



COPPIN
STATE UNIVERSITY
EST. 1900

Dual Enrollment Student Handbook



2024-2025

WELCOME!!



Welcome to Coppin State University and specifically to the Dual Enrollment Program. We appreciate your dedication to our partnership and your commitment to the standards of college level courses. We hope this handbook will be helpful in addressing any questions you might have during our partnership with your district. We are here to support you as a new Coppin State “Eagle Scholars.” This student handbook provides invaluable information for all students interested in, or completing, dual enrollment at Coppin State University. Our career pathways will serve as a guide to course selection with the hope of linking coursework to career pathways and promoting future lifelong learning.

Sincerely,

Joseph D. Clark, Dual Enrollment Coordinator

Introduction

Coppin State University, a historically Black institution in a dynamic urban setting, serves a multi-generational student population and provides innovative education opportunities while promoting lifelong learning. The University fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development. Founded in 1900, Coppin State University is a comprehensive Historically Black Institution (HBI) originally founded for teacher education. Named in 1926 in honor of Fanny Jackson Coppin, an outstanding African American educator, Coppin has reaffirmed its dedication to excellence in teaching and student success.

Dual enrollment allows students the unique opportunity to take challenging university courses while completing high school graduation requirements. Courses identified for dual enrollment opportunities align with Maryland high school graduation requirements. Participating in dual enrollment program at Coppin State University provides an opportunity for high school students to demonstrate readiness for university-level course work and completing university-level coursework that are accepted as credit towards a degree at Coppin State University. Dual enrollment provides the opportunity for a high school student to get an early start and earn credits towards a bachelor's degree while still enrolled in high school.

Dual enrollment allows students to enroll in two separate, academically related institutions. In this case, dual enrollment refers to high school students taking college or university courses. A “dually enrolled student” means a student who is dually enrolled in a secondary school in Maryland and an institution of higher education in the same State. The credits earned at the university also count as credit on the high school transcript and may even satisfy high school graduation requirements. Dual enrollment program at Coppin State University prepares students for success at Coppin by completing rigorous university-level course(s) while in high school.

The credits a student earns in **Dual Enrollment** will count toward a degree at Coppin State University or transfer to Baltimore City Community College or any University System of Maryland university. Students who complete dual enrollment courses are guaranteed admission to the university and may qualify for scholarships to support their pursuit of a bachelor's degree.



PATHWAYS TO SUCCESS

▲ Eagle Achievement Center

Career Awareness



Career Exploration



PATHWAY CHOICE

- Behavioral and Social Science
- Business, Finance, Marketing, and Information Technology
- Civis, Political Science, and Criminal Justice
- Education
- Engineering, Manufacturing, and Industrial Technology
- Humanities and Performing Arts
- Math and Computer Science
- Natural and Physical Science
- Nursing, Health Information Management and Health Science

Maryland's Career Clusters



SUCCESSFUL CAREER AND LIFELONG LEARNING



What Are Career Pathways

Each Pathway is a broad grouping of careers that share similar characteristics and whose employment requirements call for many common interests, strengths, and competencies. A chosen Pathway focuses on a student's elective courses and offers Post-Secondary Preparation for All [16 Career Clusters](#).

- [Agriculture, Food & Natural Resources](#)
- [Architecture & Construction](#)
- [Arts, A/V Technology & Communications](#)
- [Business Management & Administration](#)
- [Education & Training](#)
- [Finance](#)
- [Government & Public Administration](#)
- [Health Science](#)
- [Hospitality & Tourism](#)
- [Human Services](#)
- [Information Technology](#)
- [Law, Public Safety, Corrections & Security](#)
- [Manufacturing](#)
- [Marketing](#)
- [Science, Technology, Engineering & Mathematics](#)
- [Transportation, Distribution & Logistics](#)

[Click On Career Cluster](#)

Why Should I Choose A Career Pathway

- To help focus on a career area that matches interests in high school.
- To help set goals and discover classes necessary to achieve those goals.
- To create career awareness and encourage planning for post-secondary education and opportunities.
- To provide knowledge that relates your high school education to the world after graduation.

How Do I Choose A Career Pathway

- You will research various career fields through the Eagle Achievement Center (EAC).
- Your college academic advisor, school counselor, parents, and teachers can assist you with this choice.
- You can complete the self-assessment in the Eagle Achievement Center (EAC).

Why Should I Have An Academic Plan

Choosing your future is one of the most exciting and challenging decisions you will make. You can choose your future, not leave it to chance or luck. Planning for your future will give you a better chance of reaching that goal.

Your Future Is Your Choice

Everyone enters the work force at some point. Through our **Eagle Academic Achievement Center**, our dual enrollment students will have the opportunity to chart their own personalized pathway for a future career inclusive of the necessary skills, training and/or college degree necessary for achieving their post-secondary vision and plan. As an institution, we realize to plan your career, you need to plan your high school academic program. The courses you take and your experiences and accomplishments in high school can lead you to your chosen career path. However, not having an academic plan and not preparing along the way can slow you down in your career preparation. Career implies more than just a job – it includes education, work, and lifestyle. Achieving success and a satisfying career takes planning, studying, training and vision. Your choice of courses now allows you to move on to your career plan smoothly and successfully later.

Preparing Graduates to be College & Career Ready

On average, a 4-year college degree will provide lower unemployment and 66% higher wages. In addition, 93% of middle school students aspire to go on to college, yet only 44% enroll. Nevertheless, many students who pursue a 4-year degree do so without an understanding of what they are investing in for their future. On the other hand, there is an increased demand for jobs that do not require a 4-year degree, but students are not well-informed on how to access them.

- In 2021–22, the average total cost of attendance for first-time, full-time undergraduate students living on campus at 4-year institutions was higher at private nonprofit institutions (\$55,800) than at private for-profit institutions (\$32,900) and public institutions (\$26,000).
- In 2020, the overall 6-year graduation rate for first-time, full-time undergraduate students who began seeking a bachelor's degree at 4-year degree-granting institutions in fall 2014 was 64 percent. That is, by 2020, some 64 percent of students had completed a bachelor's degree at the same institution where they started in 2014. The 6-year graduation rate was 63 percent at public institutions, 68 percent at private nonprofit institutions, and 29 percent at private for-profit institutions.
- The overall 6-year graduation rate was 60 percent for males and 67 percent for females. The 6-year graduation rate was higher for females than for males at both public (66 vs. 60 percent) and private nonprofit (71 vs. 64 percent) institutions. However, at private for-profit institutions, males had a higher 6-year graduation rate than females (31 vs. 28 percent).



National Center for Education Statistics

Personalized Academic and Career Education Roadmap (PACER)

The goal of our Coppin State University dual enrollment students, is to have a Personalized Academic and Career Education Roadmap (PACER) through our **Eagle Academic Achievement Center** to ensure that all students are considering their post-high school goals as they plan and select a sequence of rigorous interconnected courses and experiences upon entering their chosen college and/or university. We believe that engaging students in personalized plans of study and connecting them to pathway and career readiness experiences will make their high school education more relevant while also preparing them to make more informed post-high school decisions.

Each student's PACER may consist of:

- An entirely academic course of study or
- A blend of academic, online, college in the high school or dual enrollment courses
- And all students will plan for pathway experiences [learning opportunities] outside of the regular classroom.

Why Dual Enrollment

Coppin State University's Dual Enrollment Program was established to encourage a greater number of high school students to enroll and earn college credit while still in high school. The College views dual enrollment as an opportunity for eligible students to broaden their exposure to college programs and courses while at the same time getting a head start on their college education. We believe that participation in dual enrollment classes can ease the transition from high school to college and encourage local students to pursue post-secondary education—especially those students who might not otherwise do so.



Benefits of Dual Enrollment

- Provides students with the opportunity to earn college credit towards a college degree while in high school.
- Saves students money by significantly decreasing tuition, fees, and textbook costs.
- Reduces the length of time it will take to earn a degree after high school graduation.
- Enriches course offerings that can be applied to a high school diploma.
- Fosters a smoother transition between high school and college.
- Enhances student interest in pursuing post-secondary education.

Mission

The Coppin State University Dual Enrollment program is committed to providing students access to college level coursework and units while attending high school. High school students will be offered clear pathways toward degrees and certificates to gain a jump start on post-secondary education and be more likely to complete an educational goal.

Potential Student Outcomes:

- Explore career pathways prior to high school graduation.
- Get a head start on earning college credit.
- Save money on tuition and fees.
- Build self-confidence in college level rigor and ease the transition to college.
- Eliminate the duplication of coursework between high school and college.

Other Potential Outcomes:

- Increase communication between high school and college instructors and counselors.
- Reduce remediation rates.
- Increase high school graduation rates.
- Increase in students attending Coppin State University and/or other HBCU Institutions after high school graduation.
- Decreased dropout and transfer rate.
- Increase in the number of people in our community with college degrees.

Federal Guidelines About Dual Enrollment and Dual Credit

All stakeholders must understand the concept of academic control, responsibility, and Family Educational Rights and Privacy Act (FERPA) requirements. The high school is not the responsible party for monitoring the student's academic performance at Coppin State University. Participating schools must obtain permission to have Coppin State University conduct correspondence with parents of dual-enrolled students per the FERPA agreement.

Benefits Of Earning College Credit During High School

There are a variety of ways students may earn college credit during high school. Three of the ways are briefly described below:

Dual Enrollment (DE) classes are college courses offered to high school students and are taught by qualified and appropriately credentialed instructors. This allows students to directly earn college credit towards a degree or certificate while in high school. Both high school and college credits are awarded for these courses and a letter grade will be posted on their high school and Coppin State University transcripts.

Question	Dual Enrollment (DE)	Advanced Placement (AP)	International Baccalaureate (IB)
Are college letter grades awarded to students and recorded for credit at the college?	Yes	No	No
Is the classroom instructor required to have at least a master's degree in the subject being taught (i.e., Academic Courses)?	Yes	No	No
Is there direct accountability to national, state, and local educational authorities?	Yes	No	No
Is the program managed by a higher educational institution with national academic accreditation?	Yes	No	No
Is college credit for the class awarded to students based on single test scores?	No	Yes	Yes
Is the program managed by corporate entities which have no academic accreditation?	No	Yes	Yes

Admissions Eligibility Requirements

To enroll in a university-level course at Coppin State, a high school student must

- Be a **10th, 11th, or 12th grader** on the first day of the semester in which the course is offered.
- Have an articulated plan for high school and college attendance which will include all courses required for high school graduation with time remaining in the schedule to include college courses.
- Maintain a 2.5 high school cumulative grade point average.
- Be enrolled in a Maryland public or private high school.
- **Completed Maryland Residency Form**
- Have the full consent of the guidance counselor/school administrator to register for college courses.
- Have the full consent of the parent/guardian to participate.
- Receive a minimum grade point average of 2.0 in each course attempted to remain eligible for dual enrollment participation for the following semester.
- It is highly recommended that students consider taking one of the first following eight classes: **COSC 199, ECON 103, IDIS 103, PHIL 103, SOCI 201, HEED 101, HEED 105, SPCH105, THEA 211**

Returning Students And The Office of Records and Registration

Students who wish to continue as a dual enrollment student will not need to reapply. However, to be considered for the following semester, each student **must have received a minimum grade of 2.0 in each dual enrollment course completed, complete Dual Enrollment Addendum Form and the Maryland State Residency Form.** For students who do not maintain enrollment for consecutive semesters, they will be **“term deactivated”** and must re-apply for admissions.

