

Academic Affairs Policy 2.22

Minimum Requirements for Dual Enrollment

Purpose: This policy establishes statewide requirements for dual enrollment offered by Louisiana public postsecondary institutions. The policy is designed to:

- enable and encourage institutions to provide pathways of access to dual enrollment courses;
- establish minimum eligibility requirements for high school students to enroll in academic and technical dual enrollment courses;
- ensure quality, rigor, appropriate oversight, and transcript integrity for dual enrollment courses;
- establish requirements for institutional participation in the statewide dual enrollment application process;
- support transparency in student eligibility, course availability, cost, advising, and transferability; and
- provide for implementation of management board responsibilities related to dual enrollment access, efficiency, cost savings, non-participation in the statewide application, re-entry into participation, and standard uniform dual enrollment tuition rates.

This policy applies to dual enrollment courses offered by Louisiana public postsecondary institutions and shall be implemented consistent with R.S. 17:2943 and other applicable federal, state, accreditation, system, and institutional requirements.

Definitions:

Dual Enrollment: 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 records. 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. Postsecondary institutions must comply with all accreditation requirements for awarding credit.

Early College Credit: College credit earned before completing high school or during the summer immediately following high school graduation, including by dual enrollment and credit-by-exam such as Advanced Placement (AP), International Baccalaureate (IB), or College Level Examination Program (CLEP). Credit hours for AP, IB, or CLEP are contingent on the student achieving an appropriate score as required by either the awarding institution or Board of Regents policy.

Academic Dual Enrollment Course: A dual enrollment course in an academic discipline that is designed for transfer to a Baccalaureate degree, Accelerated Bachelor's degree, Nexus degree, Certificate in General Studies, or Associate of Arts or Science, and/or applicable toward Regents' statewide general education requirements.

Technical Dual Enrollment Course: A dual enrollment course in applied, technical fields with content focused on acquiring specific workforce technical skills in a program leading to a Certificate of Technical Studies, Technical Diploma, or Associate of Applied Science degree designed to prepare students for immediate employment or career entry.

Uniform Statewide Dual Enrollment Application Process: The process established and administered by the Board of Regents, in coordination with the management boards and Louisiana public postsecondary

education institutions, through which high school students may apply to participate in dual enrollment programs offered by Louisiana public postsecondary institutions. The uniform statewide dual enrollment application process may include a common student-facing application, eligibility criteria, course-search, cost-transparency, advising, communication, and data-reporting functions as prescribed by the Board of Regents.

Standard Uniform Dual Enrollment Tuition Rate: The statewide tuition rate is established through the Board of Regents' coordination and consultation with public postsecondary education management boards for dual enrollment courses offered by Louisiana public postsecondary institutions. The standard uniform dual enrollment tuition rate shall include one statewide rate for academic dual enrollment credit on a per-hour basis and one statewide rate for career and technical education dual enrollment credit on a per-hour basis.

Minimum Requirements for Dual Enrollment

The minimum requirements to enroll in dual enrollment differ based on two types of entry:

- A. Academic Dual Enrollment Courses
- B. Technical Dual Enrollment Courses

A. Minimum Requirements for Academic Dual Enrollment Courses

Students must meet any eligibility requirements the postsecondary institution designates, including institutional prerequisite requirements or placement measures, in addition to the minimum requirements outlined below. Postsecondary institutions shall provide additional eligibility requirements to Regents annually for publication on LaDualEnrollment.com.

A student is eligible for Academic Dual Enrollment if they meet ANY ONE of the following criteria:

Pathway	Pathway Criteria
Option 1: Success in High School	• 2.5 cumulative high school GPA AND • Subject-specific minimum scores on an approved assessment (see Figure 1, page 9) OR • Counselor recommendation based on overall student performance and grade trends in the subject
Option 2: Success in the Subject Area	• 3.0 cumulative high school GPA in the subject area (as determined by the postsecondary institution) AND • Counselor recommendation based on grade trends in the subject
Option 3: Previous Dual Enrollment Success	• 2.5 cumulative college GPA earned through previous dual enrollment coursework
Option 4: Early College Academy Eligibility	• Meet the eligibility requirements established for an approved Early College Academy

Any of these four criteria qualifies a student to continue to take dual enrollment classes. Criterion 3 should not be construed as exclusionary.

