

Kenton County School District | *It's about ALL kids.*

THE KENTON COUNTY BOARD OF EDUCATION

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Dr. Henry Webb, Superintendent of Schools

DATE:

7/25/19

AGENDA ITEM (ACTION ITEM):

Consider/Approve the MOA between Simon Kenton High School and Morehead State University for the opportunity for students to take Dual Credit Classes.

APPLICABLE BOARD POLICY:

01.1

HISTORY/BACKGROUND:

Simon Kenton students will have the opportunity to take multiple dual credit courses through Morehead State University.

FISCAL/BUDGETARY IMPACT:

None

RECOMMENDATION:

Consider/Approve: the MOA between Simon Kenton High School and Morehead State University for the opportunity for high school students to take Dual Credit Classes.

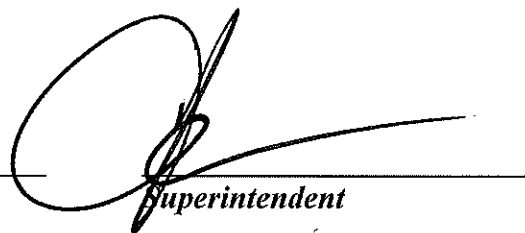
CONTACT PERSON:

Martha Setters

Principal

Martha Setters

District Administrator



Superintendent

Use this form to submit your request to the Superintendent for items to be added to the Board Meeting Agenda. complete, print, sign and send to your Director. Director –if approved, sign and put in the Superintendent's mailbox.

Principal –

Kenton County Board of Education

Board Members: Carl Wicklund, Chairperson Karen L. Collins, Vice Chairperson Carla Egan Shannon Herold Jessica Jehn
"The Kenton County Board of Education provides Equal Education & Employment Opportunities."

MEMORANDUM OF AGREEMENT

**Morehead State University
And
Kenton County Board of Education**

Morehead State University and Kenton County Board of Education propose a dual credit program for the students of Simon Kenton High School for the 2019-20 academic year.

Morehead State University agrees to:

1. Make the following University dual credit courses available to eligible high school students:

<u>Course</u>	<u>Instructors</u>	<u>Term</u>
CHEM 104 Chem of Ordinary Things	Renhard	Fall
ENG 100 Writing I	Theiel/ Cady	Fall
ENG 200 Writing II	Cady	Spring
MATH 123 Intro to Statistics	C Yin	Fall
MATH 131 Problem Solving	C Yin	Spring
MATH 141 Trigonometry	C Yin	Spring
MATH 152 College Algebra	C Yin	Fall
MATH 175 Calculus	C Yin	Fall

2. As a Post-Secondary Participating Institution (PPI) working with an identified Local Educational Agency (LEA), Morehead State University will grant college credit and post the grade on the student's transcript at Morehead State University;
3. Students will be charged the KY Dual Credit Scholarship rate- which for 2018-19 was \$168 per class. The first MSU course each semester, taken by qualified juniors or seniors will be paid for by the KY Dual Credit Scholarship program. All other MSU dual credit courses taught by your instructors during 2019-20 will be paid for through a MSU scholarship. the event state funds are not sufficient to cover the two courses allotted to seniors, then those students shall receive scholarships as set forth for additional classes or for juniors;
4. Work cooperatively with the district to provide the best selection of general education and key career and technical education and additional course offerings to best serve students;
5. Identify and provide a MSU faculty liaison in the appropriate academic discipline to provide training, orientation, and collaboration with the Eagle Scholars faculty through the academic year;
6. Assist and provide guidance to the high school faculty:
 - a. In the admission and registration process and posting of grades and;
 - b. In gaining access to the MSU system to electronically post grades;

