

Dual Enrollment Guidelines for Academic Senate November 2020

This procedure was collaborative effort by representatives from MSU Billings Academic Senate, City College, and the Dual Enrollment program. It follows established MUS Dual enrollment guidelines and are specifically adapted to the Academic Standards of MSU Billings and City College. The guidelines have been established to help consistency across the various disciplines that are included in the dual enrollment program. These guidelines are intended to serve as a resource for supervisors, faculty and students participating in the dual enrollment program.

Preface: The following guidelines are to serve as a dual enrollment resource for MSU Billings and City College. City College serves as the “regional hub” for dual enrollment at Montana State University Billings. Montana University System guidelines have been specifically applied to best serve our unique circumstances while remaining consistent with MUS policies. The following is adapted from page 4 of [“Montana University System & Office of the Commissioner of Higher Education Operational Guidelines for Dual Enrollment”](#)

Dual enrollment is the broad term for various types of opportunities for high school students to take college coursework while they are enrolled in high school. Dual enrollment models for awarding of credit include:

1. **Dual-credit course:** awards both high school credit and college credit for a college course taken by the high school student.
2. **College-credit-only course:** awards college credit, but not high school credit, for a college course taken by the high school student.

Dual Enrollment delivery models specific to City College and MSU Billings include:

1. **High School Connections:** These classes are the true definition of dual credit courses. These classes are taught on our partner high school campuses, by a college-approved, state-licensed high school teacher that has met or exceed the qualifications established by the Board of Regents (BOR) Policy 730 (See Appendix A).
2. **University Connections:** These classes are offered to high school students directly through MSU Billings and City College. Students enroll directly through the Dual Enrollment and University Advising office. These are college-credit-only courses, unless a high school student works directly with their school district to arrange for the college course to count towards their high school course requirements.

Principles of Quality: Academic standards and quality are the purview of the MSU Billings Faculty Senate according to institutional collective bargaining agreements and policies (MSU Billings & City College) Therefore, the Faculty Senate has established the following academic standards for dual enrollment courses.

Dual Enrollment Courses: Each Dual Enrollment course has a **parent course** that has been approved by the department in which the parent course is listed in the course catalog, and offered by an authorized academic unit. Dual enrollment courses are all at the 100 and 200 levels (lower division) and, consistent with Montana University System two-year campuses, two-year programs, community colleges and tribal colleges. Courses shall have the same rubric, number, name, description, credits, department and content as the parent course.

1. Academic standards for dual enrollment courses must be equivalent to the parent course. Dual enrollment courses shall meet or exceed [NACEP](#) (National Alliance of Concurrent Enrollment Partnership) standards consistent with MUS & OCHE policies.
2. A complete dual enrollment course syllabus, equivalent to the related parent course syllabus, shall be provided to all prospective dual enrollment students. The syllabus shall contain course information, as well as the instructor's name, authorized department, required textbook(s), course content/topics, a class schedule, learning objectives, assessment/grading policies and any necessary resources or required materials.
 - a. General Education Objective; Each General Education course syllabus must include the following purpose statement:

"General education at MSU Billings is designed to initiate students as participants in the ongoing accumulation of human knowledge and understanding. General education courses promote the development of respect for diversity, along with skills in problem solving, critical thinking, and communication necessary for students to become productive and responsible members of their communities."
 - b. Further, because each general education course is in a category, and each category has learning outcomes specific to that category, each syllabus must contain the learning outcomes for that category. In addition to the General Education purpose statement and category outcomes, syllabi will also include course-specific outcomes (Adopted by Academic Senate, April 11, 2019).
3. All participants in the dual enrollment programs recognize that effective faculty-student interaction and meaningful student cooperation are essential to student motivation, intellectual commitment, and personal development. The dual enrollment course shall be academically rigorous and require a firm commitment by all parties.
4. Technology used in the dual enrollment course should enrich instruction, foster learning and be equivalent to the counterpart university course.
5. Student support (e.g. advisement, counseling and tutors) must be available for dual enrollment students to ensure successful outcomes.
6. Dual enrollment courses are subject to the accessibility standards set forth by the Americans with Disabilities Act, the Montana Human Rights Act, and applicable MSU Billings policies. The courses will be designed and taught following the aforementioned guidelines. Students with disabilities seeking modifications for Dual Enrollment Courses should contact Greg Gerard with Disability Support Services at 406.247.3029 or greg.gerard@msubillings.edu. Family Educational Rights Policy Act (FERPA) policies apply to all students in dual enrollment programs.
7. Students shall not be coerced or required to take dual enrollment courses. Dual enrollment courses cannot be the sole source for required high school courses or credits, in accordance with Board of Public Education policies and Board of Regents dual enrollment guidelines.
8. Dual enrollment courses are separate and distinct from college credit high school courses such as Advanced Placement.

