

Marty J. Chabert
Chair

Collis B. Temple III
Vice Chair

Blake R. David
Secretary

Kim Hunter Reed, Ph.D.
Commissioner of
Higher Education



Claudia H. Adley
Randy L. Ewing
Robert W. Levy
Charles R. McDonald
Darren G. Mire
Sonia A. Pérez
Wilbert D. Pryor
T. Jay Seale III
Gary N. Solomon, Jr.
Gerald J. Theunissen
Felix R. Weill
Jacqueline V. Wyatt
Anthony B. Kenney, Jr., Student

BOARD OF REGENTS
P. O. Box 3677
Baton Rouge, LA 70821-3677
Phone (225) 342-4253, FAX (225) 342-9318
www.regents.la.gov

AGENDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE

January 14, 2019 • 1:00 p.m.

Louisiana Purchase Room, W.C.C. Claiborne Building, Baton Rouge, LA

- I. Call to Order**
- II. Roll Call**
- III. Consent Agenda**
 - A. Reauthorization of Existing Centers and Institutes
 1. Red River Watershed Management Institute
 - B. Routine Staff Reports
 1. Staff Approvals
 2. Progress Reports for Conditionally Approved Programs/Units
 3. Letters of Intent/Proposals in the Queue
- IV. Proposed New Research Center or Institute**
 - A. Kathleen Babineaux Blanco Public Policy Center – UL, Lafayette
- V. AA Policy 2.22 – Minimum Requirements for Dual Enrollment**
- VI. Other Business**
- VII. Adjournment**

Committee Members: *Marty Chabert, Chair; Blake David, Vice Chair; Claudia Adley; Anthony Kenney, Wilbert Pryor; Collis Temple III; Jacqueline Wyatt; LCTCS, LSU, SU, UL System Representatives.*

AGENDA ITEM III A 1
REAUTHORIZATION of a PREVIOUSLY APPROVED RESEARCH UNIT
LOUISIANA STATE UNIVERSITY - SHREVEPORT
RED RIVER WATERSHED MANAGEMENT INSTITUTE

BACKGROUND INFORMATION

Louisiana State University at Shreveport (LSUS) is requesting reauthorization of the Red River Watershed Management Institute (RRWMI). The Institute was granted initial full approval by the Board of Regents in September 2003 with continued authorization granted in 2008 and 2013. The LSU Board of Supervisors approved continued authorization of the RRWMI at its September 2018 meeting.

STAFF SUMMARY

1. Description

The RRWMI is a multidisciplinary educational and research unit that conducts research on the Red River and its watershed, provides education and resources to local K-12 students as well as LSUS students, and supports management of the river's watershed through research, outreach, and recommendations to industry and government. The Institute manages a 585-acre wetland (Red River Education and Research Park), maintains state-of-the-art water monitoring technology, and operates a geographic information systems (GIS) laboratory and an environmental assessment and monitoring laboratory.

The Institute brings together university, state, city and industry resources to investigate water issues in the Red River watershed region. The RRWMI monitors groundwater and surface water in the region, particularly important due to the discovery and exploration of gas resources in the Haynesville Shale. Data from the RRWMI has helped state water planners in assessing approaches to aquifer monitoring and assisting local and parish officials in long-term planning of water resources. The RRWMI also has been involved in monitoring and investigating ecological impacts and control measures related to invasive aquatic plants.

2. Activities

Current and ongoing projects of the RRWMI include:

- The LSUS/Caddo Parish Monitoring Well Project, initiated in 2007 and expanded in 2010, involves a cooperative monitoring and long-term data collection of ground water in the parish through 10 ground wells and reporting of water levels to partners in the parish, the Louisiana Department of Natural Resources, and the US Geological Survey.
- The Water Energy Working Group, established by the RRWMI, successfully coordinated the usage of alternative water sources for the massive well stimulation hydraulic fracturing operations of the Haynesville Shale Gas Field. The working group was established in response to concerns about the Haynesville project's effect on the quality and availability of groundwater in the area for the public, industry, and wildlife, and the group's work led to the establishment of protocols and the coordination of the use of non-potable water sources for the project.
- Ongoing research on the Red River Alluvial Aquifer, a source of high volumes of water for industrial use in the region, has been funded by the EPA and a donation by SHELL Oil Company.
- A 2018 grant from the BoRSF is supporting a project on the effects of the invasive water fern, *Salvinia Molesta*.
- Educational opportunities for K-12 students, as well as coursework and research opportunities for LSUS undergraduate and graduate students, continue.

