

Title 9- Education- Mississippi Community College Board

Part 3- Programs

Part 3 Chapter 1: Five-Year Strategic Plan

Rule 1.1 Five-year Strategic Plan. In accordance with Mississippi Code, Section 27-103-155, the Mississippi Community College Board and Mississippi's public community and junior colleges shall develop a five-year strategic plan each year for submission to the Joint Legislative Budget Office and the Department of Finance and Administration. Staff will prepare a five-year agency plan for the MCCB to include but not limited to the following program areas: administration, work force education, proprietary school and college registration, and special development. A composite five-year plan for the fifteen community and junior colleges will be developed by community and junior college staff and MCCB staff. The composite five-year plan will include but will not be limited to the following components: academic instruction, vocational-technical instruction, other instruction, instructional support, student services, institutional support, physical plant operation, student financial aid, and program enhancements.

The MCCB Chairperson will appoint a special committee to work with the MCCB staff to review the historical mission and name objectives for the agencies strategic plans

Sources: *Miss. Code Ann.* §37-4-3 and 27-103-155.

Part 3 Chapter 2: Standards for Quality and Accountability

Rule 2.1 Standards for Quality and Accountability. The Mississippi Community College Board's standards for quality and accountability are as follows:

1. It is the policy of the Mississippi Community College Board (MCCB) to accept the Commission on Colleges of the Southern Association of Colleges and Schools' (SACS) Criteria for Accreditation as the basic standards for quality and accountability for the state's public community and junior colleges.
2. The MCCB also accepts the Criteria for Accreditation of SACS as the standards for assuring financial adequacy for all state community and junior colleges.
3. Although direct governance of the state's community and junior colleges is the responsibility of the local boards of trustees, the MCCB, through the authority established in Section 37-4-3 of the Mississippi Code, may request any such reports as the Board deems necessary to provide such information as needed to verify the fiscal condition of any of the state's community and junior colleges.
4. Pursuant to Section 37-4-3, 6(1), the MCCB will fix standards for community and junior colleges to qualify for state appropriations.

At its October 19, 1995, regular board meeting, the Mississippi Community College Board officially adopted the Commission on Colleges of the Southern Association of Colleges and Schools' Criteria for Accreditation as the basic standards for quality and accountability for the state's public community and junior colleges.

The Mississippi Community College Board further accepted the Criteria for Accreditation of the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) as the standards for assuring financial adequacy for all state community and junior colleges. In addition, the Mississippi Community College Board recognizes that all of the state's community and junior colleges must abide by all appertaining state and federal regulations regarding the receipt, management, and expenditure of funds. Direct governance of the state's community and junior colleges with regard to fiscal and other areas of function is the responsibility of the local boards of trustees. However, through the authority established in Section 37-4-3 of the Mississippi Code, the Mississippi Community College Board may request any such reports as the Board deems advisable to provide such information as needed to verify the fiscal condition of any of the state's community and junior colleges.

In addition, the Mississippi Community College Board, at its October 19, 1995, regular board meeting, officially adopted the following **operational guidelines for distance learning**.

1. Students enrolled in courses where instruction is delivered via distance learning technologies will be counted for audit purposes, the same as that for students enrolled via traditional delivery methods, with the following stipulation. State appropriations will be awarded only for Internet (on-line) courses that are offered through the Mississippi Virtual Community College using the common software platform. Internet courses may be defined as those that are not classroom based, content is delivered on-line, do not require regular campus attendance, can be accomplished from a remote site, and are distinguished from hybrid courses, which are merely Internet enhanced. Colleges will be compensated according to their roles as host and/or provider institutions for students and courses.
2. To evaluate properly the institution's distance learning activities, a separate and distinct budget should be maintained. Costs related to distance learning can then be evaluated in terms of institutional mission and goals. Further, accountability can be established more easily when one office has budget responsibility.
3. Institutions should make appropriate plans to budget sufficient amounts to cover maintenance and operational costs. User fees for community service activities should be set at a level to cover the costs associated with community service programs. Also, if state and/or federal funds are not appropriated for distance-learning activities, an institutional assessment may be required to cover state-wide system costs.
4. Grades will be assigned by the Originating Site instructor of record who is also considered an adjunct instructor at the Receive Site. The originating institution will provide the Receive Site with a copy of the faculty member's credentials, verified by the Originating Site institution and so stated in the file at the Receive Site.

5. Instructors of record will be responsible for evaluating students in the same way that instructors are responsible for evaluating on-campus students receiving instruction by traditional delivery methods. Institutional policies at the Originating Site institution will govern grading. All details will be approved by and course materials sent to the instructional deans of the institutions. The instructors of record will provide official grades for the students to Receive Site registrars. Receive Site registrars will provide the instructors of record a copy of the class rolls for the courses.
6. Notification to all instructional deans will be given by the Originating Site as soon as it is determined that a course will be offered.
7. Institutions offering courses for credit through distance learning activities and programs must meet all SACS criteria related to faculty. Whether through direct contact or other appropriate means, institutions offering distance learning programs must provide students with structured access to and interaction with faculty members.

Finally, the Mississippi Community College Board adopted the following **operational guidelines as additional quantitative requirements:**

1. A semester credit hour is defined as a minimum student-teacher contact of 750 minutes for lecture and 1500 minutes for laboratory.
2. The minimum load for a full-time student is 12 semester credit hours per semester.
3. The normal load for a full-time career student shall be 25 clock hours per week. (Some specific programs may require more hours as approved by the Mississippi Community College Board.)
4. The standard teaching load in semester credit hours is recognized to be ~~46~~ 15. The maximum teaching load is generally recognized to be 18 semester credit hours. The teaching schedule of each instructor should ordinarily be arranged so that a typical teaching load per week may vary from 450 to 600 student clock hours, depending on the type of class. A minimum of two hours of laboratory work shall be counted as one semester credit hour.
5. The Board recognizes only those academic courses included in the Uniform Course Numbering System for allocation of state funds.

Some appropriate guidelines, i.e. ALA-ACRL STANDARDS FOR COMMUNITY AND JUNIOR COLLEGES, should be used as a reference point with regard to measuring the various aspects of the library/learning resource center activities

6. Pursuant to Section 37-4-1, Mississippi Code of 1972, Annotated, the Legislature has determined that the social, cultural and economic well being of the people of Mississippi, and hence the state, are enhanced by various educational experiences beyond the

elementary and secondary school years. The Legislature thereby provided a means for the continuation of a system of community and junior colleges by the creation of the Mississippi Community College Board; and one of its powers and duties, Section 37-4-3, (6)(I), is to fix standards for community and junior colleges to qualify for appropriations. Therefore, for the purpose of allocating state funds based on enrollment.

Academic and Technical students must meet one of the following **criteria for admissions**:

- a. The completion of at least one unit less than the minimum acceptable high school units as prescribed by law, i.e. if the state requires 21 high school units to graduate, a student can be admitted into a community/junior college with 20 high school units; or,
- b. An approved High School Equivalency certificate; or,
- c. A High school diploma;
- d. Mississippi Occupational Diploma;
- e. A state-approved Career Certificate from a Mississippi community or junior college; or
- f. An official transcript from an accredited college or university.

Career students must meet one of the following **criteria for admissions**:

- a. The completion of at least one unit less than the minimum acceptable high school units as prescribed by law, i.e. if the state requires 21 high school units to graduate, a student can be admitted into a community/junior college with 20 high school units; or,
- b. An approved High School Equivalency Certificate; or,
- c. A High school diploma;
- d. Mississippi Occupational Diploma; or
- e. A state-approved Career Certificate from a Mississippi community or junior college; or
- f. An official transcript from an accredited college or university; or
- g. The completion of a federally approved ability-to-benefit test.

A student not meeting the requirements stated above may be admitted as non-degree seeking under the following conditions:

- a. Meets the requirement to enroll in dual enrollment/dual credit Academic, Career or Technical Classes; OR
- b. Meets the requirements to enroll in an approved career-pathway program that integrates Adult Basic Education (ABE) with skills training (Career or Technical).

By law, in addition to meeting the admissions requirements, all students must meet attendance requirements. The following requirements must be met by all students to be considered “in attendance.”

- a. A student whose last day of attendance occurred on or after the last class meeting of the sixth week of each semester, or its equivalent shall be deemed in attendance, provided that the student did not exceed the maximum allowed absences within the first six weeks (or its equivalent).
- b. The following chart illustrates the maximum number of allowed absences within the first six week (or equivalent) period for various term lengths (regardless of course credit hours) by the number of class meetings per week.

Term Length (weeks)	Class Meetings Per Wk	1	2	3	4	5	6	7
	Maximum number of allowed absences							
1		0	0	0	1	1	1	1
2		0	1	1	1	1	2	2
3		0	1	1	2	2	2	3
4		1	1	2	2	3	3	4
5		1	1	2	3	3	4	5
6		1	2	2	3	4	5	6
7		1	2	3	4	5	6	7
8		1	2	3	4	5	6	7
9		1	2	4	5	6	7	8
10		1	3	4	5	7	8	9
11		1	3	4	6	7	9	10
12		2	3	5	6	8	10	11
13		2	3	5	7	9	10	12
14		2	4	6	7	9	11	13
15		2	4	6	8	10	12	14
16		2	4	6	9	11	13	15
17		2	5	7	9	11	14	16
18		2	5	7	10	12	14	17

- c. A student who withdraws and is subsequently reinstated before the sixth week in a semester (or its equivalent) and has not missed more than the maximum allowed absences described above shall be deemed in attendance.

