

CONCURRENT ENROLLMENT OVERVIEW FOR EDUCATORS

This guide, created by statewide high school and college representatives, shares insights and practices for concurrent enrollment partnerships. Implementation may differ by school.

Contact your local high school or college for more on current processes.

PRINCIPLE 1: BUILDING PARTNERSHIPS

WHY IS THIS IMPORTANT?

A successful concurrent enrollment program hinges on a strong partnership with shared goals, effective communication, and student success as the focal point. Before enrollment, it's crucial for high schools and colleges to have a plan ensuring that the partnership adequately serves students, the high school, and the college.

WHAT DOES THIS LOOK LIKE?

COMMUNICATING CONCURRENT ENROLLMENT OPPORTUNITIES TO HIGH SCHOOL STUDENTS AND PARENTS

To inform students and parents about concurrent enrollment, consider meetings during school hours, parent-teacher conferences, or sessions during high school enrollment. Distribute a concise handout outlining program details, admission requirements, placement criteria, financial obligations, and any specific requirements. Some partnerships use Parent University to educate parents on topics like middle-to-high school transition, Advanced Placement, and concurrent enrollment. College partners' attendance at high school enrollment nights can also enhance awareness.

ORIENTATIONS AND PROFESSIONAL DEVELOPMENT

High school students enrolled in college courses should participate in a dedicated orientation session covering essential topics such as understanding a syllabus, communicating with faculty, setting up email, college expectations, available resources, privacy management, and navigating learning systems. This orientation can be conducted either in-person or online, depending on logistical considerations.

For courses offered on high school campuses, high schools and colleges can collaborate to ensure that teachers are qualified to teach college-level classes. The cost of graduate coursework required for teachers can be shared among the involved entities. The institution creates and maintains equitable policies and procedures to verify faculty qualifications. These policies may include various criteria such as academic credentials, progress towards credentials, relevant experience, or a combination thereof.

DEVELOP A COMMUNICATION PLAN

High school and college partners should proactively communicate to address potential issues, including procedures for course enrollment, changes, and withdrawals. This may involve requiring a counselor-signed form for schedule adjustments and regularly updating counselors on student withdrawals. Setting limits on student schedule changes can prevent problems. Colleges should promptly notify high schools about poor student performance, providing midterm grades and identifying struggling students weekly. Decisions on logistical matters, like granting login privileges to college faculty at high schools and resolving building access, should be made well in advance of classes.

CREATING A MEMORANDUM OF UNDERSTANDING

The communication plan's specifics can be outlined in a Memorandum of Understanding (MOU) between the high school and college. According to Oklahoma State Regents for Higher Education (OSRHE) Concurrent Enrollment policy 3.10.6.A.6, an MOU is necessary for any concurrent enrollment course not held on the college campus. It should clearly define obligations, expectations, and responsibilities for both parties and requires signatures from a college representative and a senior high school administrator. For a sample MOU, reach out to Angel Icenhour (aicenhour@osrhe.edu) or Hannah Schwab (hschwab@osrhe.edu).

PRINCIPLE 2: SUPPORTING AND INFORMING STUDENTS

WHY IS THIS IMPORTANT?

The ultimate goal of a concurrent enrollment program is for high school students to get a head start on a credential that will be valuable to them in the workforce and their own development as citizens of the state of Oklahoma. Supporting high school students as they complete their first coursework must be a central feature of a successful concurrent enrollment partnership.

WHAT DOES THIS LOOK LIKE?

SCHEDULING CONCURRENT COLLEGE COURSES

High schools and colleges should collaborate well in advance to schedule classes, ensuring compatibility with both schedules. Typically, college courses meet two or three times a week, with high school staff available on non-class days to support students with studying, completing readings, or assignments. Plans should be established in advance for closures, especially if the college class is at the high school site, with details outlined in the MOU. A comprehensive list of available college courses should be developed collaboratively and shared with students and parents. Coordination to accommodate state testing dates is essential. High schools should schedule events that require student absence from college classes during non-class periods whenever possible.

SETTING STUDENT EXPECTATIONS

Setting clear student expectations early is vital for successful concurrent enrollment partnerships. Students need to grasp the importance of attendance in college courses and the repercussions of non-attendance on grades. Those heavily involved in extracurricular activities, potentially missing school days, should be aware of differing attendance policies and may consider online courses. During orientation, it should be emphasized that maintaining a 2.0 college GPA is necessary for continued enrollment. Colleges should inform high schools promptly if a student becomes ineligible for enrollment each semester.

