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AGENDA ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Wednesday, June 14, 2023

12:15 p.m.

Claiborne Building, 1st Floor
Thomas Jefferson Rooms A&B 1-136
1201 North Third Street
Baton Rouge, LA 70802

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
 - A. Routine Staff Approvals
 - B. Progress Reports
 - C. SARA Initial Application – Bridges Christian College
- IV. Academic Programs
 - A. AAS Wind Energy Technology – Nunez Community College
 - B. AS Health Studies – South Louisiana Community College
- V. Addition of “Choice Modality” to Academic Affairs Policy 2.22 – Dual Enrollment
- VI. Other Business
- VII. Adjournment

Committee Members: Blake R. David, Chair; Stephanie A. Finley, Vice Chair; Christian C. Creed; Darren G. Mire; Gary N. Solomon Jr.; Terrie P. Sterling; Samuel T. Gil (*student member-elect*); LCTC System Representative; LSU System Representative; SU System Representative; UL System Representative
Staff: Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation

AGENDA ITEM III.A.

Routine Academic Requests & Staff Approvals

Institution	Request
Louisiana Tech University	Request to establish the following Undergraduate Certificate (UC) and Graduate Certificate (GC) programs with progress reports due October 1, 2024: <ul style="list-style-type: none">• UC Biological Visualization (CIP 50.0411)• UC Business Data Analytics (CIP 30.7102)• UC Health/Medical Physics (CIP 51.2205)• UC Professional Land Surveyor (CIP 15.1102)• GC Business Data Analytics (CIP 30.7102)• GC Health Sciences (CIP 34.0199) Approved.
LSU A&M	Request to change the CIP code of the BS Architecture from 04.0201 (Architecture) to 04.0902 (Architectural Building Sciences/Technology) to better reflect the focus of the program and to align with the institution's graduate architecture program. Approved.
LSU A&M	Request to change the name of the Center for Turbine Innovation and Energy Research (TIER) to the Center for Transformative Innovation in Energy Research to better align the center's name with its expanded research focus areas. Approved.
LSU A&M	Request to change the name of the College of Education to the College of Education and Human Sciences to better align the college name with the research, instruction, and service activities of the various units within the College. Approved.
LSU A&M	Request to establish the following Graduate Certificate (GC) programs with progress reports due October 1, 2024: <ul style="list-style-type: none">• GC Cybersecurity Risk Management (CIP 11.1003)• GC Financial Analytics (CIP 27.0305) Approved.
LSU Alexandria	Request to offer the BS in Biology (CIP 26.0101) in a hybrid format combining online and on campus courses. Approved.
LSU Alexandria	Request to offer the BA in History (CIP 54.0101) 100% online. Approved.

<p>Northwestern State University</p>	<p>Request to reorganize several departments within the College of Arts and Science into a new School of Science, Technology, Engineering, and Mathematics (STEM) within the College. The new School of STEM will include the following departments:</p> <ul style="list-style-type: none"> • Department of Biology Microbiology • Department of Engineering Technology • Division of Mathematics • Department of Physical Sciences • Department of Veterinary Technology <p>The change will facilitate the centralization of administrative functions and facilitate interdisciplinary collaboration.</p> <p>Approved.</p>
<p>Southeastern Louisiana University</p>	<p>Request to establish the following Undergraduate Certificate (UC) and Graduate Certificate (GC) programs with progress reports due October 1, 2024:</p> <ul style="list-style-type: none"> • UC Sales Leadership (CIP 52.1801) • GC Sport Management (CIP 31.0504) <p>Approved.</p>
<p>University of Louisiana at Lafayette</p>	<p>Request to establish a Post-Masters Certificate in Psychiatric Mental Health Nurse Practitioner (CIP 51.3810) with a progress report due October 1, 2024.</p> <p>Approved.</p>

AGENDA ITEM III.B.
PROGRESS REPORTS for CONDITIONALLY APPROVED
ACADEMIC PROGRAMS

Regular progress reports are required for every new academic degree program until the program can demonstrate sustainability. This is determined by information on enrollment, completion, accreditation, and other related factors. Progress reports are typically required every 1-2 years depending on the program's age, implementation timeline, and whether it is demonstrating satisfactory progress.

