Procedures Manual
for the
State of Mississippi
Dual Enrollment & Dual Credit Program
Summer 2017
Table of Contents

History & Mission...........................................................................................................................3
Overview.........................................................................................................................................4
Dual Credit Pathways.................................................................................................................... 4
Eligibility Requirements and Placement Procedures for Dual Enrollment and Dual Credit.......5
IHL Board Policy §608. Intermediate Courses.............................................................................7
State Board of Education Policy Chapter 28: Rule 28.6...............................................................7
Memorandum of Agreement and Course Catalogs......................................................................8
Federal Guidelines Pertaining to Dual Enrollment.......................................................................9
Dual Credit Course Requirements...............................................................................................9
Course Offerings...........................................................................................................................10
Course Enrollment & Withdrawal Procedures............................................................................10
Faculty/Instructor Qualifications.................................................................................................10
Faculty/Instructor Support............................................................................................................11
Geographic Area of Responsibility.............................................................................................11
Dual Enrollment as it Relates to Scholarships............................................................................12
Appendix I: Mississippi Code 37-15-38.......................................................................................13
Appendix II: Sample Dual Enrollment Recommendation Forms............................................17
Appendix III: Sample Dual Enrollment & Dual Credit Memorandum of Agreement...............19
Appendix IV: Sample FERPA Disclosure Form..........................................................................21
Appendix V: Academic Dual Credit Listing of Courses.............................................................22
Appendix VI: Geographic Areas of Responsibility Map for CJC’s..............................................23
Mississippi Dual Enrollment and Advanced Placement Task Force Members......................24
History & Mission

The Mississippi Dual Enrollment and Advanced Placement (DE/AP) Task Force was established in January 2016, at the request of the Mississippi Education Achievement Council in order to examine current Dual Enrollment and Advanced Placement statewide policies and procedures.

The DE/AP Task Force seeks to create a College and Career Access Pathways partnership between K12 districts, MS Community and Junior Colleges, and the MS Institutions of Higher Learning. The goal of the partnership is to provide admission for qualified secondary students and seamless transfer of credits earned to college and career postsecondary institutions.

The Task Force reviewed four core areas of the dual enrollment process:

1. Course quality
2. Transferability of credit
3. Access
4. Removal of financial barriers

As a result of the work of the Task Force, the following Dual Enrollment and Dual Credit Policy Manual was developed to support effective and seamless implementation of dual enrollment and dual credit in Mississippi public institutions. The Task Force and Chief Academic Officers continue to review Advanced Placement national trends and data to ensure institutional policies reflect best practices.
Overview

Mississippi Code of 1972: 37-15-38 established dual enrollment and dual credit programs for high school and postsecondary credit. The purpose of the Dual Enrollment and Credit Program is to offer structured opportunities for qualified high school students to simultaneously enroll in college courses at Mississippi (public) Institutions of Higher Learning (IHLs) or Mississippi Community or Junior Colleges (CJC) that provide pathways leading to academic or career technical postsecondary credit.

What is a dual enrolled student?
A dual enrolled student is a student who is enrolled in a community college or junior college or state institution of higher learning while enrolled in high school. The student receives postsecondary credit for coursework.

What is a dual credit student?
A dual credit student is a student who is enrolled in a community or junior college or state institution of higher learning while enrolled in high school. The student receives both high school school and postsecondary credit for coursework regardless of the course location (high school campus, postsecondary campus, or online). One three-hour postsecondary course is equal to one high school Carnegie unit.

Dual Credit Pathways

College and Career Pathways (CCP)

1. A CCP allows a high school student to take courses aligned to a chosen program of study.
2. Students must work with their high school counselor to complete their Individual Success Plan (ISP), currently known as the Individual Career and Academic Plan (iCAP), and choose a program of study that leads to:
   a. an industry-recognized certificate
   b. an AA/AS/AAS degree
   c. a bachelor’s degree
3. High school counselors are encouraged to utilize the Mississippi Articulation and Transfer Tool (MATT) to ensure students select dual enrollment/credit courses applicable to their program of study. http://matttransfertool.com/about/default.aspx
4. Students may change their program of study with the approval of the high school principal or his/her designee.
Student Eligibility and Placement for Dual Enrollment and Dual Credit

Eligibility is defined as meeting the minimum requirements for admission (e.g., College Preparatory Curriculum, specific grade point average (GPA), specific class rank, specific composite ACT or SAT score) to Mississippi’s community colleges and public universities. Once admitted to one of Mississippi’s community colleges or public universities, students are placed into mathematics, English, and Reading courses based on assessment of academic skill level.

Common assessments used for placement include ACT subtest scores by subject area and ACCUPLACER tests. Eligibility requirements were reviewed and affirmed by the Chief Academic Officers of the Mississippi Institutions of Higher Learning, the Mississippi Community and Junior Colleges, and Career and Technical Deans and Directors.

Academic Eligibility

To be eligible for enrollment, a high school student must meet the following criteria:

a. Have earned 14 Core Carnegie Units as listed as defined in Appendix B of the Mississippi Public School Accountability Standards;

b. Have a minimum overall high school GPA of 3.0 on a 4.0 scale; and

c. Obtain an unconditional written recommendation from his/her high school counselor, principal, or principal’s designee.

OR

a. Have a minimum high school GPA of 3.0 on a 4.0 scale;

b. Earned a minimum composite ACT score of 30 or the equivalent SAT score; and

c. Obtain an unconditional written recommendation from his/her high school counselor or principal.
**Career and Technical Education Eligibility**
To be eligible for enrollment, a high school student must meet the following criteria:
- Have a minimum overall high school GPA of 2.0 on a 4.0 scale;
- Will be classified as a junior or senior; and
- Obtain an unconditional recommendation from school administrator/counselor or CTE instructor.