² Unlike criterion 1 and criterion 2, which are subject-area-based, criterion 3 creates eligibility in all subject areas.

Remember: A student only needs to qualify under ONE of these four pathways to be eligible for Academic Dual Enrollment.

B. Minimum Requirements for Technical Dual Enrollment Courses

Technical Dual Enrollment courses are predominantly taught at two-year institutions, which are open admissions. These course requirements may differ by institution.³

A student is eligible to enroll in Technical Dual Enrollment Courses if they meet ANY of the following four criteria:

Pathway	Pathway Criteria
Option 1: Success in High School	• 2.0 cumulative high school GPA
Option 2: Success in High School performance	• Counselor recommendation based on relevant high school performance.
Option 3: Success in previous dual enrollment courses	• 2.0 cumulative college GPA, as demonstrated in prior dual enrollment participation.
Option 4: Early College Academy Eligibility	• Meet the eligibility thresholds required by an approved Early College Academy.

³ In addition to the requirements listed in the table, some courses have additional safety requirements, and some programs have minimum age requirements set by regulatory agencies. Please reference the postsecondary institution of interest to ensure the student meets any regulatory requirements and that any safety compliance prerequisites are met.

Courses and Instruction

Course Content and Rigor

Dual enrollment courses are college courses taught to high school students, regardless of location, instructor type, or mode of delivery.

Student learning outcomes listed on the syllabus, as well as midterm and final examinations, must be identical to what is offered and expected on the college campus.

Assessments, including assignments, midterms, and finals, must be graded at a college level for college credit, regardless of course delivery method, location, instructor, facilitator, or process. Grades awarded may differ between the secondary transcript and postsecondary transcript if the high school measures differ from those of the postsecondary institution.

Dual Enrollment Instructors

Dual enrollment instructors are college-level instructors with documented academic credentials and professional experience that meet the postsecondary institution's policy on minimum faculty qualifications required to teach the dual enrollment course, according to the credential guidelines specified by the institution's institutional accreditor and, if applicable, a program's specialized accreditor.

All new dual enrollment instructors must receive formal training by a postsecondary departmental faculty member or, preceding the start of class, participate in a workshop offered by the institution to review the curriculum, course content, assessment methods, and student learning outcomes. Institutions shall regularly conduct oversight and provide ongoing professional development to dual enrollment instructors.

Each institution will provide annually to the Board of Regents a description of the process which dual enrollment instructors or facilitators are required to complete before offering the course.

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. Grades awarded for courses using the Choice credit-modality are applied to the student's collegiate transcript only at the student's choosing. Regardless of the student's decision, the secondary transcript will reflect their enrollment in a dual enrollment course.

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

An institution may offer a course utilizing the Choice credit-modality only 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 institution.

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.

Dual Enrollment Student Advising

Dual enrollment students should be advised of the benefits and implications of taking college courses. Advising should include information on admissions, GPA, costs, academic policies, and course transferability. It is important for students to understand that dual enrollment course performance can impact future federal and state financial aid eligibility. Dual enrollment students must have access to appropriate college learning resources and student support services.

Statewide Dual Enrollment Application Process and Institutional Participation

A. Uniform Statewide Application Process

The Board of Regents, in coordination with Louisiana public postsecondary education institutions, shall establish and administer a uniform statewide application process through which high school students may apply to participate in dual enrollment programs offered by Louisiana public postsecondary institutions.

The uniform statewide application process is intended to improve student access, efficiency, transparency, and cost savings. The process may include, but is not limited to, common procedures for student application, institutional receipt and processing of applications, communication of eligibility and placement requirements, course availability, course modality, student cost, advising information, application status, enrollment status, and data reporting.

Participation in the uniform statewide application process does not supersede institutional responsibility for determining whether a student satisfies applicable eligibility requirements, placement standards, course prerequisites, program requirements, accreditation requirements, safety requirements, age requirements, or other requirements applicable to a specific dual enrollment course or program. Final determinations regarding course placement and enrollment remain subject to Board of Regents policy, management board policy, institutional policy, and applicable law.

B. Institutional Participation

Each Louisiana public postsecondary education institution shall participate in the uniform statewide dual enrollment application process unless the institution provides written notice of non-participation to its management board in accordance with this policy and applicable management board procedures.