The Board of Regents target minimum completer thresholds (3-year average) for programs are:

Associate, Bachelor's, Ugrad Level Certs.	8 STEM, 10 non-STEM
Master's, Grad Level Certs.	5 STEM, 6 non-STEM
Doctorate, Post-Doc Level Certs.	2 STEM, 2.5 non-STEM

Staff evaluate several factors when determining whether an approved program is making satisfactory progress. Along with the program's history of enrollment and completion, staff assess whether the program is making satisfactory progress toward subject-specific and regional accreditation when required. Staff also consider other evidence of successful implementation such as engagement with academic and industry partners, upgrades to technology and facilities, faculty hiring, external funding, and curricular adjustments. Institutions are required to provide both data and contextual information in their progress reports.

The following programs have demonstrated satisfactory progress through enrollment and completer growth or other evidence of successful implementation since the program was approved. The next progress reports for these programs are due October 1, 2024.

- Baton Rouge Community College, AAS Technical Studies
- Baton Rouge Community College, AAS Vehicle Maintenance and Repair Technologies
- Bossier Parish Community College, AAS Culinary Arts
- Bossier Parish Community College, AAS Cyber Security
- Bossier Parish Community College, AAS Software Development
- Bossier Parish Community College, AAS Surgical Technology
- Central LA Technical Community College, AAS Cloud Computing
- Central LA Technical Community College, AAS Practical Nursing
- L E Fletcher Technical Community College, AS Environmental Science
- Louisiana Delta Community College, AAS Industrial Maintenance Technology
- Louisiana Delta Community College, AAS Technical Studies
- River Parishes Community College, AAS Systems Administration
- River Parishes Community College, AAS in Industrial Maintenance Technology
- South Louisiana Community College, AAS Practical Nursing
- SOWELA Technical Community College, AAS in Surgical Technology
- SOWELA Technical Community College, AAS Practical Nursing
- LSU A&M College, PhD Statistics
- LSU A&M College, PhD Industrial Engineering
- LSU A&M College, MS Financial Economics
- LSU A&M College, PhD Construction Management
- LSU A&M College, MS Athletic Training
- LSU A&M College, BS Business Analytics
- LSU at Alexandria, BS in Kinesiology
- LSU at Alexandria, BS Computer Science
- LSU at Eunice, AS Health Sciences
- LSU Health Sciences Center New Orleans, BS in Public Health

- LSU Health Sciences Center New Orleans, PhD Nursing
- LSU Health Sciences Center – Shreveport, PhD Rehabilitation Sciences
- LSU Health Sciences Center – Shreveport, Doctor of Occupational Therapy OTD
- LSU Health Sciences Center – Shreveport, MS Medical Sciences
- Southern University New Orleans, BS Nursing - BSN
- Southern University in Shreveport, AAS Engineering Technology
- Southern University in Shreveport, AS Teaching, Grades 1-5
- Grambling State University, BS Cloud Computing
- Grambling State University, PhD Criminology and Justice Administration
- Grambling State University, BS in Cybersecurity
- McNeese State University, MS Nutritional Sciences
- Southeastern Louisiana University, MS Athletic Training
- Southeastern Louisiana University, MS Population Health Management
- Southeastern Louisiana University, BS Integrated Science and Technology
- University of Louisiana at Lafayette, MS in Environmental Resource Science
- University of Louisiana at Lafayette, MS Industrial Chemistry
- University of Louisiana at Lafayette, MAT Elementary Education, Grades 1-5
- University of Louisiana at Monroe, BA Music
- University of Louisiana at Monroe, BS in Unmanned Aircraft Systems Management
- University of Louisiana at Monroe, PhD Pharmacology
- University of Louisiana at Monroe, DPT Physical Therapy
- University of New Orleans, PhD Justice Studies

The following programs have demonstrated some progress since program implementation but have not met enrollment and completion expectations in a reasonable timeframe. Regents staff have met with each respective system CAO to discuss these programs and will work with institutions to identify and address program issues. The next progress reports for these programs are due October 1, 2024.

