

Louisiana Believes

Dual Enrollment Policy Update

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Dual Enrollment Policy Update

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- We will begin shortly. Thank you.

Overview

The objective for today's session is to inform high school and district leaders of the recent Dual Enrollment policy update, as approved by the Board of Regents.

Dual Enrollment Policy Update

The Louisiana Board of Regents recently approved new [minimum requirements](#) for dual enrollment coursework. The new policy addressed course content and rigor, faculty qualifications, and student eligibility.

Additionally, the Board adopted a revision to the minimum requirements for entry-level, college-level mathematics and English. The [revised policy](#) defines the threshold for access to entry-level, college-level courses. The policy allows for a pilot on placement with co-requisite delivery.

Dual Enrollment

Dual enrollment (DE) is the enrollment of a high school student in a college course for which dual credit (both college and high school credit) is attempted and recorded on both the student's secondary and postsecondary academic record. A college course offered for Dual Enrollment is:

1. an on-site or online college course taught by the postsecondary institution, or
2. a specially scheduled college course* taught on a high school campus.

Successful dual enrollment students are more likely to graduate from high school, enroll in college, persist, and graduate with a degree.

**Postsecondary institutions must adhere to Board of Regents Policy and must comply with all accreditation requirements for awarding credit.*

Dual Enrollment

However, in the absence of policies & consistency, the value of the Dual Enrollment experience is compromised.

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The Conversation

Opinion and ideas.

June 6, 2013 by Ken Smith and Diana Nixon



The Dark Side of Dual Enrollment

Different students learn in different ways—we know that. Students know that too.

December 5, 2017

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Dual Enrollment Minimum Requirements

COURSE CONTENT, RIGOR

At the minimum, must be identical to the college course for which credit is granted.

- Collaborative agreements between secondary and postsecondary institutions should address rigor, faculty standards, and student mix, specifically indicating that dual credit courses are clearly at the collegiate level and reflect the standards of postsecondary work.
- Assignments and assessments must be graded at a college level for the college credit, regardless of course delivery method, location, instructor, facilitator or process.
- Academic courses must be listed on the [Master Articulation Matrix](#), with the Common Course Number listed on the syllabus so that students will know where and how the course will transfer.

Dual Enrollment Minimum Requirements

STUDENT ELIGIBILITY

High school students have not completed the Regents/TOPS core and, as such, eligibility is more specific than for college students.

With the goal of concentrating on the core foundation and college readiness upon graduation, high school students in need of remediation in **mathematics** or **English/writing** must be making progress to complete all required remediation to enroll in any courses on the [Master Articulation Matrix](#).

| Academic Requirements | Technical/Work Skills Requirements |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• <u>2.5 HS GPA</u> (rising to 2.75 in 2019-20)• 19 ACT <u>Composite</u>, 19 <u>Math</u>, 18 <u>English</u> | Demonstrate an <u>ability to benefit</u> , as defined by the Management Board and its member campuses. |

Dual Enrollment Minimum Requirements

MINIMUM REQUIREMENTS FOR ACADEMIC COURSES 2018 – 2019 AND BEYOND

Beginning in 2018-2019 and beyond, as established by the Louisiana Board of Regents, the [minimum requirements for Dual Enrollment](#) are as follows.

Academic Requirement: 2.5¹ cumulative high school GPA, verified by the high school, to initiate or continue dual enrollment

| | ENGLISH | MATHEMATICS ² |
|---------------------------------------------------------------------------------------------------------------------|-----------------|----------------------------------|
| For Students with ACT Scores (may use alternate measures for ACT score earned before 10 th grade) | | |
| ACT | 18 | 19 |
| SAT | 25 WL | 500 |
| For High School Dual Enrollment: students who have not yet taken the ACT in high school ³ | | |
| ASPIRE | 433 | 431 |
| Pre-ACT | 18 | 19 |
| Pre-SAT | 25 WL | 500 |
| EOC ⁴ | English II: 740 | Algebra I: 760, or Geometry: 750 |

1 2.75, effective Fall 2019

2 For College Algebra, >20 ACT, 435 Aspire, 22 Pre-ACT Math, 770 Algebra I EOC, or 760 Geometry EOC is recommended.

3 ACT confirms that ASPIRE and Pre-ACT are predictive measure to aid in focusing high school instruction and do not replace ACT: if a student has taken the ACT in high school, the ACT score must be used as the placement measure.

4 LEAP 2025 minimum English and Mathematics scores are currently under consideration by the Board of Regents.

Dual Enrollment Minimum Requirements

ADDRESSING DEFICIENCIES

| Weak Area | Student may enroll in | Anticipated Outcome* | Guidelines |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <18 English | DE math courses if concurrently addressing reading/writing deficiencies | Student is college-ready in English by spring of senior year | Students may concurrently address deficiencies in several ways: <ul style="list-style-type: none"> continuing to complete core classes; participating in online subject area reviews before retaking the assessment; or enrolling in a BESE-approved high school transition or college developmental course for which a grade $\geq C$ will be considered equivalent to the required ACT (after completing at least three core English/math courses) |
| <19 Mathematics | DE English, foreign language, history, introductory social sciences, humanities, or arts survey courses if concurrently addressing mathematics deficiencies | Student is college-ready in Math by spring of senior year | |

* Because it is important that DE students graduate college-ready, before enrolling in any course on the Master Articulation Matrix in the **Spring semester/term of the senior year**, a student must be able to demonstrate college readiness in both English and mathematics.

Dual Enrollment Minimum Requirements

INSTRUCTOR REQUIREMENTS

Expected qualifications for a high school dual enrollment instructor are the same for that of any other postsecondary on-campus instructor, regardless of the course delivery method.

- All individuals delivering or facilitating DE instruction must receive appropriate formal training by the postsecondary institution on delivery of the particular course.
- The teacher must meet with a postsecondary departmental representative (or participate in a workshop offered by the institution) within 12 months preceding the start of class to review the curriculum, course content, measurement, and student outcomes.

Dual Enrollment Minimum Requirements

STUDENT MIX

College courses offered for dual enrollment, credit should be **differentiated from regular high school courses in content and performance expectations.**

All high school students participating in a dual enrollment course should be fully participating at the **college level.**

If a dual enrollment course includes students not taking the course for college credit, local school systems should be prepared to offer a compelling explanation as to how the **collegiate level rigor** of the course is ensured.

Planning for Policy Implementation

In summary, school systems should begin gathering resources and planning for dual enrollment policy implementation with these key points in mind:

- Course content, rigor
- Student eligibility
- Instructor requirements
- Student mix

Contact Information

For more information on
High School Policy and Programs,
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