South Arkansas Community College

Faculty Handbook

Concurrent Enrollment Program
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Introduction

As an instructor in a concurrent enrollment program, you are part of a large movement in the United States to help students maximize their years of formal education by starting college early. More and more high schools across the country are forming partnerships with local colleges and universities to afford their students the opportunity to earn both high school and college credit at the same time. South Arkansas Community College (SouthArk) in El Dorado has been working with area high schools since 2007 to offer general education courses to intelligent, highly motivated students who see the advantages of bridging the gap between secondary and post-secondary education and saving money, time, and energy in the bargain. These students tend to be bright, determined, and well supported at home; therefore, instructors can focus their efforts on providing a rigorous, college-level course that will both round out their high school studies and prepare students for a meaningful college experience.

This faculty handbook is intended to acquaint you with concurrent credit programs in general and with SouthArk’s in particular. If you will study it before preparing your syllabus and lesson plans, you will have a more positive experience with the course, and your students are more likely to succeed. Your SouthArk mentor and/or the appropriate SouthArk dean will be glad to answer any questions that occur to you as you read this document.

Because SouthArk’s concurrent enrollment program is governed by the Arkansas Department of Higher Education, it is also important that instructors know and abide by the state’s requirements. This handbook has been updated to make it consistent with the new state guidelines approved by the Arkansas Higher Education Coordinating Board in July of 2013, so becoming familiar with these policies and procedures will help SouthArk meet state standards and keep your course in compliance.

When you finish reading this handbook, you are welcome to contact your mentor or the dean in whose division you teach to ask questions or to make comments.

Academic Deans

Business and Technical Education - Jim Roomsburg (864-8410) – roomsburg@southark.edu

Health and Natural Sciences – Art Brown (864-7102) – abrown@southark.edu

Liberal Arts – Phil Ballard (864-7156) – pballard@southark.edu

To learn more about the concurrent enrollment program from a student’s point of view, visit the College Transition page of the SouthArk web site.

http://www.southark.edu/student-services-college-transition
A Profile of South Arkansas Community College

A Historical Summary

South Arkansas Community College, known locally as SouthArk, is a public, comprehensive community college with an open-door policy, providing educational programs, workforce development, civic and cultural enrichment, and support services to students and residents in its service area. Formed from a merger of Southern Arkansas University, El Dorado Branch (SAU-EB), and Oil Belt Technical College (OBTC), South Arkansas Community College was approved by a 62 percent majority vote in Union County in March 1992. Then-Governor Bill Clinton appointed a nine-member Board of Trustees, and all assets and liabilities of Oil Belt and SAU-EB were transferred by June 30, 1992, to SouthArk. The former OBTC became known as the East Campus and SAU-EB the West Campus.

Mission Statement

South Arkansas Community College promotes excellence in learning, teaching, and service; provides lifelong educational opportunities; and serves as a cultural, intellectual, and economic resource for the community.

Purpose of the College

- To provide an environment that fosters excellence in learning and teaching.
- To provide a university transfer program of high academic quality for students who plan to continue their education.
- To offer degree and certificate programs to develop or enhance occupational skills that prepare learners for a changing global economy.
- To provide developmental courses to prepare students to do college level work.
- To provide adult education and workforce development.
- To provide comprehensive student services to enhance students’ success.
- To promote the civic and cultural life and the economic development of the community.
- To make education accessible through innovative instructional methods.

Values

The college has identified six values statements that serve as guiding principles in fulfilling the Mission Statement.

Excellence in Education
We are committed to providing students access to a highly competent, innovative, and supportive faculty and staff; modern facilities equipped with current technology; and high quality academic and occupational programs.

Student Learning
We are committed to providing support, respect, and encouragement, thereby enabling students to achieve their educational goals and develop skills for lifelong learning.
Contribution to the Community
We strive to serve the academic, occupational, and enrichment needs of the community; enhance its quality of life; and support economic development in South Arkansas.

Quality of Work Environment
Recognizing that everyone contributes to the learning process, we value each member of our college community; foster respect, trust, and support among faculty, staff, and students; encourage responsible, creative risk-taking and innovation; and recognize and reward exceptional performance and integrity.

Respect for Diversity
Believing that everyone should have an opportunity to learn and succeed, we value intellectual and cultural diversity in the classroom, in the workplace, and in the community.

Commitment to Accountability
We are committed to continuous evaluation of our institution to address the needs of the present and to meet the challenges of the future.

Board of Trustees
A nine-member Board of Trustees governs the college. The Governor appoints each member for a six-year term. The college’s Board members and the expiration dates of their terms are shown below.

Mr. Steve Cameron .................................................................12-31-2016
Ms. Patty Cardin .................................................................12-31-2019
Mr. Steve Cousins, Chair .........................................................12-31-2014
Ms. Veronica Creer, Secretary ..............................................12-31-2018
Mr. Gary Griffis .................................................................12-31-2016
Ms. Vicki de Yampert .........................................................12-31-2014
Dr. Marc Parnell ...............................................................12-31-2014
Mr. David Ross .................................................................12-31-2016
Mr. Charlie Thomas ...........................................................12-31-2018

South Arkansas Community College Foundation, Inc.

The South Arkansas Community College Foundation exists to build leadership, scholarship, and partnership by increasing donor support, rewarding excellence, and elevating the stature and importance of the college locally, regionally, and nationally. The Foundation, a private, non-profit corporation organized under a tax exempt 501(c)(3) status, secures funds—above and beyond state and local appropriations—to further enhance the efforts of the college. A listing of scholarships is available online at www.southark.edu/foundation.
Accreditation and Affiliations

South Arkansas Community College is accredited by The Higher Learning Commission and is a member of the North Central Association of Colleges and Schools [North Central Association of Colleges and Schools, 30 N. LaSalle Street, Suite 2400, Chicago, IL 60602-2504; phone (312) 263-0456; www.ncahigherlearningcommission.org]. The institution is approved by the Arkansas State Department of Higher Education and the Veterans Approval Agency of the Arkansas Department of Education. The college also holds institutional membership in the American Association of Community Colleges (AACC) and is a sustaining member of the American Technical Education Association. The nursing programs are approved by the Arkansas State Board of Nursing. Other health-sciences programs are accredited by their respective accrediting organizations: The Arkansas Department of Human Services Division of Medical Services Office of Long-Term Care approves the certified nursing assistant program; the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) accredits the occupational therapy assistant program; the Commission on Accreditation in Physical Therapy Education (CAPTE) accredits the physical therapist assistant program; the Joint Review Committee on Education in Radiologic Technology accredits the radiologic technology program; the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP), through the Commission on Accreditation of Allied Health Education Programs (CAAHEP), accredits the emergency medical technician programs; and the Accreditation Review Committee on Education in Surgical Technology (ARC-ST), through CAAHEP, accredits the surgical technology program. The National Institute for Automotive Service Excellence accredits the automotive service technology program. The programs of Automotive Service Technology, Computer Engineering Technology, Cosmetology, Criminal Justice, Health Science Technology (non-credit) and Welding Technology are jointly approved by the Arkansas Department of Education – Arkansas Department of Career Education. The Cosmetology program is approved by the Arkansas Department of Health/Board of Cosmetology. The Welding Technology program is approved by the American Welding Society (AWS) and the National Center for Construction Education and Research (NCCER).
What Is Concurrent Enrollment?