- Baton Rouge Community College, AAS in Aviation Maintenance Technology
- Bossier Parish Community College, AAS in Systems Administration
- Central LA Technical Community College, AS Business Administration
- Central LA Technical Community College, AAS in Technical Studies
- Delgado Community College, AAS Paralegal Studies
- Delgado Community College, AAS in Science Laboratory Technology
- Delgado Community College, AAS in Instrumentation and Control
- L E Fletcher Technical Community College, AAS in Medical Laboratory Technician
- Louisiana Delta Community College, AAS Paramedicine
- Louisiana Delta Community College, AS in Computer Science
- Northshore Technical Community College AAS in Veterinary Technology
- SOWELA Technical Community College, AAS in Chemical Laboratory Technology
- LSU at Alexandria, BS in Chemistry
- LSU at Alexandria, BS in Long Term Care Administration
- LSU at Alexandria, BA in World Religions
- Southern University and A&M College, BM in Music
- Southern University and A&M College, BS and MS in Mathematics and Physics
- Southern University and A&M College, MAT in Elementary Education (Grades 1-5)
- Southern University in Shreveport, AAS in Polysomnographic Technology
- Southern University in Shreveport, AS / Computer Science
- Northwestern State University, AS in Engineering Technology
- University of New Orleans, MS in Transportation

An evaluation of the growth of recently approved degree programs has been incorporated into the new annual academic planning progress in an effort to streamline the process of evaluating the success of new programs while also identifying areas for improvement. Institutions may include updates during the academic planning process. Additional reporting may be required.

STAFF RECOMMENDATION

Senior Staff recommends the Board receive and accept the progress report on the recently approved programs as presented.

AGENDA ITEM III.C.

State Authorization Reciprocity Agreement (SARA) Initial Application

Bridges Christian College New Orleans, Louisiana

The State Authorization Reciprocity Agreement (SARA) is a national initiative which seeks to establish comparable national standards for the interstate offering of postsecondary distance-education courses and programs. SARA makes it easier for students to take online courses offered by institutions based in another state by reducing the cost and administrative burden on institutions seeking authorization in various states. SARA is a voluntary agreement among regional compacts (SREB, NEBHE, MHEC, and WICHE) and member states. Each member state approves their in-state institutions on an annual basis for SARA participation. Once approved, SARA member institutions may offer distance education programs in other SARA member states without additional authorization.

Act 13 of the 2014 Regular Session of the Louisiana Legislature authorized the Louisiana Board of Regents to seek SARA membership on behalf of the State of Louisiana. In October 2014, Louisiana's application for SARA membership was approved by the Southern Regional Education Board (SREB) and the National Council for State Authorization Reciprocity Agreements (NC-SARA), effective December 1, 2014.

To date, the Board of Regents has approved applications for institutional participation in SARA from 38 institutions. In March 2023, Bridges Christian College (BCC) submitted an application for Regents' consideration. BCC is an accredited Christian college located in New Orleans, Louisiana whose mission is to cultivate the hearts and minds of Spirit-empowered leaders for ministry where life and God connect. BCC offers programs in Biblical Studies and Ministry. Regents' staff has reviewed their application and determined Bridges Christian College meets all requirements for initial membership in SARA.

STAFF RECOMMENDATION

Senior Staff recommends approval of the initial application for institutional participation in SARA for Bridges Christian College and authorize staff to submit the approved application to NC-SARA for final approval of SARA membership.

AGENDA ITEM IV.A.

Proposed Associate of Applied Science in Wind Energy Technology Nunez Community College

Background Information

Nunez Community College (Nunez) requests Board of Regents' approval to offer an Associate of Applied Science (AAS) in Wind Energy Technology. The proposal was approved by the Louisiana Community and Technical College System (LCTCS) Board of Supervisors and then submitted to Regents for consideration. The proposal was then favorably reviewed by Chief Academic Officers statewide.

Staff Summary

According to the GNOwind Alliance website, the National Renewable Energy Laboratory (NREL) in a 2020 report ranked Louisiana fourth in state offshore technical wind potential. This past fall Louisiana's H₂theFuture project, led by the Greater New Orleans Development Foundation, was awarded a \$50 million US Economic Development Administration grant to develop a new clean energy cluster, including wind energy, in South Louisiana. Nunez is one of 25 partners in the project. The proposed AAS in Wind Energy Technology prepares students for immediate employment as wind turbine technicians or for transfer to a four-year institution. Students completing the AAS will also earn a Career and Technical Certificate (CTC) in Offshore Safety and Survival and a Technical Diploma (TD) in Wind Turbine Mechanics and Maintenance. The Global Wind Organization (GWO) maintains the standards for wind energy. This curriculum incorporates the GWO standards, giving students the knowledge, skills, and abilities of entry-level wind turbine technicians. Nunez has partnered with Energy Innovations in Norway to deploy the certified GWO curriculum. Currently, there is no other institution of higher learning in the United States offering an AAS degree that integrates the full GWO certification program.

