



Board of Regents Interim Policy Guidance: Dual Enrollment Response to COVID-19 Pandemic

In response to the rapidly evolving impact on secondary and postsecondary education of the current COVID-19 pandemic, the Board of Regents offers the following guidance for how to handle cancellation or postponement of standardized tests whose scores are used in determining student eligibility for dual enrollment.

Board of Regents recognizes that as a result of these and other interruptions related to COVID-19, students may not have been able to complete the standardized testing requirements necessary to demonstrate college readiness and meet minimum admissions eligibility criteria as currently defined in Academic Affairs Policy 2.22 (Dual Enrollment).

Therefore, effective immediately, this interim dual enrollment policy guidance on academic options (number one below) will apply for the Spring 2020 while the remainder of the policy will apply through the 2020-21 academic year.

DUAL ENROLLMENT

- 1) All students currently enrolled in one or more dual enrollment courses may choose one of the following three options for Spring 2020 relative to the college credit portion of each course:
 - Complete the college coursework online during the Spring semester 2020 with a final grade; **OR**
 - Transition the course status to “in-progress”/”incomplete” and complete by August 31, 2020 (if “in-progress” or “incomplete” is selected, the course will end in a final grade; if the student does not complete the course, this may result in a failing grade and negatively impact TOPS scholarship eligibility and college GPA); **OR**
 - Withdraw from the college course via an “Administrative Withdrawal” (no grades are posted to the student’s college transcript/record). Note: The administrative withdrawal date is determined by the postsecondary institution. Also, if a high school student chooses to withdraw from the high school portion of the course and the course is needed to complete the TOPS Core curriculum, the student will need to retake the course.

PROSPECTIVE DUAL ENROLLMENT FOR 2020-21 ACADEMIC YEAR

2) Students wishing to initiate or continue their participation in dual enrollment for the 2020-21 academic year may be eligible to enroll in academic courses on the Master Articulation Matrix if they meet the following criteria:

- A minimum 2.5 cumulative high school GPA, as determined by the high school, including any GPA adjustments made due to Spring 2020 disruptions in learning;

AND

- Subject-specific demonstration of readiness in Mathematics (for mathematics and science courses) or English (for English, foreign language, history, social science, humanities, or arts survey courses) through either:

1.) Subject-specific minimum scores on any assessment listed in Academic Affairs Policy 2.22 (listed below):

	ENGLISH	MATHEMATICS*
ACCUPLACER	86 Sent Structure	65 (Elem Alg.) 40 (Col-Level Math)*
ACCUPLACER NG	250 Writing	250 QRAS
<i>*For College Algebra: ≥ 70 Accuplacer College-Level Math; ≥ 263 Accuplacer NG (QRAS) or ≥ 250 (AAF) are recommended.</i>		
ASPIRE (≥ 430 Composite Score)	433	431
MAP (≥ 490 Language+Math Scores)	245	265
Pre-ACT (≥ 19 Composite Score)	18	19
Pre-SAT (≥ 980 Total Score)	25WL	500
EOC	English II: 740	Algebra I: 760, or Geometry: 750
LEAP 2025	English II: Mastery or above	Geometry: Mastery or above (for enrollment in non-algebraic Gen. Ed Math) Geometry: Mastery or above and completion of Algebra II w/C or better for enrollment in College Algebra
ACT	18	19
SAT	500 ERW	510 Math

OR

2.) Counselor recommendation based on overall student performance and grade trends in the subject.

While the Board of Regents encourages all institutions to follow this policy, we recognize that minimum requirements may be increased for particular courses.

SSPS Data Entry Guidance

Dual Enrollment Reporting: Courses transitioned to “In Progress” or “Incomplete” status will be reported as “IP” as the course grade for SSPS file submission. For Administrative Withdrawal, the course grade will be reported as “AW” and will not be included in GPA calculations nor appear on a college student transcript.

In addition to the placement test types listed below, a new code is designated as “Z” for “Counselor Recommendation” has been added and should be reported in the English/math placement test type field for preparatory students (dual enrollment) only.

<u>English Placement Test Type</u>	<u>Code</u>	<u>Math Placement Test Type</u>	<u>Code</u>
Accuplacer Sentence Skills	C	Accuplacer Arithmetic	B
Accuplacer Next Generation - Writing	H	Accuplacer College-Level Math	C
ACT	A	Accuplacer Elem Algebra	D
ASPIRE	Q	Accuplacer Next Generation – Arithmetic	J
ASSET Writing Skills	9	Accuplacer Next Generation – QAS	K
COMPASS-Writing	8	Accuplacer Next Generation – AAF	L
ELS 112 – Intensive English	U	ACT	A
EOC (End of Course)	4	ASSET Elem. Algebra	9
International English Language Testing System (IELTS)	E	ASPIRE	Q
LEAP 2025	5	COMPASS-Algebra	8
MAP	V	EOC (End of Course)	4
Postsecondary Departmental Exam	G	Postsecondary Departmental Exam	G
Michigan Test of English Language Proficiency (MTELP)	F	LEAP 2025	5
Pre-ACT	W	MAP	V
Pre-SAT	Y	Pre-ACT	W
SAT (2016) – Writing & Language Test	R	Pre-SAT	Y
SAT (Pre-March 2016)	S	SAT (2016) – Math Section	R
Test of English as a Foreign Language (TOEFL – Paper)	T	SAT (Pre-March 2016)	S
Test of English as a Foreign Language (TOEFL – Computer)	X	Recently passed a qualifying developmental or co-requisite Math course with grade \geq “C”	M
Test of English as a Foreign Language (TOEFL – Internet)	I	Counselor Recommendation (for preparatory students only)	Z
Recently passed a qualifying developmental or co-requisite English course with grade \geq “C”	P		
Counselor Recommendation (for preparatory students only)	Z		