“Lign” it Up! Aligning Utah College and High School CE Curriculum

Cyd Grua and Megan Brown
Goals for the Session

Session participants will:

1) gain an understanding of the benefits and challenges of a systematic process that sets secondary credit awarded for an entire state;

2) share how secondary credit alignment is determined for their program; and

3) depart with ideas for improving or streamlining their alignment processes.
Concurrent Enrollment (CE) in Utah

- State run CE program governed by statute (53E-10-301), Regent policy (R165), and Board Rule (R277-717).
- Two systems working together: Utah System of Higher Education (USHE) and Utah State Board of Education (USBE).
  - USHE – 8 public education universities/colleges
  - USBE – ~170+ public high schools (including charters) that participate in CE
- USHE institutions responsible for providing CE to high schools in their service region.
CE Courses in Utah

• Statute requires:
  • USHE and USBE systems maintain the CE program together.
  • Ensure CE offers courses where student receives credit towards high school graduation and a college degree or certificate.
  • CE course must be one of the following:
    • a general education course;
    • a career and technical education course;
    • a pre-major college level course; or
    • a foreign language course that is part of the state K-12 immersion language program
CE Courses in Utah

• Statute directs USHE and USBE to “establish a concurrent enrollment course approval process that ensures”:
  • Credit is consistent and transferable to all institutions of higher education.
  • Learning outcomes align with standards for secondary public education curriculum.
CE Courses in Utah

- Regent policy (R165) establishes the alignment process.
- The CE Master List (CEML) records and publishes the alignment decisions.
  - Only courses taken from the CEML for a given academic year shall be reimbursed from state CE funds.
  - Institutions and LEAs submit proposals for new courses or changes to existing courses by the November 15th annual deadline.
CE Courses in Utah

• ~830 courses listed in the CE Master List (CEML).
• ~300 unique CE course offerings in the state.
• ~50-100 new course proposals per year.
• Some courses get moved to Hiatus or Cancelled each year.
CE Funding in Utah

- Only courses on the CEML receive state funds – $12.2M state appropriation for current year.
- USBE appropriation divided between USBE and USHE following a 60%/40% formula based on who paid the cost of instruction.
Share

• Share a brief overview of how curriculum alignment happens for concurrent/dual enrollment in your state or region.
Curriculum Alignment

The state process ensures the most appropriate alignment between higher and secondary education.

• For **core** credit high school classes: the college curriculum must cover 90% the secondary learning outcomes.

• For **elective** credit high school classes: the college curriculum must cover 80% the secondary learning outcomes.

• Courses that transfer as equivalent between USHE institutions (or are similar in content) should be aligned to the same secondary education code & course.
CE Course Example

• ART 1010

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<tr>
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<th>High School Credit</th>
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<tbody>
<tr>
<td>ART 1010 Intro to Art</td>
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Curriculum Alignment – Basic Process Flow

USHE Institution
CE Director
(working with LEA and faculty)

→ CE Course Form for new courses submitted

→ USHE Admin

→ Submit to USBE

USBE Specialist/Admin

→ Approved (+ conditions)

→ Denied

→ Deferred

Return to CE Director for questions
### Requisite Requirements

- **Prereq(s)**
  - 

- **Coreq(s)**
  - 

### Delivery Methods

**Delivery method**
- [ ] Face to Face
- [ ] Technology Enhanced (Hybrid)
- [ ] Broadcast
- [ ] Interactive Audio/Video (EDNET, IVC)
- [ ] Online
- [ ] Electronic Media (CD, DVD)
- [ ] Correspondence

### First Term

- **First term**
  - 

- **First year offered**
  - 

### Detailed Course Information

#### Course description

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#### Learning outcomes

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#### Learning assessment

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### Comprehension and Collaboration

#### Standard 1

Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

11th - 12th Grade:

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from

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**How does college/university class meet this requirement?**

Students will be graded on their ability to read and comprehend the material prior to class and demonstrate knowledge via class discussion with the instructor and their peers. Students will be quizzed on this material as part of their final grade. Time will be spent specifically on Ethics and Language via discussions, assigned reading and quizzes to ensure students can engage democratically in the classroom with their peers. Students will also spend time in research databases to locate evidence to support the claims made in their speeches.
Edit Course Submission:

Higher Education Information

- Title: UACEP Presentation
- Sponsoring institution: Salt Lake Community College
- College credit hours: 3
- Prefix: UCP
- Number: 1010

Higher Education Information General Education Code

Note: Instead of entering a General Education Code, you can optionally enter an Award Name, Award Types, and a Fulfillment Type.

Enter an Award Name, Award Types, and a Fulfillment Type Gen Ed Code

For USBE use only:

- Decision: Approved until next review
- Reason for decision
- Conditions for approval (optional)
- Approve proposed Core Code
- Approve with alternate Core Code
- Approved for grades (determined by core code):
  - 9th
  - 10th
  - 11th
  - 12th
- Typically taught in grades (determined by USBE):
  - 9th
  - 10th
  - 11th
  - 12th
  - Approve
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Course Submission Forms Feed into CEML Database

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# CEML Public Facing Site

## Utah Concurrent Enrollment

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Benefits to Statewide Alignment

1) The same secondary credit is awarded across the state for postsecondary courses that transfer as equivalent credit among the public institutions.

2) Allows institutions to provide advising how high schools fit CE courses into advising pathways.

3) Involves the most qualified individuals, state curriculum specialists, in making an alignment determination.
Hurdles to Statewide Alignment

1) By approving alignments in November for an academic year beginning the following August, CE partners are constrained to advance planning and do not have an opportunity to make last minute additions.

2) Some faculty are alarmed by the systematic alignment process and think it means that their curriculum will be modified to meet high school standards.
Share

• Share a takeaway for your state or region or way to improve.
Thank You

• This PowerPoint and other resources can be found on UtahCE.org under Concurrent Enrollment Resources.

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