# Concurrent Credit Orientation Manual

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Welcome Concurrent Enrollment Partners, Teachers, Parents, and Students,

I am very pleased that you have chosen to join the team of unique and exceptional team at the University of Arkansas at Little Rock by becoming a part of this Concurrent Program. UALR and its Concurrent Enrollment partners appreciate both new and returning faculty, students, and families immensely, as we work together to fulfill the mission of the UALR Concurrent Enrollment Program and provide students with a quality, affordable, and successful beginning to their college career.

As a part of the UALR Concurrent Enrollment Program, you made it possible for over 1,400 students from 13 high schools to earn college credit through UALR while attending high school. Although students were charged $50.00 per course, this is still a nominal cost savings for them.

The UALR Concurrent Enrollment Orientation Manual will provide useful information and links for faculty, administration, parents, and students during the course of the year. Please utilize this tool. This year, we would like to strengthen our partnerships with the participating schools in the Concurrent Enrollment Program. Within this manual, there are opportunities provided for exploration of possibilities for this bonding.

Again, welcome and thank you for being part of the University of Arkansas at Little Rock Concurrent Enrollment Program.

Sincerely,

Dr. Joel E. Anderson
Chancellor
UALR Concurrent Enrollment Mission Statement

Our Mission

The goal of the University of Arkansas at Little Rock Concurrent Enrollment Program is to provide an academically rigorous introduction to college for high school students who have expressed interest and ability in pursuing a post-secondary education. The CE program serves to enhance the partnerships of area high school students with the university and be a model for a quality foundation of academic excellence.

Explanation of Concurrent Credit Enrollment

Concurrent enrollment provides high school students the opportunity to take college-credit bearing courses taught by college-approved high school teachers. It is a low-cost, scalable model for bringing accelerated courses to students in urban, suburban, and rural high schools. Students gain exposure to the academic challenges of college while in their supportive high school environment, earning college credit at the time they successfully pass the course.

Concurrent enrollment also facilitates close collaboration between high school teachers and college faculty that fosters alignment of secondary and postsecondary curriculum.

Sometimes called “dual credit,” “dual enrollment,” or “college in the high school,” concurrent enrollment partnerships differ from other models of dual enrollment because high school instructors teach the college courses. (http://www.nacep.org/about-nacep/what-is-concurrent-enrollment/)

Through UALR’s High School Concurrent Enrollment Program, qualified students in participating high schools earn college credit while still in high school. Students take UALR courses that are taught at the high school campus and count for both high school and university requirements.

Concurrent credit courses are similar in expectation, as well as academic rigor, to those of standard college classes or high school Advanced Placement classes and are taught on high school campus only after the high school and university have reached a service agreement. In some cases, students may be simultaneously enrolled in concurrent credit, AP, and standard high school classes.
Contact Information

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Roles and Responsibilities

Administrators and Counselors

Administrators and counselors provide the avenues between CE Program partners which make concurrent enrollment possible and successful. They are the advocates and drivers behind quality instructors and enrollment.

Responsibilities

- Encourage teachers to attend the UALR Concurrent Enrollment Professional Development
- Utilize the UALR Concurrent Enrollment web page for professional development updates
- Share success stories about the CE Program and what it does for the community, school, and most importantly the students
- Provide a link to ualr.edu/earlycredit/ on the school’s website for easy access to teachers, students, and parents
- Encourage collaboration between UALR and high school faculty

Coordinator

The coordinator works to organize and communicate with all partners regarding concurrent enrollment. They must continually assess the success of the program while providing adequate support and feedback to all parties involved in the CE partnerships.

Responsibilities

- Create and maintain Memorandums of Understanding (MOU) for each partnering entity
- Provide support and encouragement for high school faculty in regards to admissions, professional development, syllabus constructions and submission, grade submission, and access to BOSS
- Work with all parties to ensure a smooth admissions and registration process
- Communicate via email, telephone, letters, newsletters, and social media (Twitter, Facebook, etc.) about deadlines, events, and success
Liaisons

The liaison is the bridge between the university and high school faculty. As an intricate part of the CE Program, the liaison must cultivate the relationship between the high school faculty member and the university faculty expectations.

Responsibilities

- Support and encourage teachers to attend the UALR Concurrent Enrollment Expo
- Be available to the high school faculty members for support
- Attend MOU meetings
- Promote the CE Program and advocate its partnerships
- Complete observations, evaluations, and feedback in a timely manner

Faculty

The CE faculty member’s role is to provide quality instruction on a collegiate level to the students they serve. As a representative of UALR, the CE faculty should present materials that correspond with the expectations of UALR academic divisions.

Responsibilities

- Make forms, syllabus, and all necessary materials available for students
- Submit syllabus to CE Program by deadline specified in the MOU
- Set academically rigorous expectations for students
- Assist students with application and registration process
- Attend UALR CE Program professional development events
- Provide accommodations to the exceptional population
- Submit grades by specified dates through BOSS account
Parents/Guardians

The CE parent/guardian’s role is to provide support in the academic experience. This encouragement will play a vital role as the student makes the transition from high school student to college student.

