent courses for the following academic year.

Appendix A

| First | Last | Position | School | Phone | Email |
|-------------------|-----------|------------|-----------------------------------|----------------------------------------|------------------------------------------------------------------------------------------------|
| Principals | | | | | |
| Melody | Morgan | Principal | Arkansas Arts Academy | (479) 631-2787 | mmorgan@artsk12.org |
| Wesley | Miller | Principal | Brookland High School | (870) 932-2080 | wmiller@bpsbearcats.com |
| Jamie | Custer | Principal | Central Arkansas Christian School | | jcuster@cacmustangs.org |
| Shannon | Mitchell | Principal | Gravette High School | (479) 787-4100 Ext. 2 | shannon.mitchell@gravetteschools.net |
| Dale | Schenk | Principal | Greene County Tech High School | 8702154460 Ext. 6010 | dale.schenk@gctschools.net |
| Brad | Faught | Principal | Jonesboro High School | 870.933.5881 | brad.faught@jonesboroschools.net |
| Reshad | Sims | Principal | Nettleton High School | 870-910-7805 | reshad.sims@nettletonschool.net |
| Luke | Guenrich | Principal | Paragould High School | 870-240-2271 Ext. 6011 | lguenrich@paragouldschools.net |
| Paul | Seegraves | Principal | Piggott High School | 870-598-3546 | paul.seegraves@piggotschools.net |
| Nate | Henderson | Principal | Rector High School | 870-595-3151 | nhenderson@rector.k12.ar.us |
| Bryan | Easley | Headmaster | Ridgefield Christian School | 870-932-7540 | easleyb@ridgefieldchristian.org |
| Kayla | Davidson | Principal | Ridgefield Christian School | 870-932-7540 | davidsonk@ridgefield.org |
| Matt | Brewer | Headmaster | Ridgefield Christian School | 870-932-7540 | brewerm@ridgefieldchristian.org |
| Crytal | Cline | Principal | Valley View High School | 870-935-4602 | Crystal.Cline@valleyviewschools.net |
| Chris | George | Principal | Westside High School | (870) 336-8020 | cgeorge@westsideschools.org |
| Counselors | | | | | |
| Amber | Foster | Counselor | Arkansas Arts Academy | (479) 631-2787 cell: (314) 435-6990 | afoster@artsk12.org |
| Darla | Tomasko | Counselor | Arkansas Virtual Academy | 501-664-4225 Ext.2370 | datomasko@arva.org |
| Laura | Hall | Counselor | Central Arkansas Christian School | 501-758-3160 ext. 240 | lhall@cacmustangs.org |

| | | | | | |
|-----------|----------|-----------|--------------------------------|---------------------------|--------------------------------------------------------------------------------------------------------|
| Susan | Hawkins | Counselor | Gravette High School | (479) 787-4180 Ext. 2 | susan.hawkins@gravetteschools.net |
| Breta | Dean | Counselor | Greene County Tech High School | 870-239-6976 | breta.dean@gctsd.k12.ar.us |
| Britni | Vaughn | Counselor | Harmony Grove High School | (870)574-0656 | vaughab@hgsd1.com |
| Shatel | Gaines | Counselor | Jonesboro High School | 870.933.5881 | Shatel.gaines@jonesboroschools.net |
| LaQuinda | Toney | Counselor | McGehee High School | | laquinda.toney@mcgeheeschools.org |
| Amanda | Waln | Counselor | Nettleton High School | 870-910-7805 | amanda.waln@nettletonschools.net |
| Stacey | Horn | Counselor | Paragould High School | 870-240-2271 Ext. 6011 | shorn@paragouldschools.net |
| Amber | Harrell | Counselor | Piggott High School | 870-598-3546 | amber.harrell@piggottschools.net |
| Ashley | Dixon | Counselor | Rector High School | 870-595-3151 | adixon@rector.k12.ar.us |
| Elizabeth | Howell | Counselor | Ridgefield Christian School | 870-932-7540 | academicadvisor@ridgefieldchristian.org |
| Catherine | Williams | Counselor | Valley View High School | 870-935-4602 | Catherine.Williams@valleyviewschools.net |
| Jordan | Loebach | Counselor | Valley View High School | 870-935-4602 | Jordan.loebach@valleyviewschools.net |
| Julie | Tubbs | Counselor | Westside High School | (870) 336-8020 | jtubbs@westsideschools.org |

Appendix B

MEMORANDUM of UNDERSTANDING

to
OFFER CONCURRENT ENROLLMENT COURSES
Academic Year 2025-2026

Under the terms of this Memorandum of Understanding (MOU), Arkansas State University (A-State) and High School agree to allow high school students enrolled at _____ (High School) to enroll in Arkansas State University courses offered on the _____ (High School) campus or via an online platform for concurrent A-State and High School credit. In certain circumstances, A-State may also offer concurrent courses on its own campus.

Contact Person

Name: Alex Dunn
Title: Director, Early College Programs
Phone Number: 870.680.4236
E-mail Address: aldunn@astate.edu

High School Concurrent Enrollment Contact Information:

Name: _____
Title: _____
Address: _____
City, State, ZIP _____
Phone Number: _____
E-mail Address: _____

Authority to Offer Concurrent Courses

Arkansas Code § [6-18-223](#) authorizes Arkansas high school students to enroll in college/university courses to earn credit that will be applicable to a college degree and concurrently to a high school diploma.

The Concurrent Enrollment Policy of the Arkansas Higher Education Coordinating Board ([AHECB Policy 3.15](#)) includes guidelines for establishing and maintaining concurrent courses, including but not limited to, requirements for faculty teaching concurrent courses, ownership by the college/university for the courses offered at the high school, eligibility of students, and funding of the concurrent program.

Approval

As a program approved by the Arkansas Department of Higher Education (ADHE) or the National Alliance of Concurrent Enrollment Partnerships (NACEP), the High School Concurrent Program adheres to requirements of the Arkansas Higher Education Coordinating Board (AHECB) to offer concurrent courses.

All Arkansas colleges and universities offering concurrent courses will submit concurrent-related data and information to ADHE.

Concurrent Course Ownership (NACEP Curriculum Standards: C1, C2; Partnership Standards: P1, P2; Student Standards: S4; AHECB Policy 3.15)

ECP concurrent courses are offered by A-State and are consistent in title, description, and learning outcomes with other A-State courses. University support of the program includes providing access to A-State Library resources, technology, and tutorial assistance, and providing academic advising as needed to ensure college success.

The college/university administration will be responsible for all aspects of the concurrent course, including hiring/designating an Institutional Concurrent Coordinator, and participating in the faculty selection, orientation, and evaluation processes.

Under the guidance of A-State departments, A-State faculty retain full oversight of all curricular decisions and faculty credentialing. A faculty liaison is appointed by the department chair to supervise all concurrent courses offered by the department, including syllabi approval, site visits, assessments, evaluations, and professional development offerings. Departments are encouraged to provide opportunities for interaction with on-campus faculty members and expanded opportunities for participation in departmental meetings and discussions.

Courses Offered

Courses offered at the high school are determined by the curricular needs of the school, the availability of credentialed instructors, and minimum enrollments.

Concurrent Courses – General Education (NACEP Curriculum Standards: C1, C2, C3; Assessment Standard: A1; AHECB Policy 3.15)

- All courses offered concurrently must be approved A-State courses and include the A-State course numbering distinction.
- Freshman and/or sophomore-level courses are listed in the course catalog and obtain approval for concurrent credit by the A-State approval process.
- Courses offered for concurrent credit must meet the same curriculum and grading standards as courses taught on the A-State campus.
- Concurrent instructors will use the same course syllabi that are used on the college campus or a department-approved revised syllabus.
- General Education courses offered for concurrent credit must be listed in the Arkansas Course Transfer System (ACTS).

Course Delivery (NACEP Curriculum Standard: C1, C2; Student Standard: S4; AHECB Policy 3.15)

- It is understood that a high school may have a concurrent agreement with more than one college/university; however, there should not be unnecessary duplication of college course offerings.
- Courses offered for concurrent credit will be taught on the high school campus or via online delivery. In certain instances, concurrent courses may be taught on the A-State campus.
- Concurrent/Advanced Placement (AP) blended courses must include the A-State-designated curriculum and meet all the requirements of concurrent courses as set forth by AHECB policy and NACEP accreditation standards.

