



PROCEDURES MANUAL

for the

State of Mississippi

DUAL ENROLLMENT ACCELERATED PROGRAMS

Fall 2018

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Mississippi Dual Enrollment & Advanced Placement

Task Force

History & Mission

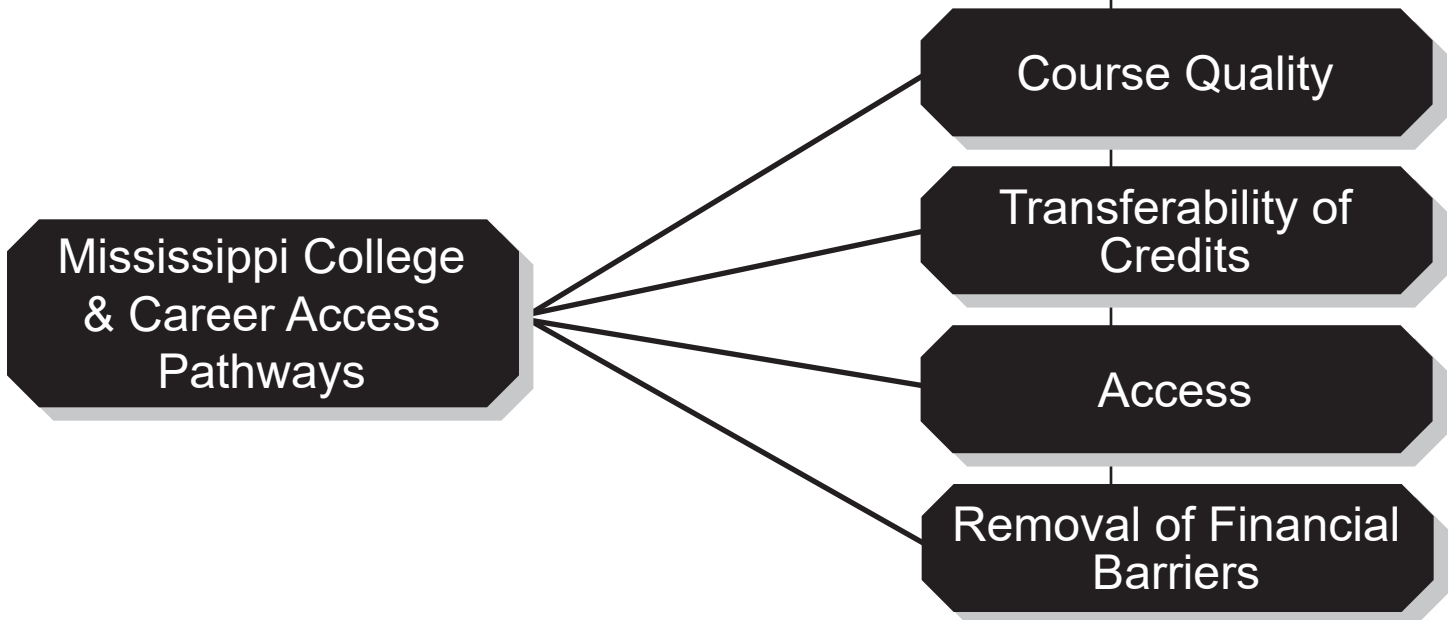
The Mississippi Dual Enrollment and Advanced Placement (DE/AP) Task Force was established in January 2016, at the request of the Mississippi Education Achievement Council in order to examine current Dual Enrollment and Advanced Placement statewide policies and procedures.

The DE/AP Task Force created a College and Career Access Pathways partnership between K12 districts, MS Community and Junior Colleges (CJC), and the MS Institutions of Higher Learning (IHL). The goal of the partnership was 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 Accelerated Programs Procedures Manual was developed to support effective and seamless implementation of dual enrollment and dual credit in Mississippi Public Institutions. In 2018, the CJC and IHL Chief Academic Officers approved an Advanced Placement Guideline ensuring academic credit for AP scores of 3 and higher.



Dual Enrollment & Dual Credit

Overview & Definition

Overview

See Appendix I
for
MS Code 37-15-38

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 (CJCs) 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) 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://matttransfertools.com/about/default.aspx>
4. Students may change their program of study with the approval of the high school principal or his/her designee.

Eligibility Requirements and Placement Procedures for Dual Enrollment & 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 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:

- a. Have a minimum overall high school GPA of 2.0 on a 4.0 scale;
- b. May be classified as a sophomore; and
- c. Obtain an unconditional recommendation from school administrator/counselor or CTE instructor.