Responsibilities

- Sign consent form and return immediately
- Create a climate conducive to open communication about courses and course work
- Make sure payment is made to UALR by designated date
- Assist students with application and registration process
- Attend UALR CE Program Parent/Student Night (if applicable)
- Assist student in the review and planning process using Arkansas Course Transfer System (ACTS)

Students

The CE student’s role is to study, learn, and appreciate the beginning of the adventure into college life. Their primary concern should be to utilize the CE program and the courses offered to their fullest potential. This can and will allow students a more successful and focused acclimation into college life.

Responsibilities

- Review and understand expectations
- Review, understand, and follow the course syllabus
- Know important dates
- Complete online admissions process (correctly)
- Adhere to policies for payment
- Keep detailed records to ensure accuracy of transcript
- Review future graduate plan for credit transferability
Creating Community

The University of Arkansas at Little Rock strives to provide quality educational experiences to university community members. There are several opportunities in which CE faculty members can strengthen those partnerships by attending or taking part in the professional development opportunities offered by the CE Program at UALR.

Concurrent Enrollment Professional Development

Throughout the academic year, there will be a number of professional development opportunities provided by UALR for CE faculty. The Concurrent Enrollment summer professional development is an informational experience that faculty and coordinators will not want to miss. Look for details on under the “teacher” tab at ualr.edu/earlycredit/. These professional development events will also provide clarification on new policies and procedures as well as fulfill the professional development requirements set forth by ADHE.

Connections

The UALR CE Program website is accessible through ualr.edu/earlycredit/. The website offers insights and links for parents, students, teachers, counselors, and administrators to garner all needed information about the CE Program.

In addition to the website, you may visit our social media pages on Facebook and Twitter for CE Program information, updates, success stories, and discussions.
Faculty Information

Policies and Regulations

National Alliance of Concurrent Credit (NACEP)

NACEP Standards are measurable criteria that address quality in concurrent enrollment programs. The standards promote the implementation of policies and practices to ensure that:

- Concurrent enrollment courses offered in the high school are the same as the courses offered on-campus at the sponsoring college or university;
- Students enrolled in concurrent enrollment courses are held to the same standards of achievement as students in on-campus courses;
- Instructors teaching college or university courses through the concurrent enrollment program meet the academic requirements for faculty and instructors teaching in the sponsoring post-secondary institution.

Additionally, the standards encourage greater accountability for concurrent enrollment programs through required impact studies, student surveys, and course and program evaluations. The standards are the basis for accreditation, but all concurrent enrollment programs can benefit by using the standards as a framework for program development. As the only national set of quality standards applicable to concurrent enrollment partnerships, NACEP’s standards serve as model standards that have been adapted or incorporated into state policy in 15 states.

http://www.nacep.org/accreditation/standards/

Arkansas Department of Higher Education

Highlights of policy (This is loosely paraphrased from the original policy; however, for a clearer and more thorough reading of policy, please visit the website listed at the end of this section):

- Partner schools must be provisional members of Partnerships (NACEP) by January 31, 2008.
- Concurrent credit courses must be college or university approved courses.
- The course must be listed in the Arkansas Course Transfer System.
Faculty Checklist

The following items must be completed by each faculty member and checked off by the coordinator to ensure compliance to Arkansas Higher Education Coordinating Board Policy 5.16.13:

- Copy of résumé/curriculum vitae turned in upon application
- Copy of official transcripts turned in upon application
- Syllabus/Syllabi for each course which exhibits evidence of course structure, rigor, and assessment turned in by the first day of each new semester
- Participation in at least one professional development opportunity hosted by UALR CE Program in a given Academic year or verification of accepted professional development
  - Acceptable professional development outside of UALR sponsored opportunities:
    - AP Institutes
    - Discipline specific national or international conferences
    - Any other professional development deemed acceptable by the University Department Chair
- Communication between university department designee and/or University CE coordinator

UALR Academic Calendar

Please review the Campus Calendar. Remember also, class meeting dates on the high school campus follow the high school schedule and are not determined by the university.
ADMISSIONS AND REGISTRATION

POLICY

Concurrent enrollment is permitted, subject to the approval of the appropriate academic advisors.* Students are only eligible to receive financial aid funding from their primary institution.