3. Resources and Administration

The previous position of Assistant to the Director was changed to Assistant Director in 2017 and was filled by Dr. Jerome Lewis. The newly hired Dean of the College of Arts and Science, Professor of Geography Dr.

Peter Siska, will be heavily involved with the work of the Center. Current RRWMI Director Dr. Gary Hanson retires this month, and Dr. Beverly Burden will serve as interim director. A search for an Associate Director is in progress. In addition to these administrative positions, the institute has several actively involved faculty, including two from the LSU Ag Center.

The RRWMI facilities in the LSUS Science Building include offices, an environmental analysis lab, and a geographic information systems computer lab that the new administration plans to use for research in collaboration with local environmental agencies, in addition to use for courses. The Institute also operates the Anderson Watershed Research Station and the Red River Education and Research Park. The research station is adjacent to the Institute's floating Surface Water Analysis and Monitoring Platform, and it includes a native plant raised garden and a fossil-rich boulder from the area. The station's lab and classroom space are used for many purposes, including as a meeting space by local groups and K-12 education. The 585-acre research park jointly maintained by LSUS and Shreveport Parks and Rec, and in addition to public use the park is used for coursework and research. Both of these facilities are actively used and are in need of some updates and major repairs due to damage caused by 2015 and 2016 flooding in the area.

4. Budget

The Institute receives approximately \$80K in support from the university. The Institute also anticipates an additional \$140K this year from grant, government, corporate, and foundation support. Through newly focused fundraising and grant application efforts, RRWMI expects that amount to increase to approximately \$400K per year by the next reauthorization request in 2023. The majority of the Institute's expenditures are on personnel, supplies, and equipment. The focus on increasing revenue in the coming years will be largely for the purpose of updating equipment and facilities.

STAFF ANALYSIS

The applied research and community services which the Institute provides both to the University and the community are important to Shreveport regional infrastructure and industry. The Institute conducts important research on water management, including the impacts of wetland management and invasive plant species, and it provides valuable education and resources to students at all levels of K-12 and university education. Securing sufficient funds and support to repair and update facilities and equipment will be challenging but critical to the functions of the RRWMI and its service to the region.

STAFF RECOMMENDATION

Senior staff recommend that the Academic and Student Affairs Committee recommend continued authorization of the Red River Watershed Management Institute at Louisiana State University, Shreveport for a period of five years. A progress report and request for reauthorization shall be due by December 1, 2023.

AGENDA ITEM III B 1
ROUTINE ACADEMIC REQUESTS
 Staff Approvals

Institution	Request
LSU	Request to change the name of the MS/Animal, Dairy, & Poultry Sciences, and the PhD/Animal & Dairy Sciences (CIP 01.0901) to MS & PhD/Animal Sciences to match the name of the school and the BS program, and to eliminate confusion about the nature of the degrees. <u>Approved.</u>
LSUE	Request to complete the <u>termination</u> of the <u>CAS/Diagnostic Medical Sonography</u> (CIP 51.0910), as all students in the pipeline have completed and implementation of the new AAS, approved by the BoR in August 2017, began in Fall/2018. <u>Approved.</u>
LSUHSC-NO	Request to split the DNP/Nursing Practice program listing (CIP 51.3818) to separate the Nurse Anesthesia concentration/track from the other categories, to reflect a DNP/Nurse Anesthetist (CIP 51.3804) and DNP/Nursing Practice (CIP 51.3818). There will be no change to the approved academic program except in separating the focus areas by CIP. <u>Approved.</u>
LSUHSC-S & LSU-S	Request to offer the joint MPH/Public Health (CIP 51.2201) 100% online. <u>Approved</u>
McNeese	Request to <u>terminate</u> the <u>AA/Paralegal Studies</u> (CIP 22.0302) due to low demand for the program. Completers in reverse chronological order have been: 5-11-15-4-13 (avg 10). Other associate degree programs are offered at BRCC (avg 17) and Nunez (avg 9 completers). Teach out should be completed by Spring 2020. – <u>Approved.</u>
McNeese	Request to <u>terminate</u> the <u>PBC/Early Childhood Education, Gr PK-3</u> (CIP 13.1210) due to low enrollment: the BS/Early Childhood averages 21 completers; the PBC averages 1. Students seeking alternative certification could complete the PBC/Elementary Ed and add on early childhood ed certification to that. Pipeline should be cleared by Fall 2022. <u>Approved.</u>
McNeese	Request to <u>terminate</u> the <u>Practitioner Teacher Certification</u> program for Elementary Ed Grades 1-5 (CIP 13.1202) due to low enrollment and the limited number of hours in the practitioner program. The PBC for the same area will be maintained for those seeking initial certification. <u>Approved.</u>
Nicholls	Request to change the name of the College of Education to the <u>College of Education & Behavioral Sciences</u> to better reflect the full scope and mission of the unit, which houses both the Dept of Education and the Dept of Psychology & Counseling. <u>Approved.</u>
ULL	Request to offer the BSBA/Management (CIP 52.0201) 100% online as well as on campus. <u>Approved.</u>
UNO	Request to change the name of the GC/Hazards Policy Studies (CIP 43.0302) to <u>GC/Disaster Management & Community Resilience</u> (same CIP) and reduce the number of credit hours from 15 to 12. <u>Approved</u> (As there have been no completers since initial approval in March 2013, a progress report is requested by 1 Dec 2020.)

