

Dual Enrollment Task Force

July 27, 2023
1:00 p.m.- 3:00 p.m.

Board Conference Room 6-242, Claiborne Building
1201 North Third Street, 6th Floor
Baton Rouge, Louisiana

CALL TO ORDER

Dr. Kim Hunter Reed called the July Dual Enrollment Task Force meeting to order at 1:04 p.m., welcoming Nikki Dangerfield, serving as a designee for Carrie Griffin Monica at Stand for Children, as well as Jessica Vallelungo for Dr. Ernise Singleton at LDOE.

ROLL CALL

Ms. Cara Landry called the roll, and a quorum was established.

Members Present	Affiliation
Dr. Kim Hunter Reed	Board of Regents
Jessica Vallelungo (designee)	LA Department of Education
Ms. Doris Voitier	State Board of Elementary and Secondary Education
Dr. Stella Arabie	LA Association of Principals
Ms. Denise Latour	LA School Counselor Association
Dr. Jeaninne O'Rourke	College and Career Readiness Commission
Ms. Nikki Dangerfield (designee)	Stand for Children
Mr. Barry Erwin	Council for a Better Louisiana
Ms. Linda Johnson	LA Association of Public Charter Schools
Ms. Jan Cotton	LA Association of Educators
Members Not Present	Affiliation
Mr. Mike Faulk	LA Association of School Superintendents
Dr. Janet Pope	LA School Board Association
Mr. Richard Hartley	Office of the Governor

APPROVAL OF JANUARY 12, 2023 MINUTES

Dr. Reed asked for a motion to approve the January 12, 2023 minutes. On motion of Dr. O'Rourke, seconded by Ms. Johnson, the motion was approved.

FEBRUARY 2020 TASK FORCE RECOMMENDATIONS REVIEW

Dr. Reed introduced the next item on the agenda, which was to revisit the February 2020 recommendations. She reminded the Task Force its initial set of recommendations were put forth in February 2020. She noted that the Task Force has two sets of recommendations. The first were identified as conditions necessary for success in scaling dual enrollment and the second included agency-specific recommendations. Dr. Reed then called on Ms. Baker to provide an overview of the two documents and

the current status of each condition and recommendation.

One of the conditions necessary for success, relative to funding mechanisms, was a follow-up from the discussion in July 2023. Ms. Baker called on Dr. Amy Cable, Chief Student Affairs Office at LCTCS, to provide an update on the funding determinations made by the LCTCS Board. Dr. Cable noted that over the last year LCTCS has discussed tuition rates related to dual enrollment. For 2023-2024, she said that the system found variances all over the state as to how colleges were charging fees to individuals who participated in dual enrollment. The rate is \$50.00 per credit hour for courses taught at high school by qualified faculty. She stated that full tuition applies for courses taught by college faculty, whether they are taught at the high school or college. Full tuition and fees are needed for courses taught online by the college faculty. She added that institutions can reduce the cost by using LCTCS institutional aid, but all institutions will be charging full tuition and fees. Ms. Doris Voitier asked Dr. Cable if there was consideration specifically for a reduction in fees for CTE dual enrollment courses. Dr. Cable stated that she would take the feedback regarding fees to the Chancellor Advisory Council and would report back regarding the feedback from Task Force members as it relates to fees connected to dual enrollment courses.

Ms. Baker then discussed the second document, the agency recommendations, which showed the progress underway for each board or agency. She reminded the Task Force that the interim dual enrollment policy (Academic Affairs Policy 2.22) was approved by the Board of Regents in January 2023. Ms. Baker then discussed the progress made by LOUIS in the pilot for OER and Dual Enrollment. She said that this summer LOUIS has led a summer professional development series with school librarians and high school dual enrollment instructors to expose them to OER materials, so there are more no-cost and low-cost learning resources for dual enrollment. Ms. Baker added that the second annual report on dual enrollment

participation was released in January 2023. She continued, providing a brief overview of each recommendation, noting that today the Task Force will hear presentations specific to the building of a dual enrollment teacher corps.