Concurrent Enrollment

Sometimes called “dual enrollment” or “joint enrollment,” 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).

Concurrent Course Credit – Institutional Requirements

For concurrent course enrollments to be counted for FTE/higher education funding purposes, the following conditions must be met.

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 Credit Partnerships (NACEP); or the college/university must be approved by the Arkansas Higher Education Coordinating Board to offer courses, including courses offered via distance technology, for concurrent credit. SouthArk is not a member of NACEP, but the college has the state’s approval to offer concurrent credit courses under the guidelines of the Arkansas Department of Higher Education.

2. Concurrent Credit Courses - Concurrent credit courses must be freshman-level and/or sophomore-level college/university courses that are approved through the established process of an institution and included in the institutional catalog. The general education courses offered for concurrent credit must be listed in the Arkansas Course Transfer System (ACTS). 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 South Arkansas Community College’s courses taught on SouthArk’s campus. Students can earn college credit and/or 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. SouthArk will exercise direct oversight of all aspects of the concurrent course, including participation in the faculty selection, orientation, and evaluation processes.

Applying to Teach a Concurrent Credit Course: Instructor’s Credentials

Faculty teaching general education concurrent courses must have a master’s degree with a minimum of 18 graduate college credit hours in the subject area being taught. Instructor credentials are reviewed by the respective departmental dean or vice president for learning (chief academic officer). A completed state employment application and official transcripts for each instructor must be on file in SouthArk’s personnel office.
Requirements of Instructors

Concurrent credit classes are college-level courses, and instructors accept the responsibility for maintaining academic integrity and complying with state requirements.

- Instructors agree to keep their course materials and syllabus in alignment with the master course guide of the matching SouthArk course.
- Instructors agree to use the same textbook or a textbook with aligned content and course learning outcomes as approved by SouthArk. The Arkansas Higher Education Coordinating Board Policy requires the concurrent credit instructor to use the college syllabus.
- A current course syllabus must be given to each student no later than the end of the first week of classes.
- Instructors must adopt or align with the same learning outcomes and assignments as those developed for the course offered on SouthArk’s campus with limited exceptions approved by the college.
- Instructors agree to review class rosters at the beginning and middle of the terms.
- Instructors must use the same course grading standards as those on SouthArk’s campus. Instructors must publish a grading scale on their syllabus for concurrent credit course and submit the same grades received at the high school and for college credit. If departmental exams are used at SouthArk’s campus courses, then those course exams must be used at the high school site.
- From time to time, the division dean will need to visit concurrent enrollment instructors and observe their classes. Since concurrent credit students receive college credit from SouthArk, the purpose of these observations is to facilitate alignment of course curricula, learning objectives, and assessment methods. This is also part of the college’s faculty evaluation program. It is also hoped that communication among faculty at our partner high schools and SouthArk faculty and administration will be beneficial to our mutual educational goals.
- Instructors agree to participate in annual SouthArk professional development workshops at least once each year. If the college identifies a pattern of absence over a two-year period, a designee will meet with the concurrent credit instructor to discuss continued participation in the program.
- Newly approved concurrent credit instructors will take part in concurrent credit orientation in August at prior to teaching a SouthArk concurrent credit course at their school.
- Newly approved concurrent credit instructors will meet with the appropriate dean to review their course syllabus, textbook, instructional materials and resources before instructing a concurrent credit course at their school.
- All instructors are required to request students to complete the SouthArk end-of-course evaluation each semester for each course they instruct. Surveys may be completed online, or paper copies may be administered upon request. Online surveys are encouraged as instructors receive immediate end-of-course feedback.
- Students are placed in courses based on the ACT, EXPLORE, PLAN, or COMPASS scores. SouthArk relies on school guidance counselors and concurrent credit instructors to place students appropriately in concurrent credit classes. Schools should assess student skill level, knowledge base, and preparation for the level of work required in a particular concurrent credit class through the use of required ACT or placement testing.
Students who fail the first course in a sequence (e.g. English Composition I) are not permitted to register for the subsequent course (e.g. English Composition II) in the sequence.

Non-Compliance with Requirements

Non-compliance with any of the requirements, including annual professional development or concerns identified from site visits or end-of-term course evaluation, will result in a conference with the division dean. Concurrent credit instructors are provided with the resources and/or support necessary to assist them in meeting the required expectations during the following semester and academic year. An additional follow-up visit and conference may be required during the next academic year. If non-compliance continues into the next year, the instructor’s contract with SouthArk will not be renewed. Instructors may reapply to teach in the program after a three-year period, but they are not guaranteed they will be approved.

Concurrent Credit Instructor Benefits

South Arkansas Community College recognizes the importance of helping to keep our concurrent credit instructors at the forefront of education. We are pleased to be able to provide the following concurrent credit instructor benefits:

- Concurrent credit faculty may benefit from the programs offered through Workforce Development Center noncredit courses.
- All concurrent credit instructors have access to the South Arkansas Community College Library and resources available for check-out. Some library services are available online. We also welcome student use of the library. Contact the library staff at (870) 864-7116 for a free orientation session, which includes a tour of the library.
- Full-time high school teachers who serve as concurrent credit instructors will be given special consideration if they wish to teach as adjunct instructors on SouthArk’s campus in the evenings or during summer school. Currently, the college pays $500 per credit hour ($1500 for 3-hour courses) to adjunct instructors.
- The college will provide training for concurrent credit instructors interested in becoming qualified to teach a course online using Blackboard. If you are interested in teaching an online course for SouthArk, or just want to explore the Blackboard classroom capabilities, please contact the office of distance learning at (870) 864-7252.
- SouthArk’s office of admissions will be happy to host tours of the college for concurrent credit faculty and their students upon request. If you would like to visit the college, and/or connect with other faculty on campus, please contact the office of the vice president for leaning at (870) 864-7155.