Cost of Attendance

Guided by its goal to provide a seamless pathway for high school students to pursue a bachelor’s degree, Coppin State University is offering participation at in-state tuition rates for non-HBCU states and no costs to Coppin Academy and Baltimore City Public School students, parents, and schools.

Pre-Registration Verification Application [\(Click Here\)](#) T

The Pre-Registration Verification Application serves as a crucial step in the dual enrollment process to ensure that students meet the necessary qualifications and criteria for participating in dual enrollment programs. This verification application is designed to verify that students are academically eligible to take college-level courses. By completing this application, students provide the required information and documentation with appropriate signatures.

Step 1: Required Document Pre-Registration Verification

Students should scan QR-Code to the Pre-Registration Verification Application. This action will direct you to the online form where you will need to input your demographic information. Students are then required to fill out all sections of the Pre-Registration Verification Application accurately and thoroughly. Once all necessary fields are completed, students must submit the Pre-Registration Verification Application electronically. Please review all entered information for accuracy before finalizing the submission.

Step 2: Initial Review Process

Once submitted, the print copy of the application is forwarded to either the Building Level Liaison or the Professional School Counselor for assessment. These individuals are responsible for reviewing the academic records of the students to determine if they meet the requirements for dual enrollment. If a student meets the qualifications, the application is then disseminated to those students who have been deemed eligible for dual enrollment and all paperwork is signoff by either the Building Level Liaison or the Professional School Counselor and submitted to the Dual Enrollment Coordinator with official transcripts.



It is important to note that a senior who is taking a dual credit course in the spring of senior year will not have the course grade applied to the calculation of valedictorian or salutatorian status at the high school.

Registration Process for Accepted

To ensure a smooth transition in the course selection process, the Dual Enrollment Building Liaison role is to work closely with accepted students to guide them through the registration process. By following these steps and working closely with the Dual Enrollment Building Liaison, accepted students can navigate the registration process effectively and make informed decisions about their academic pathway in the dual enrollment program.

1. **Initial Meeting with Building Liaison:** Accepted students will have an initial meeting with the Dual Enrollment Building Liaison at their respective high schools. During this meeting, the liaison will provide students with important information about the dual enrollment program, including [course offerings](#), academic requirements, and registration procedures.
1. **Setting Up Accounts:** Once the student is accepted, the Building Liaison will assist students in setting up their username, student ID#, and Eaglelink accounts. These accounts are essential for accessing course materials, communicating with instructors, and managing academic progress throughout the dual enrollment program.
2. **Advisor Session:** Before completing the course selection process, students will meet with either the High School Building Liaison and/or the Professional School Counselor during an advisor session. This meeting is crucial for discussing academic goals, selecting appropriate courses, and addressing any concerns or questions that students may have about the dual enrollment program.
3. **Course Selection:** After meeting with the High School Building Liaison and/or the Professional School Counselor, students will proceed to select their courses for the upcoming semester. The High School Building Liaison and/or the Professional School Counselor will guide them in choosing courses that align with students' academic interests, career goals, and college readiness.
4. **Finalizing Registration:** Once students have selected their courses, the Building Liaison will finalize students' registration by completing the "Course Registration Form" with all appropriate "wet" signatures. Once the Course Registration Form is completed, it should be submitted to the Dual Enrollment Coordinator confirming course schedules and ensuring that all requirements **Course Load**

Course Program Offerings

Each participating district provides a list of course equivalencies to guide the dual enrollment process. Additional courses may be offered as electives but must be determined in consultation with the Counselor. At least eleven students reflect a full load and is the minimum course enrollment preferred.

Reasoning Behind the Limit

Dual Enrollment students are allowed to register for a maximum of **six credits per semester**. This limit is in place to ensure that students can balance their high school coursework with the rigor of college-level classes. By capping the number of credits, institutions aim to prevent students from becoming overwhelmed and ensure they can succeed academically in both environments.

The restriction on the number of credits a Dual Enrollment student can take per semester is based on several factors:

1. **Academic Preparedness:** High school students may not be fully prepared for the intensity and workload of college courses. Limiting the number of credits allows them to gradually adjust to the demands of higher education.
2. **Time Management:** Balancing high school commitments with college coursework requires strong time management skills. By restricting the course load, students are encouraged to prioritize their responsibilities effectively.
3. **Success Rate:** Research has shown that students who take too many courses at once may struggle academically or experience burnout. Limiting the credit hours aims to enhance student success rates in Dual Enrollment programs.

Benefits of Course Load Limit

Enforcing a maximum credit limit for Dual Enrollment students offers several benefits:

1. **Academic Success:** By preventing students from overloading themselves, institutions promote academic success and help students maintain a strong GPA.
2. **Reduced Stress:** A manageable course load reduces stress levels among high school students, allowing them to focus on learning and personal growth.
3. **Graduation Timeline:** By pacing their college credits, Dual Enrollment students can better plan their academic journey and potentially graduate from college earlier.

Dual Enrollment students are not eligible for the following:

- Enrollment in more than two classes per semester
- Evening courses
- Graduate courses
- Any course that requires a pre-requisite that has not been met.

Seeking Assistance

- Contact the Dual Enrollment Coordinator for any issues or questions regarding your course request.



Course Selection, Guided Pathways and Transferability

Course Selection

Selection of dual enrollment courses is the responsibility of the Building Level Liaison and/or Professional School Counselor with guidance from building administration.

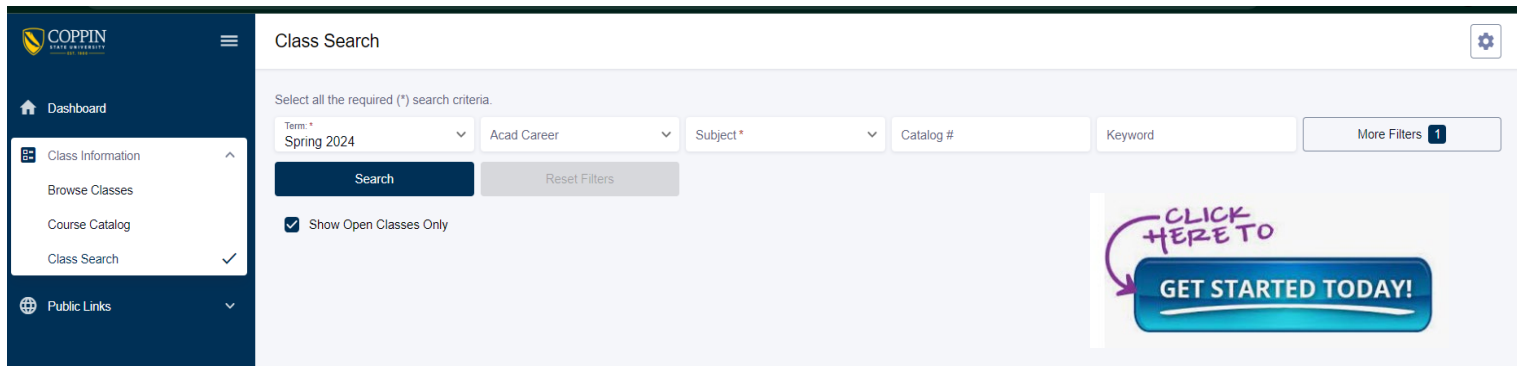
Guided Pathways

Coppin State University has restructured each program of study so that students know what they need to take each semester to achieve their goals. Additionally, for most students, following a program pathway. Pathways also help ensure a seamless transfer to four-year programs.

Transferability

The credit you earn for dual enrollment classes will become part of your permanent college transcript at Coppin State University. Most of our dual enrollment classes transfer to other institutions.

Steps for Completing Course Request in [Eaglelinks](#)



The screenshot displays the 'Class Search' interface on the Eaglelinks portal. On the left is a dark blue navigation sidebar with the Coppin State University logo and menu items: Dashboard, Class Information (with a sub-menu for Browse Classes, Course Catalog, and Class Search), and Public Links. The main content area is titled 'Class Search' and includes a search criteria selector, a search form with fields for Term (Spring 2024), Acad Career, Subject, Catalog #, and Keyword, and buttons for Search and Reset Filters. A checkbox for 'Show Open Classes Only' is checked. A blue button with a purple arrow pointing to it says 'CLICK HERE TO GET STARTED TODAY!'.

Step 1: Accessing [Eaglelinks](#):

- With the assistance of your Site Building Liaison and/or Professional School Counselor, log in to your Coppin State University student account.
- Navigate to the Eaglelinks portal.

Step 2: Initiating Course Request:

- Click on the “Student” tab.
- Select “Registration.”
- Choose “Add or Drop Classes.”

Step 3: Selecting Term:

- Pick the appropriate term for which you want to request courses.

Step 4: Adding Courses:

- Enter the CRN (Course Registration Number) of the courses you wish to add.
- Click on “Submit Changes.”

Step 5: Reviewing and Confirming Courses:

- Verify that the courses added are correct.
- Confirm your course selections.

Steps for Completing Course Request in [Eaglelinks](#)

The screenshot displays the 'Class Search' page on the Coppin State University website. On the left is a dark blue sidebar with a menu icon and navigation links: Dashboard, Class Information (with a dropdown arrow), Browse Classes, Course Catalog, Class Search (with a checkmark), and Public Links (with a dropdown arrow). The main content area is white and titled 'Class Search'. It features a header with a gear icon. Below the title, it says 'Select all the required (*) search criteria.' There are four dropdown menus: 'Term' (set to 'Spring 2024'), 'Acad Career', 'Subject', and 'Catalog #'. To the right is a 'Keyword' text input field and a 'More Filters' button with a '1' indicator. Below these are 'Search' and 'Reset Filters' buttons. A checkbox labeled 'Show Open Classes Only' is checked. On the right side of the main area, there is a blue button with white text that says 'GET STARTED TODAY!'. A purple hand-drawn arrow points to this button with the text 'CLICK HERE TO' written above it.

Step 6: Finalizing Course Request:

- Submit your course request.
- Check for any confirmation messages regarding your request.

Step 7: Checking Registration Status:

- Monitor your registration status to ensure that your course request has been processed successfully.
- Watch your course request to also make sure that it has not been dropped/dissolved because of under-described enrollment.

Step 8: Making Changes (if needed):

- With authorization from the Site Building Level Liaison and/or Professional School Counselor, if necessary, follow similar steps to drop or change courses before the deadline. The Dual Enrollment Coordinator must approve and take the registration “hold flag” off to make updates and changes to the schedule.