- c. In electronically entering information into Faculty 180 for University assessment;
 - d. In facilitating a departmental/ college assessment in order to appropriately evaluate dual credit faculty in accordance with MSU policy;
7. Share academic information concerning grades and academic progress in dual credit classes with approved high school officials;
8. Work cooperatively with the school district to address any specific funding need with the district that prevents students from fully participating with the dual credit offerings of the school. No fees for dropped courses or unsuccessful completion of a course will be assessed to the student or the district;
9. Provide educational enhancements that will be determined cooperatively between the Eagle Scholars faculty, the high school leadership team and the Office of Eagle Scholars.
10. Provide the following benefits to Eagle Scholars-
 - a. Student ID with access to MSU library and other college services
 - b. Waive application fees; streamline the application process
 - c. Priority awarding of academic scholarships
 - d. Priority registration for Housing and fall courses
 - e. Specific enrollment resources on the college selection process. This would include when to complete certain enrollment related tasks. It would also include information on academic majors, financial aid, scholarships and housing.
 - f. Blackboard shells for all courses offered to:
 - enhance student learning, provide a framework for NTI
 - provide additional course materials/ support for Eagle Scholar's faculty
 - provide a MSU library tutorial and offer online library resources for courses
 - inform students of academic advisors to provide major information by College
 - inform students of their rights and responsibilities according to the university Student Handbook
 - provide information on various student support and outreach services designed for dual credit students.

Kenton County Board of Education and Simon Kenton High School agree to:

1. Identify Morehead State University as their provider for the courses listed above and allow MSU to receive the KY Dual Credit Scholarships proceeds as available from the Commonwealth;
2. Identify and recruit eligible students and assist in completing the necessary MSU admission and registration forms, including Eagle Scholars Online Application and Registration Form, by the established MSU deadlines;
3. Provide SACSCOC qualified instructors for the identified courses who have successfully passed a criminal background screening;

4. Ensure instructors provide the University with necessary documentation including official transcripts and any required human resources paperwork prior to the start of teaching;
5. Ensure Eagle Scholars faculty teaching MSU classes complete online FERPA training in order to view course rosters and enter grades electronically as well as follow documented procedures to assure that security of personal information is protected;
6. Follow the MSU curriculum guides, student learning outcomes in courses and assessment standards including additional guidelines and assessments for general education;
7. Ensure Eagle Scholars faculty teaching MSU courses follow MSU grading policies, procedures, guidelines, and timelines for awarding and submitting grades and any Faculty 180 requirements electronically;
8. Pay the high school instructor teaching the MSU course in accordance with Board policy;
9. Ensure the opportunity for a campus visit by the Eagle Scholars students. This could be held during the school day or at an appropriate event outside of the school day;
10. Ensure Eagle Scholars faculty attends the MSU summer orientation session that will occur in June on the Morehead campus or a designated site and recognize any PD or EILA hours earned as part of this training;
11. Provide the necessary textbooks, software, and/or fees/ supplies as well as appropriate classroom facilities and equipment for the courses offered;
12. Follow deadlines established by MSU related to student registration, grade submission, withdrawal, addition of courses, submission of course syllabus through Faculty 180, etc.;
13. Allow MSU monitoring of the program and mentoring by an MSU faculty liaison;
14. Share program data with MSU;
15. Ensure that proper library resources be provided to support these dual credit courses;

Students participating in the program must:

1. Have a GPA of 3.0 or higher and 18 ACT composite score or higher;
2. Meet any course requirements or prerequisites such as ACT scores or scores set by the school district including evaluating the dual credit course, support services and resources provided and the instructor according to MSU processes;
3. Complete the MSU Eagle Scholars Application and Registration process;
4. Follow the policies and procedures of MSU and Simon Kenton High School
5. Attend class on a regular basis;
6. Maintain a HSGPA of 3.0 or higher and a MSU GPA of 2.5 or higher to continue enrolling in MSU classes as an Eagle Scholars student; and
7. Purchase any required books, educational supplies or materials that are not supplied by the high school.
8. Understand that they have certain rights/ responsibilities as students at MSU and have access to an appeal process as described in the Student Handbook.

Neither party shall discriminate on the basis of race, religion, national origin, sex, disability,

military status, age or any other protected class.

Morehead State University:

By _____
Jay Morgan, President/ Date

Kenton County Board of Education

By _____
Henry Webb, Superintendent/ Date



*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. The 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.

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. (Please see the SACSCOC policy "The Quality and Integrity of Educational Credentials.")

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 represents 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 transcripting 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

Revised: SACSCOC Board of Trustees, December 2018