**Placement**
The following course placement scores are used by Mississippi postsecondary institutions:

<table>
<thead>
<tr>
<th>University</th>
<th>College-level English</th>
<th>College-level Mathematics</th>
<th>College-level Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcorn State University</td>
<td>17</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>Delta State University</td>
<td>17</td>
<td>20</td>
<td>17</td>
</tr>
<tr>
<td>Jackson State University</td>
<td>17</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>Mississippi State University</td>
<td>17</td>
<td>19</td>
<td>17</td>
</tr>
<tr>
<td>Mississippi University for Women</td>
<td>17</td>
<td>19</td>
<td>17</td>
</tr>
<tr>
<td>Mississippi Valley State University</td>
<td>17</td>
<td>20</td>
<td>17</td>
</tr>
<tr>
<td>University of Mississippi</td>
<td>17</td>
<td>19</td>
<td>17</td>
</tr>
<tr>
<td>University of Southern Mississippi</td>
<td>20</td>
<td>20</td>
<td>17</td>
</tr>
</tbody>
</table>

IHL Board Policy § 608 establishes 17 as the minimum ACT subtest scores for mathematics, English, and reading; however, it gives each IHL university the authority to require higher ACT subtest scores. In lieu of the ACT scores, students may submit equivalent SAT scores.

<table>
<thead>
<tr>
<th>Community or Junior College</th>
<th>College-level English</th>
<th>College-level Mathematics</th>
<th>College-level Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coahoma Community College</td>
<td>17</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Copiah-Lincoln Community College</td>
<td>17</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>East Central Community College</td>
<td>17</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>East Mississippi Community College</td>
<td>17</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Hinds Community College</td>
<td>17</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Holmes Community College</td>
<td>17</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Itawamba Community College</td>
<td>16</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Jones County Junior College</td>
<td>17</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Meridian Community College</td>
<td>17</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Mississippi Delta Community College</td>
<td>17</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Mississippi Gulf Coast Community College</td>
<td>17</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Northeast Mississippi Community College</td>
<td>17</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Northwest Mississippi Community College</td>
<td>17</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Pearl River Community College</td>
<td>17</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Southwest Mississippi Community College</td>
<td>17</td>
<td>19</td>
<td></td>
</tr>
</tbody>
</table>
1. All entering freshmen enrolled at an IHL university with an ACT Mathematics subtest score of 16 or less will be required to take Intermediate Algebra during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose Mathematics subtest score is 17, 18, or 19 may be required to take Intermediate Algebra. Students who have completed the SREB Math Ready course with a grade of “80” or higher regardless of ACT Mathematics subtest score will not be required to take Intermediate Algebra and should be enrolled in a college-level mathematics course during their first semester of enrollment.

2. All entering freshmen enrolled at an IHL university with an ACT English subtest score of 16 or less will be required to take Intermediate English during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose English subtest score is 17, 18, or 19 may be required to take Intermediate English. Students who have completed the SREB Literacy Ready course with a grade of “80” or higher regardless of ACT English subtest score will not be required to take Intermediate English and should be enrolled in a college-level English course during their first semester of enrollment.

3. All entering freshmen enrolled at an IHL university with an ACT Reading subtest score of 16 or less will be required to take Intermediate Reading during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose Reading subtest score is 17, 18, or 19 may be required to take Intermediate Reading. Students taking Intermediate Reading should not be permitted to take reading-intensive courses, such as History. Students who have completed the SREB Literacy Ready course with a grade of “80” or higher regardless of ACT Reading subtest score will not be required to take Intermediate Reading.

4. Students taking two or more intermediate courses must enroll in the year-long Academic Support Program or some other IHL-recognized intervention strategy to promote success in the courses in which they are not fully prepared, according to ACT subtest scores and will not be permitted to take more than 17 hours.

Effective Date: January 2016
Mississippi Department of Education State Board: Chapter 28: Curriculum Rule 28.6 Essentials for College Math and Essentials for College Literacy Requirements
(*Previously known as the SREB Math Ready and Literacy Ready Courses)

The purpose of the Essentials for College Math and Essentials for College Literacy is to provide the Local Education Agencies (*LEAs) with the policies needed at the school level to teach either course and for students to earn the necessary scores for non-postsecondary remediation.

1. In an effort to better prepare high school students for the transition to postsecondary study, Mississippi, in conjunction with Southern Region Educational Board and 17 other states, has developed two courses that align with college and career readiness standards. Based on Mississippi Institutions of Higher Learning (IHL) Policy 608, students who complete one or both courses with an 80 or above will not be required to take the corresponding remedial courses for College Algebra or English Composition I at any of the eight public Mississippi universities.

2. Beginning with the 2017-2018 school year, any LEA that offers either the Essentials for College Literacy or the Essentials for College Math course must meet the following requirements:
   a. Teacher must have a valid 7-12 mathematics endorsement (154) or English Language Arts/Literacy (119) endorsement before participating in this training.
   b. Teacher must attend certification training as offered or approved by the Mississippi Department of Education.
   c. Teacher must apply for and request to add the 930 supplemental endorsements for the Essentials for College Literacy or the 929 supplemental endorsement for the Essentials for College Math to his/her teaching license with the Mississippi Department of Education Office of Teacher Licensure.
   d. Students eligible for this class must enter with an ACT sub-score of 15-18 in the respective content area (English or mathematics).
   e. Students must be classified as a senior for enrollment. An exception to this requirement may include students classified as a junior planning to graduate prior to the spring of their senior year.

3. Beginning with the 2018-2019 school year, all LEAs must offer Essentials for College Math and Essentials for College Literacy.

4. LEA failure to adhere to the set forth requirements in Section 2 will be a violation of the Mississippi Accountability Standards 2 and 26.