- The blended concurrent/AP syllabi must be approved by the AP Board. A copy of this approval must be kept on file by the high school and a copy of the approved blended concurrent/AP syllabus submitted to A-State.
- Students in classes with a mixed population of concurrent and AP students must meet the same requirements for completion of the course, whether or not the student is simultaneously registered for college credit.
- All students enrolled in blended concurrent/AP courses are required to take the AP end-of-course exam. High schools must maintain documentation for all test takers and provide test data to A-State upon request.
- Students can earn at least three hours of college credit and one unit of high school credit for successful completion of one blended concurrent/AP course **ONLY** if the student registers for concurrent course credit at the beginning of the term. The AP minimum score is not required for conferral of college concurrent credit.
- For courses taught by high school faculty, it is expected that only one course will be offered in each classroom used for concurrent courses, and a concurrent-qualified and A-State approved instructor teaches the ECP course.
- If no credentialed faculty is on-staff at the partnering high school, a distance education delivery model for concurrent education may be used. This involves an A-State credentialed faculty teaching the college course via electronic technology (Canvas or a third-party learning platform). The college instructor will set the course requirements based on the department-approved syllabus and provide all grades for the college course.
- Electronically-delivered concurrent courses must be monitored by a high school credentialed instructor. Staff proctors may monitor students during assigned class periods for online courses; however, a high school credentialed faculty must be available for student questions and guidance regarding the discipline at some point in the academic day.
- Blending of concurrent and non-concurrent students in a course must have at least a majority (51%) of students enrolled for concurrent credit.
- Specific courses may require specific laboratory experiences, such as in the case of the science or math courses. If it is necessary that students have access to technology beyond the traditional class period for conducting research or completing course requirements, the high school must provide or assure student access to the needed technology. This access can occur in study hall, during a free period, or during any time outside the regular school day. The school district is responsible for supervision of the students during the use of technology.
- When possible, electronic textbooks will be used to conserve textbook resources of the school district.

Course Requirements and Course Transcription (NACEP Assessment Standard: A1; Student Standard: S1, S2)

All courses offered concurrently must be approved A-State courses. Course content, syllabi, assessments, and evaluations will be consistent with those courses that are being taught on campus and must be approved by the sponsoring academic departments and the university requirements which shall comply with the standards of the HLC. Grading criteria and credits awarded will be the same as those used and awarded for on-campus courses. Concurrent courses are transcribed on the official

A-State transcript. All enrollment, as designated on the 11th day of the semester, must remain on the official college transcript and be assigned a final grade.

Course availability listed in Appendix C.

Assessment and Evaluation (NACEP Assessment Standard: A1; Evaluation Standard: E1; AHECB Policy 3.15)

- Concurrently enrolled students must adhere to the same grading standards as those used in the university course.
- Course assessments must be consistent with the department/university course assessments.
- Students enrolled in A-State ECP courses must participate in the department's student learning outcomes assessment procedures.
- Students must participate in faculty evaluations each semester.
- Instructors of concurrent courses are evaluated using the same teaching evaluations completed by students at the university each semester.

Requirements for Concurrent Instructors (NACEP Curriculum Standard: C3; Faculty Standards: F1, F2, F3, F4; AHECB Policy 3.15)

To ensure that concurrent courses meet the same standards as those offered on the A-State campus, high school faculty must meet the same academic qualifications required by the A-State faculty and be approved by the appropriate academic department. The credentials and requirements include:

- The instructor of record must be the individual who teaches the concurrent course(s).
- An individual under contract with the school district as a teacher will not be considered an adjunct faculty member of A-State.
- A master's degree that includes 18 content graduate hours in the subject area.
- Instructors of concurrent/AP blended courses must have completed AP training in the subject area(s).
- Current curriculum vitae/resume
- Graduate transcript(s)
- Submission of syllabi for all concurrent courses taught
- Submission of assessment and other information as requested by A-State
- Participation in a new faculty orientation
- Participation in annual professional development provided by the university
- Course monitoring by an assigned university faculty liaison including site visits
- Adherence to the A-State Academic Calendar for grade reporting requirements (Appendix A)
- Adherence to all program policies and procedures.
- Up-to-date (every 5 years) criminal background checks.

Instructor non-compliance with A-State ECP policies and procedures will result in the revocation of teaching credentials at the university.

Requirements for Concurrent Instructors - Career and Technical Education (CTE) Courses

- Faculty members teaching in career-technical areas must hold at least an associate degree or appropriate industry-related licensure/certification.
- Current curriculum vitae/resume

- Transcripts
- Submission of syllabi for all concurrent courses taught
- Submission of assessment and other information as requested by A-State
- Participation in a new faculty orientation
- Participation in annual professional development provided by the university
- Course monitoring by an assigned university faculty liaison including site visits
- Adherence to the A-State Academic Calendar for grade reporting requirements (Appendix A)
- Adherence to all program policies and procedures.
- Up-to-date (every 5 years) criminal background checks.

Admission Requirements for Concurrent Courses (AHECB Policy: 3.15; A-State Admission Policy)

- Minimum ACT* reading score of 19
 - Minimum ACT* Math score of 19 (for math placement)
 - Minimum ACT* English score of 19 (for composition placement)
 - Equivalent scores on accepted standardized tests
- GPA of 2.75 or higher
- Completion of the 8th grade
- Adherence to course pre-requisites
- Submission of the electronic A-State ECP Parental Consent
- If a university policy conflicts with that of the high school, the policy of greater rigor will be enforced
- For further review-Appendix B

Admission and Course Enrollment

ECP staff work closely with counselors to identify students desiring to participate in taking concurrent credit. Admission applications must be completed no later than one week prior to the beginning of the academic semester. Counselors are responsible for communicating the required admission requirements and procedures to the high school students. ECP staff work closely with the counselors to gather required admission documentation and assist new students in moving through the application, activation, and registration processes.

High school counselors and instructors are responsible for confirming student registration for courses. When requested, ECP staff will visit school campuses to assist with this task. Instructors or Counselors must provide roster correction forms prior to the 6th day of AState classes to ensure correct enrollment. No students may be enrolled for courses after the 11th day of class for any reason.

Concurrent Tuition

Concurrent students are assessed a reduced application fee (\$15) which is applied to the student's tuition statement. In addition, tuition will be charged at \$40 per credit hour. A-State tuition policy allows for course drops without tuition charges until the two business days before the final drop date depending on the course session outlined in university academic calendar.

Tuition is payable via the my.Astate campus portal, postal mail to the A-State Treasurer's Office, or at the on-campus Cashier's Window. High schools may choose to provide tuition payments for students by requesting an invoice from the ECP.

Arkansas Act 1118 of 2017

Under certain circumstances, Section 2 of Arkansas Act 1118 of 2017, codified at Ark. Code Ann. § 6-16-1204(e)(3), provides public high school students meeting the Federal Free/Reduced Lunch Program (FRLP) guidelines a maximum of six hours of credit during their high school career at no tuition cost to the student. For a concurrent course to qualify for the student to receive free tuition, the course must be taught: (a) on the grounds of the public high school district in which the student is enrolled and (b) by a teacher employed by the public-school district in which the student is enrolled. A-State will recognize FRLP eligibility based on National School Lunch Program (NSLP) applications completed at partnering high schools. NSLP eligibility must be certified for both the fall and spring semester each academic year. Students who meet the eligibility requirements under Act 1118 and wish to enroll in a concurrent course that meets that statute's requirements and is included on the addenda to this MOU may earn and receive concurrent credit within the statute's limits at no cost to the student. Act 1118 tuition waivers must be utilized for eligible course enrollment before the Arkansas Concurrent Challenge Scholarship is applied.

Although an eligible student under Act 1118 is not directly charged tuition for their enrollment in a qualifying course, the public-school district in which the student is enrolled is responsible for paying the tuition cost to A-State. High School agrees to pay the student's tuition in such case to A-State.

Act 1118 is limited to students enrolled in public school districts. Accordingly, this section of the MOU (under the heading "Arkansas Act 1118 of 2017") does not apply if High School is not an Arkansas public school.

The following procedures are used to ensure confidentiality of FRLP data:

- The designated High School contact will provide A-State a list of concurrent enrolled students who meet FRLP eligibility. No further data concerning eligibility criteria is required.
- The ECP Director, ECP Staff, and designated A-State Student Accounts representatives are the only A-State representatives privy to the student eligibility list.
- The FRLP eligibility information is used to apply credit to the identified students' accounts.
- All FRLP data is kept secure in the ECP Office and Student Accounts Office using A-State standards of confidentiality of materials.
- Under the Family Educational Rights and Privacy Act (FERPA), all A-State personnel are subject to disciplinary actions ranging from verbal reprimand up to and including termination for the disclosure of confidential student records.

Arkansas Concurrent Challenge Scholarship Program

Concurrent students will be charged \$40 per credit hour for a high school instructor and \$40 per credit hour for college instructor in regards to tuition.

The Arkansas Concurrent Challenge Scholarship Program, created by Arkansas Act 456 of 2019, codified at Ark. Code Ann. § 6-85-401, *et seq.*, and implemented through the Arkansas Department of Education, Division of Higher Education Rules Governing the Arkansas Concurrent Challenge

Scholarship Program (ADHE Concurrent Challenge Rules), provides scholarships for sophomore, junior or senior level Arkansas resident students enrolled in qualifying math, English, social studies, and science courses at approved institutions of higher education. Eligibility and qualification of the student and the selected concurrent course for a scholarship under this program are governed by Ark. Code Ann. § 6-85-401, *et seq.*, and the ADHE Concurrent Challenge Rules.