Academic Policies

Importance of Attendance for Dual Enrollment Students

Attendance is a critical aspect of academic success and participation in the Dual Enrollment program for high school students. Regular attendance ensures that students are actively engaged in their college-level courses, which can significantly impact their learning outcomes and overall performance. By attending classes consistently, students can interact with instructors, participate in discussions, complete assignments on time, and stay up to date with course material. Dual enrollment students must adhere to the attendance policy at their high school and Coppin State University, which may differ. The attendance policy for your course will be outlined in your course syllabus. Any class/coursework missed due to absences may be made up at the discretion of the instructor.

Students need to familiarize themselves with the attendance policies of their institution to avoid receiving an **“AW”** grade and any associated consequences. Each instructor that has dual enrollment students in their classes will set an attendance policy for the course, which is stated in the course syllabus. Students are required to meet all attendance requirements and students who have class trips and/or external activities at the time when class is scheduled are expected to meet the course requirements.

Ramifications for Poor Attendance

Poor attendance in the Dual Enrollment program can have several negative consequences for students:

1. **Academic Performance:** Missing classes can lead to gaps in understanding course content, which may result in lower grades or difficulty keeping up with coursework. Consistent attendance is crucial for achieving academic success and mastering the material covered in college-level courses.
2. **Program Participation:** Failure to attend classes regularly may jeopardize a student's standing in the Dual Enrollment program. Attendance records are often used as part of a student's overall evaluation of college courses. Poor attendance will be reflected in high school transcripts, potentially affecting future academic opportunities.
3. **Missed Learning Opportunities:** Every class session offers valuable learning opportunities, including lectures, discussions, group activities, and hands-on experiences. Students who are frequently absent may miss valuable information and engagement that could enhance their educational experience.
4. **Professionalism and Responsibility:** Regular attendance is a fundamental aspect of professionalism and responsibility. Developing good attendance habits during high school can prepare students for the expectations of higher education and future careers where punctuality and reliability are essential.

Students should be aware that non-attendance or missing sessions may result in removal from the program at the end of the semester. Students who violate the Class Attendance Policy before the official withdrawal period will receive an **"AW"** as a grade. Students who violate the Class Attendance Policy after the official withdrawal period will receive a **"FX"** as a grade.

- **"AW" stands for Administrative Withdrawal.** Students who violate the Class Attendance Policy before the official withdrawal period will receive an **"AW"** as a grade. This grade indicates that the student has been administratively withdrawn from the course due to attendance policy violation. Administrative withdrawal is used when a student fails to meet the attendance requirements set by the university or the instructor. It serves to enforce attendance policies and ensure that students are actively participating in their courses. The **"AW"** grade does not carry any academic credit and may have implications for a student's academic standing or financial aid eligibility.
- **FX** is issued to students at Coppin State University who violate the Class Attendance Policy after the official withdrawal period. This grade is assigned when a student stop attending classes without officially withdrawing from the course. The **FX** grade indicates that the student failed due to excessive absences and did not complete the required coursework. Dual Enrollment students who receive an **FX** grade may face academic consequences, such as removal from the program.

Dropping a Course or Withdrawing from a Course

Dropping a course or withdrawing from a course may have various consequences on your academic standing and financial aid eligibility. It is essential to understand the policies and procedures before making such decisions. A student may drop or withdraw from the course/s using an electronic process in EagleLINKS. A dropped course will not reflect on a student's transcript. Students have the option to withdraw from a course approximately three weeks before the semester concludes. Before withdrawing or dropping from a course, dual enrollment students must consult their high school guidance counselor to determine the impact on their high school graduation requirements. The high school counselor must sign the **"Dual Enrollment Withdrawal Form"** in Appendix D.

Dropping a Course

Dropping a course means removing oneself from a course after the add/drop period has ended. This action may have an impact on your academic record and financial aid eligibility. According to the University Academic Calendar, the add/drop period usually lasts for the first few days of the semester. After this period, students must follow the withdrawal procedure to drop a course.

Withdrawing from a Course

Withdrawing from a course involves officially removing oneself from a class after the add/drop period has ended. The process typically requires students to complete a **“Dual Enrollment Withdrawal Form”** and submit it to the Dual Enrollment Coordinator. The deadlines for withdrawal vary depending on the course format (traditional, hybrid, or online) and the semester (fall, spring, summer).

Consequences of Dropping or Withdrawing from a Course

The consequences of dropping or withdrawing from a course depend on numerous factors such as the reason for withdrawal, the point in time when you initiate the process, and your overall academic performance. Generally, withdrawing from a course can affect your **GPA, financial aid eligibility, and Satisfactory Academic Progress (SAP)** status.

How to Drop or Withdraw from a Course

To drop or withdraw from a Dual Enrollment course, follow these steps:

1. **Check the Academic Calendar:** Consult the Coppin State University Academic Calendar to determine the last day to drop or withdraw from a course without academic penalties.
2. **Contact Your Instructor:** Before deciding, discuss your situation with your instructor to understand the implications for your academic performance.
3. **Seek Advising Support:** Consult with Building Level Liaison and/or Professional School Counselor to discuss the implications of your decision on your academic plan and future goals.
4. **Complete the Required Forms:** Obtain and fill out the appropriate **“Dual Enrollment Withdrawal Form”** from the Dual Enrollment Coordinator.
5. **Submit the Forms:** Submit the completed forms to the Dual Enrollment Coordinator before the deadline.

PLEASE NOTE: Dual Enrollment students are not permitted to add any courses to their schedule after their Registration and Orientation Day with approval from Dual Enrollment Coordinator. In addition, students should review the academic calendar for official ADD/DROP and Withdrawal deadlines*



Academic Honor Code

Coppin State University is committed to the academic, ethical, and social development of our students. We strive to uphold the College's core values of honesty, responsibility, fairness, respect, & compassion. In addition, we strive to foster a learning environment that is both challenging and supportive of all our students. It is the responsibility of every student enrolled at Coppin State University to avoid all forms of academic dishonesty including, but not limited to, the following:

1. **Plagiarism:** The intentional or unintentional use of another source of written words or ideas as one's own. It will be taken for granted that any work, oral or written, that a student does for any course is his/her original work. Any violation of this rule constitutes plagiarism. Plagiarism includes any form of cheating on examinations, tests, quizzes, and any unacknowledged and/or undocumented use of another's writing or ideas published or unpublished, including copying or rewording information found on the internet. Students will be expected to adhere to the Coppin State University plagiarism policy printed in the Coppin State Student Handbook or available at [The Eagle Guide Student Handbook 2020-2021 \(coppin.edu\)](http://www.coppin.edu/TheEagleGuideStudentHandbook2020-2021).
2. **Cheating:** Any act or attempt to gain an unfair advantage in academic endeavors, or to assist or protect someone else who has done so.
3. **Falsification, Fabrication Or Misrepresentation:** The creation or alteration of data, research, or resources/citations in connection with an academic assignment or records.
4. **Copyright Infringement:** The unauthorized use of copyrighted work. Such as when a copyrighted work is reproduced, distributed, performed, publicly displayed, or made into a derivative work without the permission of the copyright owner. For more information, please see Board Policy 3361 – Copyright Policy.
5. **Lying:** Intentionally making false or misleading statements in verbal, written, visual, electronic, or other forms.
6. **Complicity In Or Aid Of Academic Dishonesty:** Intentionally or knowingly helping or attempting to *assist* another person in activities such as: allowing other students to copy from one's works, assisting in cheating, sharing test questions/answers, taking an examination for another student, selling/offering course materials such as term papers, essays, projects, etc., and any other
7. **Submission Of Paper or Academic Work Purchased or Obtained:** Submitting any paper or academic work that was purchased or otherwise obtained from an outside source. An outside source includes (but is not limited to) a commercial vendor of research papers, a file of research papers or tests maintained by a student organization or other body or person, or any other source of papers or of academic work that was authored or prepared by a person other than the student who submits it.
8. **Bribery:** Providing or offering a favor or reward, in exchange for a grade, credit, or other item of academic value.
9. **Harassment:** To create an unpleasant or hostile situation for another person, especially by uninvited and unwelcome verbal, electronic, or physical conduct.
10. **Threats:** to express the intention to inflict evil, injury, or damage to someone or something.
11. Any other behavior which disrupts the educational process within the classroom.

Academic Information and Regulations Grading System

Final grades assigned for completed course work carry a corresponding letter value. The values are noted at this link: [Academic Policies | Coppin State University](#)

Grading Symbols are as follows:

A	-	Excellent.....	four grade points
B	-	Good.....	three grade points
C	-	Fair	two grade points
D	-	Poor, but passing.....	one grade points
E	-	Failing.....	zero grade point (no credit)

Roles and Responsibilities

Success Strategies

A wealth of resources and student support services are available for students to be successful in their dual enrollment classes, including academic advising, counseling, library resources, and academic tutoring.

Partner High Schools

Partner high schools play a crucial role in the success and implementation of dual enrollment programs. Building Level Liaisons are instrumental in facilitating academic support, facilitating logistics, monitoring student progress, promoting college readiness, ensuring equity and inclusion, and collaborating with college partners to enhance the overall educational experience for participating students.

The key roles of partner high schools in dual enrollment programs include:

1. **Providing Academic Support:** Partner high schools in collaboration with the university should offer academic support to students enrolled in dual enrollment courses. This support may include counseling, tutoring, study resources, **attendance intervention**, and guidance to ensure that students succeed academically in both their high school and college coursework.
2. **Facilitating Logistics:** Partner high schools assist in coordinating logistics related to dual enrollment, such as scheduling classes, evaluating transportation needs, and ensuring that students have access to necessary resources for their college-level coursework.
3. **Monitoring Student Progress:** Partner high schools should work with the Dual Enrollment Coordinator in monitoring the progress of students enrolled in dual enrollment programs. They should familiarize themselves with university deadlines (i.e., add/drop deadline, withdrawal deadline, etc.). In addition, they work closely together to ensure that students are meeting academic requirements, attendance policy, and completing their courses.
4. **Promoting College Readiness:** Partner high schools help prepare students for the transition to higher education by fostering a college-going culture, providing information on postsecondary options, and supporting students in developing essential skills for success in college.
5. **Ensuring Equity and Inclusion:** Partner high schools play a critical role in promoting equity and inclusion within dual enrollment programs. They work to ensure that all eligible students have access to these opportunities, regardless of their background or circumstances.
6. **Collaborating with College Partners:** Partner high schools collaborate closely with sharing best practices and create a seamless educational experience for participating students.

Student Responsibilities

Dual enrollment students are college students and are expected to be prepared for the academic rigor and challenge of college-level work. As a college student, you are expected to take responsibility for your education, which will require you to listen, ask appropriate questions, and do the work necessary to be successful in your classes.