*Effective Date: April 2017*
Memorandum of Agreement, Course Catalogs, and K12 Student Handbooks

1. A board approved Memorandum of Agreement between the LEA (Local Educational Agency) and the MS postsecondary institution shall be established prior to student participation in a dual credit program.
2. Postsecondary Institutions are encouraged to publish dual enrollment procedures in the annual course catalog.
3. K12 Districts are encouraged to publish dual enrollment/dual credit procedures in student handbooks.

Federal Guidelines Pertaining to Dual Enrollment and Dual Credit

1. It is important that all stakeholders understand the concept of academic control, responsibility, and Family Educational Rights and Privacy Act (FERPA) requirements. The high school is not the responsible party for monitoring the student’s academic performance at the CJC/IHL. Participating schools and institutions are encouraged to obtain permission to conduct correspondence with parents of dual enrolled students per FERPA agreement.

2. High school students with a disability wishing to participate in dual enrollment or dual credit must follow the postsecondary procedures for the Americans with Disabilities Act (ADA). Postsecondary institutions require students with a disability to identify themselves with the postsecondary institution and give adequate notice of the need. The student’s notification should be provided to the appropriate postsecondary representative. Supporting test results and/or professional prescriptions may be required for documentation.

Dual Credit Course Requirements

1. All academic standards of the postsecondary institution must apply to college level courses offered by the postsecondary institution whether on-campus, off-campus, online, or at secondary schools.
2. Dual credit courses offered in high schools must:
   a. Duplicate the course offering, including course content and course requirements, delivered on-campus;
   b. Employ identical or comparable assignments and grading criteria as courses delivered on-campus;
   c. Have the same level of academic rigor and comparable standards of evaluation as that of its campus-based equivalent; and
   d. Must be approved by the on-campus postsecondary administration in the appropriate academic discipline to include the syllabus, textbook(s), teaching methodology, and student assessment strategies.
3. Postsecondary institutions shall communicate with the high schools to which they provide dual credit courses regarding:
   a. Scheduling of courses;
   b. Compliance with statewide dual credit policy;
   c. Identification and resolution of problems that occur; and
   d. Evaluation of each dual credit course.
Course Offerings

1. Students may enroll in any course offering from the postsecondary course catalog for dual enrollment. Institutional course pre-requisite and placement policies shall apply.

2. Academic dual credit courses are limited to the IHL and CJC approved course offering list. The approved dual enrollment/credit courses are articulated to transfer to Mississippi Public Institutions for specific degree programs. For additional information, reference the Mississippi Articulation and Transfer Tool (MATT) located at: http://matttransfertool.com/about/default.aspx

3. All courses on the approved course list may not be available at each institution. Final course offerings and course approval is dependent upon each institution.

4. Articulation agreements between institutions are not considered dual enrollment/credit partnerships. For example, completion of certain high school courses can articulate upon admission or transfer to a postsecondary credit.

5. Early College High Schools and Middle College Programs are exempt from the approved course offering list.

6. Dual credit Career Technical Courses are determined by the individual postsecondary institutions.

7. K12 Districts must refer to MDE guidelines for dual credit as it relates to the Mississippi Public Accountability Standards.

Course Enrollment & Withdrawal Procedures

1. Students must complete all enrollment application processes for the dual enrollment/credit program. The processes include completing both college and high school required documents.

2. K12 Districts shall create a course withdrawal procedural check list for students and parents utilizing the withdrawal procedures from their partnering postsecondary institutions.
Faculty/Instructor Qualifications

Academic
1. High school instructors of dual credit courses are adjunct instructors of the postsecondary institution providing dual credit. As for any postsecondary course, high school instructors of dual credit courses shall meet the faculty qualification requirements outlined by the postsecondary institution and must comply with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accreditation requirements.
   a. Instructors shall possess a master’s degree in the discipline or subfield in which they teach.
   b. Instructors with a master’s degree in a discipline or subfield, other than that in which they are teaching, must have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they are teaching.
   c. Certain course offerings may require additional or specific qualifications not outlined in section a or b. Faculty qualification are determined by the partnering postsecondary institution.
   d. K12 Districts must receive instructor approval from the partnering postsecondary institution prior to scheduling students for dual enrollment courses.

Career and Technical
1. Career and Technical faculty qualifications are located within the Mississippi Community College Board (MCCB) Qualifications Manual for Postsecondary Career and Technical Education Instructors found at: http://www.mccb.edu/wkfEdu/ctdefault.aspx

Faculty/Instructor Support
1. New instructors must participate in orientation activities provided by the postsecondary institution.
2. In order to assure the comparability of a dual credit course offered at the high school by a high school instructor with the corresponding on-campus course, academic departments at the postsecondary institution shall provide instructors of dual credit courses with:
   a. Opportunities to discuss concerns and share information with other faculty and the postsecondary institution;
   b. Access to appropriate professional development opportunities and/or
   c. Mentoring offered either exclusively to dual credit instructors or to both campus-based faculty and dual credit instructors.
3. Off-campus instructors shall be evaluated regularly in accordance with established institutional policies and procedures.
   a. Regular on-site course evaluations at the high school shall occur.
   b. Annual reports of student performance and feedback shall also be utilized and analyzed with respect to the continuation of the dual credit instructor.

Geographic Areas of Responsibility
1. Community and junior colleges may enter into dual enrollment/credit partnerships in their respective geographic areas of responsibility.

See Appendix VI for Community and Junior College Districts.
Dual Enrollment as it Relates to Scholarships

Courses taken as dual credit or dual enrollment while a student is in high school will not adversely affect any institutional scholarship or state grant opportunities for first-time college students when a student graduates from high school and enrolls in a university. The IHL Office of Strategic Research and all 8 public universities use the Integrated Postsecondary Education Data System (IPEDS) guidelines for determining how to report first-time college students.