See Appendix II for sample recommendation form.

Note: A postsecondary institution has the autonomy to create its own forms. Forms located in the manual are samples and may be altered to meet institutional needs.

Placement

The following ACT subtest scores are used for course placement by Mississippi postsecondary institutions:

Course Placement Score by Institution			
University	College-Level English	College-Level Mathematics	College-Level Reading
Alcorn State University	17	17	17
Delta State University	17	20	17
Jackson State University	17	17	17
Mississippi State University	17	19	17
Mississippi University for Women	17	19	17
Mississippi Valley State University	17	20	17
University of Mississippi	17	19	17
University of Southern Mississippi	20	20	17
IHL Board Policy § 608 establishes 17 as the minimum ACT subtest score 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.			
Community or Junior College	College-Level English	College-Level Mathematics	College-Level Reading
Coahoma Community College	17	19	
Copiah-Lincoln Community College	17	19	
East Central Community College	17	19	
East Mississippi Community College	17	19	
Hinds Community College	17	18	
Holmes Community College	17	19	
Itawamba Community College	16	19	
Jones County Junior College	17	19	
Meridian Community College	17	19	
Mississippi Delta Community College	17	19	
Mississippi Gulf Coast Community College	17	19	
Northeast Mississippi Community College	17	19	
Northwest Mississippi Community College	17	19	
Pearl River Community College	17	19	
Southwest Mississippi Community College	17	19	

IHL Board Policy §608. Intermediate Courses

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 with a minimum ACT subtest score of 15 who have completed the Mississippi Department of Education approved mathematics course with a grade of “80” or higher 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 with a minimum ACT English subtest score of 15 who have completed the Mississippi Department of Education approved literacy transitional course with a grade of “80” or higher 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 with a minimum ACT Reading subtest score of 15 who have completed the Mississippi Department of Education approved literacy transitional course with a grade of “80” or higher 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.
5. Intermediate courses may be delivered through a co-requisite model coupled with a credit bearing gateway course.
6. Regarding course placement using an ACT subtest score, exemptions to this policy based on prior high school course performance, postsecondary course performance, or other academic experiences must be approved by the institution’s Chief Academic Officer or designee.

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.

Source: Miss. Code Ann. §37-1-3, 37-9-7

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 or undergraduate bulletin.
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.

See Appendix III for sample MOA.

Note: Each postsecondary institution has the autonomy to create its own Memorandum of Agreement (MOA). The MOA located in the manual is a sample and may be altered to meet institutional needs.

See Appendix IV for sample FERPA agreement.

Note: Each postsecondary institution has the autonomy to create its own FERPA form. The FERPA agreement located in the manual is a sample and may be altered to meet institutional needs.

**See Appendix V
for the list of
Academic Dual Credit
courses.**

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://matttransfertools.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

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 qualifications 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

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.

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 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.

**See Appendix VI for
SACSCOC Policy
Statement.**

Southern Association of Colleges and Schools - Commission on Colleges Dual Enrollment Policy Statement

In June 2018, the Southern Association of Colleges and Schools - Commission on Colleges (SACSCOC) issued a dual enrollment policy statement to ensure postsecondary institutions are in compliance with the SACSCOC Principles of Accreditation.

K12 districts and postsecondary partners should work together to ensure all dual enrollment programs are in compliance with the SACSCOC Dual Enrollment Policy Statement.

**See Appendix VII for
Community and Junior
College Districts.**

Geographic Areas of Responsibility

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

Accelerated Programs

Courses taken prior to high school graduation through accelerated programs such as Advanced Placement, Cambridge International, and International Baccalaureate may provide opportunities for college credit.

Credit guidelines for Advanced Placement and International Baccalaureate courses are located within Appendix VIII. Secondary counselors and students are encouraged to contact the postsecondary institution for information concerning criteria for additional accelerated program credits.

**See Appendix VIII for
AP/IB Guidelines.**

Early College High Schools and Middle College Programs

The State Board of Education is authorized to approve districts of innovation for the purposes of improving students' educational performance. Districts of innovation shall be provided flexibility from selected board regulations, Title 37, Mississippi Code of 1972, and local school board policies for school administrators, teachers and staff to meet the diverse needs of students. Early College High Schools (ECHS) and Middle College Programs (MCP) are considered examples of such innovative practices.