AGENDA ITEM III B 2

PROGRESS REPORTS for CONDITIONALLY APPROVED ACADEMIC PROGRAMS & RESEARCH UNITS

Initial Approval	Program	Staff Analysis	Staff Recommendation for Board Action
02.2016	Baton Rouge CC AAS Automotive Technology CIP 47.0604 Implemented Fall 2016. Current progress report received 12.14.2018.	Program will be incorporated as a concentration in the AAS Vehicle Maintenance & Repair Technologies (approved Sept. 2018) upon SACSCOC approval in 2019.	Receive and accept the progress report. <u>No further reporting is required; a request for termination will be submitted.</u>
02.2016	Baton Rouge CC AAS Diesel Heavy Truck Technology CIP 47.0613 Implemented Spring 2017. Current progress report received 12.14.2018.	Program will be incorporated as a concentration in the AAS Vehicle Maintenance & Repair Technologies (approved Sept. 2018) upon SACSCOC approval in 2019.	Receive and accept the progress report. <u>No further reporting is required; a request for termination will be submitted.</u>
12.2013	Central Louisiana TCC AAS Technical Studies CIP 47.9999 Implemented Fall 2016. Current progress report received 12.7.2018.	Program has graduated two students since program started in 2016. Recent addition of Computer Technology concentration is expected to increase graduates to eight by AY 19/20.	Receive and accept the progress report. A subsequent report is due June 1, 2020.
03.2017	LSU Alexandria BS Chemistry CIP 40.0501 Implemented Fall 2017. Current progress report received 12.3.2018.	The new program had four graduates last year, and expects additional enrollment growth with the newly added Secondary Education concentration. The American Chemical Society changed the minimum FT faculty requirement from four to five for certification. LSU-A will not seek certification until enrollment justifies hiring additional faculty to meet the requirement.	Receive and accept the progress report. A subsequent report is due June 1, 2020.
08.2012	LSU Alexandria BS Medical Lab Science CIP 51.1005 Implemented Spring 2013. Current progress report received 12.3.2018.	Program achieved accreditation through the National Accrediting Agency for Clinical Laboratory Sciences in October. Program graduated seven students in 16/17 but none in 17/18 due to a temporary gap in new students transferring from AS programs who have completed all prerequisites. Accreditation is expected to lead to increased enrollment and grad rates.	Receive and accept the progress report. A subsequent report is due June 1, 2020.
05.2015	SOWELA TCC ASN Nursing CIP 51.3801 Implemented Fall 2016. Current progress report received 12.18.2018.	The program graduated its first 13 students last year and expects 22 next year. Last year's graduates had a 100% NCLEX-RN Pass Rate, and several students are enrolled or concurrently enrolled in nursing at McNeese. The program has achieved accreditation and has hired one additional FT faculty and five adjuncts to meet demand.	Receive and accept the progress report. A subsequent report is due December 1, 2019.
12.2013	UL Lafayette MS Systems Technology CIP 15.0503 Implemented Fall 2014. Current progress report received 12.27.2018.	Current enrollment in the program is 15, and the program has shown steady growth with 9 graduates last year, achieving the required minimum completer average of five over a three year period.	Receive and accept the progress report. <u>No further reporting required.</u>