The following list of credits do not count toward a student’s first-time college student classification:

a. Credit for military service/training from an association such as the American Council on Education;
b. Credit from any non-credit courses, as defined by the institution;
c. Credit received for completion of tests/assessments;
d. Credit received before the student has earned a high school diploma (i.e., AP or dual enrollment credits); or
e. Credit for life experience.

Secondary students and counselors are encouraged to review institutional postsecondary scholarship policies pertaining to dual enrollment/dual credit hours prior to enrollment.
Appendix I

MISSISSIPPI CODE of 1972

*** Current through the 2016 Regular and 1st and 2nd Extraordinary Sessions of the Legislature ***

TITLE 37. EDUCATION
CHAPTER 15. PUBLIC SCHOOLS; RECORDS, ENROLLMENT AND TRANSFER OF PUPILS


§ 37-15-38. Dual enrollment programs for dual high school and postsecondary credit; Mississippi Works Dual Enrollment-Dual Credit Option Program

(1) The following phrases have the meanings ascribed in this section unless the context clearly requires otherwise:

(a) A dual enrolled student is a student who is enrolled in a community or junior college or state institution of higher learning while enrolled in high school.

(b) A dual credit student is a student who is enrolled in a community or junior college or state institution of higher learning while enrolled in high school and who is receiving high school and college credit for postsecondary coursework.

(2) A local school board, the Board of Trustees of State Institutions of Higher Learning and the Mississippi Community College Board shall establish a dual enrollment system under which students in the school district who meet the prescribed criteria of this section may be enrolled in a postsecondary institution in Mississippi while they are still in school.

(3) Dual credit eligibility. Before credits earned by a qualified high school student from a community or junior college or state institution of higher learning may be transferred to the student's home school district, the student must be properly enrolled in a dual enrollment program.

(4) Admission criteria for dual enrollment in community and junior college or university programs. The Mississippi Community College Board and the Board of Trustees of State Institutions of Higher Learning may recommend to the State Board of Education admission criteria for dual enrollment programs under which high school students may enroll at a community or junior college or university while they are still attending high school and enrolled in high school courses. Students may be admitted to enroll in community or junior college courses under the dual enrollment programs if they meet that individual institution's stated dual enrollment admission requirements.

(5) Tuition and cost responsibility. Tuition and costs for university-level courses and community and junior college courses offered under a dual enrollment program may be paid for by the postsecondary institution, the local
school district, the parents or legal guardians of the student, or by grants, foundations or other private or public sources. Payment for tuition and any other costs must be made directly to the credit-granting institution.

(6) Transportation responsibility. Any transportation required by a student to participate in the dual enrollment program is the responsibility of the parent, custodian or legal guardian of the student. Transportation costs may be paid from any available public or private sources, including the local school district.

(7) School district average daily attendance credit. When dually enrolled, the student may be counted, for adequate education program funding purposes, in the average daily attendance of the public school district in which the student attends high school.

(8) High school student transcript transfer requirements. Grades and college credits earned by a student admitted to a dual credit program must be recorded on the high school student record and on the college transcript at the university or community or junior college where the student attends classes. The transcript of the university or community or junior college coursework may be released to another institution or applied toward college graduation requirements.

(9) Determining factor of prerequisites for dual enrollment courses. Each university and community or junior college participating in a dual enrollment program shall determine course prerequisites. Course prerequisites shall be the same for dual enrolled students as for regularly enrolled students at that university or community or junior college.

(10) Process for determining articulation of curriculum between high school, university, and community and junior college courses. All dual credit courses must meet the standards established at the postsecondary level. Postsecondary level developmental courses may not be considered as meeting the requirements of the dual credit program. Dual credit memorandum of understandings must be established between each postsecondary institution and the school district implementing a dual credit program.

(11) [Deleted]

(12) Eligible courses for dual credit programs. Courses eligible for dual credit include, but are not necessarily limited to, foreign languages, advanced math courses, advanced science courses, performing arts, advanced business and technology, and career and technical courses. Distance Learning Collaborative Program courses approved under Section 37-67-1 shall be fully eligible for dual credit. All courses being considered for dual credit must receive unconditional approval from the superintendent of the local school district and the chief instructional officer at the participating community or junior college or university in order for college credit to be awarded. A university or community or junior college shall make the final decision on what courses are eligible for semester hour credits.

(13) High school Carnegie unit equivalency. One (1) three-hour university or community or junior college course is equal to one (1) high school Carnegie unit.
Appendix I

MISSISSIPPI CODE of 1972

(14) Course alignment. The universities, community and junior colleges and the State Department of Education shall periodically review their respective policies and assess the place of dual credit courses within the context of their traditional offerings.

(15) Maximum dual credits allowed. It is the intent of the dual enrollment program to make it possible for every eligible student who desires to earn a semester’s worth of college credit in high school to do so. A qualified dually enrolled high school student must be allowed to earn an unlimited number of college or university credits for dual credit.

(16) Dual credit program allowances. A student may be granted credit delivered through the following means:

(a) Examination preparation taught at a high school by a qualified teacher. A student may receive credit at the secondary level after completion of an approved course and passing the standard examination, such as an Advanced Placement or International Baccalaureate course through which a high school student is allowed CLEP credit by making a three (3) or higher on the end-of-course examination.

(b) College or university courses taught at a high school or designated postsecondary site by a qualified teacher who is an employee of the school district and approved as an instructor by the collaborating college or university.

(c) College or university courses taught at a college, university or high school by an instructor employed by the college or university and approved by the collaborating school district.

(d) Online courses of any public university, community or junior college in Mississippi.

(17) Qualifications of dual credit instructors. A dual credit academic instructor must meet the requirements set forth by the regional accrediting association (Southern Association of College and Schools). University and community and junior college personnel have the sole authority in the selection of dual credit instructors.

A dual credit career and technical education instructor must meet the requirements set forth by the Mississippi Community College Board in the qualifications manual for postsecondary career and technical personnel.