The above requirements are for the purposes of allocating state appropriations, and are not to be misconstrued as required institutional student admission and attendance requirements. Section 37-29-1 refers to the types of instruction community and junior colleges can offer and to whom. General admission policies, according to SACS, Criteria for Accreditation, 4.2.1, may be established by the governing board on recommendation of the administration. Implementation of

specific admission or attendance policies is the responsibility of the administration and faculty of each institution.

Sources: *Miss. Code Ann.* §37-4-3 and 37-29-1.

Part 3 Chapter 3: Enrollment Audits

Rule 3.1 Enrollment Audits. The e-Audit is a web based application designed to assist the MCCB staff in conducting the enrollment audits as required by law. The e-Audit is based on a prior existing manual procedure and is divided into four phases, (1) Pre-Audit Phase, (2) Upload & Validation Phase, (3) Sample Testing Phase, and (4) Follow-up & Evaluation Phase.

A. Pre-Audit Phase

The public community and junior colleges offer online classes through the Mississippi Virtual Community College (MSVCC). The MSVCC system is maintained and operated through the MCCB. Participating colleges offer their online classes through the MSVCC. The Pre-Audit Phase is designed to insure that the course identification (id) for each online course in the MSVCC system matches the course id for the same online course in district's student system. Each district must compare the online course id's. If the id's do not match, the Distance Learning Coordinator must change the id in the MSVCC system to match the id in the student system. Once the district confirms that the id's match, the MSVCC file is uploaded as a reference table in the e-Audit application.

B. Upload & Validation Phase

There are four files that must be uploaded and validated during this phase. The Primary File consists of individual student records which contain fundamental data about each student enrolled in a given district. The Faculty File consists of individual faculty records which contain fundamental data about each faculty who teach for a given district. The Course File consists of individual course records which contain fundamental data about each course taught in a given district. The Student Schedule File consists of individual student schedule records which contain fundamental data about each course that a given student is enrolled for the term. Each file has its own unique file structure and is validated against a set of predefined criteria. As each district completes its upload and validation, a summary enrollment report is e-mailed to the district to confirm that the summary enrollment report reflects what was uploaded. All discrepancies are resolved prior to the next step. After all districts have uploaded and validated their files, the files are finalized by a MCCB enrollment auditor.

C. Sample Testing Phase

The sample testing phase is divided into three steps. The first step consists of creating initial admissions and attendance samples. The admissions sample consists of 10% of all students listed in the Primary File; and the attendance sample consists of 20% of all the courses listed in the Course File. Both samples are e-mailed to the appropriate district. The districts are required to confirm that each student in the admissions sample meets the admissions requirements as set

by the MCCB; the districts are also required to confirm that each student in each course of the attendance sample meets the attendance requirements as set by the law. Confirmation is required within a 4-day period.

The second step consists of creating a second sample. The second admissions sample is 10% of the first admissions sample and the second attendance sample is 20% of the first attendance sample. Both samples are e-mailed to the appropriate district. The districts are required to copy the required admissions and attendance documents and place them on the File Transfer Protocol (ftp) site assigned to their district. The MCCB audit team will examine the documents on the ftp site to ensure they meet the admissions and attendance requirements as set by the law. Documents must be copied to the ftp site within a 3-day period.

The third and final step of this phase consists of creating a third sample. The third admissions sample is created by a statistical model designed to produce the minimum sample size that is representative of the total population (excluding the sample created in the first admissions sample). The third attendance sample consists of 3% of all courses listed in the course file (excluding the sample created in the first attendance sample). Both samples are e-mailed to the respective district. The district is given 30 – 45 minutes to secure the required documents for each sample. Once the allotted time has elapsed, an audit team member will connect with the district to examine the admissions and attendance documents via a two-way audio/video camera.

During this phase, any student who does not meet the admissions requirements is marked as an exception and will not be counted in the official enrollment report. If a student does not meet the attendance requirements for a given class, the student's total number of hours enrolled will be reduced by the number of hours assigned to the class for which the student did not meet the attendance requirements. When the sample testing phase has been completed, districts are e-mailed all of admissions and attendance exceptions.

D. Follow-up and Evaluation Phase

The follow-up and evaluation phase consists of visits to randomly selected districts. The purpose of the visits is to provide technical support, maintain an ongoing personal contact with the campuses, and to conduct additional sample testing. All districts will be visited at least once during the academic year. Seven to eight districts will be visited per semester (fall & spring). Additional visits will be conducted for the summer term. The sample testing will consist of a 30% – 50% sample test for both admissions and attendance. The sample test may be expanded based on discovered exceptions. If it is necessary to expand the sample testing, it will be expanded to 100%. In such case, all expenses associated with the expanded testing will be charged to the college. Expenses associated with the expanded testing may include current per diem salary rate of the MCCB personnel conducting the expanded testing plus normal daily travel expenses (lodging, meals, mileage, etc.). All exceptions will be deducted from the audited term.

Source: *Miss. Code Ann.* §37-4-3.

Part 3 Chapter 4: Notice of Substantive Change

Rule 4.1 Notice of Substantive Change. It is the responsibility of the community or junior college to notify the Board at least one year before the initiation of a planned substantive change (as defined below). Such notice of change shall be submitted in writing to the Executive Director of the State Board. Documentation of notification to the Commission on Colleges, Southern Association of Colleges and Schools shall be submitted to the Executive Director simultaneously. The Executive Director shall apprise the Board of such notification at the next regularly scheduled Board meeting. The Board shall review the proposal and rule on it after appropriate study and assessment of the impact such change will have on the college and the college community.

A substantive change is one that modifies the nature and scope of the institution by:

1. Establishing a new campus or relocating a campus in a new geographic environment.
2. Changing the scope or purpose of an existing campus or center, such as adding to or deleting from vocational, technical or academic programs on a previously specialized or limited program campus.
3. Merging with another institution.
4. Closing a branch or center, campus or institution.

Source: *Miss. Code Ann.* §37-4-3.

Part 3 Chapter 5: Establishing a Campus or Center

Rule 5.1 Establishing a Campus or Center. The Mississippi Community College Board's procedures for establishing a campus or center are as follows:

A. Introduction

The definitions of a campus, a comprehensive center, an extension center and an off-campus site are provided within these Guidelines. As one of the powers and duties bestowed upon the Mississippi Community College Board (State Board) in Section 37-4-3(6)(l), these definitions have been established to serve as a mechanism for community and junior colleges to qualify for state appropriations. Upon the initial approval of these Guidelines, the State Board shall study and determine which definition best fits each particular location within each community and junior college district. Subsequent to the initial approval, colleges may request a change in status or a change in status shall be determined by the Mississippi Community College Board.

A college's decision to request the establishment of a new location or to request a change in the status of an extension center or an off-campus site shall be interpreted to mean that both the short range and long range educational needs of the specific area can be met best through the requested expansion or the establishment of a new location.

It is the intent of the State Board that all requests meet the requirements of the Southern Association of Colleges and Schools Commission on Colleges under the initial application process, reaffirmation of the accreditation process, or by the substantive change process, as may be appropriate to the request.

B. Definitions

Campus: A campus is a permanent location, which offers an extensive range of educational programs consisting of academic, technical and vocational, which lead to an associate of arts, associate of applied science or vocational certificate; as well as, continuing education, adult basic education, workforce training and community service. Complete instructional and student support services are provided on a campus. A campus is staffed primarily with full-time professional personnel, and the facilities are owned by the community or junior college district. There is at least one campus in each community or junior college district. However, in accordance with Section 37-4-3(6)(e) no new community or junior college branch campus shall be approved without an authorizing act of the legislature.

Comprehensive Center: A comprehensive center is a permanent location, which offers a broad range of educational programs and services. A comprehensive center offers both credit and non-credit courses in multiple instructional areas that may include academic, technical, and vocational instruction, workforce training and other instruction for professional development and /or lifelong learning. A comprehensive center will have permanent facilities owned or shared by statutory agreement through which the community or junior college is guaranteed utilization. The facilities must be sufficient to carry out the stated mission. Library services and student support services must be comparable to those services located at the main campus. “The number of full-time faculty members must be adequate to provide effective teaching, advising and scholarly or creative activity” (SACS #11, p. 12). There may be one or more comprehensive centers in a community and junior college district or none at all.

Extension Center: An extension center is a permanent location, which offers a partial range of educational programs and services. An extension center may be solely academic, solely technical/vocational, or a combination of these types of curricula. An extension center is established for a specific, stated instructional mission. Library services and student support services are limited directly to serve the type and number of students. Facilities may be owned or leased by the community or junior college district. There may be one or more extension centers in a community or junior college district or none at all. “The number of full-time faculty members must be adequate to provide effective teaching, advising and scholarly or creative activity” (SACS #11, p. 12). There may be one or more extension centers in a community and junior college district or none at all.

Off-Campus Site: An off-campus site is a location, which provides a very limited selection of course offerings (usually academic) that support the instructional mission of a campus or center. Such a site provides minimal library and student support services. Facilities generally are not owned by the college, but may be leased. The existence of an off-campus site does not imply commitment to maintain or to continue operation. A community or junior college must obtain

approval from the State Board on a semester-by-semester basis to offer courses at an off-campus site in accordance with § 37-29-69 of the Mississippi Code of 1972, Annotated.

C. Criteria For The Establishment of A New Campus

Pursuant to Section 37-4-3(6)(e) of the Mississippi Code of 1972, Annotated, the following definition and regulations will be used by the State Board when reviewing a community or junior college's request for establishing a new campus.