Some of your responsibilities include:

- Responsible for knowing which courses they are registered for in Eaglelinks, when the courses begin/end, location of courses and logging into their Blackboard account and what delivery mode the course is being offered.
- Ensuring that your coursework and assignments are quality work and submitted on time,
- Organize your work and commitments, including developing a folder and notebook for each class. Keep a planner with important due dates.
- Check your Coppin State University email account regularly.
- Be prepared – always read your textbook, and materials and complete your assignments BEFORE class.
- Read your syllabus – the syllabus will provide you with valuable information about what the course is about, what will be taught, grading, instructor information, and how to be successful in the course.
- Remember to listen, ask questions, take notes, and participate in class discussions.
- **Make sure that you check in for mandatory attendance with Dual Enrollment Ambassadors. Attendance is crucial for academic success and maintaining participation in the program.**
- Keeping your parents informed on how your dual enrollment classes are going,
- Understanding how the grade earned in your dual enrollment classes impacts you,
- **Logging into your Eaglelink account regularly to check for updates and review pertinent emails, and**
- Spending the appropriate time reading, reviewing notes, studying, and preparing to be successful in your college courses.



Parent Responsibilities

Parents and guardians should talk with their child about the benefits of dual enrollment and support their child's efforts to pursue post-secondary education. Please encourage your child to set goals, be successful in college and pursue their academic dreams.

Resources for Your Dual Credit Student

At Coppin, we are not only concerned about your academic success, but we are also concerned about the whole of you. We have worked hard to make sure our students have a variety of resources to allow you to bring your whole self to school. Because when you can bring your whole self to school, you can be ready to work toward all the opportunities you have dreamed of. Student support at Coppin State University looks like many different things. It looks like peer and professional tutors ready to help students in research, math, and writing. It looks like trained mental health professionals prepared with resources to help you through the worst of what you are going through. It looks like accommodation and improved access through the Disability Support Services. It is emergency funds for students with urgent home, and life challenges. It is professional guidance on how to take that next career step. Student support looks like all this, and so much more.

Parlett L. Library

While the resources of your high school library may meet some of your students' research needs, please strongly encourage them to also use the Coppin State University Libraries' college level research materials. Dual credit instructors that are assigned a Coppin State University ID number may check out materials. Parlett L. Moore Library is a member of the Library Information Management System (LIMS) of the University System of Maryland and Affiliated Institutions (USMAI), a collaborative effort that permits state higher education institutions to share resources. LIMS provides a USMAI union on-line public access catalog that contains more than 1,400,000 titles. Moore Library has five floors, two computer labs for student use/work, two smart classrooms, four study rooms, the Parren Mitchell smart conference room, and the Cab Calloway room/art gallery. All students, faculty, and staff have access to all CSU library resources and to the library resources at libraries at all other University System of Maryland institutions. A valid Coppin State University ID is required to access these resources. See additional details at [Parlett L. Moore Library | Coppin State University](#)

Eagle Ambassador (DEEA)

Dual Enrollment Eagle Ambassador will assist dual enrollment students, with the navigation of and connection with student services and campus resources. Dual Enrollment Eagle Ambassadors will assist instructors with attendance verification, virtual academic support through the **Eagle Achievement Center**, small group academic planning sessions, help with in-person orientation sessions, registration, peer coaching, and campus navigation. In addition, Dual Enrollment Eagle Ambassador will support students by serving as a resource to the Coppin State University campus. Dual Enrollment Eagle Ambassadors will meet with students, both in groups and individually, to address questions and/or concerns that may arise as students navigate at Coppin State University campus. Dual Enrollment Eagle Ambassadors will provide essential and valued assistance and work in conjunction with [Eagle Achievement Center](#) faculty, staff, and administrators with student success in mind.

Eagle Achievement Center

Tutoring resources are available for each of the Coppin State University students. Online tutoring may also be available for some academic disciplines. The [Eagle Achievement Center \(EAC\)](#), located in the Parlett L. Moore Library, will house centralized advising, **academic coaching, math and writing labs**, career exploration, and other essential student support services needed to better help address retention. Dual enrollment students will have access to the services provided within the EAC.

Blackboard

Blackboard Learn is the learning management system (LMS) used by Coppin faculty to facilitate student instruction and grading. Blackboard integrates several tools to diversify learning opportunities. Blackboard provides announcements, course information, grades, due dates, etc. While the dual enrollment course may or may not be offered via Blackboard, the LMS is used to provide access to learning tools and to support communication between students and faculty. Coppin will provide instructions and guidance on how to access and use Blackboard during a scheduled orientation session at each high school each semester. Additionally, enrollees will have access to instructional videos to guide in the effective use of Blackboard. More information is available at [Blackboard | Coppin State University](#)

To access Blackboard at Coppin State University, you can follow these steps:

Step 1: Go to the Coppin State University Website: Open your web browser and navigate to the official website of Coppin State University.



Step 2: Go to the Student Portal: Open your "[student portal](#)" browser and navigate to [Blackboard](https://eaglebb.coppin.edu). <https://eaglebb.coppin.edu>

Step 3: Locate the Blackboard Link: Look for a link or tab on the university's website that says "Blackboard".

Step 4: Click on the Blackboard Link: Once you find the Blackboard link, click on it to access the Blackboard login page.

Step 5: Enter Your Credentials: On the Blackboard login page, you will need to enter your username and password. These credentials are typically provided to you by the university when you are accepted. you enroll in courses.

Step 6: Access Your Courses: After entering your credentials, you should be able to access your courses, assignments, grades, and other relevant information on Blackboard.

Step 7: Logout: Remember to log out of your Blackboard account when you are done to ensure the security of your information.

By following these steps, you should be able to easily access Blackboard at Coppin State University and stay up to date with your online learning activities.

Eagle Identification Card

Each dual enrollment student will also receive a valid Coppin State University identification card (the Eagle card). The student can utilize the virtual card process or may travel to campus to complete the process to secure an Eagle card, as detailed at this link: [Getting Your Eagle Card | Coppin State University](#)

Dining on Campus

Dining services create dining menus and environments that promote, improve, and maintain health and wellness for the entire Coppin campus community. There are multiple dining services available at Coppin State University. In addition to the services in the Dining Hall, located in the Talon Center, students can dine in the Café in the Tawes Building, where there is also a Subway Sandwich shop. There are also Einstein's Bagels on the first floor of the Health and Human Services Building (HHSB). Snack machines are available in each building on campus. [Campus Dining | Coppin State University](#)



Campus Bookstore

The Coppin State University Follett Higher Education bookstore is located on the first floor of the Tawes Building. The Bookstore carries new, used, and digital textbooks for rent or purchase; reference materials, including study guide; school supplies; Coppin clothing and gifts; reading books and magazines; personal care items; greeting cards; and a large variety of snacks and drinks. Additional information is available at [Follett Campus Bookstore | Coppin State University](#)

University Police and Emergencies

It is the mission of the Coppin State University Police Department (CSUPD) to improve the human condition by providing a safe environment in which to learn, work and visit. The CSUPD is committed to cultivating a relationship of collaboration and trust with our students, faculty, staff, and visitors by maintaining open, respectful communication and partnerships while providing the highest level of customer service and protection to our Campus Community. We will maintain the highest level of professionalism and readiness while remaining open to critique. As the vision of public safety continues to evolve, we pledge to always keep the safety of our Coppin Campus Community as our top priority. Additional details are available at [Campus Police | Coppin State University](#)



Frequently Asked Question

Do I have to buy the books for my class?

- Yes, unless a professor indicates a textbook is not mandatory.

What is a syllabus?

- A syllabus is a summary of the main topics of a course and expectations to be covered in a course. The length and information provided will differ for each course. You will want to keep the syllabus for reference while you complete the course. Often, valuable information such as due dates, assignments, and professor contact information are found on the syllabus.

If I am struggling in my course, who can I ask for help?

- You should first contact your professor. If you are struggling with the coursework, your instructor will have the best suggestions on how to improve. You can also contact our Eagle Achievement Center, located on the 4th Floor of the Parlett Longmore Library for a variety of student support services, including academic coaching.

How do I withdraw from a class?

- Please contact your High School Counselor immediately if you want to drop a course. Keep in mind that there are deadlines for withdrawing and there is also an impact on your high school graduation timeline.

If I am having problems with my campus email or blackboard, who can help me?

- Our Information Technology Division affords all students access to the Help Desk located in Science and Technology Center, room 122 and at 410 951 3872. They are also accessible by email at ITSSC@coppin.edu. More information is available at the Help Desk website at [Online IT Help Center | Coppin State University](#).

How do I contact a professor outside of class?

- Each professor is required to have weekly office hours to accommodate meetings with students. You will find the available times and office location on your course syllabus. You can also contact the professor through Blackboard or their Coppin State University email account.

How do I know if my class is cancelled?

In the event the campus is closed due to inclement weather or any such situation, authorized officials from the University will send a text message to cell phone or email. Notification of class cancellation is also posted to Blackboard. If the dual enrollment course is offered on site at the high school, course cancellations will adhere to the public schools closing details. Details on adding or changing cellphone numbers to receive campus alerts are posted at this link [Campus Alerts | Coppin State University](#)

How do I contact the Dual Enrollment Liasian?

Joseph Derek Clark III
Dual Enrollment Coordinator
Coppin State University
Miles Conner Administration Building – Room 130
2500 W. North Avenue
Baltimore, Maryland 21216
410-951-3011 (Office)
dualenrollment@coppin.edu

Dual Enrollment Flowchart

PHASE 1: Completed [Pre-Registration Form](#)

Form

- Get signatures of the scholar, parent, counselor, and/or principal.

PHASE 2: Submit all documentation to Dual Enrollment Liaison by the required deadline.

- Submit to the following:
Dual Enrollment Coordinator
Coppin State University
Miles Conner Administration Building – Room 130
2500 W. North Avenue
Baltimore, Maryland 21216
dualenrollment@coppin.edu
- Submit High School Transcript

PHASE 3: Dual Enrollment Liaison reviews application paperwork.

- Letter sent to the applicant, by Dual Enrollment Liaison.
- Dual Enrollment Liaison approves the next phase with the **School Building Level Site** person.

PHASE 4: Completed New Scholar/Parent

Orientation online.

- New Scholar/Parent Orientation can be completed online.
- Review admission requirements.
- Scholars should have a 2.5 cumulative, unweighted high school GPA. Or
- Recommendation by school counselor and/or administration for scholars that do not meet GPA requirements.
- Review **"Next Steps"** 1 through 8

PHASE 5: Apply for admission at

<https://www.coppin.edu/apply>.

- Meet with the Dual Enrollment Liaison to review the online admission application process.
- Select "Concurrent Enrollment" for Application Type
- Take CSU's math placement test (if taking a college-level math course)
- The Admissions Office reviews online applications to determine admissions.
- The Admission Office sends status notification **(acceptance or denial)**.
- Welcome letter sent with orientation dates.

PHASE 6: [Course Registration](#)

- Accepted scholar review course catalog of [course offering](#) for the semester with school counselor/Building Level Liaison.
- School counselor/Building Level Liaison completes course reservation with the scholar.
- Dual Enrollment Liaison processes course requests and sends registration verification.