(18) Guidance on local agreements. The Chief Academic Officer of the State Board of Trustees of State Institutions of Higher Learning and the Chief Instructional Officers of the Mississippi Community College Board and the State Department of Education, working collaboratively, shall develop a template to be used by the individual community and junior colleges and institutions of higher learning for consistent implementation of the dual enrollment program throughout the State of Mississippi.

(19) Mississippi Works Dual Enrollment-Dual Credit Option. A local school board and the local community colleges board shall establish a Mississippi Works Dual Enrollment-Dual Credit Option Program under which potential or recent student dropouts may dually enroll in their home school and a local community college in
a dual credit program consisting of high school completion coursework and a community college credential, certificate or degree program. Students completing the dual enrollment-credit option may obtain their high school diploma while obtaining a community college credential, certificate or degree. The Mississippi Department of Employment Security shall assist students who have successfully completed the Mississippi Works Dual Enrollment-Dual Credit Option in securing a job upon the application of the student or the participating school or community college. The Mississippi Works Dual Enrollment-Dual Credit Option Program will be implemented statewide in the 2012-2013 school year and thereafter. The State Board of Education, local school board and the local community college board shall establish criteria for the Dual Enrollment-Dual Credit Program. Students enrolled in the program will not be eligible to participate in interscholastic sports or other extracurricular activities at the home school district. Tuition and costs for community college courses offered under the Dual Enrollment-Dual Credit Program shall not be charged to the student, parents or legal guardians. When dually enrolled, the student shall be counted for adequate education program funding purposes, in the average daily attendance of the public school district in which the student attends high school, as provided in Section 37-151-7(1) (a). Any transportation required by the student to participate in the Dual Enrollment-Dual Credit Program is the responsibility of the parent or legal guardian of the student, and transportation costs may be paid from any available public or private sources, including the local school district. Grades and college credits earned by a student admitted to this Dual Enrollment-Dual Credit Program shall be recorded on the high school student record and on the college transcript at the community college and high school where the student attends classes. The transcript of the community college coursework may be released to another institution or applied toward college graduation requirements. Any course that is required for subject area testing as a requirement for graduation from a public school in Mississippi is eligible for dual credit, and courses eligible for dual credit shall also include career, technical and degree program courses. All courses eligible for dual credit shall be approved by the superintendent of the local school district and the chief instructional officer at the participating community college in order for college credit to be awarded. A community college shall make the final decision on what courses are eligible for semester hour credits and the local school superintendent, subject to approval by the Mississippi Department of Education, shall make the final decision on the transfer of college courses credited to the student’s high school transcript.

Appendix II

*Sample Academic Dual Credit Recommendation Form

Individual Student

A student who is currently attending high school in {K12 District Name} may register to take courses under {Postsecondary Institution Name} Dual Enrollment program provided he/she: (1) has earned 14 core Carnegie units, (2) has maintained a minimum overall 3.00 grade point average (GPA) on a 4.0 scale on all high school courses as documented by an official high school transcript, (3) received an unconditional written recommendation from his/her high school principal and/or counselor, with parental signature as documented by this form.

A student who does not have the 14 core Carnegie units may enroll in the Dual Enrollment program if he/she (1) has a composite score of 30 or higher on the American College Test (ACT) and has (2) a minimum overall 3.00 GPA on a 4.00 scale and (3) an unconditional recommendation as documented by this form.

Dual credit applicants must submit (1) an application for admission, (2) an official high school transcript with ACT scores noted and (3) this completed form. Students must meet the academic and pre-requisite course requirements (i.e. score on a standardized test, etc.) for placement in a specific course.

Student’s Name _____________________________________________________________________________________

High School _______________________________________________________________________________________

SSN # ____________________________________________ Phone __________________________________________

Address ___________________________________________Email ___________________________________________

City_______________________________________________State ____________ Zip __________________________

I request admission to (Postsecondary Institution Name) for : Fall __________ Spring _________   Summer _________

High School GPA: __________

*Attach official high school transcript with ACT scores noted.

I certify the above named person:
  1. Will earn 14 core Carnegie units prior to the requested enrollment date OR has a 30 ACT composite.
  2. Has maintained a minimum overall 3.0 GPA on a 4.0 scale.
  3. Has my/our unconditional endorsement to enroll at (Postsecondary Institution Name).

Signature of High School Administrator, Counselor and/or Designee ........................................................ Date

Signature of Student ........................................................ Date

Signature of Parent or Guardian of Applicant ........................................................ Date
SAMPLE
CAREER TECHNICAL EDUCATION (CTE) DUAL CREDIT RECOMMENDATION FORM

Individual Student

A student who is currently attending high school in (K12 District Name) may register to take courses under (Postsecondary Institution Name) Dual Enrollment program provided he/she:

1. Is Classified as a junior or senior
2. Has maintained a minimum overall 2.0 grade point average (GPA) on a 4.0 scale on all high school courses as documented by an official high school transcript
3. Received an unconditional written recommendation from either his/her high school principal, counselor, or CTE instructor with parental signature as documented by this form.

Dual credit applicants must submit:
1. An application for admission
2. An official high school transcript with ACT scores noted and
3. This completed form
4. Students must meet the academic and pre-requisite course requirements (i.e. score on a standardized test, etc.) for placement in a specific course.

Student's Name _____________________________________________________________________________________

High School _______________________________________________________________________________________

SSN # ____________________________________________ Phone __________________________________________

Address ___________________________________________ Email ___________________________________________

City_______________________________________________State ____________ Zip ____________________________

I request admission to (Postsecondary Institution Name) for  □ Fall _________    □ Spring ___________

High School GPA __________

*Attach official high school transcript with ACT scores noted.

I certify the above named person:
1. Will be classified as a junior or senior
2. Has maintained a minimum overall 2.0 GPA on a 4.0 scale.
3. Has my/our unconditional endorsement to enroll at (Postsecondary Institution Name).