Student Eligibility Requirements

Students must be approved by their high school principal and/or guidance counselor for admission into concurrent credit courses offered in the high school. Guidelines for student eligibility:

a. The student has a demonstrated readiness to take a college level course.

b. The student has taken any pre-requisite classes OR

c. The student has demonstrated, through the Placement Test or ACT, the skills/knowledge necessary for the concurrent credit class being taken.
Number of Concurrent Credit Students Required to Qualify as a Concurrent Credit Class

The Arkansas Department of Higher Education requires that a majority of students in a concurrent credit class be concurrent credit students.

Concurrent Course Ownership

For funding purposes, SouthArk will demonstrate “ownership” of all courses offered for concurrent credit. Ownership of these courses means that SouthArk will:
1. 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 SouthArk’s courses. The Concurrent Credit Orientation will occur during the fall semester each academic year.
2. 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. SouthArk College will give notice to faculty concerning upcoming professional development.
3. Ensure that students have the opportunity to use institutional resources including SouthArk’s Library and Learning Center on the college’s campus. Students may also have a SouthArk identification badge made on campus.

Partnership Agreement/Memorandum of Understanding

A written and signed memorandum of understanding will exist to reflect the various expectations, obligations, and responsibilities of all parties. The MOU will be reviewed annually and SouthArk will work together with the district to develop a list of college courses that may be offered for concurrent credit during the academic year. The unit of high school credit that will be awarded for each college course will be noted for each concurrent course along with the high school course substitution. The high school/school district or the college can modify or terminate the written, signed concurrent agreement during the annual review period.

Syllabus

The college requires each instructor to provide a course syllabus (Appendix A) to each student during the first week of classes. This requirement is also an important component of the state’s concurrent enrollment policy. The syllabus will contain specific information about the topics to be covered, due dates throughout the semester and the expectations of that instructor, including a grading scale.

The course syllabus is an essential part of the educational process at SouthArk, and the college’s academic policy requires the distribution of the syllabus to students by the end of the first week of classes. The syllabus must also be sent to the appropriate dean who will pass it along to the chief academic officer. Concurrent credit instructors are required to submit their course syllabus to the dean’s office at the beginning of each semester that they are teaching that course for concurrent credit. This outline must address certain topics important to student success. In addition, it should be consistent with official college course syllabi on file; contact the appropriate dean if you are unfamiliar with the requirements of the syllabus.
You should be aware that these syllabi have a reading audience much wider than just your students. Colleagues and administrative staff, both within and outside of the college, read these documents, often in critical academic situations. Transfer evaluations, reviews of course content, and decisions on student grievances are all made through reference to these syllabi. Therefore, your style should be somewhat formal, and your information both accurate and complete.

Textbooks

Concurrent credit instructors are required to use the same textbooks that are being used by regular SouthArk faculty. In some cases, academic departments may approve a different textbook request by the high school for a particular subject area, but a full review of the book must be performed by the appropriate dean and/or regular faculty member teaching the same course.

Concurrent Course Registration

Because discrete classes that totally separate concurrent credit students from non-concurrent credit students may be prohibitive to operate in some cases, those classes with a mixed population must have at least a majority of the students enrolled for concurrent credit; and 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 guidelines.

Concurrent/Dual Course Placement/Statewide Minimum Exam Scores

High school students must have scored 19 or better on the ACT Reading sub-test or have a score on the EXPLORE, PLAN or PSAT assessments (see Table 1) that are projected to produce a 19 or better on the ACT Reading sub-test, or comparable score on the SAT, ASSET or COMPASS, to enroll in any general education course. Enrollment in English Composition and mathematics courses also requires a 19 or better on the respective ACT sub-test or a score on the EXPLORE, PLAN or PSAT assessments (see Table 1) that are projected to produce a 19 or better on the respective ACT sub-tests or comparable score on the SAT, COMPASS or ASSET. The designated exam scores are statewide minimum scores.

Any college/university campus may elect to set higher minimum scores for general education concurrent courses, and may choose to require the COMPASS or ASSET score in addition to EXPLORE, PLAN or PSAT scores.

<table>
<thead>
<tr>
<th>EXPLORE and PLAN Scores that Project an ACT Score of 19 ACT Sub-Test</th>
<th>ACT/COMPASS/ASSET</th>
<th>EXPLORE</th>
<th>PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>19/83/43</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>Math</td>
<td>19/41/39</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>English</td>
<td>19/80/45</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>SAT Sub-Test</td>
<td>SAT</td>
<td>PSAT</td>
<td></td>
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<tr>
<td>-------------</td>
<td>------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>470</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>460</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>450</td>
<td>45</td>
<td></td>
</tr>
</tbody>
</table>

**Enrollment Process**

Each concurrent credit student must complete and submit a South Arkansas Community College Concurrent Credit Application for admission to the college. The high school will provide the college with the name, address, and test scores required for enrollment into its concurrent credit program. Within two weeks of the beginning of the semester, the student will receive a confirmation letter with a returnable card or form in the mail. This card or form must be completed and returned to the college with the student’s signature. If the student is under the age of 18 years, a parent or guardians’ signature is required. Failure to return the authorization card by the date listed on the card will cause the student to be permanently dropped from the class. Questions regarding enrollment policies and procedures should be directed to Tim Johnson at 870-864-7416 or email at trjohnson@southark.edu.

**Registration Verification**

At the end of the second week of classes, the college will provide a current roster for all classes taught by the school district. The district shall have the list verified with their internal class roster and identify any discrepancies to the college by the third week of the semester. The exact dates will be included in the MOU.

**Drop/Withdrawal Process:**

If a student needs to drop or withdraw from a concurrent credit course, a written request must be completed to accompany a withdrawal form (Appendix B) to avoid the student receiving an unsatisfactory grade on his or her official and permanent South Arkansas Community College transcript. The completed form, which must include the student’s and instructor’s signature, must be delivered to the registrar’s office by the last day of the withdrawal period, as stated in the college’s academic calendar.