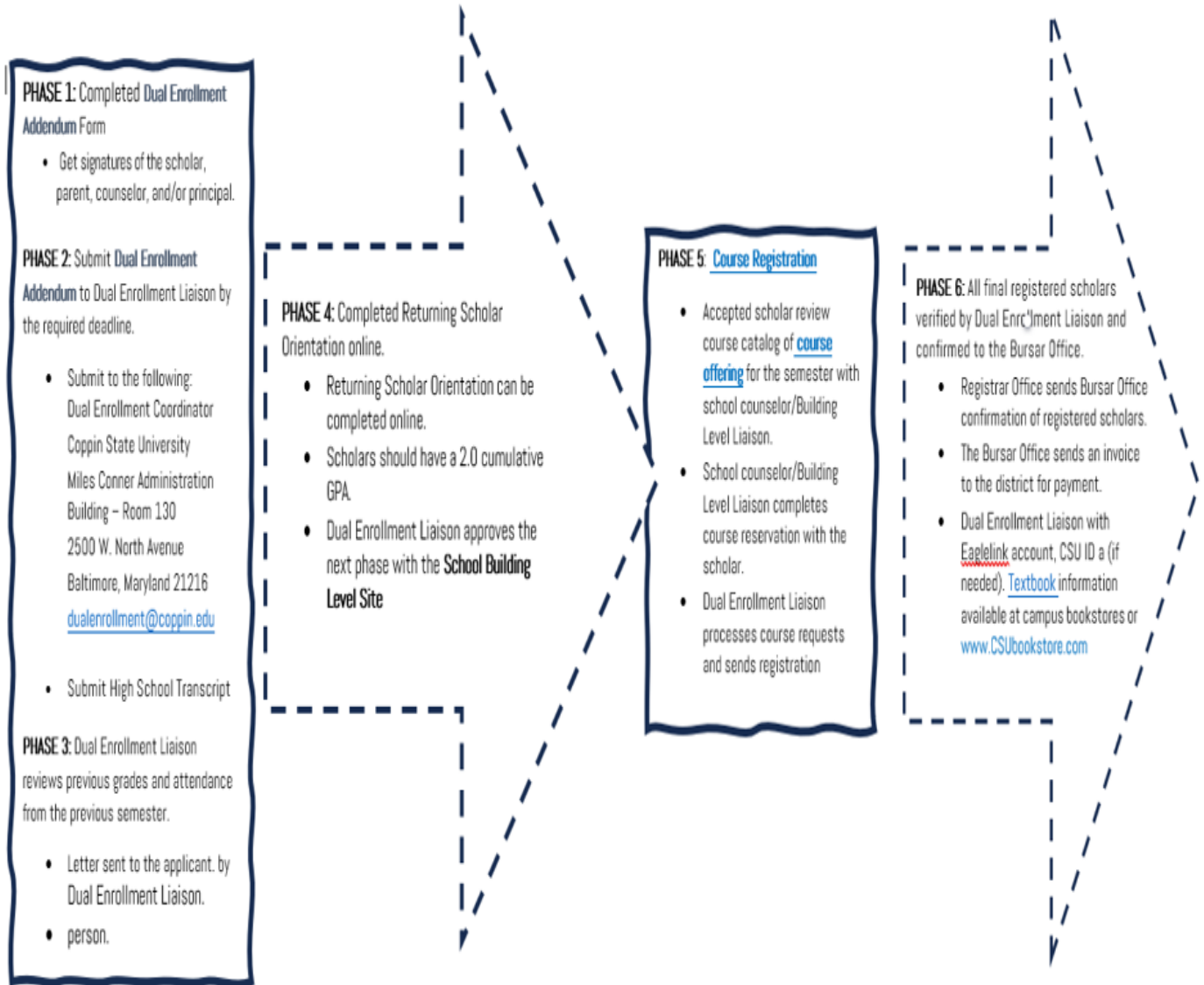
PHASE 7: All final registered scholars verified by Dual Enrollment Liaison and confirmed to the Bursar Office.

- Registrar Office sends Bursar Office confirmation of registered scholars.
- The Bursar Office sends an invoice to the district for payment.
- Dual Enrollment Liaison assist with [Eaglelink](#) account, CSU ID and order textbooks (if needed). [Textbook](#) information available at campus bookstores or www.CSUbookstore.com



New Dual Enrollment Scholar

Dual Enrollment Flowchart



Returning Dual Enrollment Scholar

Crosswalk of Courses for Dual Enrollment Credit

Dual Enrollment Between Coppin State University And Baltimore City Public School System

COPPIN STATE UNIVERSITY Course (https://eaglemobile.coppin.edu/app/catalog/listSubjects or https://catalog.coppin.edu/search_advanced.php?catoid=9)	Baltimore City Public School System Course	Yes = Will Meet Graduation Requirement For Baltimore City Public School System Elective Only=Credit Will Be Offered Only As An Elective
ECON 103 - Introduction to Business & Entrepreneurial Economics	Social Studies	ELECTIVE ONLY
ECON 201 - Introduction to Economics	Social Studies	ELECTIVE ONLY
GEOG 101 - Elements of Geography	Social Studies	ELECTIVE ONLY
GEOG 102 - World Regional Geography	Social Studies	ELECTIVE ONLY
PHIL 102 - Logic	Social Studies	ELECTIVE ONLY
PHIL 103 - Introduction to Philosophy	Social Studies	ELECTIVE ONLY
HIST 201 - World History I	Social Studies	yes
HIST 202 - World History II	Social Studies	yes
HIST 203 - United States History I	Social Studies	yes
HIST 204 - United States History II	Social Studies	yes
HIST 205 - African American History I	Social Studies	ELECTIVE ONLY
SPAN 101 - Elementary Spanish	WCL	YES
SPAN 102 - Elementary Spanish	WCL	YES
MISY 150 - Technology Fluency	Technology	ELECTIVE ONLY
ENGL 101 - English Composition I	ELA	ELECTIVE ONLY
ENGL 102 - English Composition II	ELA	ELECTIVE ONLY
HEED 101 - Personal Health	Health	YES
HEED 105 - Emerging Issues in Mental Health and Well-Being	Health	ELECTIVE ONLY
HEED 110 - Drug Abuse Education	Health	ELECTIVE ONLY
COSC 199 - Introduction to Computer Programming	Technology	YES
IDIS 102 - Music and Dance	Fine Arts	
IDIS 103 - Visual Arts and Theatre	Fine Arts	YES
SPCH 105 - Speech Communications	ELA	ELECTIVE ONLY
THEA 100 - Introduction to Theatre	Fine Arts	YES
THEA 211 - Acting for Non-Majors	Fine Arts	YES
ART 103 - Basic Design--Two Dimensional	Fine Arts	YES
ART 104 - Basic Design--Three Dimensional	Fine Arts	YES
MATH 131 - College Algebra for Mathematics and Science Majors	Mathematics	YES
MATH 132 - Pre-calculus	Mathematics	ADVANCED MATH
MATH 201 - Calculus I	Mathematics	ADVANCED MATH
MATH 203 - Basic Statistics	Mathematics	ADVANCED MATH
BIOL 101 - Biological Science	Science	ELECTIVE ONLY
BIOL 103 - General Botany	Science	ELECTIVE ONLY
PSYC 201 - General Psychology	Social Studies	ELECTIVE ONLY
POSC 201 - Introduction to Political Science	Social Studies	ELECTIVE ONLY
POSC 202 - U.S. Government	Social Studies	ELECTIVE ONLY
SOC1 201 - Introduction to Sociology	Social Studies	ELECTIVE ONLY
ANTH 207 - Cultural Anthropology	Social Studies	ELECTIVE ONLY
PHSC 101 - Physical Science	Science	ELECTIVE ONLY
PHSC 102 - Earth and Space Science	Science	ELECTIVE ONLY

Crosswalk of Courses Descriptions

Dual Enrollment Between Coppin State University And Baltimore City Public School System

Art 103 Basic Design - 2 Dimensional

A foundation course concerned with the elements and principles of design, line, form, shape, color, texture, harmony, direction, value, balance, contrast, etc. And their application in solving problems of unity. Emphasis is placed upon the relationship of form to material and purpose, upon unifying contrasting elements, and upon comprehending man-made order, structure, composition, and organization.

Art 104 Basic Design – 3 Dimensional

The course is designed to introduce students to the fundamental principles and techniques of three-dimensional design. This course focuses on developing students' understanding of spatial relationships, form, volume, and structure in art and design. Students enrolled in Art 104 will explore various materials and methods used in creating three-dimensional artworks. They will learn how to manipulate space, shape, texture, and color to create visually engaging and conceptually strong three-dimensional pieces.

ANTH 207 – Cultural Anthropology

A study of the cultural similarities and differences among the peoples of the world past and present. A survey of the major theoretical fields of anthropology, evolutionism, functionalism, historicism, and structuralism. Selected cultures throughout the world are introduced and analyzed (i.e., hunting and gathering, horticultural, agrarian). This course is offered once a year during the Fall Semester.

BIOL 101 – Biological Science

The principles and concepts of biology with an explanation of how they may be applied to the interpretation of natural phenomena, concentrating on topics representing a cross section of the biology disciplines. (3 hours lecture, 3 hours lab and 1 hour recitation per week)

BIOL 103 – General Botany

A study of the structure, physiology, reproduction, and evolution of plants, emphasizing classification, genetics, pathology, and economic use of plants as a foundation for more advanced courses. (3 hours lecture and 3 hours lab per week). This course is offered once a year during the fall Semester.

COSC 199 – Introduction to Computer Programming

Upon completion of this course, students will have acquired the skills needed to design and document structured solutions to various programming applications. They will learn to write simple programs in JAVA. A variety of problem-solving tools will be introduced, as will data representation, documentation techniques and the use of various editors.

ECON 103 – Introduction to Business and Entrepreneur Economics

A survey of the development, structures, activities, and problems of business enterprises in the United States that examines the role of entrepreneurship in the growth of business enterprise, job creation, and economic growth.

ECON 201 – Introduction to Economics

A Systematic study and examination of the elements of macro-economic theory, presenting an analysis of the total economy and focusing on concepts such as national income, employment, inflation, and economic growth.

ENGL 101 – English Composition I

The study of usage, mechanics, rhetoric, the elements of composition, and appropriate readings to develop the ability to write clear expository prose. Topics for essays derived from critical reading and class discussions of selections from the reader.

ENGL 102 – English Composition II

An introduction to academic writing and writing in the undergraduate curriculum. Instruction in techniques common in academic papers, such as summary, paraphrase, annotation, and critique. Instruction in basic research methods and the writing of documented papers.

Crosswalk of Courses Descriptions

Dual Enrollment Between Coppin State University And Baltimore City Public School System

GEOG 101 – Elements of Geography

A course designed to introduce students to the field of geography and its relationship to other disciplines. Content will focus on the various subfields of geography and the tools involved in their study.

GEOG 102 – World Regional Geography

This course will give a survey of important geographical characteristics and major problems of the major world regions.

HEED 101 – Personal Health

An introduction to the concepts concerning individual, family, and community health problems. This course will focus on lifestyles and the roles of individuals and help them to refine their health.

