

PURPOSE

To provide local school systems with an overview of the newly passed **Board of Regents** dual enrollment policy which ensures the quality and transferability of dual enrollment courses for 2018–2019 and beyond.

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 at the high school. Postsecondary institutions must adhere to Board of Regents Policy and must comply with all accreditation requirements for awarding credit.

COURSE CONTENT, RIGOR

Collaborative agreements between secondary and postsecondary institutions for the delivery of dual enrollment courses should address curricular oversight and 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.

- Student outcomes listed on the syllabus, midterms, and finals must, at minimum, be identical to what is offered and expected on the college campus. Variations in the syllabus may be allowed to accommodate the needs of the high school or the matching high school course, but such variations cannot negatively impact student outcomes, midterms, or finals in the college-credit course.
- Assignments, midterms, and finals must be graded at a college level for the college credit, regardless of course delivery method, location, instructor, facilitator or process. Grades awarded may differ between what is on the secondary transcript and what is on the postsecondary transcript if the HS measures differ from those of the college/university.
- Academic (General Education/transfer) 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.

STUDENT ELIGIBILITY

Academic Courses (Master Articulation Matrix): 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.

MINIMUM REQUIREMENTS FOR ACADEMIC COURSES		
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: 2.5 ¹ cumulative high school GPA, verified by the high school, to initiate or continue dual enrollment		
	ENGLISH	MATHEMATICS²
For students with ACT or SAT scores (may use alternate measures for ACT score earned before 10 th grade)		
ACT (≥ 19 Composite Score)	18	19
SAT (≥ 980 Total Score)	25 WL	500
For students who have taken the ACT/SAT after the 9th grade (with a Composite Score ≥ 19) and seek an alternate measure in English or Math.		
ACCUPLACER	86 Sentence Structure	65 (Elementary Algebra) ³ 40 (College-Level Math) ³
For High School Dual Enrollment: students who have not yet taken the ACT in high school ⁴		
ASPIRE	433	431
Pre-ACT	18	19
Pre-SAT	25 WL	500
EOC ⁵	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 For College Algebra: \geq Accuplacer College-Level Math is recommended. ⁴ ACT confirms that ASPIRE and Pre-ACT are predictive measure to aid in focusing high school instruction and <u>do not</u> replace ACT: if a student has taken the ACT in high school, the ACT score must be used as the placement measure. ⁵ LEAP 2025 minimum English and Mathematics scores are currently under consideration by the Board of Regents.		

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.			

Technical/Work Skills Courses (Not on the Articulation Matrix): A technical/work skills course is a course in a skill or occupational training area that contributes to a declared Career Area of Concentration and/or leads to a recognized industry-based certification, certificate, or diploma. It is not a transferrable General Education course or listed on the Master Course Articulation Matrix. High school students seeking to enroll in a technical/work skills course must demonstrate an ability to benefit as defined by the Management Board and its member campuses.

INSTRUCTOR REQUIREMENTS

There is no difference in expected qualifications for a dual enrollment instructor from those of any other on-campus instructor. Whether or not the instructor of record is actually engaged in teaching students in the classroom or online or is overseeing the teaching process, the individual listed as the instructor of record is responsible for content/instruction delivered in the classroom.

If the individual delivering or facilitating DE instruction is not a regular member of the postsecondary institution's on-campus faculty, he or she must receive appropriate formal training by the postsecondary institution/department on delivery of the particular college course: syllabus; campus and departmental expectations for delivery, grading, and student performance. The teacher/facilitator 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.

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 the 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.