1. An ECHS is a small, independent high school located on a partnering college campus or a location other than a traditional high school campus. Students enter as high school freshmen, with a goal of earning both a high school diploma and an associate degree or 62 hours of college credit.
2. A MCP is a school or district-level dual credit/dual enrollment program in which high school juniors or seniors attend a portion of the day at the high school and a portion at a postsecondary institution. Districts provide a transitional counselor and closely monitor student progress.
3. K12 districts interested in creating an ECHS or MCP with a postsecondary partner must apply through the Mississippi Department of Education Districts of Innovation process in the Office of Secondary Education.
4. IHL institutions must notify the IHL Office of Academic and Student Affairs of intent to establish an ECHS program.

**See Appendix IX for
MS Code 37-179.1 and
MS Code 37-179.3**

Appendix I

Miss. Code Ann. § 37-15-38
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

Miss. Code Ann. § 37-15-38 (2016)

§ 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

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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.

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(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

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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.

HISTORY: SOURCES: Laws, 2006, ch. 346, § 2; Laws, 2006, ch. 504, § 11; Laws, 2010, ch. 381, § 2; Laws, 2011, ch. 516, § 1; Laws, 2012, ch. 521, § 1; Laws, 2014, ch. 397, § 17; Laws, 2014, ch. 442, § 6; Laws, 2016, ch. 353, § 2, eff from and after July 1, 2016.

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

Appendix II

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. Minimum classification of a sophomore
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. Has a minimum classification of a sophomore
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).

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

Signature of Student Date

Signature of Parent or Guardian of Applicant Date

Appendix III

SAMPLE DUAL CREDIT MEMORANDUM OF AGREEMENT

ACADEMIC DUAL CREDIT AND CAREER AND TECHNICAL EDUCATION MEMORANDUM OF AGREEMENT BETWEEN

_____ SCHOOL DISTRICT AND _____ COLLEGE

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 a sophomore 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 |

Appendix V

Academic Dual Credit Listing of Courses

Course Title	High School MSIS Course Code	Credit Hours	Community Colleges
Art Appreciation	903060	3	ART 1113
Principles of Biology I	907152	4	BIO 1114
Principles of Biology II	907153	4	BIO 1124
General Biology I	907150	4	BIO 1134
General Biology II	907151	4	BIO 1144
Anatomy & Physiology I	907212	4	BIO 2514
Anatomy & Physiology II	907213	4	BIO 2524
General Chemistry I	907521	4	CHE 1214
General Chemistry II	907522	4	CHE 1224
Introduction to Criminal Justice	902450	3	CRJ 1313
Principles of Macroeconomics	908127	3	ECO 2113
Principles of Microeconomics	908126	3	ECO 2123
English Composition I	903050	3	ENG 1113
English Composition II	903051	3	ENG 1123
Creative Writing	903511	3	ENG 2133
American Literature I	903054	3	ENG 2223
American Literature II	903055	3	ENG 2233
British Literature I	903056	3	ENG 2323
British Literature II	903056	3	ENG 2333
World Literature I	903144	3	ENG 2423
World Literature II	903059	3	ENG 2433
African American Literature I	903423	3	ENG 2523
African American Literature II	903424	3	ENG 2533
World Geography	908356	3	GEO 1113
Principles of Geography	908357	3	GEO 1123
Western Civilization I	908350	3	HIS 1113
Western Civilization II	908351	3	HIS 1123
World Civilization I	908352	3	HIS 1163
World Civilization II	908353	3	HIS 1173
U.S. History I	908354	3	HIS 2213
U.S. History II	908355	3	HIS 2223
College Algebra	906401	3	MAT 1313
Trigonometry	906411	3	MAT 1323
Finite Math	906451	3	MAT 1333
Business Calculus I	906920	3	MAT 1513
Statistics	906450	3	MAT 2323
French I	904903	3	MFL 1113
French II	904904	3	MFL 1123
Spanish I	904933	3	MFL 1213
Spanish II	903934	3	MFL 1223
Music Appreciation	903063	3	MUS 1113
Old Testament Survey	903040	3	PHI 1113
New Testament Survey	903041	3	PHI 1133
Introduction to Philosophy I	908050	3	PHI 2113
Introduction to Philosophy II	903043	3	PHI 2123
Physical Science I	907700	4	PHY 2244
Physical Science II	907699	4	PHY 2254
General Physics I	907821	4	PHY 2414
General Physics II	907822	4	PHY 2424
American National	908021	3	PSC 1113
American State & Local	908022	3	PSC 1123
Comparative Government	902128	3	PSC 2113
General Psychology I	908111	3	PSY 1513
General Psychology II	908112	3	PSY 1523
Introduction to Sociology I	908121	3	SOC 2113
Marriage and Family	908125	3	SOC 2143
Speech	903052	3	SPT 1113
Theatre Appreciation	903069	3	SPT 2233

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



*Southern Association of Colleges and Schools
Commission on Colleges
1866 Southern Lane
Decatur, Georgia 30033-4097*

DUAL ENROLLMENT

Policy Statement

For SACSCOC purposes, “dual enrollment” refers to courses taught to high school students for which the students receive both high school credit and college credit, regardless of location or mode of delivery. This would include such coursework offered at the high school, on the institution’s campus, or via distance education. This also includes programs and courses that may be offered under different names such as “early college,” “dual credit,” or “concurrent enrollment.” The academic rigor of such coursework matches the quality of other institutional coursework, regardless of location or mode of delivery.