Heed 105 – Emerging Issues in Mental Health and Well-being

This course consists of a series of interdisciplinary seminars, discussions and contemporary readings that focus on emerging issues and relevant approaches to mental health and well-being. The course is intended for students who are interested in exploring career options in mental health. This course is not required of Coppin social work students. However, it is the HLTH course recommended for social work students to satisfy the general education requirement in health education at Coppin.

HEED 110 – Drug Abuse Education

A study of the principles and factual bases of drug use and abuse, viewing drug dependence as a sign of deeper emotional and psychological problems expressed through abnormal social behavior. Included are laws and restrictions governing drug use and social, economic, and community problems resulting from drug use and abuse.

HIST 201 - World History I

This course covers a survey-analysis of world institutions, their origins and development from the prehistoric period through the Ancient and Medieval ages, the Renaissance, the Reformation, and the age of discovery and colonization. The course examines the development of political, economic, and social institutions in Africa, Asia, Europe, and the Americas.

HIST 202 – World History II

This course will cover a survey-analysis of world institutions, their origins and development from the age of Enlightenment to the present, including the American and French Revolutions, the Age of Napoleon, the Vienna Settlement, the Industrial Revolution, Socialism, Marxism, World War I, the Depression, Communism, World War II, the emergence from colonization of African and Asian nations, and other historical events and ideologies.

HIST 203 – United States History I

A study of the discovery, exploration, and early settlement of the New World, including the rivalries of the European powers in North America, the American Revolution, and the political and economic forces which shaped the development of the United States through the Civil War.

HIST 204 – United States History II

A survey-synthesis of the economic, social, and political forces which affected the American nation after the Civil War, emphasizing the rise of large-scale industry and the emergence of this nation as a great power.

HIST 205 – African American History I

The course depicts the African background of the African American and the integral role African Americans played in the exploration and the development of the United States. Also examined is the impact of the constitutional, political, economic, social, cultural, and religious development of the United States as related to the African American in the context of both a slave and a free society.

Crosswalk of Courses Descriptions

Dual Enrollment Between Coppin State University And Baltimore City Public School System

IDIS 102 – Music and Dance

An interdisciplinary introduction to elements, media, representative artists, and genres in music and in dance. Students are expected to attend and critique dance and instrumental concerts at theatres and/or concert facilities in the Baltimore-Washington area. The course is taught, and students are evaluated collaboratively by faculty specialists in music and dance.

IDIS 103 – Visual Arts and Theatre

An interdisciplinary introduction to elements, media, representative artists, and genres in theatre and in the visual arts. Students are expected to attend and critique theatre performances and art exhibits at theatres, museums, and/or art galleries in the Baltimore-Washington area. The course is taught, and students are evaluated collaboratively by faculty specialists in the visual arts and theatre.

MATH 131 – College Algebra for Mathematics and Science Majors

Real numbers field; sets of real numbers; linear equations and inequalities, absolute value; exponents; radicals; polynomials and roots of polynomial equations; complex numbers; linear, quadratic, rational and radical functions; systems of equations with two variables; methods of combining functions; inverse functions, the Cartesian plane and graphs of equations and inequalities; exponential and logarithms functions and equations. TI82/83 Graphing Calculator is required.

MATH 132 – Pre-Calculus

Review of the equations and graphs of algebraic, exponential, and logarithmic functions; circular and right triangle trigonometry; trigonometric functions and their graphs; trigonometric identities, Law of Sines, Law of Cosines; trigonometric form of a complex number, DeMoivre's Theorem, roots of complex numbers, polar coordinates, and graphs; sequences and series. A TI 82/83 calculator is required for this course.

MATH 201 – Calculus

Review of function concepts, limit and continuity of a function; derivative of a function; differentiability and continuity; derivatives of algebraic, composite, power, sine and cosine functions; implicit differentiation; maxima and minima; Rolle's Theorem and the Mean Value Theorem; differentials, anti-differentiation, integration, the definite integral, the Fundamental Theorem of Calculus; applications, approximate integration. A TI82/83 graphing calculator is required for this course.

MATH 203 – Basic Statistics

Basic concepts of probability theory and their applications in statistical analysis, including descriptive statistics, sample space, frequency distributions; measures of central tendency and variation, normal distribution, and sampling theory.

MISY 150 – Technology Fluency

This course discusses the components and capabilities of computer systems, types of computers, computer network terms, types of hardware, diverse software, and their uses.

Students will learn how to use:

1. Data analytics software (such as student self-audit tool and SPSS)
2. A communication software package (such as Skype for Business).
3. A cloud file storage/file-sharing service (such as OneDrive).
4. A Learning Management System (such as Blackboard).
5. A Geographic Information System (such as ArcGIS).
6. An Operating System with Graphical User Interface.
7. Word-processing, spreadsheet, database management system, and presentation packages.
8. Various documentation styles.

PHIL 102 – Logic

The development of a facility with techniques of informal logic and critical thinking, including identification, analysis, composition, and evaluation of claims, definitions, explanations, and arguments; identification and dissolution of informal fallacies; and the composition of logically sophisticated argumentative essays.

Crosswalk of Courses Descriptions

Dual Enrollment Between Coppin State University And Baltimore City Public School System

PHIL 103 – Introduction to Philosophy

A study of the origins of philosophy and some of the principal developments in the history of philosophic thought, identifying and assessing its present trends and contradictions to aid the student in achieving greater clarity and consistency in the development of a personal philosophy of life.

PHSC 101 – Physical Science

An introduction to the physical sciences, designed to give the non-science major knowledge of scientific principles and practice in using the scientific method. Areas covered in the course include math, physics, chemistry, earth science and astronomy. (3 hours lecture, 2 hours lab, and 1 hour recitation per week).

PHSC 102 – Earth and Space Science

A survey of the present knowledge of the earth and its environment with emphasis on the basic concepts in ecology, astronomy, meteorology, and space science. (3 hours lecture and 3 hours lab per week). This course is offered once every even year during the Spring Semester.

POSC 201 – Introduction to Political Science

This is a general, comparative introduction to the concepts, subject matter, and general issues of political science. This course examines various approaches to studying politics. The institutions, policies, and benefits of modern government, including the government of the United States, will be a major focus of analyzing the relationship between the government and the governed.

POSC 202 – U.S. Government

A study of how the United States system of government is designed to function, emphasizing ways in which individual citizens can go about making their government relevant to their needs. Myths and misunderstandings concerning national goals are explored and discussed in detail.

PSYC 201 – General Psychology

An introduction to the study of human behavior surveying psychological activity such as learning, perception, intelligence, cognition, motivation, personality, and the physiological and neurological bases of behavior.

SOCL 201 – Introduction to Sociology

An introduction to the systematic study of society, including a study of the major concepts in sociology and the scientific approach in dealing with social phenomena.

SPAN 101 – Elementary Spanish

This is a beginning Spanish course that assumes no prior knowledge or experience with Spanish. The course uses a variety of instructional methodologies, e.g., natural approach, to help students achieve the mastery of basic language skills: reading, speaking, listening, and writing.

SPAN 102 – Elementary Spanish

This is the continuation of SPAN 101 and is designed to give a foundation in the four language skills of understanding, speaking, reading, and writing.

SPCH 105 – Speech Communications

Focuses on both the theory and the practice of rhetoric. Students critique historically significant speech texts and other forms of public rhetoric. They also present speeches adapted to genres, audiences, purposes, and occasions.

Crosswalk of Courses Descriptions

Dual Enrollment Between Coppin State University And Baltimore City Public School System

THEA 100 – Introduction to Theatre

The Introduction to Theatre 100 course is an exploration of theatre through the acting, directing, designing, writing, managing, and viewing perspectives. THEA 100 is a GER course in the arts. This course will support, inform, provoke, and shape the academic framework of the University's first learning outcome-competency in oral and written communication! This competency is the most important skill the student will use to find their "voice" as significant communicators and leaders in the 21st century. This course will help to anchor the GER (General Education Requirement) for arts to increase reading proficiency, enhance fluency of language, persuasive speech, verbal/nonverbal expression, and overall comprehension skills.

THEA 211 – Acting for non-Majors.

An introduction to practice and appreciation of acting, this course provides students with an opportunity to expand their creativity and imagination; increase their relaxation, concentration, and vocal strength and flexibility; manage stage fright, and learn some basic steps in character development. Students explore the human condition and learn physical and vocal skills which they can apply to professions outside the discipline of theatre. Students are required to attend and critique theatre performances.

University Contact Information

Undergraduate Admissions
Undergraduate Admissions | Coppin State University
410 951 3600

Office of Financial Aid
Office of Financial Aid | Coppin State University
410 951 3636

Office of Records and Registration
Office of Records and Registration | Coppin State University
410 951 3700

Bursar and Student Accounts
Bursar and Student Accounts | Coppin State University
410 951 3677

Office of the Vice President for Enrollment Management and Student Affairs
Division of Enrollment Management and Student Affairs | Coppin State University
410 951 3593

Office of the Provost and Vice President for Academic Affairs
Provost@coppin.edu
410 951 3010



COPPIN
STATE UNIVERSITY
EST. 1900



DUAL ENROLLMENT PROGRAM

Eligibility Criteria

Scholar Name	Home School Name
Scholars Email	School Counselor Name

- D To enroll in a university-level course at Coppin State, a high school student must
- > Be a 10th, 11th, or 12th grader on the first day of the semester in which the course is offered.
 - > Maintain a 2.5 high school cumulative grade point average. And/or recommendation by school counselor/administration
 - > Be enrolled in a Maryland public or private high school.
 - > Have the full consent of guidance counselor/school administrator to register for college courses.
 - > Have the full consent of parent/guardian to participate.
 - > Receive a minimum grade point average of 2.0 in each course attempted to remain eligible for dual enrollment participation for the following semester.
 - > It is highly recommended that students considered taking one of the first following eight classes: **COSC 199, ECON 103, IDIS 103, PHIL 103, SOCI 201, HEED 101, HEED 105, SPCH105, THEA 211**

STEP 1A: Required Documents

- D Completed Coppin State University's [Online Admissions Application](#)
- > Indicate **Concurrent Enrollment** for Application Type
 - > Scholars will receive a confirmation email.
- D Completed Concurrent Enrollment Form
- > Signed by Scholar, Parent, Counselor and Principal
 - > Include COURSE, SECTION NUMBER, and SYNONYM NUMBER (*Example: HEED-101*)
 - > Indicate an alternate section in case the first section is full.

D High School Transcript

- D [Completed New Scholar/Parent Orientation online](#)

Check-in starts at 8:00 am and the program begins at 9:00 am.