AGENDA ITEM III B 3
LETTERS of INTENT/PROPOSALS in the QUEUE
Submitted to BoR by Management Boards

REQUEST	CAMPUS	PROGRAM	RECV'D	STATUS
Letters of Intent	UNO	PhD – Justice Studies	06.25.18	06.29– 07.27.18 circulated to CAOs; 08.01 questions sent to campus; 08.01 received initial response; 08.03 suggested mtg to discuss; follow up on request to meet or table 12.14 and 01.03; meeting scheduled for late January.
	LSU	MS – Healthcare Systems Engineering	07.02.18	07.02- 08.03.18 circulated to CAOs for input; 08.09 sent questions to campus; 08.13 campus responses received; 09.11 additional questions submitted to campus, responses received 9.14; 10.8 ongoing concerns discussed with campus, waiting for written response; 12.20 responses received; under staff review.
	SLU	BS – Integrated Science & Technology	08.23.18	8.30.18 - circulated to CAOs for input; responses due 9.27.18; 1.3.2019 - sent summary of CAO and staff concerns to campus; awaiting response.
	McNeese	DNP – Psychiatric Mental Health	10.29.18	11.8.2018 – circulated to CAOs for input, responses due 12.6.2018; under staff review.
	ULM	BA – Music	10.29.18	11.8.2018 – circulated to CAOs for input, responses due 12.6.2018; under staff review.
	LSU	MS – Sport Management	11.05.18	11.8.2018 – circulated to CAOs for input, responses due 12.6.2018; under staff review – received response to questions on 01.08.2019.
	SLU	MS – Population Health Mgt	12.11.18	Under staff review
Proposals	FTCC	AAS – Care & Development of Young Children	10.04.18	11.16.18 – Staff & campus discussions on program detail and need; awaiting revised proposal.
	LSU A&M	MS – Child & Family Studies	10.04.18	10.04.18 – Contacted campus to clarify that reactivation of a 5-year suspended concentration as a standalone program may require a proposal for a new program; 10.10.18 – received more information on program plan along with faculty vitae; 11.29.18 –requested list of potential external reviewers. 12.11.18 – received copy of revised proposal & faculty vitae; proposal has been sent to external reviewer, w report expected by 01.30.
	NSU	BS – Resource Management (conversion from BAS)	10.29.18	11.28.18 – emailed staff questions about program purpose and design, for faculty/dept input; awaiting response.
	NWLTC	AAS – Health Information Technology	11.20.18	11.20.2018 – Under staff review.
	BRCC	AAS – Computing & Information Technology	11.30.18	1.3.2019 – mtg 01.04 to discuss questions about program, requested CIP; Board review expected for Feb mtg.

AGENDA ITEM IV A
REQUEST FOR ONE-YEAR CONDITIONAL APPROVAL
UNIVERSITY of LOUISIANA at LAFAYETTE
KATHLEEN BABINEAUX BLANCO PUBLIC POLICY CENTER

BACKGROUND INFORMATION

The University of Louisiana at Lafayette (ULL) requests approval to establish the Kathleen Babineaux Blanco Public Policy Center (Blanco Center). The request was approved by the UL Board of Supervisors at its December 2018 meeting and was sent to the Board of Regents for consideration. Board of Regents policy is to grant conditional approval of new research units, typically for a period of one year.

STAFF SUMMARY

1. Description and Need

In partnership with the ULL College of Liberal Arts and the Edith Garland Dupré Library, the proposed Blanco Center aims to conduct non-partisan public policy research, offer education opportunities such as lectures and seminars, respond to policy analysis needs of government, and preserve and make public the Governor Kathleen Blanco administration archive collection. The Center will work primarily in the public policy areas most prominent during the years of state government service by Governor Blanco (ULL '64). Her work focused on governmental ethics, criminal justice reform, poverty, workforce and economic development and opportunity, and the role of women in politics and education.

The Blanco Center will distinguish itself from other university-based public policy centers and public agencies in Louisiana by combining faculty expertise in research areas such as economics, sociology, history, political science, archival research, and criminal justice with the rich resource of Blanco's public service records. Blanco donated the archives from her tenure as Governor, including those files pertaining to recovery efforts from Hurricanes Katrina and Rita, to her Alma Mater in 2018. Over \$1 million in private funds has been raised to establish and support the proposed Blanco Center.