Dual Enrollment Faculty: To achieve the dual enrollment program goals and maintain academic standards, dual enrollment instructors shall at a minimum meet the standards of, but need not be appointed, university faculty affiliates in the University academic department of the parent course. They shall function similar to University faculty, where they are held to similar professional standards (although they technically remain under the employment contract of their school district and are subject to those provisions only).

1. Each dual enrollment instructor must hold the appropriate degree and meet all dual enrollment qualifications per Board policy 730 prior for approval to teach the dual enrollment course. Prospective dual enrollment faculty may request, but are not entitled to, a waiver based on Board policy 730 (Appendix A).
2. Dual enrollment faculty shall clearly hold the qualifications to teach the subject matter as outlined in the dual enrollment course description and syllabus to the same standards as other faculty in the university program and department.
3. Dual enrollment instructors and courses, shall be approved and supervised by the department in which the instructor's course is housed while following the proper procedures as defined in the MUS guidelines and the MSUB Dual Enrollment Faculty Liaison position description (Appendix B).
4. Each dual enrollment instructor shall have a designated discipline-specific faculty liaison identified by the appropriate department, to ensure that the course reflects the university's pedagogical, theoretical and philosophical orientation and adheres to the approved dual enrollment syllabus, academic standards and MOU. Dual enrollment faculty may not alter course characteristics without the approval of the supervising department.
5. The Dual Enrollment Faculty Liaison program is designed to provide clear expectations for both the faculty liaison and the individual faculty that they are mentoring. Part of this program is to meet throughout the semester (depending on the number of times a course has ran) to ensure quality and that academic standards are being met.
6. If the designated faculty liaison feels that a dual enrollment course is not meeting the standards set by the university, then the liaison shall notify the director of dual enrollment to discuss their concerns. If the issue(s) are not addressed the first time they are brought to the dual enrollment faculty's attention, then a meeting between the faculty liaison, the department chair of the course's subject, dual enrollment director and faculty member will take place to discuss the issues.
7. If the dual enrollment director, faculty liaison and department chair all agree that the faculty member has failed to alleviate the issues discussed, this shall result in disqualification of instructor to teach future dual enrollment courses.

Dual Enrollment Students: Prospective dual enrollment students must demonstrate academic qualifications prior to enrollment, and then consistently meet both K-12 and higher education academic performance standards after dual enrollment course enrollment. Procedures for evaluating these qualifications are outlined in the [MUS – Office of the Commissioner of Higher Education Operational Guidelines for Dual Enrollment](#) under section IV: "Dual Enrollment Student Eligibility" (p. 9-11)

1. Students shall demonstrate the necessary maturity to maintain effective faculty-student interaction, cooperation, motivation, intellectual commitment, and personal development.

2. Before dual enrollment registration, students must be: Fully enrolled in high school, successfully complete the required high school prerequisites, successfully complete the university program prerequisites and be on track for high school graduation.
 - a. Without exception, all dual enrollment students must meet the same prerequisites as on-campus students for courses that require specific placement tests, standardized test scores, or prerequisite courses. Students seeking placement in mathematics and composition courses, must meet the requirements of BOR Policy 301.17 (see Appendix C). Campuses must keep copies of official placement scores and/or prerequisite transcripts on file.
3. Completion and transfer of a dual enrollment course shall not provide an exemption from the required entrance, placement or proficiency exams for admission to university academic programs. Scores from dual enrollment student placement and proficiency exams will be recorded and monitored as a means for dual enrollment academic quality assessment.

Appendix A: Montana Board of Regents Policy 730

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION Policy and Procedures Manual

SUBJECT: PERSONNEL

Policy 730– Minimum Qualifications for Faculty in Two-Year Degree

Programs **Adopted: May 30, 2008; Revised: May 23, 2014**

Board Policy:

This policy establishes minimum qualifications for all faculty in two-year degree programs under the supervision and/or coordination of the Montana Board of Regents of Higher Education (BOR).

A. *Faculty in transfer programs/disciplines.* The minimum requirement for faculty teaching general education or career/technical coursework designed for transfer as part of the BOR general education transfer policy, the associate of science degree or the associate of arts degree shall be a master's degree in the teaching field or a closely related academic discipline with at least nine (9) graduate-level semester credits in the academic discipline. General education faculty who teach related instruction or developmental course work need not have a master's degree, but must have a bachelor's degree in the teaching field or a closely related discipline. Faculty employed at the time of approval of this policy shall be considered exempt from its provisions. Under extenuating circumstances, approval of the deputy commissioner for two-year education in the Office of the Commissioner of Higher Education (OCHE) must be obtained to employ faculty without the minimum qualifications.