For qualifying students enrolling in scholarship-eligible courses, High School is responsible for demonstrating that the student meets all of the eligibility requirements set out in the statute and ADHE Concurrent Challenge Rules. Among these responsibilities, High School must certify that each sophomore, junior or senior student has a student success plan on file with the high school counselor to be eligible for the scholarship.

Scholarships are awarded based on availability of funding from the state of Arkansas. No guarantee of funding can be provided by A-State.

Effective Dates

This MOU is effective for the 2025-2026 academic year when signed by the A-State Provost and Executive Vice Chancellor for Academic Affairs and Research and the High School Principal. The MOU will remain in effect for one academic year, unless terminated by either institution. Either party may terminate this agreement by serving the other with written notice one semester in advance.

Refusal to comply with the terms of this agreement within a reasonable timeframe after providing documentation of non-compliance will result in the termination of this MOU for good cause.

If for any reason the school district chooses to end an individual concurrent course or partnership with A-State, the school will inform the university in a timely manner.

Appendix C

Arkansas State University Early College Programs Courses*
All courses required college-level Reading and a 2.75 GPA.

*Courses offered are dependent on A-State Fall/Spring scheduling, enrollment, and instructor availability.

| Course # | A-State Course Name | A-State Credit Hours | Prerequisite | Textbooks | ACTS # |
|-----------|---------------------------------------|----------------------|------------------------|------------------------------------------------------------------------|-------------|
| ACCT 2033 | INTRO TO FINANCIAL ACCOUNTING | 3 | | Fundamental Financial Accounting Concepts | ACCT 2003 |
| ANTH 2233 | INTRODUCTION TO CULTURAL ANTHROPOLOGY | 3 | | | ANTH 2013 |
| ART 2233 | CURRENT ISSUES IN FASHION | 3 | | | Not in ACTS |
| ART 2503 | FINE ARTS VISUAL | 3 | | | ARTA 1003 |
| BIOL 1001 | BIOLOGICAL SCIENCE LAB | 1 | | Exploring Biology in the Laboratory, custom for ASU | BIOL 1004 |
| BIOL 1003 | BIOLOGICAL SCIENCE | 3 | | Campbell Essential Biology with Physiology | BIOL 1004 |
| BIOL 1063 | PEOPLE AND THE ENVIRONMENT | 3 | Corequisite, BIOL 1001 | | Not in ACTS |
| COMS 1203 | ORAL COMMUNICATIONS | 3 | | Understanding Human Communication 15th ed | SPCH 1003 |
| CRIM 1023 | INTRODUCTION TO CRIMINAL JUSTICE | 3 | | Criminal Justice | CRJU 1023 |
| CS 1013 | INTRODUCTION TO COMPUTERS | 3 | | SIMnet for Office 365/2019, Standalone, Office Suite Registration Code | CPSI 1003 |
| DIGI 1113 | DIGITAL DESIGN LANGUAGE | 3 | | | UPSKILL |
| DIGI 2003 | INTRO TO CODING WITH SWIFT | 3 | | | UPSKILL |
| ECON 2313 | PRINCIPLES OF MACROECONOMICS | 3 | | Macroeconomics (Optional, NOT required) | ECON 2103 |
| ENG 1003 | COMPOSITION I | 3 | | Writing With the Pack | ENGL 1013 |

| | | | | | |
|-----------|-------------------------------|---|-------------------------------------------------------------|-----------------------------------------------------------------------|-------------|
| ENG 1013 | COMPOSTION II | 3 | ENG 1003 with C or better | | ENGL 1023 |
| ENG 2003 | WORLD LITERATURE TO 1660 | 3 | | Norton Anthology of World Literature Vols A-C | ENGL 2213 |
| ENG 2013 | WORLD LITERATURE SINCE 1660 | 3 | | Norton Anthology of World Literature, Vol. 2, Shorter, 5th ed. | ENGL 2223 |
| GEOG 2613 | INTRODUCTION TO GEOGRAPHY | 3 | | | GEOG 1103 |
| GRFX 1223 | INTRO DIGITAL GAME DEVELOP | 3 | | | UPSKILL |
| GRFX 2223 | DIGITAL GAME ASSET CREATION | 3 | | | UPSKILL |
| HIST 1023 | WORLD HISTORY SINCE 1500 | 3 | | The Heritage of World Civilizations 5th Edition | HIST 1123 |
| HIST 1113 | WORLD HISTORY TO 1500 | 3 | | A Brief Global History, from 1500 to the Present | HIST 1113 |
| HIST 2763 | THE UNITED STATES TO 1876 | 3 | | Give Me Liberty | HIST 2123 |
| HLTH 2513 | PRINCIPLES OF PERSONAL HEALTH | 3 | | An Invitation to Health | Not in ACTS |
| ISBA 1503 | MICROCOMPUTER APPLICATIONS | 3 | | New Perspectives Collection, Microsoft 365 & Office 2021 Introductory | Not in ACTS |
| MATH 1023 | COLLEGE ALGEBRA | 3 | High School Algebra II and score of 21 or above on ACT Math | College Algebra | MATH 1103 |
| MATH 1033 | PLANE TRIGONOMETRY | 3 | High School Algebra II and score of 21 or above on Math ACT | Cengage WebAssign Access Code (Trigonometry 11th ed) | MATH 1203 |

| | | | | | |
|-----------|-------------------------------|---|-------------------------------------------------------------|---------------------------------------------------|-------------|
| MATH 1043 | QUANTITATIVE REASONING | 3 | High School Algebra II and score of 19 or above on ACT Math | Using and Understanding Mathematics | MATH 1113 |
| MATH 1054 | PRECALCULUS MATHEMATICS | 4 | High School Algebra II and score of 24 or above Math ACT | Pre-Calculus with Limits | MATH 1305 |
| MATH 2143 | BUSINESS CALCULUS | 3 | MATH 1023 or MATH 1054 or a Math ACT score of 26 | Applied Calculus | Not in ACTS |
| MUS 1711 | INTRODUCTION TO JAZZ STUDIES | 1 | | | Not in ACTS |
| MUS 2503 | FINE ARTS MUSIC | 3 | | Music: An Appreciation, Brief, 10th Edition | MUSC 1003 |
| NS 2203 | BASIC HUMAN NUTRITION | 3 | | Nutrition | Not in ACTS |
| PHIL 1103 | INTRODUCTION TO PHILOSOPHY | 3 | | A Dialogue on Personal Identity and Immortality | PHIL 1103 |
| PHSC 1201 | PHYSICAL SCIENCE LAB | 1 | Corequisite, PHSC 1203 | | PHSC 1004 |
| PHSC 1203 | PHYSICAL SCIENCE | 3 | Corequisite, PHSC 1201 | | PHSC 1004 |
| POSC 2103 | INTRODUCTION TO US GOVERNMENT | 3 | | We the People | PLSC 2003 |
| PSY 2013 | INTRODUCTION TO PSYCHOLOGY | 3 | | Psychology | PSYC 1103 |
| PSY 2133 | DEVELOPMENTAL PSYCHOLOGY | 3 | | Essentials of Human Development: A Life-Span View | Not in ACTS |
| SOC 2213 | INTRODUCTION TO SOCIOLOGY | 3 | | The Real World | SOCI 1013 |
| TE 2003 | INTRODUCTION TO EDUCATION | 3 | 15 hours of college credit | Those Who Can, Teach | Not in ACTS |
| TE 2013 | INTRO TO EDUCATIONAL TECH | 3 | | | Not in ACTS |

| | | | | | |
|-----------|----------------------|---|--|--------------------------------------------|-----------|
| THEA 2503 | FINE ARTS THEATRE | 3 | | Why Theatre? The Essential Questions | DRAM 1003 |
|-----------|----------------------|---|--|--------------------------------------------|-----------|

Appendix D

Concurrent Enrollment Policy (ADHE)

- I. **Concurrent Enrollment** is the enrollment of a high school student in a college course for high school credit and college-level credit. (Arkansas Code §6-18-223) Concurrent enrollment allows students to obtain credit toward a high school diploma at the same time they earn college credit.

Dual enrollment is the enrollment of a high school student in postsecondary education for college-level credit exclusively. (Arkansas Code §6-60-202)

II. Concurrent Course Credit – Institutional Requirements

1. Program Accreditation/Authorization

If an institution of higher education offers a concurrent credit course(s) on a high school campus taught by a high school teacher, the institution must be accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP); or the college/university must be approved by the Arkansas Higher Education Coordinating Board (AHECB) to offer courses, including courses offered via distance technology, for concurrent credit.

2. Concurrent Credit Courses

Concurrent credit courses should be freshman-level and/or sophomore-level college/university courses, or in select cases upper-level courses, approved through the established process of an institution and included in the institutional catalog. General

education courses offered for concurrent credit should be listed in the Arkansas Course Transfer System (ACTS). Students taking general education courses that are not part of the Arkansas Course Transfer System must be informed by the institution and high school that the course may not transfer to another college or university. A list of the career and technical education (CTE) courses offered for concurrent credit must be attached to the signed Memorandum of Understanding (MOU) between the high school/school district and the college/university.