2. Initiatives and Objectives

The Blanco Center will conduct research, issue white papers, and present seminars, lectures, workshops, and professional development opportunities in the public policy areas of focus of the Blanco administration. The work of the Center will bridge the gap between university researchers and public policy makers by forging relationships, building communication, and fostering collaboration between the university and public sector toward the shared goal of solving problems to move the state forward. Existing partnerships between ULL and local and regional economic development partners serve as the foundation for future collaborations between the Center and entities such as the Lafayette City-Parish Consolidated Government's International Center Foundation and the Lafayette Economic Development Authority. The proposed Center's data gathering and analysis capabilities in the areas of workforce and employment would serve to enhance these partnerships.

3. Resources and Administration

The Blanco Center Director will report directly to the Dean of Liberal Arts, and salaries for the Center's director and staff, including an administrative assistant, program coordinator, archivist, library specialist, and graduate assistant, will be funded by the university. Current ULL faculty from sociology, criminal justice, political science, history, economics, and the University Library will be affiliated with the Center. Space has been allocated in the library for the Blanco archives and Center offices and collaborative workspaces.

4. Budget

The proposed Blanco Center has already secured \$1,024,145 in private gifts, and fundraising is ongoing. The ULL Foundation anticipates another \$500K for the Center's second year and \$100K in its third and fourth year. Upon its opening, the Center will begin to actively pursue external funds to support research and subsidize operations. Once fully operational, the Center will be largely focused on externally funded research.

STAFF ANALYSIS

The acquisition of the Blanco administration archives, highly successful fundraising efforts, and dedication of institutional funds and space are evidence of the Blanco Center's potential for success. The Center's stated areas of research and policy analysis focus are relevant to the future of Louisiana's economy and communities. Grant support for the Center's research will be critical to its long term success, and staff are confident in ULL's commitment to supporting the Center's efforts to secure funding and to conduct important research and education in areas of public policy that are important to the State.

STAFF RECOMMENDATION

Senior staff recommend that the Academic and Student Affairs Committee recommend one-year conditional approval of the Kathleen Babineaux Blanco Public Policy Center at the University of Louisiana at Lafayette, with a progress report and request for full authorization due by February 1, 2020.

AGENDA ITEM V

AA POLICY 2.22: MINIMUM REQUIREMENTS for DUAL ENROLLMENT

Proposed Postponement of Implementation of High School GPA of 2.75

BACKGROUND INFORMATION

To better understand issues of course quality and rigor, faculty preparation, and access and availability in the context of dual enrollment programs in Louisiana, House Concurrent Resolution (HCR) 141 and Senate Resolution (SR) 182 of the 2016 Regular Session of the Louisiana Legislature requested that the State Superintendent of Education and the Commissioner of Higher Education, in collaboration with other state agency leaders and in consultation with key stakeholders, study and make recommendations relative to the availability, expansion, and use of dual enrollment to better support students' transition from secondary to postsecondary education.

The 2016 report to the Legislature supported expansion of dual enrollment for qualified students. Key among the findings were the need to:

- Develop statewide guidelines that safeguard the quality and integrity of dual enrollment programs.
- Design senior year scheduling to prepare students for college-level coursework, providing remediation if needed, before guiding the student into dual enrollment opportunities.
- Focus and accelerate college and career counseling.
- Have the Board of Regents develop a policy outlining minimum qualifications for students to enroll and instructors to teach dual enrollment courses.

In response to the recommendations cited above and to growing concerns regarding student readiness, faculty qualifications, and the quality of the dual enrollment courses, Regents' staff developed a draft dual enrollment policy. In fall 2017, the draft policy was reviewed and discussed by the Governor's College and Career Readiness Commission. Following a number of revisions to address Commission members' concerns, the Board of Regents adopted Academic Affairs Policy 2.22: Minimum Requirements for Dual Enrollment (AA 2.22) in December, 2017 (Attachment 1).

The purpose of AA 2.22 is to ensure quality and transferability of available dual enrollment courses. The policy addresses:

- Course content and rigor
- Student eligibility for academic and technical/workforce courses
- Instructor qualifications
- Student mix in dual enrollment classes

The policy became effective in Fall 2018.