1. *Temporary waiver for secondary instructor in dual enrollment programs transfer programs.* A temporary waiver may be allowed (at the discretion of the campus chief academic officer) for Dual Enrollment secondary instructors who do not meet BOR Policy 730.1. Dual enrollment instructors will be granted temporary approval if they meet the following criteria: 1) Hold a master's degree and be employed as a practicing secondary instructor; 2) Completed a professional development plan to earn 9 graduate credits in the discipline of the dual enrollment course within three years. Both the dual enrollment instructor and the college chief academic officer must sign the agreement and it must be reviewed annually; 3) Have enrolled in the first graduate course by the first semester of instruction; and 4) Demonstrate annual progress to meeting the 9 credit requirement.

B. *Faculty in career/technical disciplines/programs.* Minimum qualifications for career/technical faculty shall be three years' experience in the occupation to be taught or an equivalent number of years of postsecondary education in the career/technical discipline, combined with work experience in the career/technical discipline. Faculty employed at the time of approval of this policy shall be considered exempt from its provisions. Under extenuating circumstances, approval of the deputy commissioner for two-year education in OCHE must be obtained to employ faculty without the minimum qualifications.

C. *Professional and continuing education faculty.* Professional and continuing education courses should be taught by faculty with related college work or specialty training. In all cases, teaching faculty in these programs and courses must have special competence in the fields in which they teach, as determined by the chief executive officer of the institution.

HISTORY:

ITEM 139-103-R0508 approved by BOR May 30, 2008. Item 163-116-R01514, Revised May 23, 2014.

Appendix B: Dual Enrollment Faculty Liaison – Position Description

Dual Enrollment Faculty Liaisons work in collaboration with the MSUB Dual Credit Coordinator and high school teacher to ensure appropriate rigor and quality is maintained for classes taught at the high school for which the students are receiving college credit. With this goal in mind, the following are minimum expectations of the Faculty Liaisons (assumes first time an instructor/course is mentored; second mentorships noted):

- Work in collaboration with the department chair and the Dual Credit Coordinator to verify that high school credentials are appropriate (remember that BOR Policy 730.1 establishes minimum qualifications for two-year college adjunct faculty; see below).
- Meet with high school teacher before the class is offered to review course outcomes, syllabus development, expectations for content and books, and any specific assessment (general education assessment, exam, paper, project, etc.) that will be required (first and second time the course is offered; not required for third and subsequent offerings).
- Verify the syllabus at the high school matches the learning outcomes and assessment processes as the same course taught at the college; typically, the college faculty liaison will provide the high school teacher with his or her syllabus as a guide (each time the course is mentored).
- Meet with high school teacher through the semester as needed (each time the course is mentored).
- Conduct one classroom observation during the semester (first and second time the course is offered).
- Familiarize high school teachers to use any discipline-specific software necessary to teach the courses.
- Near or at the end of the course or instructional period the high school teacher, the faculty liaison, and the dual enrollment director will meet to debrief the class and make suggestions for future offerings.

Compensation:

\$500 per each dual enrollment instructor per unique course for the first time the course is offered, or if an existing course undergoes dramatic, and documented reforms.

\$200 per each dual enrollment instructor per unique course for the second time the course is offered.

\$100 per each dual enrollment instructor per unique course for the third and subsequent time the course is offered.

Appendix C: Montana Board of Regents Policy 301.17

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION Policy and Procedures Manual

SUBJECT: ACADEMIC AFFAIRS

Policy 301.17 – Mathematics and Composition Course Placement

Adopted: November 16, 2007; Revised: September 18, 2014

Board Policy:

- A. **Purpose.** This policy:
1. Sets forth expectations and requirements pertaining to math and composition placement testing on Montana University System campuses.
- B. **Expectations and Requirements.** All MUS campuses shall have a mechanism for assessing all students' readiness for college-level mathematics and college-level composition courses.
- C. **Mathematics and Composition Course Placement systems.** Each campus may choose the mechanism(s) for placing students in mathematics and composition courses offered on their campus, including waiver of the required assessment if a student has AP, IB, dual credit, and other types of coursework evaluated as college credit bearing.

History:

ITEM 89-003-R1195 Proficiency Admission Requirements and Developmental Education in the Montana University System, approved November 17, 1995; ITEM 107-109-RO500 Report from Joint K-16 Composition Standards Committee on Writing Proficiency Standards for Admission and Graduation from MUS, approved July 6, 2000; ITEM122-115-R0104 Writing Proficiency Recommendation, approved January 15, 2004; ITEM 129-109-R1105 Writing Proficiency Policy, approved November 16, 2005, ITEM 135-1110R0507 Revisions to Policy 301.16, Writing Proficiency, approved May 31, 2007. Revised September 18, 2014, Item 164-103-R0914.