Definition of Campus: A campus is a permanent location, which offers an extensive range of educational programs consisting of academic, technical and vocational, which lead to an associate of arts, associate of applied science or vocational certificate; as well as, continuing education, adult basic education, workforce training and community service. Complete instructional and student support services are provided on a campus. A campus is staffed primarily with full-time professional personnel, and the facilities are owned by the community or junior college district. There is at least one campus in each community or junior college district. However, in accordance with Section 37-4-3(6)(e) no new community or junior college campus shall be approved without an authorizing act of the legislature.

Community or junior colleges will request State Board approval for the establishment for any new campus.

If the State Board agrees with the initial request, it will support the college's request for legislative action.

D. Criteria For The Establishment of a New Permanent Facility

A new permanent facility is defined as a facility, building, or structure that is used by the college to offer credit courses, where such courses have not been previously taught and is not a part of a previously defined campus, comprehensive center or extension center and is constructed, purchased, acquired, leased or rented by the college with a reasonable expectation that such classes will be taught at this facility for more than twelve (12) months. Prior to constructing, purchasing, acquiring, leasing, or renting a new permanent facility where academic, career, or technical classes are taught for credit, approval from the State Board must be received.

The general guidelines the State Board will use for approval of such a permanent facility are as follows:

1. The permanent facility must be at least twenty-five (25) miles from that college's or another community or junior college's permanent location. However, under certain extenuating circumstances, such as where there is a heavy population density, and the educational needs of the population are not being met, consideration will be given to such new permanent facilities.
2. The college shall have the necessary funds allocated to the permanent facility's operation to ensure that a quality educational program can be offered at this location. The college shall provide the State Board proof of adequate funding along with the source of that funding.

3. The college requesting approval of a new permanent facility shall provide the State Board with a copy of the long range plan for this facility, a list of anticipated classes or programs to be taught at this facility, and staffing plans.
4. Courses taught at a new permanent facility will not be approved for state reimbursement unless the State Board approves the establishment of a new permanent facility.

E. Criteria For Change in Instructional Mission to A Comprehensive Center or an Extension Center

The following definitions and regulations will be used by the State Board when reviewing a community or junior college's request for a change in the instructional mission at an existing center or an extension site.

Community or junior colleges will request State Board approval for a change in the instructional mission at an existing extension center or an off-campus site through a formal proposal using the following criteria:

Definition of Comprehensive Center: A comprehensive center is a permanent location, which offers a broad range of educational programs and services. A comprehensive center offers both credit and non-credit courses in multiple instructional areas that may include academic, technical, and vocational instruction, workforce training and other instruction for professional development and /or lifelong learning. A comprehensive center will have permanent facilities owned or shared by statutory agreement through which the community or junior college is guaranteed utilization. The facilities must be sufficient to carry out the stated mission. Library services and student support services must be comparable to those services located at the main campus. "The number of full-time faculty members must be adequate to provide effective teaching, advising and scholarly or creative activity" (SACS #11, p. 12). There may be one or more comprehensive centers in a community and junior college district or none at all.

A Comprehensive Center differs from a campus in the following manner:

- It does not duplicate upper administration (Ex. President, Financial Officer, Computing Services).
- It is accredited with the campus.
- It does not offer extra-curricula athletic activities.
- It is designed to be solely a commuter campus.

Definition of Extension Center: An extension center is a permanent location, which offers a partial range of educational programs and services. An extension center may be solely academic, solely technical/vocational, or a combination of these types of curricula. An extension center is established for a specific, stated instructional mission. The extent of Library services and student support services must be in direct proportion to the instructional mission and to the type and number of students served. Facilities may be owned or leased by the community or junior college district. There may be one or more extension centers in a community or junior college district or none at all. "The number of full-time faculty members must be adequate to provide effective teaching, advising and scholarly or creative activity" (SACS #11, p. 12). There may be one or more extension centers in a community and junior college district or none at all.

1. A college's request for a change in status must include proof of approval from the local board of trustees.
2. Decisions to change the instructional mission at a center or extension site shall be interpreted to mean that both the short-range and long-range educational needs of the specific area can be met best through this change.
3. Each district must clearly delineate the long-range development potential of the comprehensive center or center.
4. A current Educational Master Plan for the district must exist, and the district must show adherence to the plan. If vocational and technical programs are projected, these must be evident in annual vocational and educational plans. A minimum of five (5) approved vocational-technical programs shall be required for vocational-technical centers. As a requirement for an academic center, evidence must be shown that supports an institution's ability to offer adequate labs (learning, language, science, etc.) to support that academic mission.
5. A sufficient pool of potential clients must be evident. The need for such an expansion may be supported by community requests and /or college surveys. Generally, approximately 600 FTE students would be recommended for a comprehensive center. The 600 FTE's can consist of a combination of academic, technical and vocational student semester credit hours. Approximately 300 FTE students in either area (academic or technical and vocational) would be recommended for a center.
6. Evidence of community support and local revenue sources must be present.
7. Programs and services must be planned without duplication and without competition of existing programs available within the proposed service area. Historically, centers have not been established within twenty-five miles or thirty minutes commuting time of other campuses and centers capable of offering similar programs; however, the extent of the need for the program will be an important determining factor in relation to the distance. Consideration must be given to all existing postsecondary educational institutions (including universities), both public and private, in the proposed geographic area. Programs and services at proposed locations that would exist in close proximity to existing colleges and universities, both public and private, shall take into consideration existing programs offered by existing institutions and shall also consider the best use of resources.
8. The college must ensure the common use of resources at all locations, including but not limited to staffing, computer services, financial aid, registration, etc.
9. Land and facilities are the primary responsibility of the college district. Increased funding for operations must be proportional to those within the current district budget or the system

norm. Written pledges of increased tax support from taxing authorities are recommended. Letters of support from community and business/industry leaders may be helpful. Proposed budgets for facilities and for operation during the first three years are also required.

10. The State Board will assign weights to the above criteria in order to evaluate the proposal from the community or junior college.
11. Formal comments will be solicited for a period of at least thirty days after the State Board considers a proposal for a change in the instructional mission at an extension center or an off-campus site and action of the board will be forthcoming within 90 days.

F. Criteria For Requesting The Operation of A Off-Campus Site

Pursuant to Section 37-29-69 of the Mississippi Code of 1972, Annotated, the following definition and regulations will be used by the State Board when reviewing a community or junior college's request for establishing a new off-campus site.

Definition of Off-Campus Site: An off-campus site is a location, which provides a very limited selection of course offerings, (usually academic) that support the instructional mission of a campus or center. Such a site provides minimal library and student support services. Facilities generally are not owned by the college, but may be leased. The existence of an off-campus site does not imply commitment to maintain or to continue operation. A community or junior college must obtain approval from the State Board on a semester-by-semester basis to offer courses at an off-campus site in accordance with § 37-29-69 of the Mississippi Code of 1972, Annotated.

1. A community or junior college shall request State Board approval for the course offerings at an off-campus site.
2. A letter of request from the President of the college must be sent to the Executive Director of the State Board at least two (2) weeks prior to a State Board meeting for immediate action of the State Board. The letter must include:
 - a. Evidence of local Board of Trustee approval of the expansion
 - b. The exact name and location of the requested off-campus site
 - c. Course or courses to be offered
 - d. Expected number of students to be served
 - e. The dates the course offerings are to begin and end.
3. The Executive Director will inform the college president of the State Board's action immediately following the State Board's next regular monthly meeting.

G. Funding

Once all preceding criteria have been documented to the State Board in the form of a proposal or letter as required, recommended to the State Board by the Executive Director, considered by the State Board, sent out on Administrative Procedures for at least thirty days (comprehensive center

and extension center), and, subsequently, approved by a majority vote of those members present and voting, the State Board will disburse funding to colleges for students who are enrolled and in attendance on the last day of the sixth week (or its equivalence) at all approved college locations, according to the weights and percentages prescribed by State Board policy and legislative action, under the funding formula.

Full-time status may be achieved by a student enrolling in 12 or more semester credit hours at any combination of locations within a district. For a college to receive the highest possible reimbursement, a student must be enrolled in at least one course at the site assigned the highest weight. For example, if a student is enrolled in three semester credit hours at a comprehensive center and nine semester credit hours at an extension site, he/she will be a full-time student and the college will be reimbursed at 95%. Part-time funding will be provided for academic, vocational and technical hours generated by students taking fewer than twelve hours during the summer, fall and spring on a full-time equivalency basis. (Note: Vocational and technical program approvals will continue to be site specific.)

Specific Weights:

- a. Academic Campuses at a weight of 1.0
- b. Academic Comprehensive Centers at a weight of 0.95
- c. Academic Extension Centers at a weight of 0.85
- d. Academic Off-Campus Sites at a weight of 0.75
- e. Part-time Academic, Vocational and Technical weights at 0.55

Fiscal year 2003 will be the first year of a four-year phase-in of technical and vocational weights. Over the four-year period, technical and vocational weights will be phased in as follows:

- a. Technical weights will be phased in from 1.19 to 1.0.
- b. Vocational weights will be phased in from 0.38 to 1.0.

See Attached Chart.

NOTE: No existing location will be diminished in status with the adoption of this criteria.

Mississippi Public Community and Junior Colleges Conversion of Technical and Vocational to Desired Weights over a Four Year Period FY 2003 – FY 2006

	Year 1 FY 2003	Year 2 FY 2004	Year 3 FY 2005	Year 4 FY2006
TECHNICAL:				
Campus	1.19	1.13	1.06	1.00
Comprehensive Center	1.19	1.11	1.03	0.95
Extension Center	1.19	1.08	0.96	0.85
Off Campus Site	1.19	1.04	0.90	0.75

VOCATIONAL:				
Campus	0.38	0.59	0.70	1.00
Comprehensive Center	0.38	0.57	0.76	0.95
Extension Center	0.38	0.54	0.69	0.85
Off Campus Site	0.38	0.50	0.63	0.75

Sources: *Miss. Code Ann.* §37-4-3 and 37-29-69.