**Submitting Grades**

Concurrent credit instructors are required to enter final grades online through Campus Connect by the date established by the registrar’s office. Only final grades should be submitted. If a student was unable to complete work during the term because of special circumstances beyond the student’s control, an “I” (Incomplete grade) should be submitted in the final grading field along with the final deadline for the student to submit work or complete exams. An incomplete contract agreement form must be completed (Appendix C) and submitted to the college’s registrar. The “I” must be removed within the time allotted by the instructor and by the end of the next long academic term, or the grade will be changed to “F.”
Changing a Student’s Grade

If a grading error should occur, the grade change form should be used to make an official change in the student’s records (Appendix D). Grade Change Forms must be submitted to the Registrar’s Office for processing. Instructors cannot change grades through Campus Connect once a grade has been posted for a student.

Timelines/Deadlines

Each semester instructors are provided with deadlines of the last date to add/drop/withdraw (with and without academic penalty), when grades are due, etc., through the academic calendar. Typically a student may withdraw up to ¾ of the length of the class. The concurrent credit program at South Arkansas Community College will follow the same timelines as the college’s academic calendar.

Evaluation of Courses

SouthArk students complete end-of-semester evaluations of their courses and; as part of the SouthArk student body, concurrent credit students also complete these evaluations to meet state requirements. To administer the end-of-course evaluations described above, the college will provide students with a hyperlink to the survey via their SouthArk email account. The evaluation can either be completed by students on their own time outside of class or as a class in a computer lab. The choice of outside or inside class time is the instructor’s. The evaluation form contains the 20 items listed below and includes space for comments.

Course Evaluation Instrument

Please mark one or more of the possible choices in item #1 below.

1.  I enrolled in this course because: a) it is a required course for my degree/ certificate, b) to find employment, c) to meet financial aid requirements, d) I heard it is an easy course, e) I heard it is a challenging course, f) for personal enjoyment.

Please mark your level of agreement with the following statements, using this rating scale for each: Strongly Agree, Agree, Disagree, Strongly Disagree, Not Applicable.

2.  The instructor shows enthusiasm for the subject area taught.

3.  The instructor explains materials clearly.

4.  The instructor encourages students to ask questions in class.

5.  The instructor encourages students to seek help when necessary.

6.  The instructor grades content covered in class, course materials provided, and/or assignments.

7.  The instructor creates interest in the subject.
8. The instructor is consistently prepared for class.

9. The instructor responds to my inquiries in person, by email or by phone.

**Write your answers to the following open-ended questions.**

10. What did you like best about this class?

11. What changes could the instructor make to improve it?

**Please mark your level of agreement with the following statements, using this rating scale for each: Strongly Agree, Agree, Disagree, Strongly Disagree, Not Applicable.**

12. PowerPoints, Podcasts, videos, handouts, etc. were useful.

13. Blackboard is used appropriately in this course.

14. The course was scheduled at a convenient time.

15. The library resources are satisfactory.

16. The learning center resources are satisfactory.

17. The physical facilities are acceptable (temperature, lighting, noise, space, cleanliness).

18. The lab equipment and supplies are appropriate to this course.

**Write your answer to the following open-ended question.**

19. Please provide any additional comments about resources.

**Please mark your level of agreement with the following statement, using this rating scale for each: Strongly Agree, Agree, Disagree, Strongly Disagree, Not Applicable.**

20. The textbook was useful.

Concurrent credit instructors may provide students with class time to complete this survey or give it out as an assignment to be completed outside of class. Students should complete a separate evaluation for each course in which they are concurrently enrolled even if the teacher is the same. The results of these evaluations are tabulated in the college’s office of institutional research, and the anonymous totals will be sent to the concurrent credit instructor to and the appropriate for review.

**Grading System**

At the beginning of the course, the instructor will inform students of the criteria to be used in determining the final grade and publish this information in their class syllabus.

Concurrent credit students need to understand the implications of starting a college transcript:
- Their grades in concurrent credit courses become part of a permanent college transcript.
- Poor grades in concurrent credit courses could have an impact on college academic standing and eligibility for financial aid after high school.
- Students should be made aware of any differences in the way that final grades will be calculated for their college transcript grade and their high school credit grade.
- Students should understand the difference between cancelling a course and withdrawal from a course. Students should be familiar with the college’s calendar deadlines.

The instructor’s assessment of each student’s achievement should be in accordance with the following four-point grading scale: 100-90 A, 89-80 B, 79-70 C, 69-60 D, and 59/below F.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
</tr>
<tr>
<td>D*</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
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<td>I</td>
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<td>W</td>
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<td>0</td>
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<tr>
<td>WE</td>
<td>0</td>
</tr>
<tr>
<td>NC</td>
<td>0</td>
</tr>
</tbody>
</table>

*Does not apply to basic studies courses. For information concerning basic studies requirements, see pages 25-27 of the South Arkansas Community College catalog.

An "I" (incomplete) grade may be requested by the student but will be given at the discretion of the instructor. The "I" should be removed within the time allotted by the instructor and by the end of the next academic term. The Incomplete Grade Contract may be picked up from the Registrar’s Office. The "I" grade is calculated as an "F" in the student’s GPA until it is replaced with the final grade. To change an "I" or a letter grade submitted in error, complete a Grade Change Request in the Registrar’s Office. The Registrar will notify the student of the grade change.

A "W" (withdrawal) grade indicates a student officially withdrew prior to the end of the scheduled drop period. This grade will appear on the final grade roster and is not assigned by the instructor.

An "AU" (audit) indicates the student audited the class. Auditing a course means that the student meets attendance requirements and participates in class activities but is not responsible for examinations and does not receive transcript/graduation credit. Students generally audit courses for self-enrichment, for a refresher of a previously completed course, or for a preview of a course before taking it for credit. Audit students may enroll on a space-available basis after the completion of regular credit registration.

Students who wish to audit a course must declare their intentions at the time of registration. Students may change from audit-to-credit or credit-to-audit status through the 11th class day of the fall and spring semesters and through the 5th class day of any summer term.
Grades of "W" and "AU" are not included in the computation of the grade point average. Grades in basic studies courses that begin with a "0" prefix will not be calculated in determining the grade point average. Hours earned in these courses will be listed in the semester totals for each semester, but will not be recorded or counted in the cumulative totals for hours earned at the college.

A student’s semester grade reflects only the work prescribed in the SouthArk syllabus for that course. This means that his or her SouthArk grade may be different from the grade he or she receives on the high school report card if the instructor/teacher includes units of instruction beyond what is required in the college course or if the student receives bonus points for extra work not covered in the SouthArk syllabus.