Institutions must ensure that their dual enrollment courses and programs comply with the *Principles of Accreditation*. This applies to all such educational programs and services, wherever located or however delivered. In addition, institutions being reviewed should also be prepared to demonstrate clear institutional control over these dual enrollment courses and programs.

Applying the Principles of Accreditation to Dual Enrollment

With the underlying concept that the *Principles of Accreditation* apply to all programs of the institution, regardless of mode of delivery, institutions should consider the following statements in implementing and reporting on dual enrollment programs. Similarly, reviewers should consider these statements when approving or evaluating dual enrollment programs.

Substantive Change

An institution offering dual enrollment ensures appropriate notification and prior approval (if needed) of off-campus instructional sites where dual enrollment courses and programs are offered. Another aspect of dual enrollment that may require notification or approval could be the use of a cooperative academic arrangement to deliver courses. (Please refer to the SACSCOC policy “Substantive Change for SACSCOC Accredited Institutions.”)

Faculty

SACSCOC defines an “instructor of record” as the faculty member qualified to teach the course. This person has overall responsibility for the development and implementation of the syllabus and for issuing grades. With very limited exceptions – particularly in the context of a dual enrollment course taught at a high school – this faculty member will provide direct instruction for the course.

The institution ensures appropriate faculty qualifications for those who provide instruction for dual enrollment courses; these faculty members possess the same academic credentials and/or documented professional experience required by the institution of all of its faculty. Graduate teaching assistants, if they are the instructor of record and providing direct instruction, should meet the same academic and/or professional criteria. In all cases, the institution bears responsibility for documenting and justifying the qualifications of its dual enrollment instructors, and they are included on the Faculty Roster when appropriate for review by a SACSCOC committee. (Please refer to the *Resource Manual*, Standard 6.2.b, for a broader discussion of faculty qualifications.)

An institution offering dual enrollment courses or programs ensures that a sufficient number of full-time faculty members teach and/or provide appropriate oversight for the courses/programs. Materials submitted for review by SACSCOC explain the nature of faculty oversight that ensures the quality and integrity of the courses offered. The institution has clear criteria for the evaluation of faculty teaching dual enrollment courses and demonstrates the use of these criteria.

Appendix VI

Curriculum and Instruction

For all dual enrollment courses offered, the institution employs sound and acceptable practices for determining the amount and level of credit awarded. Course content and rigor of dual enrollment courses are comparable to that of the same courses taught to the institution's other students. Institutions may not offer courses which combine students enrolled in the college course with students who are only receiving high school credit. (Please see the SACSCOC policy "Quality and Integrity of the Undergraduate Degree.")

The faculty assumes primary responsibility for dual enrollment courses. Such oversight ensures both the rigor of programs/courses and the quality of instruction.

Institutional Effectiveness

Dual enrollment students are included within the processes used to ensure the effectiveness of campus programs. If dual enrollment students can earn a credential, then that credential and those students should be part of the institutional effectiveness process of the institution. The institution regularly assesses the effectiveness of its provision of library/learning resources and student support services for dual enrollment.

Library and Learning Resources

Students have access to appropriate library resources, and the institution demonstrates that students are able to use such resources effectively. If the high school is the provider of these materials, the institution establishes the appropriateness of the collections for the courses and programs offered. The institution ensures that its students have access to regular and timely instruction in the use of library and other learning resources.

Academic and Student Support Services

Academic support services are appropriate for the courses and programs offered. Institutions ensure that dual enrollment students are appropriately advised regarding the collegiate curriculum. Student support services are appropriate for dual enrollment students.

Institutions have an adequate and published procedure for resolving written student complaints, and the institution follows its policies and procedures. The institution ensures that its dual enrolled students are appropriately oriented regarding their rights and responsibilities. Documented procedures assure that security of personal information is protected.