Part 3 Chapter 6: Junior College Name Change

Rule 6.1 Junior College Name Change. After July, 1987, the Board of trustees of any junior college district shall be authorized, with the approval of the Board, to change the name of the junior college to community college.

The following procedures shall apply:

1. The only change authorized is from junior to community.
2. The local Boards of Trustees' action regarding the name change shall be recorded in the official minutes of the local Board of trustees. A certified copy of that part of the Board minutes shall be provided the Board along with a request for Board approval of the name change.
3. The institution shall establish a date upon which the name change shall become effective. Such date shall allow sufficient time for transition of printed materials, signs, official documents, and notice to education and political entities of the name change.
4. It shall be the duty of the institution to give notice to educational and political entities regarding the name change to community college and the Initial Date of Adoption.

Source: *Miss. Code Ann.* §37-4-3 and 37-29-67.

Part 3 Chapter 7: Applications for New Voc/Tech Program Curriculum Changes

Rule 7.1 Applications for New Voc/Tech Program Curriculum Changes. The MCCB approves those programs that will provide the maximum benefit to the students served by the community/junior colleges of Mississippi. Consideration will be made concerning program duplication, available resources, employment demands, wage rates paid to program graduates and the ability of the college to provide the optimal educational experience to the students.

The college will send fifteen (15) copies of its program application to the MCCB staff who will review the document to ensure that it has been completed in the appropriate manner. Four copies will be sent the Mississippi Department of Education (MDE). The MCCB staff will meet with representatives from the MDE to review the perceptions of this agency and to determine which

programs will be approved for funding prior to the request being presented to the MCCB. The MCCB staff shall then meet with the MCCB committee chair to determine the recommendation that will be made to the Board. The MCCB then will act on the recommendation, with the results reported to the MDE and the college. The programs division shall maintain a file and database for all program approvals. All program requests must be submitted prior to April 15.

Source: *Miss. Code Ann.* §37-4-3.

Part 3 Chapter 8: Curriculum Changes to Voc/Tech Programs

Rule 8.1 Curriculum Changes to Voc/Tech Programs. Colleges desiring to change the status of a program must write a letter requesting the change and stating the rationale and ramifications of the change. The change is referred to the MDE which reviews the request and provides its recommendation. The request and MDE recommendation are then discussed with the MCCB committee chair of programs to determine the recommendation that will be made to the Board. The MCCB then acts on the recommendation with the results reported to MDE and the college. The programs division shall maintain a file and database for all programs approved.

Source: *Miss. Code Ann.* §37-4-3.

Part 3 Chapter 9: Placing Voc/Tech Programs on Probation or Termination of Such Programs

Rule 9.1 Placing Voc/Tech Programs on Probation or Termination of Such Programs. Programs with less than a full-time enrollment (FTE) of ten for the fall semester shall be placed on probation. If the program on probation does not improve its FTE to 10 or more by the Fall Semester the second year, the program will be recommended for termination. However, those programs to be considered for probation or termination shall be reviewed to determine if there are any extenuating circumstances. The decision of the MCCB shall be communicated to the colleges and the SDE as soon after April 1 as possible.

New programs will not be subject to this minimum FTE requirement for the first year of operation.

Source: *Miss. Code Ann.* §37-4-3.

Part 3 Chapter 10: Mississippi High School Equivalency Program State Policy

Rule 10.1 Mississippi High School Equivalency Program State Policy

1. Title of State Credential: Mississippi High School Equivalency Diploma
2. Current Approved Options:
 - a. GED® Test, General Education Development, Pearson Vue
 - b. HiSET High School Equivalency Test, Educational Testing Service
 - c. Mississippi Competency-Based High School Equivalency Option

- d. Total Transcript, intra-state and inter-state framework for integrated, multiple publisher high school equivalency testing and credentialing
- 3. Eligibility Requirements for Testing:
 - a. Eighteen (18) years of age or older
 - b. Has not earned a high school equivalency diploma
 - c. Not enrolled or required to be enrolled in secondary education under the compulsory school law
- 4. Residency Requirements: None
- 5. Age Exceptions for Testing:
 - a. Sixteen (16) and seventeen (17) year olds must:
 - i. not be currently enrolled in K12 school.
 - ii. provide documentation (withdrawal form) signed by the superintendent/designee certifying the applicant has been released from compulsory school attendance by the school board.
 - iii. have consent from parent or legal guardian.
- 6. Other Exceptions:
 - a. Home School examinees: proof of registration as a home schooled student from local school district or home school association.
 - b. An applicant with documentation verifying any one of the following conditions:
 - i. incarcerated in a correctional institution, correctional youth center, training school for adjudicated youth, or similar institution;
 - ii. confined as a patient or resident of a state-operated hospital or alcoholic rehabilitation center;
 - iii. enrolled in or has completed a program of instruction provided by the Job Corps or other such agency, or an apprenticeship training program;
 - iv. married with minor status removed;
 - v. a member of the United States Armed Forces; or
 - vi. an emancipated minor. (Court order with case number)
 - vii. an applicant who is enrolled in an official Option/alternative education program as stipulated in Senate Bill #2855 from the 1997 legislative session.
 - viii. an applicant with extenuating or extreme personal circumstances showing proper documentation. These include, but are not necessarily limited to, the following:
 - 1. an illness of long-range duration;
 - 2. sole support of family; or
 - 3. untenable situation at home which required the person to leave school to earn a livelihood.

Note: Any situation in which the local Chief Examiner cannot render a determination on granting a waiver will be referred to the State High School Equivalency Office for guidance.

7. Assessment Options:

The below prices and policies are established by the vendor.

A. GED® Test, Pearson Vue

a. Computer-Based Test Only

b. Passing Scores

- i. GED® Passing Score: 145 on each subject area test
- ii. GED® College Ready Score: 165-174
- iii. GED® College Ready + Credit Score: 175-200

c. Cost:

- i. GED Testing Service offers in-person testing as well as online proctoring options for students. The cost for both options are listed below:

Description	In-Person GED® Test	OP GED® Test
Jurisdiction Fee	\$0	\$0
Base Test Price	\$30	\$36
Test-Taker Fee	\$30	\$36
Full GED® Test Test-Taker Fee	\$120	\$144

d. Re-Take Fees

- i. GED® Testing Service fees are waived every 2nd & 3rd retake (\$20 per subject area test waiver)
- ii. You must schedule retakes one at a time for the discount to apply
- iii. Discounted retakes cannot be combined with any other discounts
- iv. Retakes must occur within 12 calendar months of your initial attempt
- v. After your two discounted retakes, you will need to wait at least 60 days, pay the full retake price and then you will receive two more discounted retakes

e. Retesting Policy

- i. There is no waiting period if you do not pass a subject area test the first time.
- ii. After taking a subject area test 3 times, you must wait 60 days each time before retesting.
- iii. There is no limit how many times you can test in a year.
- iv. Retake rules are enforced for students retesting in different languages.

1. For example, if you take the English test three times and then move to a Spanish test, GED Testing Service 60 day waiting period is enforced.

B. HiSET®, Educational Testing Service

- a. Computer Based & Paper Based Options available
- b. Passing Scores:
 - i. HiSET® minimum score by subtest: 8
 1. Requires minimum score 2 on constructed response essay in Writing subtest, for a composite score of 8
 - ii. HiSET® college and career ready indicator 15 – 20
 - iii. HiSET® battery passing score: 45 comprehensive score
- c. Cost:
 - Paper-Based Test
 - a. \$110.00 complete battery test.
 - b. \$22.00 per subtest.
 - Computer- Based Test
 - a. \$88.75 complete battery test.
 - b. \$17.75 per subtest.
- d. Re-Take Fees:
 - i. HiSET battery fee include two additional attempts per subtest within 12 months of purchase.
 - ii. Battery fees do not include additional test center fees or state admin fees for each additional attempt.
 - iii. Additional attempts offered at the subtest rate.
 - iv. Retakes must occur within 12 calendar months of your initial attempt
 - v. You may attempt each subtest up to three times per calendar year (January through December of a given year.)
- e. Retesting Policy:
 - i. There is no waiting period if you do not pass a subtest the first time.
 - ii. You may attempt each subtest up to three times per calendar year, regardless of language tested. (January through December of a given year.)
 - iii. You may retest in any order, whether you have tested in another subtest or not.
 - iv. You may use your additional attempts to achieve a higher score when needed to pass the battery or qualify for scholarship.