Class Roster Certification

Student rosters will be distributed to the instructors via Campus Connect at the SouthArk website prior to the first day of class, again on the 6th day of class and a final roster after the 11th day of class. It is extremely important that instructors check for these rosters and follow the instructions very carefully. These rosters are to be proofed diligently and certified by the instructor, immediately. The Registrar’s Office depends upon the instructors’ assistance in providing accurate registration records and reports to the state.

Process for Certifying Class Rosters on Campus Connect

1. Go to website – www.southark.edu
2. Upper right hand heading is Campus Connect – click on this link.
3. Click on faculty access -- right side – either On Campus or Off Campus.
4. Type in your CRT login name – usually first letter of first name and your last name – then your password (this should be the CRT password, NOT your Novell or Windows password). If you have forgotten your CRT password send an email to it-workorder@southark.edu with what you would like your password reset to. Your password should be at least 8 characters and contain at least one capital letter and one numeral.
5. Move your cursor to the Available option on the far left of the screen and choose faculty menu.
6. Move your cursor to the Administrative option next to available options and then select certify rosters.
7. Select the proper term code.
8. Use the pull down menu to select the specific course.
9. If a student has NEVER attended EVEN ONE TIME choose Never Attended.
10. This process will have to be done after the 4th day of classes and after the 11th day of classes.
11. If your courses are not showing up, please send an email to it-workorder@southark.edu that includes the course ID for the missing course(s).
12. In the event that the school is having website issues, Faculty can access Campus Connect directly by going to http://hawk.southark.edu/cc3/gui_fas.html
Campus Connect Grades

All final grades will be entered by the instructor using the SouthArk web site and Campus Connect. Detailed instructions for submitting your grades are listed below.

Process for Entering Grades in Campus Connect

1. Go to website – www.southark.edu
2. Upper right hand header is Campus Connect – click on this link.
3. Click on faculty access -- right side – either On Campus or Off Campus.
4. Type in your CRT login name – usually first letter of first name and your last name – then your password (this should be the CRT password, NOT your Novell or Windows password). If you have forgotten your CRT password, send an email to it-workorder@southark.edu with what you would like your password reset to. Your password should be at least 8 characters and contain at least one capital letter and one numeral.
5. Move your cursor to the Available option on the far left of the screen and choose faculty menu.
6. Move your cursor to the Administrative option next to available options and then select grade entry.
7. On the right hand side you should see the terms that are available to enter grades.
8. Select the proper term.
9. Click Go – it should take just a minute to process.
10. You should see a course listed with a pull down menu.
11. Highlight the course for which you want to enter grades and then click go.
12. You should see a list of students in your class.
13. Under the grade column, you will see a pull down menu listing the grades that are available.

Reminders
A. If you are teaching a basic studies class (BSTD) you MUST use the double letter grades. The double letters prevent the course from being calculated in the GPA.
B. “NC” grades are only for Basic Studies Courses.
C. “I” grade still requires an Incomplete Grade Contract available in Enrollment Services.
14. Highlight the grade that the student has earned and click.
15. When you are through entering ALL grades for the final time, check yes this is your final posting and then click submit.
16. You should see a listing of the grades for that course. Print a copy of this screen for your records.
17. Then go to Administration option and move to the next class and follow the same procedures.
18. When you are finished adding all of your grades, log out of Campus Connect in the upper Right hand corner.
19. If you have any questions – call Enrollment Services.

SECURITY – Campus Connect is SSL, Security Socket Layer. Check with Dr. Tim Kirk for more information.
Transferring South Arkansas Community College Credit

Every college and university has its own policies governing transfer credit. Arkansas colleges and universities are required by law to accept any course listed as an Arkansas Course Transfer System (ACTS) Course. Credit is usually accepted on a course-by-course basis and will vary widely at private colleges and those outside of Arkansas. In some cases, a college may accept some, but not all, of these credits. The credits that students earn while participating in the concurrent credit program are, of course, accepted at SouthArk. We recommend that students check with colleges to which they are interested in transferring their SouthArk credits to inquire about their transfer policies.

Students may request an official SouthArk transcript by filling out a transcript request form that may be downloaded from the college’s web site: Admissions → Admissions Forms → Transcript Request Form. The instructions for use are on the form. See Appendix E for a copy.

There is no charge for requesting a transcript. A third party may pick up the transcript at the Enrollment Services Office on the second floor of the Student Services Building at 311 South West Avenue in El Dorado, but the staff requires a document requesting that the college release the student’s transcript. This authorization must be signed by the student.

Requests for transcripts are processed within 24 hours of receipt. Requests that are received on a Friday afternoon are processed and mailed by the following Monday.

Note: Please keep in mind that grades for concurrent credit courses are posted after the semester ends. If a student is requesting a transcript mid-semester, all of his or her courses/grades may not appear.

Library Services for Concurrent Credit Instructors and Students

The library, located on West Campus, provides support and resources necessary for student learning. The library offers traditional services for research and life-long learning: including, approximately 33,000 volumes in the general and reference collections, nearly 1,000 multimedia items, print periodicals, databases, e.books, interlibrary loans, and study areas. The student ID card is used as the library card when validated with a current ID sticker. The library is open to the public.

Books are loaned for a four-week period and may be renewed once either by phone or at the circulation desk. When materials are overdue, the library is authorized to assess and collect fines of 10 cents per day. When materials are nine weeks past due, there will be a presumption that the materials are lost and the library patron will be charged the original cost of the library materials. Library privileges will be suspended, transcripts withheld, and future registrations blocked for those with unpaid library fines and for those who have not paid for lost library materials.

The library is a member of the American Library Association and the Arkansas Library Association. The library supports the ALA’s Library Bill of Rights and Intellectual Freedom Manual.
Student Records Policy and FERPA Requirements

The information contained in student records is generally regarded as private and confidential. Public information is an exception and is given to any inquirer unless the student requests nondisclosure for the enrollment period. Public information includes the following data: full or part-time status, classification (fresman, sophomore, etc.), degrees, dates degrees were conferred, terms enrolled, name, picture, and address. At the time students register for courses, they may notify the Director of Enrollment Services in writing that public information relating to them may not be released. Restricting the release of public information directly affects publications, programs, and news releases concerning student activities, honors, and awards. The appropriate form is available in the Enrollment Services Office. Additional information on education records is released only upon written student request except to the following persons:

1. South Arkansas Community College staff with legitimate need for access to information.
2. Federal, state, and local officials as specified by law.
3. Research and accreditation representatives.