DUAL ENROLLMENT TEACHER CREDENTIAL PROGRAM PRESENTATIONS

Dr. Reed then transitioned to the next agenda item, the Dual Enrollment Teacher Credential Program presentations. She called on Ms. Baker to provide an overview of work to date. Ms. Baker reminded the members that in February 2020, the Task Force adopted a recommendation specific to building the teacher corps capacity necessary to be credentialed as an instructor by a college or university. She also reminded the Task Force of the policies that impact who can teach dual enrollment. The policies include:

- Board of Regents Academic Affairs Policy 2.22 (Dual Enrollment)
- Southern Association of Colleges & Schools Commission on Colleges (SACSCOC) Dual Enrollment Policy
- Council on Occupational Education Policy
- System Institutional and Departmental Policy

Ms. Baker also recalled the research conducted and presented to the Task Force in November 2021. This research project surveyed Louisiana institutions as well as reviewed other states, like Minnesota and Indiana, that have specific graduate initiatives for high school teachers. Ms. Baker acknowledged the helpful feedback provided by the Task Force during the research phase. She then provided an overview of the timeline to create the Louisiana Dual Enrollment Teacher Credential Program. In November 2022, a request for applications was sent to graduate programs to either develop or enhance an existing graduate-level or certificate program. Three institutions were selected in January 2023 with funding made available for the development of each program. The institutions awarded included LSU A&M, LSUS, and SUNO.

Ms. Baker then called on the leadership of each program to provide an overview of their work.

LSU A&M

From LSU A&M, Dr. Jacqueline Bach, Vice Provost of Academic Programs and Support Services and Dr. Frank Neubrandner, Executive Director and Chair, Gordon A. Cain Center for STEM Literacy, provided an update. Dr. Bach explained that Louisiana State University proposes to expand and enhance its graduate-level Dual Enrollment Teacher Credential Programs so that they can be accessed by teachers across the state and across a wide variety of subject areas, beginning with English, History, and Mathematics.

Dr. Neubrandner said that current steps include curriculum programming and developing infrastructure. He explained that phase one (Spring 2023 – Fall 2023) will emphasize the enhancement and expansion of the existing 18-hour LSU Graduate Certificate in Mathematics for Advanced Secondary and Early College Instruction as part of the existing Master of Natural Sciences. He also noted the creation of an 18-hour, content-based graduate certification for dual enrollment teachers in history that will lead to a master's degree, and the restructuring of the existing MEd to allow for the earning of 18 hours at the graduate level in English. Features will include 18 hours of graduate coursework in a coherent sequence of content courses offered by a content department, multiple admission paths and advising support. Dr. Neubrandner also noted the restructuring of the existing MEd to allow for the earning of 18 hours at the graduate level in English. Dr. Bach also discussed the university's next steps, which included: launching a website, informing and recruiting teachers from partner schools, recruiting existing students into the programs (graduate and undergraduate), examining opportunities for Prior Learning Assessment, and expanding programs into Chemistry, Engineering, and World Languages. Dr. Arabie asked a question

relative to how the certification will be noted for teachers who complete the program. It was discussed that it will be noted on the postsecondary transcript as a graduate certificate, but Task Force members wondered how this will be easily identifiable for principals and those hiring. Discussion was also had relative to the transferability of a graduate certificate program at one institution to another institution planning to hire the teacher as a dual enrollment instructor. It was noted that institutions are able to make determinations specific to hiring, but that this will be brought forth to System Chief Academic Officers as an item of discussion.

LSUS

From LSUS, Dr. Elisabeth Liebert, Associate Dean of Arts and Sciences and Associate Professor of English at LSUS, provided an update on development of a Graduate Certificate in Dual Enrollment. She said that this graduate certificate treats dual enrollment as its own academic subject. She explained that the certificate explores the history, philosophy, and best practices of dual enrollment through theory and practice. Dr. Liebert then discussed the responses to a survey sent to high school teachers in Bossier, Caddo, and DeSoto Parishes. The main findings showed that 28.3% (17) of respondents are currently qualified to teach dual enrollment while 71.7% (43) are not. Of the 43 who are not qualified, 70% cited financial reasons as the reason they are not. Dr. Liebert discussed that upon completion of the program, students will be able to design and deliver curricula for postsecondary courses in their discipline, articulate an understanding of the philosophy and goals of dual enrollment teaching and of the differences between high school and university-level courses, engage with issues of diversity, equity, and inclusion and negotiate these in their curricula and classrooms, integrate their discipline's pedagogical best practices for postsecondary education into a curriculum, and use a range of educational technologies and resources appropriate to postsecondary education. She then discussed eligibility requirements and, finally,