The course offered for concurrent credit must meet the same standards as college courses taught on the college/university campus. Students can earn college credit and/or up to one unit of high school credit for successful completion of each general education concurrent course and each blended AP/concurrent course that is a minimum of 3 semester credit hours. Students can earn college credit and/or up to one unit of high school credit for successful completion of each CTE course that is a minimum of 3 semester credit hours.

The college/university administration must exercise direct oversight of all

aspects of the concurrent course, including participation in the faculty selection, orientation, professional development, and evaluation processes.

The instructor teaching the college course for concurrent credit must:

- 4) use the approved college/university course syllabus,
- 4) use the same textbook or a textbook with aligned content and course learning outcomes as approved by the college/university,
- 4) adopt the same learning outcomes and assignments as those developed for the course offered on the college/university campus with limited exceptions approved by the college/university, and
- 4) use the same course grading/awarding standards as those on the college/university campus. If departmental exams are used in college/university campus courses, then those course exams must be used at the high school site.

Note: It is understood that one high school may have a concurrent agreement with more than one college/university; however, there should not be unnecessary duplication of college course offerings.

If there is not agreement among multiple institutions offering college courses at one high school/school district, the college/university seeking clarification on the implementation of the concurrent enrollment policy must contact the ADHE Commissioner in writing and follow AHECB Policy: Off-Campus Instruction Policy-Criteria for Conflict Resolution.

Criteria for Conflict Resolution from AHECB Policy: Off-Campus Instruction Policy- Criteria for Conflict Resolution

Institutions that seek to offer concurrent courses at the same high school and cannot reach agreement between each other, either informally or with a written Memorandum of Understanding, will appeal to the ADHE Commissioner. After receiving a written request from each affected institution that includes pertinent information and data, the ADHE Commissioner will mediate the conflict. If the affected institutions reject the decision of the ADHE Commissioner, the Arkansas Higher Education Coordinating Board will hear evidence, consider staff recommendations, and make a final determination.

In order to determine the merits of presented arguments, the ADHE Commissioner and Board members will require in writing from each institution the following information:

- Mission of institution
- Willingness of institution to offer the course at the off-campus/high school location
- Capability of institution
- Type of courses/programs proposed

- Cost to students
- Desire of the community or local school district
- History of off-campus offerings in the geographical area or at the high school
- Evidence that this course offering will not result in unnecessary duplication of courses/programs
- Evidence that the course offerings will not result in overextension of state's resources
- Other relevant information as determined by the institutions, ADHE Commissioner, and/or AHECB members

Although the "30-Mile Rule" is not a criterion used to resolve institutional conflicts regarding off-campus or concurrent offerings, the AHECB does not look favorably on an institution that encroaches on the service area of a second institution.

2. **AP/Concurrent or IB/Concurrent Blended Courses** (College/University Participation Optional)

Advanced Placement (AP) courses are high school courses in which students are required to take the AP Exam and make the requisite score in order to receive college credit from an Arkansas institution of higher education.

The merging of AP or IB courses and general education college courses is allowed under certain circumstances, and these merged courses will be referenced as blended AP/concurrent or IB/concurrent courses.

- Colleges and universities that offer blended AP/concurrent or blended IB/ concurrent courses must ensure that these blended courses meet all the requirements of concurrent courses as set forth in this concurrent enrollment policy.
- The AP course guidelines specified by the College Board in its published course description must be incorporated into the blended AP/concurrent course syllabus, and the core IB program requirements must be incorporated into the blended IB/concurrent course syllabus.
- The blended AP/concurrent course syllabus must be submitted by the high school teacher for approval by the College Board AP Course Audit; and the school district must have on file the written documentation of the College Board approval of the blended AP/concurrent course syllabus. A copy of the blended AP/concurrent course syllabus currently approved by the College Board must be submitted for college/university approval during the concurrent instructor/course approval process. A copy of the blended IB/concurrent course syllabus also must be on file at the school district.
- All students enrolled in blended AP/concurrent courses are required to take the AP exam; and the high school must have written documentation on file of the students who took the AP exam with this AP exam data provided to the college/university upon request. There also must be written documentation on file of the students who took the IB assessment with this assessment data provided to the college/university upon request.
- Students can earn at least three semester credit hours of college credit and one unit of high school credit for successful completion of one blended AP/ concurrent or blended IB/concurrent course only if the student registers for concurrent course credit at the beginning of the term. (A minimum score on the AP exam or IB assessment is not required for the student to earn college credit for the blended AP/concurrent or blended IB/concurrent course.) All other students enrolled in the blended AP/concurrent or blended IB/concurrent course can earn only one unit of high school credit for the course.
- Students enrolled in these blended AP/concurrent or blended IB/concurrent courses must meet all college/university requirements included in this concurrent enrollment policy.
- Any high school that cannot furnish data on blended AP/concurrent or blended IB/concurrent test takers (during an ADE/ADHE concurrent enrollment program audit) will not be approved for the continued offering of blended AP/concurrent or blended IB/concurrent courses.

4. Concurrent Course Ownership

Institutions of higher education must demonstrate “ownership” of any course offered for concurrent credit for which students are reported. Ownership of courses means that the college/university will:

- Provide the instructors with appropriate training and orientation in course curriculum, assessment criteria, course philosophy, and administrative requirements after approval of the instructors to teach the college/university courses.
- Ensure that instructors receive continuing collegial interaction with college faculty through professional development, required seminars, and site visits. These interactions will address topics such as course content, course delivery, student learning assessment, in-class evaluation, and professional development in the field of study.
- Ensure that students have the opportunity to utilize institutional resources including the college/university library and academic advising on the

college/university campus.

Simply awarding college credit to students who are enrolled in concurrent courses offered by a sponsoring college/university does not meet the principle of “course ownership” as described above.

5. Teaching Credentials

Faculty teaching general education concurrent courses must have a master’s degree that includes a minimum of 18 graduate college credit hours in the subject area being taught. College or university faculty who travel to the high school or secondary center to teach concurrent courses (and/or faculty and staff that have direct, official contact with the high school student) must have a criminal background check and complete the child maltreatment training course as required of public-school teachers.

The teacher of the blended AP/concurrent course(s) must have completed AP training in the subject area(s), must have a master’s degree with a minimum of 18 graduate college credit hours in the subject area being taught, must be approved to teach the concurrent course(s) by the college/university, and must provide the college/university with documentation of successful completion of AP training.

The instructor of record must be the individual that teaches the concurrent course(s); and for general education concurrent courses and blended

AP/concurrent or blended IB/concurrent courses these individuals must have a master's degree that includes a minimum of 18 graduate college credit hours in the subject areas being taught. For the purpose of teaching a concurrent course under this policy, an individual under contract with the school district as a teacher will not be considered an adjunct faculty member of the college/university; although, they must be reported as an academic rank of adjunct faculty to AHEIS.

III. Concurrent Course Enrollment **Concurrent College Admission**

High school students enrolled in general education concurrent courses will be those who have successfully completed the eighth grade and are admitted to the college/university as non-award seeking students per §6-16-1204 (although a major can be reported for the concurrent students to AHEIS to assist with tracking of students completing college certificates/degrees before high school graduation).

Each college/university must specify the concurrent admission requirements for high school students.

Concurrent Course Registration

All high school students enrolled in the concurrent course must meet the same

requirements for completion of the course whether or not the student is registered for college credit. The concurrent course withdrawal process and procedures must be implemented in accordance with established college/university guidelines.

Concurrent/Dual Course Placement

To ensure successful placement in concurrent English, math, and reading intensive courses, institutions are encouraged to consider a variety of factors beyond a single standardized test score. Procedures and standards for placement are outlined in the Higher Education Coordinating Board Student Placement Policy.

- A college or university may allow simultaneous enrollment in college-level credit and developmental courses.
- The board and administration of any campus may elect to set minimum scores for enrollment in college-level mathematics and English composition courses based on established and documented criteria, which demonstrate the students' ability to succeed.
- All concurrent students shall be assessed for placement into credit-bearing courses by at least one of the following methods:
 - an objective examination,
 - previous coursework and/or career training,
 - or measures supported by sufficient analysis of predicted student success.

The placement assessment should reflect a better than 75 percent likelihood of the student's ability to earn a "C" or better grade in the course in which the student is placed. A student's

reading level should be strong enough for them to earn a “C” or better in courses that require substantial reading such as courses in the sciences, humanities, and social sciences. Ideally, students should possess a readiness for credit-bearing courses and the institution admitting them should develop and refine a system to determine this.

II. **Concurrent Course Enrollment - Data Reporting** (via Student Information System)

All institutions are required to collect and report exam scores for the purpose of AHEIS reporting although a minimum score is not required.

V. **Concurrent Course Enrollment - Payment of Tuition and Fees**

The college/university will establish tuition and fee rates for concurrent students.

The high school student shall be responsible for all costs of college/university courses taken for concurrent credit, unless the costs for these courses are paid by the public school district, a college/university scholarship, a grant, or a private

foundation. If the costs for a college/university course(s) are paid by the public school district, a college/university scholarship, a grant, or a private foundation; a signed agreement must exist between the public school district, the external entity or foundation, and the Arkansas state-supported college/university.