South Arkansas Community College intends to comply fully with the Family Educational Rights and Privacy Act (FERPA) of 1974 which was designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students have the right to file complaints with the FERPA office (Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5901) concerning alleged failures by the institution to comply with the Act.

A copy of the full text of the Family Educational Rights and Privacy Act of 1974 is available in the Enrollment Services Office along with information about types of student records maintained at SouthArk, the procedure for gaining access to records, and the procedure for challenging the contents of those records. See Appendix F for a copy of a consent form to be completed when a student wishes to give his/her parents or guardians permission to see his/her grades or other academic information.

Academic Honesty Policy

Students enrolled at South Arkansas Community College are expected at all times to uphold standards of integrity. Students are expected to perform honestly and to work in every way possible to eliminate academic dishonesty. Academic dishonesty includes cheating and plagiarism, which are defined as follows:

- Cheating is an attempt to deceive the instructor in his/her effort to evaluate fairly an academic exercise. Cheating includes copying another student's homework, class work, or required project (in whole or in part) and/or presenting another's work as the student's own. Cheating also includes giving, receiving, offering, and/or soliciting information on a quiz, test, or examination.
- Plagiarism is the copying of any published work such as books, magazines, audiovisual programs, electronic media, and films or copying the theme or manuscript of another student. It is plagiarism when one uses direct quotations without proper credit or when one uses the ideas of another without giving proper credit. When three or more
consecutive words are borrowed, the borrowing should be recognized by the use of quotation marks and proper parenthetical and bibliographic notations.

If, upon investigation, the instructor determines that the student is guilty of cheating or plagiarism, the following penalties will apply:

- The student will receive a penalty of no less than a zero on the work in question.
- The instructor will submit a written report of the incident to the Vice President of Academic Affairs and Student Services.
- The Vice President of Academic Affairs and Student Services will determine whether further disciplinary action will be taken.
- All decisions may be appealed for review through the college's Academic Appeals procedure.

**Equal Opportunity/Affirmative Action Statement**

South Arkansas Community College does not discriminate against any individual on the basis of race, gender, nationality or national origin, age, religion, sexual orientation, or disability in making decisions regarding employment, student admission, or other functions, operations, or activities.

The College is in compliance with Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act of 1990 (ADA). Persons having questions or seeking information regarding the college’s compliance with and implementation of the aforementioned regulations should contact:

Affirmative Action/Equal Opportunity Officer
c/o Personnel Office
South Arkansas Community College
300 Southwest Ave.
El Dorado, AR 71730
(870) 862-8131 or 1-800-955-2289 Toll Free

**Sexual Harassment**

The college community is considered to be a place of work and study free of harassment, which includes sexual harassment and all forms of sexual intimidation and exploitation. The determination of sexual harassment will vary with the particular circumstances, but may be described generally as inappropriate or unwanted sexual behavior such as physical contact, verbal comments, or suggestions which adversely affect the working or learning environment of others. Anyone who is subjected to offensive sexual behavior is encouraged to contact the Human Resource Department.

**Reasonable Accommodations –ADA**

It is the intent of South Arkansas Community College that “no otherwise qualified disabled individual shall, solely by reason of such disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination” in programs or activities sponsored by the College. College students who have disabilities that require reasonable accommodations
should contact Ms. Grace Palculict in the Student Services Building, 241. The college will work
with any student to provide reasonable accommodations in accordance with the Americans with
Disabilities Act.

**Child Maltreatment and Reporting Policy**

South Arkansas Community College abides by the Child Maltreatment and Reporting Act
A.C.A. 12-18-103 (2011). Any employee, or any volunteer participating in a program on
SouthArk owned or operated property or on behalf of SouthArk, must immediately report known
or suspected child maltreatment by contacting both the Child Abuse Hotline 1-800-482-5964 and
the Campus Public Safety Department at 870-864-7125 or 870-665-1263. Child maltreatment
means abuse, sexual abuse, neglect, sexual exploitation, or abandonment as defined in the
Arkansas Child Maltreatment Act. Concurrent enrollment instructors are required to have a
certificate of Mandated Reporter training on file in the SouthArk human resources office. See
Administrative Policy 6.17 for additional information.

**Additional Information about Concurrent Enrollment Policies in Arkansas**

For more information about Arkansas’ concurrent enrollment policies, see Appendix E at the
end of this handbook. It contains the full text of the Higher Education Coordinating Board’s new
set of policies, effective in the fall of 2013.
Appendix A

SouthArk's Syllabus Policy

3.06 Course Syllabi

Chapter Three: Instructional Affairs

Procedure Title: Course Syllabi
Based On: Board Policies 2 and 3
Procedure Number: 3.06
Date Adopted/Revised: June 25, 2001; November 21, 2006; May 15, 2007; July 19, 2010

Each instructor is responsible for preparing and periodically revising the syllabus for each course the instructor is assigned to teach. The instructor will be responsible for providing copies of his or her syllabi to the Vice President of Learning and to each student enrolled in the course within the first week of class. The minimum components of a course syllabus are:

I. Course Number and Name.

II. Course Description.

A student should have a good idea of what to expect from the course from reading the course description. Include lecture hours and laboratory hours.

III. Prerequisites.

IV. Core Curriculum/Course Goals.

If the course is part of the 35-hour core curriculum, this part of the syllabus should include one or more of the nine General Education Goals approved by the faculty for institutional assessment.

V. Units.

This list or outline shows how the course is broken down into instructional units. The syllabus should contain performance for each of the units. With performance competencies on file, if the instructor is ill or otherwise incapacitated, the substitute or replacement can check the Vice President of Learning's file for clear information about what students have already covered in the course and what else needs to be covered. As course-embedded assessment is implemented at SouthArk, these performance competencies will also be used to prove to the state and to NCA that we are making a serious effort to evaluate student progress and institutional effectiveness.

To avoid what may be seen as a legal obligation to teach every objective to every student who passes the course, instructors should use “should” rather than “will” when wording performance competencies. For example, “At the end of the unit, students should be able to list five major causes of the War Between the States.”
VI. Evaluation.

This part of the syllabus will explain how students are to be graded, what the major components of evaluation are, and the grading scale.

VII. Required Textbook(s) and/or Supplies.

VIII. Date of Last Revision.

Placed at the end of the document, this date establishes how current the syllabus is, for example: "Revised 8-21-13."

IX. Optional.

Instructors may include instructional methodology, a bibliography of supplemental reading, an assignment schedule, enrichment projects, etc.