A participating institution shall use the prescribed statewide processes to administer dual enrollment, provide required student and program information, communicate enrollment decisions, report data, and comply with all Board of Regents policy requirements.

C. Notice of Non-Participation

An institution that elects not to participate in the uniform statewide dual enrollment application process shall provide written notice of non-participation to its management board, with a copy to the Board of Regents, in accordance with management board procedures.

The written notice shall include, at a minimum:

1. the reason for non-participation;
2. whether non-participation applies to the entire institution or to specific campuses, programs, courses, delivery formats, or dual enrollment arrangements;
3. the anticipated duration of non-participation;
4. the effect of non-participation on students, secondary schools, school systems, and existing dual enrollment agreements;
5. the alternative process through which students and secondary partners may apply for or access dual enrollment opportunities during the period of non-participation;
6. a plan and timeline for re-entry into participation, if applicable; and
7. the institutional official responsible for communication with the management board and the Board of Regents.

Non-participation in the uniform statewide dual enrollment application process does not waive or modify an institution's obligation to comply with all other requirements of this policy, including student eligibility, course quality, instructor qualifications, advising, dual enrollment agreements, transcript requirements, reporting and standard uniform tuition rates.

D. Entry/Re-Entry into Participation

Each management board shall establish procedures through which a non-participating institution may initiate or renew participation in the uniform statewide dual enrollment application process.

Before renewal, the institution shall provide its management board and the Board of Regents with documentation that the institution is prepared to comply with participation requirements. Documentation shall include, at a minimum:

1. confirmation that required application, communication, and data-reporting processes are operational;
2. current course, eligibility, placement, modality, cost, and contact information;
3. evidence that appropriate institutional personnel have been trained on the statewide process;
4. confirmation that applicable dual enrollment agreements have been updated, if necessary; and
5. the effective date on which the institution will initiate or resume participation.

E. Management Board Implementation Plans

Each public postsecondary education management board, in coordination with the Board of Regents, shall adopt and submit to the Board of Regents an implementation plan to improve dual enrollment student access, efficiency, and cost savings.

The implementation plan shall include, at a minimum:

1. procedures for institutional participation in the uniform statewide dual enrollment application process;
2. procedures for notice of non-participation and re-entry into participation;
3. expectations for institutional timelines, staffing, communication, and application processing;
4. procedures for maintaining accurate information on dual enrollment course offerings, eligibility requirements, application deadlines, modality, credit modality, tuition, fees, books, materials, and other student costs;
5. procedures for student, family, secondary school, and school-system communication;
6. procedures for coordination with existing dual enrollment agreements, Early College academies, Fast Forward pathways, and other approved dual enrollment models;
7. data-reporting requirements necessary to monitor access, efficiency, cost, participation, and completion;
8. a timeline for full implementation no later than the beginning of the 2027–2028 school year; and
9. any additional information requested by the Board of Regents.

F. Statewide Standard Uniform Dual Enrollment Tuition

To support statewide student access, efficiency, transparency, and cost savings, the Board of Regents shall coordinate with Louisiana public postsecondary education management boards to establish statewide standard uniform dual enrollment tuition rates for courses offered by Louisiana public postsecondary institutions.

The statewide standard uniform dual enrollment tuition rate shall include:

1. one statewide tuition rate per credit hour for academic dual enrollment courses; and
2. one statewide tuition rate per credit hour for career and technical education dual enrollment courses.

Each implementation plan shall provide for adoption and implementation of the statewide standard uniform dual enrollment tuition rates established by the Board of Regents, including one statewide academic dual enrollment credit-hour rate and one statewide career and technical education dual enrollment credit-hour rate.

Each public postsecondary education management board, in consultation with the Board of Regents, shall adopt the statewide standard uniform dual enrollment tuition rate for all institutions under the authority of that management board. The statewide standard uniform dual enrollment tuition rate shall be implemented no later than the beginning of the 2027–2028 school year.

The statewide standard uniform dual enrollment tuition rates shall be reflected in applicable dual enrollment agreements and in student-facing information provided through the uniform statewide dual enrollment application process.