PROVIDING STUDENT SUPPORT SERVICES

Colleges and high schools should collaborate to provide students with access to tutoring, counseling, and academic advising services. Students should learn about accessing the college's learning management system and library resources during new student orientation, often through handouts or syllabi. Online tutoring can benefit concurrent students, with plans developed for access if not available. High school counselors should be familiar with available college support services since concurrent students are primarily on high school campuses.

PRINCIPLE 3: IMPLEMENTING APPROPRIATE POLICIES TO SUPPORT CONCURRENT COLLEGE ENROLLMENT

WHY IS THIS IMPORTANT?

Concurrent enrollment partnerships must comply with state and federal laws. High school and college staff should be familiar with these regulations and ensure their policies align with them.

WHAT DOES THIS LOOK LIKE?

PROTECTING STUDENT PRIVACY

The Family Educational Rights and Privacy Act of 1974 (FERPA) governs access to student records in higher education. For students 18 or older, or those in higher education, the student controls access. FERPA grants students five rights: to review and amend records, consent to disclosure, file complaints, and obtain the institution's privacy policy. Signed student consent is generally required to share records, with exceptions for legitimate educational interests and school districts. High schools and colleges should include a disclosure form in the concurrent enrollment process. FERPA applies regardless of the course location or instructor.

IMPORTANT TAKEAWAYS

For Students: Federal law grants you control over your higher education records. Coordinate with your high school, college, and parents to ensure appropriate access. Your college should provide a consent form in order for you to grant access to these records to whomever you deem appropriate.

For Parents: Your child controls their college records, even if they are a minor. Colleges and high schools cannot release these records without the student's written consent. Work with your student to secure this consent during enrollment. The college should provide a form or portal option for this.

For High Schools: High schools can review concurrent students' college records, but cannot release them without the student's written consent. Collaborate with the college to obtain this consent at enrollment.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION POLICIES

OSRHE coordinates operations for Oklahoma's 25 public colleges and universities. [OSRHE policy 3.10](#) governs concurrent enrollment, with details available on the State Regents' website. Key points include a workload limit for high school students of 19 credit hours, with one-half high school unit equaling three college credit hours. Non-academic units like athletics and choir are excluded from this calculation. For exceptions to the 19-hour limit, collaboration between the high school and college is required.

STATE AND DISTRICT POLICIES

Oklahoma law requires that high school students receive high school credit for college courses, with each school district deciding how these credits count toward graduation. Districts should develop policies on credit allocation, including the number of high school credits per college course. Common courses include English Composition, General Education Math, College Algebra, U.S. History, American Government, Introductory Psychology and Sociology, General Biology, and Chemistry. Districts should collaborate with colleges for a full course list and include the college name on transcripts.

FINANCIAL POLICIES

In Oklahoma, State System institutions fund tuition for high school students in college courses. Eligible seniors can have up to 18 hours waived, and juniors up to nine hours, subject to available funding. Students must still pay mandatory fees and book costs. If tuition waivers for juniors are unfunded, they must pay tuition. Other potential funding sources include tribal agencies, gifted and talented funds, federal funding, or high schools if funds are available.

HELPFUL RESOURCES

Oklahoma State Regents for Higher Education (www.okhighered.org)

- Information for K-12 Teachers and Staff (www.okhighered.org/teachers)
- Policy and Procedures Manual (www.okhighered.org/state-system/policy-procedures)

OKcollegestart (www.okcollegestart.org)

- Concurrent Enrollment Information (https://www.okcollegestart.org/College_Planning/Prepare_for_college/concurrent_enrollment.aspx)

Oklahoma State Department of Education (www.sde.ok.gov/)

- Academic Advisement (<https://sde.ok.gov/academic-advisement>)

National Alliance of Concurrent Enrollment Partnerships (NACEP) (www.nacep.org/)

- Oklahoma Affiliated Chapter of NACEP (www.sites.google.com/nacep.org/oadc?usp=sharing)

College in High School Alliance (www.collegeinhighschool.org/)

QUESTIONS

For additional information, please contact Angel Icenhour at aicenhour@osrhe.edu or Hannah Schwab at hschwab@osrhe.edu.