If the college/university sets tuition and fees at a lower rate than the regular full tuition rate on campus, reduction in tuition shall not be considered an institutional scholarship per §6-16-1204.

Pursuant to Arkansas Code §6-53-501, the intent of this concurrent policy is that the college courses described above shall include but not be limited to articulated courses designed for instruction of secondary students qualifying for state aid from the public-school fund. Nothing in this policy shall preclude money flowing to the secondary centers under Arkansas Code §6-51-305.

An institution must be accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP); or effective August 1, 2015, the college/university must have an AHECB-approved Concurrent Enrollment Program to report concurrent courses/students to AHEIS.

(Note: More details on funding for concurrent enrollment may be included in AHECB financial aid policy.)

VI. Concurrent Course Enrollment - Career and Technical Education Courses

Students enrolled in Career and Technical Education (CTE) courses that are included in the MOU agreement between the school district and college/university can be awarded college credit and/or up to one unit of high school credit for successful completion of each CTE course that is a minimum of 3 semester credit hours, as delineated in the MOU agreement.

VII. Concurrent Course Enrollment – Remedial/Developmental Education Courses (College/University Participation Optional)

A high school student enrolled in college/university remedial/developmental education courses in English, reading and/or mathematics for concurrent credit must be notified verbally and in writing by the high school principal or designee that successful completion of remedial/ developmental education courses at one college/university does not guarantee college-level course placement at another Arkansas college/university, unless there is a written/signed college course placement agreement with the other Arkansas college/university.

A college/university remedial/developmental education course cannot be used to meet the college/university core subject area/unit requirements in English and mathematics.

A list of the colleges/universities with a signed college course placement agreement must be:

- 3) attached to the signed Memorandum of Understanding (MOU) between the school district and college/university,
- 3) included in the Concurrent Enrollment Student Guide/Information Sheet, and
- 3) posted on the college/university website.

Nothing in this concurrent policy, shall require a college/university or school district to offer remedial/developmental education courses in English, reading and mathematics for concurrent credit.

VIII. Partnership Agreement/Memorandum of Understanding (MOU)

A written and signed Memorandum of Understanding (MOU) must exist to reflect the various expectations, obligations, and responsibilities of all parties.

The MOU must be reviewed annually, and the college/university must provide to the high school a list of all college courses that may be offered for concurrent credit during the school year. The unit of high school credit that will be awarded for each college course must be noted for each concurrent course along with the high school course replacement/substitution. The high school/school district or the college/university can modify or terminate the written, signed concurrent agreement during the annual review period.

High school students who desire to enroll in a college or university first must be recommended by their high school principal or designee.

High school students enrolled in college courses for concurrent credit purposes must be 1) informed that the student is responsible for all costs associated with enrollment in the concurrent course, unless the courses are paid by another approved public or private entity; and 2) advised about the potential limitations concerning the transfer of college course credit.

If remedial/developmental education courses in English, reading or mathematics are offered for concurrent credit to high school seniors, a list of the colleges/universities with a signed college course placement agreement must be attached to the MOU, published in the student guide/information sheet, and posted on the college/university website.

The college/university must provide the school district with a student guide or information sheet for concurrent enrollment that the high school must distribute to students and parents that outlines the college/university and school district requirements for student participation. The high school will assure that the student and parent acknowledge that the student will participate in the concurrent program

in accordance with the stated college/university and school district participation requirements.

Concurrent program requirements and guidelines required for course instruction must be provided by the college/university to the school district and concurrent instructors.

IX. State Authorization for Concurrent Enrollment Program

A college/university must be accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP) or be authorized by the Arkansas Higher Education Coordinating Board (AHECB) to participate in the Concurrent Enrollment Program (CEP).

I. College/University offering Concurrent Courses on College/University Campus Only

A college/university only offering concurrent courses on the college/university campus (and does not offer or plan to offer concurrent courses on the high school campus) has satisfied the requirements for initial authorization for Concurrent Enrollment Program participation.

The college/university must submit to ADHE a copy of the written, signed MOU agreement between the college/university and high school/school district as verification of the on-campus college/university concurrent enrollment program. The MOU must outline in detail the concurrent enrollment arrangements between the two parties. A copy of the current

written, signed MOU agreement must be submitted to ADHE each subsequent year for continued authorization.

Any college/university currently not offering concurrent courses on a high school campus must follow the concurrent program approval process outlined below; and the college/university must have AHECB authorization for its institutional (high school) concurrent enrollment program prior to the offering of concurrent courses on a high school campus.

II. College/University with NACEP Accreditation Initial Authorization for Concurrent Enrollment Program

All colleges/universities with NACEP accreditation must provide written documentation to ADHE of NACEP accreditation status upon approval of this concurrent policy.

- 2) A college/university currently accredited by NACEP has satisfied the requirements for initial authorization for Concurrent Enrollment Program participation, and must maintain NACEP accreditation for continued CEP participation; or
- 2) A college/university currently accredited by NACEP has satisfied the requirements for initial authorization for Concurrent Enrollment Program participation and may request AHECB authorization to satisfy the requirements for continued CEP participation when current NACEP accreditation expires. The college/university must submit the written notification to ADHE no later than June 1, requesting AHECB authorization for continued CEP participation.

II. College/University without NACEP Accreditation (and offering Concurrent Courses on High School Campus)

Initial Authorization for Concurrent Enrollment Program

To receive initial authorization through the state review process, developed in cooperation with the colleges and universities, and implemented by the Arkansas Division of Higher Education (ADHE); a college/university must demonstrate that the college/university concurrent program meets or exceeds all requirements outlined in the AHECB Concurrent Enrollment Program (CEP) policy.

AHECB approval will be granted to the college/university to offer concurrent credit courses for a period not to exceed seven (7) years once the college/university has submitted a CEP proposal that has been reviewed and recommended for approval by a 3-member review team selected from a panel of reviewers agreed upon by the Concurrent Review Committee (CRC) and ADHE.

The initial proposal for offering concurrent credit must specify how the college/university concurrent enrollment program satisfies each component of the CEP policy by providing evidence of the following:

1. Faculty

Each college/university must have a policy for selecting faculty to teach concurrent courses that meets AHECB guidelines. Each concurrent instructor for general education courses at a minimum must hold a master's degree and have 18 graduate-level hours in the subject to be taught.

Each college/university must have an official transcript on file for each instructor approved for concurrent courses which clearly indicates that the concurrent faculty member has the required academic credentials.

Each college/university must have a description of the orientation process for new concurrent faculty and a sample of information that is provided to concurrent faculty during orientation.

Each college/university must have a description of the plan to assure concurrent faculty receive appropriate professional development.

2. Courses

Each college/university must present a current list of proposed concurrent courses by course name, number (i.e. ENGL 1013), the associated Arkansas Course Transfer System (ACTS) course number (if applicable) and indicate any pre-requisite courses.

3. Syllabi and Textbooks

Each college/university must have a policy regarding final approval of concurrent syllabi and textbooks.

4. Students

Each college/university must verify that students have met admission criteria for the college/university and that the process conforms to AHECB guidelines.

Each college/university must provide an explanation of how grades are awarded and recorded with the college/university Registrar; and must provide documentation that the college/university course grading/awarding and course recording standards are followed for concurrent courses.

5. **Student Guide for Concurrent Enrollment**

Each college/university must have a student guide for concurrent enrollment available to students and parents that outlines the college/university and school district participation requirements; and includes information regarding syllabi, academic standing, grading, links to ACTS, academic dishonesty, transcripts, current contact information for the concurrent enrollment liaison at the college/university, drop/withdrawal from class, academic due process guidelines, use of the college/university library, and student evaluation of instruction procedures.

6. **Faculty Guide for Concurrent Enrollment**

Each college/university must have a faculty guide for concurrent enrollment detailing the syllabus requirements, FERPA requirements, academic dishonesty policy, grading system, access to input grades, grade changes, student academic due process, student evaluation of instruction, policy for students with disabilities, sexual harassment policy, contact information for the college/university concurrent liaison, and child maltreatment and

reporting policy, non-compliance policy, and process of faculty evaluation by the academic unit head from the college/university.

7. **Assessment**

By academic discipline, a description of the process for assuring concurrent course content satisfies the requirements of the college/university academic unit. Examples may include common examinations, approval of concurrent tests by the college/university, common grading criteria, etc.

8. **Evaluation**

Each college/university will analyze its student success, persistence, and retention data to determine to what extent concurrent credit courses are leading to student success.

9. **Memorandum of Understanding**

The college/university must have on file a current written, signed Memorandum of Understanding with each high school with whom the college/university offers or desires to offer concurrent enrollment.