The statewide standard uniform dual enrollment tuition rates shall be exclusive only of books, supplies, consumables, industry-based certification fees, equipment fees, or other course-specific costs. Any fee or charge in addition to the statewide standard uniform dual enrollment tuition rate shall be transparent, consistently disclosed before enrollment, and reported to the Board of Regents.

An institution shall not use fees or other charges to circumvent the statewide standard uniform dual enrollment tuition rates. The Board of Regents shall publish the statewide standard uniform dual enrollment tuition rates and any required implementation guidance in a manner accessible to students, families, secondary schools, school systems, institutions, and management boards.

G. Dual Enrollment Agreements

Each secondary and postsecondary institution shall join in a Memorandum of Understanding (MOU) for the delivery of dual enrollment courses. These agreements should address the following aspects of dual enrollment courses:

- Curricular oversight and rigor
- Faculty **qualification** standards
- Student learning resources and advising
- Student support services
- Ongoing course and instructor evaluation
- **Guidelines that govern delivery format and credit-modality processes**
- Alignment with the statewide standard uniform dual enrollment tuition rates established under this policy
- Identification of whether each dual enrollment course is charged at the statewide academic dual enrollment credit-hour rate or the statewide career and technical education dual enrollment credit-hour rate
- Disclosure of tuition, books, supplies, consumables, industry-based certification fees, equipment fees, or other course-specific costs
- Costs charged to students and families
- Costs borne by the secondary and postsecondary institutions

Other Dual Enrollment Programming Options

Early College Academy

An Early College Academy (ECA) is a comprehensive model of dual enrollment that provides support and the opportunity to earn up to an associate degree or 60 hours of transferable college credits at little or no cost to students. These programs, starting as early as 9th grade, provide rigorous, supportive learning environments that blend high school and college learning experiences through dedicated college and career postsecondary diploma pathways. An ECA is established by a formal memorandum of understanding (MOU) between a secondary school district and a postsecondary institution. MOUs must address student eligibility for course placement, scheduling and accessibility, student access to college learning resources and advising, instructor credential standards, curricular oversight and rigor, costs charged to students and families, and costs borne by the secondary and postsecondary institutions. The ECA will adhere to this policy except if approved by the appropriate management board and ratified by the Board of Regents.

Fast Forward

Fast Forward, an initiative of the Louisiana Department of Education and the Board of Regents, provides high school diploma pathways that include dual enrollment courses to enable students to earn an Associate of Applied Science or an Associate of Arts or Science designed to transfer to a Baccalaureate or Accelerated Baccalaureate degree, or a state-approved apprenticeship. Each public postsecondary institution should approve and annually review all Fast Forward pathways that include certificates or degrees offered by the institution. For more information, go to <https://doe.louisiana.gov/school-system-leaders/ccr/fast-forward>
<https://doe.louisiana.gov/school-system-leaders/ccr/fast-forward>.

Dual Enrollment Reporting

Each year, institutions shall submit fiscal and academic data to the Board of Regents, in the manner prescribed by the Board, relating to dual enrollment at the institution. The Board shall annually analyze and report on the data to ensure compliance with this policy and inform continuous improvement efforts.

Academic Affairs Policy 2.22 Figure 1

Placement Scores

Together with the GPA requirement, if a student has any score in the Humanities and Social Science placement score column, they are eligible to enroll in a Humanities or Social Science dual enrollment course. If they have both the GPA and any score in the Science and Mathematics placement score column, they are eligible to enroll in a Science or Mathematics dual enrollment course.

Assessment	Placement Scores for Humanities and Social Sciences	Placement Scores for Science and Mathematics
ACCUPLACER	86 Sentence Structure	65 Elem. Alg. 40 Col-Level Math*
ACCUPLACER NG	250 Writing	250 QRAS
ASPIRE	433	431
MAP	245	265
Pre-ACT	18	19
Pre-SAT	25 WL	500
EOC	740 English II	760 Algebra I 750 Geometry
LEAP 2025	Mastery or above English II	Geometry: Mastery or above (for enrollment in non-algebraic Gen. Ed Math) Geometry: Mastery or above <u>and</u> completion of Algebra II w/C or better for enrollment in College Algebra
ACT	18	19
SAT	500 ERW	510 Math
ALEKS PPL	n/a	35*
Advanced Placement Exam	3 in a Humanities or Social Science subject area	3 in a Math or Science subject area