_________________________________________     Date
Signature of High School Administrator, Counselor and/or CTE Instructor

_________________________________________     Date
Signature of Student

_________________________________________     Date
Signature of Parent or Guardian of Applicant

18
In furtherance of our mutual objectives to enhance and improve educational opportunities for students in Mississippi, and in accordance with Mississippi law, the ________________ School District (henceforth known as "the school district") and ________________ College (henceforth known as "the college") enter into this articulation agreement on the following terms.

This dual credit program may include courses taught at the college, courses taught at district high schools and online. In all cases, courses offered for dual credit will meet the content standards of the college. The college will have final approval of all instructors of courses for which college credit will be awarded. Students enrolled in the school district and admitted to the dual credit program will be eligible to enroll in all courses offered by the college for which they qualify. Academic dual credit will be limited to the approved Mississippi Community and Junior College course list.

Students participating in the dual enrollment/credit program are required by the college to meet eligibility requirements and prerequisites for college courses. Most commonly, course placement is accomplished through a review of ACT scores and/or completion of placement tests. The college will determine prerequisites and appropriate placement test criteria for college courses.

To facilitate student participation in this program and to ensure that this program meets student needs, the following steps will be taken:

- **Definitions:**
  - A *Dual Enrolled Student* is a student who is enrolled in a community or junior college or state institution of higher learning while enrolled in high school. The student receives only postsecondary credit for coursework.
  - A *Dual Credit Student* is a student who is enrolled in a community or junior college or state institution of higher learning while enrolled in high school and who is receiving both high school and college credit for postsecondary coursework. The student receives credit for coursework regardless of the course location (high school campus, postsecondary campus, or online). One three-hour postsecondary course is equal to one high school Carnegie unit.

- **Notification:** Students who are eligible to participate in this program, as well as their parents, will be made aware of the option to participate during each registration period. It is important that all stakeholders understand the concept of academic control, responsibility, and Family Educational Rights and Privacy Act (FERPA) requirements. The high school is not the responsible party for monitoring of the student’s academic performance at the postsecondary institution.

- **Participation:** High school students who are interested in program participation should contact the designated dual enrollment/dual credit liaison at their school. The liaison will advise interested students of the eligibility requirements and the procedure for enrolling in the dual enrollment/dual credit program. Program participation will require submission to the college of a completed application for admission and transcript with ACT scores noted. Once formally admitted to the college, students will register for the dual enrollment/credit classes.
Eligibility Criteria Recommendation:

- Students may be admitted to the academic dual enrollment/dual credit program with the following criteria:
  1. A minimum overall 3.0 GPA on a 4.0 scale on all high school courses and with successful completion of 14 core high school units as listed and defined in Appendix B of the Mississippi Public School Accountability Standards OR
  2. Students may also be admitted to the dual enrollment/dual credit program with a minimum of an overall 3.0 GPA on a 4.0 scale on all high school courses and a minimum composite ACT score of 30 or the equivalent SAT score. AND
  3. Each student seeking admission to this program must submit an unconditional written recommendation from his/her high school principal or guidance counselor and obtain parent approval.

- Students may be admitted to the Career and Technical Education dual credit program with the following criteria:
  1. A minimum overall 2.0 GPA on a 4.0 scale on all high school courses and with junior and senior standing status AND
  2. Each student seeking admission to this program must submit an unconditional written recommendation from either his/her high school principal, guidance counselor, or CTE instructor and obtain parent approval.

Evaluation: All courses and programs offered by the college will meet the standards established as part of the institution's SACSCOC accreditation as well as any other specialized accreditations that may apply.

Cost: Tuition charges and other costs for college courses are the responsibility of the parents or legal guardians of participating students unless these costs are covered by grants, scholarships, or the school district. Regardless of the source of payment, all levied charges and fees must be paid directly to the college. Student grades will not be released to the school district until all student debts are paid in full. Tuition charges for students participating in this program will be reviewed annually and, if changes are made, notice will be given to the school district before classes begin. Students are responsible for acquisition of textbooks or online fees.

Transportation: Students, their parents or legal guardians are responsible for arranging transportation for courses taught at sites away from the high school campus.

Once ratified, this agreement shall remain in effect until further notice. Cancellation of this agreement may be effected by either party by giving 30 days written notice to the other.

Agreed to this _______ day of ________________________, 20________

__________________________________________________
College Chief Academic Officer

_____________________________________
K12 District Superintendent

Board Approval Dates: ___________________ and ___________________
K12 District Board Postsecondary Board
Appendix IV

CONSENT FORM FOR DISCLOSURE OF EDUCATION RECORDS TO PARENTS

To: Registrar, {Postsecondary Institution Name}

From: _______________________________________________________________________

Student’s First Name  Middle Initial   Last Name
____________________________________________________________________________

Permanent Street Address   City   State  Zip Code

Under the Family Educational Rights and Privacy Act (FERPA), {Postsecondary Institution Name} is permitted to disclose information from your education records to your parents if your parents (or one of your parents) claim you as a dependent for federal tax purposes. Please indicate whether your parents claim you as a tax dependent.

Please check the appropriate box:

☐ Yes. I certify that my parents claim me as a dependent for federal income tax purposes.

☐ No. I certify that my parents do not claim me as a dependent for federal income tax purposes.

Signature: _________________________________   Date:  ____________

If you are not claimed as a dependent or you do not know whether you are claimed as a dependent for federal income tax purposes, but you agree that {Postsecondary Institution Name} may disclose information from your education records to your parents, please sign the following consent:

I consent to the disclosure of any personally identifiable information from my education records to my parent(s), for reasons determined by {Postsecondary Institution Name} as appropriate. This authorization will remain in effect for the {current} school year.*

Signature: _________________________________   Date:  ____________

If parents live at the same address, please list both in # 1.