Admissions and Transparency

The institution implements appropriate eligibility and placement procedures to ensure that potential dual enrollment students are prepared for college-level courses. Dual enrollment students are usually admitted under exceptions to an institution's published admissions policies, and the institution follows commonly accepted practices in making such exceptions. Advertising, recruiting, and admissions information adequately and accurately represent the programs, requirements, and services available to students.

Statements and other representations regarding the ability to transfer credit earned in dual enrollment programs and courses are accurate and complete. The institution ensures that its registration and transcribing practices for dual enrollment students are consistent with those in effect for all other students.

Facilities

Dual enrollment courses are offered in adequate physical facilities, whether under the control of the institution or under the control of the high school.

Document History

Approved: SACSCOC Board of Trustees, June 2018

Appendix VII

Geographic Areas of Responsibility for Community and Junior Colleges

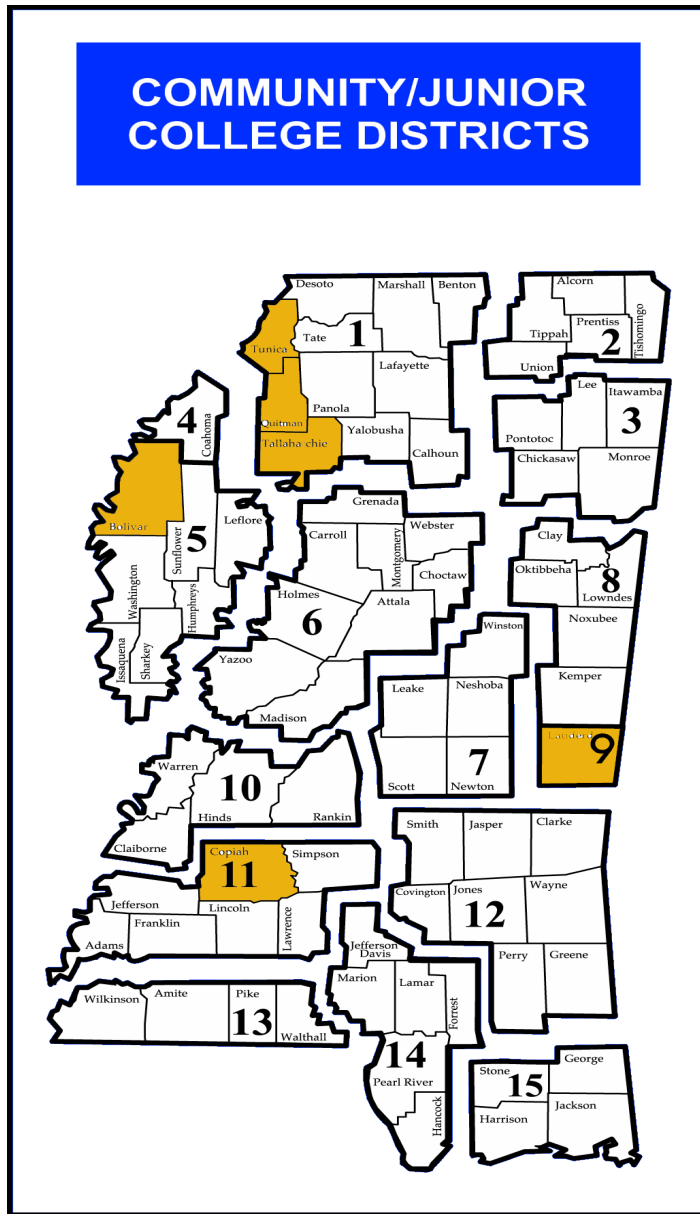


Figure 2-1. Mississippi Public Community and Junior College Districts (Mississippi State Board for Community and Junior Colleges, 2006a).

- (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.

Appendix VIII

Mississippi Guide for Advanced Placement (AP) Credit

Adopted by the Chief Academic Officers of the MS Institutions of Higher Learning and
the MS Association of Community & Junior Colleges

Effective Date – Fall 2019

An Advanced Placement (AP) official score report must be sent to the college or university to evaluate, award appropriate college credit, and articulate the specific college course satisfied by the AP exam. Students will not receive any subject area credit with an examination score lower than 3.

*Mississippi public universities or community/junior colleges may provide up to 6 credit hours, per exam, depending on the subject and score obtained on AP exams for students scoring a 4 or 5. (Example: AP U.S. History score of 3= HIS 2213 credit and a score of 4 or 5 could equal both HIS 2213 and HIS 2223.)

+Year-long AP course that covers two semesters of coursework. (Example: AP U.S. History contains content equivalent to HIS 2213 and HIS 2223.)