The Memorandum of Understanding must include the following:

1. The names and addresses of the college/university and the participating school district/high school;
2. Academic calendar with which the college/university and the high school must comply;
3. Guidelines and requirements for approval of instructors;
4. Guidelines for approval and assessment of courses;
5. Guidelines and requirements for admission and eligibility of students;
6. Requirements for syllabi;
7. Non-compliance statement; Length of time covered by the MOU and procedures for termination of MOU;
8. Description of the concurrent course billing process.

All evidence indicating how the college/university plans to offer a concurrent enrollment program must be submitted to ADHE by June 1 for an evaluation by a review team selected from among those designated by the Arkansas Division of Higher Education to serve on the Concurrent Review Committee. The Committee members will be selected by ADHE and will serve for a three-year period.

The CRC evaluation report will be forwarded to the Arkansas Division of Higher Education for consideration of a recommendation for AHECB approval of the institutional concurrent enrollment program.

AHECB Continued Authorization

A college/university with AHECB initial authorization for the Concurrent Enrollment Program can offer courses for concurrent enrollment for a period of up to seven (7) years unless the AHECB requires a follow-up review within the 7- year timeframe and/or the NACEP accreditation has expired.

A college/university that wishes to continue to offer courses for concurrent enrollment must request AHECB reauthorization or must maintain NACEP accreditation.

The request for AHECB CEP reauthorization must include documentation of the following:

- I. A current Memorandum of Understanding with each high school with whom the college/university desires to offer concurrent enrollment.
- II. A current list of concurrent courses offered by course name, number (i.e. ENGL 1013), the ACTS course number, and any pre-requisites courses.
- III. By academic discipline, a description of the process for assuring that concurrent course content satisfies the requirements of the college/university academic unit.
- IV. A current list of concurrent instructors offering courses for concurrent credit including a statement that each instructor meets the minimum requirements for instruction as required by AHECB and the academic department offering the concurrent credit.

- V. An explanation of how grades are awarded and recorded with the college/university Registrar.
- VI. An analysis of student success, persistence, and retention data to determine to what extent concurrent credit courses are leading to student success for the three years prior to the reauthorization request year.

The information for continued authorization must be submitted to ADHE by June 1 before the expiration date of AHECB CEP initial authorization; and reviewed by a 3- member team selected by ADHE from among those designated to serve on the Concurrent Review Committee. Based on the CRC review, ADHE will make a recommendation to AHECB for continued authorization or a recommendation for discontinuation of the institutional concurrent enrollment program.

A college/university with NACEP accreditation must submit written documentation to ADHE of its current accreditation status within 30 days of NACEP notification of reaccreditation to maintain AHECB CEP continued authorization.

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Agenda Item No. 12 April 27,
2007

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2011

Agenda Item No. 5 July 26, 2013

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2024

- VII. **Concurrent Enrollment** is the enrollment of a high school student in a college course for high school credit and college-level credit. (Arkansas Code §6-18-223) Concurrent enrollment allows students to obtain credit toward a high school diploma at the same time they earn college credit.

Dual enrollment is the enrollment of a high school student in postsecondary education for college-level credit exclusively. (Arkansas Code §6-60-202)

II. Concurrent Course Credit – Institutional Requirements

1. Program Accreditation/Authorization

If an institution of higher education offers a concurrent credit course(s) on a high school campus taught by a high school teacher, the institution must be accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP); or the college/university must be approved by the Arkansas Higher Education Coordinating Board (AHECB) to offer courses, including courses offered via distance technology, for concurrent credit.

2. Concurrent Credit Courses

Concurrent credit courses should be freshman-level and/or sophomore-level college/university courses, or in select cases upper-level courses, approved through the established process of an institution and included in the institutional catalog. General education courses offered for concurrent credit should be listed in the Arkansas Course Transfer System (ACTS). Students taking general education courses that are not part of the Arkansas Course Transfer System must be informed by the institution and high school that the course may not transfer to another college or university. A list of the career and technical education (CTE) courses offered for concurrent credit must be attached to the signed Memorandum of Understanding (MOU) between the high school/school district and the college/university.

The course offered for concurrent credit must meet the same standards as college courses taught on the college/university campus. Students can earn college credit and/or up to one unit of high school credit for successful completion of each general education concurrent course and each blended AP/concurrent course that is a minimum of 3 semester credit hours. Students can earn college credit and/or up to one unit of high school credit for successful completion of each CTE course that is a minimum of 3 semester credit hours.

The college/university administration must exercise direct oversight of all

aspects of the concurrent course, including participation in the faculty selection, orientation, professional development, and evaluation processes.

The instructor teaching the college course for concurrent credit must:

- 4) use the approved college/university course syllabus,
- 4) use the same textbook or a textbook with aligned content and course learning outcomes as approved by the college/university,
- 4) adopt the same learning outcomes and assignments as those developed for the course offered on the college/university campus with limited exceptions approved by the college/university, and

- 4) use the same course grading/awarding standards as those on the college/university campus. If departmental exams are used in college/university campus courses, then those course exams must be used at the high school site.

Note: It is understood that one high school may have a concurrent agreement with more than one college/university; however, there should not be unnecessary duplication of college course offerings.

If there is not agreement among multiple institutions offering college courses at one high school/school district, the college/university seeking clarification on the implementation of the concurrent enrollment policy must contact the ADHE Commissioner in writing and follow AHECB Policy: Off-Campus Instruction Policy-Criteria for Conflict Resolution.

Criteria for Conflict Resolution from AHECB Policy: Off-Campus Instruction Policy-Criteria for Conflict Resolution

Institutions that seek to offer concurrent courses at the same high school and cannot reach agreement between each other, either informally or with a written Memorandum of Understanding, will appeal to the ADHE Commissioner. After receiving a written request from each affected institution that includes pertinent information and data, the ADHE Commissioner will mediate the conflict. If the affected institutions reject the decision of the ADHE Commissioner, the Arkansas Higher Education Coordinating Board will hear evidence, consider staff recommendations, and make a final determination.

In order to determine the merits of presented arguments, the ADHE Commissioner and Board members will require in writing from each institution the following information:

- Mission of institution
- Willingness of institution to offer the course at the off-campus/high school location
- Capability of institution
- Type of courses/programs proposed

- Cost to students
- Desire of the community or local school district
- History of off-campus offerings in the geographical area or at the high school
- Evidence that this course offering will not result in unnecessary duplication of courses/programs
- Evidence that the course offerings will not result in overextension of state's resources
- Other relevant information as determined by the institutions, ADHE Commissioner, and/or AHECB members

Although the “30-Mile Rule” is not a criterion used to resolve institutional conflicts regarding off-campus or concurrent offerings, the AHECB does not look favorably on an institution that encroaches on the service area of a second institution.

2. **AP/Concurrent or IB/Concurrent Blended Courses** (College/University Participation Optional)

Advanced Placement (AP) courses are high school courses in which students are required to take the AP Exam and make the requisite score in order to receive college credit from an Arkansas institution of higher education.

The merging of AP or IB courses and general education college courses is allowed under certain circumstances, and these merged courses will be referenced as blended AP/concurrent or IB/concurrent courses.

- Colleges and universities that offer blended AP/concurrent or blended IB/ concurrent courses must ensure that these blended courses meet all the requirements of concurrent courses as set forth in this concurrent enrollment policy.
- The AP course guidelines specified by the College Board in its published course description must be incorporated into the blended AP/concurrent course syllabus, and the core IB program requirements must be incorporated into the blended IB/concurrent course syllabus.
- The blended AP/concurrent course syllabus must be submitted by the high school teacher for approval by the College Board AP Course Audit; and the school district must have on file the written documentation of the College Board approval of the blended AP/concurrent course syllabus. A copy of the blended AP/concurrent course syllabus currently approved by the College Board must be submitted for college/university approval during the concurrent instructor/course approval process. A copy of the blended IB/concurrent course syllabus also must be on file at the school district.
- All students enrolled in blended AP/concurrent courses are required to take the AP exam; and the high school must have written documentation on file of the students who took the AP exam with this AP exam data provided to the college/university upon request. There also must be written documentation on file of the students who took the IB assessment with this assessment data provided to the college/university upon request.
- Students can earn at least three semester credit hours of college credit and one unit of high school credit for successful completion of one blended AP/ concurrent or blended IB/concurrent course only if the student registers for concurrent course credit at the

beginning of the term. (A minimum score on the AP exam or IB assessment is not required for the student to earn college credit for the blended AP/concurrent or blended IB/concurrent course.) All other students enrolled in the blended AP/concurrent or blended IB/concurrent course can earn only one unit of high school credit for the course.

- Students enrolled in these blended AP/concurrent or blended IB/concurrent courses must meet all college/university requirements included in this concurrent enrollment policy.
- Any high school that cannot furnish data on blended AP/concurrent or blended IB/concurrent test takers (during an ADE/ADHE concurrent enrollment program audit) will not be approved for the continued offering of blended AP/concurrent or blended IB/concurrent courses.