1. Value:

- a. **Workforce Demand and Job Opportunities:** Recent national research done by the NREL assessing the offshore wind workforce found that the industry will need more than 44,000 workers in offshore wind energy by 2030 and nearly 33,000 additional workers in the communities to support offshore wind energy activity. Currently there are fewer than 1,000 workers in the country's offshore wind sector, according to estimates by the U.S. Department of Energy. A single 600-megawatt wind farm off the coast of Louisiana would produce an estimated 4,400 jobs during the construction phase and would contribute 150 new permanent jobs. The estimated starting salary for wind turbine technicians is \$58K per year.

There is no current workforce data available for Louisiana because this is a new industry in the state.

- b. **Curriculum Alignment with Employer Needs:** Nunez partnered with Energy Innovations in Norway to develop the certified GWO curriculum ensuring that the courses will maintain the GWO standards allowing for direct employment in the wind industry.
- c. **Same or Similar In-State Programs:** Currently, there is no other institution of higher learning in the United States that offering an AAS degree that integrates the full GWO certification program.

- d. **Student Enrollment and Completion:** This program will be the first in the nation to integrate the GWO certifications into an academic program, which will help recruit students from around the nation to the college.

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	10	22	32	44
TOTAL Estimated Program Graduates	0	8	10	12

2. **Resources:** The college intends to hire one full-time faculty member and one adjunct faculty member who will be GWO certified. Building renovations are being funded by Delta Regional Authority and Louisiana Economic Development grants, industry partner donations and the college's operating budget.

	Current	Needed	Additional Costs
Faculty	Current faculty will support the start-up of the program	1.5 FTE	\$63K per year
Physical (Facilities, Equipment, Library, & Technology)	Existing buildings are being used to support the program.	A renovated building will house Aerospace and Wind Energy Technology courses	Approx. \$1M
Student Support	Existing resources will meet the needs of the program for the foreseeable future.	No additional resources projected.	\$0

3. **Master Plan Priorities:** The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan.
- **Accessibility:** The credentials embedded within the proposed AAS in Wind Energy (CTC in Offshore Safety and Survival and TD in Wind Turbine Mechanics and Maintenance) allow for credentialled exit points for students to move through the program tailored to career opportunities. All GWO certified courses will be taught in-person, due to the mandates of the GWO standards. Full semester courses and fast track courses will be available.
 - **Affordability:** Nunez is working to develop a transfer agreement with UNO as they develop their bachelor's degree in Wind Engineering. Students can submit documentation of all previously earned IBCs, AP credit, Military credit, certifications, or work experience. Upon evaluation, students may earn credit for prior learning that could be applied towards the degree.
 - **Partnerships:** GNO Inc. recently announced that it received a \$50 million federal H2theFuture grant to develop a new energy cluster in South Louisiana. Nunez is partnering with UNO, GNO Inc., Energy Innovations in Norway and other organizations for this project.
 - **Work-based Learning:** The program's courses are designed for hands-on training of students. As the need for trained workers with the GWO certification grows, Nunez will seek to develop internships with industry partners.
 - **Other program attributes that contribute to closing the achievement gap with underserved populations:** The addition of the Wind Energy Technology, AAS program will allow Nunez to continue to provide the students and areas we serve with additional opportunities. The college plans to introduce this program to traditional students and also develop pathways to engage dual enrollment students.

Staff Analysis

The proposed AAS in Wind Energy Technology will be the first of its kind to integrate the GWO certifications into an academic program, which will attract students from around the nation to the college and the new Louisiana industry. The program will prepare students for immediate employment as wind turbine technicians or for transfer to a four-year institution. Students completing the AAS will also earn the CTC in Offshore Safety and Survival and the TD in Wind Turbine Mechanics and Maintenance, ensuring students are appropriately credentialed and prepared for employment in the field.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed Associate of Applied Science in Wind Energy Technology (CIP 47.0101) at Nunez Community College, with a progress report due June 1, 2024.