1. ___________________________________________  2. _________________________________

Name(s) _________________________________   Name _________________________________

__________________________________       ___________________________________

Address                  Address

__________________________________       ___________________________________

City, State, Zip         City, State, Zip

__________________________________       _________________________________

Telephone               Telephone

*Students will not be denied any educational services from {Postsecondary Institution Name} if they refuse to provide consent.
# Appendix V

## Academic Dual Credit Listing of Courses

<table>
<thead>
<tr>
<th>Course Title</th>
<th>High School MSIS Course Code</th>
<th>Credit Hours</th>
<th>Community Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Appreciation</td>
<td>903060</td>
<td>3</td>
<td>ART 1113</td>
</tr>
<tr>
<td>Principles of Biology I</td>
<td>907152</td>
<td>4</td>
<td>BIO 1114</td>
</tr>
<tr>
<td>Principles of Biology II</td>
<td>907153</td>
<td>4</td>
<td>BIO 1124</td>
</tr>
<tr>
<td>General Biology I</td>
<td>907150</td>
<td>4</td>
<td>BIO 1134</td>
</tr>
<tr>
<td>General Biology II</td>
<td>907151</td>
<td>4</td>
<td>BIO 1144</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology I</td>
<td>907212</td>
<td>4</td>
<td>BIO 2514</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology II</td>
<td>907213</td>
<td>4</td>
<td>BIO 2524</td>
</tr>
<tr>
<td>General Chemistry I</td>
<td>907521</td>
<td>4</td>
<td>CHE 1214</td>
</tr>
<tr>
<td>General Chemistry II</td>
<td>907522</td>
<td>4</td>
<td>CHE 1224</td>
</tr>
<tr>
<td>Introduction to Criminal Justice</td>
<td>902450</td>
<td>3</td>
<td>CJ 1313</td>
</tr>
<tr>
<td>Principles of Macroeconomics</td>
<td>908127</td>
<td>3</td>
<td>ECO 2113</td>
</tr>
<tr>
<td>Principles of Microeconomics</td>
<td>908126</td>
<td>3</td>
<td>ECO 2123</td>
</tr>
<tr>
<td>English Composition I</td>
<td>903050</td>
<td>3</td>
<td>ENG 1113</td>
</tr>
<tr>
<td>English Composition II</td>
<td>903051</td>
<td>3</td>
<td>ENG 1123</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>903511</td>
<td>3</td>
<td>ENG 2133</td>
</tr>
<tr>
<td>American Literature I</td>
<td>903054</td>
<td>3</td>
<td>ENG 2223</td>
</tr>
<tr>
<td>American Literature II</td>
<td>903055</td>
<td>3</td>
<td>ENG 2233</td>
</tr>
<tr>
<td>British Literature I</td>
<td>903056</td>
<td>3</td>
<td>ENG 2323</td>
</tr>
<tr>
<td>British Literature II</td>
<td>903056</td>
<td>3</td>
<td>ENG 2333</td>
</tr>
<tr>
<td>World Literature I</td>
<td>903144</td>
<td>3</td>
<td>ENG 2423</td>
</tr>
<tr>
<td>World Literature II</td>
<td>903059</td>
<td>3</td>
<td>ENG 2433</td>
</tr>
<tr>
<td>African American Literature I</td>
<td>903423</td>
<td>3</td>
<td>ENG 2523</td>
</tr>
<tr>
<td>African American Literature II</td>
<td>903424</td>
<td>3</td>
<td>ENG 2533</td>
</tr>
<tr>
<td>World Geography</td>
<td>908356</td>
<td>3</td>
<td>GEO 1113</td>
</tr>
<tr>
<td>Principles of Geography</td>
<td>908357</td>
<td>3</td>
<td>GEO 1123</td>
</tr>
<tr>
<td>Western Civilization I</td>
<td>908350</td>
<td>3</td>
<td>HIS 1113</td>
</tr>
<tr>
<td>Western Civilization II</td>
<td>908351</td>
<td>3</td>
<td>HIS 1123</td>
</tr>
<tr>
<td>World Civilization I</td>
<td>908352</td>
<td>3</td>
<td>HIS 1163</td>
</tr>
<tr>
<td>World Civilization II</td>
<td>908353</td>
<td>3</td>
<td>HIS 1173</td>
</tr>
<tr>
<td>U.S. History I</td>
<td>908354</td>
<td>3</td>
<td>HIS 2213</td>
</tr>
<tr>
<td>U.S. History II</td>
<td>908355</td>
<td>3</td>
<td>HIS 2223</td>
</tr>
<tr>
<td>College Algebra</td>
<td>906401</td>
<td>3</td>
<td>MAT 1313</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>906411</td>
<td>3</td>
<td>MAT 1323</td>
</tr>
<tr>
<td>Finite Math</td>
<td>906451</td>
<td>3</td>
<td>MAT 1333</td>
</tr>
<tr>
<td>Business Calculus I</td>
<td>906920</td>
<td>3</td>
<td>MAT 1513</td>
</tr>
<tr>
<td>Statistics</td>
<td>906450</td>
<td>3</td>
<td>MAT 2323</td>
</tr>
<tr>
<td>French I</td>
<td>904903</td>
<td>3</td>
<td>MLF 1113</td>
</tr>
<tr>
<td>French II</td>
<td>904904</td>
<td>3</td>
<td>MLF 1123</td>
</tr>
<tr>
<td>Spanish I</td>
<td>904993</td>
<td>3</td>
<td>MFL 1213</td>
</tr>
<tr>
<td>Spanish II</td>
<td>903994</td>
<td>3</td>
<td>MFL 1223</td>
</tr>
<tr>
<td>Music Appreciation</td>
<td>903063</td>
<td>3</td>
<td>MUS 1113</td>
</tr>
<tr>
<td>Old Testament Survey</td>
<td>903040</td>
<td>3</td>
<td>PHI 1113</td>
</tr>
<tr>
<td>New Testament Survey</td>
<td>903041</td>
<td>3</td>
<td>PHI 1133</td>
</tr>
<tr>
<td>Introduction to Philosophy I</td>
<td>908050</td>
<td>3</td>
<td>PHI 2113</td>
</tr>
<tr>
<td>Introduction to Philosophy II</td>
<td>903043</td>
<td>3</td>
<td>PHI 2123</td>
</tr>
<tr>
<td>Physical Science I</td>
<td>907700</td>
<td>4</td>
<td>PHY 2244</td>
</tr>
<tr>
<td>Physical Science II</td>
<td>907699</td>
<td>4</td>
<td>PHY 2254</td>
</tr>
<tr>
<td>General Physics I</td>
<td>907821</td>
<td>4</td>
<td>PHY 2414</td>
</tr>
<tr>
<td>General Physics II</td>
<td>907822</td>
<td>4</td>
<td>PHY 2424</td>
</tr>
<tr>
<td>American National</td>
<td>908021</td>
<td>3</td>
<td>PSC 1113</td>
</tr>
<tr>
<td>American State &amp; Local</td>
<td>908022</td>
<td>3</td>
<td>PSC 1123</td>
</tr>
<tr>
<td>Comparative Government</td>
<td>902128</td>
<td>3</td>
<td>PSC 2113</td>
</tr>
<tr>
<td>General Psychology I</td>
<td>908111</td>
<td>3</td>
<td>PSY 1513</td>
</tr>
<tr>
<td>General Psychology II</td>
<td>908112</td>
<td>3</td>
<td>PSY 1523</td>
</tr>
<tr>
<td>Introduction to Sociology I</td>
<td>908121</td>
<td>3</td>
<td>SOC 2113</td>
</tr>
<tr>
<td>Marriage and Family</td>
<td>908125</td>
<td>3</td>
<td>SOC 2143</td>
</tr>
<tr>
<td>Speech</td>
<td>903052</td>
<td>3</td>
<td>SPT 1113</td>
</tr>
<tr>
<td>Theatre Appreciation</td>
<td>903069</td>
<td>3</td>
<td>SPT 2233</td>
</tr>
</tbody>
</table>