4. Concurrent Course Ownership

Institutions of higher education must demonstrate “ownership” of any course offered for concurrent credit for which students are reported. Ownership of courses means that the college/university will:

- Provide the instructors with appropriate training and orientation in course curriculum, assessment criteria, course philosophy, and administrative requirements after approval of the instructors to teach the college/university courses.
- Ensure that instructors receive continuing collegial interaction with college faculty through professional development, required seminars, and site visits. These interactions will address topics such as course content, course delivery, student learning assessment, in-class evaluation, and professional development in the field of study.
- Ensure that students have the opportunity to utilize institutional resources including the college/university library and academic advising on the

college/university campus.

Simply awarding college credit to students who are enrolled in concurrent courses offered by a sponsoring college/university does not meet the principle of “course ownership” as described above.

5. Teaching Credentials

Faculty teaching general education concurrent courses must have a master's degree that includes a minimum of 18 graduate college credit hours in the subject area being taught. College or university faculty who travel to the high school or secondary center to teach concurrent courses (and/or faculty and staff that have direct, official contact with the high school student) must have a criminal background check and complete the child maltreatment training course as required of public-school teachers.

The teacher of the blended AP/concurrent course(s) must have completed AP training in the subject area(s), must have a master's degree with a minimum of 18 graduate college credit hours in the subject area being taught, must be approved to teach the concurrent course(s) by the college/university, and must provide the college/university with documentation of successful completion of AP training.

The instructor of record must be the individual that teaches the concurrent course(s); and for general education concurrent courses and blended AP/concurrent or blended IB/concurrent courses these individuals must have a master's degree that includes a minimum of 18 graduate college credit hours in the subject areas being taught. For the purpose of teaching a concurrent course under this policy, an individual under contract with the school district as a teacher will not be considered an adjunct faculty member of the college/university; although, they must be reported as an academic rank of adjunct faculty to AHEIS.

III. Concurrent Course Enrollment Concurrent College Admission

High school students enrolled in general education concurrent courses will be those who have successfully completed the eighth grade and are admitted to the college/university as non-award seeking students per §6-16-1204 (although a major can be reported for the concurrent students to AHEIS to assist with tracking of students completing college certificates/degrees before high school graduation).

Each college/university must specify the concurrent admission requirements for high school students.

Concurrent Course Registration

All high school students enrolled in the concurrent course must meet the same

requirements for completion of the course whether or not the student is registered for college credit. The concurrent course withdrawal process and procedures must be implemented in accordance with established college/university guidelines.

Concurrent/Dual Course Placement

To ensure successful placement in concurrent English, math, and reading intensive courses, institutions are encouraged to consider a variety of factors beyond a single standardized test

score. Procedures and standards for placement are outlined in the Higher Education Coordinating Board Student Placement Policy.

- A college or university may allow simultaneous enrollment in college-level credit and developmental courses.
- The board and administration of any campus may elect to set minimum scores for enrollment in college-level mathematics and English composition courses based on established and documented criteria, which demonstrate the students' ability to succeed.
- All concurrent students shall be assessed for placement into credit-bearing courses by at least one of the following methods:
 - an objective examination,
 - previous coursework and/or career training,
 - or measures supported by sufficient analysis of predicted student success.

The placement assessment should reflect a better than 75 percent likelihood of the student's ability to earn a "C" or better grade in the course in which the student is placed. A student's reading level should be strong enough for them to earn a "C" or better in courses that require substantial reading such as courses in the sciences, humanities, and social sciences. Ideally, students should possess a readiness for credit-bearing courses and the institution admitting them should develop and refine a system to determine this.

VIII. **Concurrent Course Enrollment - Data Reporting** (via Student Information System)

All institutions are required to collect and report exam scores for the purpose of AHEIS reporting although a minimum score is not required.

V. **Concurrent Course Enrollment - Payment of Tuition and Fees**

The college/university will establish tuition and fee rates for concurrent students.

The high school student shall be responsible for all costs of college/university courses taken for concurrent credit, unless the costs for these courses are paid by the public school district, a college/university scholarship, a grant, or a private

foundation. If the costs for a college/university course(s) are paid by the public school district, a college/university scholarship, a grant, or a private foundation; a signed agreement must exist between the public school district, the external entity or foundation, and the Arkansas state-supported college/university.

If the college/university sets tuition and fees at a lower rate than the regular full tuition rate on campus, reduction in tuition shall not be considered an institutional scholarship per §6-16-1204.

Pursuant to Arkansas Code §6-53-501, the intent of this concurrent policy is that the college courses described above shall include but not be limited to articulated courses designed for instruction of secondary students qualifying for state aid from the public-school fund. Nothing in this policy shall preclude money flowing to the secondary centers under Arkansas Code §6-51-305.

An institution must be accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP); or effective August 1, 2015, the college/university must have an AHECB-approved Concurrent Enrollment Program to report concurrent courses/students to AHEIS.

(Note: More details on funding for concurrent enrollment may be included in AHECB financial aid policy.)

VI. Concurrent Course Enrollment - Career and Technical Education Courses

Students enrolled in Career and Technical Education (CTE) courses that are included in the MOU agreement between the school district and college/university can be awarded college credit and/or up to one unit of high school credit for successful completion of each CTE course that is a minimum of 3 semester credit hours, as delineated in the MOU agreement.

VII. Concurrent Course Enrollment – Remedial/Developmental Education Courses (College/University Participation Optional)

A high school student enrolled in college/university remedial/developmental education courses in English, reading and/or mathematics for concurrent credit must be notified verbally and in writing by the high school principal or designee that successful completion of remedial/ developmental education courses at one college/university does not guarantee college-level course placement at another Arkansas college/university, unless there is a written/signed college course placement agreement with the other Arkansas college/university.

A college/university remedial/developmental education course cannot be used to meet the college/university core subject area/unit requirements in English and mathematics.

A list of the colleges/universities with a signed college course placement agreement must be:

- 3) attached to the signed Memorandum of Understanding (MOU) between the school district and college/university,
- 3) included in the Concurrent Enrollment Student Guide/Information Sheet, and
- 3) posted on the college/university website.

Nothing in this concurrent policy, shall require a college/university or school district to offer remedial/developmental education courses in English, reading and mathematics for concurrent credit.

VIII. Partnership Agreement/Memorandum of Understanding (MOU)

A written and signed Memorandum of Understanding (MOU) must exist to reflect the various expectations, obligations, and responsibilities of all parties.

The MOU must be reviewed annually, and the college/university must provide to the high school a list of all college courses that may be offered for concurrent credit during the school year. The unit of high school credit that will be awarded for each college course must be noted for each concurrent course along with the high school course replacement/substitution. The high school/school district or the college/university can modify or terminate the written, signed concurrent agreement during the annual review period.

High school students who desire to enroll in a college or university first must be recommended by their high school principal or designee.

High school students enrolled in college courses for concurrent credit purposes must be 1) informed that the student is responsible for all costs associated with enrollment in the concurrent course, unless the courses are paid by another approved public or private entity; and 2) advised about the potential limitations concerning the transfer of college course credit.

If remedial/developmental education courses in English, reading or mathematics are offered for concurrent credit to high school seniors, a list of the colleges/universities with a signed college course placement agreement must be attached to the MOU, published in the student guide/information sheet, and posted on the college/university website.

The college/university must provide the school district with a student guide or information sheet for concurrent enrollment that the high school must distribute to students and parents that outlines the college/university and school district requirements for student participation. The high school will assure that the student and parent acknowledge that the student will participate in the concurrent program

in accordance with the stated college/university and school district participation requirements.

Concurrent program requirements and guidelines required for course instruction must be provided by the college/university to the school district and concurrent instructors.

IX. State Authorization for Concurrent Enrollment Program

A college/university must be accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP) or be authorized by the Arkansas Higher Education Coordinating Board (AHECB) to participate in the Concurrent Enrollment Program (CEP).

I. College/University offering Concurrent Courses on College/University Campus Only

A college/university only offering concurrent courses on the college/university campus (and does not offer or plan to offer concurrent courses on the high school campus) has satisfied the requirements for initial authorization for Concurrent Enrollment Program participation.

The college/university must submit to ADHE a copy of the written, signed MOU agreement between the college/university and high school/school district as verification of the on-campus college/university concurrent enrollment program. The MOU must outline in detail the concurrent enrollment arrangements between the two parties. A copy of the current written, signed MOU agreement must be submitted to ADHE each subsequent year for continued authorization.

Any college/university currently not offering concurrent courses on a high school campus must follow the concurrent program approval process outlined below; and the college/university must have AHECB authorization for its institutional (high school) concurrent enrollment program prior to the offering of concurrent courses on a high school campus.

II. College/University with NACEP Accreditation Initial Authorization for Concurrent Enrollment Program

All colleges/universities with NACEP accreditation must provide written documentation to ADHE of NACEP accreditation status upon approval of this concurrent policy.

- 2) A college/university currently accredited by NACEP has satisfied the requirements for initial authorization for Concurrent Enrollment Program participation, and must maintain NACEP accreditation for continued CEP participation; or
- 2) A college/university currently accredited by NACEP has satisfied the requirements for initial authorization for Concurrent Enrollment Program participation and may request AHECB authorization to satisfy the requirements for continued CEP participation when current NACEP accreditation expires. The college/university must submit the written notification to ADHE no later than June 1, requesting AHECB authorization for continued CEP participation.