AGENDA ITEM IV.B.

Proposed Associate of Science in Health Studies South Louisiana Community College

Background Information

South Louisiana Community College (SLCC) requests Board of Regents' approval to offer an Associate of Science (AS) in Health Studies. The proposal was approved by the Louisiana Community and Technical College System (LCTCS) Board of Supervisors and then submitted to Regents for consideration. The proposal was then favorably reviewed by Chief Academic Officers statewide.

Staff Summary

The proposed AS in Health Studies degree will allow students the opportunity to complete pre-requisites for entrance into selective RN nursing programs, or to transfer into a bachelor's degree program for Health Services Administration or other healthcare programs, or to enter the workforce in an entry level healthcare position. This program is designed for students to acquire knowledge in subjects, with an emphasis on Health Studies. The proposed degree will be one of only three programs offered by SLCC in the healthcare field that is non-competitive and open access to students.

1. Value:

- a. Workforce Demand and Job Opportunities: Healthcare occupations represent an extremely high growth and high demand field in the Acadiana region, with a 20% increase anticipated by 2030. SLCC industry partners in this field, including Ochsner Healthcare, LHC Group (home healthcare) and Acadian Companies clearly envision this predicted growth and are seeking solutions to meet immediate as well as long-term employment demands in the healthcare industry. This new curriculum offers educational opportunities in healthcare by providing an avenue to those who earn the degree to further their education by earning a higher degree in the same area, seeking entry into other healthcare fields, or beginning a career in the healthcare sector.

Occupation	LWC Star Rating ¹	Current Jobs ²	Projected Jobs 2030 ²	% Change ²	Average Salary ¹
Medical Office Assistant	2-star	10,893	12,356	13.4	\$30,389
Medical Secretaries	3-star	3,045	3,741	22.9	\$43,322
Medical & Health Services Manager	5-star	42,003	43,593	3.8	\$94,815
Registered Nurse	5-star	11,565	11,927	3.1	\$66,236

¹Source – LWC

²Source – Lightcast

- b. Curriculum Alignment with Employer Needs: The program's curriculum was designed with input from regional healthcare administrators and the industry partners listed above.
- c. Same or Similar In-State Programs: While there are four postsecondary institutions in Louisiana that offer baccalaureate degrees in Health Sciences, Health Studies or Allied Health, this proposed program would be the first Associate of Science in Health Studies in the state.

- d. **Student Enrollment and Completion:** The demand for students wanting to enroll in SLCC’s current health care programs (RN, PN and Medical Laboratory Science) far exceeds the total number of students these programs can admit. Many of these students end up enrolling in the Associate of General Studies (AGS) degree program. The proposed AS in Health Studies will provide an additional avenue for these students who desire a healthcare pathway. Additionally, the degree program will serve as a feeder for companion programs offered by ULL which enrolls over 60% of SLCC students transferring to four-year baccalaureate degree programs.

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	250	370	465	455
TOTAL Estimated Program Graduates	50	100	150	170

2. **Resources:** The AS in Health Studies will require a new Program Coordinator position for alignment of scheduling and direction of student advising, but otherwise there are no additional costs associated with implementation to the program related to special fees, facilities, equipment, or travel. The Program Coordinator role will be a stipend added onto the salary of an existing faculty member who will take on additional duties associated with the position.

	Current	Needed	Additional Costs
Faculty	Existing faculty and adjuncts will support the program.	Program Coordinator	\$24K per year
Physical (Facilities, Equipment, Library, & Technology)	Existing offices and classrooms are sufficient to support the program.	No additional resources projected.	\$0
Student Support	Existing resources will meet the needs of the program for the foreseeable future.	No additional resources projected.	\$0

3. **Master Plan Priorities:** The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan.