Category/AP Course Title	AP Credit Score	Corresponding Course for MS Community and Junior Colleges	College Credit Hours
AP Capstone			
AP Research	3	No corresponding CJC course code; Corresponding course dependent upon college	3
AP Seminar	3	No corresponding CJC course code; Corresponding course dependent upon college	3
Arts			
AP Art History	3	ART 1113 - Art Appreciation	3
AP Music Theory	3	MUS 1213 – Music Theory I	3
AP Studio Art: 2-D Design	3	ART 1433 - Design I	3
AP Studio Art: 3-D Design	3	ART 1453 - Three Dimensional Design	3
AP Studio Art: Drawing	3	ART 1313 - Drawing I	3
English			
+AP English Language and Composition	3	ENG 1113 - English Composition I	3*
+AP English Literature and Composition	3	ENG 2323 – British Literature I OR ENG 2223 - American Literature I	3*
History and Social Sciences			
AP Comparative Government and Politics	3	PSC 2113 - Comparative Government	3
+AP European History	3	HIS 1113 - Western Civilization I	3*
AP Human Geography	3	GEO 1123 - Principles of Geography	3
AP Macroeconomics	3	ECO 2113 - Principles of Macroeconomics	3
AP Microeconomics	3	ECO 2123 - Principles of Microeconomics	3
AP Psychology	3	PSY 1513 - General Psychology I	3
AP United States Government and Politics	3	PSC 1113 - American National Government	3
+AP United States History	3	HIS 2213 - U.S. History I	3*
AP World History	3	HIS 1173 - World Civilization II	3

Appendix VIII

Mississippi Guide for Advanced Placement (AP) Credit

Adopted by the Chief Academic Officers of the MS Institutions of Higher Learning and
the MS Association of Community & Junior Colleges

Effective Date – Fall 2019

Category/AP Course Title	AP Credit Score	Corresponding Course for MS Community and Junior Colleges	College Credit Hours
STEM			
AP Biology	3	BIO 1134 - General Biology I	4
AP Calculus AB	3	MAT 1613 - Calculus I	3
AP Calculus BC	3	MAT 1623 - Calculus II	3
AP Chemistry	3	CHE 1214 - General Chemistry I	4
+AP Computer Science A	3	CSC 1613 - Computer Programming I	3*
+AP Computer Science Principles	3	No corresponding CJC course code; Corresponding course dependent upon college	3*
AP Environmental Science	3	BIO 1214 - Environmental Science	4
AP Physics 1	3	PHY 2414 - General Physics I	4
AP Physics 2	3	PHY 2424 - General Physics II	4
AP Physics C: Mechanics	3	PHY 2313 - Physics I OR PHY 2514 – General Physics I-A (Pre-requisite: successful completion of AP Calculus BC)	4
AP Physics C: Electricity and Magnetism	3	PHY 2323 - Physics II OR PHY 2524 – General Physics II-A (Pre-requisite: successful completion of AP Calculus BC)	4
AP Statistics	3	MAT 2323 - Statistics	3
World Languages and Cultures			
+AP Chinese Language and Culture	3	No corresponding CJC course code; Corresponding course dependent upon college	3*
+AP French Language and Culture	3	MFL 1113 - French I	3*
+AP German Language and Culture	3	MFL 1313 - German I	3*
+AP Italian Language and Culture	3	MFL 1713 - Italian I	3*
+AP Japanese Language and Culture	3	MFL 1413 - Japanese I	3*
+AP Latin	3	No corresponding CJC course code; Corresponding course dependent upon college	3*
+AP Spanish Language and Culture	3	MFL 1213 - Spanish I	3*
+AP Spanish Literature and Culture	3	MFL 2213 - Spanish III (Pre-requisite: successful completion of AP Spanish Language and Culture)	3*

Appendix VIII

Mississippi Institutions of Higher Learning Guide for International Baccalaureate (IB) Credit

Adopted by the System Chief Academic Officers

August 2013

An International Baccalaureate (IB) official transcript of grades must be sent to the IHL university to evaluate, award appropriate college credit, and articulate the specific college course satisfied by the IB exam. Students may earn 3 to 14 credit hours, per subject, depending on the subject and score obtained on IB exams. Students presenting an IB diploma may receive a minimum of 24 course specific semester credit hours in the appropriate subject area. Students will not receive college credit for any subject area with an examination score lower than 4. The following are the Standard Level (SL) and Higher Level (HL) exams approved for course credit.