II. **College/University without NACEP Accreditation** (and offering Concurrent Courses on High School Campus)

Initial Authorization for Concurrent Enrollment Program

To receive initial authorization through the state review process, developed in cooperation with the colleges and universities, and implemented by the Arkansas Division of Higher Education (ADHE); a college/university must demonstrate that the college/university concurrent program meets or exceeds all requirements outlined in the AHECB Concurrent Enrollment Program (CEP) policy.

AHECB approval will be granted to the college/university to offer concurrent credit courses for a period not to exceed seven (7) years once the college/university has submitted a CEP proposal that has been reviewed and recommended for approval by a 3-member review team selected from a panel of reviewers agreed upon by the Concurrent Review Committee (CRC) and ADHE.

The initial proposal for offering concurrent credit must specify how the college/university concurrent enrollment program satisfies each component of the CEP policy by providing evidence of the following:

1. **Faculty**

Each college/university must have a policy for selecting faculty to teach concurrent courses that meets AHECB guidelines. Each concurrent instructor for general education courses at a minimum must hold a master's degree and have 18 graduate-level hours in the subject to be taught.

Each college/university must have an official transcript on file for each instructor approved for concurrent courses which clearly indicates that the concurrent faculty member has the required academic credentials.

Each college/university must have a description of the orientation process for new concurrent faculty and a sample of information that is provided to concurrent faculty during orientation.

Each college/university must have a description of the plan to assure concurrent faculty receive appropriate professional development.

2. **Courses**

Each college/university must present a current list of proposed concurrent courses by course name, number (i.e. ENGL 1013), the associated Arkansas Course Transfer System (ACTS) course number (if applicable) and indicate any pre-requisite courses.

3. **Syllabi and Textbooks**

Each college/university must have a policy regarding final approval of concurrent syllabi and textbooks.

4. **Students**

Each college/university must verify that students have met admission criteria for the college/university and that the process conforms to AHECB guidelines.

Each college/university must provide an explanation of how grades are awarded and recorded with the college/university Registrar; and must provide documentation that the college/university course grading/awarding and course recording standards are followed for concurrent courses.

5. **Student Guide for Concurrent Enrollment**

Each college/university must have a student guide for concurrent enrollment available to students and parents that outlines the college/university and school district participation requirements; and includes information regarding syllabi, academic standing, grading, links to ACTS, academic dishonesty, transcripts, current contact information for the concurrent enrollment liaison at the college/university, drop/withdrawal from class, academic due process guidelines, use of the college/university library, and student evaluation of instruction procedures.

6. **Faculty Guide for Concurrent Enrollment**

Each college/university must have a faculty guide for concurrent enrollment detailing the syllabus requirements, FERPA requirements, academic dishonesty policy, grading system, access to input grades, grade changes, student academic due process, student evaluation of instruction, policy for students with disabilities, sexual harassment policy, contact information for the college/university concurrent liaison, and child maltreatment and

reporting policy, non-compliance policy, and process of faculty evaluation by the academic unit head from the college/university.

7. **Assessment**

By academic discipline, a description of the process for assuring concurrent course content satisfies the requirements of the college/university academic unit. Examples may include common

examinations, approval of concurrent tests by the college/university, common grading criteria, etc.

8. Evaluation

Each college/university will analyze its student success, persistence, and retention data to determine to what extent concurrent credit courses are leading to student success.

9. Memorandum of Understanding

The college/university must have on file a current written, signed Memorandum of Understanding with each high school with whom the college/university offers or desires to offer concurrent enrollment.

The Memorandum of Understanding must include the following:

1. The names and addresses of the college/university and the participating school district/high school;
2. Academic calendar with which the college/university and the high school must comply;
3. Guidelines and requirements for approval of instructors;
4. Guidelines for approval and assessment of courses;
5. Guidelines and requirements for admission and eligibility of students;
6. Requirements for syllabi;
7. Non-compliance statement; Length of time covered by the MOU and procedures for termination of MOU;
8. Description of the concurrent course billing process.

All evidence indicating how the college/university plans to offer a concurrent enrollment program must be submitted to ADHE by June 1 for an evaluation by a review team selected from among those designated by the Arkansas Division of Higher Education to serve on the Concurrent Review Committee. The Committee members will be selected by ADHE and will serve for a three-year period.

The CRC evaluation report will be forwarded to the Arkansas Division of Higher Education for consideration of a recommendation for AHECB approval of the institutional concurrent enrollment program.

AHECB Continued Authorization

A college/university with AHECB initial authorization for the Concurrent Enrollment Program can offer courses for concurrent enrollment for a period of up to seven (7) years unless the AHECB requires a follow-up review within the 7- year timeframe and/or the NACEP accreditation has expired.

A college/university that wishes to continue to offer courses for concurrent enrollment must request AHECB reauthorization or must maintain NACEP accreditation.

The request for AHECB CEP reauthorization must include documentation of the following:

1. A current Memorandum of Understanding with each high school with whom the college/university desires to offer concurrent enrollment.
2. A current list of concurrent courses offered by course name, number (i.e. ENGL 1013), the ACTS course number, and any pre-requisites courses.
3. By academic discipline, a description of the process for assuring that concurrent course content satisfies the requirements of the college/university academic unit.
4. A current list of concurrent instructors offering courses for concurrent credit including a statement that each instructor meets the minimum requirements for instruction as required by AHECB and the academic department offering the concurrent credit.
5. An explanation of how grades are awarded and recorded with the college/university Registrar.
6. An analysis of student success, persistence, and retention data to determine to what extent concurrent credit courses are leading to student success for the three years prior to the reauthorization request year.

The information for continued authorization must be submitted to ADHE by June 1 before the expiration date of AHECB CEP initial authorization; and reviewed by a 3- member team selected by ADHE from among those designated to serve on the Concurrent Review Committee. Based on the CRC review, ADHE will make a recommendation to AHECB for continued authorization or a recommendation for discontinuation of the institutional concurrent enrollment program.

A college/university with NACEP accreditation must submit written documentation to ADHE of its current accreditation status within 30 days of NACEP notification of reaccreditation to maintain AHECB CEP continued authorization.

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October 23, 1998

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2011

Agenda Item No. 5 July 26, 2013

Agenda Item No. 2 July 27, 2017

Agenda Item No. 15 July 26,
2024

Appendix E

A-State ECP Academic Calendar 2025-2026

Fall 2025

| | |
|---------------------------------------------------------|----------------|
| Concurrent Application Deadline | August 13 |
| First Day of Classes | August 20 |
| Online/SSF Courses Enrollment Deadline | August 20 |
| On-Campus/Traditional Courses Enrollment Deadline | August 29 |
| Labor Day Holiday (A-State Closed) | September 1 |
| Last Day to Drop Session I Courses | September 19 |
| Last Day of Session I Courses | October 3 |
| First Day of Session II Courses | October 13 |
| Mid-Semester Break (tentative) (A-State Closed) | October 16-17 |
| Last Day to Drop/Withdraw | November 21 |
| Thanksgiving Holiday/Fall Break (A-State Closed) | November 24-28 |
| Last Day of Courses | December 4 |
| Final Exams | December 8-12 |
| All Grades Due @ Noon | December 15 |

Spring 2026

| | |
|---------------------------------------------------------|-------------|
| Concurrent Application Deadline | January 9 |
| First Day of Classes | January 12 |
| Online/SSF Courses Enrollment Deadline | January 12 |
| MLK Jr. Day (A-State Closed) | January 19 |
| On-Campus/Traditional Courses Enrollment Deadline | January 23 |
| Last Day to Drop Session I Courses | February 13 |

| | |
|---------------------------------------|-------------|
| Last Day of Session I Courses | February 27 |
| First Day of Session II Courses | March 9 |
| Last Day to Drop/Withdraw | April 17 |
| Last Day of Courses | April 30 |
| Final Exams | May 4-8 |

Appendix F

Concurrent Course Site Visit Report

Arkansas State University Jonesboro

Concurrent Course: _____ CRN: _____ Date: _____

Concurrent Instructor: _____ Time of Visit: _____

School Visited: _____

CEP Supervisor/Reviewer/Facilitator: _____

Table with 4 columns: Criteria, EXCELLENT, ADEQUATE, NEEDS IMPROVEMENT*. Rows include criteria like 'Implementation of A-State curriculum', 'Course content reflects pedagogical orientation', etc.

*If any area is rated as "needs improvement", please use the back of this form to note specific reasons for concern. Offer suggestions for improvement in the box provided below.

Three text boxes for feedback: 'What was exemplary about this CEP course?', 'What suggestion(s) can you provide for improvement of this CEP course?', 'What feedback did students provide about the course?'

Signature of Faculty Liaison _____ Date _____

Signature of Concurrent Instructor _____ Date _____

NOTE: Provide a copy of assessments used in the course including a test, a quiz, and an assignment.

Appendix G