X. Attendance Policy.

Include the faculty member’s policy on make-up work, special attendance rules, etc.

XI. Academic Integrity Policy.

Include the College’s Academic Integrity Policy.

XII. Faculty Office Hours.

Include the scheduled office hours and location of office and other times and places where the student may expect to find the instructor.

XIII. Contact Information.

Include information on how the student may contact the faculty member such as telephone numbers (at minimum, office phone number), e-mail, and fax number.
Appendix B

DROP, ADD, & WITHDRAWAL FORM
SOUTH ARKANSAS COMMUNITY COLLEGE

— PLEASE PRINT CLEARLY AND FIRMLY IN INK —
RETURN COMPLETED FORM WITH ALL COPIES TO THE REGISTRAR’S OFFICE

NAME: ___________________________ SOCIAL SECURITY NO.: ___________________________

TERM: FALL 20        SPRING 20        SUMMER 20        FIRST        SECOND        LONG

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<th>Section</th>
<th>Course Title</th>
<th>Days</th>
<th>Time</th>
<th>Instructor’s Signature</th>
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Reason for change/withdrawal ____________________________

Hours enrolled before change __________________________
Student’s Signature __________________________

Hours enrolled after change __________________________
Advisor’s Signature __________________________

FOR COMPLETE WITHDRAWAL FROM COLLEGE

Financial Aid Signature __________________________
Business Office Signature __________________________

pink copy Registrar         green copy Business Office
yellow copy Advisor         white copy Student
Appendix C

This form may be used near the end of the course when circumstances beyond the student’s control keep him or her from completing the course and the instructor feels that he or she deserves additional time to finish a project or study for the final exam. The work must be completed within the time allotted by the instructor and by the end of the next long academic term. Otherwise, the grade is changed to an “F.”

INCOMPLETE GRADE CONTRACT

STUDENT’S NAME ___________________________  STUDENT ID# __________________

INSTRUCTOR’S NAME __________________________

COURSE # ___________________ COURSE TITLE ____________________________

SEMESTER __________________________  TODAY’S DATE ______________________

The instructor shown above, upon the student’s request, has signed to give this student additional time to complete course requirements. The date by which all required work must be submitted to the instructor is __________________. If the work is not completed by the date shown above, or by the end of the next regular academic semester, the grade will be _________. If no grade is entered in the preceding blank, the grade will be an “F”. The terms of the agreement are listed below.

The reason for granting an incomplete grade is: __________________________

________________________________________________________

The conditions for making up the requirements are: __________________________

________________________________________________________

I have read the terms of the contract and agree to the requirements set forth by my instructor.

STUDENT’S SIGNATURE ___________________  DATE __________________

INSTRUCTOR’S SIGNATURE ___________________  DATE __________________

DEAN’S SIGNATURE ___________________  DATE __________________

Copy of Incomplete Grade Contract MUST be filed with Registrar's Office.
Appendix D

This form should be filled out by the instructor and submitted to the appropriate academic dean when a student’s grade has been updated after completion of an incomplete grade contract or when a miscalculation has been detected.

INSTRUCTOR
REQUEST FOR GRADE CHANGE

Today’s Date

Student’s Name ID#

Course # & Section # Course Title

Semester Attended

Previous Grade New Grade

Reason for change in grade:

Instructor’s Signature Date

Dean’s Signature Date

Appropriate Vice President Date
Appendix E

The policies in the following document were approved in July of 2013 to govern concurrent enrollment programs in the state of Arkansas. SouthArk Community College is taking steps to bring its program into full compliance with these new regulations.

AHECB POLICY 5.16: CONCURRENT ENROLLMENT
Effective Fall 2013

ADHE Executive Staff Recommendation

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the policy amendment on concurrent enrollment effective Fall 2013. The concurrent enrollment policy outlines the guidelines for concurrent program participation; however, Arkansas state-supported colleges and universities are not required to participate in a concurrent enrollment program; and a high school/school district may choose to partner with more than one Arkansas college/university for concurrent courses.

FURTHER RESOLVED, That any Arkansas state-supported college or university that chooses to participate in a concurrent enrollment program with a public school district, private high school, or home-school student shall implement and administer the concurrent program in accordance with the policies of the Arkansas Higher Education Coordinating Board and the rules of the Arkansas State Board of Education.

FURTHER RESOLVED, That any college or university that chooses to participate in a concurrent enrollment program must be accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP) or must be authorized by Arkansas Higher Education Coordinating Board no later than August 1, 2015. A college/university not offering concurrent courses currently must have AHECB initial authorization for the institutional concurrent enrollment program prior to the offering of concurrent courses.

FURTHER RESOLVED, That Arkansas state-supported colleges and universities will not participate with Arkansas Early College High School (AECHS) in the delivery of blended AP/concurrent courses for college credit.

FURTHER RESOLVED, That Arkansas state-supported colleges and universities will not participate with AECHS in the offering of single courses for multiple higher education institutions.

FURTHER RESOLVED, That ADHE staff will review, in cooperation with the Arkansas Department of Education, the blended AP/concurrent course offerings throughout the state to determine if these courses are in keeping with the concurrent enrollment policy as outlined in this agenda item.

FURTHER RESOLVED, That the Coordinating Board instructs the ADHE staff to submit an annual report on concurrent course enrollment to the Board which will include institutional data on concurrent course offerings and locations, and could include ADHE
Executive Staff Recommendations for policy amendments on the administration, continuance, and funding of the concurrent enrollment program.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to provide a copy of the amended policy to presidents and chancellors, chief academic officers, chief students affairs officers, and institutional research officers at Arkansas state-supported colleges and universities.

CONCURRENT ENROLLMENT POLICY
Effective Fall 2013

I. 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)

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
For concurrent course enrollments to be counted for FTE/higher education funding purposes, the following conditions must be met:

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 to offer courses, including courses offered via distance technology, for concurrent credit.

2. Concurrent Credit Courses - Concurrent credit courses must be freshman-level and/or sophomore-level college/university courses that are approved through the established process of an institution and included in the institutional catalog. The general education courses offered for concurrent credit must be listed in the Arkansas Course Transfer System (ACTS). 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 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, and evaluation processes.
The instructor teaching the college course for concurrent credit must:

1) use the approved college/university course syllabus,
2) use the same textbook or a textbook with aligned content and course learning outcomes as approved by the college/university,
3) 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 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 Director in writing and follow AHECB Policy 5.17: Off-Campus Instruction Policy-Criteria for Conflict Resolution.