- **Accessibility:** The proposed degree will be offered at 3 campuses serving the Lafayette area and surrounding rural communities. Courses will be offered in face-to-face and hybrid modalities, as well as in compressed and late start terms.
- **Affordability:** SLCC allows 18 credits of PLA for the program and has a pipeline to ULL. The degree will also allow students to transition to any health care focused program at other 4-year public institutions without losing credits. Additionally, SLCC is exploring Day One Access, an all-access course materials program that allows students to have access to digital course materials by the first day of class at a reduced cost.
- **Partnerships:** ULL’s Health Services Administration program plans to partner with SLCC to develop a 2+2 with the Associate of Science Health Studies degree. In this partnership, students will have the option of completing the AS Health Studies and then moving seamlessly into the ULL Health Services Administration bachelor’s program.
- **Work-based Learning:** Industry healthcare partners will provide work-based learning opportunities for students in the proposed program when available.

- **Other program attributes that contribute to closing the achievement gap with underserved populations:** The AS in Health Studies program is open access and noncompetitive which provides all students access to a healthcare career. The program is designed to educate and support a diverse student population. Students will be encouraged to enroll in services through the SLCC Center for Minority Excellence designed with support services to encourage, promote and motivate successful completion of educational and career goals.

- **Staff Analysis**

The proposed AS in Health Studies will further the mission of South Louisiana Community College by opening access to higher levels of training for students interested in medical careers. The Health Studies degree pathway will be one of only three programs offered by SLCC in the healthcare field that is non-competitive and open access to students. The program is well-suited to meet the needs of the region it serves.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed Associate of Science in Health Studies (CIP 51.0000) at South Louisiana Community College, with a progress report due June 1, 2024.

AGENDA ITEM V.

Addition of “Choice Modality” to Academic Affairs Policy 2.22 – Dual Enrollment

Executive Summary

In line with the state’s Master Plan and college attainment goals, Regents has focused on increasing early access to college for high school students through dual enrollment. This work has been facilitated through the Dual Enrollment Task Force resulting in the creation of the statewide dual enrollment resource LaDualEnrollment.com, increased access to dual enrollment through a comprehensive revision to dual enrollment eligibility, and recognition of success in dual enrollment courses in the state’s revised minimum admissions standards. The proposed addition of the “Choice Modality” option for students in dual enrollment courses will allow students access to early college with reduced potential impacts on future financial aid and admissions eligibility.

Dual enrollment provides high school students with the opportunity to experience learning at the collegiate level and the possibility to earn college credit. However, there are important reasons why it might not be advantageous for the student’s grade to be included on the college transcript. A student might not fare well in their introduction to college level work, and that poor grade may endanger their eligibility for federal financial aid and other merit-based aid, and so their possibility of attending college at all. These permanent college grades may also affect the student’s later admissibility to graduate school.

The addition of this new credit modality of dual enrollment, modelled on the structure of Advanced Placement (AP) course credit, will allow a high school student to have the experience of learning at the collegiate level without potentially putting their future college plans at risk. Postsecondary institutions may offer students the opportunity to take the college course and allow students to choose whether to include the grade on their transcript based on their grade. In this way the student will have access to learning at the college level, and the challenge of doing college level work, but may decide whether it is expedient for the earned college grade to count toward a future college degree.

Summary of Proposed Policy Revisions

Staff recommend the addition of the following section to the existing policy:

Delivery format and Credit Modality

A college course offered for dual enrollment may be taught onsite at the postsecondary institution, onsite at the high school, online, or in a hybrid fashion. The course credit may also be treated in two different credit modalities: traditional credit modality and Choice credit modality. Grades awarded in courses using the traditional credit-modality are automatically applied to both the student’s secondary and collegiate transcripts. While grades for all dual enrollment courses apply to the secondary transcript, grades awarded for courses using the Choice credit-modality are only applied to the student’s collegiate transcript at the student’s choosing.

Regardless of the delivery format, or credit-modality, all dual enrollment courses must be taught by dual enrollment instructors adhering to identical content and rigor expectations.

An institution may only offer a course utilizing the Choice credit-modality if the institution will transcript the grade in that course on the collegiate transcript should the student's choose that option. The decision as to whether dual enrollment grades impact the student's college GPA remains with the management boards and their institutions.

The revised policy will also add “Guidelines that govern delivery format and credit modality processes” to the guidelines for dual enrollment MOUs and will adjust the definitions section to include credit modalities in the definition of dual enrollment.

STAFF RECOMMENDATION

Senior Staff recommends approval of the revisions to Academic Affairs Policy 2.22 Dual Enrollment.