C. Mississippi Competency-Based High School Equivalency Option

- a. Title of State Credential: High School Equivalency Diploma (HSED)
- b. Cost: \$25.00 application fee
- c. Eligibility:
 - i. Must be a Mississippi Resident
 - ii. Has not received a valid high school diploma or a High School Equivalency Diploma (HSED)
 - iii. Not enrolled or required to be enrolled in school under compulsory school law
- d. Enrollment in Adult Education
 - i. Student Success Plan
 - ii. Attend Orientation/Intake
 - iii. Meet with Transition Specialist/Navigator
 - 1. Create Student portfolio
 - iv. Register with MS WORKS
 - 1. WIOA Common Case Management Technology (Hub)
 - v. Identify Barriers
 - vi. Referrals to core agencies
- e. Educational Functioning Level Assessment: Test of Adult Basic Education (TABE)
 - i. Students must obtain a minimum score of Level 5 (grade Equivalency 9.0-12.0) in two of the following subject areas: Reading, Language, Math Computation/Applied Math
- f. Adult Education Instruction
 - i. *College & Career Readiness Standards* - All students will receive instruction in reading, writing, and math aligned with the College and Career Readiness Standards required by the Office of Career, Technical and Adult Education <https://lincs.ed.gov/professional-development/resource-collections/profile-521>
 - ii. *Smart Start Course*
 - 1. Basic Skills- National Career Readiness Certificate
 - 2. Career Exploration/Employment Preparation
 - 3. Necessary Skills (Soft Skills)
- g. Must enter an approved MIBEST Program OR Integrated Education and Training Pathway
 - i. Must complete 15 hours of college credit
 - 1. Prior Learning Assessment college credits are allowable
 - 2. Developmental education courses are excluded
 - ii. Minimum GPA: 2.0 or higher
- h. Earn the Mississippi Smart Start Credential

- i. Earn a National Career Readiness Certificate (NCRC)

Applied Math	Workplace Documents	Graphic Literacy
Level 4 or higher Silver	Level 4 or higher Silver	Level 4 or higher Silver

- j. Earn a pertinent Industry-Recognized Credential
 - i. As defined in the MCCB Credential Policy and Procedure Manual, the state-wide CTE Curriculum framework, or the local Workforce Board Sector Strategy Plans

8. Total Transcript (Effective December 1, 2022):

- a. Title of State Credential: MS High School Equivalency Diploma (MS HSED)
- b. High school equivalency testing structure:
 - i. GED®
 - 1. See Section 7.A.a-e for testing format, passing scores, cost, re-take fees, and retesting policies.
 - ii. HiSET®
 - 1. See Section 7.B.a-e for testing format, passing scores, cost, re-take fees, and retesting policies.
 - 2. HiSET® battery passing score is evaluated in relation to eligible subtests
 - a. one subtest: 9 comprehensive score
 - b. two subtests: 18 comprehensive score
 - c. three subtests: 27 comprehensive score
 - d. four subtests: 36 comprehensive score
 - e. complete test battery: 45 comprehensive score
 - iii. TASC®
 - 1. Passing scores (consistent with those prior to test discontinuation):
 - a. TASC® minimum score by subtest: 500
 - i. Requires minimum score 2 on constructed response essay in Writing subtest
 - b. TASC® distinguished achievement indicator:
 - i. Language Arts Reading: 580
 - ii. Language Arts Writing: 560 and 6 on constructed response essay
 - iii. Mathematics: 560
- c. Credentialing requirements:

- i. Obtain a passing score in the following subject areas as described in 8.b.i-iii:
 - 1. Language arts (reading/writing or combined)
 - 2. Mathematics
 - 3. Science
 - 4. Social Studies
 - ii. Obtain a passing HiSET® comprehensive score as applicable and described in 8.b.ii.
 - d. Components of TotalTranscript
 - i. Diploma Sender (DS) Grade Point Indicator (GPI)
 - 1. A universal achievement metric to which DS indexes all current-series HSE test scores, useful for scholarships and other competitive academic qualifications.
 - 2. Consistent with the traditional 4-point GPA scale in both design and interpretation.
 - 3. Supports interpretation of testers' academic attainment and may be interpreted in relation to graduating high school seniors via test publishers' norming study documentation.
 - ii. DS Letter Grade
 - 1. Maps DS GPI to a familiar letter grade heuristic to facilitate stakeholders' interpretation of testers' academic attainment, useful for credit recovery and other letter grade applications.
 - a. 'A' reflects academic attainment equal to or greater than at least 80 percent of graduating high school seniors whose academic attainment was above the HSE threshold.
 - b. 'B' reflects academic attainment equal to or greater than between 40 and 80 percent of graduating high school seniors whose academic attainment was above the HSE threshold.
 - c. 'C' reflects academic attainment equal to or greater than up to 40 percent of graduating high school seniors whose academic attainment was above the HSE threshold.

Part 3 Chapter 11: GED Testing Guidelines for Alternative Education Programs

Rule 11.1 GED Testing Guidelines for Alternative Education Programs. The Mississippi Community College Board's GED Testing Guidelines for Alternative Education Programs policy is as follows:

1. The Mississippi Community College Board is authorized by legislation to administer the High School Equivalency Testing Program under the policies and guidelines of the approved vendors.
2. Only students who have demonstrated the ability to perform on the Test of Adult Basic Education (TABE) at an 8th grade level on the overall battery of Levels D or A.
3. Allowable GED testing centers as defined in # 2 will submit a schedule for GED testing alternative school students to each superintendent in their district and to the GED State Office. Initially students will be required to take all five parts of the GED.
4. Only students who have demonstrated the ability to perform on the Test of Adult Basic Education (TABE) at an 8th grade level on the overall battery of Levels D or A or who demonstrate the ability to score a 45 on the Official GED Practice Test will be permitted to take the GED test. Dates that assessment information is due in the GED Examiner's office will be listed on the schedule for testing.
5. The local school district(s) will contract with the GED Testing Center at a Community and Junior College, University, or Community-Based Organization for testing services at a rate of \$500 per testing session. The \$500 may be shared between districts that are testing on the same date and site.

Sources: *Miss. Code Ann.* §37-4-3 and 37-35-1.

Part 3 Chapter 12: Adult Education Act Public Law 100-297

Rule 12.1 Adult Education Act Public Law 100-297. The Mississippi Community College Board's Adult Education Act Public Law 100-297 policy is as follows:

Statement of Purpose:

It is the purpose of this title to assist the States to improve educational opportunities for adults who lack the level of literacy skills requisite to effective citizenship and productive employment, to expand and improve the current system for delivering adult education services including delivery of such services to educationally disadvantaged adults, and to encourage the establishment of adult education programs that will –

1. enable these adults to acquire the basic educational skills necessary for literate functioning;

2. provide these adults with sufficient basic education to enable them to benefit from job training and retraining programs and obtain and retain productive employment so that they might more fully enjoy the benefits and responsibilities of citizenship; and
3. enable adults who so desire to continue their education to at least the level of completion of secondary school.

Definitions:

1. The term ‘adult’ means an individual who has attained 16 years of age or who is beyond the age of compulsory school attendance under State law,
2. The term ‘adult education’ means services or instruction below the college level for adults –
3. who are not enrolled in secondary school;
4. who lack sufficient mastery of basic educational skills to enable them to function effectively in society or who do not have a certificate of graduation from a school providing secondary education and who have not achieved an equivalent level of education;
5. who are not currently required to be enrolled in school; and
6. whose lack of mastery of basic skills results in an inability to speak, read, or write the English language which constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability, and thus are in need of programs to help eliminate such inability and raise the level of education of such individuals with a view to making them less likely to become dependent on others.
7. The term ‘educationally disadvantaged adult’ means an adult who –
8. demonstrates basic skills equivalent to or below that of students at the fifth grade level; or
9. has been placed in the lowest or beginning level of an adult education program when that program does not use grade level equivalencies as a measure of students’ basic skills.

Use of Funds:

Grants to States shall be used in accordance with State plans (and amendments thereto) to pay the Federal share of the cost of the establishment or expansion of adult education programs to be carried out by local educational agencies and by public or private nonprofit agencies, organizations, and institutions.

Grants provided under this section to States to carry out the programs described in the preceding sentence may be carried out by public or private nonprofit agencies, organizations, and institutions only if the applicable local education agency has been consulted with and has had an opportunity to comment on the application of such agency, organization, or institution. The comments of the local education agency and responses thereto, shall be attached to the application when it is forwarded to the State.

The State educational agency shall give preference to those applicants who have demonstrated or can demonstrate a capability to recruit and serve educationally disadvantaged adults.

Limitations on Use of Funds:

- (1) Not more than ~~40~~ 20 percent of the funds paid to a State under subsection (a) shall be used for corrections education and education for other institutionalized individuals in accordance with subpart 2
- (2) (2) Not more than 20 percent of a State's allotment shall be used for programs of equivalency for a certificate of graduation from a secondary school.

Local Administrative Cost Limits:

1. Of the funds provided by the State agency to eligible recipients, at least 95 percent must be expended for provision of adult education instructional activities. The remainder shall be used for planning, administration, personnel development, and interagency coordination.
2. In cases where the administrative cost limits under subsection (a) would be insufficient for adequate planning, administration, evaluation, and coordination of programs supported under this Act, the State agency shall negotiate with the local grant recipient in order to determine an adequate level of funds to be used for non-instructional purposes.

State Administrative Responsibilities:

Any State desiring to participate in the programs authorized by this title shall designate the State educational agency to be the sole State agency responsible for the administration and supervision of such programs. The responsibilities of the State agency shall include –

- (1) the development, submission, and implementation of the State application and plan and any amendments thereto and the State evaluation,
- (2) the assignment of such personnel as may be necessary for State administration of programs under this title.

State Imposed Requirements:

Whenever any State imposes any rule or policy relating to the administration and operation of programs funded by this title, the rule or policy shall be identified as a State imposed requirement.

Limitation of State Administrative Costs –

Effective for fiscal years beginning after September 30, 1990, a State educational agency may use no more than 5 percent of the State's grant or \$50,000, whichever is greater, to pay the cost of its administration of the State's program.

State Plan and Application:

Requirement – any State desiring to receive funds under this title shall submit to the Secretary, during the fiscal year 1989 and during each fourth fiscal year thereafter, a State plan and application for adult education for the four fiscal years succeeding each fiscal year in which the State plan and application are submitted.