3. AP/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. (Note: Student enrollments in AP courses cannot be reported through the Arkansas Higher Education Student Information System.)

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

- Colleges and universities that offer blended AP/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.

- 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.

- 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.

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

- Students enrolled in these blended AP/concurrent courses must meet all college/university requirements included in this concurrent enrollment policy.

- Any high school that cannot furnish data on AP test takers (during an ADE/ADHE concurrent enrollment program audit) will not be approved for the continued offering of blended AP/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 for funding purposes. 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 with 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 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 courses these individuals must have a master's degree with 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.

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.

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

Concurrent Course Registration
Because discrete classes that totally separate concurrent credit students from non-concurrent credit students may be prohibitive to operate in some cases, those classes with a mixed population must have at least a majority of the students enrolled for concurrent credit; and 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/Statewide Minimum Exam Scores
High school students must have scored 19 or better on the ACT Reading sub-test or have a score on the EXPLORE, PLAN or PSAT assessments (see Table 1) that are projected to produce a 19 or better on the ACT Reading sub-test, or comparable score on the SAT, ASSET or COMPASS, to enroll in any general education course.

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

The designated exam scores are statewide minimum scores. Any college/university campus may elect to set higher minimum scores for general education concurrent courses, and may choose to require the COMPASS or ASSET score in addition to EXPLORE, PLAN or PSAT scores.
Table 1
EXPLORE and PLAN Scores that Project an ACT Score of 19

<table>
<thead>
<tr>
<th>ACT sub-test</th>
<th>ACT/COMPASS /ASSET</th>
<th>EXPLORE</th>
<th>PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>19/83/43</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>Math</td>
<td>19/41/39</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>English</td>
<td>19/80/45</td>
<td>14</td>
<td>16</td>
</tr>
</tbody>
</table>

PSAT Scores that Project the Statewide Minimum SAT Scores

<table>
<thead>
<tr>
<th>SAT sub-test</th>
<th>SAT</th>
<th>PSAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>470</td>
<td>47</td>
</tr>
<tr>
<td>Math</td>
<td>460</td>
<td>46</td>
</tr>
<tr>
<td>English/Writing</td>
<td>450</td>
<td>45</td>
</tr>
</tbody>
</table>

IV. Concurrent Course Enrollment - Data Reporting (via Student Information System)
Only students who are enrolled in concurrent courses for college credit can be counted for FTE purposes by the college/university.

Students enrolled in blended AP/concurrent courses can be counted for FTE purposes.

Students enrolled in career and technical education courses for concurrent credit at a secondary center can be counted for FTE purposes.

High school students enrolled in remedial/developmental courses for concurrent credit cannot be counted for FTE and higher education funding purposes.

(Note: More details on data reporting for concurrent enrollment will be included in ADHE guidelines on institutional data submissions.)

V. Concurrent Course Enrollment - Payment of Tuition and Fees
The college/university will establish tuition and fee rates for concurrent students.

Colleges and universities cannot claim student semester credit hours or funding if tuition is not received by the institution in any form.

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, the difference between the regular rate and the charged rate must be
reported as an academic scholarship for all purposes and must be reported as such to ADHE.

For formula recommendation purposes, ADHE will include the regular full tuition and fees for all concurrent courses (except remedial/developmental education concurrent courses) in the funding recommendation.

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.

High school students enrolled in college/university remedial/developmental education courses for concurrent credit cannot be counted for FTE/higher education funding purposes.

(Note: More details on funding for concurrent enrollment will be included in AHECB institutional finance 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 or 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 senior who possesses at least an ACT sub-test score of 17 in English, reading or mathematics (or comparable exam score) may enroll in the requisite remedial/developmental education courses in English, reading, and mathematics at an Arkansas state-supported college/university.

A high school senior enrolled in remedial/developmental education courses in English, reading and/or mathematics 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 remedial/developmental education course cannot be used to meet the high school or college/university core subject area/unit requirements in English and mathematics. A three-semester credit hour remedial/developmental education course shall be the equivalent of one-half unit of credit for a high school career focus elective.

A list of the colleges/universities with a signed college course placement agreement must be:
1) attached to the signed Memorandum of Understanding (MOU) between the school district and college/university,
2) included in the Concurrent Enrollment Student Guide/Information Sheet, and
3) posted on the college/university website.
Note: 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.

[FYI: The Arkansas Department of Education indicated that in some course areas that the high schools may need to require the completion of two college courses to meet state course content requirements for high school graduation. The example given by ADE was for United States History, but the high schools must determine which ADE/state course content standards will require the completion of two college courses.]

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 informação 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 no later than June 1, 2014, 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 by June 1 of 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 in Item III 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.

1) 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, 2014, or June 1 of a subsequent year, requesting AHECB authorization for continued CEP participation.

III. 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 Department 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, 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.

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 dates 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;
8. Length of time covered by the MOU and procedures for termination of MOU;
9. 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, 2014, (or by June 1 of a subsequent year if concurrent courses will be offered for the first time during the next academic year) for an evaluation by a review team selected from among those designated by the Arkansas Department 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 Department 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.

AHECB Policy 5.16: Concurrent Enrollment
Adopted: Agenda Item No. 19 - October 23, 1998
Revised: Agenda Item No. 38- July 23, 1999; Agenda Item No. 12-April 27, 2007; Agenda Item No. 2-June 28, 2011
Amended: Agenda Item No. 5-July 26, 2013
Appendix F
FERPA CONSENT TO RELEASE STUDENT INFORMATION

TO: ____________________________
[Name of College Official and Department]

Please provide information from the educational records of ______________________ [student’s name]
to:
________________________________________ [name(s), and if appropriate the relationship to the
student such as “parents” or “prospective employer” or “attorney”]

The only type of information that is to be released under this consent is:

___ transcript

___ disciplinary records

___ recommendations for employment or admission to other schools

___ all records

___ other (specify)

The information is to be released for the following purpose:

___ family communications about college experience

___ employment

___ admission to an educational institution

___ other (specify)

I understand the information may be released orally or in the form of copies of written records, as
preferred by the requester. I have a right to inspect any written records released pursuant to this Consent
(except for parents’ financial records and certain letters of recommendation for which the student waived
inspection rights). I understand I may revoke this Consent retrospectively.

Name (print) ____________________________________________

Signature ____________________________________________

Student ID Number ____________________________________________

Date ____________________________________________