the timeline, which included: admission and registration in Spring 2024, DE 700 Summer 1A in June 2024, DE 701 Summer 1B in July 2024, DE 702 in Fall 2024, and DE 703 in Spring 2025.

SUNO

From Southern University at New Orleans, Dr. Tonya Rose, Dean of the College of Education and Human Development, provided an update on SUNO's Dual Enrollment Graduate Level Teacher Certification program. This program is designed to increase the pipeline of credentialed high school dual enrollment instructors in Louisiana. The program is a 24-week, 18-credit-hour program that equips dual enrollment instructors with the knowledge, competency, skills, and strengths to instruct high school students in Science, Mathematics, English, and History on the collegiate level. She said that all courses will be facilitated by content-specific faculty members (SUBR/SUNO) who have undergone professional development from the College of Education and Human Development.

Dr. Rose said that professional development will be centered around merging pedagogy and content to provide dual enrollment certification teachers content as well as learning strategies to teach collegiate-level content to high school students. Dr. Rose lastly shared the timeframe, which included: completing the syllabus for all courses by September 2023, SUNO Curriculum Committee approval by October 2023, submission to BOR for certificate proposal approval by December 2023, and enrolling cohort 1 (Mathematics) by Summer 2024.

REVISED ACADEMIC AFFAIRS POLICY 2.22- ADDITION OF CHOICE CREDIT MODALITY (DUAL ENROLLMENT)

Ms. Baker introduced the next item: an update related to the revisions of Academic Affairs Policy 2.22.

Dr. Reed asked Ms. Allison Vicknair, Associate Commissioner for Academic Affairs and Innovation, to present this information. Ms. Vicknair reminded the Task Force that the Board of Regents approved the interim policy dual enrollment to become permanent in January 2023. Board action also included several additional expand pathways to minimum admission into dual enrollment. In addition, in June 2023 the Board approved the Choice Credit Modality, which permits higher education institutions that participate to allow grades for courses using the Choice Credit Modality only to apply to the student's collegiate transcript at the student's choosing. Ms. Vicknair also noted that the policy states that, 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 select that option. The decision as to whether dual enrollment grades impact the student's college GPA remains with the management boards and their institutions.

NATIONAL DUAL ENROLLMENT TRENDS

Dr. Reed then called on Mr. Adam Lowe to provide an update on national dual enrollment trends. Mr. Lowe provided an overview of work in other states specific to access, Career Pathways and dual enrollment funding. Due to timing, this was noted as a follow-up item for the Task Force at the next meeting, in order to inform discussion specific to horizon recommendations.

PUBLIC COMMENTS

There were no public comments.

NEXT STEPS AND ADJOURNMENT

Dr. Reed thanked everyone for their participation at the meeting. She announced that the next meeting

will be hosted at LSUA on Tuesday, October 3, 1 p.m.-3 p.m. The meeting was adjourned at 2:56 p.m.

DRAFT

ADDITIONAL GUESTS

Name	Affiliation
Tonya Rose	SUNO
Frank Neubrandner	LSU
Jacqueline Bach	LSU
Elisabeth Liebert	LSUS
Amy Cable	LCTCS
Pheobe Rouse	LSU
Sarah Francis	LSUA
Jasmine Moore	Stand for Children
Alisha Fontenot	LSUE
Sheri Goings	LSU
Shandra Haynes	LAVCA
Jamie Hilburn	BPCC
Kelita Johnson	SLCC
Michael Rather	SOWELA
Elizabeth Folse	Nicholls
Cambria Bouzigard	Nicholls
Caroline Naves	UNO