Review of Academic Affairs Policy 2.22

A primary component of AA 2.22 is Student Eligibility for enrollment in Academic Courses, defined as a course appearing on the Master Articulation Matrix. It includes ACT placement scores in English and mathematics and, because a dual enrollment student is still working on the basic Regents' Core foundation courses for college preparation, it requires the high school student to have and maintain a cumulative HS GPA of at least 2.5, verified by the high school. The minimum HS GPA is scheduled to increase to 2.75 in Fall 2019.

It is important to understand the context in which these HS GPAs were determined. In a data rich environment, Regents' staff would have researched the performance of dual enrollment students in college academic courses based on HS GPA. However, with the passage of Act 837 of 2014, the BoR does not currently have access to the Student Transcript System (STS) which includes HS GPA information.

In the absence of HS GPA data, Regents' staff examined dual enrollment policies in other SREB states to identify commonalities with regard to HS GPA and eligibility to enroll in academic dual enrollment

courses. The results of that examination are displayed in Attachment 2, as updated in October 2018. The SREB policy review indicates that most of the SREB states with published academic eligibility requirements for enrollment in academic dual enrollment courses require a minimum HS GPA of 3.0. With campus and high school planning for the Fall 2018 underway, staff recommended an ultimate HS GPA requirement of 2.75, with a requirement of 2.5 in 2018 as a bridge to full implementation of the minimum HS GPA in Fall 2019.

In the absence of access to the statewide STS, Regents' staff examined its Statewide Student Profile System (SSPS) to ascertain whether existing data were available to address the HS GPA question. Although the HS GPA is a required reporting field in SSPS for first time entering freshmen, historically it has not been required for high school students taking college courses (preparatory students). Therefore, SSPS records could not be used as a reliable source to determine the relationship between HS GPA and performance in dual enrollment courses in Louisiana.

In November 2018, Regents' staff notified the postsecondary systems and campuses of revisions to the specifications for SSPS, including the mandatory inclusion of the HS GPA for all preparatory students (high school students enrolled in college courses), effective immediately for the current semester Fall 2018. The collection of HS GPA data on preparatory students will provide the staff with local data to examine the relationship between HS GPA and performance in academic dual enrollment courses.

STAFF RECOMMENDATION

Senior Staff recommend that the Board of Regents postpone the Fall 2019 implementation of the 2.75 HS GPA eligibility requirement for participation in academic dual enrollment courses under Academic Affairs Policy 2.22: Minimum Requirements for Dual Enrollment. Staff will examine the Fall 2018 and Spring 2019 performance of preparatory students in dual enrollment as measured by grades earned by students with HS GPAs between 2.5 and 2.75. During Fall 2019, the Regents' staff will report its findings to the Board of Regents, at which time the Board may discuss the impact of the policy and make an informed decision regarding the implementation of an increased HS GPA requirement.



Academic Affairs Policy 2.22

Minimum Requirements for Dual Enrollment

Public Postsecondary Quality Guidelines

Purpose: To ensure quality and transferability of dual enrollment courses.

Dual Enrollment is the enrollment of a high school (HS) student in a college course for which dual credit (both college and HS 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 BoR 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.

- 1) 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 HS course, but such variations cannot negatively impact student outcomes, midterms, or finals in the college-credit course.
- 2) 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.
- 3) Academic (GenEd/transfer) courses must be listed on the Master Articulation Matrix, with Common Course Number listed on the syllabus so that students will know where and how the course will transfer. (Exceptions may be made for students who have advanced beyond the matrix.)

Student Eligibility¹. Because HS students, in most cases, have not had the degree of exposure to academic course content that a freshman student would have experienced through completing the Regents' academic (*TOPS-University*) core, it is logical that eligibility requirements for Matrix courses would be slightly more specific in demonstrating readiness for college-level work. Students must meet any eligibility requirements the postsecondary institution designates, including prerequisites, placement measures, etc., in addition to *minimum* requirements outlined below. *Minimum requirements may be increased by the postsecondary institution for particular courses or for dual enrollment, in general.*

Academic Courses (Master Articulation Matrix)

With the goal of concentrating on the Core foundation and college readiness upon graduation, HS 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, i.e., to demonstrate ACT (or equivalent) Composite of at least 19 with subscores of at least 19 (Math) and 18 (English).² The postsecondary institution may require higher readiness indicators.