International Baccalaureate Exam and Level	Required Minimum Score	University Course(s) Equivalent	College Credit Hours
Biology HL or SL	4		3-4
	5	I and II	6-8
Business Management HL or SL	4		3
Chemistry HL or SL	4		3-4
	5	I and II	6-8
Computer Science HL or SL	4		4
Economics HL or SL	4		3
English: Language A HL or SL	4		3
Environmental Systems	4		3
Chinese, French, German, Italian, Japanese, Spanish, Other: Language A or B HL or SL	4		3-4
	4	I and II	6-8
	5	I, II, III, and IV	12-14
Further Mathematics SL	4		3
	5		4
Geography HL or SL	4		3
History, Americas HL or SL	4		3
	5	I and II	6
History, Europe HL or SL	4		3
Mathematics HL	4		3-4
	5	I and II	6-8

Appendix VIII

Mississippi Institutions of Higher Learning Guide for International Baccalaureate (IB) Credit

Adopted by the System Chief Academic Officers

August 2013

International Baccalaureate Exam and Level	Required Minimum Score	University Course(s) Equivalent	College Credit Hours
Mathematical Methods SL	4		3
	5	I and II	4
Mathematical Studies SL	4		3
	5		4
Math SL	4		3-4
Music HL or SL	5		3
Philosophy HL or SL	4		3
Physics HL or SL	4	I and II	6-8
Psychology HL or SL	4		3
Social and Cultural Anthropology HL or SL	4		3
Theater Arts HL or SL	4		3
Performing Arts HL or SL	4		3

Appendix IX

Mississippi Code Ann. § 37-179-1 Mississippi Code of 1972

Creation of districts of innovation; purpose; definitions; administrative rules and regulations

- (1) For purposes of this chapter, the following terms shall have the meaning ascribed herein, unless the context clearly indicates otherwise:
- (a) “District of innovation” means a district that has developed a plan of innovation in compliance with this section and has been approved by the State Board of Education to be exempted from certain administrative regulations and statutory provisions to improve the educational performance of students within the district;
 - (b) “Innovation” means a new or creative alternative to existing instructional and administrative practices intended to improve student learning and student performance of all students;
 - (c) “School of innovation” means a school that voluntarily participates in a district of innovation plan to improve instruction, including waivers and exemptions from local school board policies, selected provisions of rules and regulations promulgated by the State Board of Education, and selected sections of the Mississippi Code of 1972, as permitted under this section and Section 37-179-3;
 - (d) “Board” means the State Board of Education;
 - (e) “Department” means the State Department of Education.
- (2) The State Board of Education is authorized to approve districts of innovation for the purposes of improving students’ educational performance. Districts of innovation shall be provided flexibility from selected board regulations, Title 37, Mississippi Code of 1972, and local school board policies for school administrators, teachers and staff to meet the diverse needs of students. The initial approval of a district of innovation shall be for a five-year period. Each renewal of a district of innovation shall not exceed five (5) years and shall comply with administrative regulations promulgated by the board pursuant to subsection (4) of this section.
- (3) The board shall promulgate administrative rules and regulations to prescribe the conditions and procedures to be used by a local school board to be approved as a district of innovation and shall publish the same on or before December 31, 2015.
- (4) Administrative rules and regulations promulgated by the board under subsection (3) of this section shall specify:
- (a) The regulatory areas which may be exempted or modified if approved by the board, except as provided in Section 37-179-3(2), and in addition to those areas identified in Section 37-179-3(3);
 - (b) The application, plan review, approval and amendment process for a district;
 - (c) Timelines for initial approval as a district of innovation, the renewal process and ongoing evaluative procedures required of the district;
 - (d) Acceptable documentation of a critical mass of parental, community, educator and business support and capacity to effect a change;
 - (e) Evidence of teacher collaboration and shared leadership within the district and the schools to be designated as schools of innovation;
 - (f) The process of revocation of the designation of district of innovation or school of innovation;
 - (g) Reporting and oversight responsibilities of the district and the State Department of Education;
 - (h) The financial detail relating to budgets of schools and evidence of sound fiscal management practices;
 - (i) Acceptable areas of emphasis for innovation;
 - (j) Acceptable documentation of job-embedded professional development within the proposed innovation design; and
 - (k) Other components deemed necessary to implement this section and Section 37-179-3.

Appendix IX

Miss. Code Ann § 37-179-3
Mississippi Code of 1972

Responsibilities of districts applying to be designated as districts of innovation; requirements of districts and all schools participating in a district's innovation plan.