Procedure for Submission and Consideration – Each State plan and application shall be submitted to the Secretary by July 1 preceding the beginning of the first fiscal year for which the plan is in effect. The Secretary shall approve, within 60 days, each such plan and application which is formulated in accordance with sections 342 and 343 and which meets the requirements of such sections, and shall not finally disapprove a State plan except after giving reasonable notice and an opportunity for a hearing to the State agency. Procedures required in formulating the state plan are in the enclosed act Section 341.

Evaluation and State Plan Amendments –

Timely Submission – When changes are necessary in a State plan, the State shall submit amendments to its plan by July 1 preceding the fiscal year of operation to which the amendments apply. Special consideration is cited under Section 351.

In order to assist grant recipients receiving funds under this title to plan and operate the best possible programs of adult education, each State agency during the 4-year period of the State plan shall –

- (1) annually submit data to the Secretary with respect to grant recipients;
- (2) before the end of such period evaluate at least one-third of grant recipients and such evaluations shall consider –
 - A. the planning and content of the program;
 - B. the curriculum, instructional materials, equipment and qualification of all personnel;
 - C. the effect of the program on the subsequent work experience of graduates; and
 - D. other factors determined to affect program operation; and
- (3) gather and analyze data (including standardized test data) to determine the extent to which the adult programs are achieving the goals set forth in the plan including the goal of serving educationally disadvantaged adults, and the extent to which grant recipients have improved their capability to achieve the purposes of this title as set forth in section 311.

Special Experimental Demonstration Projects and Teacher Training:

Of the funds allotted to a State under section 313 for a fiscal year, not less than 10 percent shall be used for –

- (1) special projects which will be carried out in furtherance of the purposes of this title, which will be coordinated with other programs funded under this title,
- (2) training persons engaged, or preparing to engage, as personnel in programs designed to carry out the purposes of this title.

Federal Share, Federal Administrative Responsibilities:

Payments

- A. Federal Share – The Federal share of expenditures to carry out a State plan shall be paid from a State’s allotment available for grants to that State. The Federal share shall be –
 - B. 1. 90 percent of the cost of carrying out the State’s programs for fiscal year 1988;
 - C. 2. 85 percent of such cost for fiscal year 1990;
 - D. 3. 80 percent of such cost for fiscal year 1991; and
 - E. 4. 75 percent of such cost for fiscal year 1992 and for each fiscal year thereafter
- B. Maintenance of Effort –
 - (1) No payment may be made to any State from its allotment for any fiscal year unless the Secretary finds that the fiscal effort per student or the amount available for expenditure by such State for adult education from non-Federal sources for the second preceding fiscal year was not less than such fiscal effort per student or such amount available for expenditures for such purposes from such sources during the third preceding fiscal year.
 - (2) The Secretary may waive the requirements of this subsection for 1 fiscal year only, upon making a determination that such waiver would be equitable due to exceptional or uncontrollable circumstances affecting the ability of the applicant to meet such requirements, such as a natural disaster or an unforeseen and precipitous decline in financial resources.

State policies are included in the Adult Education Administrative Handbook.

Sources: *Miss. Code Ann.* §37-4-3 and 37-35-1.

Part 3 Chapter 13: Workforce Projects General Rules of Good Practice

Rule 13.1 Workforce Projects General Rules of Good Practice. The Mississippi Community College Board’s policy on workforce projects general rules of good practice is as follows:

A. Workforce Projects General Rules of Good Practice

These guidelines are not intended to be restrictive but to offer a set of general standards to be followed under normal circumstances when submitting and/or recommending approval of workforce projects. We must continue to maintain our goals for projects and project approval: simplicity, responsiveness, and flexibility. Our objective must remain: meeting business needs, while being cost effective, maximizing partnerships, cost sharing, and always remembering we practice the Rule of Reasonableness. If it sounds or has the perception of anything unethical or will bring question upon a college or board, DO NOT DO IT.

B. Instructor Salaries and Benefits

Instructor salaries are reimbursed at a rate not to exceed \$35.00 per hour for all types of training. The rate should be determined by the Workforce Center Director with the high end (\$35.00 per hour) reserved for highly technical disciplines or difficult to obtain instructors because of the time or location of instruction. This is a partnership; business should be willing to pick up any cost differential. Benefits will depend on the type contract colleges use with their workforce instructors. Fringe benefits would be based on current rates applied by the college business office for that portion of the benefits not paid for by the college. These rates will be paid based on actual costs. During FY 2000, also called the SB 2796 transition year, previous commitments that were pre-approved in excess of the above limits made by industrial coordinators and approved by MDE will be honored as submitted.

C. Preparation Time

Up to 25% of the total class or instruction time may be allowed for instructor preparation time. This is to be reduced if the instructor is teaching similar classes to different groups at different times. This allowed preparation time should be monitored carefully and not used as a salary supplement.

D. Assessment Time

Pre and Post Assessment times are allowed in the project and must be identified in the appropriate sections. This time must also be kept to a minimum; for example, as many persons as allowed should be assessed simultaneously to keep monitoring time down. This is an expense that should also be shared by industry. The tests or assessment vehicles used are usually considered as part of the training materials costs and are listed as a commodity.

E. Course and Student Training Materials

Assistance for materials, including training manuals, texts, software, and any other general usage materials utilized in the training project, are allowed up to \$35.00 per student/per training course. Partnering in this area is desired and should include all parties; the MCCB/college allowance, the company, and the student or trainee when appropriate. Consideration will be given to higher state cost sharing with projects requiring high cost training items such as welding rod, silver solder, etc. These items and costs must be fully explained in the project application.

F. Other Training Costs

Consideration for other training costs, determined by the workforce development center director as essential to the success of the project, will be considered by the MCCB on an individual project basis.

G. Leased Equipment

Equipment may be leased for training purposes only and must be designated as such. This equipment will not be used for production or profit. There will be no reimbursement for leasing of company owned equipment.

H. Ownership of Equipment

Ownership of equipment bought with state funds, even though private funds were also used in partnership, becomes the property of the community or junior college that performed the project with the respective customer or the state depending on the best and most efficient use. For example, if a computer lab was used for training a workforce and the

state paid for five (5) computers and the industry paid for five (5) computers, all ten (10) computers would become the property of the college, or the state, after the total project was complete. This is to encourage maximum partnering by the business or industry. The industry should also receive a tax credit for the equipment when turned over to the college or the state. Equipment should be shared between programs and colleges when not in use. Because computers, for example, that were paid for by workforce funds should not preclude their use by other programs such as literacy, GED or JTPA if they are not being used for workforce projects. Equipment is paid for with tax dollars and does nothing to help people when sitting dormant. Equipment purchased by the above process is to be used to benefit all Mississippians.

I. Equipment and Computer Up-Grades

We encourage upgrading equipment as needed for projects rather than purchasing new equipment. If it is more cost effective to upgrade the equipment, the cost of the upgrade should be identified and placed in the project with justification. For example, if it costs \$300.00 to upgrade the hard drive of a computer that will meet the needs for a new software package, the state encourages and will pay for the upgrade rather than being faced with the cost of a new computer. You can do a significant amount of upgrading for the cost of new equipment. This holds true with other equipment and training simulators as well.

J. Mobile Labs

Mobile Labs are the property of the college for which they were purchased, or are currently located in that particular college district, or the state depending on the best and most efficient use. Mobile labs are like any other piece of equipment; they are to be used. If a college finds it has a mobile lab not being utilized, it should make that fact known and transfer the lab to a college that identifies a need for it. It is the responsibility of the colleges and MCCB to ensure that all equipment, including mobile labs are utilized in the best and most efficient manner.

K. Satellite Seminars/CCN Training

Many nationally recognized persons and organizations offer highly professional, sought after presentations via satellite. These inter-active video seminars offer the career centers a unique opportunity to present highly sought after and usually expensive presentations to the business persons in their district at no or very little cost. When the cost for such programming is an allowable cost for an approved project and it is written into a project, the state will pick up the cost of the video seminar and transmit it over the CCN. This provides everyone interested in the subject throughout the state the opportunity to participate.

L. Curriculum Development

Customized curriculum development to meet the needs of individual businesses has been a hallmark of our workforce training system. Reasonable curriculum development hours are allowed within the project. The RCU is the repository for all curricula especially those containing proprietary information.

M. Instructional Training Aids

The RCU is the primary provider of assistance in developing manuals/curricula, training videos and CD's and any training materials in general. If these materials cannot be produced because of RCU workload or inability to meet a specific requirement, the Workforce Development Center Director may seek to produce the training manuals and videos through another public entity, such as the local community and junior college or IHL labs, or ETV. If the aforementioned cannot be accomplished, the Workforce Development Center Director may consider purchase of commercial materials or solicit private bid. The bid chosen should be the lowest and best bidder. This can be accomplished with greater financial participation by the business or industry. It is the responsibility of the contracting workforce development center to follow all college and state purchasing regulations. Justification must be a part of the project and submitted under the commodities section of the application if the materials are to be purchased, developed, produced, or under a contractual agreement.

N. Training to Develop a Resource (Train-the-Trainer) and Reasonable Travel

Travel costs are allowed to meet requirements for train-the-trainer persons who will provide the community or junior college with a resource to train a business or industry with a capability not currently available in the district. Training shall be obtained at the closest location to the industry. The career center director must include the justification for the travel in the project application which will include all proposed training for the business or industry for the state fiscal year in which the train-the-trainer training is to be accomplished. The travel costs for Train-the-Trainer training will normally be included in the travel section of the application. In-state travel will be reimbursed for mileage at the current college rate but never to exceed the state rate. Out-of-state travel will be reimbursed for mileage at the state rate per mile or an airline ticket, whichever is less.