For university equivalents, go to: http://www.mississippi.edu/oasa/dual_enrollment.asp
Appendix VI

Geographic Areas of Responsibility for Community and Junior Colleges

(1) Northwest Mississippi Community College
   Senatobia, Southaven, & Oxford

(2) Northeast Mississippi Community College
   Booneville

(3) Itawamba Community College
   Fulton & Tupelo

(4) Coahoma Community College
   Clarksdale

(5) Mississippi Delta Community College
   Moorhead & Greenville

(6) Holmes Community College
   Goodman, Grenada, & Ridgeland

(7) East Central Community College
   Decatur

(8) East Mississippi Community College
   Scooba & Mayhew

(9) Meridian Community College
   Meridian

(10) Hinds Community College
    Raymond, ATC-Jackson, AHC-Jackson, Pearl, Utica, & Vicksburg

(11) Copiah-Lincoln Community College
    Simpson County, Wesson, & Natchez

(12) Jones County Junior College
    Ellisville

(13) Southwest Mississippi Community College
    Summit

(14) Pearl River Community College
    Poplarville & Hattiesburg

(15) Mississippi Gulf Coast Community College
    Perkinston, Gautier, Gulfport, Lucedale, & Long Beach

*Shaded counties are shared by two or more colleges.

Figure 2-1. Mississippi Public Community and Junior College Districts (Mississippi State Board for Community and Junior Colleges, 2006a).
Mississippi Dual Enrollment and Advanced Placement Task Force Members

**MS Institutions of Higher Learning Task Force Members**
- Dr. Jim Borsig, President, Mississippi University for Women and DE/AP Task Force Chair
- Dr. Douglas Vinzant, Vice President for Finance and Administration, University of Southern Mississippi
- Dr. Constance Bland, Provost and Vice President for Academic Affairs, Mississippi Valley State University
- Dr. Brandi Hephner-LaBanc, Vice Chancellor for Student Affairs, University of Mississippi
- Dr. Deborah Heslep, Dean of Enrollment Management, Delta State University
- Dr. John Dickerson, Assistant Vice President of Enrollment, Mississippi State University

**MS Community College Board Task Force Members**
- Dr. Jim Haffey, President, Holmes Community College
- Dr. Michael Heindl, Vice President of Administration and Finance, Mississippi Gulf Coast Community College
- Dr. Jane Hulon, Vice President of Instruction, Copiah-Lincoln Community College
- Dr. Matthew Domas, Associate Vice President for Education, Northwest Mississippi Community College
- Dr. Angela Payne, Director of Admissions/Co-Chair of CTE Articulation, Meridian Community College
- Dr. Melanie Sanders, Associate Dean of Instruction/CTE, East Mississippi Community College

**MS Department of Education Task Force Members**
- Mr. Chad Shealy, Superintendent, Vicksburg Warren School District
- Dr. Tom Wallace, Director, Greene County Vocational-Technical School
- Mr. Lance Evans, Superintendent, New Albany School District
- Dr. Lundy Brantley, Superintendent, Union City School District
- Mr. Glen East, Superintendent, Gulfport School District

**Additional Task Force Support Staff Members**
- Ms. Jean Massey, Executive Director of Secondary Education, MDE
- Ms. Wendy Clemons, Director of Professional Development, MDE
- Ms. Audra Love Kimble, Associate Executive Director for Academic and Student Affairs, MCCB
- Dr. Casey Turnage, Director of Policy and Strategic Initiatives, IHL
- Ms. Heather Morrison, P20 Projects Coordinator, IHL