Thursday, June 27, 2024	New first-time, full-time first-year students
Wednesday, July 17, 2024	New first-time, full-time first-year students
Tuesday, August 13, 2024	New first-time, full-time first-year students
Saturday, August 17, 2024	Transfer Students
Thursday, August 22, 2024	New first-time, full-time first-year students

Eligibility Criteria

- D To enroll in a university-level course at Coppin State, a high school student must
 - > Be a **10th, 11th, or 12th grader** on the first day of the semester in which the course is offered.
 - > Maintain a 2.5 high school cumulative grade point average. And/or recommendation by school counselor/administration
 - > Be enrolled in a Maryland public or private high school.
 - > Have the full consent of guidance counselor/school administrator to register for college courses.
 - > Have the full consent of parent/guardian to participate.
 - > Receive a minimum grade point average of 2.0 in each course attempted to remain eligible for dual enrollment participation for the following semester.
 - > It is highly recommended that students considered taking one of the first following eight classes: **COSC 199, ECON 103, IDIS 103, PHIL 103, SOCI 201, HEED 101, HEED 105, SPCH105, THEA 211**

STEP 1A: Required Documents

- D Completed Coppin State University's [Online Admissions Application](#)
 - > Indicate **Concurrent Enrollment** for Application Type
 - > Scholars will receive a confirmation email.
- D Completed Concurrent Enrollment Form
 - > Signed by Scholar, Parent, Counselor and Principal
 - > Include COURSE, SECTION NUMBER, and SYNONYM NUMBER (*Example: HEED-101*)
 - > Indicate an alternate section in case the first section is full.

D High School Transcript

- D [Completed New Scholar/Parent Orientation online](#)

Check-in starts at 8:00 am and the program begins at 9:00 am.

Thursday, June 27, 2024	New first-time, full-time first-year students
Wednesday, July 17, 2024	New first-time, full-time first-year students
Tuesday, August 13, 2024	New first-time, full-time first-year students
Saturday, August 17, 2024	Transfer Students
Thursday, August 22, 2024	New first-time, full-time first-year students

STEP 2A: Enrollment Steps—New Scholars

- D Submit required documents to the Dual Enrollment Program Liaison to receive registration approval
- D Register for approved courses is done online through Eagle Link
- D All final registered scholars sent to bursar office for review
- D Obtain Coppin State University scholar ID and order textbooks (if needed)
 - > Textbook information available at campus bookstores or www.CSUbookstore.com

STEP 1B: Enrollment Steps—Returning Scholars

- D Satisfy one of the admission requirements
 - > Have a 2.0 cumulative, unweighted high school GPA or
- D Complete Addendum Form and Maryland Residency For
- D Meet with the Eagle Achievement Center Academic Counselor for advisement

STEP 2B: Enrollment Steps—Returning Scholars

- D Meet with the Eagle Achievement Center Academic Counselor for advisement and/or approval, if needed
- D Submit the completed Concurrent Enrollment Form to the Dual Enrollment Liaison via email or in-person
- D Register for approved courses and order textbooks

Withdraw Steps

D To support the withdrawal process detailed in Appendix D, the student must also complete and submit the Coppin State University Official Course Withdrawal Form at the link [Official Class Withdrawal \(coppin.edu\)](#)

University Policies and Procedures

D University policies and procedures are outlined in the Coppin State University [Student Handbook](#), the “EagleGuide.” The Handbook is available at [The Eagle Guide Student Handbook 2020-2021 \(coppin.edu\)](#)

CONTACT INFORMATION

Joseph Derek Clark III
Dual Enrollment Coordinator
Coppin State University
Miles Conner Administration Building – Room 130
2500 W. North Avenue
Baltimore, Maryland 21216
410-951-3011 (Office)
dualenrollment@coppin.edu

Applicant Name: _____

ID#: _____ Date: _____

RESIDENCY INFORMATION

Do you wish to be considered for in-state tuition status? Yes **No (If yes, you must complete this section of the application.)**

READ CAREFULLY: APPLICANTS SEEKING IN-STATE STATUS AS A MARYLAND RESIDENT MUST COMPLETE THIS ENTIRE FORM, INCLUDING ALL THE FOLLOWING

QUESTIONS, AND SIGN THE AFFIRMATION AT THE END OF THIS FORM. Failure to complete all the required items may result in an out-of-state resident classification and out-of-state tuition rates being applied. Residency classification information is evaluated by the University System of Maryland Policy on Student Classification for Admission and Tuition Purposes. The applicant may be contacted for clarification of an item, or additional information, as necessary.

PLEASE CHECK ONE:

- I have been claimed as dependent on another person's most recent income tax returns.
Name of person upon whom financially dependent and relationship to applicant: _____
- a. **How long have you been dependent upon this person?** _____
- b. Is the person a resident of Maryland? [] Yes [] No
- c. Address of this person: _____
- d. Has this person filed a Maryland state income tax return for the most recent year on all earned taxable income? [] Yes [] No
If a Maryland tax return has not been filed within the last 12 months, provide the most recent year filed in Maryland: ___ and state reason(s) for not filing within the last 12 months: _____
- e. **Signature of this person:** _____
- I am financially independent.** I provide 50% or more of my own living and educational expenses and I have not been claimed as dependent on another person's most recent income tax return.
- I am not financially independent (I do not provide 50% or more of my own living and educational expenses),** but I have not been claimed as dependent on another person's most recent income tax returns, and I am not a ward of the State of Maryland.
Name of the person who provides the applicant with financial support for more than 50% of the applicant's living and educational expenses, and relationship to the applicant: _____
- a. How long has this person been providing such financial support _____
- b. Is the person a resident of Maryland? [] Yes [] No
- c. Address of this person: _____
- d. Has this person filed a Maryland state income tax return for the most recent year on all taxable income? Yes No
If a Maryland tax return has not been filed within the last 12 months, provide the most recent year filed in Maryland: _____ and state reason(s) for not filing within the last 12 months: _____
If a Maryland tax return has been filed within the last 12 months, state the reason(s) you are not claimed as a dependent: _____
- e. **Signature of this person:** _____
- I am a ward of the State of Maryland.** If a ward of the State, please submit your court decree or documentation from your social worker.

PLEASE COMPLETE THE FOLLOWING: The Student Applicant is responsible for completing items 1 - 9.

1. Permanent address: _____ Length of time at permanent address _ years ____ months If less than 12 months, provide the previous address: _____ Length of time at previous address _ years ____ months		
2. For the last twelve consecutive months, have you had the continuous intent to reside in Maryland indefinitely and for a primary purpose other than that of attending an educational institution in Maryland?	[] Yes	[] No
3. Are all, or all your possessions in Maryland?	[] Yes	[] No
4. Do you possess a valid driver's license? a. If yes, in what state(s)? _____ b. If Maryland, original date of issue _____ and if renewed, issue date of current license: _____ c. Have you possessed a driver's license in a state other than Maryland within the last 12 months? Yes No	[] Yes	[] No
5. Do you own/lease any motor vehicles? a. If yes, in what state(s)? _____ b. If Maryland, the original date(s) of registration _____ and if renewed, issue date of current registration. c. Did you register your vehicle(s) in another state within the last 12 months? [] Yes [] No If yes, in what state	[] Yes	[] No
6. Are you registered to vote? If yes, in what state?	[] Yes	[] No
7. Have you filed a Maryland state income tax return for the most recent year? If a Maryland tax return has not been filed within the last 12 months, state reason(s):	[] Yes	[] No
8. Is Maryland state income tax currently being withheld from your pay? If no, provide an explanation	[] Yes	[] No
9. Do you receive any public assistance from a state or local agency other than one in Maryland? If yes, indicate the type and issuing state:	[] Yes	[] No

IF ANY OF THE CATEGORIES BELOW APPLY, PLEASE CHECK THE APPROPRIATE BOX, AND PROVIDE THE REQUESTED INFORMATION AND/OR DOCUMENTS.

- I am a part-time (50%) or full-time regular employee of the University System of Maryland or, I am the spouse of, or am financially dependent upon a parent or legal guardian who is, a regular employee of the University System of Maryland.**
Please indicate the relationship: _____
Please attach a letter of verification from the Human Resources Office of the campus at which you or your spouse or parent or legal guardian is employed.
- I am a full-time active member of the U.S. Armed Forces whose home of residency is Maryland one who resides or is stationed in Maryland, or the spouse or a financially dependent child of such a person.** Please attach a copy of your deed or lease (if applicable), or verification from the service that you have declared Maryland as your "home of residency" (if applicable), and the most recent assignment orders. Also, please indicate the date of expected separation from the military. **I am a veteran of the United States Armed Forces residing in Maryland.** Please submit a copy of your DD214 and a copy of your deed or lease. If you have a discharge category other than honorable, please also submit a copy of your Certificate of Eligibility.
- I am the spouse or child of a veteran or active-duty member of the United States Armed Forces using educational benefits under the post-9/11 GI Bill (38 U.S.C. §3319) or under 38 U.S.C. § 3311(b)(9) and living in Maryland.** Please submit a copy of (1) the veteran's DD214 or the active-duty member's Current Orders, (2) a copy of your Certificate of Eligibility, and (3) a copy of your deed or lease.
- I am eligible for in-state status considerations under the Maryland National Guard Nonresident Tuition Exemption.** I am eligible because I (1) joined or subsequently served to provide a critical military occupational skill or (2) am a member of the Air Force critical specialty code. I understand that I must provide documentation from my company commander for consideration.

PLEASE SIGN THE FOLLOWING AFFIRMATION:

I certify that the information provided is complete and correct. I understand that the University reserves the right to request additional information if necessary. In the event the University discovers that false or misleading information has been provided, the Student Applicant may be billed by the University retroactively to recover the difference between in state and out-of-state tuition for the current and subsequent semesters.

Signature of Applicant

Date



Dual Enrollment Student/Parent Release

I grant Coppin State University permission to release/copy all materials contained in my Coppin State University Dual Enrollment file to my high school of record. This includes the application, transcript(s), references, test scores, and all other relevant documents. I understand that these materials will be used to reflect credits earned at Coppin State University to be used toward graduation from my high school of record. I hereby certify that Coppin State University is the only institution I am applying to, for this term, to participate in the dual enrollment program.

Student Name:

Student Email Address:

Cell Phone#:

Home Phone#:

Signature of Student: _____ Date _____

I hereby give my approval for my son/daughter to apply to the Dual Enrollment Program at Coppin State University and, if accepted, to enroll in said program. We have fully discussed the benefits and requirements of Dual Enrollment with the appropriate guidance counselor(s) and further understand that any variation from said requirements could jeopardize the above-named student's high school graduation.

Parent/Guardian Email Address: «ParentGuardian_Email_Address»

Cell Phone#:

Home Phone#:

Signature of Parent/Guardian: _____ Date: _____

The completed form can be emailed or mailed to Coppin State University - Dual Enrollment Program Coordinator or email at dualenrollment@coppin.edu or mail to the following address.

Coppin State University
Dual Enrollment Program
Miles Conner Administration Building – Room 130
2500 West North Avenue
Baltimore, Maryland 212216



High School Counselor Dual Enrollment

«School_Name» Course Request Form

The completed form can be emailed or mailed to Coppin State University - Dual Enrollment Program Coordinator or email at dualenrollment@coppin.edu or mail to the following address.