In-state and out-of-state travel will be reimbursed at the current college rate, but never to exceed the state rate of mileage, lodging and meals. All state travel rules and regulations must be followed. Reimbursements per trainee will be limited to (2) out-of-state trips maximum. All travel must be recommended and justified by the workforce development center director and approved by the MCCB prior to travel. Authorization for travel is not to be considered as part of workforce development center director \$5,000.00 emergency application authorization. This travel authorization is not to be misconstrued as instructor travel costs for normal accomplishment of duties associated with project instruction. Those costs are not normally allowed and are considered as part of the contracted salary. The MCCB will consider a travel allowance for special circumstances associated with difficult classes at difficult times and areas.

O. One-on-One Training or OJT

Salaries for One-on-One, OJT, and vendor training must be carefully documented, justified and report a minimum that will not exceed \$20.00 per hour. One-on-One, OJT, and vendor training are defined as five (5) participants or fewer per instructor. The maximum number of trainees eligible for one-on-one, OJT, and vendor training reimbursement shall not exceed the total number employed per industry location.

P. State Licensed Programs

Achieveglobal (Zenger-Miller)/Plexus, ISO-9000, QS-9000, ISO-14000-01, Zig Ziglar, Phi Theta Kappa Leadership are training packages to which the state has purchased training rights. A company or business may receive a \$1,500.00 subsidy toward the instructor's payment and a \$3,000.00 subsidy toward the material to be utilized per program. However, in no case should the amount paid by the company or organization be less than a fifty percent (50%) split with the state. This is an annual subsidy based on state fiscal year and is available for each non co-located plant; for example: Company X branch in Senatobia and Company X branch in Gloster are treated as two separate and distinct companies. A company may participate in multiple programs receiving the above allowance for each program. A company should not stop at what the state has subsidized. They should be willing to make a commitment to the program and pay their fair share. This is a true partnership. Companies training greater than 100 persons in any of the above programs may request additional financial assistance. This additional funding will be based on a partnership of cost sharing. The state should never contribute more than the company or organization being served contributions.

Q. Accountability

The Legislative Accountability Report (LAR) will remain the primary reporting document. However, it will be necessary to modify the LAR to assure compliance with section (1), paragraph 4 of SB 2796. The LAR must now include a listing of all companies, businesses or organizations that received training, the number of persons taught in the classes, the location and cost of the class to the state. This should also be broken down to include cost per student trained per class and cost per contract,

instruction, and hour for the class. All of the above will have to be tracked by each workforce development center and submitted annually to the State Board for Community and Junior College, as required by SB 2796.

Source: *Miss. Code Ann.* §37-4-3 and 37-4-11.

Part 3 Chapter 14: Policy & Procedure for the Inventory & Transfer of Workforce Training Equipment

Rule 14.1 Policy & Procedure for the Inventory and Transfer for Workforce Training Equipment. All equipment transferred from the Mississippi Department of Education Industrial Training Program to the Mississippi Community College Board shall become the property of the local community and junior college with the following exceptions and conditions:

1. All mobile units, and the equipment contained in these said mobile units, shall remain on the State Board for Community and Junior Colleges' inventory.
2. Any equipment on said inventory list not used for the primary purpose of workforce education shall be made available to the Mississippi Community College Board for the purpose of reallocation.
3. Any such equipment not utilized for the primary purpose of workforce training shall be reallocated or salvaged in accordance with the state law and applicable policies and procedures related to disposal of surplus equipment. The MCCB staff and local Community and Junior College representative shall deal with application of this section on a case-by-case basis.
4. Any equipment purchased subsequently with workforce education funds shall follow the conditions specified in this policy and procedure.

Sources: *Miss. Code Ann.* §37-4-3 and 37-4-11.

Part 3 Chapter 15: MCCB Workforce Project Guidelines GY 2005

Rule 15.1 MCCB Workforce Project Guidelines GY 2005. The Mississippi Community College Board's workforce project guidelines for GY 2005 are as follows:

A. Definitions

Advanced Automotive Projects are projects funded through the Department of Labor Earmark Grant II. These projects are for companies that produce an automotive component. These projects are for companies outside of Madison County.

Advanced Technology Projects are projects defined by the college based on the type of training and the local area. These classes are funded with state appropriated funds. Projects are reimbursed on a case by case basis.

Basic Skills Projects referred to in these guidelines provide trainees with fundamental instruction in reading, math, writing, language (ESL) and GED preparation. These classes are funded with state appropriated funds.

Short-Term Adult Classes are classes that are offered at night for the general public for the purpose of providing employability skills and upgrade skills. These classes are funded with state appropriated funds.

Workforce Projects are projects that provide pre-employment training, post employment job-specific skills training, upgrade and retraining. These projects are funded with state appropriated funds.

All projects approved by the MCCB shall be subject to the following guidelines and requirements. All projects must be submitted no later than 21 business days after the start of a class. Any project submitted after the 21 days will not be approved.

B. Instructor Salaries and Benefits

Instructor salaries are reimbursed at a rate not to exceed \$25 per hour. Based on the type of training the Workforce Project Manager should determine the rate of pay. However, the rate should not exceed the instructor's salary with the company. When using in-house instructors, project manager should verify salary from the human resource department (not the training manager) and have documentation on file. All Basic Skill projects will be reimbursed at a rate not to exceed \$18 per hour. Each Basic Skills class must have a minimum enrollment of 15 participants. Benefits will depend on the type of contract the college uses with their workforce instructors. Fringe benefits will be based on current rates applied by the college business office for the portion of the benefits not paid for by the college. These rates will be paid based on actual cost. No health or life insurance benefits will be reimbursed.

C. Preparation Time

Up to 25% of the total class instructional time may be allowed for instructor preparation time for new workforce classes or instructors. Prep time must be documented similar to instructional hours. A maximum amount of 10% of the total class instructional time may be allowed for classes or subjects previously taught regardless of the location of the class or project. Basic Skill projects are allowed 25% prep time.

D. Assessment Time

Pre and post assessment times may be allowed in the project for administering standardized assessments or recognized skill evaluations. This cost must be identified in the instructional

cost section on the project. Assessment time must be kept to a minimum; for example, as many people as feasible should be assessed simultaneously to keep the assessment time reasonable. This is an expense that should be shared by industry. The test or assessment instruments used are usually considered part of the training materials cost and are listed under educational materials and supplies on the project. Assessment time must be documented similar to instructional hours.

E. Educational Materials and Supplies

Training manuals and textbooks are an allowable expense if the school is retaining them for future use. Assistance for other educational materials will be considered on a project-by-project basis, based on justification. These items and cost must be fully explained on the project application. There will be no cost sharing allowed on educational materials (books, manuals and workbooks). A local tracking system must be used for all expendable educational materials and supplies.

Basic skills projects will no longer receive the \$35 per person for materials. All materials must be specified and listed in the project.

F. Leased Equipment

Equipment may be leased for training purposes and must be designated as such. This equipment cannot be used for production or profit.

G. Equipment Purchases

Equipment purchases will be considered on an individual project basis. Equipment will be purchased only if it will be located at a college campus, in a MCCB mobile unit or a training facility leased by the college. MCCB strongly recommends that the colleges partner with business and industry on the use and purchasing of equipment. Colleges are encouraged to partner with the local secondary or post secondary vocational centers for the use of equipment and classrooms.

All colleges are required to maintain a complete and current inventory list of each property item, which costs \$500 or more unless the items purchased fall within the following groups. These items will be reported as equipment, regardless of their purchase value: weapons, cameras and camera equipment, tape recorders, two-way radio equipment, typewriters, appliances (refrigerators, freezers, air conditioners, stoves, microwave ovens, etc.), televisions, VCR, lawn maintenance equipment, sterling silver, cellular telephones, major computer components, chain saws, air compressors, welding machines, generators, motorized vehicles, dictating equipment, and antiques.

H. Mobile Labs

Mobile labs purchased with MCCB funds prior to FY 00 are the property of the college for which they were purchased, or are currently located. The remaining mobile units are available to be transferred from college to college on an as needed basis. If a college finds it

has a mobile lab not being utilized, it should notify the Workforce Education Unit at the MCCB that it is no longer being used.

I. Contractual Services

Assistance for the following training items are an allowable cost and must be included in the Contractual Services section on the project: cost for acquiring educational software (no company production software), repairs and maintenance of facility, installation of equipment, documented utilities, rental or lease of training facility or equipment, and vendor training. No instructional salary should be listed in this category; however \$0 line item must be listed under instructional salary.

J. Satellite Seminars/CCN Training

Inter-active video seminars offer the workforce centers a unique opportunity to provide presentations in their district at little or no cost. When the cost for such programming is an approved project cost, the state will reimburse the cost of the video seminar and transmission cost for CCN up to \$500 per class.

K. On-Line Workforce Training

Workforce training provided through MindLeaders, PRIMEDIA and PRIMEed will be reimbursed based on the rate agreed on between MCCB and the college with documentation of successful completion of the course(s). Reimbursement for other on-line workforce training will be reimbursed at a rate of \$120 per person.