HIGH SCHOOL CONCURRENT ENROLLMENT

Under state law UALR may concurrently admit qualified high school students to its academic programs as part-time students. To be eligible for high school concurrent enrollment, the applicant must meet one of the following requirements:

- Complete at least 50% of the state-recommended college preparatory courses with a minimum grade point average of 2.5
- Achieve a minimum overall high school grade point average of 3.0
- Achieve a minimum composite score of 21 on the ACT

Admission under these guidelines does not guarantee that a student may be enrolled in a particular course. Individual university departments may restrict enrollment into specific courses based on the following criteria:

- Acceptable score on a departmentally-approved placement or proficiency test
- Acceptable sub-scores on the ACT in the specific subject area
- Permission of the department chair or instructor

Prospective students for high school concurrent enrollment must submit a completed UALR undergraduate admission application. Tuition and other fees for students attending UALR under high school concurrent enrollment are the same as for regular undergraduate students. Students in this category are not eligible for federal aid.

*A student should obtain a Special Exception form for this purpose in the Office of Records and Registration (UALR Undergraduate Catalog 2009-10, p. 12, 17).

**Students may be admitted with a composite score of 21 on the ACT (or comparable); however, the subscores will determine their eligibility for registration in specified courses.
A course must meet the same standards as college courses taught on the campus.

Colleges and universities that offer AP/CC combined courses must ensure that these merged courses meet all the requirements of concurrent enrollment policy.

The AP course guidelines and course description must be incorporated into the course syllabus.

The course syllabus must be for approval by the College Board AP Course Audit.

Students enrolled in these merged courses must meet all requirements for both courses.

Students in merged courses may be counted for FTE purposes.

The teacher of the merged course must have completed AP training in the subject area and meet the requirements as listed in policy.

Institutions of higher education must demonstrate “ownership” of any concurrent course for which students are reported for funding purposes.

Provide the instructors with training and orientation in course curriculum, assessment criteria, course philosophy, and administrative requirements before certifying the instructors to teach the college/university’s courses.

Concurrent credit instructors will receive continuing collegial interaction with college faculty through annual professional development, required seminars and site visits.

Students will access to resources including the institution’s library, academic advising, and faculty counseling on the college campus.

Faculty in general education concurrent enrollment courses must have a master’s degree with a minimum of 18 college credit hours in the subject area being taught.

Faculty who teach concurrent courses on a high school campus will be subject to a criminal background check.

Students must meet minimum test scores as prescribed by the state.

Colleges and universities may not claim student semester credit hours or funding if tuition is not paid.

Tech Prep courses are not considered a part of the concurrent enrollment program.

A memorandum of understanding (MOU) should exist to reflect the various expectations, obligations, and responsibilities of all parties.

**ADHE Policy (section 5.16.4):**

For a full view of the official policy, please visit the ADAH website.
VITAL PROCESSES

INSTRUCTOR APPROVAL

Instructors for Concurrent Enrollment courses must meet the minimum requirements set by the state as well as the guidelines outlined by the specific university divisions.

COURSE APPROVAL

UALR CE Coordinator must receive an updated copy of the syllabus used for each course by August 5 for the fall term and by December 5 for the spring term. Instructors must provide students with a copy of the syllabus prior to or at the time of registration. The following list of criteria must be included on the syllabus:

- Name of Course as prescribed by the university
- Faculty name
- Day/s, time, and location of class meeting
- Course description from the University Catalogue
- High school prerequisites
- Instructional materials
- Grading expectations
- Grading guidelines (this is yet another time to add Add/Drop/Withdraw information
- Code of conduct for students
- Modifications statement- instructors need the option to change course materials
- List of scheduled learning activities

VERIFICATION OF ROSTERS

Teachers must verify class rosters with those listed in the course and immediately report any discrepancies to the appropriate high school personnel and the CE Coordinator. All rosters must be verified and reported by the tenth day of class.
Drops

Students may drop classes without penalty to their transcripts. Although students must fill out drop forms, and follow the instructions for the drop process on their own, teachers should oversee the process by reminding students of these dates in multiple formats including the referral to the pocket guide.

Withdraws

Students who do not “drop” classes by the assigned dates will receive a “W” as a grade in that course. There are specified dates by which students must fully withdraw from courses at UALR without penalty to their transcripts. Although students must fill out appropriate forms for complete withdrawal, and follow the instructions for the drop process on their own, teachers should oversee the process by reminding students of these dates in multiple formats including the referral to the pocket guide.

Grade Submission

Teachers are expected to submit grades using UALR’s Banner system. Training in grade entry will be provided through the professional development events. Grades must be submitted in accordance to the university course schedule of grade reporting.

Grading, Final Submissions and Changes

Teachers are responsible for keeping and posting grades for each course taught through CE. It is imperative to communicate progress to the students as well as submit final grades through BOSS according to University due dates.

Final Grades:

Grades should be submitted in BOSS by the last day of the semester.
Thank You

I want to once again thank you for participating in UALR’s Concurrent Enrollment program. Without you, this program would not exist. It is my hope that the information provided in this manual is helpful. If at any time you need assistance, please feel free to contact the Concurrent Enrollment Coordinator. UALR truly appreciates all that you do to make this program successful; moreover, the CE partnerships appreciate your willingness to help students in the pursuit of their collegiate career.

Best Regards,

Dr. Joel E. Anderson
Chancellor