- (1) A district which is an applicant to be designated as a district of innovation under Section 37-179-1 shall:
 - (a) Establish goals and performance targets for the district of innovation proposal, which may include:
 - (i) Reducing achievement gaps among groups of public school students by expanding learning experiences for students who are identified as academically low-achieving;
 - (ii) Increasing pupil learning through the implementation of high, rigorous standards for pupil performance;
 - (iii) Increasing the participation of students in various curriculum components and instructional components within selected schools to enhance at each grade level;
 - (iv) Increasing the number of students who are college and career-ready;
 - (v) Motivating students at different grade levels by offering more curriculum choices and student learning opportunities to parents and students within the district;
 - (b) Identify changes needed in the district and schools to lead to better prepared students for success in life and work;
 - (c) Have a districtwide plan of innovation that describes and justifies which schools and innovative practices will be incorporated;
 - (d) Provide documentation of community, educator, parental, and the local board's support of the proposed innovations;
 - (e) Provide detailed information regarding the rationale of requests for waivers from Title 37, Mississippi Code of 1972, which relate to the elementary and secondary education of public school students, and administrative regulations, and exemptions for selected schools regarding waivers of local school board policies;
 - (f) Document the fiscal and human resources the board will provide throughout the term of the implementation of the innovations within its plan; and
 - (g) Provide other materials as required by the department in compliance with the board's administrative regulations and application procedures.
- (2) The district and all schools participating in a district's innovation plan shall:
 - (a) Ensure the same health, safety, civil rights, and disability rights requirements as are applied to all public schools;
 - (b) Ensure students meet compulsory attendance requirements under Sections 37-13-91 and 37-13-92;
 - (c) Ensure that high school course offerings meet or exceed the minimum required under Sections 37-16-7 and 37-3-49, for high school graduation or meet early graduation requirements that may be enacted by the Mississippi Legislature;
 - (d) Ensure the student performance standards meet or exceed those adopted by the State Board of Education as required by Sections 37-3-49, 37-16-3 and 37-17-6, including compliance with the statewide assessment system specified in Chapter 16, Title 37, Mississippi Code of 1972;
 - (e) Adhere to the same financial audits, audit procedures, and audit requirements as are applied under Section 7-7-211(e);

Appendix IX

- (f) Require state and criminal background checks for staff and volunteers as required of all public school employees and volunteers within the public schools and specified in Section 37-9-17;
- (g) Comply with open records and open meeting requirements under Sections 25-41-1 et seq. and 25-61-1 et seq.;
- (h) Comply with purchasing requirements and limitations under Chapter 39, Title 37, Mississippi Code of 1972;
- (i) Provide overall instructional time that is equivalent to or greater than that required under Sections 37-1-11 and 37-13-67, but which may include on-site instruction, distance learning, online courses, and work-based learning on nontraditional school days or hours; and
- (j) Provide data to the department as deemed necessary to generate school and district reports.

(3)

- (a) Only schools that choose to be designated as schools of innovation shall be included in a district's application;
- (b) As used in this paragraph, "eligible employees" means employees that are regularly employed at the school and those employees whose primary job duties will be affected by the plan; and
- (c) Notwithstanding the provisions of paragraph (a) of this subsection, a local school board may require a school that has been identified as a persistently low-achieving school under provisions of Section 37-17-6 to participate in the district's plan of innovation.

(4) Notwithstanding any statutes to the contrary, the board may approve the requests of districts of innovation to:

- (a) Use capital outlay funds for operational costs;
- (b) Hire persons for classified positions in nontraditional school and district assignments who have bachelors and advanced degrees from postsecondary education institutions accredited by a regional accrediting association (Southern Association of Colleges and Schools) or by an organization affiliated with the National Commission on Accrediting;
- (c) Employ teachers on extended employment contracts or extra duty contracts and compensate them on a salary schedule other than the single salary schedule;
- (d) Extend the school days as is appropriate within the district with compensation for the employees as determined locally;
- (e) Establish alternative education programs and services that are delivered in nontraditional hours and which may be jointly provided in cooperation with another school district or consortia of districts;
- (f) Establish online classes within the district for delivering alternative classes in a blended environment to meet high school graduation requirements;
- (g) Use a flexible school calendar;
- (h) Convert existing schools into schools of innovation; and
- (i) Modify the formula under Section 37-151-7 for distributing support education funds for students in average daily attendance in nontraditional programming time, including alternative programs and virtual programs. Funds granted to a district shall not exceed those that would have otherwise been distributed based on average daily attendance during regular instructional days.

Mississippi Dual Enrollment and Advanced Placement Task Force Members

2016-2017

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
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MS Community College Board Task Force Members

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- 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
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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

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