¹ Minimum requirements are effective Fall 2018. Students who successfully completed (with grades \geq C) DE courses in the preceding semester (e.g., Spring or Summer 2018) may be *grandfathered* in to continue enrollment.

² Students who have not yet taken the ACT in high school may qualify via posted *Minimum Admission/Placement Score Guides*, e.g., Pre-ACT (18E, 19M), Aspire (433E, 431M) or EOC (740 E-II, 760 A-1, or 750G).

- Students who meet other readiness indicators but have <18 in ACT English may be allowed to enroll in mathematics courses for DE, if they concurrently address their reading/writing deficiencies; and
- Students who meet other readiness indicators but have <19 in ACT Math may be allowed to enroll in English, foreign language, history, or introductory social science, humanities, or arts survey courses for DE, if they concurrently address their mathematics deficiencies.
- 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.

Students may concurrently address deficiencies in several ways, e.g., by continuing to complete core classes, participating in online subject area reviews before retaking the assessment, or, after completing at least three core English/math courses, enrolling in a BESE-approved HS transition or college developmental course for which a grade $\geq C$ will be considered equivalent to the required ACT.

Dual Enrollment students must have and maintain a cumulative HS GPA of at least 2.5 (2.75, effective Fall 2019), verified by the high school, to initiate or continue dual enrollment.

Institutions engaged in recognized Early College programs (SLCC and the Early College Academy in Lafayette Parish; RPCC and the Early College Option in Ascension Parish) will adhere to this policy except as recommended by the Management Board and endorsed by the Board of Regents.

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. HS 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. There is no difference in expected qualifications for a dual enrollment instructor from those of any other on-campus instructor. Likewise, there is an expectation of appropriate oversight of dual credit instructors if adjunct instructors are used, just as would be expected for any other college program. 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.

- 1) To ensure the quality and integrity of the academic content and delivery of the course, the person delivering the instruction as a representative of the institution should be a qualified, effective faculty member. That individual must, at a minimum, meet the institution's policy on faculty qualifications, within SACSCOC (or COE) credential guidelines.
- 2) Especially if the person delivering or facilitating the instruction is not a regular member of the postsecondary institution's on-campus faculty, s/he 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. Each institution will report to the BoR a description of the process which DE instructors are required to complete prior to offering the course.

Student Mix. College courses offered for dual enrollment credit should be differentiated from regular HS courses in content and performance expectations. The class may be comprised of all secondary students or a mix of both HS and college students, but all participating in the course should be fully participating at the college level, whether enrolled for college credit or auditing for content or challenge. If a dual credit course includes students not taking the course for college credit, postsecondary institutions should be prepared to offer a compelling explanation as to how the *collegiate level* of the course is ensured.

Required High School Grade Point Average for Participation
in Academic Dual Enrollment Courses, SREB States

State	DE Eligibility: ACT, HSGPA, etc
AL	University = 3.0 HSGPA & pass UAEC College Readiness Course; Cmty College = 2.5 HSGPA
AR	19 ACT Reading; 19 Engl/Math to enroll in Engl/Math
DE	Set by the postsecondary institution
FL	3.0 HSGPA + minimum ACT score; 2.0 HSGPA for CTE courses
GA	3.0 HSGPA + 20 ACT at UGA System; 3.0 HSGPA, 20 ACT Engl, 21 ACT Math at GA State
KY	Varies: 3.0 HSGPA at EKU, 3.0 at Morehead State, 3.0 at Murray State; 2.5 at KSU; 2.0 at WKU; others undefined
LA	2.5 HSGPA (2.75 in F/2019); 18 ACT Engl, 19 ACT Math
MD	Set by the postsecondary institution
MS	3.0 HSGPA + Jr status or 14 HS Core units completed or ACT 30. (No Remedial courses)
OK	3.0 HSGPA + (24 ACT/Research U; 20 ACT/Regional U; 19 ACT/Cmty College. (No Remedial courses)
SC	Most offered through SCTCS system = same as other college stu; USC campuses = 3.0 HSGPA
NC	3.0 HSGPA for College Transfer courses; 3.0 HSGPA for free CTE course tuition at CC
TN	Grant for DE: 3.0 HSGPA + qualifying ACT for TN HOPE scholarship
TX	Meet TX min scores in reading, math, writing
VA	Set by the postsecondary institution
WV	Set by the postsecondary institution

State Policy Review – October 2018 (Web)