To the School Counselor: Please list all courses the student must take at Coppin State University to complete their **high school graduation requirements**. Students are not allowed to take the following courses: Evening, Graduate, and any course with a prerequisite. Please sign the completed form after reviewing it with the student. The completed page can be emailed to Coppin State University Dual Enrollment Coordinator at dualenrollment@coppin.edu. Please attach a copy of the **unofficial transcript** with the enrollment form.

To the Students: You must meet with your guidance counselor to discuss the [courses](#) in which you will enroll as a participant in the Coppin State University Dual Enrollment Program. This will serve as a verbal agreement between the student, guidance counselor, and parent. After meeting with your guidance counselor to discuss your courses, please print and sign this form, which you will then provide to your guidance counselor for approval signature.

Last Day To Withdraw Deadlines: Please review the [academic calendar](#) for withdrawal dates. If you withdraw after the deadline, **the school district may require you to pay the full tuition and fees for the term**. For more dates and deadlines, go to www.coppin.edu/academics/academic-calendar.

Priority Of Course Selection	Course Name	Subject	Catalog Course #
1			
2			
3			
4			

I hereby certify that I understand the requirements necessary for my high school graduation.

Print Name: _____ Date: _____

Signature of Student: _____

I hereby certify that as a counselor at the student's high school of record, I have provided Coppin State University with the courses needed to satisfy the high school graduation requirements.

Print Name: _____ Date: _____

Signature of School Counselor: _____



DUAL ENROLLMENT STUDENT REGISTRATION AGREEMENT

All dual enrollment students are bound by Coppin State University Student Registration Agreement upon course registration. This agreement outlines the terms and conditions associated with a student's course registration.

Registration and Registration Changes

I understand I must be officially registered prior to or on the start date of course(s) to participate in and receive academic credit for those courses. I am responsible for knowing and complying with all registration deadline dates. I am responsible for all requests to change, add, drop, or withdraw from courses made through the EagleLinks portal or by Office of The Registrar on my behalf. I understand that I am responsible for reviewing my registration and academic record with my high school counselor each term for accuracy.

Course Add/Drop and Withdrawal Procedures

I understand that non-attendance does not constitute a drop or a withdrawal. I also understand that notifying my professor does not constitute a withdrawal. I have reviewed the add/drop and withdrawal deadlines with my school counselor on the website and/or in the Dual Enrollment Student Handbook.

Enrollment Agreement Renewal

I understand and agree that this agreement is executed at the time of my initial enrollment for each term at Coppin State University. I further understand that the college will notify me through my Coppin State University email account of any changes or modifications that Coppin State University makes to this agreement during the term in which I am enrolled.

Removal from Classes

The college reserves the right to drop a student's enrollment in class for failure to abide by this agreement or any other agreement the student has entered with Coppin State University.

Method of Communication

I understand and agree that the Coppin State University uses Coppin State University email as the official method of communication with students, and therefore, I am responsible for reading the Coppin State University emails received from the college on a timely basis.

Updating Contact Information

I understand and agree that it is my responsibility for keeping the Coppin State University records up to date with a current physical address, email addresses, and phone number. Upon leaving Coppin State University for any reason, it is my responsibility to provide the college with updated contact information for purposes of continued communication regarding any amounts that remain due and owed to Coppin State University.

Student Email Address:

Cell Phone#: _____

Home Phone# :

Print Your Name:

Date: _____

Signature of Student: _____

Date: _____

Coppin State University does not discriminate against any person based on race, color, ethnicity, religion, gender, pregnancy, age, marital status, national origin, genetic information, sexual orientation, gender identity, veteran status or disability status



Dual Enrollment Addendum

Enrollment Term: Fall 20__ Spring 20__ Summer 20__

Students wishing to participate in the Dual Enrollment Program in partnership with Coppin State University must have each section of this form completed, including all required signatures for submission. Failure to comply may result in application processing delays or application withdrawal.

Student Name: _____

Date of Birth: ___/___/_____

High School: _____

City/State: _____

Grade Level at the start of the anticipated term of enrollment: 10 11 12 Anticipated Grad Year: _____

Applicant Agreement

(Please Initial Each Box)

I agree to supply all required documentation requested by the Office of Admission, Office of Records and Registration, or other campus entities. I authorize my high school to release my official high school transcript for consideration to participate in the Coppin State University dual enrollment program.

I understand that participation in the dual enrollment program does not guarantee admission to the university. I must meet the admissions criteria as outlined by Coppin State University to be considered for full degree-seeking admission to the university.

I agree to adhere to the university's policies, protocols, and Code of Conduct.

Student Signature: _____ Date: ___/___/_____

Parent/Guardian Agreement

I authorize the participation of my student in the Coppin State University dual enrollment program. I accept full responsibility for all personal matters such as transportation, insurance coverage, fees/financial arrangements, etc. associated with enrollment. Coppin State University reserves the right to make changes in tuition, fees, and other charges at any time such changes are deemed necessary by the College and University System of Maryland Board of Regents.

Parent/Guardian's Name: _____ Relationship: _____

Parent/Guardian's Signature: _____ Date: ___/___/_____

Counselor/School Administrator

Student, _____, has the endorsement of our high school to enroll as a dual enrollment candidate at Coppin State University. They have demonstrated satisfactory completion of one academic year of high school-level coursework. I attest that the submission of the student's attached academic record is the most recent and accurate record on file for the student. My signature verifies confidence in the student's ability to successfully complete college-level courses.

Student's High School: _____ School ID #: _____

School Counselor/ Administrator's Name: _____ Title: _____

School Counselor/ Administrator's Signature: _____ Date: ___/___/_____



DUAL ENROLLMENT PROGRAM

Program Participation Acknowledgement

As a Dual Enrollment student, I understand that I am held to the same standards as regular/traditional college students unless otherwise restricted by federal, state, or local requirements. I understand that I am required to communicate any issues to the appropriate people (Building Level Liaison, Professional School Counselor, Dual Enrollment Office, instructors, parents, etc.). As a Dual Enrollment student, I am expected to be prepared for the academic rigor and challenge of college-level work. As a college student, I also understand I am expected to take responsibility for my education, which will require me to listen, ask appropriate questions, and do the work necessary to be successful in my classes. As a Dual Enrollment student, I am expected to address any course issues with my instructor and it is my responsibility to notify the instructor of absences caused by illness, emergencies, etc. I also understand I must abide by attendance policies, academic integrity, and discipline policies of Coppin State University. Finally, the only excused (approved) absences are those approved by your course instructor. High school holidays, activities, and sports are not excused absences.

I have read and understand the following:

- Responsible for knowing which courses I am registered for through my Eaglelinks account when the courses begin/end, the location of courses and logging into their Blackboard account, and what delivery mode the course is being offered.
- Ensuring that my coursework and assignments are quality work and submitted on time,
- Organize my work and commitments, including developing a folder and notebook for each class. Keep a planner with important due dates.
- Check your Coppin State University email account regularly.
- Be prepared – always read my textbook, and materials and complete my assignments BEFORE class.
- Read my syllabus – the syllabus will provide me with valuable information about what the course is about, what will be taught, grading, instructor information, and how to be successful in the course.
- I also need to listen, ask questions, take notes, and participate in class discussions.
- **Make sure that complete my daily check-in for mandatory attendance with Dual Enrollment Ambassadors. Attendance is crucial for academic success and maintaining participation in the program.**
- Keeping my parent, Professional School Counselor, and/or Building Liaison informed on how my dual enrollment classes are going,
- I understand how the grade earned in my dual enrollment classes impacts my school and my efforts are a reflection and representation of my participating school,
- **Logging into your Eaglelink account regularly to check for updates and review pertinent emails, and**
- I realize that I must spend the appropriate time reading, reviewing notes, studying, and preparing to be successful in my college courses.
- I have checked the academic calendar to be sure I understand withdrawal dates and to make sure there are no conflicts (spring break, winter break, summer vacation, etc.).

I hereby certify that I understand the requirements above.

Print Name: _____

Date: _____

Signature of Student: _____

I hereby certify that as a Professional School Counselor and/or Building Liaison, I have reviewed the above with the students and they understand what is needed to satisfy continued participation in the dual enrollment program.

Print Name: _____

Date: _____

Signature of Professional School Counselor/ Dual Enrollment Building Liaison: _____



High School Counselor Dual Enrollment Course Withdrawal Form

_____ is enrolled in the course/s listed below at Coppin State University during the _____ semester. I certify, by my signature below, that I have discussed the impact of this withdrawal on the student's graduation requirement, and that the high school will provide alternatives to support the student's graduation requirements. I am authorizing withdrawal from the course/s listed below.

1.
2.

I hereby certify that I understand the impact of this withdrawal on the requirements for high school graduation.

Signature of Student:

Name: _____ Date: _____

I hereby certify that as a counselor at the student's high school of record, I approve for the above-named students to withdraw from the Coppin State University courses/s in which they are registered.

Signature of School Counselor:

Name: _____ Date: _____

The completed form can be emailed, faxed, or mailed to Coppin State University - Dual Enrollment Program Coordinator or email at dualenrollment@coppin.edu or faxed to (410) 523-7351, or mailed to

**Coppin State University
Dual Enrollment Program
2500 West North Avenue
Baltimore, Maryland 212216**

Campus Map



COPPIN
STATE UNIVERSITY
EST. 1900



Campus Facilities

- 1 Campus Commons (CC)
- 2 Campus Square (QUAD)
- 3 Coppin Gardens (CG)
- 4 Coppin Center Plaza (CCP)
- 5 Guilbert Daley Residence Hall (DA)
- 6 Flossie Dedmond Residence Hall (DE)
- 7 McDonald Child Development Center (MCDS)
- 8 Elevator Stair Tower (ES)
- 9 Frances Murphy (Coppin Academy) (FM)
- 10 Grace Hill Jacobs Building (GJ)
- 11 Health & Human Services Building (HHSB)
- 12 J Millard Tawes Center (JT)
- 13 James Weldon Johnson Auditorium (JJ)
- 14 Miles Connor Administration (MC)
- 15 Parlett Moore Library (PM)
- 16 College of Business (Future)
- 17 Satellite Central Utility Plant #1 (SCUP)
- 18 Science & Technology Center (STC)
- 19 South Quad (SQ)
- 20 Talon Center/Dining & Meeting Hall (TC)

Campus Monuments

- FJC Fanny Jackson Coppin (FJC)
- CS Community of Stars (CS)

Physical Education Complex (PEC)

- 21 Campus Police, Human Resources & Mail Room
- 22 Auxiliary Gym (AG)
- 23 Classrooms/Labs & Fitness Center (CF)
- 24 Central Receiving (CR)
- 25 Softball Field (SF)
- 26 Sports Arena (SA)
- 27 Swimming Pool (SP)
- 28 Tennis Courts (TC)
- 29 Track/Soccer Field (TF)
- 30 Facilities Management (FM)

Campus Parking

- ◆ Faculty and Staff Parking
- Student Parking
- General Parking (Faculty, Staff, Students & Visitors)
- V Visitor Parking Paystation

CAMPUS MAP

2500 WEST NORTH AVENUE, BALTIMORE, MARYLAND 21216

www.coppin.edu