L. Instructional Training and Curriculum Development

The RCU is the primary provider of assistance in developing manuals, training videos, CD's and other training materials. When RCU Services are needed, it will be necessary for a local workforce staff person to be present for the initial meeting between the RCU and the company. If the materials are to be developed by the RCU or used from the RCU, then the project manager must list the names or areas of training materials to be developed or used in the project's moa. If these materials cannot be produced because of RCU's workload or inability to meet a specific requirement, the Workforce Development Center Director may seek to provide the training manuals and videos through another public entity, such as the local community and junior college, IHL labs, or ETV. If the aforementioned cannot be accomplished, the Workforce Development Center Director may consider purchase of commercial materials. Justification must be a part of the project, submitted under the educational materials and supplies section, and must have prior approval from the MCCB.

In other circumstances, if training aids or curriculum is needed to be developed, curriculum development hours will be considered on a special needs basis with prior approval from the MCCB.

M. Train-the-Trainer Cost

Costs are allowed for individuals to attend train-the-trainer sessions. Approved training in this area should provide the company with a resource to train employees in a discipline not currently available through the community or junior college. No more than (2) individuals will be reimbursed to attend the same training in a non-production area. Cost associated with train-the-trainer sister plant training is limited to no more than (4) individuals per production training area. The Workforce Project Manager must include the justification on the project application. Travel cost for train-the-trainer training should be included in the travel section of the project application. In-state travel will be reimbursed for mileage at the current college rate but never to exceed the state rate. Out-of-state travel cost will be reimbursed for mileage at the current college rate but never to exceed the state rate for mileage for the use of a personal vehicle or for the price of a 7-day advance purchased, coach fare ticket, whichever is less. \$50 a night will be reimbursed for motel cost in the continental USA. A maximum of \$30 a day will be reimbursed for meals. Maximum duration for cost associated with meals and lodging will be limited to four (4) consecutive weeks per person, per production training area. If the person makes a trip home on weekends, then it is considered a 2nd trip. All state travel rules and regulations must be followed. The regulations can be accessed @ www.dfa.state.ms.us. Reimbursements per trainee will be limited to maximum of (4) out-of-state trips per fiscal year. All travel must be recommended and justified by the Workforce Development Center Director and approved by the MCCB prior to travel. The college will require the industry to maintain documentation for travel expenses for 5 years for audit purposes. Car rental fees, gas, and telephone calls are not considered allowable cost for reimbursement. The maximum reimbursement per company in this category will be \$10,000 per fiscal year.

International train-the-trainer travel cost is allowable for a 7-day advanced purchase, coach fare airline ticket. Reimbursement per trainee will be limited to no more than (3) round trips per individual, per fiscal year, up to a maximum of \$20,000 per company. No other cost will be reimbursed for international travel.

N. Travel

The MCCB will consider paying travel for workforce training instructors under special circumstances. Travel cost will be reimbursed for an instructor that must travel a minimum of fifty (50) miles or more one-way. In-state travel will be reimbursed for mileage at the current college rate but never to exceed the state rate. In state travel must have points of travel and the number of miles listed in the MOU.

O. One-On-One Training or OJT

Salaries for One-on-One or On-the-Job Training (OJT) must be documented and justified. Reimbursement will not exceed \$25 per hour. One-on-One and OJT training are defined as less than five (5) participants per instructor. The maximum number of trainees eligible for One-on-One and OJT training reimbursement shall not exceed the total number employed

per industry location. The total reimbursement for this category will not exceed 10% of the total project cost or a maximum allowable amount of \$8,000 per industry location per year.

P. Vendor Training

Reimbursement for vendor training will be considered on an individual project basis.

Vendor training is training provided by a third party that is not affiliated with the company receiving the training. Vendor training must be directly related to the production process.

On-site vendor training will be reimbursed for one-half of the daily cost with a maximum of up to \$500 a day. There is a 10-day limit for reimbursement per training area. A copy of the invoice from the vendor must be furnished to the college for reimbursement. A vendor may not be a private trainer providing training to the college or the company.

Off-site vendor train-the-trainer cost will be reimbursed at a maximum of \$500 per person for training registration. Training will be obtained at the closest location to the industry.

Off-site vendor training is limited to no more than (2)

individuals per training area and it must be directly related to the production process. Travel cost for off-site vendor training will be reimbursed according to the set rates listed under the Train-the-Trainer Cost category.

Q. Proprietary Programs

AchieveGlobal, Plexus, ISO-9000, QS-9000, ISO-14000-01, Zig Ziglar, Phi Theta Kappa Leadership and Stephen Covey are training packages that require certified trainers. A company or business may receive a maximum of \$4,000 subsidy toward the instructor's payment based on actual instructional time and a maximum of \$5,000 subsidy toward the training materials to be utilized per program. A company may participate in multiple programs receiving the above allowance for each program. Colleges training more than 100 persons in any of the above programs may request additional financial assistance. Instructor salaries for these programs are reimbursed at a rate not to exceed \$50 per hour.

R. Short-Term Adult Classes

Instructional salaries are the only allowable cost for short-term adult classes. No prep time, assessment time, educational materials and supplies or equipment are eligible for reimbursement. These projects will be reimbursed at a rate not to exceed \$20 per hour.

Each class must have a minimum enrollment of 10 participants. Projects must be submitted to MCCB for approval no later than 10 working days after the first class meeting. No credit courses will be reimbursed due to the new funding formula.

S. Inmate Training Classes

Instructional salaries, which will consist of prep time and assessment time, and benefits, are the only allowable cost for vocational training for inmates. No educational materials and supplies or equipment are eligible for reimbursement. These projects will be reimbursed at a rate not to exceed \$20 per hour. Each class must have a minimum enrollment of 10

participants. Parole dates are checked in order to give priority to offenders with twenty-four (24) months or less to serve before parole eligibility or release date. Interested applicants are given the Tests of Adult Basic Education (TABE). Test results are evaluated for eligibility. Officials from the host organization must provide 6-month follow up information on the placement of completers of this program.

T. Other Training Needs

Consideration for other training needs, determined by the Workforce Development Center Director as essential to the success of the project, will be considered by the MCCB on an individual project basis.

U. Annual Accountability

The Legislative Accountability Report (LAR) will remain the primary reporting document. The legislature also requires that the following information be collected: Name of training classes, number of classes, number of trainees per class, location of training, and cost of each class. The items specified will have to be tracked by each Workforce Development Center Director and submitted annually on the Workforce Accountability Summary Report.

Sources: *Miss. Code Ann. §37-4-3 and 37-4-11.*

Part 3 Chapter 16: Standard for Non-Duplication of Upper-Level Programs

Rule 16.1 Standard for Non-Duplication of Upper-Level Programs. The Mississippi Community College Board (MCCB) finds and declares, as a matter of public policy, that the public community and junior colleges have an obligation and opportunity to construct, implement and operate needed programs in the field of higher education by working cooperatively with the Board of Trustees of the State Institutions of Higher Learning and the eight state public universities. This cooperative opportunity is a function of the MCCB's duty to avoid unnecessary duplication of higher education programs and services and to assure that the community and junior colleges in no way usurp the responsibilities and prerogatives of the state's public universities. With this public policy in mind, the MCCB adopts the following Standard, effective immediately:

No public community or junior college may enter any agreement or implement any program or deliver any service that will unnecessarily duplicate any upper undergraduate level programs or services that are offered by one or more of the state's eight public universities within its/their existing programs or services.

Any community or junior college that takes any action that the MCCB, in its best judgment, finds to be inconsistent with this Standard shall be so advised as soon as is reasonably practicable after the action comes to the MCCB's attention. MCCB will afford the college the opportunity to show that its action is not inconsistent with this Standard. Thereafter, if the MCCB remains of the view that the action of the college is inconsistent with this Standard, no funding administered

through the MCCB, direct or indirect, will be available for support of such duplicative programs and services.

Source: *Miss. Code Ann.* §37-4-3.

Part 3 Chapter 17: Procedures for Non-Duplication of Upper-Level Programs

Rule 17.1 Procedures for Non-Duplication of Upper-Level Programs. Found below are the procedures for colleges to follow in appealing a judgment made by the Mississippi Community College Board pertaining to the duplication of upper level programs with the state's public universities:

Step 1: Within ten days of the date that the MCCB becomes aware that a college has undertaken an action that is inconsistent with the MCCB's Standard for Non-duplication of Upper Level Programs, the MCCB will notify the college of this judgment and as a result, in accordance with the policy, no funding administered through the MCCB, direct or indirect, will be available for support of such duplicative programs and services. Additionally, the notification will remind colleges of their opportunity to show that their action is not inconsistent with this procedure.

Step 2: Colleges may appeal the MCCB's original judgment by submitting a written proposal within two weeks after the MCCB's written notification. The proposal must minimally provide the following information: (1) the name of program to be offered, (2) the reasons for offering such program, (3) an outline of steps taken to work cooperatively with the state's public Institutions of Higher Learning (IHL), (4) conclusions reached from working with the state's public IHL, (5) documentation used to determine the need for the duplicative program offering(s), and (6) a summary of other partnerships that the targeted institution has with other colleges or universities.

Step 3: The proposal must be submitted to MCCB in writing at least two weeks prior to the next regular MCCB meeting. The proposal will be presented and reviewed at that meeting.

Step 4: The MCCB will render its decision in writing as soon as is reasonable and practical, usually within four (4) weeks from the date of the presentation to the MCCB.

Source: *Miss. Code Ann.* §37-4-3.

Part 3 Chapter 18: Community and Junior College Students in the Military

Rule 18.1 Community and Junior College Students in the Military. The MCCB urges the community and junior colleges to develop policies to give appropriate consideration to those students called to active military duty during a time of military conflict.

Source: *Miss. Code Ann.* §37-4-3.